USING TRANSLATED LOCAL SONGS TO TEACH STUDENTS OF THE ENGLISH VILLAGE OF TEMAJUK

Novi Aryani[1], Maliqul Hafis M.pd[2], Sahrawi M.Pd[3]

[1,2,3] English Education Study Program, Language and Arts
Education Faculty, IKIP PGRI Pontianak

[1,2,3] **Noviaryani134@gmail.com**

ABSTRAK

Penelitian kualitatif ini dilakukan untuk menganalisis dan menjelaskan suatu peristiwa, fenomena, dinamika sosial, atau persepsi seseorang atau kelompok dalam penggunaan lagu daerah yang diterjemahkan ke dalam bahasa Inggris untuk mengajar siswa di desa Temajuk. Subyek penelitian ini adalah siswa aktif kelas IV dan V di Kampung Inggris Desa Temajuk. Sampel dipilih dengan menggunakan purposive sampling. Penelitian ini menggunakan teknik pengumpulan data yaitu catatan lapangan dan dokumentasi. Hasil analisis data menunjukkan bahwa penggunaan lagu daerah terjemahan untuk mengajar bahasa Inggris mempunyai manfaat bagi siswa karena mereka mempunyai kesempatan untuk menyanyikan lagu daerah dengan sensasi yang berbeda karena diterjemahkan ke dalam bahasa Inggris dan memotivasi mereka untuk lebih aktif dan lebih sering berlatih bahasa Inggris. Banyak sekali keuntungan mengajar bahasa Inggris melalui lagu daerah, seperti kegiatan kelas yang bervariasi, menyenangkan dan hidup, serta menjadikan pembelajar muda aktif dan percaya diri. Kemudian, dapat meningkatkan keterampilan pembelajar muda dalam menghafal kata-kata baru dan mengucapkannya dengan jelas. Menggunakan lagu daerah sebagai kegiatan dalam pengajaran bahasa Inggris dan membantu guru membangun kelas yang aktif dan menarik.

Kata kunci : Kampung Inggris, Pengajaran Bahasa Inggris, Lagu Daerah

ABSTRACT

This qualitative research was conducted to analyze and explain an event, phenomenon, social dynamics, or perception of a person or group using regional songs translated into English to teach students in Temajuk village. The subjects of this research were active students in grades IV and V in the English Village, Temajuk Village. The sample was selected using purposive sampling. This research uses data collection techniques, namely field notes and documentation. The results of data analysis show that using translated regional songs to teach English benefits students. They can sing regional songs with a different sensation because they are translated into English, which motivates them to be more active and practice English more often. There are many advantages to teaching English through folk songs, such as classroom activities that are varied, fun, and lively and make young learners active and confident. Then, it can improve young learners' skills in memorizing and pronouncing new words clearly and using folk songs as an activity in teaching English and helping teachers build active and exciting classes.

Keywords: English Village, English Teaching, Local songs

INTRODUCTION

English is an international language where English itself is used to communicate and express industry innovations of people around the world. Speaking English also makes it easier for individuals, particularly in Indonesia, to work and study and earn more money(Paskalia, 2019; Widy, 2011). English is an essential language to acquire. Students will have more opportunities to pursue their further studies if they can speak English well. In addition to being taught, English is also a prerequisite for many lucrative career prospects. Proficiency in the English language enhances one's chances of being able to compete in the global society.

English not only plays an important role in the advancement of education in Indonesia but is also an introductory provision that everyone will need to struggle and survive in the face of a world that has entered this era of globalization. To address this need, the Temajuk Village Government partnered with IKIP-PGRI Pontianak to create a Temajuk English Village. In Temajuk village, researchers utilized songs that were translated locally to acquaint children with English Village and make it a success. To make it simpler for pupils to comprehend the important substance of the local songs, they are written in English, Indonesian, and regional languages.

Indonesia is a nation of various tribes and languages, and each tribe certainly has its own culture. Therefore, in this study, researchers in the English village of Temajuk used the media in the form of folk songs from the village of Temajuk and translated them into English. Local songs are usually presented in their local language, so some students, of course, already know the songs that come from the area of their birth, but in this study, students were asked to sing the folk songs and translate them into English. The folk songs were translated into English to equip students with skill knowledge by recognizing English vocabulary and reminding them of their regional culture. In order to address the need for English, Temajuk Village's management, residents, and researchers from IKIP-PGRI Pontianak organized a Temajuk English Village. The method used by the researcher to assist students in learning English is genre-based. The genre-based method has been applied extensively globally, among other places in Indonesia.

In order to teach writing and speaking in a variety of genres, including narratives (Zurdianto, 2016), descriptions (Ahmad, 2018; Nahid et al., 2018), and recalls (Hidayat et al., 2018), the genre-based method has been widely used at the secondary education level. Higher education students are also frequently instructed in writing, particularly scientific writing, using this method (Aunurrahman et al., 2017; Emilia & Hamied, 2015; Nagao, 2019). Students' argumentative writing abilities can be effectively enhanced by text-based strategies(Indrayatti, 2015). By using genre-based teaching strategies, educators may provide their students a fresh educational experience that will eventually improve their comprehension of the subject matter and motivate them to learn English, particularly writing (Nurani *et al*., 2018). The study discovered that the genre-based learning phases are parallel.

While little research has been done in the non-formal education environment, genre-based methodology has been used in earlier studies conducted in the formal education setting. Consequently, this study will employ a genre-based method to create the materials for the English village program in Temajuk Village in compliance with Systemic Functional Linguistics (SFL GBA). Local music will be used by researchers to create teaching materials.

RESEARCH METHOD

Through this study, English is being taught to students in Temajuk Village utilizing a genre-based methodology. A case study research design will be used to achieve the objectives of the study.

This case study's area of expertise One instance involving pupils from the English Village of Temajuk, Sambas, West Kalimantan, Indonesia, served as my starting point. Because the participants are in a specific setting and can add to the development of theory (Rowley, 2002; Scholz & Tietje, 2002) on a genre-based approach in the context of Kampung English Temajuk, this one scenario is adequate.

A case study has several characteristics, such as finding "cases" for the study, having a case that is "system bound" by time and location, using a variety of information sources to gather data and paint a comprehensive picture of how an event is responded to, and requiring the researcher to "spend a lot of time" or focus more on describing the context or setting for a case. Creswell (Wahyuningsih

Dalam, 2013, hlm. 2). A qualitative methodology will be employed in this project, and field notes and student documents will be used for data gathering. Numerous methods of data collecting, including observation, interviews, audiovisual materials, documentation, and reporting, can be employed in case study research. Creswell (Hlm. 3; Dalam Wahyuningsih, 2013).

The complete topic to be measured or examined as a precise unit is known as the population element (Sugiyono, 2020:126). This study's population was drawn from a variety of grade levels. It is made up of 24 fourth-graders and 35 fifth-graders who participated in Temajuk Village's English Village. The majority of the inhabitants that took part in the English Village at Temajuk Village require assistance in comprehending the English classes.

The sample is representative of the population's size and makeup (Sugiyono, 2018: 63). Intentionally, sampling was done while keeping in mind the study's background and the individuals involved, who were thought in order to be capable to supply pertinent information (Benoot et al., 2016; Fraenkel et al., 2011). Purposeful sampling, a non-probability sampling technique, will be used by the research to get this sample. The process of selecting a sample based on certain demographic features is known as purposeful sampling (Notoatmodjo, 2010). This study focused on 59 pupils in the fourth and fifth grades of a primary school in Temajuk Village. The researcher employed the feature of selecting the sample, which has excellent motivation to learn English.

Moleong, referenced in Junaedi et al., 2020; 14–26), states that the study is divided into four stages, which are as follows: The phase before to the field. In order to gather information for a preliminary survey, the researcher looked for volunteers. In order to gather data and information on putting this knowledge into practice, the researcher performed a field study of the research backdrop during the survey procedure.

Through literature searches and references to research that supports the findings, the researcher also attempted scientific corroboration. The following is a description of the actions and things to keep in mind: gathering research plans, managing research permissions, investigating and evaluating potential research sites, choosing and employing informants, setting up research supplies, and managing ethical concerns for research.

Data collection technique collected with some methods, namely:

a. Observation

Data collecting includes observation. (Kristanto, 2018) defines observation as a procedure that involves systematic recording, observation, and a logical, objective, and reasonable assessment of numerous events in various contexts, both real and made-up.
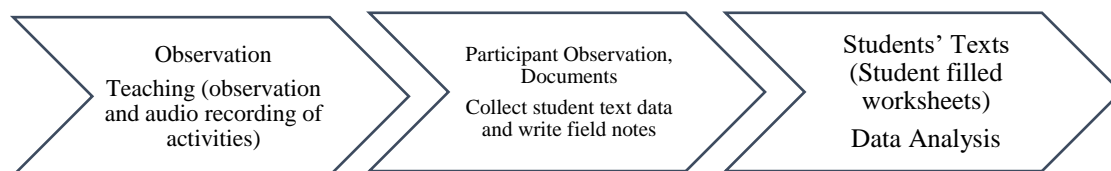
b. FGD (Focus Group Discussion)

It is an attempt by a group of people to comprehend the topic via debate in order to prevent misunderstandings by the researcher (Iryana 2012). Data gathered from group talks can highlight or concentrate on the parallels and discrepancies in experiences, as well as offer reliable information about the viewpoints that emerged from the discussions.

c. Interview in-depth

An in-depth interview is a face-to-face method of gathering data for research purposes through question-and-answer sessions with informants or interviewees. It can be conducted with or without the use of guidelines, and it involves the interviewer becoming involved in the informant's social life (Iryana 2012).

d. Documentary method/documentary studies.

A documentation technique, often known as a study, is a means of gathering information on research problems using archives, papers, images, videos, files, etc. Data collection is employed in the documentation technique to track data back in time.

Observation
Teaching (observation and audio recording of activities) → Participant Observation, Documents
Collect student text data and write field notes → Students' Texts (Student filled worksheets)
Data Analysis

Figure 3.1: The Art of Gathering and Analyzing Data

Figure 3.1 indicates that field notes and documentation in the form of student texts will be needed for the participant observation approach used in this study. Following the conclusion of each session's learning activities, the lead researcher gets ready to write the field notes. The sheer volume of participants required the addition of a second researcher and three assistants to aid with

teaching and mentoring the students as well as with compiling field notes. To facilitate the creation of field notes by researchers and helpers, educational events will also be captured on audio. This will yield valuable information on K. students' spoken texts as well as teaching and guidance examples. The study's documentation comes from student texts that are written both during class activities and during oral practice. Originality, credibility, portrayal, and meaning will all be taken into account while choosing the text. The researcher's judgment will guide the consideration of identity, trustworthiness, and representativeness. on the meanwhile, a functional grammar framework and genre grounded on systemic functional linguistics are used to examine the meaning component (Eggins, 2004; Emilia, 2014; Martin, 2014 a).

Data gathering methods were used to gather thematic analysis. The goal of the data gathering methods employed in this study is to provide accurate data.

1. Field Notes

A methodology or method of gathering data by tracking the course of events is called field notes. The tasks completed have to do with instruction methods, students' understanding, guidance from teachers, etc. It takes direct observation to support the gathering of field data. It is anticipated that this observation will be more helpful in providing a thorough image while the researcher is on the job. Researchers collected field notes by watching and taking part in every activity. Consequently, the following methods were used to collect the data: 1) Field notes, which contain the observations made by the researcher and include what they heard, observed, and thought (Raudatussaadah, 2013). 2) transcription of observation notes.

2. Documentation

A documentary study is a type of data gathering where textual, graphic, and electronic records are gathered and analyzed. The documents are arranged in a hierarchy based on the quality and applicability of their content to the research. To create a single systematic, condensed, and comprehensive study result, the materials are examined, contrasted, and integrated (Raudatussaadah, 2013).

As a result, the documentation technique provides a means of locating data that has already been collected and documented, requiring only a cursory

review of the existing papers. Everything that occurred is contained in this paper (Warisno, 2017).

Researcher used triangulation techniques, namely the use of more than one method, in an effort to strengthen the findings' validity and reliability. Furthermore, Denzin claimed that triangulation involves four methods (see Patton, 2009). According to Maskhurin and Handayani (2014), they are the following: (1) source triangulation; (2) investigator triangulation; (3) methodological triangulation; and (4) theoretical triangulation.

a. Source triangulation

In source triangulation, the researcher uses many sources or participants to get the accuracy of data.

b. Investigator triangulation

Investigator triangulation is a technique that uses more than one researcher in collecting and analyzing data. From some researchers' views in interpreting information and collecting the data, data validity can be increased.

To verify that this study was validated, the researcher employed the triangulation of source data approach. Comparing or double-checking the level of trust in data gathered from many sources is known as source triangulation (Bachri, 2010). When source triangulation is employed to verify research data through many sources or informants, it can enhance dependability (Sugiyono, 2013, p. 274). The researchers in this study collected data from a variety of respondents, including pupils in the English community of Temajuk, using field notes that included audio recordings.

The techniques for data analysis will be thematic analysis and text analysis using a functional grammar framework. Students' written and spoken texts will be analyzed by text analysis utilizing a relevant grammatical framework (Emilia, 2005; Aunurrahman et al., 2017b, 2017c). using the use of this framework, the primary investigator was able to determine the level of English competence among the students using text analysis.

The field notes will be analyzed using a thematic approach. By focusing on recurring and important themes from textual material, Thematic analysis facilitates inductive coding of field notes by researchers (Thomas, 2006). To verify the

correctness of each analysis result, the outcomes of the two analyses will thereafter be triangulated (Creswell, 2012; Mathison, 1988).

To get correct data, the obtained information is documented in field notes. The following data collection approaches were employed in this study:

1. Participant Observation

One way to get information is by observation, which involves keeping an eye on ongoing activity. These exercises may have to do with instruction methods, student learning, guidance from teachers, etc. Field data collection requires observation, either direct or indirect. When the researcher is in the field, it is anticipated that this observation will be more helpful in providing a thorough description. Field notes are used to document all interactions between participants and researchers, who also make observations and engage in all activities that take place. Therefore, it is anticipated that the following methods will yield the data: 1) transcription of observation records; this includes the notes made by the researcher on what they heard, observed, and thought during the observation (Raudatussaadah, 2013).

2. Documentation

A documentary study is a type of data gathering where textual, graphic, and electronic records are gathered and analyzed. The documents are arranged in a hierarchy based on the quality and applicability of their content to the research. To create a single systematic, condensed, and comprehensive study result, the materials are examined, contrasted, and integrated (Raudatussaadah, 2013).

As a result, the documentation technique provides a means of locating data that has already been collected and documented, requiring only a cursory review of the existing papers. Everything that occurred is contained in this paper (Warisno, 2017).

FINDINGS AND DISCUSSION

A. Research Findings

1. Overview

In order to be ready for this activity, the researchers first met with Edi Supratman, S. Pd as the head of the village, on January 22, 2022, to ask for

permission to set up the English village program for 8 sessions and to gather village profile information.

The Village Profile in

Table 4.1

Village Title	Temajuk
Head of Village	Edi Supratman, S.Pd
Total Land Area	231 (km^2)
Number Of Villagers	2.015 people
Number Of Elementary School Students	255 people
The quantity of junior high school pupils	177 people
The quantity of students in high school	141 people

(Source: Profil Desa Temajuk 2022)

Temajuk Village's education level is still comparatively low, as the above table illustrates. The number of people who have completed their education is declining, which indicates that there are issues that need to be resolved right away. To increase public awareness of the need of education for kids in rural areas, creative solutions are required. Not only do cultural issues exist, but many youngsters lack knowledge of their own culture, including their folk music.

The researcher got approval to host an English village program in Temajuk village after conversing with the local chief and collecting observations. The village chief was also requested by the researcher to organize the participants in the activity and oversee the English village program as a venue. The community proposed taking action at the closest school building after considering the facilities required for research activities. At that point, the hamlet lacked sufficient facilities.

The aforementioned demonstrates that the English Village activity program in Temajuk may be executed through a school model, provided that the village chief is amenable to facilitating researcher communication with the school.

2. Implementation and Evaluaion

Implementation and evaluation were carried out in 2 meetings using local song translations to teach English, namely the local song "Cik Cik Periuk", which was translated into English text. In 2 sessions of Cik-Cik periuk songs which are translated into English, is taught before and after starting learning.

Four cycles building knowledge in the field, modeling the text, jointly constructing the text, and independently constructing the text—can be employed in the introduction of folk songs that have been translated into English (Roses and Kemendikbud via Martin, 2017).

Before diving into the main topic of discussion, researchers and teachers begin every meeting with a prayer led by a student. It is expected of students to be self-reliant and acquaint themselves with researchers and educators.

The stage of the teaching process is where percentages start. The first stage is the first action taken by the researcher in her role as a tutor to focus students' attention on the major topics covered in each lesson. Pupils participate in conversations or activities designed to assist them in understanding the cultural and situational background of the genre they are studying.

Before the learning exercise begins, the researcher, acting as a teacher, asks a few preparatory questions. Table 4.2 displays it as follows:

Table 4.2:

Constructing Understanding in the Field Note

Tutor: seberapa banyak kalian mengenal lagu daerah?	Students: banyak,
Tutor: apakah kalian mengenali lagu cik-cik periuk?	Students: ya, Tahu
Tutor: bagaimana kalau kita bernyanyi bersama?	Students: ya. Saya mau
Tutor: baiklah bernyanyi nya seru sekali, bagaimana jika kita mengubah kata-kata lagu cik cik periuk kedalam bahasa inggris?	Students: ya, saya setuju

At the first meeting, the students showed a positive response, where they were very excited and happy when they sang before starting learning and showed interest in learning English by singing local songs translated into

English. Some students, of course already memorized their own folk songs but some students did not know the folk songs therefore the researcher wrote on the blackboard with 2 versions, namely the original version and the one translated into English and students were asked to write back into their books so they can sing them again at home after the lesson is over.

Subsequently, the researcher instructed the students to adhere to the subsequent lesson that would be taught by a different teacher. After learning is finished, students are again asked to sing local songs, which are translated into English, so that it helps students to remember the local songs. Besides that, students are also invited to learn by singing again at home, and students can also learn with words that are translated into Indonesian English. The next meeting, the students were also relaxed with singing the local song.

In the second meeting, the researcher, together with research partners and teachers, started learning by praying and asking about what had been known at the previous session to help remember students' knowledge of Cik-Cik Periuk's local songs, which were translated into English and before students were asked to sing local songs. Cik Cik Periuk, which was translated into English, the researcher asked the unknown vocabulary in the text of Cik Cik Periuk's song, which had been recorded by the students before. The students were so enthusiastic about answering because the Cik-Cik Periuk song was so easy to sing and they only changed it with English words.

The researcher translated the Cic-Cik Periuk song into English and asked the students to sing it after asking the question. The songs If You're Happy and "you know it" and Twinkle-twinkle Little Star are also played by the researcher. The students were ecstatic when they sang as a group.

After the second meeting was over, students were asked questions about their difficulties with singing Cik-Cik Periuk's song, which was translated into English; from the questions asked, their answers could have contained sentences indicating problems in singing the local song. This proves that the words from local songs translated into English are very easy for them to understand.

The researcher also prepared an assessment sheet for students' understanding of singing local songs, which were translated into English. For

the calculation itself, some are included in the low, mid, and high categories, as shown in the table below.

Table 4.3:

How to Calculate a Score on an Assessment

Levels	Information	Points
High	For a high rating, the pronunciation must be good, the fluency when singing the song must be good, the expression must be by the rhythm and meaning of the song, and the gestures must be good.	80
Mid	For mid rating, the pronunciation must be good enough, fluency when singing must be good enough, expressions match the rhythm and meaning of the song, and gestures are good enough.	80
Low	For a high rating, the pronunciation must be poor, the fluency when singing the song is bad, the expression must match the rhythm and meaning of the song, and the gestures are bad.	80

The table above is a measure that will be used for pronunciation assessment and scores obtained from material experts. To assess students' fluency when singing, the researcher recorded the students while singing. Here are some student notes that can be listened to, which have been uploaded on Google Drive for easy access by anyone. The fourth and fifth graders who consented to take part in the study were thanked by the researcher. The researcher thought the research was successful because the students' results were based on the table that is shown in the table.

B. Discussion

The purpose of this study is to look at the use of genre pedagogy in the English Village of Temajuk Village when teaching fourth and fifth graders English. Students have received instruction in a genre-based approach in four phases (Aunurrahman et al., 2020: 3). Researchers and students are starting to focus their minds on the primary topics that will be covered in each lesson at this point. The findings from field notes and student papers indicate that translating local songs

into English is an effective way to teach and learn the language, particularly for elementary school pupils who are working on expanding their vocabulary. Nonetheless, students continue to have uncertainties and make minor errors when creating texts.

Researchers introduced local songs translated into English to liven up class activities and encourage students to learn English. This helped students get excited about starting learning and expressing their ideas through learning while singing. When learning starts, it then encourages kids to be more engaged and interested, which actually speeds up their ability to learn new terms. Student worksheets and speakers as auxiliary media are two of the many learning tools that researchers employ in the process of teaching and learning activities. Worksheets are a highly useful tool for teaching and learning, and their use is beneficial to the process.

The findings of this study are consistent with a number of other studies that, for a variety of reasons, also employ music to teach English. First of all, pupils like learning to sing and like songs. According to Almutairi and Shukri (2016), songs aid in word memorization and imitation for pupils. In addition, songs serve a variety of methodological purposes, including teaching vocabulary, speaking, writing, listening, and stressing and practicing the language's rhythm, intonation, and stress patterns (Orlova, 2003). Translated regional songs can boost students' enthusiasm in studying English, particularly when it comes to vocabulary development (Husein, 2019; Maulana et al., 2020). This research's findings are inadequate. This study's shortcoming is that it exclusively takes a qualitative approach, using field notes and student documents as its two primary data gathering instruments, and does not attempt to generalize its findings. Nonetheless, information from student documentation and field notes was combined to confirm the study's conclusions. In addition, colleagues are involved as partners in this project.

CONCLUSION

Based on the results of testing, data processing and analysis that has been carried out, it can be concluded that singing one's own regional songs translated into English is very interesting for students, of course students are more enthusiastic before learning begins. This proves that introducing regional songs originating from

their region and translated into English really helps students understand English vocabulary. The results of students' understanding of English vocabulary reached 90% and prove that the introduction of regional songs greatly influences students' memory in remembering English vocabulary.

BIBLIOGRAPHY

Ahmad, I. (2018). The Implementation of Genre-based Approach in Improving Students' Descriptive Writing Ability Through Sidney Sheldon's Novel Rage of Angels as Role Models. KnE Social Sciences, 3(4), 372. https://doi.org/10.18502/kss.v3i4.1948

Aunurrahman, A., Hamied, F. A., & Emilia, E. (2017). Modeling Academic Writing for University Students. Proceedings of the Ninth International Conference on Applied Linguistics (Conaplin 9). Ninth International Conference on Applied Linguistics (Conaplin 9), Bandung, Indonesia. https://doi.org/10.2991/conaplin-16.2017.1

Benoot, C., Hannes, K., & Bilsen, J. (2016). The use of purposeful sampling in a qualitative evidence synthesis: A worked example on sexual adjustment to a cancer trajectory. BMC Medical Research Methodology, 16(1), 21. https://doi.org/10.1186/s12874-016-0114-6

Creswell, J. W. (2012). Educational research: Planning, conducting, and evaluating quantitative and qualitative research (4th ed). Pearson.

Denzin, N. K. (2010). Moments, mixed methods, and paradigm dialogs. Qualitative Inquiry, 16, 419-427. http://dx.doi.org/10.1177/1077800410364608

Eggins, S. (2004). An introduction to systemic functional linguistics (2nd ed). Continuum.

Hidayat, R. W., Setyowati, L., & Mabaroh, B. (2018). Genre—Based Approach for Writing Recount Text at MTs "Darul Ulum" Karang Pandan, Pasuruan. Jurnal Bahasa Lingua Scientia, 10(1), 61–80. https://doi.org/10.21274/ls.2018.10.1.61-80

Indrayatti, W. (2015). Efektivitas Penerapan Pendekatan Berbasis Jenis Teks Dalam Menulis Teks Argumentatif. 3, 9.

Junaedi, et al. 2020. Strategi Guru Kelas Dalam Menumbuhkan Nilai Karakter Peserta Didik Di Mi Madani Alauddin Pao-Pao Kab Gowa. Univeristas Muhammadiyah Makassar, 14-26.

Maskhurin, Handayani, D. B. (2014). Study on Vocabulary Learning Strategy Used by the Eighth Semester Students of English Department of IAIN Tulungagung in the Academic Year 2013-2014 [IAIN Tulungagung]. http://repo.iain-tulungagung.ac.id/394/

Nurani, S., Harared, N., & Purwanto, K. D. (2018). Penerapan Genre Based Approach di dalam Penulisan Memo Bahasa Inggris. Jurnal PkM Pengabdian kepada Masyarakat, 1(02), 159. https://doi.org/10.30998/jurnalpkm.v1i02.2549

Notoatmodjo, S. 2010. Metodologi Penelitian Kesehatan. Jakarta: Rineka Cipta

Paskalia. (2019). 5 Peluang Bisnis untuk yang Jago Bahasa Inggris [Blog]. Blog - Artikel Terbaru Mengenai Investasi P2P Lending | Modal Rakyat. https://www.modalrakyat.id/blog/5-peluang-bisnis-untuk-yang-jago-bahasa-inggris

Raudatussaadah. (2013). Pelaksanaan Manajemen Pembelajaran Pendidikan Agama Islam Di Sma Negeri 4 Takengon [Masters thesis, Pascasarjana, UIN Sumatera Utara]. http://repository.uinsu.ac.id/989/

Sugiyono. (2007). Metode Penelitian pendidikan pendekatan kuantitatif, kualitatif, dan R&D. Bandung: Alfabeta.

Sugiyono. (2013). Metode Penelitian Kuantitatif, Kualitatif, dan R&D. Bandung: Alfabeta

Sugiyono. (2013). Metode Penelitian Kuantitatif, Kualitatif, dan R&D. Bandung: Alfabeta

Sugiyono. (2018). Metode Penelitian Kuantitatif, Kualitatif, dan R&B. Bandung: Alfabeta.

Sahrawi & Maliqul Hafis. (2018). Pengajaran Kosakata Bahasa Inggris Menggunakan *Games* Untuk Menarik Minat Belajar Siswa Smp Awaluddin. Program Studi Pendidikan Bahasa Inggris Fakultas Pendidikan Bahasa dan Seni   IKIP PGRI Pontianak: *Jurnal Pengabdian kepada Masyarakat* Vol. 2, No.2, .