

THESIS

**EXPLORING THE ROLE OF SONGS IN DEVELOPING DIGITAL AND
MULTIMODAL LITERACY AMONG ENGLISH LANGUAGE LEARNERS
AT INFORMAL EDUCATION**

By:

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DEPARTMENT OF ENGLISH EDUCATION

FACULTY OF TARBIYAH AND HIGHER TEACHER TRAINING

MAULANA MALIK IBRAHIM STATE ISLAMIC UNIVERSITY MALANG

2026

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INFORMAL EDUCATION

*To Prepare a Thesis in the Undergraduate Program, Department of English Language
Education, Faculty of Teacher Training and Islamic Education, Maulana Malik
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APPROVAL SHEET

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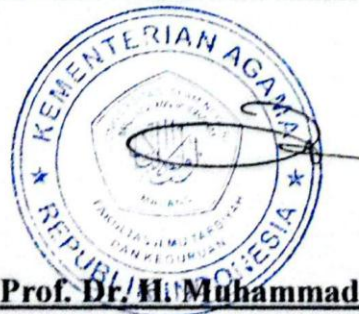
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Declare that:

1. This thesis has never been submitted to any other tertiary education institution for any other academic degree.
2. This thesis is the sole work of the researcher and has not been written in collaboration with any other person, nor does it include, without due acknowledgment, the result of any other person.
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Malang, 21 May 2026
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MOTTO

“Alea Iacta Est”

(The Die Is Cast)

DEDICATION

Praise and gratitude to Allah SWT for all His blessings, grace, and gifts that have granted me knowledge, experience, strength, patience, and opportunities, enabling me to complete this thesis. However, I fully realize that without the help and support of various parties, the writing of this thesis would not have been possible. Therefore, I would like to take this opportunity to express my deepest gratitude to:

1. To my beloved parents, who brought me into this world, cared for me, taught me everything, and provided me with love and so much more that I can't mention individually.
2. Thank you to my big family, who have given me many things.
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5. To my favorite musicians, "Taylor Swift" and "SNSD" who have accompanied my days with songs full of experiences and life lessons, as well as about the struggles that must be overcome, it all means a lot.
6. Finally, I dedicate this thesis to myself, who loves exploring new things while traveling and exploring this world. Thank you for growing into a brave child and becoming a strong person. Especially to my 17-year-old, you were awesome. You've done your best, stay strong, and keep fighting, bro. The scary news is you're on your own now, but the cool news is you're on your own now. YOYOK!

May Allah SWT reward us with all the goodness in this world and the hereafter for the sincerity and kindness of all parties who have given me this research. I hope this thesis will be beneficial to all who read it, especially English teachers and students.

I realize that there are still many shortcomings and imperfections in this thesis research. Therefore, I welcome criticism and suggestions for future improvements. I also express my gratitude to all parties for their attention and encouragement throughout the process of completing this thesis.

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Praise be to Allah, who has bestowed His mercy, taufiq, and guidance, so that the author can complete this thesis with the title "Exploring The Role of Songs in Developing Digital and Multimodal Literacy Among English Language Learners at Informal Education". In the process of completing the writing of this thesis, the author cannot be separated from guidance, assistance, and support from all parties. Therefore, the author would like to express his deepest gratitude to:

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2. To the Researcher's Supervisor, Mrs. Ima Mutholliatil Badriyah, M.Pd.;
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4. All friends in the field of arms;
5. And everyone whose name cannot be mentioned one by one

Malang, May 21st 2026

The Researcher



Alifia Taris Shabrina

LATIN ARABIC TRANSLITERATION GUIDE

The writing of Arabic-Latin transliteration in this thesis uses transliteration guidelines based on a joint decision of the Minister of Religion of the Republic of Indonesia and the Minister of Education and Culture of the Republic of Indonesia Number 158 of 1987 and Number 0543 b/U/1987 which can be described as follows:

Letters

ا	=	a	ز	=	z	ق	=	q
ب	=	b	س	=	s	ك	=	k
ت	=	t	ش	=	sy	ل	=	l
ث	=	ts	ص	=	sh	م	=	m
ج	=	j	ض	=	dl	ن	=	n
ح	=	<u>h</u>	ط	=	th	و	=	w
خ	=	kh	ظ	=	zh	ه	=	h
د	=	d	ع	=	‘	ء	=	,
ذ	=	dz	غ	=	gh	ي	=	y
ر	=	r	ف	=	f			

A. Long Vowel

Vowel (a) long = â

Vowel (i) long = î

Vowel (u) long = û

B. Diphthong

أَوْ = aw

أَيَّ = ay

أُو = û

أَيَّ = î

TABLE OF CONTENTS

APPROVAL SHEET	iii
LEGITIMATION SHEET	iv
ADVISOR'S NOTE.....	v
APPROVAL.....	vi
DECLARATION	vii
MOTTO	viii
DEDICATION	ix
ACKNOWLEDGEMENT	xi
LATIN ARABIC TRANSLITERATION GUIDE	xii
TABLE OF CONTENTS.....	xiii
LIST OF TABLE	xvi
LIST OF APPENDICES	xvii
ABSTRAK	xviii
ABSTRACT.....	xix
خلاصة	xx
CHAPTER I	1
INTRODUCTION	1
1.1 Background of The Study	1
1.2. Research Question.....	5
1.3 Objectives of the Study	5
1.4. Significance of the Study	6
1.5. Scope and Limitations of the Study	6
1.6 Definition of Key Terms	6
CHAPTER II.....	8
LITERATURE REVIEW.....	8

2.1. The Concept of Literacy.....	8
2.1.1 Digital Literacy	9
2.1.2 The Concept of Multimodal Literacy.....	12
2.2 Songs	14
2.2.1 Concept of Songs in Literacy	16
2.2.2 Song Types.....	18
2.2.3 The Role of Songs in Digital and Multimodal Literacy.....	19
2.3. Informal Education.....	21
2.3.1 Tutoring.....	23
2.3.2 Tutoring Curriculum	26
2.4 The Concept of Perception.....	29
2.4.1 Definition of Perception.....	29
2.4.2 Types of Perception	30
2.4.3 Factors Influencing Perception	31
2.5 Role of Songs in English Vocabulary	32
2.6. Previous Studies	34
CHAPTER III	37
RESEARCH METHODOLOGY.....	37
3.1 Research Design.....	37
3.2. Research Participants	37
3.3. Research Setting.....	38
3.4. Data Collection Techniques	38
3.5 Research Instruments	39
3.6. Data Analysis	40
3.7. Triangulation.....	41

CHAPTER IV	42
FINDINGS AND DISCUSSION	42
4.1 Findings.....	42
4.1.1 Questionnaire Data Results.....	43
4.1.2 Interview Data Result.....	46
4.2 Discussion	50
4.2.1 Discussion of Research Questionnaire Results.....	50
4.2.2 Discussion of Interview Results.....	51
CHAPTER V.....	54
CONCLUSION	54
5.1 Conclusion	54
5.2 Suggestion.....	55
REFERENCES.....	57
APPENDICES	65

LIST OF TABLE

Table 1 Student Recapitulation Score	43
Table 2 Demographics of Interviewed Students	46

LIST OF APPENDICES

Appendix I List of Questionnaire	65
Appendix II Interview Guidance	67
Appendix III Questionnaire Result	68
Appendix IV Transcript of Interview	70
Appendix V Permission Letter of Survey	75
Appendix VI Permission Letter of Researc	76
Appendix VI Thesis Consultation Logbook	77
Appendix VII Curriculum Vitae	78

ABSTRAK

Shabrina, Alifia Taris. 2026. *Exploring the Role of Songs in Developing Digital and Multimodal Literacy Among English Language Learners at Informal Education*. Skripsi. Jurusan Pendidikan Bahasa Inggris, Fakultas Ilmu Tarbiyah dan Keguruan, Universitas Islam Negeri Maulana Malik Ibrahim Malang.

Dosen Pembimbing: Ima Mutholliatil Badriyah, M.Pd.

Kata Kunci: Literasi Digital, Literasi Multimodal, Kosakata, Lagu, Pendidikan Informal.

Di era digital, pemanfaatan lagu dalam pembelajaran kosakata bahasa Inggris mengalami pergeseran ke arah multimodal, namun kajian yang mengeksplorasi dimensi literasi digital dan multimodal ini pada pendidikan informal masih terbatas. Oleh karena itu, penelitian ini bertujuan untuk mengeksplorasi peran lagu dalam mengembangkan literasi digital dan multimodal bagi pembelajar bahasa Inggris dalam pendidikan informal guna memperkaya kosakata, sekaligus mengidentifikasi hambatan yang dihadapi. Menggunakan metode kualitatif, penelitian ini melibatkan delapan siswa sebagai partisipan. Instrumen pengumpulan data terdiri dari kuesioner dan wawancara semi-terstruktur, sedangkan analisis data menerapkan model reduksi data, penyajian data, dan penarikan kesimpulan. Secara keseluruhan hasil kuesioner menunjukkan respons positif dari siswa dengan tingkat persetujuan yang tinggi. Kombinasi unsur audio, tekstual, dan visual pada lagu dari platform digital seperti Spotify dan YouTube terbukti memudahkan pembelajaran kosakata. Tidak hanya itu, penggunaan lagu juga mampu mengembangkan multimodalitas melalui pemahaman ejaan, pelafalan, serta pemahaman makna kosakata secara menarik sekaligus mendorong otonomi belajar siswa. Meskipun demikian, hasil wawancara mengungkap adanya tantangan berupa hambatan kognitif (tempo lagu yang cepat), hambatan linguistik (tata bahasa kompleks dan *slang words*), serta gangguan eksternal (musik latar keras). Penelitian ini menyimpulkan bahwa lagu secara multimodal sangat mendukung siswa untuk memperkaya kosakata, dengan pemilihan lagu yang memperhatikan tingkat kesulitan linguistik dan kejelasan audio guna meminimalkan hambatan.

ABSTRACT

Shabrina, Alifia Taris. 2026. Exploring the Role of Songs in Developing Digital and Multimodal Literacy Among English Language Learners at Informal Education. Thesis. Department of English Language Education, Faculty of Islamic Education and Teacher Training, Maulana Malik Ibrahim State Islamic University of Malang.

Advisor: Ima Mutholliatil Badriyah, M.Pd.

Keywords: Digital Literacy, Multimodal Literacy, Vocabulary, Songs, Informal Education.

In the digital era, the use of songs in English vocabulary learning has shifted toward multimodality. However, studies exploring these dimensions of digital and multimodal literacy in informal education are still limited. Therefore, this study aims to explore the role of songs in developing digital and multimodal literacy for English language learners in informal education, both to enrich vocabulary and to identify the barriers they face. Using qualitative methods, this study involved eight students as participants. Data collection instruments consisted of questionnaires and semi-structured interviews, while data analysis employed a data reduction, data presentation, and conclusion-drawing model. Overall, the questionnaire results showed positive responses from students, with a high level of agreement. The combination of audio, textual, and visual elements in songs from digital platforms like Spotify and YouTube has been shown to facilitate vocabulary learning. Furthermore, the use of songs can foster multimodality through engaging comprehension of spelling, pronunciation, and vocabulary meaning while encouraging student learning autonomy. However, the interviews revealed challenges in the form of cognitive barriers (fast song tempos), linguistic barriers (complex grammar and slang words), and external distractions (loud background music). This study concludes that multimodal songs greatly support students in enriching their vocabulary, with song selection taking into account the level of linguistic difficulty and audio clarity to minimize barriers.

خلاصة

شابرينا، علفيا تاريخ. ٢٠٢٦. استكشاف دور الأغاني في تنمية مهارات القراءة والكتابة الرقمية والمتعددة الوسائط لدى متعلمي اللغة الإنجليزية في التعليم غير النظامي. رسالة ماجستير. قسم تعليم اللغة الإنجليزية، كلية التربية الإسلامية وتدريب المعلمين، جامعة مولانا مالك إبراهيم الإسلامية الحكومية في مالانج.

.المشرفة: إيما مثولياتيل بدرية، ماجستير في التربية

الكلمات المفتاحية: مهارات القراءة والكتابة الرقمية، مهارات القراءة والكتابة المتعددة الوسائط، المفردات، الأغاني، التعليم غير النظامي

في العصر الرقمي، اتجه استخدام الأغاني في تعلم مفردات اللغة الإنجليزية نحو الوسائط المتعددة. ومع ذلك، لا تزال الدراسات التي تستكشف هذه الأبعاد من المعرفة الرقمية والوسائط المتعددة في التعليم غير النظامي محدودة. لذا، تهدف هذه الدراسة إلى استكشاف دور الأغاني في تطوير المعرفة الرقمية والوسائط المتعددة لدى متعلمي اللغة الإنجليزية في التعليم غير النظامي، وذلك لإثراء مفرداتهم وتحديد العقبات التي يواجهونها. باستخدام المنهج النوعي، شملت هذه الدراسة ثمانية طلاب. وتضمنت أدوات جمع البيانات استبيانات ومقابلات بشكل. شبه منظمة، بينما اعتمد تحليل البيانات على نموذج اختزال البيانات وعرضها واستخلاص النتائج عام، أظهرت نتائج الاستبيان استجابات إيجابية من الطلاب، مع مستوى عالٍ من الموافقة. وقد ثبت أن الجمع بين العناصر الصوتية والنصية والمرئية في الأغاني من منصات رقمية مثل سبوتيفاي ويوتيوب يُسهّل تعلم المفردات. علاوة على ذلك، يمكن أن يعزز استخدام الأغاني الوسائط المتعددة من خلال إشراك الطلاب في فهم التهجئة والنطق ومعاني المفردات، مع تشجيع استقلالية تعلم الطلاب. مع ذلك، كشفت المقابلات عن تحديات تمثلت في عوائق معرفية (إيقاعات الأغاني السريعة)، وعوائق لغوية (قواعد نحوية معقدة وكلمات عامية)، ومشتتات خارجية (موسيقى خلفية صاخبة). وتخلص هذه الدراسة إلى أن الأغاني متعددة الوسائط تدعم الطلاب بشكل كبير في إثراء مفرداتهم، مع مراعاة مستوى الصعوبة اللغوية ووضوح الصوت عند اختيار الأغاني لتقليل هذه العوائق.

CHAPTER I

INTRODUCTION

This chapter provides an overview of the background, research questions, objectives, and significance of the research, and explains the scope and limitations of the research. In addition, this chapter also explains some key terms to maintain the focus of this research discussion.

1.1 Background of The Study

As the foundation of civilization, literacy is used as a benchmark for the progress of a nation. From an Islamic perspective, the development of literacy is a fundamental value that has been taught since the first revelation was revealed in Surah Al-'Alaq, which reads:

اقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ

"Read it in the name of your Lord who created," (QS. Al-'Alaq: 1)

The word *Iqra'*, which means "reading", not only refers to the activity of reading, but also to understanding and studying all the information and science that exists in the universe (Avicena & Azizah, 2024). This commandment explicitly indicates that the main door to approach God and the gate of knowledge is literacy.

With the rapid development of technology and information, the definition of literacy has expanded and developed. In the 21st century, the global communication landscape demands mastery of English not only as a means of communication but also as the key to participating in the digital world (Lim, 2021). This requires individuals to have more complex literacy skills than just reading, arithmetic, and writing printed texts. Literacy included in this context

is digital literacy and multimodal literacy, which are essential competencies, especially for English Language Learners (ELLs) (Lim, 2021; Pang, 2018).

Digital literacy includes the ability to access, manage, understand, integrate, communicate, evaluate, and create information securely and appropriately through digital technology to work, learn, relax, be inclusive, and participate in society (Ferrari, 2013). Meanwhile, multimodal literacy involves understanding and producing meaning through various semiotic modes such as linguistic, visual, audio, spatial, and gestural texts (Jewwit, 2009; Kress, 2010).

However, despite those demands in the process of Learning English, most of the learner still often use media such as long texts that focus on language mastery without developing and understanding the competencies to be learned. Methods like this make English learners often face challenges in developing literacy. Unfortunately, traditional language teaching methods have not fully integrated digital and multimodal literacy development separately (Pérez, J., & Argüelles, 2020). Thus, this leaves an important gap in preparing for the new challenges and demands that ELLs must face.

The traditional curricula may not have fully integrated this literacy development effectively, so an innovative approach is needed. Especially, the modern learning environment demands them not only to master the target language, but also to navigate the complex digital landscape, understand infographics, interact on social media platforms, understand how meaning is constructed through the interaction of various modes, and interpret expressive nuances in multimedia content (Darvin, R., & Norton, 2015; Handayani, et al., 2020; Lim, 2021).

One of the non-traditional media that has great potential in language learning is songs. Songs, which can be enjoyed by all ages, have been recognized as an effective pedagogical tool in the teaching of foreign languages. Songs are used as one of the media to improve mastery of vocabulary, grammar, pronunciation, and listening skills in language learning (Medina, 2002; Saricoban, A., & Metin, 2000). The many genres in songs make songs can reduce students' learning anxiety and be able to create a more enjoyable learning atmosphere (Shen, H., & Chiu, 2019).

In today's digital age, songs don't always have to be in audio form. Songs have an intrinsic appeal in the form of music, repetitive lyrics, and rich cultural contexts, making songs a learning resource for ELL students (Engh, 2013). The number of social media platforms also affects the visualization of songs. According to Adawiyah et al. (2023) and Leeuwen (2005), songs are often accompanied by music videos, lyric videos, online commentary, or even remix projects by fans, making them multimodal and rich in digital elements.

The interaction of learning with songs in the digital age inherently involves aspects of digital literacy and multimodality. When students search for song lyrics online, watch music videos, and even create playlists, it means they've practiced digitally. Then, when they analyzed how the music, lyrics, and visuals in the music video conveyed the meaning of the song, they engaged in a multimodal practice (Mills, 2010). However, research that explicitly investigates how the use of songs in the development of digital and multimodal literacy among English learners is still limited

Several studies have examined the use of songs in language learning, but not many have explicitly linked them to digital and multimodal literacy in depth. For example, research Andreanto (2021) in his thesis entitled "The Effectiveness of English Pop Songs to Improve Listening Comprehension of Grade VIII Students of Fathul Hidayah Lamongan Islamic Junior High School" show the effectiveness of songs in improving listening skills at the junior high school level. Then, in the research carried out Sitompul et al. (2025), in a study titled "Game and Song Integration as Vocabulary Learning Tools for EFL Students: A Systematic Review" It was also found that songs can improve students' vocabulary skills. However, these studies tend to focus on linguistic aspects and have not fully explored the digital and multimodal dimensions.

Research by Rukmayadi et al. (2025) entitled "Examining The Reinforcement of Digital Literacies in English as Foreign Language (EFL) Textbook: A Content Analysis Approach" began to touch on the importance of digital literacy for EFL students who use textbooks. However, EFL learners do not yet have the comprehensive digital literacy skills needed to navigate the complexities and potential risks of the digital environment. Meanwhile, research "A Review On Digital Multimodal Composing (DMC) In Post-Secondary EFL Context: Practices And Implications" done by Paradita (2023) shows that the use of DMC has many benefits for students. begin to touch on the importance of digital and multimodal literacy in English language learning, but they do not specifically focus on the role of songs as a tool to develop such literacy. A gap in this study is the lack of in-depth qualitative studies that explore how English learners concretely use songs in digital environments to

develop multimodal understanding and meaning production. Thus, this research sought to fill this gap by providing rich insights from the perspective of the students themselves.

This research aims to fill this space by investigating the role of songs in the development of digital literacy and multimodal literacy among ELLs. By adopting a qualitative approach, this study sought to deeply understand the experiences, perceptions, and practices of English language learners regarding the use of songs in the context of this complex literacy development. The selection of a qualitative approach allows researchers to explore nuances and meanings that may be missed in quantitative studies, thus providing rich insights into the phenomenon being studied (Creswell, J.W., and Poth, 2018).

1.2. Research Question

Based on the above background, the formulation of this research question is as follows:

1. How does the student perceive the role of song as digital and multimodal literacy in learning English Vocabulary?

1.3 Objectives of the Study

In accordance with the formulation of the problem, the objectives of this research are:

1. To investigate the students' perceptions regarding the role of songs as digital and multimodal literacy in learning English vocabulary.

1.4. Significance of the Study

This research is expected to contribute to the theoretical understanding of the relationship between music, language learning, and literacy development (digital and multimodal). The results of this research can fill the existing literature gap regarding the role of non-traditional media in the development of literacy in the 21st century. In addition, this research is also expected to provide practical guidance for future researchers in integrating songs as an effective tool to develop digital and multimodal literacy in the classroom.

1.5. Scope and Limitations of the Study

This study focus on English language learners (ELLs) in the informal education level of junior high schools in grades 7-9 with 8 participants. The songs that used are also in the POP and POP Rock genres which are widely listened to by the Indonesian people. The approach used in this study is qualitative, so the results are not intended to be generalized statistically, but to provide an in-depth understanding of the phenomenon being studied. This research was conducted in two meeting sessions. The first is an quesioner and the second is interview. The main focus of this study is on the role of songs in the development of digital and multimodal literacy in learning English vocabulary, and not discuss in depth other media or learning strategies.

1.6 Definition of Key Terms

To avoid future misunderstandings, the key terms in this study are well explained as written below:

1. Songs

Refers to the components of playing a musical instrument, and lyrics that are

capable of storing information about emotions, stories, culture, and history that are compiled in the form of audio or video that is enjoyed by all groups.

2. Digital Literacy

Refers to the ability of English learners to utilize technology from various digital devices. In addition, digital literacy is also a forum for various technology platforms used to help English learners learn effectively and efficiently.

3. Multimodal Literacy

It refers to the ability of English learners to understand, receive, criticize, and interpret messages or information they capture from digital containers in a new language that they can easily understand.

4. Informal Education

Refers to educational institutions that focus on assisting students in learning and understanding lessons or knowledge outside the school environment or compulsory education.

CHAPTER II

LITERATURE REVIEW

This chapter describes previous theories and research to enrich important information. Three points will be explained below: the concept of literacy, song, informal education, and some previous research related to readability.

2.1. The Concept of Literacy

Initially, the concept of literacy was only narrowly defined as the ability to write, read, and count. So until now, the literacy view is still rooted in the concept of texts that are limited to print media. UNESCO itself also defines literacy as a set of real skills in reading and writing. Meanwhile, according to Teale, William H. and Sulzby, Elizabeth. (1986) Literacy is the ability to speak language that includes four aspects, namely reading, writing, listening, and speaking, which are used differently according to their purpose. However, along with the rapid development of technology, information, and communication, the meaning of literacy has undergone many changes and expansions. Experts no longer view literacy as a neutral set of skills that can be acquired once in a lifetime, but rather as a dynamic and situational social practice (Lankshear & Knobel, 2015). In addition, the Center for Educational Development (EDC) emphasizes that literacy is the ability to maximize potential and skills that include "the ability to read words and read the world", a phrase that emphasizes the importance of critical understanding.

A new literacy that is considered a modern literacy concept that emphasizes the ability to participate in various social activities through new technologies (Leu, Kinzer, Coiro, & Castek, 2017). In this view, literacy not

only means being able to process written texts, but also being able to understand, analyze, evaluate, and create meaning from various information formats, including visual, audio, and spatial. These developments emphasize the importance of preparing learners to navigate a complex and ever-changing information landscape as technology develops.

In Indonesia, the Ministry of Education, Culture, Research, and Technology (Kemendikabudristek) in the National Literacy Movement (GLN) has mapped six basic literacy used as the foundation of life skills, namely Basic Literacy, Numeracy Literacy, Science Literacy, Digital Literacy, Financial Literacy, and Cultural and Civic Literacy. In addition to these six basic literacy, academics also know other types of literacy that are more specific, namely Multimodal Literacy, Information Literacy, and Health Literacy.

2.1.1 Digital Literacy

The development of technology, information, and communication has indirectly changed the learning landscape. This development also demands a literacy concept that goes beyond traditional literacy (M. Fajutagana, 2024). Digital literacy is an indispensable skill for everyone to communicate, find a job, get an education, and socialize. These skills are no longer just additional abilities, but rather an essential component of education that prepares students to utilize technology effectively and adapt to technology.

Digital literacy is the ability to find, evaluate, use, and create information effectively using digital technology (Eshet-Alkalai, 2004). Bawden (2007) identifies four key components of digital literacy: tool literacy, i.e. the ability to use devices such as smartphones and laptops. Then resource literacy, which

is the ability to understand the format and form of digital information. Next, there is structural literacy, which is the ability to navigate and understand the structure of digital information. How information is organized and organized in digital devices, for example, understand the structure of websites, and database structures. Finally, social-emotional literacy, which is awareness of ethics, norms, and security to maintain privacy in the digital world. In this component, online users are emphasized to maintain attitudes based on moral and social awareness.

In the context of education, digital literacy is essential because it allows learners to access extensive resources, collaborate, and participate online (Gilster, 1997). Kern (2015) reveals that explores the impact of digital learning on socio-cultural aspects and argues that technology also shapes how language and culture are taught and learned through digital literacy. However, there are many challenges in Digital literacy development includes access gaps, lack of skills in evaluating information, and high cybersecurity risks (Livingstone, 2012). Previous research has shown that the integration of technology in language learning can improve students' digital literacy (Handayani et al., 2020; Lim, 2021).

Digital literacy consists of various interrelated core components. Digital literacy frameworks, such as the South Pacific Digital Literacy Framework (SPDLF), identify six main literacies: Technology Literacy, Information Literacy, Communication Literacy, Computer Literacy, Media Literacy, and Visual Literacy (Reddy et al., 2023). Information literacy, involves the ability to find, and evaluate information from digital resources accurately and

efficiently. Visual literacy is the ability to interpret and understand information from images or graphics presented directly.

Another frequently mentioned component is the "5M" approach which includes the ability to search and select information (M1), manage information (M2), analyze information (M3), utilize information (M4), and share information (M5) (Mursidi et al., 2022). In addition, the core dimensions measured in the digital literacy assessment instrument include Technical Skills (e.g., operating digital devices), Digital Information Evaluation (e.g., searching for trusted sources and identifying hoaxes), Digital Ethics (e.g., respecting online privacy and avoiding plagiarism), and Digital Collaboration (e.g., participating in group chats and sharing tasks digitally) (Alfian et al., 2025).

Digital literacy at the primary and secondary education levels is very important to prepare students to face the world of data and technology. The digital literacy curriculum in elementary schools is implemented by integrating digital literacy, with a greater emphasis on media literacy such as video, and music (Kailani et al., 2021). Studies also show that when digital literacy is effectively integrated, it affected improvements in student motivation, student collaborative learning, and student academic performance. Interactive digital devices, significantly increase student motivation and engagement, thus creating a more dynamic and engaging learning experience (Mawardi et al., 2024).

Although recognition of the importance of digital literacy at the level of ELLs has increased, a gap remains between theoretical understanding and practical implementation. This gap is caused by students' deep-rooted

dependence on teachers as the only source of information. While there are efforts to integrate digital literacy, the impact may not be optimal as students have not fully transitioned from conventional learning (Bulya & Izzati, 2024). In addition, curriculum integration that goes beyond technical skills is needed to foster an embedded digital mindset and critical engagement with information. The education system needs to invest more in the professional development of teachers and actively promote a collaborative learning environment that encourages students to explore diverse sources of information.

2.1.2 The Concept of Multimodal Literacy

Multimodal literacy refers to the ability to understand, interpret, and generate meaning through a combination of various modes of communication, such as linguistic text, images, sounds, videos, gestures, and spatial (Jewwit, 2009; Kress, 2010). In a world that is increasingly dominated by digital media, meaning is conveyed through various modes to create a coherent message (Walsh, 2010). The importance of multimodal literacy lies in its ability to equip learners with the necessary skills to interpret and produce texts they encounter in social media to multimedia presentations (Unsworth, 2001).

Literacy needs to be redefined to include the ability to read, see, understand, respond to, and generate multimodal and digital texts. The definition of multimodal literacy consistently emphasizes the integration of various modes through semiotic sources rather than just verbal language. This is not just the addition of a new fashion, but rather an acknowledgment that meaning in modern communication is rarely monomodal. Kress (2010)

explicitly discusses the shift from the view of literacy as a single mode. This suggests that multimodal literacy is a theoretical and practical response to the "multimodal shift", an acknowledgment that language can be used in conjunction with other semiotic resources, and that meaning is created multimodal as a result of the orchestration of these resources (Firmansyah, 2018; Silva et al., 2024; Walsh, 2010). This means that multimodal literacy continues to evolve as communication technologies and practices evolve, which demand a deeper understanding of the different modes of interaction to form coherent and complex meanings.

Multimodal literacy plays a crucial role in contemporary education because of its ability to enhance the learning experience and prepare students for the demands of digitalization. Previous research has highlighted how language learning can be enriched through a multimodal approach, allowing learners to express themselves and understand concepts in a richer way (Lim, n.d.; Pang, 2018).

The multimodal approach has been shown to increase student engagement, motivation, and understanding by accommodating a diverse range of learning styles. This allows ELLs to develop a broader and deeper understanding as content is presented through a diverse range of sensory channels, such as visual, aural, and kinesthetic. This approach allows students to perform better when learning activities are tailored to their learning style and preferences (Daulay & Dewi, 2025; Sutrisno et al., 2024).

Multimodal literacy involves the use of different types of communication and aims to utilize various senses or modalities during the learning process.

According to Ngatman et al. (2019), There are five main semiotic modalities identified in the literature: visual (what can be seen), aural/oral (related to hearing), linguistics (using words), gestural (using bodies or movements), and spatial (physical layout or arrangement of objects). Multimodality literacy focuses on the contribution of specific semiotic sources such as language, signs, images used in various modalities as well as their interaction and integration in the process of text coherence (Tobin, 2018).

Multimodal literacy also involves developing the ability to produce and access information provided by digital media. Multimodal literacy learners must be sensitive to the potential meanings available in the text. This makes learners not only consumers who understand multisemiotic texts, but also able to create competent multimodal texts. The relationship between digital literacy and multimodal is very close; Digital literacy is often a prerequisite for accessing and interacting with multimodal texts, while multimodal literacy allows for a deeper understanding of digital content (Cope, B. & Kalantzis, 2009).

2.2 Songs

Song or music is a form of audio media composed of a combination of melody, rhythm, harmony, and lyrics (words). A song is an artistic composition of tones or sounds in sequence, combination, and temporal relationships accompanied by musical instruments to produce musical compositions that have unity and continuity (S.J. Prier, 2011). As a medium that is easily accessible and enjoyed by all groups, songs also have many roles in daily life, one of which is as a learning medium.

As a learning medium, songs have unique characteristics that can be used for educational purposes. According to Richards & Rodgers (2014), music and songs can create a relaxed atmosphere conducive to learning. Theory *Sugestopedia* Georgi Lozanov also emphasizing the use of music makes it easy for students to absorb new information (Lozanov, 1978).

Songs not only serve as entertainment, but also as a powerful pedagogical tool. The lyrics in a song can serve as *material*, especially in language learning, because the lyrics represent the use of language in a real context (Millington, 2011). Rhythm and repetition in song structure have also been shown to neurologically aid the process of memorizing and remembering information (Janata, P., & Grafton, 2003).

Songs have long been known as an effective pedagogical tool in foreign or second language learning (Medina, 2002; Saricoban & Metin, 2000). Songs can improve vocabulary acquisition through repetition and context, improve pronunciation through imitation, and strengthen grammatical structure through rhythmic patterns (Engh, 2013). In addition, songs serve as a powerful source of motivation, reduce anxiety in language learning, and create a more enjoyable classroom atmosphere (Ghasemi, M., & Hashemi, 2011; Murphey, 1992). Studies have shown that the use of songs can improve listening and speaking skills (Asyiek, 2018; Rahmi, 2019). Songs also provide an authentic cultural context, allowing learners to understand the nuances of the target language and culture (Shen, 2009).

2.2.1 Concept of Songs in Literacy

As a communication medium, songs are used as a tool to express themselves, historical and cultural identities, as well as as a means of social communication used in the past and present. Individual consciousness encompasses the entirety of a person's knowledge, skills, thoughts, beliefs, experiences, and feelings, as well as how they are represented in behavior (Fagan, 1999)(Fagan, 1999). Songs can be a language in which a person speaks with others indirectly. Songs are a system of symbols that are capable of communicating complex ideas, emotions, and narratives. Notes are considered alphabets in music, dynamics (volume or intonation) and accents have similar functions to punctuation in a writing, communicating different messages and emotions.

The song also contains rhythm, harmony, and melody as important building elements. Recognition of music as an inherently multimodal experience, involving sensory, affective, and cognitive resources (Lee & Liu, 2021). This fundamentally changes the understanding of how learning happens. The implication is that integrating different modes in music education is not only additive but also creates deeper and more meaningful knowledge.

The power of songs in the context of education lies in their ability to activate three brain centers simultaneously: language, hearing, and rhythmic motor control (Miendlarzewska & Trost, 2014). This simultaneous activation, coupled with the induction of emotions, creates a state of high mental awareness and sharpness, making words combined with music much easier to learn and remember (Idarianty et al., 2025). Many people can remember the

lyrics and meaning of songs that they haven't heard for years, showing the effectiveness of songs as a medium of learning and information retention. The relationship between cognitive and affective in song-based learning suggests that emotional engagement is not just a byproduct, but makes song an effective tool for holistic development.

The power of songs in the context of education lies in their ability to activate three brain centers simultaneously: language, hearing, and rhythmic motor control (Elias, 2009). This simultaneous activation, coupled with emotions that create a high mental state, makes words combined with music much easier to learn and maintain. Many people can remember the lyrics and meaning of songs that they haven't heard for years, showing the effectiveness of music as a medium of learning and information retention. The strong synergy between the cognitive and affective realms in song-based learning suggests that emotional engagement is not just a by-product, but a fundamental catalyst for deeper cognitive processing and retention, making song an effective tool for holistic development (Wylie, 2006).

The use of songs in learning contributes to the development of five types of vocabulary: listening, speaking, thinking, reading, and writing (Lelita & Dila Charisma, 2024). This shows that songs support the development of literacy comprehensively, going beyond the traditional aspects of reading and writing. Songs also help children develop language automatically, which allows them to express thoughts and generate words in the language process. The stimulating effect of music sparks innovative thinking, and helps create a calmer, more focused learning environment that makes learning easier.

2.2.2 Song Types

A song is a complex work of art, made up of two fundamental elements: music and lyrics. Conceptually, songs function as a powerful medium of expression, able to convey emotions, ideas, narratives, and cultural values (Frith, 2004). As a form of communication, songs not only convey a message literally through their lyrics, but also implicitly through melody, harmony, rhythm, and instrumentation (Cook, 1992). It is this combination of verbal (lyrical) and non-verbal (music) elements that gives songs unique power to influence their listeners on a cognitive and affective level (Juslin, P.N., & Sloboda, 2011).

In the context of linguistic and literary studies, song lyrics are often considered a form of poetry (Machin, 2010). Lyrics have structure, language style, and poetic elements such as metaphors, rhymes, and imagery that can be analyzed to uncover deeper meanings. A type or genre in music is a classification system used by the music industry and listeners to categorize music based on musical, stylistic, and thematic conventions (Fabbri, 2007).

Genres are defined not only by sound characteristics (for example, guitar distortion in rock music or electronic beats in EDM music), but also by lyrical themes, target audiences, and even the modes associated with them (Shuker, 2013). Some popular music genres that are often the object of research include:

- **Pop:** Pop music is 'popular' music which means famous (Clarke, 1995). This music is often characterized by melodies that are *catchy*, a simple song structure (verse-chorus), and lyrics that focus on universal themes such as love and relationships.

- Rock: The spectrum is wide, from classic rock and roll to metal. His lyrics often explore themes of rebellion, social criticism, and intense personal experiences (Clarke, 1995).
- Pop Rock: A genre of music that combines Pop and Rock music. The genre blends the energy and rhythm of rock music with a focus on easily digestible melodies and commercially appealing pop song structures (Clarke, 1995).
- Hip-hop/Rap: Rooted in African-American culture, the genre places a heavy emphasis on rhythm and wordplay (rhyme, alliteration). The lyrics often contain narratives of urban life, socio-political issues, and self-assertion (Rose, 1994).
- Jazz/Blues: A genre born out of the experiences of the African-American community, with lyrics that often express sadness, hardship, but also hope and resilience (Davis, 1998).

This genre classification is important because it shapes listeners' expectations and provides a framework for musicians to express themselves, both by following and defying the conventions of the genre. This research focus on the Pop and Pop Rock genres that are widely listened to by the Indonesian people, especially ELLs.

2.2.3 The Role of Songs in Digital and Multimodal Literacy

Music in digital stories, far from being just supporting texts, serves as an important structural device for the interpretation of the story as a whole. Music marks transitions between different parts of the narrative, such as abstract, orientation, complications, and resolution (Requejo, 2016). For example, music can signal the beginning of a story and grab attention, sometimes setting the

tone or providing clues about a topic even before the visuals or narrative begin.

The use of digital technology in education can make the learning process more effective and accessible. Students who use digital resources and tools learn musical material better, show greater interest in learning, develop better creative skills, and engage in teamwork on music projects (Gagica-Rexhepi & Breznica, 2024). The increasing integration of digital technology, implies that educators need not only technological proficiency but also the ability to strategically integrate technology with pedagogical methods and music content to effectively promote digital literacy. A critical understanding of digital devices, such as streaming services, is essential for teachers and students to navigate and create meaning in the music landscape (Ferm-Almqvist, 2022).

The integration of songs with digital and multimodal literacy offers a new dimension in language learning. Songs can facilitate the development of digital literacy through a variety of activities, such as searching for song lyrics online, watching music videos on digital platforms, creating personal playlists, or even using audio editing apps to modify songs (Handayani, S., Supriadi, A., & Nurhadi, 2020). These activities involve not only language skills but also digital skills such as information retrieval, resource evaluation, and use of digital devices.

Furthermore, music contributes to the persuasive purpose of digital stories, thus being able to change attitudes and motivations (Khusnah, 2015). The potential of music to evoke emotions strengthens audience engagement, leading to persuasion. When combined with text and images, music occupies mental resources, and increases the acceptance of implicit messages (Requejo,

2016). Music's ability to serve a variety of functions—structural, mindful, evaluative, and persuasive—in multimodal narratives demonstrates its profound impact on the construction of meaning beyond mere linguistic or visual cues. This suggests that songs, as a rich way of listening, can subconsciously shape students' perceptions and emotional engagement in digital storytelling and other multimodal communication.

Music videos, for example, combine linguistic elements (lyrics), visuals (images, scenes), and audio (melody, sound, effects) to convey meaning (Kress, 2010). By analyzing music videos, learners can develop the ability to understand how different modes interact to create narratives. They can interpret the relationship between lyrics and melodies, analyze visual messages in videos, and understand the emotions conveyed through sound (Jewwit, 2009). Activities such as creating multimedia presentations about a song that analyze social messages in lyrics and videos, or even creating your own music videos, can significantly improve learners' multimodal literacy (Lim, 2021) .

2.3. Informal Education

According to Law Number 20 of 2003 concerning the National Education System, informal education is defined as a path of family and environmental education in the form of independent learning activities. This definition emphasizes the aspect of independence and the natural environment as the main forum for learning. In general, informal education can be concluded as an educational path that takes place in the family or environment, in the form of independent learning activities that are carried out consciously and responsibly.

Axin (1976) and Soedomo (1989), defines informal education as a teaching and learning process that occurs involuntarily. In this context, one can help others learn without the learner noticing. This explanation highlights the organic and often unplanned nature of informal learning, which occurs as a natural part of everyday interactions. Benny D. Setianto (2021), also explains that informal education is education obtained from the environment and family, which is carried out in the form of independent activities. Meanwhile, Suprijanto (2007), provide concrete examples that show how informal education is integrated into daily life, such as reading print or online newspapers, listening to spiritual outpourings through the media, watching art performances, participating in organizations, or even simply talking to others.

This distinction emphasizes "awareness and responsibility" in self-paced learning and expert definitions that include "involuntary teaching-learning processes" demonstrate the broad complexity of informal education. This suggests that informal education is not always a deliberate choice, but can also happen by chance through everyday interactions and experiences. Advise understanding is important because informal education, by its broad nature, is the foundation of lifelong learning that is often not formally measurable (Nurhayati, 2017).

The main role of informal education is as a forum for students to get additional help in learning, both to face exams, catch up with subject matter, and to develop their potential to the maximum. Tutoring also often provides different and more effective learning methods, which may not always be available in a formal school setting (Nurhayati, 2017). One of the main benefits

of tutoring is its ability to provide additional learning outside of school hours. This allows students to delve into difficult material or repeat concepts that are not yet fully understood.

Informal education plays a crucial role as the initial foundation of one's educational journey. This education is a basic education that precedes the step towards formal education. The success of formal education is highly dependent on and influenced by the quality of education received in the family (Fatmawati & Suharto, 2024). This suggests that the initial learning environment has a long-term impact on a person's learning capacity.

2.3.1 Tutoring

Tutoring has become an integral part of the educational ecosystem, providing additional support for learners. Experts have formulated various definitions that highlight their scope and purpose. According to Prayitno (2004), guidance is defined as assistance provided by a person of adequate and trained personality to individuals of all ages. This assistance aims to help individuals manage their life activities, develop their outlook on life, and make their own decisions. This definition shows that tutoring is a holistic aid, not just limited to academic aspects.

Meanwhile, Sukardi (2002) provide a more specific definition in an academic context. He stated that tutoring is an assistance in finding the right way to learn, choosing the appropriate study program, and overcoming difficulties that arise related to the demands of learning in an educational institution. This definition highlights the role of tutoring in facilitating students' academic success and adjustment to the learning environment. Hamalik (2004)

It also states that tutoring is the help given to certain individuals in order to achieve an optimal level of development and happiness. This definition again emphasizes the dimension of self-development and student welfare as the ultimate goal of guidance.

The difference in emphasis in the definition of tutoring, from a focus on specific academic problem-solving by Sukardi to holistic assistance for self-development and happiness by Prayitno and Hamalik, suggests that tutoring has the potential to be more than just "supplemental tutoring". This suggests that effective tutoring must integrate the academic dimension with support for personal development, motivation, and life skills. The approach is in line with the broader educational goal, which is to form individuals who are cognitively competent and have optimal personal well-being.

Tutoring has evolved into various forms to meet the diverse learning needs of students. This adaptation reflects the flexibility needed to support the educational process. One of the popular forms is Private . In private tutoring, learning is done outside of school or outside of formal study hours, but often still follows the school curriculum (Nurhayati, 2017). The number of students in private tutoring is generally no more than four people, and often only one student is tutored by a single teacher or tutor. Teaching methods can be personalized according to each student's unique needs and character, offering time flexibility and a more relaxed and focused learning atmosphere, which in turn can increase motivation and optimal learning outcomes (Rahman et al., 2022).

In addition to private tutoring, there are also Group Guidance. This form involves the formation of a study group with specific stages of implementation, which include the formation of the group, the initiation stage, the transition, the core activities, the final stage, and the follow-up. Group tutoring allows for interaction between students and collaborative learning (Nurhayati, 2017). Institutional tutoring, or what is often called conventional tutoring, is a tutoring institution that is established in a building with classes that accommodate many students. The learning process takes place in the classroom with a more structured schedule.

Along with the development of technology, Online tutoring become increasingly relevant. This model allows students to self-study anywhere and anytime, offering ease of access and time efficiency. Unlike online courses that may only provide materials, online tutoring usually allows consultation with a mentor through a feature *chat*, although face-to-face interaction may not be as intensive as face-to-face tutoring (Jatmika et al., 2024).

In addition to the above forms, tutoring can also be associated with Forms of Counseling Guidance Services. This service can be in the form of orientation for new students, periodic awareness of the right way to learn, both at school and at home (individual and in groups), and assistance in choosing the right major or study program. Counseling guidance may also include individual or group counseling to help students overcome learning difficulties (Prayitno, 2004).

The evolution of forms of tutoring from conventional to private and online models shows an adaptive response to the increasingly diverse learning

needs of students and the demands of flexibility in the digital age. This shift represents a paradigm shift from a mass approach to personalized learning, which has the potential to improve the accessibility and effectiveness of tutoring for more individuals. Therefore, this study focuses on the extent to which tutoring affects the literacy development of its students.

2.3.2 Tutoring Curriculum

Informal education is defined as an educational path outside of formal education that can be organized in a structured and tiered manner, as referred to in Law Number 20 of 2003 Article 1. Informal education is designed in a planned, systematic, flexible, and integral manner, and often takes place outside the formal schooling system.

The main function of informal education is as a substitute, or complement to formal education. The goal is to develop the potential of learners with an emphasis on the acquisition of knowledge and functional skills. Informal education also plays an important role in overcoming the limitations of formal education that may not reach all communities or provide all the new competencies and abilities essential for the development of an integrated society (Walgito, 2004).

Tutoring institutions are explicitly recognized as a form of informal education. This classification is important because it fundamentally changes the perspective of the tutoring curriculum. In contrast to informal education which often does not have a standard formal curriculum, tutoring, although in the informal realm, tends to have a flexible but structured curriculum (Nurhayati, 2017). Curriculum flexibility in informal education often allows

students to participate in determining the material or focus of learning.

The recognition of tutoring as part of informal education fundamentally changes the perspective of the curriculum. This suggests that the tutoring curriculum, although structured, must retain the characteristics of flexibility and responsiveness inherent in informal education (Irsalulloh & Maunah, 2023; Sulfemi, 2019). This allows tutoring to adapt quickly to students' specific learning needs and job market dynamics, making it a dynamic and relevant complement to formal education systems that tend to be more rigid.

Although operating within an informal education framework, a tutoring curriculum generally consists of essential components similar to a formal education curriculum, which exhibit a mature and professional design. In general, the curriculum consists of four main elements: objectives, teaching materials, learning strategies/methods, and evaluation (Nana Sudjana, 1991, in Andriani, 2013).

1. Objective Component: The objective component relates to the expected direction or outcome of the learning process. The entire learning process in tutoring is focused on achieving these goals. The objectives of the tutoring curriculum refer to the achievement of national educational objectives, with a hierarchy that starts from macro national education objectives to more specific learning objectives at the micro level.

2. Teaching Material Components: Teaching materials are essentially the content of the curriculum that is developed and arranged based on certain principles. This teaching material is in the form of study materials or lesson topics that can be learned by students in the learning process. The development

of teaching materials should refer to the achievement of the goals of each subject unit and be fully directed towards achieving broader educational goals, including national education goals.

3. Components of Methods, Strategies, and Learning Models: The strategy component has a very important role because it is directly related to the implementation of the curriculum. This component includes various terms such as approaches, strategies, models, and methods in learning. The strategies used can be varied, such as expository strategies (direct explanations), *discovery*, group learning, or individual learning. The learning method should be interactive and fun so that students don't feel bored and are more motivated to learn. A student-centered approach to learning is highly emphasized, where students are actively involved in the teaching and learning process.

4. Evaluation Component: Evaluation serves to find out whether the goals that have been set have been achieved or not, as well as feedback for the improvement of the strategy that has been set. Through evaluation, accurate information can be obtained regarding the implementation of learning, student success, teacher performance, and the overall learning process. The results of this evaluation are then used for decision-making related to the curriculum itself, learning improvement, identification of difficulties, and determination of necessary guidance efforts.

Although tutoring operates in an informal framework, the application of curriculum components similar to formal education (objectives, materials, strategies, evaluation) demonstrates intentionality and professionalism in its design. The emphasis on interactive, student-centered, and adaptive learning

methods in the strategy component suggests that the tutoring curriculum has the potential to become a laboratory of pedagogical innovation. This implies that the success of the tutoring curriculum model can provide valuable learning for the development of a more responsive and effective formal curriculum.

2.4 The Concept of Perception

According to Walgito (2004), perception is an active and integrated process within individuals, where they organize and interpret the stimuli received by the sensory organs so that the stimuli become something meaningful. The perception process is not only determined by the physical form of the stimulus itself, but is also greatly influenced by the individual's internal conditions, such as past experiences, feelings, thinking capacity, and the frame of reference they have.

In the context of this research, the concept of perception becomes a very important basis for analyzing how English Language Learners (ELLs) perceive and respond to the use of songs in informal education. Because students must interact with songs in a digital and multimodal manner (such as searching for lyrics on the internet, watching music videos, and interpreting visual-audio elements), their perceptions determine their level of motivation and acceptance. A positive perception of songs as a pedagogical medium encourage better student participation in developing their literacy skills.

2.4.1 Definition of Perception

Perception is a complex cognitive process through which individuals receive, organize, and interpret sensory information to make sense of their surrounding environment. According to Walgito (2004), perception is an active

and integrated process within an individual, where the stimuli received by the senses are organized and interpreted so that they become meaningful. The process of perception is not only determined by the physical form of the stimulus itself but is also heavily influenced by the individual's internal conditions and frame of reference. In the context of learning, perception plays a crucial role as it determines how students respond to the learning materials and methods. When English Language Learners (ELLs) are exposed to songs as a medium for digital and multimodal literacy, their perception dictate their level of engagement and the meaning they derive from the learning process.

2.4.2 Types of Perception

Perception can generally be categorized into two types based on the individual's evaluation of the stimulus: positive perception and negative perception (Irwanto, 2002).

1. **Positive Perception:** Positive perception occurs when an individual's evaluation of an object, event, or information aligns with their needs, expectations, and personal values. It involves a favourable interpretation that leads to acceptance and support. In educational settings, a positive perception towards the use of songs means that students view the method as beneficial, engaging, and motivating. This positive outlook encourages active participation and enhances their acquisition of digital and multimodal literacy.

2. **Negative Perception:** Conversely, negative perception arises when the stimulus is evaluated unfavourably or contradicts the individual's expectations and beliefs. This leads to an attitude of rejection, dissatisfaction, or avoidance. If students hold a negative perception of using songs—perhaps due to finding the

activities distracting, irrelevant to their goals, or difficult to comprehend—they may become passive, unmotivated, or resistant to the learning process.

2.4.3 Factors Influencing Perception

The process of perception is not absolute; it varies significantly from one person to another. According to Walgito (2004), perception is primarily influenced by two main factors:

1. **Internal Factors:** These are the characteristics and conditions originating from within the individual. They include psychological and physiological aspects such as motivation, past experiences, emotional state, personal interests, attitudes, and cognitive capacity. For instance, a student who has a strong personal interest in music or a positive past experience with listening to English songs is likely to develop a favourable perception of their use in literacy learning.
2. **External Factors:** These factors relate to the stimulus itself and the environment in which the perception occurs. This includes the intensity, size, contrast, and novelty of the stimulus (e.g., the genre of the song, the visual quality of the digital platform, and the clarity of the multimodal elements). Additionally, the physical and social environment, such as the informal education setting, significantly shapes how students perceive the learning activities. A supportive, relaxed, and student-centered environment typically found in informal education tends to foster a more positive perception compared to a rigid setting.

2.5 Role of Songs in English Vocabulary

Songs are not just an entertainment medium, but also a pedagogical instrument that is very effective in second language acquisition, especially in enriching vocabulary. Various studies show that songs can facilitate English Language Learners (ELLs) in understanding and remembering new vocabulary better (Schoepp, 2001; Murphey, 1992). In practice, the use of songs offers several crucial roles that support vocabulary mastery:

1. Providing Meaningful Context

Vocabulary learning is often less effective if words are only memorized from isolated lists. Songs overcome this problem by presenting vocabulary in the context of complete sentences and real situations. According to Millington (2011), songs provide a meaningful context for vocabulary because the words are tied to a particular theme, story or emotion in the lyrics. Through narration in songs, students can guess and understand the meaning of new words contextually, so that the vocabulary becomes more relevant and easy to understand (Cameron, 2001).

2. Increasing Memory Retention through Repetition

The most prominent features of a song are the rhythm, melody and repetition of lyrics, especially in the chorus or refrain. Salcedo (2010) explains that combining text with musical melodies functions as a powerful memory aid (mnemonic device). This rhythmic pattern and repetition helps students' brains to carry out chunking (grouping information) so that new vocabulary can be processed more quickly and transferred from short-term memory to long-term memory (Wallace, 1994).

3. Exposure to Authentic Language

Songs are a form of authentic material that is most easily accessed by students via digital platforms. Song lyrics often contain colloquialisms, idioms, and slang that reflect the actual use of English by native speakers (Shen, 2009). Griffee (1992) added that apart from enriching the informal vocabulary, listening to songs also directly provides models of pronunciation, word stress and correct intonation, which are rarely found in traditional grammar textbooks.

4. Reducing Learning Anxiety

In Krashen's (1982) theory of language acquisition through the Affective Filter Hypothesis, students' emotional conditions greatly influence how well they absorb language input. High levels of anxiety will "block" the absorption of language (vocabulary). The use of songs creates a relaxed, enjoyable and non-intimidating learning environment, which is very relevant to the characteristics of informal education. This atmosphere effectively reduces students' anxiety (lowering affective filter) and increases their motivation. When the affective filter is low, students become more receptive to English vocabulary input (Schoepp, 2001).

5. Integration of Vocabulary Mastery with Multimodal Literacy

In the digital era, the role of songs in teaching vocabulary is becoming richer because songs are no longer consumed only in audio form, but in a multimodal manner. When students access songs through music videos or lyric videos on digital platforms, they process information through multiple semiotic modes simultaneously: text (reading the lyrics), audio (listening to the tune and pronunciation), and visual/spatial (seeing the image or expression of the singer

in the music video). Based on the Cognitive Theory of Multimedia Learning (Mayer, 2009) and the concept of multimodal literacy (Walsh, 2010), this combination of visual and auditory stimuli significantly strengthens the understanding of meaning or meaning-making process. Students can link textual vocabulary with visual and auditory representations simultaneously, making the process of absorbing English words more in-depth and comprehensive.

2.6. Previous Studies

Several studies have examined the use of songs in language learning, but not many have explicitly linked them to digital and multimodal literacy in depth. For example, research Andreanto (2021) in his thesis entitled "*The Effectiveness of English Pop Songs to Improve Listening Comprehension of Grade VIII Students of Fathul Hidayah Lamongan Islamic Junior High School*" show the effectiveness of songs in improving listening skills at the junior high school level. The method used in this study is quantitative. Furthermore, the results of the study show that listening to songs can make students feel relaxed and enthusiastic in learning. Furthermore, listening to songs can improve listening skills and acquire new vocabulary that teachers can use to improve student learning.

Then, in a study conducted by Sitompul et al. (2025), in a study titled "Integration of Games and Songs as Vocabulary Learning Tools for EFL Students: A Systematic Review", the method used in this study is the Systematic Literature Review (SLR), which utilizes a well-defined methodology to identify, analyze, and interpret findings from previous

research. This research mainly focuses on empirical findings on the contribution of songs or games to English language learning, without explicitly detailing the teaching methods applied. Ten of the 20 articles were found to be relevant because they discussed song-based games in their implementation. Further, this analysis reveals that various applied strategies have been used in previous studies to improve vocabulary acquisition in language learning, with a strong emphasis on Multimodal Learning (MML).

Research by Rukmayadi et al. (2025) with the title "*Examining The Reinforcement of Digital Literacies in English as Foreign Language (EFL) Textbook: A Content Analysis Approach*" Content Analysis). This study uses a qualitative method by analyzing how textbooks can be used for EFL. The results of this study were: "Functionality and beyond" (38.65%), which emphasizes technical skills, followed by "Critical thinking" (20.86%) and "Ability to find reliable information" (13.50%). Other dimensions, including Creativity, Communication, Collaboration, and Social and cultural understanding, appear less frequently.

Meanwhile, research "*A Review On Digital Multimodal Composing (DMC) In Post-Secondary EFL Context: Practices And Implications*" done by (Paradita, 2023) shows that the use of DMC has many benefits for students. This research was conducted using qualitative methods and mixed methods, reviewing 20 empirical studies on multimodal learning. The results of DMC's assignments in this study are reported to improve digital literacy skills, English language skills, engagement and investment, critical thinking and creativity, as well as overall attitudes towards students' writing. This research begins to

discuss the importance of digital and multimodal literacy in English language learning, but does not specifically focus on the role of songs as a tool to develop such literacy.

A gap in this study is the lack of in-depth qualitative studies that explore how English learners concretely use songs in digital environments to develop multimodal understanding and meaning production. This research sought to fill this gap by providing rich insights from the perspective of the learners themselves.

CHAPTER III

RESEARCH METHODOLOGY

This chapter explains the research design, research subject, research instruments, data collection techniques, and data analysis used in this study.

3.1 Research Design

This research uses a qualitative approach. The qualitative approach was chosen because it allows researcher to understand phenomena in depth, exploring the experiences, perspectives, and meanings constructed by participants in their natural contexts (Creswell, J.W., and Poth, 2018). This approach is particularly suited to answering the "how" and "what" questions regarding the role of songs and learners' perceptions, which require rich interpretation and in-depth descriptions, rather than numerical measurements.

The research design to be used is a case study. Case studies allow researcher to conduct in-depth investigations of contemporary phenomena in real-life contexts, especially when the boundaries between phenomena and contexts are still unclear (Yin, 2018). In this study, a case study focused on a group of ELLs to understand holistically how songs are used and perceived in their digital and multimodal literacy development. This design allows for the collection of rich data from a variety of sources, interviews, and observations to build a comprehensive understanding of the case.

3.2. Research Participants

The research participants consist of English language learners (ELLs) from the education level of secondary school students. The characteristics of the participants include those who have access to digital devices and the

internet, as well as those who actively use songs in their language learning activities. The number of participants determined based on the principle of data saturation, i.e., when no new information emerges from the additional data (Guest, G., Bunce, A., & Johnson, 2006). However, as an initial estimate, about 8-12 participants are expected to provide quite rich data for this qualitative study.

The sampling techniques to be used is purposive sampling. Purposive sampling used to select participants who have experience relevant to the phenomenon being studied (e.g., the use of songs in English language learning and interaction with digital media) (Creswell, J.W., and Poth, 2018).

3.3. Research Setting

This research was conducted in a learning environment for English language learners, such as junior high schools, where access to digital technology and the use of songs in language learning are common. A brief description of the environment includes the facilities available, the context of language learning, and how songs are typically integrated into teaching and learning activities.

3.4. Data Collection Techniques

Data collected through three main techniques to achieve data triangulation, which increases the credibility of the findings (Creswell, J.W. and Poth, 2018):

1. Questionnaire:

The primary data in this research were collected using a structured, closed-ended questionnaire. A questionnaire is a data collection technique

where respondents are provided with a set of written questions or statements to answer (Creswell, 2014). The questionnaire is distributed digitally (e.g., via Google Forms) or physically to the targeted respondents. This study utilizes closed-ended questions to ensure efficiency in data processing and to allow for quantitative analysis.

2. Interview:

Interviews were conducted online and offline with participants to explore their perceptions, experiences, and views on the role of songs in developing digital and multimodal literacy. A list of interview questions is prepared in advance, but flexibility is provided to explore topics that arise during the interview. The interview was recorded audio with the participant's permission.

3.5 Research Instruments

The main research instrument is the researcher himself as a key instrument in qualitative research (Creswell, J.W. and Poth, 2018). In addition, supporting instruments include:

1. Questionnaire:

To measure respondents' attitudes or opinions, this study employs a Likert Scale. This scale allows respondents to express their level of agreement with a specific statement. There are five scales and values used in the questionnaire, namely a value of 5 for the "strongly agree" category, a value of 4 for the "agree" category, a value of 3 for the "neutral" category, a value of 2 for the "disagree" category and a value of 1 for the "strongly disagree" category.

2. Interview Guide

Contains five lists of open-ended questions designed to dig into the participant's information in depth. The five lists of questions are as follows: The role of songs in daily life, what makes them interested in songs, what to do when they like the song, what are the important elements in songs that convey messages, what are the uses of songs in digital content.

3.6. Data Analysis

Once the data collection stage is complete, the next step is data analysis. The purpose of this analysis is to describe the content or meaning of the collected data. According to Miles, MB, & Huberman, (1994), the analysis process consists of three activities that are carried out simultaneously: data reduction, data presentation, and conclusion drawn. The following are the stages of data processing.

First, after the questionnaires and interviews are completed, the next step is data reduction. In this phase, the researcher compiles a summary, selects the most relevant information, focuses on key points, and identifies themes and patterns that emerge. This data reduction helps provide a more organized picture and makes it easier for researchers to manage the data, especially since most of the data is collected directly from the field. Furthermore, this phase also serves to filter out irrelevant or less relevant data.

Second, the data presentation stage, which is the process of presenting collected data, both in the form of narratives, graphs, and inter-category relationships. The researcher organized the data descriptively. Third, the stage of verification or drawing conclusions. The data that has been presented is then

analyzed to draw conclusions. The researcher used a descriptive approach in this study, which aimed to describe the strategies used and the challenges faced by teachers in teaching reading comprehension.

3.7. Triangulation

To ensure the validity and credibility of the data in this qualitative research, the researcher used a triangulation technique. Triangulation is a strategy used to test the validity of data by comparing and double-checking data obtained from different sources and methods at different times (Denzin, 2017). The goal is to build a rich and comprehensive understanding of the role of songs in developing digital and multimodal literacy, as well as minimize potential bias from researchers.

According to Moleong (2019), triangulation is "a technique of checking the validity of data that utilizes something other than data for examination purposes or as a comparison to data."

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presents the research findings and provides an in-depth discussion. The first section outlines the key findings questionnaire and interview transcripts. The subsequent discussion interprets these findings concerning the research questions, existing literature, and relevant theoretical frameworks.

4.1 Findings

In this chapter, the researcher presents the findings by arranging explanations based on research questions in the form of descriptions. As presented in Chapter III, the research instruments used were questionnaires and interviews. Data were obtained from research questionnaires distributed to 8 students and interviews conducted with 5 students at the junior high school level at LBB PEC. This study has the main objective: to analyze students' perception on the role of song as digital and multimodal literacy in learning English vocabulary. The questionnaire was conducted to collect in-depth and contextual descriptive data. Meanwhile, interviews are conducted to validate data that prove or complement the data obtained from the research questionnaire.

This research is qualitative where the researcher acts as an instrument and data collector (Sugiono, 2017). The questions contained in the research instrument refer to indicators related to digital and multimodal literacy in the use of English songs in vocabulary learning which include, perception of digital literacy, perception of multimodal literacy, perception of vocabulary mastery, perception of obstacles. The following are the results of a questionnaire with 15 questions that use a likert scale about students' perception of the use of songs

in digital and multimodal literacy.

4.1.1 Questionnaire Data Results

In this section, the discovery data from the research questionnaire presented in the form of a table and pictures of the findings. Then the discovery data described in the description below.

Table 1 Student Recapitulation Score

Question	Frequency	Score					Total	Average
	Score	SA	A	N	DA	SD		
It is easy to find suitable English songs for learning new vocabulary on digital platforms like YouTube and Spotify	<i>f</i>	4	4	0	0	0	8	4,5
	<i>f</i> × score	20	16	0	0	0	36	
I was helped by the "Lyrics" feature in the music applications that helped me to match the sounds I heard with the writing of the words	<i>f</i>	8	0	0	0	0	8	5
	<i>f</i> × score	40	0	0	0	0	40	
Learning vocabulary through digital music platforms is more practical and engaging than using textbooks or printed dictionaries	<i>f</i>	1	4	3	0	0	8	3,75
	<i>f</i> × score	5	16	9	0	0	30	
Watching music videos (visual) really helped me understand the meaning of difficult words in song lyrics	<i>f</i>	1	2	5	0	0	8	3,5
	<i>f</i> × score	5	8	15	0	0	28	
The combination of sound, music and lyrics on the screen made me understand the meaning of the message of the song more quickly	<i>f</i>	2	4	2	0	0	8	4
	<i>f</i> × score	10	16	6	0	0	32	
It is easier for me to recognize the expression or context of the use of a word through the scene in the song video clip	<i>f</i>	1	3	4	0	0	8	3,625
	<i>f</i> × score	5	12	12	0	0	29	
Listening to songs helps me learn how to pronounce (pronunciation), English vocabulary more naturally.	<i>f</i>	4	4	0	0	0	8	4,5
	<i>f</i> × score	20	16	0	0	0	36	
I find it easier to remember vocabulary that has rhymes and musical rhythms rather than a list of words that are memorized manually.	<i>f</i>	1	4	3	0	0	8	3,75
	<i>f</i> × score	5	16	9	0	0	30	
Digital songs provide a real example of how a word is used in everyday life.	<i>f</i>	3	3	1	1	0	8	4,125
	<i>f</i> × score	15	13	3	2	0	33	
The new vocabulary I learn from songs tends to last longer in my memory	<i>f</i>	2	4	2	0	0	8	4
	<i>f</i> × score	10	16	6	0	0	32	
I feel more confident in using new vocabulary after hearing it many times in my favorite songs.	<i>f</i>	5	2	1	0	0	8	4,5
	<i>f</i> × score	25	8	3	0	0	36	
Overall, the integration of songs and digital media has greatly supported the development of my English literacy and vocabulary mastery.	<i>f</i>	4	2	2	0	0	8	4,25
	<i>f</i> × score	20	8	6	0	0	34	
The tempo of the song that is too fast sometimes makes it difficult for me to understand or follow the spoken vocabulary.	<i>f</i>	5	2	1	0	0	8	5
	<i>f</i> × score	25	12	3	0	0	40	
Songs with music or background that are too loud often interfere with my focus on understanding the pronunciation of certain words.	<i>f</i>	0	4	4	0	0	8	3,5
	<i>f</i> × score	0	16	12	0	0	28	
Technical glitches (such as advertising or internet connection) on digital platforms make the vocabulary learning process less effective.	<i>f</i>	1	6	1	0	0	8	4
	<i>f</i> × score	5	24	3	0	0	32	

Based on the results of the recapitulation of each student's total score, the overall perception of students is in the positive category. Of the 8 respondents, not a single student was in the category of Neutral, Disagree, or Strongly Disagree. The distribution of student categories is as follows:

- a. Strongly Agree: There were 2 students (25%) who each obtained a total score of 67. This shows a very high enthusiasm and belief in the role of songs in digital and multimodal literacy in learning English vocabulary.
- b. Agree: The majority of respondents, namely 6 students (75%) were in the score interval of 52-63. The average of this group shows that in general songs are well accepted as digital literacy and multimodal media in vocabulary learning.

Meanwhile, for the analysis of the answers to each question item, a combined analysis of the frequency of answers to each question item and individual student responses was used:

1. Absolute Acceptance (Highest Score)

There was one aspect that was unanimously agreed upon by all respondents without exception, namely in Q2 (*I was helped by the "Lyrics" feature in the music applications that helped me to match the sounds I heard with the writing of the words*). All respondents (8 students) gave a maximum score of 5 (*Strongly Agree*). This resulted in a perfect percentage (100%), which indicates that all respondents were helped by the lyrics feature on the app that helps them to match the sounds they hear with the lyrics displayed.

2. Very High Approval

Very high approval rates (90% percentage) were seen in Q1, Q7, Q11, and Q13. In Q11 (*I feel more confident in using new vocabulary after hearing it many times in my favorite songs*) and Q13 (*The tempo of the song that is too fast sometimes makes it difficult for me to understand or follow the spoken vocabulary*) there were two respondents who were included in the "Strongly Agree" category overall consistently gave a score of Strongly Agree. They

were supported by some like other respondents who also gave a score of Strongly Agree, making the majority of the answers lean towards strong approval.

In Q1 (*It is easy to find suitable English songs for learning new vocabulary on digital platforms like YouTube and Spotify*) and Q7 (*Listening to songs helps me learn how to pronounce (pronunciation), English vocabulary more naturally*), the answers were divided equally between a score of 5 indicating Strongly Agree and 4 indicating Agree where each score was chosen by 4 students, which shows a positive consensus without any doubt.

3. Moderate Response and Dominance of Neutral Attitudes

On some questions, doubts from students can be seen as shown by the large number of Neutral score choices. This is most evident in Q4 (*Watching music videos (visual) really helped me understand the meaning of difficult words in song lyrics*) and Q14 (*Songs with music or background that are too loud often interfere with my focus on understanding the pronunciation of certain words*).

In Q4, 5 out of 8 respondents were Neutral. Interestingly, students of 3 respondents who are generally in the "Agree" category, gave a score of 3 on this item. Only 1 respondent gave the highest score (strongly agree) on this aspect.

In Q14, the distribution of answers was also dominated by a Neutral score of 4 students and Agree from 4 students, with no one Strongly Agreed. This indicates that aspects in Q4 and Q14 are things that are poorly understood or not directly felt by students.

4. Variations of Views and Disagreements

Although in general the students' responses were very good, there was a dynamic view in Q9 (*Digital songs provide a real example of how a word is used in everyday life*). The data showed the most varied range of answers to this question: 3 students chose the Agree stinging score, 3 students chose the Agree score, 1 student chose the Neutral score, and the highlight was the 4 respondents who were the only students who chose the Disagree score. The responses of the 4 respondents were the only disapproval score from the overall questionnaire data.

4.1.2 Interview Data Result

This section presents research findings on the results of student interviews in the classroom. The research questions were asked to 5 students and can be found in *Appendix 4*. The students interviewed had different academic backgrounds. The demographics of the students interviewed are as follows:

Table 2 Demographics of Interviewed Students

English Level	Students	Male/Female
Basic	Sd 1	M
Basic	Sd 2	M
Intermediate	Sd 3	F
Advance	Sd 4	F
Advance	Sd 5	F

Based on the findings of interviews on students' perception on the role of song as digital and multimodal literacy in learning English vocabulary with students, the researchers grouped the findings into several categories:

1. Access to Digital Literacy

The results of the interviews showed that students used digital platforms that were often used to listen to songs while learning new vocabulary. Some students have stated that the platform is appealing because it includes clever lyrics and shuffles with their favorite songs.

"I use spotify" (Sd. 1)

"I use soptify and youtube to listen music" (Sd.2 Sd.3, Sd.4, and Sd.5)

In addition to being used to listen to music, the figital platform is also used to find and learn new vocabulary

"Yes I, do" (Sd. 1)

"Sometimes, I do" (Sd. 2),

"Yes, I do" (Sd. 3)

"Yes, I always do when I'm on Spotify" (Sd. 4)

"Yes almost every day after school" (Sd. 5)

They also use the feature available on the platform to know and read the lyrics when listening to a song or even while singing it

" Sometimes, I do" (Sd. 1)

"I rarely read the lyrics because I like to listen to or watch the music video (Sd.2)

"I very often read the lyrics" (Sd.3)

" Very often, every day when I listen to music, I like to read the lyrics" (Sd.4)

"Very often, especially when I am studying English" (Sd.5)

Based on interviews, the students have used digital literacy when listening to music. They know how to access songs and search for lyrics on the features available on the platform. The appeal of digital is due to the ease of accessing songs and this feature also helps them to search for new English vocabulary.

2. Multimodal Literacy

The results of interviews regarding the use of multimodal literacy by

combining the text contained in the lyrics and audio can help understand the meaning contained in the song and can also help remember new vocabulary.

"So I read the lyrics and remember the song, and it makes me remember the vocabulary" (Sd. 1)

"I like to play my favorite songs over and over again, so it makes me remember the vocabulary in the lyrics" (Sd. 2)

"I read the lyrics when I listen to the song, with the lyrics feature available on the platform that allows me to learn new vocabulary" (Sd. 3)

"I already know the song before the lyrics to know if the song is interesting or not. When I'm interested, I'll read the lyrics so I can sing well." (Sd. 4)

"Because I listen to my favorite artists, I like to read the lyrics to find out about the song. Apart from the lyrics, I also see music videos to dance the inner meaning" (Sd. 5)

Not only using the lyrics feature contained on the platform, students can also find out new meanings and vocabulary through the visual display contained in the music video and video lyrics that are usually presented by the agency of the song owner through the platform.

"Sometimes I understand, but sometimes I don't know the meaning." (Sd.1)

"No I can't understand just by the music video, but I like to read the lyrics from the subtitle in the music video." (Sd. 2)

"Not really, sometimes the visual in the music video change so fast, so I don't understand the meaning well." (Sd. 3)

"Yes, but sometimes the music video like a puzzle so I read the lyrics while watching the music video." (Sd.4)

"Yes, the visual always helps me to guess the meaning." (Sd. 5)

Based on the results of the interview, students have been able to apply multimodal literacy used to learn vocabulary through songs. Not only do they use lyrics and audio at the same time, but they are also able to combine the audio they hear, the visuals they see, with the lyrics they read to know and even remember the vocabulary they just knew.

3. Reflections and Challenges

Respondents' statements are also in line with the use of songs in digital and multimodal literacy for vocabulary learning is considered more fun and able to improve vocabulary memory than using textbooks and dictionaries.

"Using a song in application, I feel happy because I can listen to the song, it's different when I read the textbooks." (Sd. 1)

"It is easier for me to learn vocabulary better than from a textbook." (Sd. 2)

"With a song, I can know the meaning, the vocabulary, and the pronunciation at the same time." (Sd. 3)

"To know the new or advance vocabularies, because English has many meanings that I have never heard before, and it is more fun listening to a song." (Sd. 4)

"I can learn the pronunciation, the grammar, the poems, and the vocabulary at the same time. It is easier and more interesting than using textbooks." (Sd. 5)

Although the use of digital and multimodal literacy in songs to learn vocabulary is effective, students also experience obstacles and challenges when learning them.

"I actually like to listen to songs, but I don't understand English well, so I don't use it daily. The tempo of the song is also fast, so it's hard to follow." (Sd. 1)

"I don't know English well, and the song is fast." (Sd. 2)

"It is difficult for me to read with the correct pronunciation. Some songs are fast so I can't understand the meaning directly." (Sd. 3)

"The constant pronunciation of new vocabulary that I had never heard before made it difficult for me to follow the tempo of the song." (Sd. 4)

"The grammar in the songs, because some songs tell the day and the past together at one song." (Sd. 5)

Based on the interview, it can be concluded that the use of digital and multimodal literacy in songs is more fun to learn than just fixating on textbooks. However, students also face challenges and difficulties when learning vocabulary using songs because they find it difficult to follow the song

according to the tempo and pronunciation.

4.2 Discussion

In this section, the researcher interprets and discusses more deeply the research findings that have been presented in the *findings section*. This discussion process was carried out by confronting data from questionnaires and data from interviews with *grand theories* of digital literacy, multimodal literacy, language acquisition theory, and previous research results that have been presented in the background of the study. The alignment of this discussion is divided based on two data instruments used to answer the problem formulation.

4.2.1 Discussion of Research Questionnaire Results

Based on the presentation of the findings on the descriptive data from the questionnaire, the acceptance rate was very positive from 8 student respondents at PEC regarding the role of songs in digital and multimodal literacy. This is evidenced by the recapitulation data presented in *Table 4.1*, where all students (100%) are in the positive category range, with details of 25% of students stating *Strongly Agree* and 75% of students stating *Agree*. The absence of students who choose the Neutral or Negative category indicates that the use of music-based digital platforms has become a very acceptable learning medium for students.

The high positive tendency of students in the results of this questionnaire is empirically in line with previous research conducted by Sitompul et al. (2025) which revealed that the use of song-based audio-visual media significantly increased students' interest and active engagement in English

classes. In addition, these findings also confirm a study from Andreanto (2021) which states that students' perception of the use of digital media in the introduction of new vocabulary always shows a positive graphic trend due to the interactive nature of the media.

The positive resonance of this questionnaire data validates the multimodal literacy theory of Kress (2010) and Walsh (2010). A multimodal learning environment that unites visual text (lyrics on a device screen) and auditory elements (melody and singer's pronunciation) successfully stimulates students' cognitive interest. Psychologically, this high satisfaction is also very much in tune with the affective filter hypothesis from Krashen (1982) and emphasized by Schoepp (2001). Learning vocabulary through songs digitally can reduce the level of anxiety in students to the lowest point. A learning atmosphere that fun and enjoyable makes the student's affective filter wide open, so that the input of English vocabulary can be well absorbed into long-term memory.

4.2.2 Discussion of Interview Results

The Interview Results serve as confirmation to explore the reasons behind the positive response of the questionnaire, as well as map the real obstacles experienced by students in the field. The discussion of the results of this interview is grouped into two essential aspects:

1. Analysis of the Benefits and Advantages of Digital and Multimodal Literacy

In the interview session, students explicitly confirm the practical usefulness of this multimodal aspect. Student statements such as, *"With a song, I can know the meaning, the vocabulary, and the pronunciation at the same time,"* and *"It is easier and more interesting than using textbooks,"* prove that

the simultaneous presentation of language input is much more effective than traditional methods that only use textbooks or dictionaries.

These findings reinforce an argument put forward in previous research by Paradita (2023) which states that digital and multimodal literacy are effective in bridging the understanding of the meaning of words in this modern era. In addition, with the use of songs, students can associate sound with written text directly. In line with the theory of linguistic and cognitive functions of Engh (2013), the song does not present vocabulary in isolation like a dictionary of words, but rather in the context of a complete and authentic sentence.

However, there is a distinguishing point of uniqueness in this study. In contrast to previous research by Andreanto (2021) which generally focuses on the effectiveness of songs in rigid formal school settings, this research in informal educational institutions (PEC) shows that learner autonomy higher Benson (2011). At the informal ECC institution, students utilize commercial applications such as Spotify and YouTube on the basis of their own internal motivation (*intrinsic motivation*) to select the audio material (*self-selected materials*) that match their personal musical interests.

2. Barrier Analysis

While it provides many benefits from the role of songs in digital and multimodal literacy for vocabulary learning, the interview findings also reveal serious challenges experienced by students, namely the problem of song tempo being too fast and confusing grammatical structures. Students complained: "*The tempo of the song is also fast, so it's hard to follow*" and "*The speed of pronunciation on the new vocabulary... made it difficult for me to keep up.*"

Obstacles to this fast tempo it was also found in previous research by Andreanto (2021), noting that the tempo speed of the song and the articulation speed of the native speaker make words difficult to enter and understand quickly by students.

These speed barriers can be scientifically dissected using the Cognitive Theory of Multimedia Learning (CTML) by Mayer (2009), it states that the working memory capacity of humans is very limited in processing visual and auditory channels. When the tempo of the song goes too fast, it causes *cognitive overload* (Paas et al. 2010). The students' brains are forced to work extra hard to synchronize the fast-moving lyric text with the articulation of the singer's voice that is unfamiliar to them, so that the process of understanding the immediate meaning of the vocabulary is hampered (*"can't understand the meaning directly"*).

In addition, the students' complaints about grammar: *"The grammar in the songs, because some songs tell the day and the past together in one song,"* indicate a linguistic barrier. In the world of music, songwriters often use the right of poetic freedom to maintain the rhyme and aesthetic of the song, thus mixing various forms of *tenses* (past and present) in a single stanza. This non-formal structure creates ambiguity for learners in PEC as it is in contrast to the rigid formulas they are used to learning in conventional textbooks.

Overall, the alignment between the findings and previous research shows that although digital literacy through songs is very effective in enriching vocabulary, teacher intervention in informal institutions such as PEC is still needed as a facilitator to help students overcome the cognitive load of fast tempo and grammatical distortions in song lyrics.

CHAPTER V

CONCLUSION

The study's conclusion and recommendation are discussed in this chapter; the conclusion is based on the study's findings, and the suggestion is the researcher's recommendation.

5.1 Conclusion

This study concludes that English Language Learners (ELLs) in informal educational institutions have a very positive perception of the role of songs in developing digital and multimodal literacy for learning English vocabulary. This is in line with the view that songs are fundamental elements that can bridge the gap between traditional and digital forms of literacy.

First, in terms of digital and multimodal literacy outcomes through questionnaire analysis, the study revealed an overwhelmingly positive response from the students regarding their learning experience. The majority of the participants agreed that utilizing digital music media effectively enhances their vocabulary learning process. Notably, there was an absolute consensus among all students regarding the helpfulness of the "lyrics" feature in digital applications, which allowed them to match the auditory input they heard with the written text seamlessly. This descriptive data confirms that integrating visual and auditory modes through digital platforms effectively promotes successful meaning-making and vocabulary acquisition.

Second, the qualitative data from the interviews further supported these questionnaire results. Students demonstrated high learner autonomy by navigating commercial platforms like Spotify and YouTube to select self-selected materials that align with their personal interests. The combination of multiple

semiotic modes-audio, visual representation from music videos, and textual lyrics not only makes vocabulary learning more engaging and less stressful compared to traditional textbooks but also secures the words better in their long-term memory. However, despite these benefits, students still encounter certain cognitive and technical challenges, primarily related to the fast tempo of certain songs, unfamiliar slang words, and complex grammatical variations within the lyrics.

In conclusion, digital and multimodal songs serve as an effective, interactive, and autonomy-driven pedagogical tool that reduces students' learning anxiety and naturally fosters English vocabulary development in an informal learning environment.

5.2 Suggestion

Based on the conclusions of the results of this study, the researcher conveyed several suggestions that are expected to be useful for various parties:

1. For English Language Learners

Students are advised to be more proactive in utilizing supporting features in digital music apps, such as the "lyrics" feature and the "playback speed adjustment" feature (*Playback Speed*) if available. This is important to overcome the challenge of fast tempo of songs, so that students can process the synchronization between audio and text in more depth. In addition, students are encouraged to explore different genres of songs to enrich vocabulary variations in different contexts.

2. For Teachers and Informal Education Institutions

Teachers are advised to integrate songs as multimodal literacy learning materials in a structured manner. Given the findings regarding tempo

constraints, teachers should curate songs that are tailored to students' language proficiency levels choosing songs with clear articulation and moderate tempo for beginners. The use of digital media that combines visual and auditory elements must continue to be improved to build a supportive and low-pressure learning environment.

3. For the Next Researcher

This study has limitations in the number of respondents and the scope of song genres. Therefore, researchers are further advised to:

- a. Methodology: Conduct quantitative research or experiments to accurately measure the increase in students' vocabulary scores before and after the multimodal song intervention.
- b. Media Coverage: Explore other, more complex digital platforms, such as YouTube or TikTok, where visual elements (video/gestures) are more dominant than just text lyrics, to deepen the study of multimodal literacy.
- c. Genre Focus: Conduct a comparative study on the effectiveness of various music genres (e.g., *Pop* vs *Rap* or *Folk*) on vocabulary mastery speed to follow up on the findings of tempo challenges in this study.
- d. Scale: Engage a wider and diverse range of research subjects to obtain a stronger generalization of results regarding digital literacy in the informal education sector.

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APPENDICES

Appendix I List of Questionnaire

Research Questioner

Students' Perception on The Role of Song as Digital & Multimodal Literacy

Name :
Classes :
School :

No.	Question	Strongly Agree	Agree	Neutral	Dis-Agree	Strong Disagree
1	It is easy to find suitable English songs for learning new vocabulary on digital platforms like YouTube and Spotify					
2	I was helped by the "Lyrics" feature in the music applications that helped me to match the sounds I heard with the writing of the words					
3	Learning vocabulary through digital music platforms is more practical and engaging than using textbooks or printed dictionaries					
4	Watching music videos (visual) really helped me understand the meaning of difficult words in song lyrics					
5	The combination of sound, music and lyrics on the screen made me understand the meaning of the message of the song more quickly					
6	It is easier for me to recognize the expression or context of the use of a word through the scene in the song video clip					
7	Listening to songs helps me learn how to pronounce (pronunciation), English vocabulary more naturally.					
8	I find it easier to remember vocabulary that has rhymes and musical rhythms rather than a list of words that are memorized manually.					
9	Digital songs provide a real example of how a word					

	is used in everyday life.					
10	The new vocabulary I learn from songs tends to last longer in my memory					
11	I feel more confident in using new vocabulary after hearing it many times in my favorite songs.					
12	Overall, the integration of songs and digital media has greatly supported the development of my English literacy and vocabulary mastery.					
13	The tempo of the song that is too fast sometimes makes it difficult for me to understand or follow the spoken vocabulary.					
14	Songs with music or background that are too loud often interfere with my focus on understanding the pronunciation of certain words.					
15	Technical glitches (such as advertising or internet connection) on digital platforms make the vocabulary learning process less effective.					

Appendix II Interview Guidance

Interview Instruments

1. How do you usually use digital platforms (like Spotify, YouTube, or Apple Music) to listen to English songs?
2. Do you intentionally use these platforms to look for new English words?
3. When listening to an English song, how often do you read the lyrics at the same time?
4. How does combining the audio and the written text help you understand and remember new vocabulary?
5. Many digital songs come with music videos or lyric videos. Do the visuals or the overall mood of the video help you guess the meaning of an unfamiliar word? Can you give an example?
6. In your opinion, what is the main role of using digital and multimodal songs in learning vocabulary, compared to traditional methods like reading textbooks or memorizing dictionaries?
7. What are the challenges or difficulties you face when trying to learn English vocabulary through digital songs? (For example, fast singing pace, slang words, or distractions)

Appendix III Questionnaire Result

Question	Frequency	Score					Total	Average
	Score	SA	A	N	DA	SD		
It is easy to find suitable English songs for learning new vocabulary on digital platforms like YouTube and Spotify	f	4	4	0	0	0	8	4,5
	$f \times \text{score}$	20	16	0	0	0	36	
I was helped by the "Lyrics" feature in the music applications that helped me to match the sounds I heard with the writing of the words	f	8	0	0	0	0	8	5
	$f \times \text{score}$	40	0	0	0	0	40	
Learning vocabulary through digital music platforms is more practical and engaging than using textbooks or printed dictionaries	f	1	4	3	0	0	8	3,75
	$f \times \text{score}$	5	16	9	0	0	30	
Watching music videos (visual) really helped me understand the meaning of difficult words in song lyrics	f	1	2	5	0	0	8	3,5
	$f \times \text{score}$	5	8	15	0	0	28	
The combination of sound, music and lyrics on the screen made me understand the meaning of the message of the song more quickly	f	2	4	2	0	0	8	4
	$f \times \text{score}$	10	16	6	0	0	32	
It is easier for me to recognize the expression or context of the use of a word through the scene in the song video clip	f	1	3	4	0	0	8	3,625
	$f \times \text{score}$	5	12	12	0	0	29	
Listening to songs helps me learn how to pronounce (pronunciation), English vocabulary more naturally.	f	4	4	0	0	0	8	4,5
	$f \times \text{score}$	20	16	0	0	0	36	
I find it easier to remember vocabulary that has rhymes and musical rhythms rather than a list of words that are memorized manually.	f	1	4	3	0	0	8	3,75
	$f \times \text{score}$	5	16	9	0	0	30	
Digital songs provide a real example of how a word is used in everyday life.	f	3	3	1	1	0	8	4,125
	$f \times \text{score}$	15	13	3	2	0	33	
The new vocabulary I learn from songs tends to last longer in my memory	f	2	4	2	0	0	8	4
	$f \times \text{score}$	10	16	6	0	0	32	
I feel more confident in using new vocabulary after hearing it many times in my favorite songs.	f	5	2	1	0	0	8	4,5
	$f \times \text{score}$	25	8	3	0	0	36	
Overall, the integration of songs and digital media has greatly supported the development of my English literacy and vocabulary mastery.	f	4	2	2	0	0	8	4,25
	$f \times \text{score}$	20	8	6	0	0	34	
The tempo of the song that is too fast sometimes makes it difficult for me to understand or follow the spoken vocabulary.	f	5	2	1	0	0	8	5
	$f \times \text{score}$	25	12	3	0	0	40	
Songs with music or background that are too loud often interfere with my focus on understanding the pronunciation of certain words.	f	0	4	4	0	0	8	3,5
	$f \times \text{score}$	0	16	12	0	0	28	
Technical glitches (such as advertising or internet connection) on digital platforms make the vocabulary learning process less effective.	f	1	6	1	0	0	8	4
	$f \times \text{score}$	5	24	3	0	0	32	
Information :		Strong Agree	4,1 - 5					
		Agree	3,1 - 4					
		Neutral	2,1 - 3					
		Disagree	1,1 - 2					
		Strong Disagree	0 - 1					

Students' Perception on The Role of Song as Digital and Multimodal Literacy																		
No	Name	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13	Q14	Q15	Score	Categories
1	ZAA	5	5	3	3	4	4	4	4	4	4	5	3	4	4	4	60	Agree
2	KRP	4	5	4	4	5	3	4	3	4	2	3	3	5	3	3	55	Agree
3	ANAP	5	5	4	5	4	5	4	4	4	2	4	4	4	3	4	61	Agree
4	PFAS	4	5	3	3	4	4	5	3	2	4	4	5	5	3	4	58	Agree
5	MFS	4	5	3	3	3	3	4	4	3	4	5	4	5	4	4	58	Agree
6	AMK	5	5	4	3	4	3	5	4	5	5	5	5	3	3	4	63	Agree
7	AMK	5	5	4	3	3	4	5	5	5	5	5	5	5	4	4	67	Strong Agree
8	CPFD	4	5	5	4	5	3	5	3	5	4	5	5	5	4	5	67	Strong Agree
		36	40	30	28	32	29	36	30	32	30	36	34	36	28	32		

Students' Perception on The Role of Song as Digital and Multimodal Literacy									
No	Question	Strong Agree	Agree	Neutral	Disagree	Strong Disagree	Frequence	Score	Percentage
1	Q1	4	4	0	0	0	8	36	90
2	Q2	8	0	0	0	0	8	40	100
3	Q3	1	4	3	0	0	8	30	75
4	Q4	1	2	5	0	0	8	28	70
5	Q5	2	4	2	0	0	8	32	80
6	Q6	1	3	4	0	0	8	29	72,5
7	Q7	4	4	0	0	0	8	36	90
8	Q8	1	4	3	0	0	8	30	75
9	Q9	3	3	1	1	0	8	32	80
10	Q10	2	4	2	0	0	8	32	80
11	Q11	5	2	1	0	0	8	36	90
12	Q12	4	2	2	0	0	8	34	85
13	Q13	5	2	1	0	0	8	36	90
14	Q14	0	4	4	0	0	8	28	70
15	Q15	1	6	1	0	0	8	32	80
Average								32,7333	81,83333

Appendix IV Transcript of Interview

TRANSCRIPT OF INTERVIEW

First Participant

Name : Student 1

Day/date : Friday/27th March

It (Interviewer)

Sd (Student)

It	Hello, good afternoon
Sd	Hello.
It	How do you usually use digital platforms (like Spotify, YouTube, or Apple Music) to listen to English songs?
Sd	I use Spotify to listen music
It	Do you intentionally use these platforms to look for new English words?
Sd	Yes, I do
It	When listening to an English song, how often do you read the lyrics at the same time?
Sd	Sometimes, I do read the lyrics
It	How does combining the audio and the written text help you understand and remember new vocabulary?
Sd	So I read the lyrics and remember the song, and it makes me remember the vocabulary
It	Many digital songs come with music videos or lyric videos. Do the visuals or the overall mood of the video help you guess the meaning of an unfamiliar word? Can you give an example?
Sd	Sometimes I understand but sometimes don't know the meaning
It	In your opinion, what is the main role of using digital and multimodal songs in learning vocabulary, compared to traditional methods like reading textbooks or memorizing dictionaries?
Sd	Using a song in application, I feel happy because I can listen to the song, it's different when I read the textbooks
It	What are the challenges or difficulties you face when trying to learn English vocabulary through digital songs? (For example, fast singing pace, slang words, or distractions)
Sd	I actually like to listen to songs, but I don't understand English well, so I don't use it daily. The tempo of the song is also fast, so it's hard to follow

TRANSCRIPT OF INTERVIEW

First Participant

Name : Student 2

Day/date : Friday/27th March

It (Interviewer)

Sd (Student)

It	Hello, good afternoon
Sd	Hello.
It	How do you usually use digital platforms (like Spotify, YouTube, or Apple Music) to listen to English songs?
Sd	I use Spotify and Youtube
It	Do you intentionally use these platforms to look for new English words?
Sd	Sometimes, I do
It	When listening to an English song, how often do you read the lyrics at the same time?
Sd	I rarely read the lyrics because I like to listen or watch the movie video
It	How does combining the audio and the written text help you understand and remember new vocabulary?
Sd	I like to play my favorite songs over and over again, so it makes me remember the vocabulary in the lyrics
It	Many digital songs come with music videos or lyric videos. Do the visuals or the overall mood of the video help you guess the meaning of an unfamiliar word? Can you give an example?
Sd	No I can't understand just by the music video, but I like to read the lyrics from the subtitle in the music video
It	In your opinion, what is the main role of using digital and multimodal songs in learning vocabulary, compared to traditional methods like reading textbooks or memorizing dictionaries?
Sd	It is easier for me to learn vocabulary better than from a textbook
It	What are the challenges or difficulties you face when trying to learn English vocabulary through digital songs? (For example, fast singing pace, slang words, or distractions)
Sd	I don't know English well, and the song is fast.

TRANSCRIPT OF INTERVIEW

First Participant

Name : Student 3

Day/date : Friday/27th March

It (Interviewer)

Sd (Student)

It	Hello, good afternoon
Sd	Good afternoon
It	How do you usually use digital platforms (like Spotify, YouTube, or Apple Music) to listen to English songs?
Sd	I use Spotify and Youtube
It	Do you intentionally use these platforms to look for new English words?
Sd	Yes, I do
It	When listening to an English song, how often do you read the lyrics at the same time?
Sd	I very often read the lyrics
It	How does combining the audio and the written text help you understand and remember new vocabulary?
Sd	I read the lyrics when I listen to the song, with the lyrics feature available on the platform that allows me to learn new vocabulary
It	Many digital songs come with music videos or lyric videos. Do the visuals or the overall mood of the video help you guess the meaning of an unfamiliar word? Can you give an example?
Sd	Not really, sometimes the visual in the music video change so fast, so I don't understand the meaning well
It	In your opinion, what is the main role of using digital and multimodal songs in learning vocabulary, compared to traditional methods like reading textbooks or memorizing dictionaries?
Sd	With a song, I can know the meaning, the vocabulary, and the pronunciation at the same time
It	What are the challenges or difficulties you face when trying to learn English vocabulary through digital songs? (For example, fast singing pace, slang words, or distractions)
Sd	It is difficult for me to read with the correct pronunciation. Some songs are faSt. so I can't understand the meaning directly.

TRANSCRIPT OF INTERVIEW

First Participant

Name : Student 4

Day/date : Friday/27th March

It (Interviewer)

Sd (Student)

It	Hello, good afternoon
Sd	Hello miss, good afternoon
It	How do you usually use digital platforms (like Spotify, YouTube, or Apple Music) to listen to English songs?
Sd	I use Spotify and Youtube video
It	Do you intentionally use these platforms to look for new English words?
Sd	Yes I always do when I'm in spotify
It	When listening to an English song, how often do you read the lyrics at the same time?
Sd	Very often, everyday when I listen the music I like to read the lyrics
It	How does combining the audio and the written text help you understand and remember new vocabulary?
Sd	I already know the song before the lyrics to know if the song is interesting or not. When I'm interested I'll read the lyrics so I can sing well
It	Many digital songs come with music videos or lyric videos. Do the visuals or the overall mood of the video help you guess the meaning of an unfamiliar word? Can you give an example?
Sd	Yes, but sometimes the music video like a puzzle so I read the lyrics while watching the music video.
It	In your opinion, what is the main role of using digital and multimodal songs in learning vocabulary, compared to traditional methods like reading textbooks or memorizing dictionaries?
Sd	To know the new or advance vocabularies, because English has many meanings that I never heard before, and it is more fun listening to a song
It	What are the challenges or difficulties you face when trying to learn English vocabulary through digital songs? (For example, fast singing pace, slang words, or distractions)
Sd	The constant pronunciation of new vocabulary that I had never heard before made it difficult for me to follow the tempo of the song

TRANSCRIPT OF INTERVIEW

First Participant

Name : Student 5

Day/date : Friday/27th March

It (Interviewer)

Sd (Student)

It	Hello, good afternoon
Sd	Hello.
It	How do you usually use digital platforms (like Spotify, YouTube, or Apple Music) to listen to English songs?
Sd	I use Spotify and Youtube
It	Do you intentionally use these platforms to look for new English words?
Sd	Yes almost everyday after school
It	When listening to an English song, how often do you read the lyrics at the same time?
Sd	Very often, especially when I am study English
It	How does combining the audio and the written text help you understand and remember new vocabulary?
Sd	Because I listen to my favorite artists, I like to read the lyrics to find out about the song. Apart from the lyrics, I also see music videos to dance the inner meaning
It	Many digital songs come with music videos or lyric videos. Do the visuals or the overall mood of the video help you guess the meaning of an unfamiliar word? Can you give an example?
Sd	Yes, the visual always helps me to guess the meaning
It	In your opinion, what is the main role of using digital and multimodal songs in learning vocabulary, compared to traditional methods like reading textbooks or memorizing dictionaries?
Sd	I can learn the pronunciation, the grammar, the poems, and the vocabulary at the same time. It is easier and more interesting than using textbooks
It	What are the challenges or difficulties you face when trying to learn English vocabulary through digital songs? (For example, fast singing pace, slang words, or distractions)
Sd	The grammar in the songs, because some songs tell the day and the past.together at one song.

Appendix V Permission Letter of Survey



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN

Jalan Gajayana 50, Telepon (0341) 552398 Faximile (0341) 552398 Malang
<http://fitk.uin-malang.ac.id> email : fitk@uin-malang.ac.id

Nomor : 100/Un.03.1/TL.01.04/01/2026
Sifat : Penting
Lampiran : -
Hal : Izin Survey

08 Januari 2026

Kepada

Yth. Kepala LBB PEC Blitar
di
Blitar

Assalamu'alaikum Wr. Wb.

Dengan hormat, dalam rangka penyusunan proposal Skripsi pada Jurusan Tadris Bahasa Inggris (TBI) Fakultas Ilmu Tarbiyah dan Keguruan (FITK) Universitas Islam Negeri Maulana Malik Ibrahim Malang, kami mohon dengan hormat agar mahasiswa berikut:

Nama : Alifia Taris Shabrina
NIM : 19180028
Tahun Akademik : Genap - 2025/2026

Judul Proposal : **Exploring the Role of Songs in Developing Digital and Multimodal Literacy Among English Language Learners at Informal Education**

Diberi izin untuk melakukan survey/studi pendahuluan di lembaga/instansi yang menjadi wewenang Bapak/Ibu

Demikian, atas perkenan dan kerjasama Bapak/Ibu yang baik disampaikan terimakasih.

Wassalamu'alaikum Wr. Wb.



Dr. Muhammad Walid, MA
19730823 200003 1 002

Tembusan :

1. Ketua Program Studi TBI
2. Arsip

Appendix VI Permission Letter of Research



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jalan Gajayana 50, Telepon (0341) 552398 Faximile (0341) 552398 Malang
<http://fitk.uin-malang.ac.id> email : fitk@uin-malang.ac.id

Nomor : 110/Un.03.1/TL.01.04/01/2026
Sifat : Penting
Lampiran : -
Hal : Izin Penelitian

09 Januari 2026

Kepada

Yth. Kepala LBB PEC
di
Blitar

Assalamu'alaikum Wr. Wb.

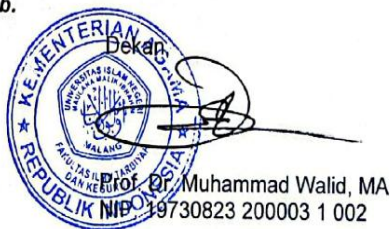
Dengan hormat, dalam rangka menyelesaikan tugas akhir berupa penyusunan skripsi mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan (FITK) Universitas Islam Negeri Maulana Malik Ibrahim Malang, kami mohon dengan hormat agar mahasiswa berikut:

Nama	: Alifia Taris Shabrina
NIM	: 19180028
Jurusan	: Tadris Bahasa Inggris (TBI)
Semester - Tahun Akademik	: Genap - 2025/2026
Judul Skripsi	: Exploring the Role of Songs in Developing Digital and Multimodal Literacy Among English Language Learners at Informal Education
Lama Penelitian	: Januari 2026 sampai dengan Maret 2026 (3 bulan)

diberi izin untuk melakukan penelitian di lembaga/instansi yang menjadi wewenang Bapak/Ibu.

Demikian, atas perkenan dan kerjasama Bapak/Ibu yang baik di sampaikan terimakasih.

Wassalamu'alaikum Wr. Wb.


Dekan
Prof. Dr. Muhammad Walid, MA
NIP. 19730823 200003 1 002

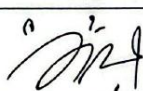
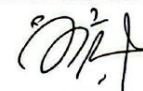
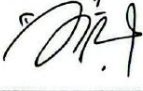
Tembusan :

1. Yth. Ketua Program Studi TBI
2. Arsip

Appendix VII Thesis Consultation Logbook

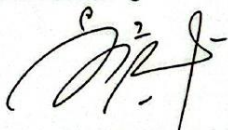
KONSULTASI BIMBINGAN SKRIPSI

Nama : Alifia Taris Shabrina
 NIM : 19180006
 Judul : Exploring the Role of Songs in Developing Digital and Multimodal Literacy Among English Language Learners at Informal Education
 Dosen Pembimbing : Ima Mutholliatil Badriyah, M.Pd

No	Tanggal/Bulan/Tahun	Materi Bimbingan	TTD
1	11 Agustus 2025	Sosialisasi Sitasi dan Rancangan BAB 1-3	
2	21 Agustus 2025	Setor Revisi bab 1-3	
3	17 November 2025	Penyetoran Proposal	
4	18 Februari 2026	Bimbingan Instrumen Penelitian	
5	20 Februari 2026	Bimbingan Instrumen Penelitian	
6	14 Mei 2026	Konsultasi BAB 4 dan 5	

Malang,
 Mengetahui.
 Ketua Jurusan TBI

Dosen Pembimbing



Ima Mutholliatil Badriyah, M.Pd
 NIP. 19831217 20232120 17



Maslihatul Bisriyah, M.TESOL
 NIP. 19890928 20190320 16

Appendix VIII Curriculum Vitae

CURRICULUM VITAE

1. Data Pribadi

Nama : Alifia Taris Shabrina

NIM : 19180028

TTL : Blitar, 21 Mei 2001

Fakultas : Ilmu Tarbiyah dan Keguruan

Program Studi : Tadris Bahasa Inggris

Alamat Rumah : Jl. Murtanan RT 002/ RW 002 Ds. Satreyan, Kec. Kanigoro,
Kab. Blitar, Jawa Timur

E-mail : alifiataris.sha@gmail.com



2. Riwayat Pendidikan

1. SD Plus Sunan Pandanaran (2008-2014)
2. MTsN 2 Blitar (2014-2016)
3. MA Al-Mawaddah 2 (2016-2019)