

FINAL REPORT



**A Study of Students' Experience on Mastering English Vocabulary Through Listening
to English Song
Strategies of Pre-Service English Teachers in Teaching Vocabulary to Elementary
Learners: A Descriptive Qualitative Study
Odysseus' Characterizations Through Implicative Meaning of EPIC: The Musical**

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FACULTY OF TEACHER TRAINING AND EDUCATION
DEPARTMENT OF LANGUAGES AND ARTS EDUCATION
STUDY PROGRAM OF ENGLISH LANGUAGE EDUCATION
2026**

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Learners: A Descriptive Qualitative Study
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**SCIENTIFIC ARTICLES
WRITING AND PUBLICATION OF NON-THESIS**

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Sarjana Pendidikan

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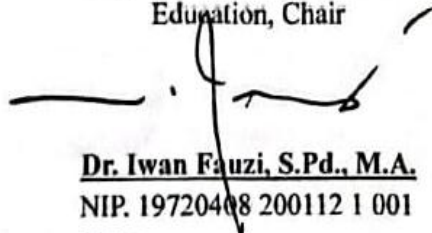


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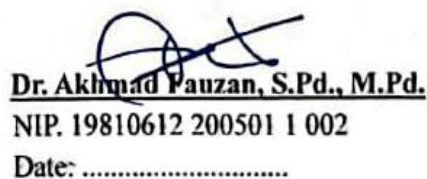


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Strategies of Pre-Service English Teachers in Teaching Vocabulary to Elementary Learners: A Descriptive Qualitative Study
Odysseus' Characterizations Through Implicative Meaning of EPIC: The Musical**

This is to certify that this thesis has been approved
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ABSTRACT

Fitriyani, Windi. 2026. (1) A Study of Students' Experience on Mastering English Vocabulary Through Listening to English Song, (2) Strategies of Pre-Service English Teachers in Teaching Vocabulary to Elementary Learners, (3) Odysseus' Characterizations Through Implicative Meaning of EPIC: The Musical. Non-Thesis Publication. English Education Study Program, Department of Languages and Arts Education, Faculty of Teacher Training and Education, Universitas Palangka Raya. Advisor I: Sulamit Syeba, Advisor 2: Novika Amalia.

Keywords: non-thesis publication, vocabulary mastery, teaching strategies, elementary learners, implicature analysis

The final assignment was fulfilled through the writing and publication of three articles as part of the non-thesis publication. These three articles discuss different topics but interrelated in the fields of English language education and linguistics. The first article entitled "*A Study of Students' Experiences on Mastering English Vocabulary Through English Songs*" aims to explore students' experiences in utilizing English songs to enhance vocabulary mastery. The second article, entitled "*Strategies of Pre-Service English Teachers in Teaching Vocabulary to Elementary Learners: A Descriptive Qualitative Study*," aims to identify the strategies and media used by pre-service teachers in teaching vocabulary at elementary school. The third article, entitled "*Odysseus' Characterizations Through Implicative Meaning of EPIC: The Musical*," aims to analyze the construction of Odysseus' character through implied meanings in the musical album EPIC: The Musical.

The first article employed a qualitative narrative approach with three students as participants. The second article applied a descriptive qualitative method with eight pre-service teachers as participants. The third article used discourse analysis within the field of pragmatics especially on implicature analysis. The findings from the three articles indicate that English songs are effective in helping students master vocabulary, pre-service teachers utilized various strategies such as drilling and elicitation along with media including pictures and flashcards, and implicature successfully revealed complexity of Odysseus' character. Two of the three articles have been published in SINTA 4 accredited journals, while one article has been accepted and is currently in the publication process.

This final assignment also presents the researcher's reflection on the challenges, benefits, and contributions throughout the completion of the non-thesis publication. In summary, the completion of these three articles not only fulfills the requirements for obtaining a Sarjana Pendidikan degree but also provides meaningful contributions to the development of knowledge in English language education and linguistics. Moreover, this non-thesis publication enhances the researcher's skill in developing the scientific articles.

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The completion of this non-thesis publication serves as an important milestone in the researcher's academic journey. By grace and blessings of Allah SWT, this achievement has become possible. Throughout the research process, the researcher received invaluable guidance, encouragement, and support from many individuals and academics. Therefore, the researcher would like to express sincere gratitude and heartfelt appreciation to everyone who has contributed to the successful completion of this non-thesis publication.

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CHAPTER I

INTRODUCTION

In the academic worlds, students are not only required to be recipients of knowledge but also a producer of scientific research who are able to contribute to their fields of the study. The academic responsibility is fulfilled through the final assignment as a requirement for graduation. As academic development evolve, the students are offered with various types of final assignment. In the past, the requirement for graduation was fulfilled only through undergraduate thesis, which emphasizes independent research and academic reporting. Nowadays, students have other alternatives as a final assignment that still meet academic standards as a form of academic contribution. One such alternative is the non-thesis article publication, which focuses on the writing and publication of scientific articles. The non-thesis publication provides students with an opportunity to produce a work that is not limited to internal college reports, but is accessible and can be utilized by the wider academic community.

In English education study program, students are assigned to write and publish three articles related to English as part of non-thesis requirements. In this final assignment, the three articles focus on English language teaching, vocabulary mastery, and linguistics. Moreover, the articles explore vocabulary mastery and English teaching for young learners, as well as a pragmatic analysis of meaning in a music album. Overall, the final assignment aims to provide deeper exploration within the fields of English Language Education and linguistics, particularly in relation to vocabulary development and pragmatic analysis. The selection of these topics is based on the researcher's academic interest in pedagogy and linguistics, with the intention of contributing meaningful insights and knowledge to readers through the scientific research.

The purpose of this non-thesis publication as a final assignment is to produce high-quality and relevant academic articles in the field of English Language Education and linguistics. This non-thesis publication aims to enhance the researcher's research skills through systematic inquiry, critical thinking, and scientific writing in accordance with academic standards. In addition, this non-thesis publication provides practical experience in organizing, analyzing, and publishing research, preparing the researcher to become a professional and responsible researcher. Academically, this non-thesis publication is intended to deepen the study of vocabulary mastery, English teaching strategies for young learners, and pragmatic analysis.

. Through the three articles, this non-thesis publication enriches existing literature by exploring how vocabulary can be mastered, how pre-service teachers apply teaching strategies in elementary schools, and how pragmatic analysis is presented in a musical album. From an institutional perspective, this non-thesis publication contributes to enhancing the academic quality of the English Education Study Program, as the publication of scientific articles by students can improve the institution's reputation and serve as references for lecturers and other students in developing related research. Overall, this non-thesis publication is beneficial for both the researcher and the wider academic environment.

1.1 Scientific Article I

1.1.1 Article Title

A Study of Students' Experience on Mastering English Vocabulary Through Listening to English Song

1.1.2 Background

Vocabulary is an essential part of language learning and needs to be mastered by learners to communicate effectively. Without sufficient vocabulary, it is difficult for learners to understand meaning in communication or to express their ideas clearly. According to Faliyanti (2017) people cannot say anything if lacking vocabulary because it is a basic skill should be acquired. This aligns

with Agazzi (2022) who states vocabulary is the core of English learning because limited vocabulary makes it difficult for learners to express themselves or understand others. Similarly, Richards & Renadya (2002) emphasize vocabulary play an essential role in language proficiency, without extended vocabulary, students will have difficulty in using language because it is basic thing they should learn to master four skills in English, that is speaking, listening, reading, and writing. When learners do not have enough vocabulary, they tend to become hesitant and lack confidence when using English in real contexts. Thus, learners with a larger vocabulary are more capable of understanding context and conveying messages accurately, while those with limited vocabulary often struggle and feel less confident when using English (Suryadi, 2018). This shows that the role of vocabulary in learning English is not optional part but it is the foundation that supports the entire process of learning.

Despite vocabulary being essential, learners often struggle in mastering vocabulary. Mastering vocabulary is not simply memorizing the words' meaning but also requires understanding the uses of words in some context. For Indonesian learners, this difficulty is even greater because students are only exposed to English in the classroom and do not use it in their daily lives. Students usually depend only on school materials, which often emphasize translation and memorization. In the Afidah & Machfudi (2022) study, it was found that learners face the difficulties in translating English words, pronouncing, misspelling, and also remembering or memorizing English vocabulary. Similarly, Ristati et al. (2025) highlight that pronunciation difficulties, often caused by first language interference and limited exposure, remain a major barrier for Indonesian EFL learners. As a result, these difficulties can influence students' ability to understand reading texts, write proper sentences, and communicate.

To overcome those difficulties, it is necessary to use effective strategies in mastering English vocabulary. One of the effective strategies is the use of songs in vocabulary learning. Song is a branch of music art contains a combination of tones, rhythms, and lyrics, which can create a fun and memorable learning experience. Kayyis (2015) argues songs consist of rhythms and musical instruments, which have beautiful words, are convenient to hear, and can convey certain feelings of human beings. In motivating students to learn, songs allow students to discover new vocabulary and checking the pronunciation. The words in the song lyrics are often repeated, making it easier for students to remember the vocabulary. Putri & Rustipa (2023) state songs are effective method in learning English because it can motivate students and help them retain vocabulary through the lyrics. Likewise, Syafiyyah et al. (2024) says that songs are perceived as an enjoyable tool in the process of learning because songs contain repetition. The lack of interactive media also influences students in learning vocabulary, and using songs can make them more focused and motivated. As Pratiwi (2018) mentions one possible method to make students focus on learning is to include songs in the lessons, because songs have a variety of words and phrases, and combined with the rhythm will make students learn better.

Several studies have examined the role of songs in vocabulary learning Elthia & Patty (2023) show positive student perceptions in their research, students say English songs are fun learning media helping them to increase their vocabulary. English songs can also serve as a motivation for students in learning English and improving their vocabulary mastery Gushendra, (2017). Students give positive perceptions of English song lyrics as an interesting tool to enrich vocabulary because they get a new word from songs (Lacoro et al., 2024). These findings show positive perception of English song from student to master vocabulary.

Although several studies have provided knowledge about the role of English songs in vocabulary learning, there is still no in-depth research on students' experience in listening to English songs to get vocabulary, especially at the English Language Education Study Program, Universitas Palangka Raya. Therefore, this study aims to fill the gap by exploring their experiences of listening to English songs to learn vocabulary. By focusing on learners' experiences, this study seeks to provide a deeper understanding of how English songs can contribute in mastering vocabulary.

1.1.3 Objective

The objectives of this article as a follow:

1. To explore the experiences of students from the past to present in listening to English song as a medium for mastering vocabulary.
2. To examine students' perception and feelings toward using English song as a learning medium.

1.2 Scientific Article II

1.2.1 Article Title

Strategies of Pre-Service English Teachers in Teaching Vocabulary to Elementary Learners: A Descriptive Qualitative Study

1.2.2 Background

Vocabulary plays crucial role in English language learning because without vocabulary learners cannot communicate or understand anything (Salawazo et al., 2020). Vocabulary is numbers of words that someone understands and uses in communication or developing skills. To develop skills in English such as reading, writing, speaking, and listening, learners need to have a large vocabulary first. According to Hartini & Ardini (2024) when learners have sufficient vocabulary knowledge, they tend to perform better in all English skills, can understand English material, answer question, and

express their idea effectively. In Indonesia, English is introduced from elementary school, so strengthening vocabulary from an early stage is important.

Despite the importance of vocabulary in learning English, teaching vocabulary is not easy, especially for teaching young learners at elementary school. Zakiyah et al. (2024) explain that elementary school learners are generally aged 6 to 12 years old, at this age they experience cognitive, physical, emotional, and also language development. In the context of English learning, the age range of 6 until 12 years old is considered the golden age for learning a foreign language, because during this phase they have high ability to absorb language (Pamungkas & Amin, 2021). Teaching English vocabulary to learners at elementary school tend to be more challenging than teaching learners at higher level.

The challenges faced by teacher in teaching vocabulary to learners at elementary school are to keep learners' motivation and attention in learning. Cameron (2001) concluded that teaching vocabulary to young learner is difficult and requires extra effort because they are often more enthusiastic and active as learners. Furthermore, young learners' mood usually change quickly in every minute and they often find difficult to sit when learning (Tarakcioglu & Tuncarslan, 2014). In presenting new vocabulary for young learner in the classroom, teachers face several challenges such as, they do not pay attention, still make a noise, learners's were easy to forget the word, the differences of learners' abilities, and the large classes (Bedilu & Degefu, 2024; Sari & Wardani, 2019; Suardi & Sakti, 2019).

These problems tended to get harder for pre-service teachers who have limited teaching experience or never taught students at all. Pre-service teachers are defined as a student teacher who is completing course work in teacher education programs practicum activities, aimed for improving their pedagogical

competencies and teaching skills before entering the profession (Sukarni et al., 2023). Understanding how pre-service teachers implement teaching strategies in real classroom is important, because it reflects their readiness in teaching English.

In contrast with experienced teachers, pre-service teachers tend to struggle in choosing appropriate strategies, managing classroom, and selecting suitable media to support their teaching (Hikmah & Astuti, 2025). Young learners have diverse levels of language development and learning experiences, so pre-service teachers are required to implement various strategies to help learners understand the material (Katemba & Sianipar, 2020). Without appropriate strategies, learning English potentially become less effective and meaningless for learner. in real classroom is important, because it reflects their readiness in teaching English.

Applying an effective strategy in teaching enables learners to reach good results in learning English. In the context of learning, strategy is the way used by a teacher to deliver the material for learners to achieve learning goals. Integrating interactive methods, techniques, procedures, and choosing a medium are also part of learning strategies (Pribadi, 2009; Seknum, 2013). A successful learning process depends not only on learners but also on teachers' readiness to deliver learning material. Selecting a strategy in teaching vocabulary is essential to support the material delivered effectively to learners, particularly for elementary school learners.

Teaching young learners requires several strategies because of their characteristics. Young learners are still in the intellectual development stage where they cannot understand difficult rules, they have short attention span, and they get bored easily. Based on these characteristics, Brown & Lee (2015) suggest several guidelines for teachers when teaching young learners. Teachers are encouraged to use repetition, games, songs, gestures, and role-play and

sensory aids, to support vocabulary understanding. According to Thornbury (2002) vocabulary teaching involves two main stages: presenting and practicing vocabulary. In the presenting stage, teacher can introduce new words through several means such as translation, demonstration, drilling, and elicitation to help learners understand and illustrate the meanings and forms of vocabulary. On the other hand, in practicing, vocabulary can be reinforced through task and games.

Several studies have examined the strategies employed by teachers in teaching vocabulary to young learners. In this case, Kurniawan et al. (2025) explored teacher's strategies in teaching vocabulary to young learners. This study indicated that teachers commonly used strategies such as, translation, and using pictures and videos to present vocabulary to elementary learners in the classroom. The teacher also considered factors such as duration of time and students' abilities when choosing the strategies.

Another study conducted by Syahabuddin et al. (2024) investigated teachers' strategies and perceptions regarding the increase of vocabulary in young learners. This study showed that teachers utilized several strategies, such as memorization, games, demonstrations, translation, and singing songs. These strategies are often combined with pictures to get students' attention. Similarly, Deni & Fahriany (2020) identified teachers' perspectives on vocabulary teaching strategies for young learners and found that teachers used games and songs. The teachers also showed interactive media such as pictures, real objects, and video to support the strategies.

Based on those previous studies, it seems to point out that teaching strategies are important, especially for young learners. However, those studies focused on experienced teachers who have been teaching for several years. It might have different results if the study were conducted on pre-service English teachers with limited experience in teaching young learners. Therefore, this

study aimed to investigate what strategies are used by pre-service English teachers in teaching vocabulary to young learners and what media they employed to support the strategies. Unlike previous research that only identified experienced teachers, this study focuses on pre-service teachers who are transferring the theories they learned in their classroom into practice during their teaching practicum.

1.2.3 Objective

The objectives of this article as a follow:

1. To explore teaching strategies employed by pre-service English teachers for elementary learners.
2. To understand the media used by pre-service English teachers to support strategies.

1.3 Scientific Article III

1.3.1 Article Title

Odysseus' Characterizations Through Implicative Meaning of EPIC: The Musical

1.3.2 Background

Pragmatic is a study of meaning that concerned with whom the speaker communicated with. According to Sapar et al. (2022), pragmatics focuses on supplying the speaker's intention with the hearer's knowledge. This linguistics branch implies the meaning of a conversation between two speakers. Yule (1996) stated that, in fact, pragmatics is a very human concept; it is incredibly complex to determine in a consistent and objective way. Pragmatic can be used to implicitly bridge the gap and count on the listener to have the same interpretation (Horn, 2006). In a pragmatic context, interpreting the speakers' intended meaning is called implicature.

Implicature implies something without saying its literal meaning. It was different from the true meaning of what the speakers wanted with what was said. Qadori (2016) mentions that the speaker's utterances are not part of what is said. Many studies have conducted research using implicative methods to identify the type of implicature that occurs in a song or film; besides those studies that usually focus on identifying the occurrences of conversational implicature. Study by Hadisusilo et al. (2023) finds that implicature can develop the plot through its movie soundtrack and also establish a status quo, which means that implicature cannot only be used to identify the conversational or conventional implicature but more deeply than the researcher can conceive of. For instance, an analysis of the theme of racism in Michael Jackson's song (Wahba, 2024). It shows that songs can imply and deliver the meaning of many topics to discuss in recent years.

The study of implicature was used in analyzing the song in Encanto Movie as a soundtrack means to develop the plot (Hadisusilo et al., 2023). The researchers used the concept from Grice Maxim's flouting theory. Through the research, it was found that the soundtrack plays an important role in conveying information in a short time. Also, the musical soundtracks acted as a means of exposition based on the knowledge the characters/singers had prior. The extent of implicature and Gricean maxims flouting in Encanto's movie soundtracks are used to develop its plot, provide information to further the plot, and also determine a status quo.

On the other hand, in a study conducted by Wahba (2024) revealed the function of the pragmatic features of the song. Through Grice's Maxim theory, the researcher found that Michael Jackson failed to provide the required information for the utterance, in which he gave too much or too little information. Also, there were two types of implicature, which were conventional and conversational implicature.

While those studies used Grice's theory, there is a study using George Yule's theory. The researchers Putri et al. (2023) analyze the types of conversational implicature found in the song lyrics. Implying the distinct meaning that the researchers have discovered in Brandi Carlile's song lyrics. The researchers explained that conversational implicature can easily capture the true meaning that the lyricist poured into the song. As conversational implicature has three types, the researchers have come to the result that the dominant type of conversational implicature is particularized conversational implicature. According to Yule (1996), particularized conversational implicature requires assumption from the utterances. In conclusion, Brandi Carlile's lyrics appear to write an assumption through the lyrics.

The Greek Myth Hero, Odysseus, is always intertwined with the concept of leadership and heroism. In 2023, Jorge Rivera-Herrans saw the opportunity to produce his musical theme song using the story of *The Odyssey* by Homer under his own company. The title of the album is *EPIC: The Musical (ETM)*. He puts in much detail to make the masterpiece and gets recognition from worldwide. The way Jorge writes the lyrics makes many people love and analyze each song on the album. Also, it gives animators an idea of how to create their characters by using the song, which becomes a new musical theatre perspective in this era.

ETM is an adaptation of Odysseus as a Legendary Hero in the Homeric Age. It tells the story of Odysseus' journey back home from the Trojan War until he got home to Ithaca Island to meet his wife and his son, Penelope, and Telemachus. The author writes the lyrics with every single detail in the song. Every character was well-written, and the settings of the story were well-explained. Even though people do not read Homer's original story, it is precise and uses very efficient words to give important information. On his TikTok account, Jorge explained that *EPIC: The Musical* was meant to be an adaptation of the *Iliad* and *Odyssey*. However, it was significantly undertaking, and it

might not work out, so he decided to focus on building Odysseus' story and the character only. That is why most of the songs are sung by Jorge dominantly, as he plays the role of Odysseus. It is very intriguing to analyze each song using implicative meaning.

Based on the background, this study will analyze the author's intention in writing the lyrics to characterize Odysseus using the implicative meaning of Yule's theory. It has an objective to show how implicature can define the character.

1.3.3 Objective

The objectives of this article as a follow:

1. Analyze the characterizations of Odysseus in the *EPIC: The Musical* album through the implicature theory proposed by Yule (1996).
2. Examine how the use of implicature in the lyrics contributes to portraying Odysseus' character development throughout the story.

CHAPTER II

GRAND THEORY

2.1 Grand Theory Article I

This study is grounded in the theory of narrative inquiry developed by Clandinin and Connelly (2000), which focuses on understanding human experiences through stories. This theory is chosen because the study aims to explore and retell students' experiences in using English songs to master vocabulary. Narrative inquiry provides a three-dimensional framework for analysis: temporality (past, present, and future experiences), sociality (personal feelings and social interactions), and place (the physical context where experiences occur). These three dimensions guide the researcher in collecting and analyzing data to gain a comprehensive understanding of how students experience vocabulary learning through songs.

In addition, this study is supported by theories on vocabulary acquisition and previous research about songs. Richards and Renandya (2002) emphasize that vocabulary is a fundamental component of language proficiency and requires meaningful exposure. Kayyis (2015) explains that songs are effective for vocabulary learning because they contain repetition, rhythm, and melody that help learners memorize new words. These supporting theories provide a strong foundation for understanding why songs can be an effective medium for vocabulary learning.

2.2 Grand Theory Article II

This article is guided by theory of vocabulary teaching strategies proposed by Thornbury (2002). According to Thornbury, vocabulary teaching involves two main stages: presenting and practicing vocabulary. In the presenting stage, teachers can introduce new words through several strategies such as translation,

demonstration, drilling and elicitation to help learners understand and illustrate the meanings and forms of vocabulary. For practicing stage, vocabulary can reinforce and recall through tasks and games. This theory serves as the main framework for identifying and analyzing the strategies used by pre-service English teachers in teaching vocabulary to elementary learners.

Additionally, this study is supported by the theory of young learner characteristics developed by Cameron (2001). Cameron explains teaching vocabulary to young learners is challenging because children are naturally active, their moods change quickly, and they need varied activities to stay engaged. Moreover, Brown and Lee (2015) suggest young learners have short attention spans and get bored easily, so teachers are encouraged to use repetition, games, songs, gestures, role-play, and sensory aids to support vocabulary understanding. This understanding helps explain why pre-service teachers need to select appropriate strategies that suit the developmental stage and learning needs of elementary school students. By combining these theories, this study aims to provide a comprehensive understanding of the strategies used by pre-service teachers and how those strategies are implemented in real classroom.

2.3 Grand Theory Article III

This study is grounded in the theory of implicature developed by Yule (1996). Implicature refers to the meaning that is implied or suggested by an utterance rather than being explicitly stated. According to Yule, implicature allows speakers to convey messages indirectly, and listeners rely on context to understand the intended meaning. This theory is particularly suitable for this study because the research aims to analyze how the character of Odysseus is portrayed through implied meanings in the lyrics of *EPIC: The Musical*. By examining the song lyrics through the lens of implicature, the researcher can uncover the hidden intentions of the songwriter and interpret how Odysseus' character traits are subtly conveyed.

In addition, this study is supported by the concept of discourse analysis within the field of pragmatics. Discourse analysis is concerned with the study of language in use and how meaning is constructed in texts and conversations. In this research, discourse analysis serves as the methodological framework for examining the song lyrics as a coherent body of text, allowing the researcher to identify patterns of meaning and interpret how the songwriter uses language to shape Odysseus' character throughout the album. By combining Yule's theory of implicature with a discourse analysis approach, this study aims to provide a comprehensive understanding of how implied meanings contribute to character development in a musical work.

CHAPTER III

RESEARCH METHODOLOGY

3.1 Methodology Article I

This research was conducted using a qualitative narrative approach. Narrative inquiry describes individual experiences of how they lived through particular events and how they see themselves (Creswell, 2013). The narrative design allows the researcher to gather information from the participants' experiences. Using this design, the research will focus on discussing how their experience of listening to English songs to master vocabulary.

The participants in this research are students in the English Education Study Program, Universitas Palangka Raya. There were 3 students who participated in this research. The students were selected using random sampling, where the researcher took one student from each class in the batch of 2022 who passed the English vocabulary subject in the fourth semester. The researcher used interviews to collect data in this research. Semi-structured interviews were conducted to deeply explore participants' experiences.

The data from interviews were analyzed using narrative analysis to find out how the students tell their learning experiences. The data were processed further by transcribing the participants' answers that had been recorded. The researcher does not change anything because narrative inquiry focuses on telling the full story from the participant's perspective.

After the story had been written, the researcher began to analyze the story using three-dimensional theory by (Clandinin & Connely, 2000) in (Wei, 2023). The three-dimensional theory includes temporality, sociality, and place.

3.2 Methodology Article II

This research employed a qualitative descriptive method. This method was chosen because it allows the researcher to explore and describe in depth the strategies used by pre-service English teachers in teaching vocabulary to elementary school learners, based on their experience during teaching practicum.

The participants in this research are eight pre-service English teachers from English education study program who had completed teaching practicum (PLP II) in previous semester. Purposive sampling was used in this research to select the participants with several criteria: (1) The students have finished the teaching practicum (PLP II), and (2) have experienced teaching vocabulary to elementary school students during teaching practicum, (3) willing to be interviewed in offline/online. Based on the latest data for the odd semester of the 2025/2026 academic year, there were thirteen students placed in three different elementary school. From the thirteen students, only eight students met all the criteria to be participants in this research.

Data were collected through two techniques: lesson plan analysis and semi-structured interviews. The first data were collected from lesson plans designed by pre-service English teachers during teaching practicums. Only lesson plans including vocabulary teaching activities were selected for analysis. Another way of data collection was through semi structured interview technique with open-ended questions. The interviews were conducted after lesson plans analysis to obtain more detailed information. The questions consist of 10 main questions, while probing and follow-up questions were asked when necessary to clarify participants' responses. The researcher interviewed each participant in online/offline in a mix of Indonesian and English, allowing them to freely express their answers. Each interview lasted 10 to 35 minutes. The interview questions were developed based on Thornbury's (2002) framework and the lesson plan analysis. Then, interview guide was reviewed by English language teaching experts to ensure its content validity.

The data gathered from the interviews and lesson plans were analysed using qualitative analysis procedures following the steps outlined by (Creswell & Creswell, 2023). Since this research focuses on descriptive design that aims to describe and reveal themes from the data, five main steps were used: organizing and preparing the data from the interviews, reading through all the data, coding the data, grouping the codes into theme, and developing story line interpretation.

The lesson plans were analyzed using Thornbury's (2002) framework for vocabulary teaching strategies, which focuses on two main stages: presenting and practicing vocabulary. In the presenting stage, the strategies include translation, demonstration, elicitation, and drilling. Tasks and games could be employed as ways for vocabulary practice. The analysis of the lesson plans was conducted through the following stages:

- a. All lesson plans were collected from the participants.
- b. Each lesson plan was labelled and coded to organize the data. For example, LPP1 refers to Participant 1, LPP5 stands for Participant 5, and LPP7 indicates Participant 7, etc.
- c. The researchers read each lesson plan and identified its components, including learning objectives, learning materials, learning media, grade level, time allocation, learning activities, and assessment.
- d. The learning activities identified in the lesson plans were analyzed using Thornbury's (2002) framework. Activities consistent with the frameworks were categorized and checked off on the checklist.
- e. The researchers also identified activities inconsistent with the framework, which were included as additional findings and explored further through interviews.
- f. The results of the lesson plan were confirmed and clarified through interviews with the participants in order to gain a deeper understanding of the learning activities.

For the interview data, five analysis steps were employed. (1) The interview recordings were transcribed manually by listening to the audio recordings and converting into written transcripts. (2) After the transcription process, the researchers read all transcripts several times to gain familiarity with the data. During this stage, excerpts related to the activities and themes identified in the lesson plans were highlighted for further analysis. (3) The researcher then coded relevant words, phrases, and statements that provided explanations, confirmations, or additional information regarding the findings from the lesson plan. (4) The codes were subsequently organized into themes and sub-themes by grouping similar patterns across participants. (5) Finally, the findings from the interviews were integrated with the lesson plan to develop interpretations and answer the research questions.

3.3 Methodology Article III

This research used discourse analysis method in a pragmatic field to analyze the intended meaning by the writer to write the song in the album. The primary data source is EPIC: The Musical, written and produced by Jorge Rivera-Herran. EPIC: The Musical is divided into 2 acts, with 20 songs in each act for a total of 40 songs. The entire musical has a runtime of about 2 hours 15 minutes. Odysseus is the King of Ithaca, and he has to run an order for his kingdom to attack the Trojan. In the Homeric Age, Odysseus' character is more complicated, and he has a broader view (Yue, 2015). Odysseus experienced many hurdles and challenges that showed his cunning intelligence as a Hero.

The data collection process steps are as follows: The first step is searching for EPIC: The Musical lyrics on azlyrics.com. Then, this study also constructs a preliminary analysis of the album. Researchers decided to use preliminary as a way

to eliminate the song that emphasizes Odysseus' character. The third step was putting the lyrics into a spreadsheet. The fourth step was reading the lyrics to find the utterances that contained an intended meaning. The last step was analyzing the lyrics and the implicative meaning showing the characterization of Odysseus in the song.

In analyzing the data, the researchers made a table in spreadsheet consist of the Saga, the title of the song, the utterances, speaker, listener, time, place, social context and the characterizations as the result of the analysis. The researchers are also searching for Odysseus' characterizations through internet to validate the analysis.

CHAPTER IV

RESULT

4.1 Result Article I

The results of this research were explained using Clandinin & Connely (2000) framework of narrative three-dimensional theory: temporality, social, and place. After doing interviews with participants, the researcher found some information from the participants' experiences.

Temporality

In this part, the researcher presents the finding-based temporality as included in the three-dimensional theory. Temporality explores how participants tell their experiences from the past and present. Participants shared their experiences from the first time they knew an English song up to now.

Past experience

The researcher's initial inquiry into participants experience was about the first time they knew and listened to English song. It is very intriguing to see how the participants tell their stories.

Participant 1 said the first time he knew English songs at elementary school, but he just listened for fun at that time. Then, at grade six he started listening to English songs and looking at the lyrics. As it was depicted in the interview:

I have loved listening to the English song since elementary school, at that time I just listened it for fun. The first English song I heard was "This Love" by Maroon 5. I knew English songs from my brother because I ask for random songs and he gives me an English song. Since I listened to it often, I get curious about the meaning of the lyrics. When I was in grade six, it was the first time for me listening to English songs while reading the lyrics. I also searching to understand the meaning if the word in the songs is unfamiliar for me. In the past, it was not as modern as today, where we can find the lyrics and the meaning while listening to

songs. So, I used to listen while checking the meanings in a dictionary. However, there were still some words that were ambiguous or whose meanings I could not really understand.

On the other hand, participant 2 had just become familiar with English songs when she was in junior high school. In senior high school she was curious about the meaning of the English song and began to not only listen but also look at the lyrics to know the meaning. She shared in the interview:

The first time I knew English songs when I was in junior high school. In that day, my friend introduced to me an English song and we listened together. I often listened that English song with my friend almost every day but just for entertainment. When I was in senior high school I still listened to English songs and I try to sing the songs because I loved listening cover songs in English. I do not understand the meaning but I know how to pronounce it because I listened to it frequently. I get a lot vocabulary maybe when I in grade 12, because I listened to English song while searched for the meaning of the lyrics at that time.

In contrast to participants 1 and 2, participant 3 turned out have listened to English songs since she was in kindergarten. Her sister introduced English songs to her for fun because she was still a kid, so she did not gain vocabulary at that time. She continued learning vocabulary through song lyrics when she was in senior high school. She said it in the interview:

I have listened to English songs since I was in kindergarten. I remembered my sister used to play “The Show” song by Lenka. At that time, I only listened for fun, not to learn vocabulary. I listened to it over and over again until I memorized it when I was little. However, my pronunciation was not very clear, so my sister helped me sing the song correctly. From kindergarten to elementary school, I also listened to other English songs but I cannot really remember the titles. When I was in elementary school, I did not listen to English songs as often as I did when I was younger. When I got my first phone in junior high school, I started listening to English songs again more often and this time while reading the lyrics and looking up the meanings of the words in the songs.

Then the researcher asked about how often they listened to English songs after the first time they knew it. All three participants mentioned they frequently listened to English songs, mentioning that it was something they did every week.

In the past, I quite often listened English songs, particularly during my elementary school. Listening English songs became a part of my daily routine because in a week I always played English songs. I enjoyed listening random songs in English, not focusing on one song. Especially when I was in junior and senior high school, because there were more platforms available to explore new music. It also became easier to understand the lyrics since many platforms provided both the lyrics and their translations while the songs were playing. (P01)

In senior high school I often listened to English songs almost every week. I kept playing the same songs repeatedly until I knew exactly the meaning of the songs. In junior high school I rarely listened to English songs, I just listened it in school with my friends. (P02)

I used to listen to English songs very often, almost every week. When I was in junior high school, I got much vocabulary because I listened to English songs regularly. The change I noticed happened in senior high school, at that phase I listened to English songs without looking for the meaning of the song because I understood it. (P03)

All three participants mentioned they learned informal words such as idioms and slang words from English songs. When the researcher asked whether they used those informal words for communication with their friends, each participants showed different experiences. Participant 1 reported he got a lot of informal words from songs. He used those words for communication with his friends, but only with friends who understood English.

An informal word such as idioms and slang words is the type of English vocabularies I learned for the first time. I applied those words in my daily life for conversation with my friends, but I only used it with friends who understood English. Because I have listened English songs since elementary school, so I got a lot of informal words from English songs.

Participant 2 also recognized idioms and slang words as part of her initial vocabulary. However, because the people in her environment were not familiar with English, she did not use those words to communicate with her friends. She only knew the words but did not use it for communicate.

I learned informal words from songs, and it became the first kind of vocabulary I understood. However, I did not apply those words in my daily

conversation because people around me rarely spoke English. I only knew those words in passive way. I also found many idioms from English songs.

Participant 3 stated that most of the vocabulary she acquired from songs was informal, particularly slang and idiomatic expressions. She also mentioned that she often used some of these informal words when communicating with her friends.

The type of vocabulary I mostly learned from songs was informal, especially slang and idioms. I also used to communicate with my friends using some of the informal words I learned from songs.

The researcher also explored their experiences to understand the moment when they became aware that listening to songs contributed to their vocabulary mastery. Each participants had different experiences, and their answers provided very insightful information about their learning journey.

At grade 10, in language class, one of my friends asked me the tips in speaking English fluency and how to gain much vocabularies. I told him to listening the songs frequently to get much vocabulary. At that moment, I realized that listening to English songs which was originally just for entertainment, actually provided me with knowledge and expanded my vocabulary. (P01)

I became aware that songs played an important role in improving my vocabulary when I was in college. While listening to songs, I noticed that I could understand some parts of the lyrics without looking at the translation. Over time, repeated exposure to similar words in different songs made me more familiar with the vocabulary. (P02)

I realized during high school that songs were very helpful in learning English vocabulary. Motivated to improve my English, I began using multiple learning media, and songs became one of the most effective tools. As my vocabulary expanded, I found myself able to understand new songs without checking for the meaning. I realized that repetition in song lyrics helped me retain vocabulary more effectively. (P03)

Present Experience

The researcher also inquired about their present experience, whether they still listened to English songs or not. They shared their experience at present and also the influence of songs in their vocabulary mastering compared to in the past.

Participant 1 mentioned he still listened to English songs regularly until now. Currently he has understood the meaning of the new songs without having to search for the translation.

To this day, I still listen to English songs, even more often than I did in elementary or junior high school. Now I mostly listen to songs without looking at the lyrics or searching for their meaning, except for rap songs that are too fast to understand. If the song is soft and slow, I just listen to it. I feel the improvement is quite significant, especially when I listen to songs I used to play years ago. Now, even without reading the lyrics, I can understand the meaning of the songs easily. Because many songs repeat the same words, I can often grasp the meaning of new songs just by listening, even if it's my first time hearing them.

Similarly, participant 2 shared the influence of songs on her vocabulary acquisition. She showed a lot of improvement than when she was in junior high school.

Nowadays, I listen to English songs more regularly than in the past, and my song choices are more varied. Lately, I have gotten a lot of vocabulary because I listened to English songs every day, especially idioms and informal words. Now, without looking at the lyrics, I can already understand the meaning of the English song I am hearing.

Participant 3 also still listens to English songs up to now, and she feels her vocabulary has improved. She said that today she can understand the meaning of the new songs she heard without having to look at the translation.

Until this day, English songs are still the top songs I listen to every week. Since I realized my vocabulary has increased, I listen to English songs every day. Now I have understood the meaning of the new songs just by listening without having to look at the lyrics.

The researcher also explores the question about the participants' current English proficiency level and the approximate number of words they had mastered.

Right now, I think I am at C1 level, and I have probably mastered around 5000 words or more. I am able to full conversation in English. Looking back at my experience, English songs have a big role in helping me reach this level and mastered vocabulary. (P01)

Currently I am at B2 level and maybe mastered between 2000-3000 vocabularies. from my experience, English songs helped me to pick up new vocabulary, especially informal words. English Songs make learning easier for me retaining vocabulary. (P02)

I would say I am at B1 level now, and I master around 1000-2000 English vocabulary. Since I have been listening to English songs from young age, it has become the main medium for me in mastering vocabulary. (P03)

Sociality

In this section, sociality highlights the personal emotions participants feel when they listen to English songs to master vocabulary. The researchers focus on asking participants' perspectives on English songs based on their personal feelings, not from external sources. For them, songs are enjoyable, entertaining, and fun. It is enthusiastic to know the feelings on their perspectives of song. They shared it in the interviews:

Participant 1 revealed he is more vibrant if he listens to a song while learning vocabulary. He expressed their feelings in the interview:

In my opinion, songs are things that make me happy and entertained. I listened to all genres of music, starting with R&B, classical, rock, jazz, etc. Songs are enjoyable for me in learning English, particularly for vocabulary learning. I feel more energetic when I listen to English songs with melodies that suit my musical tastes.

Similarly, participant 2 also conveyed that listening to songs while learning vocabulary makes her energetic. She feels unburdened because she can sing and enjoy the melody, rhythm, and instruments of songs.

I feel energetic if I listening to English songs while remembering new vocabularies, it feels unburdened because I can sing, dance, and enjoy the melody, rhythm, and also instruments of songs. Although songs are enjoyable, I can still get carried away by the instruments of songs. Sad songs can make me sad, so I usually choose energetic or upbeat songs to keep me in a cheerful mood.

In the same way as participants 1 and 2, participants 3 also use songs as entertainment for her while learning vocabulary. She believes songs boost her mood, particularly songs with energetic instruments. Songs are enjoyment for her, as she said in the interview.

I love learning vocabulary by listening to English songs because it is an enjoyment for me. I play English songs of all genres, so I do not have favorite songs because I listen to random songs. When doing homework, English songs always play to lift my spirit. As we know, songs contain melody and instruments, so it cheers me up when I feel stuck on my homework.

After inquiring of the participants about the feeling of using songs, the researcher also asks about the motivation they got from songs in learning English vocabulary and the impact of songs, whether it is negative or positive for them according to their experience. The researcher wants to emphasize the information about their feelings in the sociality section.

All three participants do not utilize songs as a motivation for learning vocabularies. However, they love listening to songs to obtain vocabularies. They listen to songs mainly for entertainment, not specifically to learn English, yet they still pick up new vocabulary from the lyrics. It was depicted in the interview.

Participant 1 explained that although songs do not motivate his English vocabulary learning, he likes to listen to songs to pick up new vocabulary. In his opinion, the motivation comes from him personally, who always feels curious about the meaning of English songs in the game. He shared his opinion based on his experiences.

I do not get motivation in learning English from English songs because the motivation comes from my own curiosity. I am always wondering what the meaning of the lyrics of songs I love, especially songs in the game. I remember playing GTA on my PS2, and the game had a radio with easy-listening English songs from different genres. I found the melody of the songs interesting, so I started searching for the songs and tried to understand the meaning from the lyrics. The more I listened while reading the lyrics, the more English vocabulary I got. This

experience makes me realize how much English songs had helped me learn English without me even noticing. My vocabulary grew just by enjoying the melodies and lyrics of songs. I think songs are not my motivation but a tool for learning English.

Participants 2 and 3 also state the same perspectives about English songs. They believe that songs have a positive impact on their vocabulary learning. They play songs as amusement and tools for learning vocabulary, but motivation for learning English does not derive from songs. Although songs do not motivate them to keep learning English vocabulary, they both agree learning vocabulary from songs is highly enjoyable because their vocabulary increases without realizing it. It is like learning while being entertained, making them feel more relaxed when they are in a stressful situation. They shared their perspectives in the interview:

So far, I do not consider songs as a motivation encourages me to learn English vocabulary. I never thought I must learn English vocabulary from songs, but it indirectly grew without me realizing it. I simply listen to English songs because the melody suits my musical tastes. Enjoying the melody while understanding the lyrics and searching for the meaning every day definitely influences my vocabulary mastery. (P02)

As I said before, I am not focusing on learning English vocabulary through song because songs are only entertainment for me. I do not get motivation to continuously learn English through songs. However, this does not mean songs are not helping me acquire English vocabulary. Based on my experience, songs significantly influence my vocabulary mastery, particularly because I always wonder about the meaning of new English songs. (P03)

Place

In this section, the final part of the three-dimensional narrative analysis is where the researcher explores participants' perspectives on how place influences their vocabulary learning through songs. The researcher inquired of the participants how a specific place can influence the focus of their vocabulary learning experience through the song. According to the perspectives of the participants, quiet places are more comfortable for learning vocabulary through English songs. They state public places can distract their focus in memorizing the

vocabulary or understanding the meaning in the lyrics of songs. They are depicted in the interview.

Participant 1 uncommonly listens to songs in public places. Particularly if listening to English songs to learn vocabulary, he mostly does it at home. He says crowded situations disturb his concentration in listening to songs while understanding the meaning of the songs. He shared his perspectives in the interview.

I often listen to songs at home, especially if I want to focus on English songs to gain vocabulary. In my opinion, listening to English songs in a crowded situation can distract my concentration in learning vocabulary.

Participant 2 also shares the same opinion. She feels comfortable learning vocabulary through songs at home because she can relax herself and lie down while understanding the meaning of English songs. The specific situation influences her in learning English vocabulary. In a crowded situation she only listens to songs to entertain her, not for learning, but if she wants to focus on understanding the vocabulary through songs, she prefers to listen to it at her home.

The specific situation extremely influences my vocabulary learning through English songs. I feel more comfortable listening to English songs at my home rather than in a public place. A crowded situation really affects my vocabulary learning because there are many people there, and it disturbs my focus on learning the meaning of the vocabulary of the songs. I only listen to songs in public places for entertainment, not for learning vocabulary.

Just like participants 1 and 2, participant 3 also feels the same things. She said that she is easily distracted by many people if learning in a crowded situation. She loves listening to English songs for vocabulary learning at home more than in public places because she wants to focus on memorizing the meaning in the lyrics of songs while singing.

I am easily distracted if I study in a crowded place. So, if I listen to a song to understand the meaning and need to memorize the lyrics while singing, I listen at home. I think it feels more focused than listening to English songs outside.

Based on the results, the researcher discovered the experience of listening to English songs has a significant improvement on participants' vocabulary in terms of temporality, sociality, and place. Learners who have listened to English songs frequently from an early age find their vocabulary knowledge increases over time. It can be seen from the experience of the three participants from when they first knew English songs until now. At first, they listen to English songs just for entertainment without understanding the meaning. However, as they grew older and their exposure to the songs increased, they feel interested in understanding the meaning of the lyrics and searching for the meaning of new words in the songs. The participants stated the positive perceptions of listening to English songs and understanding the lyrics as a medium to master vocabulary. This is in line with the finding of Lacoro et al (2024) in their research, that students give positive perceptions of English song lyrics as an interesting tool to enrich vocabulary because they get a new word from songs.

Learning vocabulary through English songs is different from learning vocabulary through other mediums because English songs serve both literal and contextual meanings of the words. English song lyrics often contain figurative language such as idioms and slang, which usually do not match with the literal meaning. Through repeated listening to the English songs, learners become familiar with those expressions and naturally understand the meaning of the songs from the context. In this research, the participants expressed that they got many idioms and slang words from English songs, even one of the participants often used idioms and slang words from songs to communicate with friends. Overall, this research shows that songs help learners memorize words and understand how language is used in real and expressive ways. The participants who listened to English songs regularly, especially since elementary school, were able to gain many new words, mostly informal vocabulary, that helped them communicate

better in English. The frequency and consistency of using songs as a learning medium also gave a positive result in their vocabulary mastery. According to Miladinovic & Matic (2019) the frequency of using learning strategies has a significant impact on the effectiveness of foreign language learning. In learning a foreign language, students cannot fully master new words without continuous exposure and practice. Interestingly, participants who began listening to English songs earlier but did not do so consistently tended to have a smaller vocabulary compared to those who listened regularly. This finding indicates that repetition and consistent listening play an important role in helping learners remember and understand words more effectively, as they often hear the same vocabulary used in different songs. This aligns with Krashen (1982) Comprehensible Input Hypothesis, which explains that language acquisition occurs when learners receive input that is understandable but slightly above their current language level, known as $i + 1$. In this context, English songs provide meaningful and comprehensible input through repetition, rhythm, and context, allowing learners to acquire new vocabulary naturally. For EFL learners, listening to songs while reading the lyrics can also support better vocabulary learning, especially when the songs include fast tempo or unfamiliar expressions.

English songs are perceived as a form of entertainment for students. They feel more energetic when studying while listening to English songs, it helps them relax and feel less pressured. All participants agreed that songs are enjoyable learning medium which can be used in the learning process, especially for learning vocabulary. Similarly, in Elthia & Patty (2023) findings students say English songs are fun learning media helping them to increase their vocabulary. In addition to gaining new words through song lyrics, they also felt entertained by the melodies of the songs. One participant even mentioned that songs could improve their mood. When they were feeling down, listening to cheerful songs helped them feel better and more positive. Razali & Ma'rof (2024) suggest song selection based on mood

will affect emotional well-being, so it is important to choose songs that match the mood to maintain feelings of happiness.

This shows that when students learn through something enjoyable, the learning results tend to be more effective. This is supported by the experiences of all three participants who found that songs were an interesting and fun medium that made vocabulary learning easier for them. Despite being an entertaining medium, English songs did not directly motivate the participants to keep learning English. Their motivation came more from their own curiosity and desire to understand the meaning of English words, which differs from Gushendra (2017) studies that claimed English songs can increase students' motivation in learning English.

The learning environment also plays an important role in helping students understand vocabulary through English songs. They expressed a similar perception that quiet places help them focus on listening to English songs better than public places do. They feel more comfortable and focused when there are no distractions, which helps them understand the lyrics better and gain new vocabulary. In contrast, noisy or crowded places tend to reduce concentration and make it harder to comprehend new vocabulary from the English songs. Zhang (2023) stated that the learning environment has an impact on the learning of English because the quiet environment encourages students to concentrate on thinking and enhances their learning rather than public places. Public places usually reduce learning efficiency and negatively affect students in memorizing information. Therefore, providing a comfortable and supportive listening environment is crucial for students to master vocabulary from English songs more effectively.

4.2 Result Article II

This section presents the findings obtained from the analysis of lesson plans and interviews. The results of the lesson plan analysis were presented in the table below.

Table 1. Lesson plan analysis based on Thornbury's (2002) framework.

No	Partici pants	Strategies					
		Presenting				Practicing	
		Translati on	Demonstra tion	Drilling	Elicitation	Vocabula ry task	Games
1.	P01	√		√	√	√	
2.	P02	√		√	√	√	
3.	P03	√		√	√	√	√
4.	P04		√	√	√	√	√
5.	P05			√	√	√	√
6.	P06		√	√	√	√	
7.	P07	√	√	√	√	√	√
8.	P08			√	√	√	

Based on the analysis of lesson plans and interview data, it was found the participants used several strategies in teaching vocabulary to elementary learners, along with media to support those strategies. In addition, some strategies that were not explicitly mentioned in Thornbury's (2002) framework were discovered. The interview data provided additional information regarding the challenges faced by pre-service English teachers in implementing those strategies. These findings were organized according to the following themes.

Vocabulary teaching strategies

The result of lesson plans and interview discovered several strategies used by pre-service English teacher in teaching vocabulary during their practicum. The participants in this study employed several strategies suggested by the theory. Additionally, there are some strategies were not addressed in the theory. The strategies include presenting and practicing vocabulary.

Presenting stage

In the presenting stage, pre-service teachers introduce and explain new vocabulary to help students understand the target words.

a) Using drilling

All of the pre-service teachers in this study employed repetition drilling when presenting vocabulary. Participant 4 pronounced the words twice, asked students to repeat, and checked their pronunciation. *"I usually pronounce all the vocabulary twice, and then they will also be repeated twice. I used this strategy to build retention because they repeat over and over."* Furthermore, Participant 5 said she implemented choral drilling first followed by individual drilling. *"I often read the vocabulary list first, I asked all the students to repeat, I think this is choral drill, then I will have students mention 3 words they just learned, one by one."* Additionally, participant 7 reported students were able to pronounce the words correctly after they listened to and repeated the words several times. *"From my point of view, they almost pronounce the words correctly after I drilled them many times, in the first drilling their pronunciations of cockroaches word were still poor, but because they listened and repeat the words over and over some students can pronounce it correctly."*

Participant 8 explained he utilized drilling strategy because the students easily forgot the words. *"Based on my experience teaching students in grade two, they cannot memorize the words easily if I just focus on explaining the words without asked them to repeat, that's why I tried to use drilling and I see on the evaluation they could answer the correct words."* On the other hand, some participants considered repetition drilling was the easiest strategy to apply due to time limitation, so they often use it as the main strategy for presenting new words. *"Because drilling is easy way to teach young learners, we just read the words and asked students to repeat several times" (P05).*

b) Using elicitation

Based on the lesson plan analysis, all participants implemented elicitation at the beginning of the lesson. They reported in the interviews that they always engaged students by asking opening questions related to the topic students were going to learn. *“Every time I teach students in the class especially for vocabulary, I always involve the students by asking them opening question” (P05).* In addition, the participants said opening questions should be included in lesson plan and applied in the real classroom, as instructed by their supervising teachers. *“As far as I know, the lesson plans should contain opening question to make students involved and interested. My supervising teacher also told me to make opening question before teaching the material” (P07).*

Despite using elicitation strategies for opening questions, some participants also applied this strategy after drilling. They used visual media to help students actively participate in answering questions. *“To keep students focused, I usually ask questions after drilling. I ask fast learners first, then slow learners. For example, I show a picture and ask “what is this?” or “what profession helps sick people?”. This helps me check their understanding of vocabulary” (P04).*

c) Using translation

Several participants used translation when presenting vocabulary. However, they applied it in different ways. Participant 3 translated the words during drilling activities. *“After I pronounce the words, they repeat, then I say doctor is dokter, farmer is petani.”* Meanwhile, Participant 1 wrote the English words and the Indonesian meanings on the board. *“I write all the words on the board in English and Indonesian because even after drilling and using pictures, they sometimes forget and still ask what the words mean.”* Participant 2 translated all the words on flashcards directly while students listened. *“Usually on flashcards there are pictures and words. I translate all the words while flipping the cards and students listen. But they*

still forget, so sometimes I ask them to write.” Furthermore, Participant 7 provided the words in Indonesian first while showing flashcards, then translated it into English.

d) Using demonstration

Another strategy employed by participants was demonstration. Several participants applied this strategy when presenting vocabulary to help students understand the material easily. They implemented demonstration when teaching the topic of time. Participant 4 brought a real clock and taught time by showing the position of the long and short hands while saying the time in English. *“There was a class where I needed to teach about time, so I brought a real clock. First, I taught them about a.m., p.m., to, past, quarter past, etc. Then, I used the clock as a medium to show them how to tell time in English. I changed the direction of the long hand and short hand to show different times.”* Similarly, Participant 5 demonstrated the long and short hands of a clock using her own hands. *“When I taught time, I used my hands to show the long and short hands. For example, I pointed my short hand to 7 and my long hand to 12 while saying the time in English. I also asked two students to come forward. One student would guess and the other acted out the time. It was fun because the class became enjoyable and focused.”*

e) Singing songs

Singing songs were not explained in Thornbury’s (2002) framework for presenting vocabulary. However, this strategy was found in several participants’ lesson plans and confirmed through interviews. The participants applied songs to present vocabulary and to make students enthusiastic and interested in learning. They played songs at the beginning of the lesson to familiarize students with the material and to grab their attention, particularly when students looked bored before the lesson started. *“I usually play a song in the beginning of the lesson, then we sing together. I provided songs when I teach things at house, at first, they were quiet, but when I played it the*

second time, they joined in” (P03). Similarly, Participant 5 used a song when teaching numbers. She said students became more engaged and excited to sing, although the class was a bit noisy. “I played song once for them to listen first and the second they had to follow along the song. Even though they kind of became chaos and noisy, they seem pretty excited. I chose this strategy because I thought I need to make them to be paying more attention towards the vocabulary.”

Practicing stage

The practicing stage focuses on providing opportunities for students to reinforce, recall and use the vocabulary has been learned.

a) Using tasks

All of the participants in this study used tasks for students practice vocabulary. The tasks include matching, making simple sentences, multiple choice, translating, fill in the blank, and arranging words. Matching and fill-in-the-blank were the most common types of tasks, such as matching pictures with words or numbers with the written forms. Participant 7 reported she did not utilize various exercise for students due to time limitations. *“For practicing the students, I made the same type of tasks for LKPD, such as, matching the words with picture, or matching numbers with written forms. For group activity I usually provided incomplete sentences for them to complete and do the conversation.”* Similarly, other participants preferred using simple tasks because they believed young learners were not ready for difficult exercises. Some participants also admitted that they lacked knowledge about appropriate task types for elementary students. As a result, they usually looked for worksheet examples from the internet. *“For worksheet I often search on the internet because I don’t really know the tasks are suitable for elementary students, I only know matching and fill in the blank” (P03).*

b) Using presentation

In addition to written tasks, the participants also provided production tasks by asking students to present their work. The presentations included conversations in pairs, presenting group projects, or role plays. After completing the written tasks, students presented their work in front of the class. Several participants stated that they were required to design two types of tasks: a group task and an individual evaluation task. *“Our supervising teacher told us to make two tasks: a group activity that must be presented in the form of a conversation or project presentation, and an evaluation task to see each student’s understanding” (P08).*

c) Using games

Several participants used games as a way for students to practice vocabulary interactively. The games were usually played after the vocabulary presentation and before students did written tasks. Through these games, participants could also check students’ understanding of the vocabulary taught. They applied various games for vocabulary practice. Participant 4 used guessing games because she wants to create fun activities for practicing vocabulary. *“I showed part of a picture and asked the students, what picture is it? and they had to guess correctly in English. If they said the word in Indonesian, they would lose one point. Students who got many points would get snacks.”*

Additionally, participant 7 applied matching game where students work in a group when playing this game. *“For the matching game, I provided ten pictures and many words about animals. They worked in groups to match the words with the pictures. After they finished, I pointed to the pictures and asked them about the pictures to check whether they matched the pictures correctly. The groups who answered correctly would get points that I wrote on the whiteboard. The students were very enthusiastic while playing this game.”*

Furthermore, Participant 5 used Simon Says game to practice vocabulary after teaching body parts. *"I taught parts of body, then we play Simon says touch your nose, touch your ears, to make them focused and know."* On the other hand, Participant 3 utilized a charades game to measure students understanding. In a lesson about prepositions, she asked a student to come to the front and act out an object based on a picture. The student placed the object on the table, and the other students guessed the preposition. The class became noisy as students shouted different answers such as "in," "on," and "at." The teacher then told them the correct answer.

d) Using memorization

Memorizing activities were also identified as one of the strategies used by a pre-service teacher to practice vocabulary. According to the participant, this strategy helped students remember the target vocabulary effectively. After the vocabulary had introduced, students were asked to memorize the words and later recall them orally. To check students' vocabulary retention, the participant mentioned words in Indonesian and asked students to say in English. *"I often asked the students to memorize the vocabularies. Then they would come forward, I said the words in Indonesia and they said it in English."*

The Media

The findings indicated the participants employed various media to support the strategies. The media involved visual media, audio media, audio visual media and printed media. Pictures and flashcards as visual media were widely utilized to support strategies such as drilling, elicitation, translation, and games. *"I used flashcards when I said the words, and the students repeated the words after me. I always used pictures for all of the strategies and for the worksheet"* (P07). Furthermore, several participants used real objects, including clocks, clothes, food, and things in the classroom, particularly for demonstration and game. *"When*

teaching food and drinks, I used pictures and brought real food so students could easily understand and remember” (P04). For guessing and matching games, participants also used pictures and flashcards as media. The participants mentioned visual media were easy to prepare and could be applied in all of the strategies. *“Because the visual media are easy to find and bring to the classroom, the students also more focus on my explanation rather than when I only explain the words without media, so we can interact a lot” (P07).*

Additionally, some participants used audio media such as audio recordings and songs. In drilling strategy, the participants applied audio as a media to provide students learning new words and training their listening skills. *“I played the audio as a media then they will repeat the audio. The class became a little noisy but fun” (P06).* Moreover, one participant utilized audio visual media namely YouTube video as a tool for playing guessing games. *“When teaching about gardening, I used pictures and a short video. After that, I played a guessing game where students identified objects based on pictures.”* Several participants used YouTube video containing vocabulary and songs for singing together. *“At that time, I teach them things at home, for starting the explanation I used song related to the topic.”* One participant played song on YouTube where the video include movement, and the students had to follow it. *“When I teach numbers I played songs on YouTube, and the song had a movement activity. I use it so that students can follow the actions and do not get bored from sitting and studying all the time.”*

Subsequently, worksheet was identified as a form of printed media for students practice vocabulary. All participants reported that worksheet was consistently applied in every lesson because it is required by both Campus learning institution and supervising teacher during the teaching practicum. The analysis of the lesson plan showed the worksheet contained various tasks supplemented with pictures to help students understand the tasks. *“Every time we teach, we must provide worksheet for students. The worksheet is included in the lesson plan” (P05).* Several participants mentioned that their supervising teacher encourage

them to design the worksheet interactively. *“From the first we discuss about lesson plan template at school, my supervising teacher told us to make worksheet with visual elements, so students do not feel difficult answering the tasks” (P06).*

The challenges

In addition to the strategies and media used, several challenges were also found from the participants' answers during the interviews, although this was not the main focus of the study. First, classroom management was a common challenge faced by all of the participants. The participants reported struggling to control students who became overly excited and noisy in the class. Participant 2 said *“biggest challenge is when using listen and repeat in a class with a lot of students and there are students who don't want to listen, it's very hard to do.”* Participant 4 mentioned *“The biggest challenge was managing the class when students became too excited and noisy during games.”* In addition, students with short attention spans are also difficult to manage. They usually do not pay attention if the pre-service teachers simply speak without providing any media. Participant 8 stated *“the biggest challenges are from their characteristics. They are so noisy and have short attention span. That's way I always used a picture to get their attention. Sometimes there are also students who does not want to respect me.”*

Second, pre-service teachers had challenges in distinguishing the appropriate strategies for teaching students. As a result, they tended to use the same strategies, especially when teaching vocabulary. Participant 7 stated, *“I don't know what the students in that class are like or what their interests are.”* Therefore, they tended to follow the direction from the supervising teacher.

Third, limited school facilities prevented pre-service teachers from using interactive media. Some schools did not provide projectors, speakers, or other necessary tools. As a result, pre-service teachers were unable to show online and interactive media in the classroom. Since they could not present the material on the big screen, most of them relied on pictures and flashcards as their primary

teaching aids. *“The schools do not have a lot of facilities so I cannot apply an interactive online game or used the power point, I only use picture.”*

The use of teaching strategies in vocabulary learning

Based on the findings above, pre-service teachers in this study employed various strategies in teaching elementary learners. The strategies used frequently by the participants for presenting vocabulary were, drilling and elicitations. For practicing vocabulary, the participants used tasks, games, and presentations.

Drilling helped students practice the pronunciation of target vocabulary and reinforce their memory through repetition. This aligned with Thornbury (2002), who emphasized drilling is important to use in presenting vocabulary. Through repetition students could get opportunities to listen and pronounce the target words. Moreover, Brown & Lee (2015) stated that young learners need repetition several times, 7 to 16 times, to absorb new words in a foreign language. This finding also confirms the research by Wulandari et al. (2020), who identified that experienced teachers also use the drilling as the main strategy when teaching young learners. This suggests that both experienced and pre-service teachers rely on drilling as their main strategy for teaching vocabulary. Despite its pedagogical benefits, pre-service teachers considered drilling easy to implement due to its minimal preparation, indicating their preference for practical strategies during teaching practicums.

Furthermore, elicitations were used by pre-service teachers to encourage student involvement and know their prior knowledge through opening questions. This strategy also helped pre-service teachers identify students' understanding of the target vocabulary. Consistent with Thornbury (2002) who explained learners need actively involved in vocabulary learning to avoid become passive learners. The pre-service teachers implemented these strategies because they understood the importance of teacher-student interaction in the classroom. This demonstrates their ability to apply the knowledge acquired during their coursework to teaching

practice. However, another reason for using elicitation strategies was the requirement from their supervising teachers.

Additionally, several pre-service teachers used first language to present the meaning of target words. Translation was applied because students often had difficulties understanding new vocabulary even after the teacher explained it using visual media. The students continued asking for the meanings of words, indicating that visual media alone was not always sufficient for young learners' understanding. Therefore, pre-service teachers used translation as a supporting strategy to present the meaning clearly. Thornbury (2002) claimed translation can help convey word meanings directly and efficiently, although excessive use may limit learners' independent L2 vocabulary development. Kurniawan et al. (2025) reported that experienced teacher in their research commonly utilized translation for teaching vocabulary.

The pre-service teachers stated they applied demonstration strategy when teaching difficult materials. Demonstration helped students understand vocabulary more easily by providing concrete examples. This finding shows pre-service teachers were able to adapt their teaching strategies based on the learning difficulties faced by students. As Syahabuddin et al. (2024) mentioned that demonstration increase students' comprehension on vocabulary learning. Apart from that, the use of songs served an engaging way for students to encounter new vocabulary and increased their participation during learning. Students became excited and enthusiastic when singing songs together. Previous studies have shown that songs were effective for vocabulary learning. Songs could improve pronunciation, accelerate memorization, remembered vocabulary easily, create a fun atmosphere in the class, and reduce stress and anxiety (Fransisca & Syafei, 2016; Millington, 2011; Nguyen & Nguyen, 2020; Şevik, 2011). These findings suggest that pre-service teachers selected these strategies not only to improve students' understanding and engagement but also to create a more interactive learning.

To make sure students' understanding of vocabulary, pre-service teachers provided tasks to encourage students in practicing the words they have learned, both individually and collaboratively. This finding differs from Kurniawan et al. (2025) who found experienced teachers rarely utilized tasks in practicing vocabulary to elementary learner. Experienced teachers considered many tasks might make students feel unburdened and think English was difficult. However, the types of tasks used by pre-service teachers in the worksheets tended to be repetitive. This may demonstrate pre-service teachers still had limited variation in designing vocabulary practice. Besides written tasks, some pre-service teachers also used presentation activities where students practiced using vocabulary through conversation or presenting texts in front of the class. This activity provided opportunities for students to apply the vocabulary they had learned. Thornbury (2002) highlighted students can practice vocabulary by producing the words into speaking or writing activities. Furthermore, to assess students' understanding, some participants also incorporated games as an interactive practice activity. This finding confirmed Bakhsh (2016) statement games were interactive tools for teaching vocabulary to young learners. The use of games shows that pre-service teachers attempted to provide not only structured written practice but also enjoyable activities to support students' vocabulary practice.

Integrating various media to support vocabulary teaching strategies

In teaching vocabulary, the pre-service teachers also utilized diverse media to support their strategies. Visual media were frequently applied by the pre-service teachers to support learning strategies. These media were used because strategies like drilling, elicitation, demonstration, or games could be supported by pictures or flashcards. This finding was in line with Ngarofah & Sumarni (2018), who stated that using flashcards encouraged students to pay attention and become interested in learning. Students understood better when the teacher applied strategies with pictures or flashcards because they learned in context. Putra (2011) suggested

teachers could use realia when teaching vocabulary to young learners to help them understand the material better.

In addition to visual media, integrating audio as a media for teaching vocabulary trains students to focus and learn correct pronunciation. This finding is supported by Wahyuniar et al. (2021), who stated that audio media helps students concentrate, follow directions, and remember information. To make learning more engaging, some pre-service teachers also applied audio-visual media in the classroom. These audio-visual media helped students understand vocabulary through a combination of pictures, sounds, and movements. These findings aligned with Watkins & Wilkins (2011) who stated that YouTube videos enhanced learners' listening skills, pronunciation, and vocabulary acquisition by providing visual and auditory input simultaneously.

The use of worksheet as printed media not only for vocabulary practice but also as a way to provide structured learning activities for students. Pre-service teachers understand that elementary learners required written tasks to reinforce vocabulary they had learned. However, pre-service teachers' decision of using worksheet were also influenced by the requirements from the teaching practicum context. Moreover, these findings reflected pre-service teachers' efforts to create interactive learning for young learners by using different media.

The challenges in implementing the strategies

Pre-service teachers faced challenges in managing the classroom. Even though some of them were able to apply appropriate strategies and interactive media, they still experienced difficulties in handling noisy students. Aligned with Cameron (2001) who explained teaching young learners is difficult and required extra efforts because they are active and enthusiastic. They reported the implementation of their strategies was not always optimal because some students did not pay attention and did not fully respect them during the learning process. The pre-service teachers admitted teaching elementary learners with their characteristics such as short

attention spans, being active, and easily distracted was difficult. The finding supported Tarakcioglu & Tuncarslan (2014) who said the challenges in teaching young learners were dealing with their characteristics. Therefore, appropriate strategies were needed to help students focus and engage in the learning process. In addition, limited technological facilities in schools became another reason for implementing varied strategies and media. The pre-service teachers in this study still relied heavily on the decisions of supervising teachers, as their lesson plan activities required approval before implementation.

4.3 Result Article III

After analyzing the data, the researchers found 18 Odysseus' characterizations through the lyrics in the song. The researchers found the characterizations in 31 songs using Yule's implicative theory. The finding showed there were several characterizations that occurred in one song.

Table 2. Characterizations in the Song

Saga Album	Title	Characterizations
The Troy Saga	The Horse and the Infant	Leadership Pride
	Just a Man	Dubiousness Fatherly
	Full Speed Ahead	Leadership Loyal Optimism
	Warrior of the Mind	Cunning Intelligent Pride
The Cyclops Saga	Polyphemus	Wariness
	Survive	Hubris Leadership
	Remember Them	Guilt Leadership Reckless
	My Goodbye	Hubris Pride
The Ocean Saga	Storm	Optimism
	Luck Runs Out	Flawed Human Hubris
		Leadership Optimism Pride
	Keep Your Friend Close	Cunning Intelligence Longing Wariness
The Circe Saga	Ruthlessness	Cunning Intelligence Dubiousness Flawed Human
	Puppeteer	Leadership
	Done For	Cunning Intelligence Loyal Husband
	The Are Other Ways	Longing Loyal Husband
	The Underworld	Guilt

The Underworld Saga	No Longer You	Ruthlessness
	Monster	Dubiousness Guilt Ruthlessness
The Thunder Saga	Suffering	Cunning Intelligence
	Different Beast	Cunning Intelligence Ruthlessness
	Scylla	Ruthlessness Shameless
	Mutiny	Dubiousness Leadership Shameless Suffering Wariness
	Thunder Bringer	Dubiousness Guilt Pride
The Wisdom Saga	We'll Be Fine	Flawed Human
	Love in Paradise	Desperation
The Vengeance Saga	Dangerous	Dubiousness Pride
	Charybdis	Cunning Intelligence Longing
	Six Hundred Strike	Family Man Hubris Loyal Husband Ruthlessness
The Ithaca Saga	Odysseus	Ruthlessness
	I Can't Help but Wonder	Guilt
	Would You Fall in Love with Me Again	Dubiousness Guilt

Table 3. Characterizations Occurrences

Characterizations	Frequencies
Loyal Husband	4
Family Man	2
Fatherly	1
Longing	4
Cunning Intelligence	9
Leadership	8
Pride	6
Hubris	6
Wariness	4
Optimism	3
Flawed Human	4

Reckless	2
Dubiousness	9
Guilt	9
Suffering	1
Desperation	1
Shameless	2
Ruthlessness	18

The table above shows the frequency of characterizations utterances that appear in the song. The researchers categorize the characterizations from Loyal Husband to Ruthlessness, as it shows that Odysseus' character changes from positive to negative throughout his voyage. The author primarily focuses on Odysseus as the main character who sings the song. Therefore, the song's lyrics are mainly written from Odysseus' point of view to portray Odysseus' characterizations.

Positive Traits

Odysseus is an outstanding character from Greek mythology, portrayed as a Hero in the Homeric age, despite being a human and in Homer, people, gods, or goddesses addressed him by name, attributing hero qualities to him (Liang, 2017). In EPIC: The Musical, the author strives to write the Odysseus' character as well as portrayed in The Odyssey by Homer. There are several positive traits utterances in the Album.

There are Other Ways

Back at home, my wife waits for me.
 She's my everything, my Penelope,
 and she's all my power, all my power

The characterization found in the song is *that* of a *Loyal Husband*. The author clearly portrays Odysseus's desire to return home to Ithaca Island. Odysseus desperately tells Circe about his wife. Circe is a goddess and enchantress who fought with Odysseus. Odysseus bravely entered her palace to save his comrade, who turned into a pig. The lyrics reveal that Odysseus is not only a loyal husband but also a cunning and intelligent character, as his actions demonstrate his ability to avoid Circe's seductions. His cunning, intelligent characterizations were also portrayed in another

song sequentially in Warrior of the Mind, Keep Your Friends Close, Ruthlessness, done for, Suffering, and Charybdis. Another instance of Odysseus' cunning intelligent characterization utterance:

Different Beast

You pretended to be my wife
So I just played along
 I read your lips and phrases
 Scanning for information
 Sirens know about every route and horizon
 Now I know how to get back to my island

The utterance of *Cunning Intelligence* is found in the Thunder Saga song titled "Different Beast" when they meet Sirens on their way. Sirens are sweetly singing enchantress. Odysseus acknowledged that the Sirens knew every route and horizon, so he used his wits to trick the Sirens and glean information. Therefore, Odysseus hindered the Sirens from killing them, saving his comrade, and also getting important information about the route to Ithaca Island.

The researchers also found that Odysseus is a *Family Man* and *Fatherly* in the song "Just a Man". The utterances below:

Table 4. Family and Fatherly Characterizations Utterances

No	Title	Utterance(s)	Characterizations
1	Just a Man	Odysseus: Deep down, I would trade the world to see my son and wife	Family Man
		Odysseus: I look into your eyes. And I think back to the son of mine	
2			Fatherly
Social Context: Odysseus was the King of Ithaca. He had a child of the same age with Trojan's infant. It had been 10 years since he left his family.			

Just a Man is the second song in the first saga, The Troy Saga. The song tells a story about Odysseus, who has to kill the infant of Trojan, but he also wants to keep

the infant alive because he has a son of the same age. However, His desire to go home after ten years of war with Troy makes him ruthless and ends the infant's life.

Keep Your Friends Close

And I'm getting closer to you
I can't wait to make some new memories

The following characterization is *Longing*. The researchers found this characterization in the Ocean Saga, where they met Aeolus and asked the Wind God to help them reach their home island. In the utterances, the authors described the condition of Odysseus after he thought that he would reach his home island. He dreams of his wife and son when he keeps the bag closed for nine days so that they can return home safely without storms or tides. It illustrates Odysseus' longing to reunite with his family.

The researchers also discover several characterizations that portray him as a Hero in the Album, namely Leadership, Pride, Hubris, Wariness, and Optimism.

Mutiny

We need to get away from this island now!
Grab an oar with all the strength your arms allow
These cows were immortal, they were the Sun God's friends
And now that we've pissed them off, who do you think he'll send?

In the Thunder Saga "Mutiny," Odysseus' crew betrayed, stabbed him, and tied him to the statue of the Sun God. Odysseus, who is wary of what his crew has done, still leads them to leave the Island, even though he has been betrayed, showing how worthy, he is of the Leadership character and also his wariness of the repercussions.

As a leader, the author intentionally writes the lyrics that implicate Odysseus's characterizations of pride, hubris, and optimism.

Table 5. Pride, Hubris, and Optimism Characterizations Utterances

No	Title	Utterance(s)	Characterizations
1	Dangerous	Odysseus: Don't you know that danger is my friend? My whole life, I've trained for this	Pride

2	My Goodbye	Odysseus: This way, you won't plague my life	Hubris
3	Storm	Odysseus: We'll beat this storm	Optimism

In the Vengeance Saga, "Dangerous," Odysseus tells Hermes that danger is his friend, and he has been trained to bear danger all his life. Because of his pride character, Zeus once warned him about it in the Thunder Saga. Zeus utters that "Pride is a damsel in distress," which "pride" refers to Odysseus. Regardless, he is a human form who also needs God's help; he presumptuously tells Athena to leave him alone and not plague his life. This utterance, which revealed his hubris, marked the beginning of his miserable journey. Without knowing the peril coming, Odysseus arrogantly tells Athena that he does not need her. Even after his hubris behavior toward Athena, the God of Gleamy Eyes, Odysseus is still very optimistic about reaching his homeland. Odysseus, full of spirit, shouts out in The Ocean Saga, "Storm."

Negative Traits

Notwithstanding, he is portrayed as a hero; in fact, he is still a human. A human who is *flawed* and *reckless*. When Odysseus said, "I am the Infamous Odysseus," he proudly introduced himself to Polyphemus in the Cyclops Saga "Remember Them." His action leads to the revenge of Poseidon because they have blinded his son, Polyphemus. At that moment, Athena tries to stop Odysseus and actually gets mad at him. Thus, Athena uttered, "He had his demons too (The Wisdom Saga: We'll Be Fine)," to show that Odysseus is a *flawed human*.

Odysseus's other human traits are *Dubiousness*, *Guilty*, *Suffering*, and *Desperation*. The final song of EPIC: The Musical, "Would You Fall in Love with Me Again," effectively conveys Odysseus' feelings. A lyric excerpt below that utters the characterizations of doubt, guilt, suffering, and desperation.

Would You Fall in Love with Me Again

[PENELOPE:]

What kinds of things did you do?

[ODYSSEUS:]

Left a trail of red on every island
As I traded friends like objects I could use
Hurt more lives than I can count on my hands
But all of that was to bring me back to you
So tell me
Would you fall in love with me again
If you knew all I've done?
The things I can't undo
I'm not the man you knew
I know that you've been waiting, waiting

In the utterances above, Odysseus had a mixed feeling when he met his wife, Penelope. The dubious feeling for Penelope is that he doubts Penelope will accept him because of his ruthless decision during the journey. In that song, Odysseus told everything about what he had done: his suffering, guilt for every comrade he had sacrificed, and his desperation to go home. Not only are those characterizations implicated in the song, but also Odysseus longs to meet his wife.

Other characteristics of Odysseus are *shamelessness* and *Ruthlessness*. In the Thunder Bringer Saga "Mutiny," Odysseus refuses to answer Eurylochus' questions about the sacrifice of six men in the Lair of Scylla. Odysseus shamelessly uttered "I can't" with Eurylochus's question because Odysseus did not even try to fight Scylla and save the men. Those characterizations were needed and aligned with the Odysseus in the book "The Odyssey" by Homer. The author also intentionally says, "EPIC explores the theme of Ruthlessness" in his TikTok account (Rivera-Herrans, 2025). That is the reason why the researchers find the implicature of *Ruthlessness* characterizations more than those of the other characterizations. There are 18 characterizations found in the Album. One of the utterances below:

Odysseus

You filled my heart with hate

All of you who've done me wrong

This will be your fate!"

“Odysseus” in the Ithaca Saga itself is the theme of the Ruthless side of Odysseus. Utterances above is the final word of Odysseus after he brutally killed the 108 suitors in his palace.

Thus, the researchers interpret Odysseus' characterizations through Yule's implicative theory. The song's author, Jorge Rivera Herran, successfully portrays the characters of Odysseus. This implicational analysis helps researchers identify how the chosen words affect the story, enabling the audience to understand the entire musical song. The characterizations analyzed by the researchers were also discussed in society, aligned with the original literary work by Homer and some websites that write about Odysseus.

His cunning intelligence is enough to make him a hero in Homer. In Greek Mythology (2024), Odysseus is portrayed as a human with key heroic traits, such as bravery, leadership, and unwavering loyalty towards his family and home. As evidenced in Book I, page 3 of *The Odyssey* by (Homer, 1980), Zeus had a conversation with Athena:

*‘My child, what a word is this that has passed your lips! How could I ever forget Odysseus, that **hero** who more than any mortal has subtle wit and more than any has offered sacrifice to the deathless gods whose home is heaven?’*

Zeus, the Ruler of the gods on Olympus, admitted Odysseus as a human who possessed an incredible ability. Zeus' role in the book *The Odyssey* is minor, often appearing to help Odysseus or permitting Athena to assist Odysseus (Staff Writer, 2025). It concludes that Zeus only appeared three times in *EPIC: The Musical*. It depicted the author's ability to portray every character in the Album. Additionally,

Characters in EPIC: The Musical (n.d.) deconstruct every characterization of Odysseus, such as his fatal flaws, guile, and being happily married, among many others. That website analyzes every single detail in EPIC: The Musical.

EPIC: The Musical features conversation-based songs, which require two or more characters to interact with each other in order to create a cohesive musical piece. Given the studies' interrelated nature, based on previous research, this paper aims to extend the findings from a new perspective. Encanto's soundtrack employs implicature, as per Grice's theory, to develop the plot; EPIC: The Musical utilizes implicature, as per Yule, to reveal Odysseus' traits throughout the Album. According to Gunawan Hadisusilo et al. (2023), in the Cooperative principle by H.P. Grice, Odysseus is flouting the maxim of quantity in the Thunder Bringer Saga "Mutiny." For instance, when Eurylochus forces Odysseus to say something about Odysseus' rare act in the Lair of Scylla, he answers, "I can't" instead of giving the honest answer. It suggests that Odysseus avoids providing a clear answer, allowing him to be misunderstood rather than explaining his decision. It implies that Odysseus is shameless because he knows the consequence of passing through Scylla's lair and intentionally sacrifices the six men.

On the other hand, a study by Putri et al. (2023) analyzed conversational implicature types using Yule's theory. One example is the generalized conversational implicature. In the Circe Saga, "There are Other Ways," Odysseus refers to his wife as "My wife," "My Penelope," and "My everything." It simply concludes that Penelope belongs to Odysseus. It is the same as Circe when she mentioned "My nymphs" in the "Done for" that her nymphs are her high priority. It points out that Odysseus is a *loyal husband*.

CHAPTER V

REFLECTION

The completion of three articles as a final assignment of non-thesis publication represented a long and meaningful journey for the researchers. The researchers experienced several processes in finishing the articles, starting from determining the topic, collecting the data, and analyzing the data. Furthermore, the researchers realize this achievement would not have been possible without persistence, hard work, and strong commitment throughout the entire process. Throughout this process, the researchers had learned in managing time wisely, overcome difficulties, and grow both academically and personally. Accordingly, in this section, the researcher would like to reflect on the challenges faced, the benefits gained, and the contribution in this research.

5.1 CHALLENGES

Throughout the completion of the articles, the researchers went through various challenges. The first challenge involved selecting topics and titles for the two articles where the researchers act as first author. At this point, the researchers required to select topics relevant to English language education while ensuring novelty. The second challenge was experienced when determining participants for the first article, which focused on their experiences of listening to English songs for vocabulary mastery. Several participants were unwilling to be interviewed regarding their experiences, so the researcher had to find other participants who were willing and met the criteria. Furthermore, the researchers also encountered challenges in analyzing the data for the second article. The challenge was analyzed the lesson plan one by one from eight participants, followed by transcribing the interviews. This stage took much times for researchers to finish.

Moreover, finding appropriate journals for all three articles also became other challenges for the researcher. The researchers must select some journal before choose the journal that suited with the scope of the articles. Additionally, the biggest challenge lied in the process of writing and publishing the articles. Scientific publication standards required researchers to pay attention to every aspect of writing, from article structure, grammatical accuracy, and consistency of citation format. On the other hand, the researchers had to manage time carefully to finish all three articles. Each stage of the research process, from collecting data to writing, revising, and publishing, required discipline to ensure timely completion while preserving academic standards.

5.2 BENEFITS

In addition to challenges faced, the non-thesis publication provided several benefits for the researchers. The researcher gained significant improvement in research skills. Through the process of drafting, conducting, and publishing the three articles, the researcher learned how to formulate appropriate research questions, select suitable methods, collect and analyze data systematically, and interpreted the data based on the findings. These skills are essential for the researchers to develop the abilities in conducting the research in the future. Moreover, the repeated process of writing, revising, and responding to feedback from supervisors and journal reviewers trained the researcher to write more clearly, logically, and in accordance with academic standards.

Additionally, the researchers gained a deeper understanding of the research topics explored. In the first article, the researcher got insight into how English songs serve as a tool for vocabulary mastery according to students' experiences. For the second article, the researchers acquired an understanding of the strategies for teaching young learners based on pre-service English teachers' experiences. Lastly, through the third article, the researchers obtained the knowledge about pragmatic analysis in musical album. The topics enriched the researcher's perspective on English language teaching particularly in vocabulary development and applied linguistics.

5.1 CONTRIBUTIONS

The researcher actively contributed in completing the non-thesis publication. In the first and second articles, the researcher acted as the main author responsible for the entire research process. This process consisted of deciding on research topics, collecting and interpreting data, writing the scientific articles, and submitting and reviewing manuscripts to the targeted journals. The researcher also ensures each article meets the scientific standards and the requirements of the target journal. Moreover, for the third article, the researcher served as a co-author helping the first author in preparing the manuscripts during the writing process. The researcher contributed by assisting the first author in collecting and analyzing part of the data, searching and reviewing relevant references, and supporting the preparation of the manuscript.

Despite the researcher's personal contribution, the three articles also contributed on the field of English education and linguistics. The first article explores how students experience vocabulary mastery through English songs, offering useful insights for both learners and teachers who want to make vocabulary learning more engaging. The second article provides valuable information about the strategies and media pre-service teachers use when teaching vocabulary to young learners. This article can serve as a helpful guide for future pre-service teachers in selecting suitable teaching strategies before they enter the classroom. Furthermore, the third article provided findings related to pragmatic studies by showing how implied meanings can portray a character in a musical album. Overall, these articles offered valuable information for educators, students, and other researchers who are interested in similar topics.

CHAPTER VI

CONCLUSION

6.1 CONCLUSION

Upon completing the three scientific articles required for this non-thesis publication, the researcher presents the following conclusions.

The first article, entitled “A Study of Students' Experience on Mastering English Vocabulary Through Listening to English Song,” has been successfully published in *Klasikal: Journal of Education, Language Teaching and Science* (SINTA 4). This article used a qualitative narrative approach to explore students’ experiences in using English songs as a medium for vocabulary mastery. The findings showed that listening to English songs regularly contributed to vocabulary improvement, particularly in informal expressions. Students also reported songs helped them remember new words easily due to the repetition of lyrics and created a more enjoyable learning atmosphere.

The second article, entitled “Strategies of Pre-Service English Teachers in Teaching Vocabulary to Elementary Learners: A Descriptive Qualitative Study,” has been accepted for publication in *English Journal* (SINTA 4). This article employed a descriptive qualitative method to explore the strategies used by pre-service teachers during their teaching practicum and to identify the media they used to support those strategies. The findings revealed pre-service teachers commonly used drilling and elicitation in the presenting stage, while tasks and games were frequently applied in the practicing stage. Various media such as pictures, flashcards, real objects, songs, and worksheets were also utilized to support the teaching process. However, the study also found pre-service teachers faced challenges in classroom management and strategy selection due to their limited teaching experience.

The third article, entitled "Odysseus' Characterizations Through Implicative Meaning of EPIC: The Musical," has been published in *Linguistics Initiative* (SINTA 4). This article employed discourse analysis within pragmatics to analyze how Yule's implicature theory reveals the character traits of Odysseus in the album. The analysis identified 18 characterizations, divided into positive and negative traits. The findings showed that Odysseus is portrayed as a complex figure, not only as a cunning and brave hero but also as someone who experiences doubt, compassion, ruthlessness, and resilience throughout his journey.

Throughout the process of finishing on the non-thesis publication, the researcher regularly consulted with the supervisors to ensure the quality of each article. The supervision included discussions on research focus, methodology, instrument development, and manuscript preparation for publication. This experience not only improved the researcher's academic writing skills but also provided a deep understanding of the journal publication process, from submission, revision based on reviewer feedback, until the articles were accepted and published.

Overall, this non-thesis project has provided a comprehensive academic experience for the researcher. The researcher not only learned how to design and carry out research systematically, but also understood the importance of collaboration, carefulness in data analysis, and commitment to the revision process until the articles were ready for publication. The three articles produced are expected to contribute to the development of knowledge, particularly in the fields of English language teaching, vocabulary mastery, and pragmatic linguistics.

6.2 SUGGESTIONS

Based on the reflections and findings of this non-thesis publication, the researcher offers the following suggestions.

1. For future researchers

It is recommended future researchers explore similar topics with a broader scope. For vocabulary mastery through songs, future researchers are encouraged to investigate how vocabulary acquired from English songs is applied in speaking skills, particularly the use of idioms and informal words in daily conversations. This study only focused on listening experiences without examining whether the vocabulary is actually used by students in real communication. For studies on pre-service teachers, future research could include classroom observations to gain deeper insights into how teaching strategies are actually implemented in practice. Additionally, incorporating quantitative methods alongside qualitative approaches could provide more comprehensive findings.

2. For students completing the non-thesis publication

This non-thesis publication demonstrates that final assignment, although challenging, provide meaningful learning experiences. Students are advised to begin this process as early as possible and choose a topic they are genuinely interested in. Regular consultations with advisors are essential to maintain the direction and quality of the research. Students should become accustomed to journal submission guidelines and publication ethics from the beginning, as it will save time and effort during the revision process.

3. For study program and academic lectures

This study confirms that ongoing guidance and constructive feedback play an important role in student success in publishing scientific articles. It is suggested that study programs provide more structured mentoring, particularly during the revision and submission stages. Many students faced difficulties in

responding to reviewer comments, so training on how to handle peer review feedback and publication strategies would greatly assist students in completing this final assignment more effectively.

4. For journal editors and publishers

The researcher acknowledges the role of journal editors and reviewers in helping improve the quality of the articles. It is suggested that journals continue to provide accessible platforms to support student researchers by offering clear submission guidelines and responsive editorial communication. Constructive feedback from reviewers has been shown to significantly improve the quality of articles. In addition, simplifying the manuscript submission process will encourage more students to publish their research in academic journals.

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APPENDICES

APPENDIX 1

The information publication process of three articles.



APPENDIX 2

Process from submission to publication of the first article

Submission November 4, 2025

1545 / Fitriyani et al. / STUDY OF STUDENTS' EXPERIENCE ON MASTERING ENGLISH VOCABULARY THROUGH LISTENING TO

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Name	From	Last Reply	Replies	Closed
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Review and revised November 16, 2025

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Revision Required

Participants

admin klasikal (admin)

Windi Fitriyani (windifii202511)

Messages

Note	From
Please revise your article based on this suggestion:	admin
1. Write down the names of the authors, their affiliation, an their email	2025-11-16 08:01 AM
Author 1: Windi Fitriyani, Universitas Palangka Raya, windifitriyani85@gmail.com	windifii202511
Author 2: Sulamit Syeba, Universitas Palangka Raya, shebaeldugau@gmail.com	2025-11-16 08:07 AM
Author 3 : Novika Amalia, Universitas Palangka Raya, novikaamalia@fkip.upr.ac.id	
Author 4: Sifa Hayati, Universitas Palangka Raya, sifahayati05@gmail.com	
Author 5 : Siti Munawarah, Universitas Palangka Raya, ssmunawarah@gmail.com	
please add all author in your draft article	admin
	2025-11-17 03:04

admin kla... 16/11/2025

kepada saya

Sepertinya pesan ini ditulis dalam Inggris

Terjemahkan ke Indonesia

You have a new notification from KLASIKAL : JOURNAL OF EDUCATION, LANGUAGE TEACHING AND SCIENCE:

You have been added to a discussion titled "Revision Required" regarding the submission "A STUDY OF STUDENTS' EXPERIENCE ON MASTERING ENGLISH VOCABULARY THROUGH LISTENING TO ENGLISH SONG".

Link: <https://journal.fkip.universitassosowa.org/index.php/klasikal/authorDashboard/submission/1545>

A Hamzah Fansury

admin klasikal

Accepted November 21, 2025

We have reached a decision regarding your submission to **KLASIKAL : JOURNAL OF EDUCATION, LANGUAGE TEACHING AND SCIENCE**, "A STUDY OF STUDENTS' EXPERIENCE ON MASTERING ENGLISH VOCABULARY THROUGH LISTENING TO ENGLISH SONG".

Our decision is to: Accept Submission

To support the cost of wide open access dissemination of research results, to manage the various costs associated with handling and editing of the submitted manuscripts, and the journal management and publication in general, the authors or the author's institution is requested to pay a publication and layout fee.

Letter of Acceptance (LOA) November 21, 2025



LETTER OF ACCEPTANCE

To:
Prof./Dr./Mr./Mrs
Windi Fitriyani, Sulamit Syeba, Novika Amalia, Sifa Hayati, Siti Munawarah
University of Palangha Raya, Central Kalimantan, Indonesia

It is my great pleasure to inform you that your paper entitled "STUDY OF STUDENTS' EXPERIENCE ON MASTERING ENGLISH VOCABULARY THROUGH LISTENING TO ENGLISH SONG" has been ACCEPTED and will be published on *Klasikal: Journal of Education, Language Teaching and Science*. Your paper will be published in Volume 7, Issue 3, December 2025.

Authors are encouraged to carefully consider the reviewers' comments and suggestions for improving their manuscript and to strictly follow the authors' guidelines for preparing their paper.

To support the cost of wide-open access dissemination of research results, manage the various costs associated with handling and editing submitted manuscripts, and manage and publish journals in general, the authors or the author's institution are requested to pay a publication fee. I appreciate your cooperation.

Yours sincerely,



Dr. A. Hamzah Fansury, S.Pd., M.Pd
Editor in Chief



A STUDY OF STUDENTS' EXPERIENCE ON MASTERING ENGLISH VOCABULARY THROUGH LISTENING TO ENGLISH SONG

 10.52208/klasikal.v7i3.1545

 Windi Fitriyani ⁽¹⁾, Sulamit Syeba ⁽²⁾, Novika Amalia ⁽³⁾, Sifa Hayati ⁽⁴⁾, Siti Munawarah ⁽⁵⁾

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 1899-1913

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APPENDIX 3

Process from submission to publication of the second article

Submission May 20, 2026

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▶	112780	1EJ PRE SERVICE TEACHERS.docx	May 20, 2026	Article Text
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Review May 24, 2026

Notifications ×

[ENGLISH] Editor Decision

2026-05-24 04:42 AM

Windi Fitriyani, Syeba, Novika Amalia, Imelda Putri Utami:

We have reached a decision regarding your submission to ENGLISH JOURNAL, "STRATEGIES OF PRE-SERVICE ENGLISH TEACHERS IN TEACHING VOCABULARY TO ELEMENTARY LEARNERS".

Our decision is: Revisions Required

English Journal <http://ejournal.uika-bogor.ac.id/index.php/ENGLISH>

Reviewer's Attachments				Q Search
113104	3a. 23761-Article Text-78844-112785-4-20260520.docx	May 24, 2026		
113105	3b. 23761-Article Text-78844-112785-4-20260520.docx	May 24, 2026		

Reviewers
24 Mei, 6:28 PM

✓

⋮

The abstract already includes the aim, method, participants, findings, and conclusion, but it is slightly overloaded with details about strategies a...

Tampilkan lainnya

Dari dokumen yang diimpor

Reviewers
24 Mei, 6:30 PM

✓

⋮

The descriptive qualitative method is appropriate, but the method section needs more detail about the interview process. The authors should explain...

Tampilkan lainnya

Dari dokumen yang diimpor

Reviewers
24 Mei, 6:30 PM

✓

⋮

The discussion is supported by relevant literature, but it often confirms previous studies rather than critically analyzing the findings. The authors shou...

Tampilkan lainnya

Dari dokumen yang diimpor

Reviewers
24 Mei, 6:31 PM

✓

⋮

The references are relevant to vocabulary teaching and young learners, but several entries need formatting correction. The authors should revise ...

Tampilkan lainnya

Dari dokumen yang diimpor

Reviewers
24 Mei, 6:28 PM

✓

⋮

The introduction explains the importance of English and vocabulary, but the opening is too broad and familiar. The authors should move mor...

Tampilkan lainnya

Dari dokumen yang diimpor

Reviewers
24 Mei, 6:29 PM

✓

⋮

The research gap is stated, but it remains too simple because it only says that most previous research focused on teachers' strategies. The au...

Tampilkan lainnya

Dari dokumen yang diimpor

Reviewers
24 Mei, 6:30 PM

✓

⋮

The study relies only on interviews, so the data are limited to participants' self-reported experiences. The authors should strengthen the study by addi...

Tampilkan lainnya

Dari dokumen yang diimpor

Reviewers
24 Mei, 6:31 PM

✓

⋮

The conclusion summarizes the main findings clearly, but it repeats several points from the findings section. The authors should make it mor...

Tampilkan lainnya

Dari dokumen yang diimpor

Reviewers
24 Mei, 6:28 PM

✓

⋮

The title is clear and relevant, but it is still quite general because it does not indicate the research context or method. The authors may revise it to b...

Tampilkan lainnya

Dari dokumen yang diimpor

Reviewers
24 Mei, 6:29 PM

✓

⋮

The novelty is relevant because the article focuses on pre-service English teachers, but it is not strongly emphasized. The authors should state m...

Tampilkan lainnya

Dari dokumen yang diimpor

Reviewers
24 Mei, 6:30 PM

✓

⋮

The findings are organized into clear themes, such as listening and repeating, games and songs, memorization, interactive media, and different str...

Tampilkan lainnya

Dari dokumen yang diimpor

Reviewers
24 Mei, 6:31 PM

✓

⋮

The discussion is supported by relevant literature, but it often confirms previous studies rather than critically analyzing the findings. The authors shou...

Tampilkan lainnya

Dari dokumen yang diimpor

Revised June 20, 2026

Revisions

Q Search

Upload File

115312 ARTIKEL PRE-SERVICE TEACHERS_WF2026.docx

June 20,
2026

Article Text

Accepted June 21, 2026 [ENGLISH] Editor Decision

2026-06-21 12:14 PM

Windi Fitriyani, Syeba, Novika Amalia, Imelda Putri Utami:

We have reached a decision regarding your submission to ENGLISH JOURNAL, "STRATEGIES OF PRE-SERVICE ENGLISH TEACHERS IN TEACHING VOCABULARY TO ELEMENTARY LEARNERS".

Our decision is to: Accept Submission

English Journal <http://ejournal.uika-bogor.ac.id/index.php/ENGLISH>

Letter of Acceptance (LOA) June 21, 2026



No. : 51/LA/EJ/V/2026
Subject : Letter of Acceptance

The Editorial Team of English Journal declares that the manuscript with the following information:

Title : Strategies of Pre-Service English Teachers in Teaching Vocabulary to Elementary Learners: A Descriptive Qualitative Study
Authors : Windi Fitriyani, Sahmiti Syeba, Novika Amalia, Imelda Putri Utami
Affiliation : Universitas Palangkaraya

is **ACCEPTED** for publication for Vol. 20, No. 2, September, 2026 since the paper has met the scope of the journal, passed the similarity scan by Turnitin software, provided sufficient relevant references, and has been revised based on the reviewers' inputs during the review process.

English Journal applies an Article Processing Charge (APC) to support the costs associated with the editorial and publication process. This includes managing the peer review process and producing articles. The APC is payable only after your manuscript has been accepted following a rigorous blind review process.

Best Regards,
English Journal Editor-in-Chief

Alan Jaelani, M.Hum.

QR Code The article has not been published. The link of the journal below.



APPENDIX 4

Process from submission to publication of the third article

Submission July 24, 2025

Submission	Review	Copyediting	Production				
Submission Files Q Search <table border="1"> <tr> <td>1323</td> <td>Odysseus' Characterizations through Implicative Meaning of EPIC The Musical.docx</td> <td>24 July 2025</td> <td>Article Text</td> </tr> </table> Download All Files				1323	Odysseus' Characterizations through Implicative Meaning of EPIC The Musical.docx	24 July 2025	Article Text
1323	Odysseus' Characterizations through Implicative Meaning of EPIC The Musical.docx	24 July 2025	Article Text				

Review August 4, 2025

LINGUISTICS INITIATIVE
ISSN 2775-3719 (Online)

Dear Siti Munawarah, Maida Norahmi, Rezqan Noor Farid, Fadila Umi Khodijah, Windi Fitriyani:

We have reached a decision regarding your manuscript status: "*Odysseus' characterizations through implicative meaning of EPIC: The Musical*".

* Our decision is: **Revisions Required**

Please make revisions based on the reviewers' suggestions, or you can explain if you do not agree with the suggestions.

Open your submission <https://journal.web.id/journals/live/authorDashboard/submission/331>. Upload the revised manuscript to the same submission. Do not make a new submission. If you make a new submission to upload your revision, that new submission will be rejected immediately and your revision will not be processed.

=====

Reviewer's Note:

1. Fix some format inconsistencies in citations. For example, instead of writing ...*Study by (Gunawan Hadisusilo et al., 2023)*..., you should write ...*Study by Hadisusilo et al. (2023)*..., because that is how APA format should be.
2. In result, first, you should list all 33 songs that you analyzed, and where the characterizations occurred. For example, by creating a table where readers can easily see if "leadership" character occur in every song, or only in one song.
3. In method, you cannot stop by only writing that this research is descriptive qualitative approach. In linguistics papers, I think it is better if you avoid using those too generic terms. The important things here is how you collect the data, and how you analyze the data. If you are doing text analysis, or any kind of analysis similar to discourse analysis, you must explain the theory being used. For example, if you use implicature theory, you have to mention it. Otherwise, readers might be confuse if you use existing theory or you made your own system of analysis to examine the texts.

Revised November 8, 2025

Revisions	Q Search	Upload File
1566 Odysseus' Characterizations through Implicative Meaning of EPIC: The Musical.docx	8 November 2025	Article Text

[Linguistics Initiative] Letter of Acceptance

17-11-2025 06:46



Letter of Acceptance

After examining the reviewers/editorial board and the editorial team's recommendation of the processed manuscript, the Editor-in-Chief decided to **accept** the manuscript below:

*Ref: 331/LIVE/PSBPI/0226

*Manuscript title: *Odysseus' characterizations through implicative meaning of EPIC: The Musical*

Author(s): Siti Munawarah, Maida Norahmi, Rezqan Noor Farid, Fadila Umi Khodijah, Windi Fitriyani

and will be published in the nearest available issue of **Linguistics Initiative**, Vol. 6, No 1, February 2026.

The publication fee of this journal is conditional. Consult [this page](#) for the updated policy of publication fee. Transfer your payment of **Rp 624,331** to the following account:

* Bank Code: 008

* Bank Name: Bank Mandiri

* Account Number: 1570010206978

* Account Holder: Muhammad Affan Ramadhana

Transfer the exact amount, and no need to send transfer proof.

Letter of Acceptance (LOA)

LINGUISTICS INITIATIVE
ISSN 2775-3719

Letter of Acceptance
No. 331/LOA/LIVE-PSBPI-EB/2026

The undersigned, on behalf of *Linguistics Initiative* editorial board, hereby decide that the submitted manuscript entitled:

Odysseus' characterizations through implicative meaning of EPIC: The Musical

has been accepted for publication in *Linguistics Initiative* journal in Volume 6, Issue 1, FEB 2026

first author:
Siti Munawarah
Universitas Palangka Raya, Indonesia

co-authors:
Maida Norahmi
Universitas Palangka Raya, Indonesia
Rezqan Noor Farid
Universitas Palangka Raya, Indonesia

more co-authors:
Fadila Umi Khodijah; Windi Fitriyani

Palopo, 13/02/2026 22:45:11
Editor-in-Chief,
LINGUISTICS INITIATIVE
Dr. Magfirah Thuyab, S.Su, M.Hum

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Odysseus' characterizations through implicative meaning of EPIC: The Musical

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Windi Fitriyani
Universitas Palangka Raya, Indonesia

DOI: <https://doi.org/10.53696/27753719.61331>

Keywords: Pragmatics, Musical Song, Implicature, Odysseus' Characterizations, EPIC: The Musical





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Published
23-02-2026

QR Code

The following QR code takes readers to a publication journal article.

