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Investigating the Utilization of the Song 'Darl+ing' by Seventeen K-Pop Group in Improving English Grammar Skill

Ikrar Genidal Riadil*
Prince of Songkla University, Thailand
Ikrargenidal21@gmail.com

Pitchaya Chonpracha
Prince of Songkla University, Thailand

Novian Gilang Bujana
University of Yarsi, Indonesia

Aqila Gema Nuswantoro
Polytechnic of Corporate Leadership Academic, Indonesia

ABSTRACT

Utilizing song as a medium for English language acquisition has emerged as a captivating and enjoyable approach incorporated within the curricula of Junior High School and Senior High School under the 2013 educational framework. This research aims to employ the song "Darl+ing" by Seventeen as a catalyst to reinforce and validate grammatical concepts. Through an intricate analysis of the song's lyrical content, this study endeavors to address two pivotal research inquiries: (1) the delineation of distinct grammatical structures presents within Seventeen's composition "Darl+ing" and (2) an exploration of students' perspectives about the integration of English songs for grammar instruction. Employing a qualitative research methodology, the data for this study was gathered from Senior High School students. Notably, 76% of respondents acknowledged the efficacy of employing the song's lyrics as an engaging pedagogical tool. In this model, the application of "Darl+ing" as an educational stimulus holds the potential to invigorate students' grammar learning experiences. The findings culminate in the observation that Seventeen's song encapsulates diverse grammatical elements, rendering it a captivating subject of study. Hence, leveraging song lyrics as a creative conduit serves as a source of inspiration, fostering students' grammatical proficiency and imbuing the learning process with a sense of enthusiasm. In essence, the researchers underscore the recommendation of song lyrics as an innovative strategy to facilitate a comprehensive grasp of grammatical nuances, particularly within the purview of tense variations

Keywords: English Grammar, Innovative Pedagogical Approach, K-pop Group, Seventeen

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Introduction

Language is an essential aspect of human beings. By learning a language, people can communicate, get information from one another, and interact. Language plays an integral part in human existence because it allows people to communicate with one another and establish relationships in their surroundings. According to one expert, language is commonly employed in interaction among people who do not share the same first (or even second) language (Harmer, 2007). It indicates that language is imperative to learn in human life.

Nowadays, using songs to learn English at school has been applied to the 2013 curriculum. One of the aims of the English 2013 curriculum is to mention the song's social function and language elements. This method is applied because it feels more fun when students learn to use songs, and it positively affects the learning process. They are easier to understand than learning to use conventional methods, such as book explanations only. Besides, using the songs to learn English also positively impacts the children; they can also analyze the song's meaning and take the messages from the song. Grammar is an instruction for generating words and building sentences.

According to Hasanah (2017), the significance of grammar studies in English cannot be overstated. It must assist pupils in learning how to produce words or phrases in English. As a novice, a simple approach to understanding grammar would be helpful. They will indeed be able to remember the grammatical concept more readily if they use it. This strategy may be used to study grammar and thoroughly examine song lyrics in English. The song is renowned because of its advantages. Its purpose is not merely to fascinate the listeners, but it may also be used to learn anything, for instance, grammar in English.

This study is meant to aid English beginner students in learning English grammar, particularly verb tenses as well as investigated the student's perspectives on learning English grammar and using Seventeen's song entitled "Darl+ing". The researchers also aim to seek the answer to two research questions: (1) What are the types of grammar structures in Seventeen's song entitled "Darl+ing"? (2) What are students' perspectives on using English songs in learning grammar? A song by Seventeen entitled "Darl+ing" is chosen as the object of the study because the grammar structures in the song lyrics are clear enough, since this paper aims to examine how English songs may be a simple way to learn grammar.

Learning media means everything that can be used to stimulate students' thoughts, feelings, attention, and abilities or skills to encourage the learning process. Creating deliberate instruction about media is the key to advancing student learning (McLain, 2019). In the classroom's continuity, the media has a significant role in shifting thinking towards an innovative and creative environment that supports the production of academic media that can be used with the learning media movement in education. The typology of innovation has grown from a structured and well-defined technological system of features to a system dwelling on a large number of marketing (Amalia, 2020), design, organizational, and social features. Technological innovation is a force that drives social and organizational change, and the perception of innovation is the ability of humans to create something new and different for their interests (Rahman et al., 2019).

The implication is that in making innovative learning media for practical teaching, many vital components must be considered when designing innovative media, including analytical thinking, critical thinking, sharing opinions, expressing rational ideas, and developing an open mind. Innovative educators have the opportunity to integrate face-to-face and digital learning models to advance learning models that are involved, effective, efficient, and affordable in the 21st century (Pavlik, 2015). Students provide information about digital devices they can access and about using media and e-learning tools and services for their learning (Fauzi et al., 2018). Innovative learning media focuses on the learning process of students who are designed, developed, and managed creatively and dynamically by applying a multi-direction approach to better and using the latest media to create an atmosphere and learning process conducive for students.

Some experts have established a grammar. It has many definitions. Because the providers of the definitions are different, it depends on what the limiter wants to study. Anthropologists and sociologists define grammar differently than linguists, for example, grammar describes the language system; learners who learn English as a foreign language will fail in communication especially a high level of communication. If the learner lacks proper grammatical knowledge, she/he has to be supported teaching and learning (Dickins et al., 1988, pp. 623-624), Ellis (cited in (Buchanan, 2008, p. 11). Here is the structure of grammar is as follows:

1. The knowledge gained from studying grammar can be transformed into knowledge necessary for further communication.
2. The study results imply that those taught grammatical structures had better language development than those not taught grammatical structures. Teaching grammar structures, therefore, supports the linguistic development of learners.
3. From the experience of teaching in the classroom. Teachers emphasize the importance of teaching English grammar structures so that errors can be corrected systematically and insist on integrating grammar structures into English language teaching. Therefore, improving English by studying grammar is an important thing that is unavoidable to make the language correct and understand the meaning so that it benefits oneself and conveys the correct meaning to others.

It briefly details twelve varieties of verb tenses in English in Betty Schrampfer Azar's book Understanding and Using English Grammar (1989). They are established in four different conditions: the simple tenses, the progressive tenses, the perfect tenses, and the perfect progressive tenses. Then, each of them is divided into three parts. They fit into the present, past, and future. As a result, the students must study all of the verb tenses in grammar. The researchers solely examine grammatical kinds such as present tense, past tense, future tense, past progressive tense, future progressive tense, and past perfect tense. The present tense is one of the first tenses in English grammar that beginners can learn. In the simple present tense, which generally represents occurrences or situations that always happen, typically, and regularly, they exist now, have occurred in the past, and will most likely exist in the future (Azar, 1989, p. 2). The simple present tense uses the verb's main verb/base form (infinitive without to). Form Present Tense: Verbal: S + V-base (s/es) + O. Example: He barely comes on time. "He" exemplifies the subject, "barely" embodies customary, "comes" epitomizes verb base + e/es, and "on time" represents the Adverb of time. Non-verbal: S + to be (is, am, are) + adj/noun. Example: She is stunning. "She" is the subject, "is" is the present, and "striking" is the Adjective. The past tense is the second verb tense. It occurred at some point in the past. It started and finished in the past (Azar, 1989, p. 2). Form Past Perfect Tense: S + V2 + O + Adverb of time Verbal: S + V2 + O + adverb of time. For instance, they just returned from a trip to California. "They" is the subject, "went" is the verb 2, "to California" is the object, and "a couple of days ago" is the time when the event occurred in the past. S + to be (was/were)

in nonverbal. For example, he was ill. "He" stands for the subject, "was" stands for the past, and "ill" stands for the Adjective.

The future tense is just the other verb form. It indicates what will happen at a specific point (Azar, 1989). Form Future Perfect Tense: S + will + Verb base + O = Verbal. For example, he will begin piano lessons next month. "He" signifies the subject, "will" denotes a future assertion, "learn" signifies the verb base, "piano" denotes the object, and "next month" represents the time of the occurrence. Subject + will + be + Adjective (nonverbal) For example: She will be enraged. "She" is the subject, "will be" is the future tense (nonverbal), and "crazy" is the Adjective. The past progressive tense is the third verb tense. It most likely continued at some point in the past (Azar, 1989). Form Past Progressive Tense: Verbal: S + be (was/were) + present progressive (V-ing). Example: He was playing. "He" represents the subject, "was" represents be (was/were), and "playing" represents the present progressive (V-ing).

The fourth verb is the future progressive tense. This one will progress at a particular time (Azar, 1989). Form Future Progressive Tense: Verbal: S + will be + present participle (-ing). Example: He will be playing. "He" represents the subject, "will be" represents future verbal 'will be,' and "playing" represents the present participle (-ing). The fifth verb is past perfect tense. It means that the perfect tenses all give the idea that one thing happens before another time or event (Azar, 1989). Form Future Progressive Tense: Verbal: S + will be + present participle (-ing). Example: He will be playing. "He" represents the subject, "will be" represents future verbal 'will be,' and "playing" represents the present participle (-ing).

English songs have become a global phenomenon, transcending language barriers and captivating audiences worldwide. Artists from various countries, such as the South Korean group Seventeen, have embraced this trend by incorporating English lyrics into their music, allowing them to connect with an even broader international fan base. Seventeen, known for their exceptional singing, dancing, and songwriting talent, has successfully blended their signature K-pop sound with English-language tracks, demonstrating their versatility and commitment to reaching a diverse audience.

Seventeen (stylized in all caps or as SVT) is a South Korean boy band formed by *Pledis* Entertainment. The group comprises thirteen members known for its energetic performances, catchy songs, and impressive dance skills. They released their song "Darl+ing" on April 15,

2022. The lyrics are about the protagonist's memories of when he was seventeen and in a relationship with someone special. The song combines the words "darling" and "plus". The plus sign represents the addition of new experiences and memories that the protagonist and his lover have shared. The song celebrates love and togetherness, and it will resonate with anyone who has ever experienced the magic of young love.

Methods

Qualitative research is used in this research. Patton and Cochran (2002) state that qualitative research is distinguished by its goals, which are related to comprehending some emphasis on social life, and its methodologies, which generate words as data for analysis instead of statistics. Qualitative research is a principle of social phenomena based on respondents' perspectives to gather more knowledge about a specific occurrence, along with an atmosphere, a procedure, or a mindset. Participants are given questionnaires to complete in order to collect data. The data collecting techniques for this study began with the distribution of the questionnaire, followed by the participant's completion of the questionnaire, and ultimately, the researchers assembled the questionnaire that had been replied to.

This scheme was prejudiced by (Cam & Tran, 2017). It is adjusted and joined by both of them. After the data have been composed, it will be scrutinized and recognized. As Cam and Tran (2017, p. 55-71), the questionnaire is a helpful collection method because researchers can reach many participants and respondents quickly, and it does not need to cost so much.

The object of the study is a song by Seventeen entitled "Darl+ing". The researchers read line by line the song to find many kinds of grammatical errors. In order to find out the students' points of view on their ways to encourage their skill in tenses of grammar English, a structured questionnaire was given to the participants. As this study aimed to investigate students' ideas, seven statements and questions were prepared and asked to each research group in detail. (1) I said I enjoy listening to English songs at home; (2) I enjoy listening to the songs in class; (3) Do you find English songs to be fun?; (4) Do you think English songs help you learn English grammar?; (5) Do you find it easy to learn English grammar through songs?; (6) Do you believe studying grammar through English songs is more effective?; (7) Do you

think learning English grammar through English music had any downsides? Those statements and questions are asked to forty students from the tenth to the twelfth grades at several Senior High Schools in Central Java and Jakarta.

The questions and the responses are delivered in English. Also, the questionnaire does not allow responders to use their names. They might use their initials. Then, the researchers will then refer them as respondents one, two, and so on, with no effect on the data that has been obtained. In a nutshell, in the reduction process, the researchers chose the "Darl+ing" song by Seventeen, retrieved from https://genius.com/Seventeen-darl-ing-lyrics. Researchers read line by line to identify the grammatical indicators. Then, the researchers put into the checklist table instruments containing grammatical indicators. The researchers presented the data in a checklist table in the data representation.

Result and Discussion

Nowadays, students, teachers, and future teachers need exciting ways to participate in the learning process in the class. It could help them to make it easier or to attract students. Here, the researchers introduce an enjoyable way to learn grammar in class. Inside the application, there is a feature that will and could help digital native students. Through this feature, they will get a big chance to interact with each other intensively every day and every time.

When participants were asked regardless of whether they would use this strategy to educate native digital pupils, the diagram reveals that 85 percent or 34 prospective English instructors would use it. It demonstrates that the approach might be selected. In the song of Seventeen entitled "Darl+ing," researchers made the coding using the letter L, which stands for the line of lyrics, and the symbol Σ (Sigma) is a referent for the total of findings. In the "Darl+ing" song, there were 8 present tense, 10 present progressive tense, 4 past tense, 2past progressive tense, and 1 past perfect tense. The total findings were 25 grammatical indicators, which the researchers discussed. The most grammatical indicator was present tense and present progressive tense.

Table 1. Grammar Indicator Presence

No	Type of Grammatical Indicators	Found in Line	Σ
1.	Present Tense	(L1), (L2), (L6), (L9), (L10), (L11), (L12), (L14), (L16), (L18), (L20), (L21), (L27), (L29), (L31), (L32) (L35), (L37), (L41), (L43), (L45), (L46), (L47), (L49), (L52), (L53) (L57), (L62)	29
2.	Present Progressive Tense	(L3), (L30), (L39), (L55), (L64)	5
3.	Gerund	(L5), (L7), (L13), (L22), (L25), (L34), (L36), (L40), (L43), (L44), (L56), (L61), (L65)	13
4.	Quoted Speech	(L8), (L33)	2
5.	Causative Verb	(L15), (L26), (L28)	3
6.	Modal Auxiliary Verb	(L19), (L24), (L48)	3
9.	Simple Future Tense	(L50)	1
	Total		56

Table 2. Questionnaires of Respondents

No	Statement	Yes	No
1.	I feel enjoyable in listening to English songs at home.	92.9%	7.1%
2.	I feel enjoy listening to the songs in the classroom.	85.7%	14.3%
3.	Do you think English songs is enjoyable to be heard?	97.6%	2.4%
4.	I feel good listening to English songs anywhere.	92.9%	7.1%

Table 3. Questionnaires of Respondents

No	Question	Yes	No	Reason
1.	What is your perspective in using English songs to assist you in learning English grammar?	92.9%	7.1%	• It is easier to be remembered. • It is more interesting because I like English songs. • I don't think so because it is less efficient.
2.	Do you think learn English grammar by using English songs is easy or not?	83.3%	16.7%	• It is easy because the lyric is easy to understand and remember. • It is difficult because I only enjoy the music.
3.	Do you think learn English grammar through English songs is more efficient?	78.6%	21.4%	• It is fun and memorable. • Not all songs have the correct grammar.
4.	Do you think that learning English grammar by using English songs has disadvantage(s)?	59.5%	40.5%	• I don't really like songs. • Songs are easier to understand.
5.	Do you think that English songs assist you in learning English grammar?	92.9%	7.1%	• It is easier to be remembered.

- It is more interesting because I like English songs.
- I don't think so because it is less efficient.

The researchers have reduced the data and found that "Darl+ing" mostly use metaphor. However, in the song, seventeen used some grammatical indicators. There were 5 kinds of grammatical indicators found in the song; (35) Present Tense, (2) Present Progressive Tense, (1) Present Perfect Continuous, (4) Simple Past Tense, (2) Past Tense, (1) Past Progressive Tense, (2) Simple Future Tense, (5) Modal Auxiliary Verb, (4) Causative Verb, (1) Quoted Speech, (1) Gerund, (2) Infinitive.

Table 4. Type of Grammatical Indicators

Line	Lyrics	Grammatical Indicators
1.	*You know, without you, I'm so lonely*	Present Tense
2.	*When you're not here, 911 calling*	Present Tense
3.	*Into your heat again, I'm diving*	Present Progressive Tense
4.	*Darling, you, darling, you, baby*	None
5.	*(Mm) Fighting 'round in circles, where is the way out?*	Gerund
6.	*(Mm) 'Cause I know that our love was hotter than the Sun*	Present Tense
7.	*Yeah, the taste of this tequila I'm drinking now*	Gerund
8.	*Isn't bitter than my heart*	Quoted Speech
9.	*(If you know this)* *I want to know our problem, blood type, or DNA*	Present Tense
10.	*(If you know this)* *Friends see my feed and worry, do you, babe? Yeah*	Present Tense
11.	*Been waiting for your call every night*	Present Tense
12.	*But I can't wait no more*	Present Tense
13.	*Dialing you-u-u, sorry, darling, you*	Gerund
14.	*You know, without you, I'm so lonely*	Present Tense
15.	*When you're not here, 911 calling*	Causative Verb
16.	*Into your heat again, I'm diving*	Present Tense
17.	*Darling, you, darling, you, baby*	None
18.	*You know, without you, I'm so lonely*	Present Tense
19.	*If you won't be here, 911 calling*	Modal Auxiliary Verb
20.	*Darling, you, darling, you, baby*	Present Tense
21.	*Falling to you, I'm always divings*	Present Tense
22.	*Darling, you, darling, you, baby*	Gerund
23.	*Don't wanna say goodbye*	None
24.	*I know that you're my one*	Modal Auxiliary Verb
25.	*Darling, with me under the Sun*	Gerund
26.	*I don't wanna let you go*	Causative Verb

27.	*I can't think of being alone*	Present Tense
28.	*What am I supposed to do-o-o-o-o?*	Causative Verb
29.	*And I gotta let you know*	Present Tense
30.	*You got my heart like it's yours*	Present Progressive Tense
31.	*Don't wanna say goodbye*	Present Tense
32.	*(If you know this)* *I want to know our problem, blood type, or DNA*	Present Tense
33.	*(If you know this)* *Friends see my feed and worry, do you, babe? Yeah*	Quoted Speech
34.	*Been waiting for your call every night*	Gerund
35.	*But I can't wait no more*	Present Tense
36.	*Dialing you-u-u, sorry, darling, you*	Gerund
37.	*You know, without you, I'm so lonely*	Present Tense
38.	*When you're not here, 911 calling*	None
39.	*Into your heat again, I'm diving*	Present Progressive Tense
40.	*Darling, you, darling, you, baby*	Gerund
41.	*You know, without you, I'm so lonely*	Present Tense
42.	*If you won't be here, 911 calling*	None
43.	*Falling to you, I'm always diving*	Gerund & Present Tense
44.	*Darling, you, darling, you*	Gerund
45.	*I see you, you see me*	Present Tense
46.	*I care for you, you care for me*	Present Tense
47.	*We can be all we need*	Present Tense
48.	*Promise I won't take you for granted, never*	Modal Auxiliary Verb
49.	*I'ma treat you better (I'ma treat you better)*	Present Tense
50.	*I'ma see you better (I'ma see you better)*	Simple Future Tense
51.	*So honey, now come into my arms, yeah* *Kiss me, baby*	None
52.	**Kiss me, baby**	Present Tense
53.	*You know, without you, I'm so lonely* *Darling, you, darling, you, baby*	Present Tense
54.	*Into your heat again, I'm diving*	None
55.	*You know, without you, I'm so lonely*	Present Progressive Tense
56.	*If you won't be here, 911 calling*	Gerund
57.	*Falling to you, I'm always diving*	Present Tense
60.	*When you're not here, 911 calling*	None
61.	*Into your heat again, I'm diving*	Gerund & Present Tense
62.	*Darling, you, darling, you, baby*	Present Tense
63.	*You know, without you, I'm so lonely*	None
64.	*If you won't be here, 911 calling*	Present Progressive Tense
65.	*Falling to you, I'm always diving*	Gerund

According to the data, the students' perception of English song showed that 92.9 percent of students said listening to English music at home was enjoyable. Only 7.1% of students disliked listening to English music at home. It demonstrates that most students are already acquainted with and like listening to English music at home. Only a minority of them dislike listening to English music at home. 85.7 percent of students said listening to English music in class is enjoyable. At the same time, just 14.3 percent of students disagreed that listening to English music in class was enjoyable. It demonstrates that most students love listening to English music in class. In comparison, just a few dislikes hearing English music in class. Students dread listening to English songs in class more than they dislike listening to English music at home. The majority of the pupils believed that English music was enjoyable. It is demonstrated that 97.6 percent of students replied yes, and 2.4 percent said no. Only some students believe that English songs are boring. It indicates that most kids have no issue listening to English music at home or in class.

The data also showed that 92.9 percent of students believed listening to English music helped them learn grammar. While 7.1% of students felt that English songs assisted them in understanding grammar, most of the pupils concurred. Because of by using English songs, the sentences or the lyrics of the songs are easier to remember. It is easy to remember because the students already like to listen to the music and understand the meaning of the song, so it is easier to remember. A few of them disagreed because it is less efficient for them to learn using English songs. They lack concentration on grammar and instead prefer to listen to music.

Furthermore, 83.3 percent of students believed that learning English grammar through English music is simple. Whereas 16.7 percent of students believed that learning English grammar via songs is simple, most agreed that, compared to conventional books, the sentences or the lyrics of songs are easier to understand. It is easy to understand the meaning of the songs, and then it is easier to analyze the grammar that is used. Few disagreed since they merely liked the music or song and found the grammar challenging to grasp. Additionally, 78.6 percent of students believed studying grammar through English music was more practical. At the same time, 21.4 percent of students thought learning grammar through English songs was more effective. Most students are granted because they are more interested in using songs. It is fun, so students can quickly memorize the grammar they

learned in the songs. Meanwhile, a few disagreed because not all English songs have the correct grammar. Sometimes, there are grammatical errors in the songs, making them confused. More students agreed that using English songs to ascertain English grammar has disadvantages. 59.5% said yes, and 40.5% said no. More students think it has disadvantages, according to a few students who do not like songs. Students who like songs are okay with that, but those who do not like songs will find it challenging to learn grammar. Few students think there are no disadvantages to using songs to learn grammar.

Conclusion

Using Seventeen's song entitled "Darl+ing" to learn English grammar by analyzing the grammar indicators, the researchers found some present tense, present progressive tense, past tense, past progressive tense, and past perfect tense in the lyrics. There are twenty-nine Present Tense, five Present Progressive Tense, one Simple Future Tense, three Modal Auxiliary Verbs, three Causative Verbs, two Quoted Speech, thirteen Gerund, zero Infinitive. Using songs and lyrics to learn grammar is more fascinating to attract the students and analyze every part of the lyrics. The researchers chose the "Darl+ing" song because it is easy to analyze, full of meaning, and very popular and good to be heard.

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