

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Description

1. Use of Audio Media Through Islamic Songs

Before discussing the use of audio media through Islamic songs in learning English, theoretically the author will explain the meaning of audio media and their functions, advantages and disadvantages. Furthermore, the author will describe the meaning of Islamic songs and their use in learning English.

a. Definition Audio Media

Media from the Latin word "medius" which means "middle", introduction or intermediary. Media in Arabic means the delivery of messages from the sender to the recipient.¹

Audio is an audible teaching aid. The term "audio" is derived from the word "audible," which refers to a sound that can be heard by the human ear. Audio teaching materials are one sort of non-printed teaching materials that use a system that uses audio signals that the teacher can play or listen to to help their students attain specified abilities.²

Audio media is a tool to convey messages in the form of auditive symbols, both verbal (into words or spoken language) and non-verbally. Based on the data described above, it can be concluded that audio media in learning is a non-printed tool that reads or makes a sound to convey messages from the teacher or mentor to students directly that are used to achieve the desired goals in which students can master certain competencies.³

Audio media is also a tool that presents messages additively. Another words, is a tool that uses hearing (audio).⁴ or media whose message content is only received through the

¹ Cheppy Sunzuphy. 2002. *Media Pembelajaran*. Jakarta: Pt. Raja Grafindo Persada. P. 1

² Andi Prastowo. 2011. *Panduan Kreatif Membuat Bahan Ajar Inovatif Menciptakan Metode Pembelajaran yang Menarik dan Menyenangkan*. Jogjakarta: Diva Press. P. 264.

³ Arief S. Sadiman, & Friends. 2018. *Media Pendidikan: Pengertian, Pengembangan, dan Pemanfaatannya*. Jakarta: Rajawali Pers. P. 23.

⁴ Rieka Mustika. 2015. *Media Pembelajaran Sistem Audio untuk Pemberdayaan Pendidikan di Komunitas Masyarakat*, Jurnal Masyarakat Telematika dan Informasi Vol. 6 No. 1 Juni. P. 57-68.

sense of hearing. This section discusses listening media, namely Audio Cassette Tape Recorder.

Learning media is sound or sound related to learning material that is recorded using a voice recorder, then the recording is played back to students using a player.

If it is widely understood that media in learning means material, or humans themselves or also events that enable students to pick up skills, attitudes, and information. More specifically, graphic, photographic, or electronic instruments for acquiring, analyzing, and rebuilding visual or spoken information are perceived as media explanations in learning.⁵ The qualities of instructional media that make them acceptable for use in learning are as follows:

- 1) Fixative (fixative properties), i.e., the ability of the media to capture, store, maintain, and recreate an event or an object.
- 2) Deceptive (manipulative property), which is an event that actually takes a long time to be presented but can be presented in a fairly short time.
- 3) Distributive (distributive nature), which can present an event or something in a space to a large number of objects simultaneously with the stimuli and experiences experienced by the object are relatively the same as the events that occurred at that time.⁶

b. Function and Benefit of Audio Song Media

Before discussing the theory related to the functions and uses of audio media using songs, the author will first briefly discuss the functions and uses of the media itself.

Basically, learning media is a physical tool used to convey the content of the subject matter, consisting of books, modules, programmed text, cassettes, tape recorders, video cameras and recorders, photos, pictures, films, slides, graphics, television, computers, and so on. etc.⁷

The use of media in the learning process can stimulate new desires and interests, encourage learning motivation for

⁵ Gerlach and Ely in Arsyad, Azhar. 2006. *Media Pembelajaran*. Jakarta: Raja Grafindo Persada. P. 3.

⁶ Gerlach and Ely in Arsyad, Azhar. 2006. *Media Pembelajaran*. Jakarta: Rajawali Pers. P. 15.

⁷ Ratminingsih, N. M. 2016. *Efektivitas Media Audio Pembelajaran Bahasa Inggris Berbasis Lagu Kreasi di Kelas Lima Sekolah Dasar*, Vol. 5. No.1.

students, and even provide psychological influence for students.⁸

انها افى الحواس لضمن للفهم... الءكمن

*“That learning media have a great influence on the senses and can guarantee understanding... people who only listen do the same level of understanding and duration of what they understand compared to those who see or see and hear”.*⁹

While some of the functions and uses of audio media in learning itself include the following: 1) Audio learning media can display audible sounds so that it will facilitate the delivery of messages from the material presented by the teacher to students 2). Audio learning media has the advantage of being able to reach a large audience,¹⁰ so that it will make it easier for teachers to teach even in large classes. 3) Audio learning media can focus students' attention because it focuses on hearing. 4) Audio learning media can display sound so that it will increase students' enjoyment of learning because audio can often "evoke students' emotions and attitudes".¹¹

As explained in the sub-chapter above, that the use of media in learning provides many advantages, as well as the use of audio media through songs. According to Brewster et al,¹² there are several advantages to using songs as a learning medium. First, the song is a linguistic resource. Thus it can be explained that the song is a medium that introduces a new language or strengthens vocabulary and grammar. Songs are also audio in a language that students know in a natural and fun way. the use of songs can develop all language skills and improve students' pronunciation skills. Second, the song is an affective/psychological source.

⁸ Hamalik in Arsyad, Azhar. 2006. *Media Pembelajaran*. Jakarta: Rajawali Pers. P. 19.

⁹ Yunus in Arsyad, Azhar. 2006. *Media Pembelajaran*. Jakarta: Rajawali Pers. 20.

¹⁰ Harsja W. Bachtiar. 2008. *Media Pendidikan*, Jakarta: Raja Grafinda Persada. P. 19.

¹¹ Basyirudin Usman. 2002. *Media Pembelajaran*, Jakarta: Ciputat Pers. P.17.

¹² Basyirudin Usman. 2002. *Media Pembelajaran*, Jakarta: Ciputat Pers. P.17.

Besides being fun, songs can also motivate students as well as foster a positive attitude towards English. because the song gives a pleasant impression and increases students' self-confidence, and is not scary for them. Third, songs are a cognitive resource. namely songs help improve concentration and memory, as well as coordination. with songs students are more sensitive to rhymes as a tool to interpret meaning. The four songs can be a source of cultural and social resources. According to Brewster et al, songs provide many benefits for learning pronunciation. Through songs students can naturally train important features of pronunciation such as rhythm, stress and intonation.¹³

c. The Lack and The Weakness of Audio Song Media

Before discussing further the shortcomings and weaknesses of using audio media in learning English, the writer will first discuss the weaknesses and shortcomings of the audio media itself. Although there are many advantages of audio media in its use in learning practice, the audio media itself also has drawbacks. As described by Basyiruddin Usman, there are disadvantages of audio media as follows:¹⁴

1. There are teachers who do not master the use of audio learning media.
2. Not all subjects in certain subjects can be delivered using audio learning media.
3. Not all educational institutions have the ability to provide audio learning media devices or equipment.

Weaknesses and shortcomings of learning using audio media also occur in learning English subjects using audio media. Although it has many advantages in learning English using songs as mentioned by Ida Vera Sophya¹⁵ among them; students can easily understand and remember vocabulary well, students can hone accents such as native speaker accents, and students can develop pronunciation skills using natural intonation, but according to him, there are also shortcomings in the use of songs as a medium in learning English including;

¹³ Basyirudin Usman. 2002. *Media Pembelajaran*, Jakarta: Ciputat Pers. P. 20.

¹⁴ Basyirudin Usman. 2002. *Media Pembelajaran*, Jakarta: Ciputat Pers. P. 17.

¹⁵ Ida Vera Sophya. 2013. *Pembelajaran Bahasa Inggris Melalui Lagu pada Anak Usia Dini*. Journal IAIN Kudus. Volume 1. Nomor 1.

(1) there are many songs that have lyrics with the wrong grammatical arrangement of the language, (2) in terms of accent, many songs have different accents, (3) learning English using song audio media is very dependent on the role of the mentor or mentor who in this case can be called a teacher.

d. Islamic Songs

The song is a musical expression in form of spoken and written words, whereas music is a sort of language that expresses sentiments to people who hear it. Based on the three points raised above, it can be concluded that songs can serve as a medium of communication between humans because they allow people to communicate their feelings to those who hear them.

Susan explained that a song is a part of music that is conveyed through words.¹⁶ Meanwhile, according to Mark, a song usually consists of a beat, lyrics, intro, chorus, riff, and also a tune.¹⁷

- 1) Lyrics are the song's lyrics.
- 2) The beat is the song's fundamental rhythm.
- 3) The chorus is a section of the song that is repeated after each verse.
- 4) The intro is the portion of the song that comes before the performer begins.
- 5) A riff is a short repeating tune played by a single instrument, such as the guitar.
- 6) A tune is a group of musical notes; not the words, but the music.

Islamic songs are a part of art. Art itself is a form of human expression in motion, sound, writing, pictures, sculpture and others. The actual art forms are theatrical performances, comedy performances, Islamic song art concerts, poetry readings, ballet, painting exhibitions, etc. Islam itself views art as a form of muamallah rather than a form of ritual worship at all. Besides being used for preaching, Islamic chanting is also an art of conditioning the soul. Islamic songs remind to get closer to Allah. Sometimes,

¹⁶ Susan Henneberg. 2005. What is a Song?. New York: Britannica Educational Publishing. P. 4.

¹⁷ Mark Hancock. 1998. Singing Grammar: Teaching Grammar Through Song. UK: Cambridge University Press. P. 11.

listening to sacred songs can motivate you to be more grateful for someone's favors. It can even make you aware of the lyrics contained in spiritual songs. Not to mention the melodious musical arrangement that creates a peaceful effect. The eloquent words made His Majesty's heart bewitched. Invite us to always do good and strengthen brotherhood among Muslims. Islamic songs generally talk about the greatness of God. Obedience in Islamic entertainment and songs often includes the name of Allah. Islamic songs are the most suitable medium for preaching to the world of young people. Islamic songs are a vehicle for the creativity of Muslim artists to survive and continue to spread goodness through art that does not violate the rules. Islamic songs remind the existence of God. A song about the privileges He has. This favor may contain praise or a good title for Allah known as Asmaul Husna. Song lyrics like this can make us realize how big God is and how small we are.¹⁸

e. The Use Media Islamic Songs in Learning English

Teaching English as a foreign language in Indonesia requires an effective method and approach in its implementation. Therefore, the success of learning English for students according to Ira Miranti et al requires the ability of teachers to present effective learning.¹⁹ In theory, the use of songs in learning English, can have a very significant positive impact on the development of knowledge gained by students and their English language skills. So it can be concluded that learning English using songs provides many advantages. This is as mentioned by Ira Miranti, et al, teaching English using songs has the following advantages:

1. Encourage students to enjoy learning English.
2. Students more easily understand the material being taught
3. Encourage students to be happier and more active in learning.
4. Students are not bored and are more interested in participating in the learning process.

¹⁸ <https://www.republika.co.id/berita/mcapi6/lagu-islami-seni-syair-dan-syair>

¹⁹ Ira Miranti, & Friends. 2015. *Penggunaan Media Lagu Anak-Anak dalam Mengembangkan Kemampuan Kosakata Bahasa Inggris Siswa di Paud*, Faktor Jurnal Ilmiah Kependidikan, Vol. II No. 2.

Griffiee further stated 6 advantages of using songs and music in language learning, including,²⁰ (1) Class atmosphere: songs and music make the class atmosphere more pleasant, (2) Language input: the use of songs and music provides exposure to the rhythm of the language, (3) Text: the use of songs in learning as text, such as poetry, short stories, and novels, (4) Cultural introduction: songs and music serve as cultural introductions, (5) Additional: songs are used as a complement to textbooks, and (6) Teaching and Student Interests: the use of songs can teach vocabulary, conversation, pronunciation, grammatical structures, pattern exercises, and memory strengthening.

According to Ida Vera Sophya, in the process of learning English through audio songs,²¹ can employ a variety of songs that are adapted to the demands of the class. Songs may be divided into several categories, such as action songs, animal songs, counting songs, food songs, learning songs, and so on. She also stated that not all English songs may be used as educational materials. Songs with too much dominant music, for example, or songs with too much metaphorical or slang language, are not appropriate for use in learning for junior high school pupils. When teaching English songs, use songs that are straightforward and relevant to your students' requirements (curriculum, for example).

Furthermore, while selecting music, the words should be heard clearly, as well as the exact pronunciation. Because students will be using the song as a model, they must select the best model. If the instructor is going to sing it, it must be verified that the teacher will be a positive role model for his students. Using audio learning media of Islamic songs is therefore an option for picking songs with values that are intended to be suited to local customs and educational situations.

2. Improving Students' English Vocabulary

Regardless of grammar, the primary ingredient that must be taught initially is vocabulary. Especially when they are in lower grades and are younger. The younger kids absorb vocabulary, the better they grow at creating languages, even if

²⁰ Griffiee, D. T. 1992. *Songs in action*. Prentice Hall.

²¹ Ida Vera Sophya. 2013. *Pembelajaran Bahasa Inggris Melalui Lagu pada Anak Usia Dini*. Journal IAIN Kudus. Volume 1. Nomor 1.

they cannot yet organize the word with perfect syntax. To go over the student's English vocabulary progress and comprehension of how to increase it further.

According to Thornbury,²² the language originally appeared as a word. Learning vocabulary remains a challenge for students because students still use mnemonics to learn English and students need to know more about the words they learn when they use those words orally or in writing. At the same time, vocabulary has always been an important part of the English language. In, the ability to listen, read, read, write and speak is important for students. Richards says that vocabulary is an important component of language skills and provides many frameworks for determining how students listen, speak, read and write.

Fluency is knowing or understanding something and there is no problem in using it. Fluency Vocabulary is designed to develop student's language skills and abilities. If students learn more vocabulary, language skills will improve. To improve vocabulary, mastery skills include knowledge and understanding of the English language. The ability to recognize words includes the ability to say the meaning of a word, remember it, pronounce it correctly and use vocabulary in the right context. Therefore, a vocabulary master must also be able to understand these words to use them in communication.²³

a. Vocabulary Definitions

Vocabulary knowledge, as one of the basic components, is vital for learners because it plays a significant role in the four language skills. It contributes to learners practicing their skills more effectively. The students can't perform their English appropriately if their vocabulary is very poor. In summary, students with a limited vocabulary struggle to acquire language abilities, as a big vocabulary is required for comprehension and speaking.

Vocabulary refers to all of the words that a person knows or uses, as well as all of the words in a certain language. Students with a large vocabulary will excel in both expressive skills (speaking and writing) and receptive skills

²² Thornbury, Scott. 2002. *How to Teach Vocabulary*. Harlow: Pearson Educational Limited.

²³ Jack C. Richards. 2008. *Teaching Listening and Speaking From Theory to Practice*. Cambridge University Press. P. 5.

(listening and reading). Those with a limited vocabulary, on the other hand, will struggle with these skills.²⁴

Vocabulary is a collection of words in a language that are used as a machine of language to communicate a notion. Vocabulary is the foundation of each language; there is no language without it. Students must first acquire vocabulary, structure (organized language), and pronunciation before they can master the four talents of listening, speaking, reading, and writing. The word denotes (1) a component of spoken or written language that represents the unity of sentiments and thoughts that can be represented through language; (2) stated; speaking (3) A word is a morpheme or a mixture of morphemes that linguists consider to be the smallest unit that may be pronounced as a free form; a linguistic unit that can stand alone, occurs from a single morpheme (for example, stone, go home, come) or a mixture of morphemes (eg warrior, Pancasila, omnipotent).²⁵

Vocabulary is a component of the English language who have an important role in understanding reading and expressing all ideas in written or spoken form. Students can earn vocabulary from the dictionary, the glossary at the back of the language book England and others. Vocabulary will always be in mind students if students always use it and will disappear if students don't use it. Vocabulary is a word that means all the words used in English, vocabulary must be mastered so that it is easy to use in English, and good for making sentences and conversations. One of the most crucial aspects of language is vocabulary. Can be understood as a set of words held by a language that provide meaning when we use that language. The English vocabulary that primary school pupils must acquire is believed to be around 500 words.

The importance of vocabulary in learning a foreign language cannot be overstated. Anyone will struggle to talk, read, listen, and write if they do not have a strong vocabulary. Acquiring vocabulary can assist people in acquiring,

²⁴ A S Hornby. 2006. Oxford Advance Learner's Dictionary, Oxford: Oxford University Press. P. 1645.

²⁵ Hasan Alwi, and friends. 2008. *Kamus Besar Bahasa Indonesia Edisi Keempat*, Jakarta: Pt Gramedia Pustaka Utama. P. 813.

comprehending, and improving the process of transferring knowledge for a better life.²⁶

The richness of words used is referred to as vocabulary. Vocabulary is a measure of language abilities that takes into account the vocabulary employed, the understanding of the words used, and the restriction of their usage in sentence context. Vocabulary is the entire term in a person's memory that causes an immediate reaction when he hears reading material.

A person's vocabulary is described as a collection of all the words that the individual understands or is likely to employ to construct a new phrase. The expansion of a person's vocabulary is usually seen as a significant and beneficial aspect of the process of learning a language or developing one's proficiency in a language that one has previously learned. Many people believe that vocabulary formation is an entertaining and informative activity that is commonly taught to pupils in school.

According to the foregoing viewpoint, vocabulary is the entire world that a language owns, whether spoken, heard, written, or read. Meanwhile, vocabulary mastery in this study refers to a person's ability to deepen and apply the richness of words or terms in a language, both in listening, speaking, reading, and writing the defined concepts.²⁷

1) The Advantages of Vocabulary

The advantages of vocabulary in language learning exercises are obvious. Every component of language learning is intertwined with vocabulary. Students must understand the meaning of each vocabulary word when studying reading in order to comprehend the substance of what they read. Students who are learning to talk must understand the meaning of new terminology and be able to communicate effectively. Students studying listening must also understand the meaning of words in order to comprehend what they hear. To be able to write successfully, kids must also comprehend the meaning of

²⁶ Yusron Masduki. 2018. *Implikasi Psikologis Bagi Penghafal Al-Qur'an*. Medina-Te. Vol. 18 Nomor 1.

²⁷ Munirah, Hardian. 2016. *Pengaruh Kemampuan Kosakata dan Struktur Kalimat Terhadap Kemampuan Menulis Paragraf Deskriptif Siswa SMA*, Jurnal Pendidikan Bahasa dan Sastra, Volume 16, Nomor 1.

language. Vocabulary is often known as the breath of language because language would not exist without it.²⁸

b. Improved English Vocabulary

In learning English three important components must be studied correctly, namely vocabulary (vocabulary), grammar (grammar), and pronunciation (pronunciation). A vocabulary is a set of words that belong to a language and provide meaning when they are utilized. Grammars are patterns and rules that must be followed in learning a language properly. Pronunciation is a way of pronouncing the words of a language.²⁹ Vocabulary teaching plays a very important role in learning English, which is directed at developing language skills so that students can communicate and speak English well. For that, it is necessary to master a sufficient amount of vocabulary.³⁰

The improvement of students' vocabulary learning is strongly influenced by many factors, apart from the interest and preference of students towards English, the selection of learning methods and media is also important. Interesting learning media, and supported by interesting learning methods will greatly determine the improvement of student learning outcomes towards the enrichment of English vocabulary.

c. Supporting and Inhibiting Factors to Improve English Vocabulary

Learning something depends on several aspects that affect a person's motivation. Uno³¹ shows that student characteristics are one of the variables in teaching conditions. Variables are aspects or qualities of students, talents, interests, attitudes, learning motivation, learning styles, thinking skills, and basic abilities are all examples of this. If you look at preferences (motives), two motivations affect language

²⁸ Eva Sulistiana, Wardatun Nadzifah & Moh. Samsul Arifin. 2019. *Intensive English Program (IEP) Meningkatkan Penguasaan Vocabulary*, Jurnal Studi Guru dan Pembelajaran, Vol. 2, No. 3.

²⁹ Suyanto, Kasihani K. E. 2015. *English for Young Learners: Melejitkan Potensi Anak Melalui English Class yang Fun, Asyik, dan Menarik*. Jakarta: Bumi Aksara.

³⁰ Rusmidah, Suhartono, K. 2013. *Penggunaan Model Word Square dalam Peningkatan Penguasaan Kosakata Bahasa Inggris Siswa Kelas IV SDN Mangunranan*. Surakarta: Universitas Sebelas Maret.

³¹ Uno, H. 2006. *Teori Motivasi dan Pengukurannya: Analisis di Bidang Pendidikan*. Aksara: Jakarta.

acquisition in a person, namely intrinsic (internal) motivation and extrinsic motivation (external). Intrinsic motivation stems from the individual, this is very important related to the reasons for learning a foreign language, while extrinsic motivation is a means of support from the student environment, such as teachers, listening facilities (laboratory), classrooms, communities, teaching methods, and techniques. If one of these motives is not fulfilled, then there will be difficulties in language learning. Hermayati³² found that there are five types of difficulties faced by students of the English language program in participating in the guidance and counseling program, namely:

- 1) Feel forced
- 2) Do not understand the basic concepts of English
- 3) Unfavorable environment
- 4) Forgetfulness (less intensive)
- 5) Lack of practice opportunities to learn

Identifying the challenges that students face is the first step in properly teaching language. Thornbury³³ suggests the following factors that make some words more difficult to pronounce:

a. Pronunciation

According to study, difficult-to-pronounce words are more challenging to learn.

b. Spelling

Mismatches between sounds and spelling are likely to be the root of pronunciation or spelling problems, and can add to word difficulty. While the majority of English spelling is legal, there are a few notable outliers. Foreign, listen, headache, climbing, bored, honest, cupboard, muscle, and other silent letter words are very difficult.

When learning a language, the students confronted a range of challenges. Almost all of the students had difficulties pronouncing the words, writing, and spelling, and one of the causes of students' difficulties learning vocabulary was the various grammatical forms of a word known as inflections. Furthermore, the pupils struggled to choose the suitable meaning of the sentence and were still confused about how to

³² Hermayati. 2010. *Analisis Kesulitan Belajar Bahasa Inggris Mahasiswa, Prodi Pendidikan Bahasa Inggris*. FKIP UMBY.

³³ Thornbury, Scott. 2002. *How to Teach Vocabulary*. London: Longman

apply the word in the context. Finally, when they come across idiomatic terms or expressions, students are bewildered.³⁴

B. Conceptual Framework

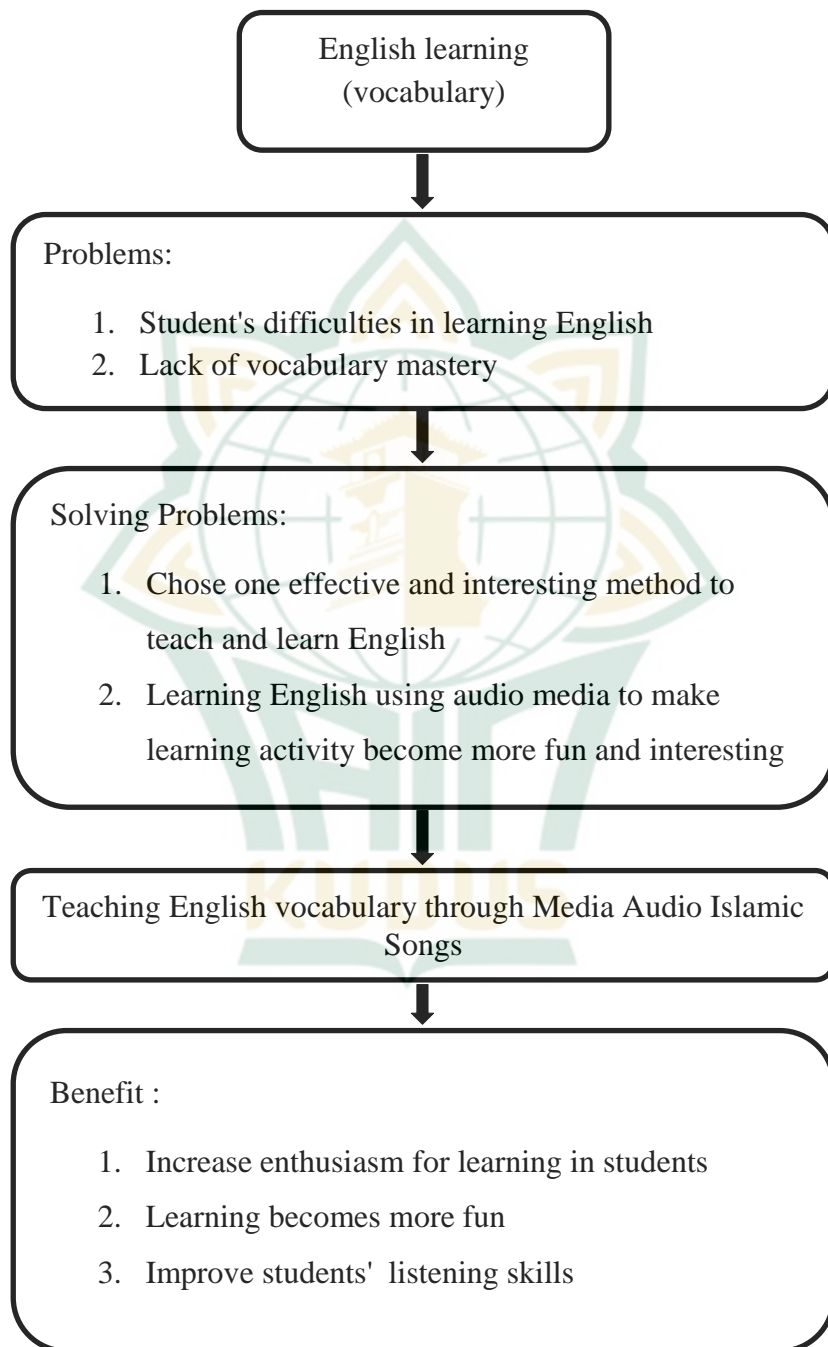
Vocabulary is one of the main factors that a person can speak well. Poor vocabulary might sometimes prevent a person from adequately expressing himself. As a result, vocabulary becomes one of the most crucial aspects of human communication. With the advancement of modern science and technology, the majority of which use English, it has become necessary for us to study English. Therefore, English is one of the important materials that need to be taught in schools. English is one of the learning materials that students are less interested in because it seems difficult. To overcome this, efficient learning media is required, so that pupils are not bored and can readily absorb the subject while studying. The audio media approach was employed in this study.

Audio media is a method for communicating messages using auditory signals, both verbal (spoken language) and nonverbal. According to this definition, audio media is a type of intermediate or non-printed introduction that may be used to transmit messages from educators to students in a method that is directly played or heard so that students can master particular competencies from learning. In this study, the researcher wanted to know a media that can increase the mastery of English vocabulary through learning with audio media.

To conduct research, researchers must take several steps. First, the researcher needs to observe the place where the researcher will conduct the research. In observation, the researcher found several problems in learning English in the classroom. After finding some problems during the observation, the researcher thought of a solution to solve the problem. The researcher chose to use an interesting media, namely media Islamic Songs in learning English, to improve the mastery of English vocabulary at an Junior High School in Probolinggo.

³⁴ Rohmatillah. 2014. A Study On Students' Difficulties In Learning Vocabulary. English Education: Jurnal Tadris Bahasa Inggris IAIN Raden Intan.

Table 2.1
Table of Framework



C. Review of Previous Study

Previous studies on the title variable used in this study are as follows;

Table. 2.2
Differences and Similarities Table

No	Author & Title	Similarities	Differences
1	Tri Agustini Solihati 2016 <i>Pengajaran Kosakata Bahasa Inggris Melalui Active Learning (Penelitian Tindakan Kelas di kelas 1 SDN Mulyasari 1, Bandung).</i> ³⁵	Relevant to the research conducted by the author, which is to have in common about learning of vocabulary to improve students' foreign language skills.	Research conducted with the learning method used for language development here is active learning to improve students' vocabulary mastery in order to improve students' foreign language skills.
2	Rizky Gushendra 2017 <i>An Experimental Study: Improving Students' Vocabulary Mastery By Using English Songs.</i> ³⁶	Relevant to the research conducted by the author, which is to have in common about improving students' mastery vocabulary using a song.	The method of research used to this research was a quantitative research by an experimental design.
3	Melisa Dwi Cahyai W 2017 <i>Learning English vocabulary by using a guessing game in the first semester of hotel accommodation the first-grade</i>	Relevant to the research conducted by the author, which is to have in common about learning of vocabulary to improve students'	The method used to improve students' language skills here is using a guessing game.

³⁵ Tri Agustini Solihati. 2016. *Pengajaran Kosakata Bahasa Inggris Melalui Active Learning (Penelitian Tindakan Kelas di kelas 1 SDN Mulyasari 1, Bandung)*. Naturalistic. ISSN : 2528-2921. Vol. 1 No. 1.

³⁶ Rizky Gushendra. 2017. *An Experimental Study: Improving Students' Vocabulary Mastery by Using English Songs*. IJIELT. Vol. 3 No. 1.

	students of SMA 3 Bandung in the 2017/2018 academic year. ³⁷	foreign language skills.	
4	Poniman 2017 Rekayasa Transfer Materi Bahasa Inggris Menjadi Lagu untuk Memacu Animo Belajar Siswa. ³⁸	Relevant to the research conducted by the author, which is to have in common about improving students' foreign using a song.	The method used to improve students' language skills here is using Engineering Transfer of English Materials into Songs
5	Anna Kusnierek 2016 The role of music and songs in teaching English vocabulary to students. ³⁹	Relevant to the research conducted by the author, which is to have in common about improving students' mastery vocabulary using a song.	The method of research used to increase students' interest and enthusiasm in learning foreign languages is an experimental method

³⁷ Melisa Dwi Cahyai W. 2017. Learning English Vocabulary by Using a Guessing Game in the First Semester of Hotel Accommodation the First-Grade Students Of SMA 3 Bandung in the 2017/2018 Academic Year.

³⁸ Poniman. 2017. *Rekayasa Transfer Materi Bahasa Inggris Menjadi Lagu untuk Memacu Animo Belajar Siswa*. Indonesian Journal of Primary Education. Vol 1. No 1. 41-50.

³⁹ Anna Kusnierek. 2016. The Role of Music and Songs in Teaching English Vocabulary to Students. World Scientific News. EISSN: 2392-2192. WSN: 43(1) (2016) 1-55.