



**Exploring Gen-Z’s Appreciation of Filipino Figurative Language through the Songs of P-Pop Girl Group Bini: A Narrative Inquiry**

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*Authors:*

<sup>1</sup>**Haydie L. Capundan, LPT**  
 Malandag National High School

<sup>2</sup>**Josevic F. Hurtada, PhD**  
 DepEd Division of Sultan Kudarat

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**ABSTRACT**

*Generation Z’s music practices also shows that streaming culture, social media, and visuals mediate how young people discover, interpret, and emotionally invest in lyrics, making songs powerful vectors for linguistic forms and cultural values. This study explored how Gen-Z secondary school students appreciated Filipino figurative language as encountered in the songs of the P-Pop girl group BINI, employing a narrative inquiry design. Recognizing that music, streaming culture, social media, and visuals shape how young people discover, interpret, and emotionally invest in lyrics, the study sought to understand how culturally relevant media influence language learning, identity, and socio-emotional development. Data were collected through interviews and focus group discussions, then analyzed using thematic techniques to uncover patterns in learners’ narratives. Findings revealed that BINI’s songs functioned as an engaging and effective medium for facilitating understanding of figurative language. Through exposure to song lyrics, learners connected abstract literary expressions to personal experiences, making meanings more relatable and comprehensible. The music fostered critical thinking, reflective interpretation, emotional engagement, and confidence, while also strengthening learners’ appreciation of the Filipino language, cultural heritage, and identity. Additionally, learners assigned personal, cultural, and emotional significance to figurative expressions, revitalizing interest in deep Filipino linguistic forms and encouraging advocacy for language preservation. The study also highlighted that music-based learning promoted practical application of figurative language in daily communication, enhancing both cognitive and socio-cultural development. The research concluded that contemporary, culturally grounded music can serve as a transformative educational tool, bridging abstract linguistic concepts with lived experiences while fostering identity, pride, and emotional investment among youth. The findings suggest that integrating popular media into language instruction can enhance comprehension, engagement, and cultural awareness.*

*Keywords:* narrative inquiry, culturally relevant pedagogy, linguistic revitalization, socio-emotional learning



## INTRODUCTION

### Background of Study

Generation Z's music practices also shows that streaming culture, social media, and visuals mediate how young people discover, interpret, and emotionally invest in lyrics, making songs powerful vectors for linguistic forms and cultural values. However, many studies focus on English-language global pop or on descriptive analyses of lyrics; fewer inquiries center on how youth themselves narrate *their* appreciation of figurative language in locally produced pop, leaving a gap around listener-centered, interpretive work that links lyrical form to young people's lived cultural and linguistic experiences.

International researches on music and language highlight that popular songs are rich sites for figurative language and that lyrical devices help listeners construct meaning, feel empathy, and rehearse identity positions. Empirical analyses of contemporary pop and youth music repeatedly find wide use of metaphors, similes, hyperbole, and imagery, and studies point to songs' pedagogical potential for language learning and affective engagement (Aras, 2024; Putri, 2022).

Within the Philippines, researchers and educators have long used songs as vehicles for language teaching and cultural expression, documenting how popular and traditional music support vocabulary, pronunciation, and cultural knowledge (Eslit, 2023). Recent Philippine studies examining OPM (Original Pilipino Music) and pop lyrics have identified rich poetic devices and argued for their classroom utility in fostering linguistic and cultural appreciation (Lano, 2023). The P-Pop movement — exemplified by groups like BINI — explicitly foregrounds Filipino identity within contemporary pop formats, producing lyrics that mix Filipino figurative language with global pop tropes (BroadwayWorld Philippines, 2024). Yet, existing Philippine work tends to analyze lyrics from a textual or pedagogical standpoint rather than exploring how Filipino youth interpret and value figurative language in P-Pop songs; consequently, there is a knowledge gap about how Gen-Z listeners make sense of, emotionally connect with, and incorporate Filipino figurative expressions encountered in modern pop music.

Research in Mindanao and nearby regions has documented the role of songs in cultural preservation and language socialization, including studies that use local love songs and indigenous musical forms as springboards for teaching figurative language and sustaining cultural heritage (Research on Maguindanaon Love Songs, 2023). These regional works demonstrate that melodic and lyrical traditions can strengthen cultural identity and language appreciation among young learners. However, South Central Mindanao scholarship has comparatively fewer studies on contemporary youth music cultures such as P-Pop, and especially lacks narrative studies that capture how local Gen-Z audiences — who negotiate multiple linguistic registers and cultural influences — experience and interpret Filipino figurative language in popular P-Pop songs. This gap limits understanding of how national pop movements resonate in regional contexts where multicultural and multilingual identities shape language appreciation.

This study aligns with SDG 4 (Quality Education) by exploring informal, culturally relevant pathways (popular music and lyrics) that support language awareness, literacy, and



lifelong learning among youth. Investigating how Gen-Z appreciates and understands figurative language in Filipino songs complements formal education goals by highlighting resources that can enrich curriculum, literacy practices, and learner motivation. The research also connects with SDG 11 (Sustainable Cities and Communities)—in particular Target 11.4 on safeguarding cultural heritage—because it examines contemporary cultural expression (P-Pop) as a living form of Filipino linguistic heritage that contributes to cultural continuity and youth identity (United Nations, 2020; UNESCO, 2023).

The primary goal of this narrative inquiry is to explore and interpret the lived narratives of Gen-Z secondary school students regarding their appreciation of Filipino figurative language as encountered in the songs of P-Pop girl group BINI among selected secondary schools in West Malungon IV, division of Sarangani for school year 2025-2026.

## **Research Questions**

This research aimed to explore and interpret the lived narratives of Gen-Z secondary school students regarding their appreciation of Filipino figurative language as encountered in the songs of P-Pop girl group BINI among selected secondary schools in West Malungon IV, division of Sarangani for school year 2025-2026.

Specifically, research problem revolved around understanding the following key questions:

1. What personal stories do Gen-Z learners share about their experiences of encountering Filipino figurative language through the songs of BINI?
2. How do Gen-Z learners narrate the ways in which BINI's songs influence their appreciation and understanding of Filipino figurative language?
3. What meanings do Gen-Z learners assign to the figurative expressions found in BINI's songs in relation to their own cultural and linguistic identities?
4. How do the narratives of Gen-Z learners reflect their engagement with Filipino figurative language as shaped by the themes, emotions, and artistry in BINI's music?
- 5.

## **Research Design**

This study employed a qualitative research design, specifically narrative inquiry, to explore and analyze the lived narratives of Gen-Z secondary school students regarding their appreciation of Filipino figurative language as encountered in the songs of the P-Pop girl group BINI. Narrative inquiry is appropriate for this study because it emphasizes the stories people tell about their lived experiences, allowing the researcher to capture both personal and cultural meanings embedded in students' interactions with music and language (Clandinin, 2016).

By focusing on narratives, the study can reveal how figurative language in P-Pop songs resonates with Gen-Z learners and contributes to their cultural and linguistic appreciation. Furthermore, qualitative narrative inquiry provides depth and contextual understanding of the phenomenon under study, which cannot be fully addressed through quantitative measures alone (Creswell & Poth, 2018).



## Participants of the Study

The participants of this study will consist of 15 carefully selected Grade 10 students from public secondary schools in West Malungon IV, Division of Sarangani, for the school year 2025–2026. Purposive sampling will be used to identify students who are both listeners of P-Pop and capable of articulating their experiences with figurative language in songs.

According to Palinkas et al. (2015), purposive sampling is effective in qualitative research because it ensures the inclusion of participants who have direct experiences relevant to the phenomenon being studied. The choice of Grade 10 students is intentional since they are in a critical stage of adolescence where identity, cultural appreciation, and linguistic development are shaped through peer and media influences, including popular music (Guest, Namey, & Chen, 2020). This selection ensures that participants can provide rich, meaningful insights into how P-Pop songs influence their understanding and appreciation of Filipino figurative language.

Table 1 displays the qualifications of the participants based on the criteria set by the researcher prior to the selection of qualified informants of the study.

**Table 1.** Participants’ Inclusion Criteria

| Qualifications  |
|---|
| <i>Participants: 15 Grade 10 Students</i>   |
| <ol style="list-style-type: none"> <li>1. <b>Enrollment Status</b> – Participants must be officially enrolled as Grade 10 students in the selected secondary schools within the study locale during the school year 2025–2026 to ensure they belong to the Gen-Z cohort.</li> <li>2. <b>Exposure to P-Pop Music</b> – Students must have prior listening experience with P-Pop songs, specifically those of BINI, to ensure they can meaningfully reflect on the figurative language embedded in the lyrics.</li> <li>3. <b>Language Proficiency</b> – Participants must demonstrate basic proficiency in Filipino, as measured through academic records or teacher confirmation, to effectively recognize and interpret figurative language expressions.</li> <li>4. <b>Willingness and Consent</b> – Students must voluntarily agree to participate in the study, with signed assent from the students and consent from parents or guardians, acknowledging their readiness to share personal narratives and insights.</li> </ol> |

The participants' qualifications, as determined by the criteria established by the researcher before selecting eligible informants for the study. The selection of fifteen (15) high school students from the selected secondary schools in West Malungon for school year 2025-2026.



## **Sampling Technique**

During the conduct of this study, a Purposive Sampling Technique was intentionally utilized to carefully select fifteen (15) carefully selected Grade 10 students from public secondary schools in West Malungon IV, division of Sarangani for school year 2025-2026, who meet the specific inclusion criteria established by the researcher.

Purposive sampling, alternately referred to as judgmental, selective, or subjective sampling, constitutes a variant of non-probability sampling. Within this approach, researchers exercise their own judgment and discretionary acumen in the selection of individuals from the population to partake in their survey endeavors (Alchemer, 2021). This method of sampling mandates that researchers possess prior knowledge of the objectives underpinning their study so as to effectively pinpoint and make contact with eligible participants through online survey platforms like Alchemer. Researchers resort to purposive sampling in order to secure access to a distinct subgroup of individuals, whereby all survey respondents are meticulously chosen based on their alignment with a specific demographic or criterion.

## **Research Instruments**

In this study, a semi-structured interview functioned as an exploratory instrument during both in-depth interviews and Focus Group Discussions (FGDs) to explore and understand the lived narratives of Gen-Z secondary school students regarding their appreciation of Filipino figurative language as encountered in the songs of P-Pop girl group BINI among selected secondary schools in West Malungon IV, division of Sarangani for school year 2025-2026.

The validity and appropriateness of this tool were substantiated through a rigorous evaluation process conducted by a panel of experts who possess expertise in the development of relevant research instruments.

## **Data Gathering Procedure**

To ensure the research's reliability, the researcher maintained a strict adherence to a predefined set of procedures. The primary objective of this study is to explore and understand the lived narratives of Gen-Z secondary school students regarding their appreciation of Filipino figurative language as encountered in the songs of P-Pop girl group BINI among selected secondary schools in West Malungon IV, division of Sarangani for school year 2025-2026.

In the initial phase, the researcher diligently sought formal authorization from both the Superintendent of DepEd-Sultan Kudarat and the Dean of the College of Graduate Studies (CGS). This authorization is essential to obtain the necessary permissions for the researcher to conduct the study, emphasizing the importance of ethical considerations.

Following this, a secondary authorization letter was sent to the District Supervisor, explicitly requesting access to the specific data required for this research. A meticulously crafted survey questionnaire was developed, subjected to rigorous evaluation, and then administered to the targeted participants.



The researcher employed a Purposive Sampling Technique to carefully select secondary school teachers as participants in this study. Assuming strict adherence to established EWMCI-Research Ethics Committee, the researcher will proceed with conducting interviews and facilitating Focus Group Discussions (FGDs), all of which were conducted through face-to-face interactions.

Ultimately, the data collected from interviews and FGDs were systematically organized, subjected to comprehensive analysis, and interpreted using the thematic analysis approach. This approach is expected to provide a deeper understanding of the issues under investigation.

### **Data Analysis**

Sarangani for the school year 2025–2026, a content or thematic analysis approach was employed to examine the collected data. This methodology, as described by Flick (2014), Ngag (2023), and Braun (2009), involved the In this study, which centered on uncovering the lived narratives of Gen-Z secondary school students regarding their appreciation of Filipino figurative language as encountered in the songs of P-Pop girl group BINI among selected secondary schools in West Malungon IV, Division of systematic categorization of textual components, including statements, phrases, and words, into organized groupings or categories. These categories were either derived from established frameworks or custom-developed to align with the study's specific objectives.

To execute this analytical process, a series of essential steps were diligently followed:

Initially, all data sources, such as interview transcripts, notes from Focus Group Discussions (FGDs), and relevant documents, were meticulously organized and prepared for analysis. This phase ensured the systematic arrangement and accessibility of the data.

Subsequently, the researcher deeply engaged with the data by conducting a thorough review of interview transcripts and FGD notes. This immersive process aided in gaining a comprehensive understanding of the content and context embedded within the collected information.

The third step involved initiating a systematic coding process. Initial codes were generated by identifying meaningful segments or patterns within the data. These codes captured essential concepts, ideas, or themes related to the narratives of the students regarding their experiences with Filipino figurative language in BINI songs.

Following coding, the identified codes were grouped into preliminary themes based on shared meaning or relevance. This step aimed to establish an initial structure for organizing the data.

Next, the emerging themes and their corresponding codes underwent a process of review and refinement. The researcher ensured the consistency and clarity of these themes, making necessary adjustments. Each refined theme was assigned a descriptive name that succinctly represented the content it encapsulated, facilitating easy identification and interpretation.



Relevant data excerpts, such as quotes or segments extracted from interviews and FGDs, were selected and associated with the respective themes. These excerpts served as supporting evidence for the identified themes.

Finally, the thematic analysis extended beyond surface-level identification. The researcher interpreted the meaning and implications of each theme within the context of the study's objectives, seeking patterns, connections, and variations within the themes to provide a comprehensive understanding of the narratives of the students.

This meticulous and structured process of thematic analysis enabled the researcher to systematically explore and comprehend the lived narratives of Gen-Z secondary school students regarding their appreciation of Filipino figurative language as encountered in the songs of P-Pop girl group BINI among selected secondary schools in West Malungon IV, Division of Sarangani for the school year 2025–2026.

### **Scope and Delimitations**

This study explored Gen-Z students' appreciation of Filipino figurative language as expressed through the songs of the P-Pop girl group BINI, focusing on how young listeners in West Malungon IV, Division of Sarangani interpret, value, and connect with figurative expressions in music. The participants consisted of selected secondary school students during the school year 2025–2026, who were chosen based on their familiarity with BINI's songs and willingness to share their insights. Using a qualitative narrative inquiry design, the research gathered data through in-depth interviews and storytelling sessions to capture participants' lived experiences and personal narratives. The study was delimited to the songs of BINI as the primary source of figurative language, excluding other P-Pop groups or genres, to provide a focused exploration of how one influential group contributes to cultural and linguistic appreciation. It seeks to understand why and how Gen-Z learners engage with Filipino figurative language in music, highlighting its role in promoting linguistic awareness, cultural identity, and creative expression.

### **RESULTS AND DISCUSSIONS**

Generation Z's music practices also shows that streaming culture, social media, and visuals mediate how young people discover, interpret, and emotionally invest in lyrics, making songs powerful vectors for linguistic forms and cultural values. This study employed a qualitative research design, specifically narrative inquiry, to explore and analyze the lived narratives of Gen-Z secondary school students regarding their appreciation of Filipino figurative language as encountered in the songs of the P-Pop girl group BINI.

The findings reveal that BINI songs serve as an effective and engaging medium for helping Gen-Z learners understand and appreciate Filipino figurative language. Through music, learners were able to connect literary expressions to their personal experiences, making abstract meanings more relatable and meaningful. The songs enhanced students' comprehension of figurative language, encouraged deeper interpretation, and stimulated critical thinking skills. At the same time, they fostered motivation, emotional engagement, and confidence, allowing



learners to better cope with challenges and reflect on life lessons. Moreover, exposure to these songs strengthened students' appreciation of the Filipino language, cultural identity, and heritage, highlighting the role of culturally relevant materials in promoting both linguistic and socio-emotional development.

Also, the findings show that BINI's songs significantly influence Gen-Z learners' appreciation and understanding of Filipino figurative language by making abstract concepts more accessible, engaging, and meaningful. Through exposure to song lyrics, learners develop a deeper understanding of non-literal meanings while simultaneously increasing their interest in and appreciation of the Filipino language and culture. The integration of music into their experiences promotes the practical use of figurative expressions in daily communication, strengthens emotional engagement, and enhances personal connection to language. Moreover, the process of interpreting song lyrics fosters critical thinking, analytical skills, and deeper meaning-making, demonstrating that music serves as an effective and relatable medium for both linguistic and cognitive development.

Furthermore, Gen-Z learners assign significant cultural, personal, and emotional meanings to the figurative expressions in BINI's songs. The learners connected these expressions to Filipino identity, heritage, and pride, while also relating them to personal experiences and self-reflection. BINI's music revitalized the use of deep Filipino figurative language, fostered emotional engagement, and encouraged learners to value, preserve, and advocate for their own language, strengthening both cultural awareness and linguistic competence.

Finally, the study found that Gen-Z learners deeply engaged with Filipino figurative language through BINI's songs, connecting them to their cultural identity, personal growth, and emotional expression. Their appreciation of the language grew as they saw themselves reflected in the songs, and the use of figurative language inspired pride and a renewed commitment to their linguistic heritage.

## **Conclusion**

The following conclusions were made in light of this study's findings:

Transformative power of integrating contemporary and culturally grounded music into language learning, demonstrating that meaningful engagement occurs when learners see themselves reflected in the material.

Also, the value of integrating contemporary and culturally relevant materials, such as music, in language education to bridge the gap between abstract linguistic concepts and learners' lived experiences. It highlights that meaningful learning occurs when students are emotionally engaged, culturally connected, and actively involved in interpreting language, suggesting that educators should adopt more responsive and creative approaches to teaching figurative language.

Further, the power of contemporary music as a culturally responsive tool that bridges linguistic learning and identity formation. By integrating familiar media with Filipino figurative



language, learners not only enhance comprehension and self-expression but also develop deeper cultural pride and advocacy for their language, demonstrating that meaningful engagement with local art forms can transform both literacy and identity among youth.

Finally, it has been concluded how popular music can serve as a catalyst for cultural and linguistic revitalization. By embedding figurative language in accessible media, students not only deepen their understanding of language but also build stronger connections.

## Recommendations

In light of the findings of the study, the following were recommended:

1. **Department of Education (DepEd)** may integrate music-based literacy programs like BINI's songs into Filipino language curriculum to make figurative language more accessible and engaging for Gen-Z learners. They can also fund initiatives that develop culturally relevant media resources to strengthen students' connection to Filipino identity and heritage.

2. **School Administrators** may encourage teachers to incorporate popular music and song lyrics into lessons, promoting comprehension, emotional engagement, and personal reflection. They may also allocate time and space for collaborative music-based activities that enhance critical thinking and cultural pride.

3. **Curriculum Planners** may design modules that combine Filipino figurative language with music and arts, linking literary concepts to students' everyday experiences. They may include exercises that prompt learners to interpret and reflect on song lyrics, fostering analytical skills and socio-emotional learning.

4. **Teachers** may use BINI's songs or other relevant music to illustrate figurative expressions, guiding learners to connect abstract concepts to their lives and culture. They can encourage students to create personal or creative responses (e.g., reflections, art, or performances) to deepen comprehension and appreciation of Filipino language.

5. **Future Researchers** may investigate the long-term effects of music-based interventions on linguistic competence, cultural awareness, and emotional engagement among Gen-Z learners. They may also explore strategies for adapting popular media across different Filipino languages or regional contexts to promote wider cultural and linguistic preservation.

## Compliance with Ethical Standards

Prior to conducting this study, all plans and recommendations were presented to East-West Mindanao Colleges Inc. to ensure compliance with prescribed procedures and protocols. Within the context of this research, which examined the lived narratives of Gen-Z secondary school students regarding their appreciation of Filipino figurative language in BINI songs, the paramount importance of ethical considerations was emphasized.

**Informed Consent:** Explicit and informed consent was obtained from all participating school heads. They were provided a comprehensive understanding of the study's objectives, methodologies, potential risks, and benefits. Participation remained



entirely voluntary, allowing participants to withdraw at any point without adverse consequences.

**Anonymity and Confidentiality:** To safeguard participants' identities and responses, rigorous measures were enacted to ensure anonymity and confidentiality. Pseudonyms or codes were used instead of actual names, and collected data were securely stored with access restricted solely to the research team.

**Avoiding Harm:** Sensitive topics, such as challenges experienced by participants, were discussed with careful consideration for emotional and psychological impact. Measures were in place to minimize distress, and support systems were available if needed.

**Researcher-Participant Relationship:** The researcher maintained a professional and respectful rapport with participants, avoiding any actions that could exploit or harm them, ensuring their dignity and respect throughout the research process.

**Protection:** Compliance with data protection regulations and laws was ensured to safeguard participants' personal information. Stringent measures were employed for secure storage and transmission of data.

**Voluntary Participation:** Participants were reassured that their involvement was wholly voluntary, free from coercion or external pressure.

**Researcher Bias:** The researcher remained vigilant against potential biases that could influence data collection and analysis, upholding objectivity and transparency.

**Institutional Approval:** Ethical clearance was sought from the pertinent institutional review boards or ethics committees before initiating the study.

**Honesty and Integrity:** Research findings were reported truthfully and accurately, without manipulation or distortion to fit preconceived notions.

**Beneficence:** Potential benefits of the research to educational practices and policies were considered, ensuring that the study contributed positively to the education system.

**Cultural Sensitivity:** The researcher will display cultural sensitivity by respecting local customs, beliefs, and practices within the research setting, refraining from imposing external values on the participants.

**Inclusion and Diversity:** The study prioritized inclusivity and diversity, encompassing a wide spectrum of the lived narratives of Gen-Z secondary school students regarding their appreciation of Filipino figurative language in BINI songs.



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## **Declaration AI Tools Utilization**

I do hereby declare the use AI tools, such as Chat GPT and Grammarly for grammar checking and sentence organization purposes only.

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