

ASSISTING THE EDUCATIONAL DEVELOPMENT: BRAINSTORMING STUDENTS TO INTEGRATE ONLINE DICTIONARY WITH WH-QUESTION STRATEGY

Yovita Dyah Permatasari¹, Rijal Mumazziq Z.², Anik Nur Maidah³,
Ulya Maulani Subhan⁴, Imra'atus Shalihah⁵

Al-Falah Assuniyah University Jember, Indonesia

e-mail: ¹yovita.aza@gmail.com, ²rijalmz@gmail.com, ³440.18.845@inaifas.ac.id,
⁴ulyasubhan22@gmail.com ⁵imra'atus@uas.ac.id

Abstract

This study explores how to push the student to higher critical thinking in analyzing English songs' lyrics by integrating the online dictionary and the WH-Questions strategy. It is used to savvy the messages contained in the songs. An online dictionary is used as a learning tool, and WH-Questions act as a practical approach in the fun process of learning English. The five Students were selected from the fourth semester of English department at Al-Falah Assuniyah University, Jember. It is a total of twenty students in the fourth semester in the English Department Study Program. Students faced difficulty in expressing an idea, difficulty in arranging the sentence, difficulty in find some vocabulary, and difficulty in using grammar. To get the best practice in analyzing the results, this study used a qualitative method. Some references from articles and theories are used to gain additional information in-depth analysis in conducting this study. Hence, the findings show that by using WH-Questions strategy and an online dictionary proved that students can write quickly, easily, systematically with the correct tenses and good vocabulary. Students also explored their creativity in creating their ideas. Lecture could include this method and materials in the curriculum development or their lesson plan. The lecturer's policy in determining the right method also has a very important role. This research places more importance on a structured and directed learning process, so that the results of the learning process can achieve the expected goals.

Keywords: Education; Student; Wh-Question; Song-Lyric.

Abstrak

Penelitian ini mengeksplorasi cara mendorong siswa untuk berpikir kritis lebih tinggi dalam menganalisis lirik lagu bahasa Inggris dengan mengintegrasikan kamus online dan strategi WH-Questions. Penelitian ini digunakan untuk mengetahui pesan yang terkandung dalam lagu. Kamus online digunakan sebagai alat pembelajaran, dan WH-Questions bertindak sebagai pendekatan praktis dalam proses belajar bahasa Inggris yang menyenangkan. Subyek penelitian adalah siswa dari semester empat jurusan bahasa Inggris di Universitas Al-Falah Assuniyah, Jember. Totalnya dua puluh siswa di

semester empat di Program Studi Jurusan Bahasa Inggris. Siswa menghadapi kesulitan dalam mengekspresikan ide, kesulitan dalam menyusun kalimat, kesulitan menemukan beberapa kosa kata, dan kesulitan dalam menggunakan tata bahasa. Untuk mendapatkan praktik terbaik dalam menganalisis hasil, penelitian ini menggunakan penelitian kualitatif. Beberapa referensi dari artikel dan teori digunakan untuk mendapatkan informasi tambahan untuk analisis mendalam dalam melakukan penelitian ini. Oleh karena itu, temuan menunjukkan bahwa dengan menggunakan strategi WH-Questions dan kamus online terbukti bahwa siswa dapat menulis dengan cepat, mudah, sistematis dengan tense dan kosa kata yang benar. Siswa juga mengeksplorasi kreativitas mereka dalam menciptakan ide-ide mereka. Perkuliahan dapat memasukkan metode dan materi ini dalam pengembangan kurikulum atau rencana pembelajarannya. Kebijakan dosen dalam menentukan metode yang tepat juga memiliki peran yang sangat penting. Penelitian ini lebih menitik beratkan pada proses pembelajaran yang terstruktur dan terarah, sehingga hasil dari proses pembelajaran akan mampu mencapai tujuan pembelajaran yang diharapkan.

Kata Kunci: Pendidikan; Siswa; Wh-Question.

A. Introduction

Learning English today requires a surefire trick to ensure the learning results are as desired. In the learning process, we must be able to answer all the difficulties faced by students in class. To create quality education at the fourth point in the government's program for the success of the 2030 Sustainable Development Goals (SDG's), this research is designed to combine and integrate teaching methods, teaching materials, and teaching media based on internet technology. (Bukhori et al., 2023) Some problems that arise in class will remain ghosts for students in learning English. Because it is not easy for students who have different backgrounds. There are the external factors called mother tongue and background knowledge. (Permatasari & Nurmaidah, 2024)

Moreover, English in the academic world is a second language and a compulsory subject for students. Its role is very important in the learning process. Learning a language also means learning about its culture. Watching Western movies is one way to make it easier for students to absorb insights easily. (Fauzia & Prakoso, 2019) The thing to fear is that when the role of English becomes an obstacle for students, the theory and practice must be adjusted to the progress of the times. Facing difficulties in learning English in class, students often avoid English classes. They are even reluctant to do English assignments. In the fourth students of department English study program encounter some matters related to doing the assignments.

First, students lack vocabulary in expressing their ideas. This is often experienced by students when doing assignments in class. They effort to express their ideas. This is the biggest problem in writing activities. Feeling arduous in learning English makes students lazy. In academic fields, students are forced to understand well how to produce some words in appropriate grammar. Writing activity demands that the students know well about grammar. A significant improvement was proven in a study entitled: Using English-Lyric Songs to Expand Children's Vocabulary, which discusses the use of music lyrics in teaching English. Students can remember well what is taught in class. (Retno & Susanti, 2024) However, lecturers have to apply some techniques to make it easier in learning English. To convey their thought, students need to memorize vocabulary.

Second, students lack grammar. This problem means that they have no strong understanding the English grammar clearly. They have struggled with using English tenses and arranging sentences in correct usage. To obtain correct grammar usage, media and teaching strategies in the classroom need to be considered. (Sakdiyah et al., 2024) It affected their daily English communication. The bond between writing and grammar is very strong. The role of grammar in linguistic studies is an interpret of the meaning of sentences. Therefore, the use of grammar must follow the correct rules. When writing, it must be followed by the use of correct grammar.

Third, students lack of concatenate words into a sentence. This condition means that students have difficulty questioning some words. In this case, it can also be said that students were poor in vocabulary. On the other hand, they know the words individually, but they do not know how to combine them. Lecturers as mediators in the English learning process have a role as controllers. Learning media must also be integrated in a balanced context. (Rohana & Saharani, 2023)

A study reveals that in analyzing students' cognitive aspects based on Bloom's Taxonomy book, WH-Questions are used to support students to emphasize high-level thinking with the textbook as a medium in teaching English. By using content analysis, this study revealed that WH-Questions were the practical strategy in improving students' cognitive aspect (Igbaria, 2013). The WH-questions strategy as a benchmark and control for students in creating paragraphs.

The research questions are as follows:

1. How is the brainstorming activity process to find out the message contained of English song lyrics on online dictionary as a media by using the WH-Question strategy?
2. What is the role of online dictionary in making a descriptive text by using the WH-Questions approach?

The implementation of an online dictionary by integrating the WH-Questions strategy on teaching writing provides direct practical experience and training to students. So, this research must be carried out with teaching procedures in accordance with learning objectives.

B. Research Methods

By using qualitative research methods, the data obtained can be presented in the form of descriptive analysis. The qualitative research method with a thematic approach greatly assists researchers in processing the accurate data. The aim of this research model was to find patterns and themes from the cases studied. (Heriyanto, 2018). The composition of the process, the proper technique, the conclusion, and the findings pertained to this study. (Ilhami et al., 2024) The participants of the study were fourth-semester students of the English study program at Al-Falah Assunniyah University, Jember. The five students were selected in the process of this study.

To conduct this research activity, the researcher used three steps: observation, Some steps in collecting the data:

1. Observing the problems faced in the class and make a note from this activity.
2. The researcher took notes in the observation field while observing
3. Analyzing the students' assignments
4. Making a report

Summarizing the teaching tool activity in a picture. This session was conducted to prove that this research uses a digital platform in the learning process. That was online dictionary. And also take a picture of students' assignments. At this stage, there were activities in analyzing data by means of; familiarization, theme search, and data presentation.

C. Result And Discussion

Results

The Use of Song Lyrics as Media in Teaching Writing

In a song there was a hidden meaning. The lyrics of the song describe a sad story, a happy story, even telling someone who is very meaningful in life. The song was an interpretation of imagination that has meaning. The message contained in the lyrics of the song provides valuable lessons for students. Students can easily understand the contents of the song and describe the message contained in the song. Not only that, but also students could improve their imagination in writing the text.

The English song lyrics were selected to students in accommodate the materials of making a descriptive text of writing activity. When writing, students pay attention and focus on the content of the song, the meaning and message contained in the song lyrics. This study included in individual assignment.

The following were the lecture's instructions on facilitating students in analyzing song lyrics using the WH-Questions strategy. The preparation of learning outcomes was as follows:

1. Lecture showed the goal of the course; interpreting the song's meaning.
2. The lecturer asked to each student to choose an English song according to their wishes.
3. By paying attention to several important points, namely; the tenses used, the theme of the song (culture, historical, social, education or love), students analyze the song's meaning with their own words.
4. Developing students' high level of critical thinking.
5. Improving students writing ability.
6. Students' Activities:
7. Students bring the printed song lyric in the class.
8. Listening the music video of the song three times.
9. Searching the artist on the song.
10. Starting with class discussion or sharing.

To analysed the song with the questions made. The questions should be as follows:

What is the title of the song?

When was it written and why?

Who was the artist?

Where was the song produced?

What was the moral values in the song lyrics?

What was the aspect including in the song; social, culture, education or religious?

What was the creator's name?

What were the message contained in the song?

Give the explanation clearly about the messages contained (historical, education, love, social interaction or culture)!

1. Answering the questions based on the questions above with their own words. Students are instructed to answer each question that has been given by using language and words that in accordance with the contents of the selected song lyrics. The selection of vocabulary and the development of students' creative

ideas in explaining the explicit meaning of the song lyrics are very important. Therefore, in this writing activity, students are allowed to open an online dictionary. It easier for them to added new vocabulary and expressed their ideas in honing their skills in analysed song content.

2. Arranging the answered based on the concept of descriptive text.
3. In order to make students easily on arranging the sentence in to a paragraph, students should to established the sentences in a good descriptive text. Students adjusted the grammar according to the rules of descriptive text, adding new ideas and concepts that can explain the content contained in the song lyrics.

In analysing the messages in English song lyrics refers to the rules for making descriptive texts. Students had to adjust the sentences that have been answered from several WH-Questions well. Then, they described them in a paragraph. Students sorted out which parts of the answer to the question should be arranged in a paragraph. The answers arranged according to the rules of descriptive text.

The first paragraph shown; introduction; goal, detail information of author, place and artist. Students managed the answers in a good arrangement. The author's name, the records take place and other information details about the artist or singer. The second paragraph shown; messages values. Students explored their ideas to explain clearly about the messages contained of the song lyrics. Last, the third paragraph shown; closing. It summarized the conclusion of the text. Students show the summary of what has been explained in paragraphs one and two. The conclusion or closing of the paragraph is part of the writing session here.

Students' Practice on Online Dictionary With WH-Questions Strategy

WH-questions strategy as an approached of teaching the students in many sectors. It depended on how the instructor conduct the activities. Hence, this strategy was appropriated for children and adult learning approach. In learning English, WH- Questions strategy also in accordance in speaking, writing, listening and reading. It depended on how lecture handle the class design. In this way, students easier to arrange sentences into a paragraph by answering questions that are appropriate to the specified topic. It belonged to individual task.

Some the benefit of using WH Questions Strategy;

1. Stimulate critical thinking and creativity

Students can freely imagine their ideas written in the form of descriptive paragraphs. They also analysed detail the song lyrics with connecting the idea every answered in each question.

2. Provide a structured framework for idea generation

Students gathered some informations on the song lyrics. They also write down thoughtfully with brainwriting or telling the important story on the song.

3. Improve content development in writing

High creative thinking used to analyse the messages contained in the song lyric. Of course, this trains students to think critically and express their creative ideas by adding new vocabulary. Students could open online dictionary to find some new vocabulary.

4. Strengthen coherence and organization in writing pieces

This learning approach exercised the students to did a wise decision and experienced in solving the problems.

Here were the goals of using descriptive text:

WH-Questions Goals in Descriptive Writing

Who	Describing a person or character involved the song lyrics
What	Explained the object, event, or subject which were described
When	The song launch time
Where	Establish setting and context (e.g., forest, beach, city street)
Why	Explore reasons for the scene or emotional responses
How	Describe how something looks, feels, smells, sounds, or moves

Some steps to enhance students on Brainstorming through English Song lyrics were as follows;

1. Lecture give an instruction to the students in finding the English song. It was freedom, students could find the song they like.
2. Lecture ask to students to answered the questions of WH-Questions;
3. What does the title of the song?
4. Where does the song produce?
5. Who is the singer's name?
6. When is the song released?
7. Why do you choose this song?
8. Please tell me, how the story in the song?
9. What are the values in the song? (moral value, educations value, love value, human life value and others)
10. After answering those questions, students had to make a paragraph of descriptive text. Students paid attention to the systematic flow of writing descriptive text clearly and carefully. So, the diagram made from the results of the answers to the WH-Question questions could be the corrected.
11. Each paragraph consists of five sentences.

12. The minimum were three paragraphs. The first paragraph was the introduction. The second paragraph was the content and the last paragraph was the closing or conclusion.

When writing descriptive text, students also use online dictionary. This activity aims to find new vocabulary, synonyms, conjunctions and stringing words together in English. These were the students' activities in analyzing song lyrics:

Name : Siti Khoirun Nisa'
Students' Number : 244488222009
Study Program : English Department
Song Title : Mockingbird
Singer : Eminem

The messages from the song:

The title "Mockingbird" was inspired by the name of a bird that has the ability to imitate sounds, making it a symbol of imitation and copycat. However, in the song, Mockingbird is depicted as a symbol of innocence, loyalty, and protection. The song tells how Eminem avoids the bitterness of his daughter's life after being faced with her parents' problems.

Eminem had a bitter marriage relationship, even his ex-wife left him several times before they decided to divorce. In 1992, he married Kim Scott, then in 1995 they were blessed with a daughter, Hailie. However, they divorced in 2002, rumour to be due to violence and infidelity. Four years later, they reunited at the request of their two daughters. Unfortunately, the relationship did not last long. Eminem's music has been widely influential, particularly in challenging the boundaries of hip-hop and engaging with issues of race, censorship, and social justice.

Through this song he discusses his life. If you look at some mainstream rappers today, most of them focus on glamorous and hedonistic things. Unlike Eminem who speaks his heart more emotionally and often includes some dirty words in his song lyrics

Figure 2: Students' Writing Activity

Discussion

The Role of Technology on English Learning: Online Dictionary

The current era of progress requires learners and educators to be able to interact with technology. Learning technology is designed to facilitate learners in achieving learning goals. Teachers and students collaborated in integrating learning technology in the classroom which aims to create a flexible, directed and measurable classroom atmosphere. Good cooperation between the two requires learning media that are appropriate to the needs of students. As an effective learning tool, online dictionaries are used as a means of learning English in class.

This tool was very practical and simple. Students can easily accessed online dictionaries just by using their mobile phones.

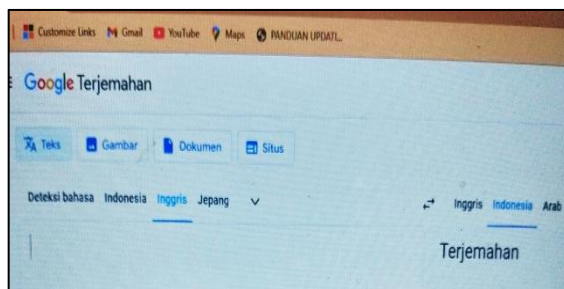


Figure 1: Online Dictionary - Google Translate

Some references explain that using online dictionaries is very easy and saves time. Students quickly get new vocabulary in a few seconds. And of course, this is very useful for the continuity of the learning process in class. Online dictionary shown their consistency in improving students' vocabulary mastery. (Fauzi, 2019) This study explained clearly with title *Integrating Online Corpus and Online Dictionary to Expand Student's English Vocabulary for Tourism*. The combination of learning materials and methods must be balanced with expertise in applying technology. So, students were able to compete in the global era. The advantages of using online dictionaries in English learning in class trigger students' enthusiasm and increased their learning spirit.

Online dictionary as an effective media in helping students' anxiety in learning English. (Ezeh et al., 2022) In the end, the students' boredom usually experience in class will indirectly disappear. The weakness of using this online dictionary is when students cannot access the internet properly. However, this situation can be overcome by the existence of campus facilities that provide WIFI access in every classroom. Not only that, the used of this online dictionary must be limited. The concern was that students will become addicted to its used. (Adi Waloyo et al., 2021) He shown the result of his study with the title *The Use of Internet-Based Dictionary in Reading Activity for English Language Education Department Students*.

The use of online dictionary in the learning process in class will be very easy to did, because students were already familiar with how to accessed the internet and enter to google translate on their respective google accounts. (Ambarwati & Mandasari, 2020) This certainly facilitates the learning process. Digging up information data from various theories and articles that have been researched, online dictionary has many advantages and benefits for students if teachers integrate learning approaches according to student's needs. So that anxiety in participating in learning activities in class can be overcome.

Brainstorming Students in Teaching Writing

Writing was a process of showing our ideas, feelings and thinking to other to be understood. (Paramita et al., 2023) Prevailing vocabulary is one of the essential aspects in learning English. With the use of appropriate media, students will more easily digest the material in class. Song lyrics media has been proven to increase students' new vocabulary insights. (Sakinah, 2018) Students are very interested in a fun and relieve boredom atmosphere.

A study with title *Song Lyrics as a Stimulant Media in Writing Short Stories for Junior High School Students*. This study used a quantitative study. It divided into two groups, control class and experiment class. The findings revealed that by writing a short story in using song as a media students' writing value of learning outcomes was higher than learning outcomes which did not use song media. (Fauzi, 2024)

Another study with title *Improving Students' Writing Skills by Using Songs Lyrics at Eleventh Grade of SMAN 12 Tangerang Regency*, explained that after giving the treatments to students by pre-test and post-test, song lyrics was effectiveness to improving students writing ability. By using experimental research, Pre-test used to identified the students background knowledge, and post-test used to analyze the improvements' of students writing ability. (Kurniawan & Nikmah, 2023)

Meanwhile, in research with the title *Comparison Between Using Authentic Song Lyrics and Pictures as Media to Teach Students' Writing Competence of Narrative Text* investigated the comparison between the students who be guarded with pictures and students who be guarded with authentic song lyrics. The finding shown that students who treated with authentic song lyrics got higher scores than the students who treated with picture in writing competence. This study concluded that the use of song lyrics is very effective in improving students' ability to write narrative texts. (Rizkiyanto, 2014)

Another case contained in a study entitled *Implementing Wh-Questions Strategy to Improving Students' Writing Ability on Facebook As The Teaching Media*, it discussed about the use of WH-Questions strategy integrated into Facebook as a media to overcome students' anxiety in constructing English sentences. WH-Questions strategy attended to handle the student's' anxiety when doing English assignments. The used of strategies with an effective learning approach will produce the expected results. Therefore, this research needed to be executed to prove that using the WH-questions strategy method can really improve students' writing skills. (Asnawan & Permatasari, 2021)

The use of song lyrics was also clarified in a study entitled *The Effect of English Song Lyrics on The Improvement of Students' Vocabulary Proficiency at The Eleventh Grade at SMA 04 Palu*. This study examined with a quasi-experimental design. It

clearly exposed that the song lyrics can be increased students' vocabulary proficiency. (Nursita et al., 2022).

Therefore, the use of learning media using song lyrics can be studied more deeply so that researchers can get answers to problems that arise in class. The use of media that suits students' needs in writing activities has a very important role. (Akhir, 2021)

WH-Questions Strategy in Improving an Effective Writing

Guiding WH-Questions strategy was an effective strategy in directing students on writing activities in class. It have a big influence on student learning outcomes.(Cenderato, 2020) WH questions consist of; what, when, when, who and how. These question words stimulate students in expressing ideas in arranging sentences that are poured into interesting writing. In addition, the use of WH-Questions can also make it easier for students to dig up information that will be answered in a question. Of course, it makes it easier for them to arrange sentences into a paragraph. Such as writing a descriptive text, narrative text, report and others. (Ariza & Trisno, 2024)

In arranging messages contained in the song lyrics students followed the descriptive text roles. Writing descriptive text has several rules that must be obeyed by students. They must adjust the theme, purpose of writing and generic structure. (Daulay et al., 2023) In general, it consists of three important elements, namely; introduction in the first paragraph, content in the second paragraph, and closing in the third paragraph. In professional communications, WH-Questions strategy concepts focused on the topic abroad. As though, teacher show a picture and students have to predict the picture by writing a paragraph. (Road & October, 2010) The questions can be as follows:

Who is the person in the picture?

What is her name or his name?

Where is the picture take a place?

The reason, why do you like this picture? yes or not

The benefits of using WH- Questions strategy in writing;

1. WH- Questions strategy guided students' to focused in writing
2. Extending the students' confidence and motivation in learning English. (Chai et al., 2022) By answering some questions in WH-Questions techniques, students easily to modify their writing style.
3. This strategy helped students to create paragraphs in the form of essays or writing easily. They need to answer several questions and then combine them into a paragraph. So, the information was clearly and complex. (Autila, 2024)

4. Helping students to start writing by answering questions from the WH Questions strategy that has been modified by the teacher. (Hasibuan & Tarigan, 2022)

D. Conclusion

The learning process using WH-Question in this study focused more on how the learning process runs smoothly and attracts students' attention. Students were more emphasized to be able to think critically, systematically, and structurally, to be able to provide their ideas in a descriptive text review. Oriented to the maximum process, of course, this learning will provide the results of the learning objectives. Students gained significant benefits in the learning process. New experiences with direct instructions from lecturers and independence in writing descriptive text, which was trained by combining information technology in the learning process, are a brilliant idea. The online dictionary used will make it easier for students to determine new vocabulary in analyzing song lyrics. However, teachers must continue to provide innovations on how the English learning process in class can be more interesting and not boring. The integration of the WH-Questions with an online dictionary is very effective in writing classes. However, learning methods, materials, and technology should be balanced and answer the students' needs.

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