STUDENT'S PERCEPTION TOWARDS THE IMPLEMENTATION OF YOUTUBE SONG VIDEO CONTENT FOR LEARNING ENGLISH SONG LYRIC

Ichda Sholikhatun Nisa[1], Dr. Khoirul Anwar, M.Pd. [2], Paulina, M.Pd. [3]

University of Muhammadiyah Gresik[1]
ichdan25@gmail.com
University of Muhammadiyah Gresik[2]
khoirulanwar@umg.ac.id
University of Muhammadiyah Gresik[3]
paulina@umg.ac.id6tgv

Abstract

Student's Perception is the process of students to interpret and organize an environment into meaningful information which cover student's feeling of like or dislike towards something, it includes positive and negative opinion. Student's Perception in this study focuses on the implementation of YouTube in Learning English song lyric. This study uses mixed method design. 72 students in class XI Science 3 and 7 in SMAN 1 Cerme become the subject of this study. The data was collected using Perception Questionnaire. After grained the data, the writer analyzed by using some formulas and SPSS 1.16. The writer also used interview to ensure the result of questionnaire.

Based on the data analysis that was collected and analyzed from the students of XI-Science 3 and 7, 58,3 % of the students had positive perception towards the implementation of YouTube in Learning English song lyrics, from the interview and questionnaire result, this study is also gave many advantages from the student's perception, the writer would like to answer the research questions as stated before. It consisted of a question involving to find out the research question "What is the students' perception on the implementation of English song video in YouTube for learning song lyric at eleventh grade students in SMA Negeri 1 Cerme?". The result is students had good perception, the students gave positive respond in every activity conducted in the classroom because the song make the class become more conducive, fun, and meaningful, so it influenced their ability in listening improved well. Not only that, they also mastered the component of language in English, such as grammar, vocabulary, and pronunciation. The result of questionnaire and interview, the percentage from students who disagree that learning English song lyric improved their understanding in identifying grammatical structure. Even though they have learnt grammar for many times, but they still have difficulties in learning grammatical structure. Not only that, students also have difficulties in differentiating the native speaker accent, such as American accent and British accent. Students also weak in imitating the sound of speech. It is because the native speaker speaks fast, so that they cannot get the word easily, they still repeat the English song again and again. Teacher also uses group discussion technique in learning English song lyric from YouTube, it made the students become more active in communicate and share ideas with their friends.

Keywords: *Perception, YouTube, Song Lyric.*

Introduction

The world is entering 4.0 revolution era, almost all technology uses English as the language program. English is a whole world priority for economic development, culture, science, interaction among government, and also for educational development. Nowadays, English becomes as important key aspect in international communication, students who learn English in order to be able to keep up with the qualification of 21st century's students. Two of these qualifications are there is a need to use more flexible ways of personalizing teaching and learning by using technology to get better target individual's current levels of achievement and learning needs, the other is student should be master English in order to improve their self-quality (Geoff Masters, 2015).

As categorized as Z generation or millennials who were born in 1998 up to 2001, students are entered in Internet generation and digital native people. They are skilled as gadget users. By this phenomenon, it is good for English teachers to integrate technology in Teaching and Learning English process, so that the students can maximize the use of their gadgets to support their achievement. As the suggestion from Cook (2015), teachers should adopt nowadays technology in teaching millennial students and connected

it all the time for educational development. Lin's (2003) research showed that there were positive attitudes towards the use of multimedia resources in their language program of the majority in Taiwanese EFL Learners. They were motivated after using Internet, to record and save their own writing and to use of multimedia resources to develop their English Comprehension.

There are many medias that can be used in teaching English, for example, picture, audio, video, etc. Using video in teaching is a good choice for the students' interested, especially, using song and music in teaching and learning process. Actually, song and music are included in teaching media. According to Hammer in Kurnianto (2016), music is powerful stimulus for students' engagement. Music can speak directly to the students' emotions while still allowing them to use their brain to analyze the music and its content. The use of song and music in the classroom can stimulate someone positively who learn language. It can entertain and give a great connection between the world of leisure and the world of learning. As we know that the media that is used commonly in teaching and learning language is using song. Song is believed to be able to help the students in learning foreign language.

The writer did preliminary study first to find out the English teacher of senior high school who implemented YouTube

song video content for teaching English song lyric. SMAN 1 Cerme was chosen as the resource of the data for this research because the English teacher in this school implemented YouTube song video content for teaching English song lyric in eleventh grade class about 6 meetings x 45 minutes. This school gave more contribution for the writer to take the data there. The students who got song lyric material as the sample of this research.

Person Perception

In this study, the writer uses person's perception as people outputs (evaluation, memory, and impression) which are gotten and built from their experience and their own knowledge.

Evaluation is the value judgment or give assessment to the result which have been achieved in program (Tyler in Idowu, 2015). While, Rombach in Idowu (2015) stated that evaluation is collecting information then use that information to make conclusion about an education program whether the process is effective or not, and if not, what changes must be made to improve its effectiveness.

Memory can be defined as saving information related to personal experience (Hoven and Eggen, 2007). While, James in Tulving (1989) stated that memory is saving good or bad experience that is through in the past and it can be showed in

the future. Memory is set of cognitive capacities by which retain information and saving past experience, usually for present purposes. Memory is one of the important ways by which our histories, our current action and experiences. Memory is able to be a source of knowledge. We remember experiences events which are not happening now, so memory differs from perception. In this study, memory is student's past experience about learning English song lyric from YouTube.

Impression is the overall effect of something that has already occurs (Mazarin, 2015). Impression refers to the process in which individuals attempt to influence the opinions or perceptions others hold of them. Impression management also referred to as self-presentation, it is goal-directed activity that helps to establish the boundaries of what is considered acceptable behavior. Impression management has been used to define interpersonal communication phenomena, including environment. In impression management, individual or organization must establish and maintain impressions that are congruent with the perception they want to convey to their public. In this research, impression refers to the teacher's opinion about outdoor teaching and learning activity.

The Role of Song in Learning Song Lyric

The use of song in Language learning, especially in learning listening, learning pronunciation, learning grammar, learning vocabulary is really helpful.

In learning listening, by listening English song, it can be a good media in introducing some English accents. It makes the English words become more familiar to the students. Therefore, it will improve the students' listening accuracy. Actually, listening skill is a great start to learn English. Based on (Nation, 2014 in Ranggen 2016), a useful thing to doin the very early stages of learning another language is to listen to the way in which the language is spoken, even when you don't understand anything at all. In addition, listening to English language, especially from native speaker, is able to students to get correct pronunciation of the language.

In learning pronunciation, song can be effective ways in improving pronunciation skill. As like what Ward (1980) states in Ranggen (2016), it can be a big help because the rhythm of the verse helps the learners to put the stress in right places, creating a natural flow of language and building up fluency to help the pronunciation.

In learning Grammar, song can be one easy way to learn basic gramar. Based on Sharpe (2001) in Ranggen (2016), he stated that the power of song on learning grammar makes the students gradually internalize the structures and patterns of the foreign language as well as the spesific language items that the teacher wants them to learn. Schoepp (2001) in Ranggen (2016), also believes that songs are valuable as it contributes to fluency and the automatic use of meaningful language structures.

In learning vocabulary, songs are great way to remember many words. It helps students in remembering the new words easier. According to Walace (1994) in Ranggen (2016) on his study result, it revealed that music when repeated, simple and easily learned can make a text more easily learned and better recalled than when the same text is learned without any melody. It means that songs are able to make the process of learning the new words become easier.

Method

Research Design

In this study the writer conducted mixed method design, it is a kind of research design which is done at large or small population but the data is from sample of population. Questionnaire and interview are used as the main measuring instrument of the data. Tashakkori and Teddlie in Phipip (2003) identified three different approaches in mixed methodology; these being concurrent, sequential and conversion. This study undertakes the sequential approach where the quantitative phase (numbers) is followed by the qualitative phase (personal experience) (Creswell, 2013); where the

qualitative findings are used to contextualize the quantitative data (Creswell, Plano-Clark, Gutmann and Hanson, 2003).Qualitative data can also enhance and enrich the findings (Taylor and Trumbull, 2005; Mason, 2006) and, help generate new knowledge (Stange, 2006).

Subject

The selecting of the subject was using Purposive Sampling Method, which the sample can be taken between 10-15% or 20-25% or more. Ali (2015) stated that purposive sampling method is based on a certain consideration made by the writer themselves, based on the characteristics of the population known previously. The selection of the subject is based on the preliminary study in some schools in the south area of Gresik. school which has a criterion in implementing learning song lyric by using YouTube according to the need of this study is SMAN 1 Cerme. The teacher combines teaching and Learning English with nowadays technology, that is YouTube. The Population were 426 of eleventh grade students. The writer takes 2 classes from XI-Science 3 and 7, each class consists of 36 students, so there were 72 students (12%) from the population.

Data Collection

The data were collected by certain methods. The methods used were questionnaire and interview. A questionnaire was given to the selected students in English classroom. The data from the questionnaire was aimed to find out the students' perception in learning song lyric from YouTube. The questionnaire used Likert-scale that consisted of 24 close-up statements with 5 choices of answer. The unstructured interview was used to find the data in depth about the benefits of learning English song lyric material for student, it was also used to enrich the data collected from the questionnaire. There are 12 Questions for the students.

Data Analysis

Quantitative

To analyze the percentage number of the subject from questionnaire data calculated the percentage of the students $\{P = \frac{F}{N} \ X \ 100 \ \%\}$. Then, the writer calculated mean formula to analyze the average of the students' perception. $\{Mean = \frac{Score}{Max} \ X \ P\}$. The writer processed the result of calculation on the table chart. The purpose of display is to cultivate the data easily that was carried out by writer The writer made conclusion of questionnaire result from averages of the students' perception from the subject. Then the writer concluded the students' perception from percentage of each criterion in the table and chart.

Qualitative

In **data** display, the writer selected the data for answering the problem statements. The writer interviewed respondent and recorded all the result of interview in audio recorder which was arranged carefully in script form and

transferred in narrative form using Microsoft Word.

In **data display**, the writer analyzed the data in detail by making transcription and narration based on interview. Further, the writer narrated all information based on the results of interview and recheck the data from students' perception in implementation of YouTube song video contents in teaching and learning lyrics analysis material.

In **data drawing**, the writer drew the conclusion from interview data. The conclusion gave a clear explanation about students' perception towards the implementation of YouTube song video content in teaching and learning English song lyric material. The writer made a conclusion related to the findings and the theories. The data were analyzed based on the fact and writers' interpretation. The results of the data were used to complete the result of the questionnaires, answer the research questions, and formulate the data into the results of discussion.

Finding and Discussion

Evaluation

Evaluation is basic level of perception. In this study, the writer evaluated student's perception during process of learning song lyric through YouTube from student's answer in questionnaire. Then, the writer did interview to subjects to get the data that were not gained in questionnaire section.

The selection of YouTube as learning media in English song lyric is very effective.

The first questionnaire's statement result conclusion is YouTube was very good media because it was interesting and related with nowadays millennial student. They always used it in every single minute, of course it attracts their interest to learn English. Moreover, watching and listening to YouTube song video was a very good stimulation for students, it could activate their brain and create fun and meaningful class. While the use of book in learning English song lyric was too monotonous, it would make the students bored with the lesson.

Second questionnaire's statement result conclusion is Group discussion was the exchange of information, opinion, and ideas. It is a very good technique in learning process, it aims to make the students able to communicate with others in sharing their ideas with their member of group. The students who have been interviewed by the writer stated that they were more assisted by group discussion because they could discuss or share something that they did not know and solve the activity task together. Group discussion provides an opportunity for students to be more actively engaged in learning and also enhance students' cooperation and social skills.

Third questionnaire's statement result conclusion was Learning English song lyric from YouTube also able for the students to learn its language component. There are three major of language component, those are syntax, morphology, and phonology. Syntax is the rules for the structure of a sentence. Syntax such as sentence organization, it has relationship between words, clauses, and elements of sentence. It should be containing a noun phrase and verb phrase. While Morphology is the organization of words. Morphemes are the smallest grammatical units. There are two kinds of morpheme, free morpheme and bound morpheme. Free morpheme is independent, such as girl, beautiful, and happy. While bound morpheme, should be added with un-, non-, -ly, -s. The last is Phonology, it is the sound of speech and the shaping of syllables.

Fourth questionnaire's statement result conclusion was the activity in learning English song lyric in the classroom created the students to be more active and creative. Almost the students stated that they became more active because the teacher asked them to be active and creative in following every activity conducted in the classroom. Students were required to speak in front of the class to present their work with their member of group, they also learned in group discussion so it made them actively in communicate with their friends, the teacher asked them to be creative in making a sentence from difficult words.

Memory

Memory is one of the most important ways which analyzed the student's histories, their current action, and past experience. Memory is retaining information related to student's experience, usually for present and future purposes. In this study, the writer wants to examine whether the student's memory about the past experience influenced their analysis to fulfill the questionnaire item statement about student's perception in learning song lyric from YouTube.

Fifth questionnaire's statement result conclusion was the activity in learning English song through YouTube improved the student's ability in listening. There was no student who disagrees with this statement. Listening to English song from YouTube made the English words became more familiar to the students. Therefore, it would improve the students' listening accuracy. Actually, listening skill is a great start to learn English. Based on (Nation, 2014 in Ranggen 2016), a useful thing to do the very early stages of learning another language is to listen to the way in which the language is spoken, even when you don't understand anything at all. Listening might be the most obvious skill that would improve the students were listening to a song in learning song lyrics.

Practically, students listened to the song and heard every words or sentences from the song. While listening, students could read song lyrics so that the students could understand the words and its pronunciation. This surely increased students' listening skill.

Sixth questionnaire's statement result conclusion was Students also got some challenges when they listened to the English song from YouTube, the writer had revealed that the use of song lyrics might have several distractions and challenges on poor quality of sound system. In other words, when the audio and video were heard or listened to were not in a good quality, the students could not get the pronunciation of certain words in a song. Learning English song lyric from YouTube also might be distracted by class environment. This study also had revealed that students tended to be noisy in class which used song as learning media. From the statement, it could be concluded that students got challenges from the class environment when they were using song lyric in English learning. Actually, the same idea had been explained by Murphey (1992) that in the classroom, the teacher had a role to control the students, by using songs in the classroom, the students would feel enthusiast and attractive to follow the material delivered by using songs. Besides that, students would be automatically more

crowded because songs created noisy classroom, so that the teacher might lose the control. Shortly, using song lyric in English learning might have some challenges because of the class environment. From listening activity, students also got better pronunciation of the words. Similar with listening skill itself, pronunciation skill could be improved by listening to a song and reading the song lyric in one time. The process of acquiring this advantage was almost as same as improving listening skill. When the students heard a word or phrase on a song and read the word in song lyric, the students could understand easily how to speak the word or phrase. In other words, student's speaking skill, especially pronunciation aspect was also increased. Using song from YouTube in learning song lyric could give the students advantages towards their pronunciation skill. In a further analysis, the researcher found some experts' finding which is in line with current research's finding. Ramírez (2013) stated that a song from YouTube can be used to develop all language skills as integrated, including improving students' pronunciation skill. This phenomenon had been found in this research. Brewster, Ellis, and Girard (2002) said that song gave the incredible effects to learning pronunciation. Some important features such as stress and rhythm, pronunciation, and intonation are

also trained naturally through song from YouTube.

Grammar is also a linguistic resource that can be learned from English song lyric from YouTube. This research showed that students' grammar mastery is improved by learning with song lyrics. For instance, students can make good sentence when they understand the grammar well. Since students' grammar is improved by learning English using song lyrics, the students' ability to make sentence is also improved. The writer found that grammar is one of the advantages of using YouTube in learning English song lyric. XI-Science 3 and 7 students' grammar mastery could be improved through learning song lyric from YouTube. In further analysis, the researcher also found other experts' finding that is in accordance with this finding. According to Brewster, Ellis, and Girard (2002), song is a media to introduce new language, and also as a media to evaporate grammar and vocabulary. This ensures that learning song lyric from YouTube had advantages towards students' grammar skill. Based on Sharpe (2001) in Ranggen (2016), the power of song on learning grammar makes the students gradually internalize the structures and patterns of the foreign language as well as the spesific language items that the teacher wants them to learn. Schoepp (2001) in Ranggen (2016) also believed that songs are valuable as it

contributes to fluency and the automatic use of meaningful language structures. There were 26 students (37,1 %) who disagreed with the questionnaire item statement point 7 about grammatical structure.

In this study's finding students faced while learning English with song lyric are song's accent. This research had found that due to variety of accent in a song, the students could get difficulties in getting the lyric of the song because they simply did not hear well the song.

The other one was students also faced challenges when learning English using song lyrics because of song's intonation and accents. Learning English song lyric from YouTube also gave advantages to the students to enrich their vocabulary. All the students agreed with the statement point 9. This study had found that vocabulary is one of English parts that might be improved when students are learning English song lyrics from YouTube. It is believed that using YouTube in learning English song lyric can be easy, rather than other methods, to improve students' vocabularies. Not only sharpening the students' known vocabularies, using YouTube in learning English song lyrics can ease students to enrich and memorize new vocabularies. Every student has their own way in remembering the vocabulary to stay longer in their mind. Such as singing the song and

listing the new vocabulary then finding the meaning. songs are great way to remember many words. It helps students in remembering the new words easier. According to Walace (1994) in Ranggen (2016) on his study result, it revealed that music is repeated, simple and easily learned can make a text more easily learned and better recalled than when the same text is learned without any melody. It means that songs are able to make the process of learning the new words easier.

Impression

Impression is the overall effect of implementing YouTube in learning English song lyric activity. Impression refers to the process in which individual attempt to influence their opinions or perceptions. The writer examines the impression of the students about implementing YouTube in learning English song lyric.

In questionnaire item statement point 10, there were 100 % students agreed. From the questionnaire result, the students stated that learning English song lyric from YouTube gave them understanding in learning English. It can be seen from the result in tabulation of evaluation and memory result, also the finding of evaluation and memory. The students who were easier in understanding English language could be caused of some factors, such as the effectiveness of YouTube as the learning media, the activity in learning song lyric from YouTube such as group discussion, fill the blank lyric, and make sentence from difficult words.

In questionnaire item statement point 11, there were 95,8 % of the students who agreed with this statement. Students become more enthusiastic because learning song lyric with song creates the class more fun and meaningful. Song also removed the students stress, and improved their motivation in learning English (Molinsky, 2000).

In questionnaire item statement point 12, there were 72,2 % students agreed with this statement and there were 27,7 % of the students who disagreed. Every activity in learning English song lyric from YouTube, gave the students chance to see the language use in English as well as they hear it.

In questionnaire item statement point 13, there were 100% students agreed with this statement. Learning English song lyric from YouTube allowed them know many English song. Based on the result of interview, 7 students stated that they learnt about 5 songs in learning English song lyric. It can be concluded that their list of English songs is enriched during learning English song lyric from YouTube.

Discussion

The result showed that the students had good perception gave positive respond in every activity conducted in the classroom because the song made the class became more conducive, fun, and meaningful, so it improved their ability in listening well. Moreover, they also mastered the component of language in English, such as grammar, vocabulary, and pronunciation. The result of questionnaire and interview, the percentage from students who disagreed that learning English song lyric improved their understanding in identifying grammatical structure. Even though they have learnt grammar for many times, but they still have difficulties in grammatical structure.

Not only that, students also have difficulties in differentiating the native speaker accent, such as American accent and British accent. Students were also weak in imitating the sound of speech. It was because the native speaker speaks fast, so that they could not get the word easily, they still repeated the English song many times. Teacher also used group discussion technique in learning English song lyric from YouTube. It made the students more active in communicating and sharing ideas with their friends.

Conclusion and Suggestion

Based on the result of questionnaire and interview, it can be concluded that 58,3 % of the students had positive perception towards the implementation of YouTube in Learning English song lyrics, from the interview and questionnaire result, this study also gave many advantages from the student's perception, such as supporting their learning activity that the students could interpret the meaning of song lyric. In addition, by the implementation of YouTube they also could pronounce the correct pronunciation, improve their listening and speaking skills. It is appropriate with the qualification in 21st century students, that they had to use technology in learning process and mastering English well. But they also have difficulty in the grammatical structure of song lyric and sometimes they still did not know the meaning of the song.

Not only that, student's vocabulary was enriched by using songs in learning English. Students in XI grade students of Public Senior High School 1 of Cerme admitted that they enriched their vocabulary. Next, the improvement of student's grammatical understanding had also found as advantages of using songs from YouTube in learning song lyric, students practiced the grammatical through song lyrics. Furthermore, the advantages related to linguistic resource is listening.

The students got the benefit from the use of song from YouTube in learning English song lyric, the students practiced their listening through listening to songs. Additionally, pronunciation was also included on the advantages that students got from the use of song lyrics in learning English. Students practiced the pronunciation by listening to song, to make students' pronunciation fluently.

Suggestion

There are some suggestions which are proposed by the researcher for students, lecturers, and further researcher.

Students. The students of Public Senior High School 1 of Cerme can use YouTube when they are learning English song lyric. The finding of this research has explained the perception of the students who learn English song lyric through YouTube. So, when the eleventh-grade students of Senior High School 1 of Cerme learn using song lyric, they will be easier to learn English. In addition, the challenges towards the use of YouTube in learning song lyrics could be considered for the students to give more attention to those problems. Hence, the students can try to overcome those challenges.

English Teacher. The finding of this research indicated the student's perception of using YouTube in learning English song lyric in Senior High School 1 of Cerme, the English teacher are suggested to add activities of learning by using YouTube in song lyric. Hopefully, it can make a fun and enthusiast class but the students can still learn English well. Moreover, there are many challenges towards the use of YouTube in learning English song lyrics. Thus, the teacher can help students to overcome the problem.

Next researcher. The current researcher also has several suggestions to future researcher. This research finding can be a reference to other researchers. They can develop the research on the same topic based on the finding of this research.

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