CHAPTER IV
RESEARCH FINDINGS AND DISCUSSION

A. Research Findings

As said in the previous discussion, in this study the researcher used a type of qualitative research. Where researchers directly go into the field to see the phenomena that occur in the field. This research was conducted at An Islamic Junior High School in Probolinggo. This is because researchers are key instruments in qualitative research, so they cannot be represented.

The data obtained by the researcher this time were obtained through three methods. Namely, interview methods, documentation methods, and observation methods. From several sources consisting of Mr. Asmopur.Lc as deputy principal and several teachers, as well an Islamic Junior High School in Probolinggo Middle School students.

After the researcher conducted research at An Islamic Junior High School in Probolinggo using in-depth interviews with informants, participant observation, and documentation related to class management in supporting the effectiveness of English learning at this institution. This research was conducted twice. The first research on an Islamic Junior High School in Probolinggo started from 04 January 2022 to 20 January 2022 online, and the second is held on 13 march 2022. In this study, researchers found several results, including:

1. **The implementation of English learning with Islamic songs in improving vocabulary of students at An Islamic Junior High School in Probolinggo**
   a. **Overview of the Islamic Junior High School in Proboling Education System**

   Based on the findings of the researchers in the documentation and the results of field observations that will be attached to the appendix chapter, the education system adopted by an Islamic Junior High School in Probolinggo is different from Junior High School educational institutions in general. The system adopted by an Islamic Junior High School in Probolinggo institution is a pesantren education system where students are required to stay in dormitories and receive education for 24 hours. Students run the cottage activity program starting from waking up at 03.00 and ending at bedtime activities again at 22.00 with a series of structured cottage activities.

The language of daily communication of students at an Islamic Junior High School in Probolinggo uses Arabic and English. For 4 days students are required to speak English in their daily communication starting from Monday to Thursday, while on Friday, Saturday, and Sunday students are required to speak Arabic. Every morning and before going to bed, students are given Arabic and English vocabulary enrichment to improve their foreign language skills, namely Arabic and English. As well as to support the improvement of their language skills, the institution also implements special English language learning for the enrichment of students' foreign language vocabulary which is included in the formal hours of teaching and learning activities of students who are placed in language laboratories.

b. Implementation of The Learning Program Plan

For the instructor, teaching English is a challenging situation. Teachers must comprehend or master the content to help pupils understand the material presented by the teacher. Teachers can use a variety of approaches or methods to teach English, particularly vocabulary, to Junior High School pupils. The researcher used observation to discover how the process of learning English vocabulary by using Islamic music works and what problems may develop throughout the learning process.

Based on the results of the observation at an Islamic Junior High School in Probolinggo, it has implemented teaching English Vocabulary through Media Audio. The following is evidence of the learning process in an Islamic Junior High School in Probolinggo. The way the teacher taught the students is by using media audio. It was used to help the teacher easily during the teaching and learning English vocabulary process.

Learning of English learning with audio media Trough Islamic songs in improving the vocabulary of students in an Islamic Junior High School in Probolinggo as mentioned in the previous sub-chapter, is one of the additional subjects from a series of formal subjects applied by educational institutions to improve student's knowledge of English in addition to learning English itself. Because it is an additional lesson, based on the results of interviews with researchers with the deputy principal of an Islamic Junior High School in Probolinggo said that there were no special books for this

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subject. The principal guides the form of vocabulary levels that will be given to students where the level of vocabulary difficulty that will be given to 7th-grade students is certainly different from the level of difficulty that will be accepted by 8th-grade students and so on. Furthermore, teachers are required to make lesson plans so that learning can be carried out properly.[1]

Based on the results of the researcher's confirmation through interviews with one of female teacher as a teacher of English subjects specifically for vocabulary enrichment, she said that English subjects for vocabulary enrichment were indeed not special guidebooks from institutions, only teachers were required to make lesson plans with material sourced from several books. and from the internet. The use of Islamic songs is because Islamic songs are adapted to a religious school environment, but are always updated according to the popularity of contemporary songs. Also occasionally use western songs that are easy to digest and do not have difficult prounonsation and song lyrics that are following moral values.[2]

He added that English learning was given to all 7th, 8th, and 9th graders with learning times for two meetings a week adjusted to the days determined by the institution where students were required to communicate English in daily conversations, namely Mondays, and Tuesdays, and Wednesday.

Based on the results of the researchers' findings through observations of the teacher's lesson plans for grade 9 as attached, learning is held in the 3rd hour or around 09.45-10.15. The objectives of this study include: improving students' English skills through enrichment of English vocabulary. In particular, this learning is intended to provide an understanding of the meaning of English vocabulary received by students, as well as to increase the richness of the vocabulary possessed by students.

The learning program plan begins with an introduction, core activity, and closing. Preliminary activity with a duration of 10 minutes filled with teacher activities

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[1] Interview with Deputy of An Islamic Junior High School in Probolinggo.

[2] One of female teacher. 2022. The Interview From the Researcher, Interview 1, Transcript. January, 27th.

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opens the learning activity by saying greetings and prayers, then the teacher asks the news and checks the students' attendance, then the teacher conveys the learning objectives to be achieved, and the teacher gives apperception and motivation, and the teacher conveys the scope of the material, the learning steps.

The core activity lasts for 40 minutes and is filled with teacher activities; preparing learning tools in the form of a laptop, sound system, or mobile phone, distributing a paper containing the text of the song (For the Rest of My Life; Maher Zein), in which some lyrics are intentionally left blank, instructs students to focus and listen carefully, the teacher turns on the media and then plays the song two to three times, the students focus on listening and listen well, then when the song is finished, the teacher will instruct students to fill in the empty lyric parts, and repeat the song two to three times.
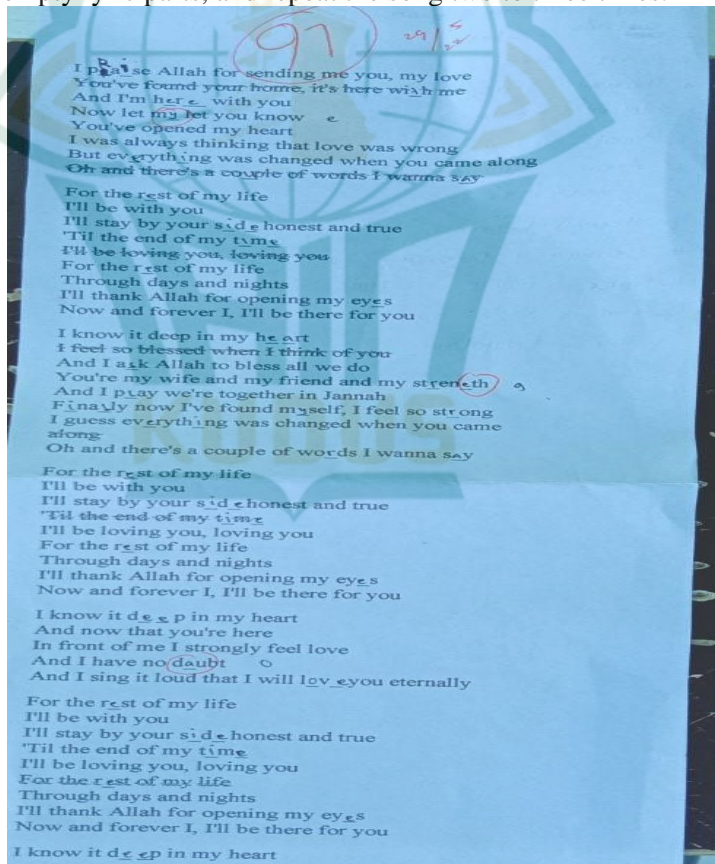
Eg. Maher Zein song

After completion, the teacher will then instruct students to write down the new vocabulary they have found in the song and understand and interpret it together by looking it up in the dictionary. The last closing with a duration of 10 minutes with activities; the teacher will instruct students to collect the paper they have filled in, The teacher corrects the student's work paper, the teacher gives assignments to students in the form of ordering each student to put the new vocabularies they get into sentences, the teacher delivers the next learning material, the teacher closes the learning activities by saying greetings and prayers.

Further one of female teacher stated that she prepared to determine what song he wants to be used as teaching material, of course, he chooses a song with a vocabulary that is easy for students to understand and easy to remember. Then she will write the lyrics on paper but not completely, she will leave some words blank so that during learning they can fill in the paper. then after that, she will print it into several sheets according to the number of students in the class. so it's not just new vocab that they get, but learning about writing and listening well.[3]

The primary activity of teaching is implementation. It comprises both content delivery and conversation. The English teacher explained that in the implementation of English vocabulary teaching and learning. The student stated that English teaching and learning activities are occasionally carried out through media audio in numerous of the seventh, eighth, and ninth classes of junior high school, as well as the school. Teachers require media to supplement the offline class during the learning process. Teachers at an Islamic Junior High School in Probolinggo require the same thing. The English instructor remarked that the media is being used to give the lesson. It's known as media audio.

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[3] One of Female Teacher. 2021. The Interview From the Researcher, Interview 1, Transcript, April, 27th.

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2. **The role of the implementation of English learning Through Islamic Songs in improving the vocabulary of students in an Islamic Junior High School in Probolinggo**

   a. **Benefits of English Learning with Islamic Songs in Improving Vocabulary**

   According to the theory that learning English using audio media through songs as mentioned by Ira Mranti, at al,[4] that learning English using songs including Islamic songs provides many advantages. teaching English using songs has the following advantages; First, Motivate students to be happier learning English. Second, the content being taught is more easily understood by students. And third, Encourage students to be more happy and engaged in their learning, and Fourt, Students are not bored and are more interested in engaging in the learning process.

   In practice, learning English with audio media using Islamic songs applied by an Islamic Junior High School in Probolinggo institution also has a positive impact on students and effectiveness and efficiency in learning. Based on the results of the researcher's interview with Karimah, a grade 8 student, he felt happy in the learning process and it was easier to remember vocabulary and easier to understand the meaning of the vocabulary itself. Moreover, the songs presented are Islamic songs that are his favorite and the singer is an idol for him like Maher Zain. He added that he almost memorized some of Maherzain's Islamic songs and several other Islamic songs presented by the teacher as a medium in the practice of teaching and learning English.

   The teacher feels the same way. Based on the results interview with Lailatul Hasanah [5] that the use of audio media by playing songs to students in the process of learning English to enrich their English vocabulary is considered more effective and efficient than using conventional methods. By using Islamic song media, students can easily digest and understand the meaning of song lyrics that become vocabulary in English. Students' understanding of the meaning of the

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[4] Ira Miranti, at all. 2015. *Penggunaan Media Lagu Anak-Anak dalam Mengembangkan Kemampuan Kosakata Bahasa Inggris Siswa di Paud*, Faktor Jurnal Ilmiah Kependidikan, Vol. II No. 2

[5] One of female teacher. 2022. The Interview From the Researcher, Interview 2, Transcript, 13 march.

lyrics can be seen from the results of the researchers' findings on the student test result document sheets, which on average are of good value.

Based on the description above, the researcher can conclude that the benefits of learning English using the audio media of Islamic songs are; can make it easier for students to understand the meaning of vocabulary and easily memorize vocabulary, and learning is more fun, time efficient and more effective.

3. **The Supporting and Inhibiting Factors in Learning English Using Islamic Songs in Improving Vocabulary Students at An Islamic Junior High School in Probolinggo**

   a. **The Supporting Factors in Learning English Using Islamic Songs in Improving Vocabulary Students**

   Following the explanation presented in the previous theory chapter, there are several functions and uses of the use of song audio media and the audio media itself in learning English. In practice, the function and use of audio media with Islamic songs is also a driving factor in the use of Islamic song audio media in the implementation of English learning to improve students' English vocabulary. The following are some of the motivating elements that researchers can identify based on the findings of interviews, observations, and documentation. However, this is also reinforced by the results of the researcher's interview with one of teacher and mentor, assuming that according to him several supporting factors can be detailed as follows:[6]

   1. The high enthusiasm and desire of students in learning. This is because students feel happy and like the selection of audio media using songs in their learning activities.
   2. The spirit and ability of the mentor or mentor in this case the teacher in teaching using the audio media of Islamic songs.
   3. Availability of language lab rooms and access to internet media as a means to obtain subject matter in this case Islamic songs.
   4. A school environment that requires students to communicate using English and Arabic in their daily conversations.

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   [6] One of Female Teacher. 2021. The Interview From the Researcher, Interview 1, Transcript, April, 27th.

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b. The Inhibiting Factors in Learning English Using Islamic Songs in Improving Vocabulary Students

Although several factors support the implementation of the English language learning program using the audio media of Islamic songs in improving the English vocabulary of An Islamic Junior High School in Probolinggo, there are also inhibiting factors that cause the learning program to run smoothly. Among others:

1. There is no special handbook for English vocabulary material with special song provisions. This was felt by one of teacher or mentor who said that during an interview with the researcher, she found it difficult to prepare a learning program design because there was no special book in the school related to English Vocabulary subject matter. However, there is an English vocabulary learning guide whose difficulty level is adjusted to the student's ability. She added that the English vocabulary subject is an additional subject that is included in formal teaching and learning activities to increase students' English skills. This is also corroborated by the statement of results. The researcher interviewed with the head of the institution who also said that the English vocabulary subject was an additional subject.[7]

2. Limited Islamic songs that have song lyrics, pronunciation, and accents that fall into the easy category according to students' abilities. As the results of the researcher's interview with one of female teacher, who found it difficult to access several Islamic songs which have simple song lyrics with easy-to-digest accents and pronunciation.[8]

3. Some students do not focus on learning, because not all students have an interest in song media, and not all students like English so during learning activities, they tend to pay less attention. This is reinforced by the results of observations of researchers in the classroom who found students not too enthusiastic about learning activities. Based on the results of the interview he said that he did not

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[7] KN One of Teacher. 2022. The Interview From the Researcher. Interview 1. Transcript. January, 27th.

[8] KN One of Teacher. 2022. The Interview From the Researcher. Interview 1. Transcript. January, 27th.

really like English and also did not really like listening to Islamic songs.[9]

B. Discussion

The researcher used observation, interviews, and documentation as tools to learn about the learning process. The researcher discovered some research outcomes in the process of learning vocabulary for students at An Islamic Junior High School in Probolinggo by employing Islamic songs. The researcher watched the process of learning in the classroom during the observation. The researcher interviewed the students to learn about their concerns, and then the researcher administered a questionnaire to the students to learn about their replies and difficulties in learning English vocabulary through media audio.

1. Observation Report

The observation was carried out to determine how the process of acquiring vocabulary by employing media audio through Islamic tunes works. The learner and the learning process were watched by the researcher. The observation was also utilized to learn about the technique for learning vocabulary in the classroom by employing Islamic music media audio. The researcher created an observation sheet during the observation phase. This observation was made while learning vocabulary with the use of Islamic song media audio exercises. The observational data has been identified, as explained in the following discussion. The observation is made up of six points.

Eg. learning activity process

The researcher is an observer in this process, observing the school system and curriculum, as well as the student's learning process, to determine how to implement English

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[9] LH One of Female Teacher. 2022. The Interview From the Researcher, Interview 2, Transcript, 13 January.

vocabulary learning using Islamic song audio media, the teacher as a tutor and mediator, and the students as participants as a driving factor for the ongoing learning of English vocabulary using Islamic song audio media, subject learning program design to find out how to implement English vocabulary learning using Islamic song audio media, student evaluation sheets to find out the role of learning English on improving English vocabulary skills, and language laboratory space and learning media anguage laboratory room and learning media to find out the driving and inhibiting factors in the process of learning English vocabulary using the audio media of Islamic songs.

2. Interview Report

  To supplement the observational data, the researcher interviewed six students to evaluate the difficulties they had when learning the language. The interview took place on Thursday, January 4, and March 13, 2022. here are the results of interviews with several teachers and/or mentors as well as some students as attached, and the researchers will present several interview instruments that are considered important as follows:

1. How is the implementation of the English vocabulary learning process using Islamic songs at an Islamic Junior High School in Probolinggo

   This is done to strengthen the results of the observation sheet on the design of the English vocabulary learning program using the audio media of Islamic songs. Interviews were conducted with one of female teacher or mentor for the 9th grade English vocabulary subject as attached.

2. How do you feel about the process of learning English vocabulary after using the audio media of Islamic songs compared to before using the audio media of Islamic songs.

   This interview was conducted on several 9th grade students of an Islamic Junior High School in Probolinggo as attached to answer the functions and roles of learning English vocabulary using audio media of Islamic songs to improve students' English vocabulary skills.

3. What drives the learning of English vocabulary using the audio media of Islamic songs to run well and smoothly.

   Interviews were conducted with teachers or mentors, this is to find out some of the factors driving the learning of English vocabulary using the audio media of Islamic songs.

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4. What are the factors that hinder the learning of English vocabulary using the audio media of Islamic songs at an Islamic Junior High School in Probolinggo?

This interview was conducted with mentors and several students to answer several questions related to factors that hindered the process of learning English vocabulary using the audio media of Islamic songs on the English language skills of students at an Islamic Junior High School in Probolinggo.

5. How was the system running at an Islamic Junior High School in Probolinggo?

Interviews were conducted with teachers and institutional leaders to determine the institutional system that will affect the system of teaching and learning activities that take place at the institution

6. What were the English Vocabulary textbooks taught at this institution?

This interview is to find out which textbooks are the handbooks for teachers in teaching English vocabulary.

3. Documentation Report

In this step, the documentation report contains research supporting data in the form of pictures, videos, notes, and others (see appendix of interview page 77-83). The presentation of documentation data is adjusted to the needs of researchers to answer some of the questions in the formulation of the problems in this study. In addition to observing documents, researchers also conducted interviews related to documents to strengthen the required data. One example of documentation data that is observed and analyzed in the field is the plan for the English vocabulary learning program at an Islamic Junior High School in Probolinggo, the documentation data of the results of the evaluation of student learning in English vocabulary subjects using the audio media of Islamic songs to answer the role and benefits of implementing English vocabulary learning using Islamic songs for students at an Islamic Junior High School in Probolinggo. As well as documentation data for special guides for learning English vocabulary using Islamic songs and Islamic songs which are used as audio-based learning media.

C. Data Analysis

The goal of data analysis is to simplify data into a form easier to read and interpret which often uses descriptive

qualitative as a tool.[10] The data from interviews with numerous respondents, including the vice principal, English instructors, and students, will be discussed by the researchers. Before conducting the interview, the researcher created an interview guide to ensure that the questions asked during the interview did not deviate from the issue at hand. The researcher places the interview instructions on the attachment page.

Because this is a qualitative study, the research design is divided into three parts: interviews, observation, and documentation. The research was carried out at An Islamic Junior High School in Probolinggo. in relation with these stages. The purpose of this interview was to gather information from An Islamic Junior High School in Probolinggo. as confirmation of implementation data on the usage of Islamic music in increasing students' vocabulary skills.

This section will discuss the findings of a study on the use of Islamic songs to improve students' vocabulary skills. To respond to the research questions raised in the preceding chapter's issue formulation. According to the findings, the research data corresponds to real situation gleaned from in-depth interviews with informants as resource persons, both key informants as the main informants and supporting informants as data validation from the main informants on the description of the use of Islamic songs in improving students' vocabulary skills. They are broadly separated into two components to explain the explanation of research outcomes to answer research questions:

1. The implementation of English learning with Islamic songs in improving the vocabulary of students at An Islamic Junior High School in Probolinggo.
2. The role of the implementation of English learning Through Islamic Songs in improving the vocabulary of students in an Islamic Junior High School in Probolinggo.
3. The Supporting and Inhibiting Factors in Learning English Using Islamic Songs in Improving Vocabulary Students at An Islamic Junior High School in Probolinggo.

The discussion on the results of this study will be related to the theories of using Islamic songs and increasing students' vocabulary skills which have been described in the previous chapter.

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[10] Sugiyono. 2012. *Metode Penelitian Kualitatif, Kuantitatif dan R&D*. Bandung: Alfabeta. P. 249-253.

1. **The implementation of English learning with Islamic songs in improving vocabulary of students at An Islamic Junior High School in Probolinggo**

   English learning at An Islamic Junior High School in Probolinggo in general it's good. This is the result of the researcher's interview with an English teacher, namely regarding the classroom learning methods or techniques applied by the English teacher to improve students' vocabulary skills one of them is the use of Islamic songs to improve students' vocabulary mastery.

   According to the theory that learning English using audio media through songs as mentioned by Ira Mranti, at al,[11] that learning English using songs including Islamic songs provides many advantages. teaching English using songs has the following advantages; First, Motivate students to be happier learning English. Second, Students more easily understand the material being taught. And third, Encourage students to be happier and more active in learning, and Fourt, Students are not bored and are more interested in participating in the learning process.

   The system adopted by an Islamic Junior High School in Probolinggo institution is a pesantren education system where students are required to stay in dormitories and receive education for 24 hours. Students run the cottage activity program starting from waking up at 03.00 and ending at bedtime activities again at 22.00 with a series of structured cottage activities. The language of daily communication of students at an Islamic Junior High School in Probolinggo uses Arabic and English. For 4 days students are required to speak English in their daily communication starting from Monday to Thursday, while on Friday, Saturday, and Sunday students are required to speak Arabic.

   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

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[11] Ira Miranti, at all. 2015. *Penggunaan Media Lagu Anak-Anak dalam Mengembangkan Kemampuan Kosakata Bahasa Inggris Siswa di Paud*, Faktor Jurnal Ilmiah Kependidikan, Vol. II No. 2

vocabulary.[12] So that is why every morning and before going to bed, students are given Arabic and English vocabulary enrichment to improve their foreign language skills, namely Arabic and English. As well as to support the improvement of their language skills, the institution also implements special English language learning for the enrichment of students' foreign language vocabulary which is included in the formal hours of teaching and learning activities of students who are placed in language laboratories. Teachers can use a variety of approaches or methods to teach English, particularly vocabulary, to Junior High School pupils. The researcher used observation to discover how the process of learning English vocabulary by using Islamic music works and what problems may develop throughout the learning process.

Based on the results of the observation at an Islamic Junior High School in Probolinggo, it has implemented teaching English Vocabulary through Media Audio. Audio media is also a tool that presents messages additively. Another words, is a tool that uses hearing (audio).[13] The way the teacher taught the students is by using media audio. It was used to help the teacher easily during the teaching and learning English vocabulary process. The use of media in the learning process can stimulate new desires and interests, encourage learning motivation for students, and even provide psychological influence for students.[14] Learning of English learning with audio media Trough Islamic songs in improving the vocabulary of students in an Islamic Junior High School in Probolinggo as mentioned in the previous sub-chapter, is one of the additional subjects from a series of formal subjects applied by educational institutions to improve student's knowledge of English in addition to learning English itself.

The principal guides the form of vocabulary levels that will be given to students where the level of vocabulary difficulty that will be given to 7th-grade students is certainly

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

[13] 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.

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

different from the level of difficulty that will be accepted by 8th-grade students and so on. Based on the results of the researcher's confirmation through interviews with one female teacher as a teacher of English subjects specifically for vocabulary enrichment, she said that English subjects for vocabulary enrichment were indeed not special guidebooks from institutions, only teachers were required to make lesson plans with material sourced from several books. He added that English learning was given to all 7th, 8th, and 9th graders with learning times for two meetings a week adjusted to the days determined by the institution where students were required to communicate English in daily conversations, namely Mondays, Tuesdays, and Wednesdays. Based on the results of the researchers' findings through observations of the teacher's lesson plans for grade 9 as attached, learning is held in the 3nd hour or around 09.45-10.15.

In particular, this learning is intended to provide an understanding of the meaning of English vocabulary received by students, as well as to increase the richness of the vocabulary possessed by students. Preliminary activity with a duration of 10 minutes filled with teacher activities opens the learning activity by saying greetings and prayers, then the teacher asks the news and checks the students' attendance, then the teacher conveys the learning objectives to be achieved, and the teacher gives apperception and motivation, and the teacher conveys the scope of the material, the learning steps. After completion, the teacher will then instruct students to write down the new vocabulary they have found in the song and understand and interpret it together by looking it up in the dictionary. Further, one female teacher stated that she prepared to determine what song he wants to be used as teaching material, of course, he chooses a song with a vocabulary that is easy for students to understand and easy to remember.

The English teacher explained that in the implementation of English vocabulary teaching and learning. The student stated that English teaching and learning activities are occasionally carried out through media audio in numerous of the seventh, eighth, and ninth classes of junior high school, as well as the school. In practice, learning English with audio media using Islamic songs applied by an Islamic Junior High School in Probolinggo institution also has a positive impact on students and effectiveness and efficiency in learning.

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2. **The role of the implementation of English learning Through Islamic Songs in improving the vocabulary of students in an Islamic Junior High School in Probolinggo**

    The Implementation of learning using audio media of Islamic songs to improve students' English vocabulary at an Islamic Junior High School in Probolinggo plays a major role in improving students' English skills through enrichment of their vocabulary, as well as making the learning process more effective and efficient and fun.

    Based on the results of the researcher's interview with Dwi Novika, a grade 9 student, she felt happy in the learning process and it was easier to remember vocabulary and easier to understand the meaning of the vocabulary itself. As Griffee further stated 6 advantages of using songs and music in language learning, including;[15] (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 input: songs and music provide cultural introduction, (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. This is also supported by research from Rizky Gushendra 2017 with tittle An Experimental Study: Improving Students' Vocabulary Mastery By Using English Songs.[16] The purpose of this study was to determine whether or not employing English songs had a substantial influence on students' vocabulary mastery. The findings of this study show that employing English songs can help pupils enhance their vocabulary mastery.

    She added that she almost memorized some of Maherzain's Islamic songs and several other Islamic songs presented by the teacher as a medium in the practice of teaching and learning English. The teacher feels the same way. Based on the results interview with Lailatul Hasanah that the use of audio media by playing songs to students in the process of learning English to enrich their English vocabulary is considered more

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[15] Griffee, D. T. 1992. Songs in action. Prentice Hall.

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

effective and efficient than using conventional methods. By using Islamic song media, students can easily digest and understand the meaning of song lyrics that become vocabulary in English. Students' understanding of the meaning of the lyrics can be seen from the results of the researchers' findings on the student test result document sheets, which on average are of good value.

3. **The Supporting and Inhibiting Factors in Learning English Using Islamic Songs in Improving Vocabulary Students at An Islamic Junior High School in Probolinggo**

Inhibition to speak, along with fear of making mistakes, will become the fundamental reason that students are terrified of seeming foolish in front of other people, and they are concerned about how others will perceive them.[17]

From interviews between researchers and several English teachers, the implementation of an educational or learning program cannot be separated from supporting and inhibiting factors implementing the program. For the learning process to run smoothly, and orderly, and avoid several obstacles that result in the teaching process, as well as other possibilities such as student facilities, inappropriate methods, and lack of understanding of the material, efforts are needed to overcome these. From the presentation of the data above, it was found research evidence that there were several obstacles in the learning process, including:

1. There is no special handbook for English vocabulary material with special song provisions.
2. Limited Islamic songs that have song lyrics, pronunciation, and accents that fall into the easy category according to students' abilities.[18]
3. Some students do not focus on learning, because not all students have an interest in song media, and not all students like English so during learning activities, they tend to pay less attention.

In addition to inhibiting factors, some factors cansupport in the learning process are:

1. The high enthusiasm and desire of students in learning. This is because students feel happy and like the selection of audio

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

media using songs in their learning activities. Hamzah stated several linguists have long emphasized the importance of learner freedom in the process of vocabulary acquisition.[19]

2. The spirit and ability of the mentor or mentor in this case the teacher in teaching using the audio media of Islamic songs. Teachers must assist students in learning how to acquire a new language on their own.[20]

3. Availability of language lab rooms and access to internet media as a means to obtain subject matter in this case Islamic songs.

4. A school environment that requires students to communicate using English and Arabic in their daily conversations. According to Maesin, Mansor, Shafie, and Neyan, in second language learning, students find it difficult to use their language abilities outside of the classrooms because there are fewer possibilities to do so due to a bad linguistic environment.[21]

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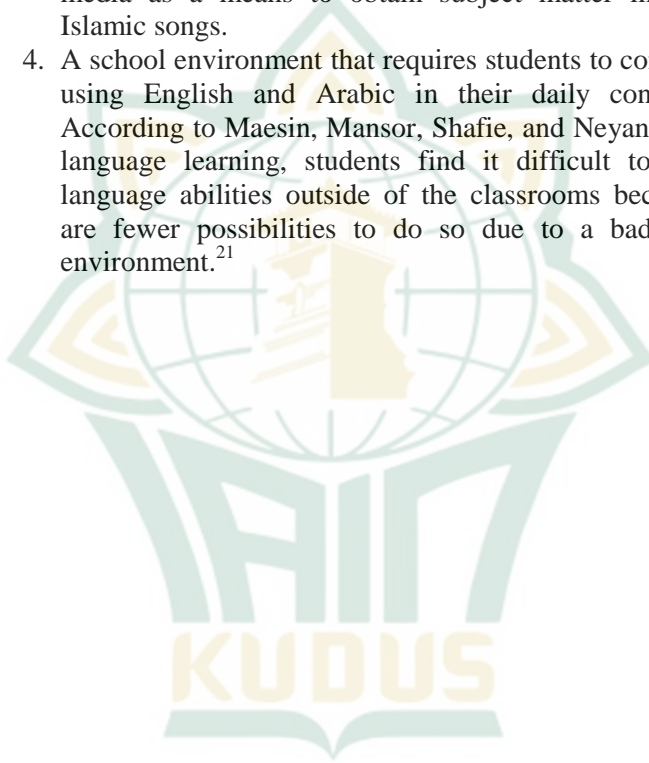
[19] Hamzah, M. S. G., Kafipour, R. & Abdullah, S. K. 2009. Vocabulary Learning Strategies of Iranian Undergraduate EFL Students and Its Relation to Their Vocabulary Size. European Journal of Social Sciences, 1(1). P. 39-50.

[20] Sokmen, A. 1997. Current Trends in Teaching Second Language Vocabulary. In N. Schmitt & M. McCathy (eds.), Vocabulary : Description, Acquisition and Pedagogy. Cambridge: University Press. P .237-257.

[21] Maesin, A., Mansor, M., Shafie, A. L. & Nayan, S. 2009. A Study of Collaborative Learning among Malaysian Undergraduates. Asian Social Science, 5 (7). P. 70-76.