

**A NARRATIVE INQUIRY OF THE ENGLISH TEACHERS IN
TEACHING VOCABULARIES USING ISLAMIC SONGS
(AT MTsN 2 MAKASSAR)**



Thesis

BY:

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**GRADUATE PROGRAM
MAGISTER OF ENGLISH LANGUAGE EDUCATION
MUHAMMADIYAH UNIVERSITY OF MAKASSAR
2022**

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Thesis

**In partial fulfillment of the Requirement
for Magister Degree**

Study Program

Magister of English Language Education

Written and Submitted by

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To

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THESIS

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Menyatakan dengan sebenarnya bahwa tesis yang saya tulis ini benar-benar merupakan hasil karya sendiri, bukan merupakan pengambilan tulisan atau pemikiran orang lain. Apabila dikemudian hari terbukti atau dapat dibuktikan bahwa sebagian atau keseluruhan tesis ini hasil karya orang lain, saya bersedia menerima sanksi atas perbuatan tersebut.

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ACKNOWLEDGEMENT

Alhamdulillahirobbil'alamin, all gratitude the researcher asks for God's presence, due to His abundance of grace and blessing so that the researcher could complete her thesis entitled "*A Narrative Inquiry of the English Teachers in Teaching English Vocabularies Using Islamic Songs at MTSN 2 Makassar*". It is one of the pre-requisite to achieve the Master degree at Muhammadiyah University of Makassar..

The researcher would like to dedicate peace and salutation to our prophet Muhammad p.b.u.h. He is not only as an ideal person but also as a mercy to all of nature. The researcher realized that this thesis was far from perfect, thus the researcher expects criticism and advice from the reader to complete this thesis. In addition, the researcher says thanks to all the people who have given support and prayers the researcher can get through it. The researcher also would like to express her gratitude to:

1. Her parents, Drs .H. Abd Rasyid Usman and Dra. Hj. Marhumah Rasyid, her husband Dr. H. Afifuddin, Lc., M.A, her children Aida Rifdatul Aisy and Azra Syafiqah and all of her family who always support her with their love.
2. Prof. Dr. H. Ambo Asse, M.Ag, the rector of Muhammadiyah University of Makassar,
3. Prof. Dr. Irwan Akib, M.Pd., the Director of Graduate Program of Muhammadiyah University of Makassar.
4. Dr.Radiyah Hamid ,M.Pd., The Head of Magister of English Education Study Program of Graduate Program of Muhammadiyah University of Makassar.

5. Dr.Ratna Dewi,S.S.M.Hum, the researcher's first supervisor. Thank you very much for her guidance, motivation, constant support, and her implausible idea in organizing this thesis.
6. Dr. Nur Qalbi S.S.M.Hum., as the second supervisor who has guided her with her immense insight, encouragement, and valuable supervision in writing this thesis.
7. Dr.Radiah Hamid M.Pd. as the first examiner, and Dr.Ummi Khaerati Syam, S.Pd.,M.Pd. as the second examiner. Thank you very much for their comments, incredible suggestions, and support for the researcher during the completion of this thesis.
8. All of lecturers of English Education study program for their magnificent academic knowledge over the years during the researchers' study.
9. Muh.Rafiuddin S.Ag., and Zubhan Zainuddin S.Pd. as subjects of this research. Thank you for being involved in providing a lot of information in this research and the big family from at MTsN 2 Makassar.

May God Allah SWT always blesses them all for their help and support that have been given during this process of completion. Without their assistance and sustenance, the researcher would not have been able to get to this point. In addition, the researcher hopes that this thesis can add insight to the readers, and can be useful for others.

Gowa, 28 August 2022

The researcher,

Azizah Rasvid

ABSTRACT

AZIZAH RASYID. *A Narrative Inquiry of the English Teachers in Teaching English Vocabularies Using Islamic Songs at MTSN 2 Makassar*, (Supervised by Ratna Dewi and Nur Qalbi).

This research aimed at finding out the teachers' teaching vocabularies process using Islamic songs at MTsN 2 Makassar, and the reflection of the teachers' experiences in teaching vocabularies using Islamic song.

This research employed a qualitative method focused on narrative inquiry data with 2 subjects of English teachers at MTsN 2 Makassar chosen through purposive sampling method. The data were collected by using interview and observation and it was analyzed by using Miles and Huberman theory.

The results of this research revealed that the teachers had different ways in teaching vocabularies classified into four phases: 1) class preparation was based on the lesson plan they made, prepared the song, the task, additional materials, and media. One of the teachers suggested that the category of Islamic songs is not always determined by the song which is sung by muslims, yet the messages can be associated with Islamic view in social life; 2) Pre-teaching, the teachers did warming up and stimulated the students to lead to the main activity; 3) whilst teaching, the teachers did main activities by using media, applied proper strategies, found out the moral value, and assessed the students' work; and 4) post-teaching, they concluded, motivated, and gave homework. Meanwhile the reflection showed that there were inhibited factors in teaching vocabularies such as the students' lack of motivation, inadequate infrastructure, unsuitable media, big number of students, got difficulty in pronouncing, classifying and stuck with unfamiliar words, lack of confidence and felt afraid of making mistakes. Moreover, similar results appeared on how they engaged the students to obtain the moral message from the songs. Conversely, they had dissimilar reflections in evaluating their strengths and weaknesses. The researcher recommends to use Islamic song in teaching vocabularies to inspire the students about part of speech, the moral message, or choose general song whose content is in line with islamic view.

Keywords: Narrative Inquiry, Vocabularies, Islamic songs, Moral Massage.

ABSTRAK

AZIZAH RASYID. *Inkuiri Naratif Guru Bahasa Inggris dalam Mengajarkan Kosakata Bahasa Inggris Menggunakan Lagu Islami di MTSN 2 Makassar, (Dibimbing oleh Ratna Dewi dan Nur Qalbi).*

Penelitian ini bertujuan untuk mengetahui proses guru mengajar kosakata menggunakan lagu-lagu Islami di MTsN 2 Makassar, dan refleksi pengalaman guru dalam mengajar kosakata menggunakan lagu-lagu Islami.

Penelitian ini menggunakan metode kualitatif yang berfokus pada data inkuiri naratif dengan 2 mata pelajaran guru bahasa Inggris di MTsN 2 Makassar yang dipilih melalui metode purposive sampling. Pengumpulan data dilakukan dengan wawancara dan observasi serta dianalisis dengan menggunakan teori Miles dan Huberman.

Hasil penelitian ini mengungkapkan bahwa guru memiliki cara yang berbeda dalam mengajar kosakata yang diklasifikasikan ke dalam empat tahap: 1) persiapan kelas didasarkan pada RPP yang mereka buat, menyiapkan lagu, tugas, materi tambahan, dan media. Salah satu guru berpendapat bahwa kategori lagu islami tidak selalu ditentukan oleh lagu yang dinyanyikan oleh umat Islam, namun pesan-pesannya dapat dikaitkan dengan pandangan Islam dalam kehidupan bermasyarakat; 2) Pra-pengajaran, guru melakukan pemanasan dan merangsang siswa untuk mengarah pada kegiatan utama; 3) selama mengajar, guru melakukan kegiatan utama dengan menggunakan media, menerapkan strategi yang tepat, menemukan nilai moral, dan menilai pekerjaan siswa; dan 4) pasca mengajar, mereka menyimpulkan, memotivasi, dan memberi pekerjaan rumah. Sedangkan refleksi menunjukkan bahwa terdapat faktor penghambat dalam pengajaran kosakata seperti kurangnya motivasi siswa, sarana prasarana yang tidak memadai, media yang tidak sesuai, jumlah siswa yang banyak, kesulitan dalam mengucapkan, mengklasifikasikan dan terjebak dengan kata-kata asing, kurang percaya diri dan merasa takut. dalam membuat kesalahan. Selain itu, hasil serupa muncul pada bagaimana mereka melibatkan siswa untuk mendapatkan pesan moral dari lagu-lagu tersebut. Sebaliknya, mereka memiliki refleksi yang berbeda dalam mengevaluasi kekuatan dan kelemahan mereka. Peneliti merekomendasikan untuk menggunakan lagu Islami dalam pengajaran kosakata untuk menginspirasi siswa tentang bagian pidato, pesan moral, atau memilih lagu umum yang isinya sesuai dengan pandangan Islam.

Kata kunci: Inkuiri naratif, Kosakata, lagu-lagu Islami, Pesan Moral

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CHAPTER I

INTRODUCTION

This chapter displays the background of the study, research questions, objective of the study, the significance of the research, and the scope of the study.

A. Background

Vocabulary is essential in mastering a foreign language such as English. As one of the language components, vocabulary is necessary for language mastery (Cahyono & Widiati, 2008). Vocabulary is central to English language teaching because without sufficient vocabulary students cannot understand others or express their own ideas. Having limited vocabulary is a barrier for learners in mastering a foreign language. For example, sometimes the students want to say something but they do not know how to say it appropriately, in other words If the students have limited vocabulary, they will find difficulties in understanding English. Brown (1987: 87) states that “the larger the vocabulary size one has, the better one’s performance in all aspect of English language work will be”. The exact choice of word and appropriate word are helpful to have a good communication in language. Vocabulary is one of the language components that can affect macro skills. As Nunan (1998: 101) states that vocabulary is a list of target language words.

One of the English teachers’ most important task is the improvement of their students’ English vocabularies, therefore the teachers should prepare and find out the appropriate techniques which will be implemented to the students. A good teacher should prepare himself or herself with various and up-to-date techniques. Teachers need to be able to master the English vocabulary teaching in

order to be understood by students, and make them interested and happy in the teaching and learning process in the classroom.

The teachers have to take into account that teaching English for young learners is different from adults. The teachers have to know the characteristics of his/her learners. They moreover need to prepare good techniques and suitable material in order to gain the target of language teaching.

In recent years there are many researchers had analyzed teaching vocabularies using audio lingual method with song for example:

Asyiah (2017) investigated the vocabulary teaching and vocabulary learning: This study was aimed to investigate how vocabulary teaching and learning are perceived by teacher and influences of students' vocabulary learning strategy on their vocabulary mastery. The findings showed that both teacher and students have positive response on vocabulary teaching and learning and The study also confirmed that there is a significant relationship between students' vocabulary learning strategy and their vocabulary mastery

The other researchers, Meliana, Umaemah, and Hidayat (2018) explored teacher's strategies in teaching vocabulary at grade tenth of SMK Sultan Agung Sumatra Barat. This study was intended to explore the types, the strengths, and the weaknesses of strategy applied by the teacher in teaching vocabulary at grade tenth of SMK Sultan Agung Sumber. The data were taken from observation and interview with the teacher and 5 students as respondents. Both observation and interview were to explore how the teacher applied strategies in teaching vocabulary during the learning process.

The result of the study exposed that the strategies applied by the teacher to teach vocabulary includes: 1) comprehending vocabulary in details; 2) memorizing vocabulary in every meeting; 3) dictionary use; and 4) teaching

vocabulary by using games. Researcher found that the most effective strategy in teaching vocabulary applied by the teacher is teaching vocabulary by using games.

In addition, Naralita and Azis (2020) did a research for using islamic songs and its impact in teaching English at an Indonesian Islamic university, this study aimed to fill this void and to investigate the impacts of utilizing Islamic songs in teaching English at an Indonesian Islamic university. The major findings showed that the use of Islamic songs gave positive effects on the students' comprehension, motivation, and class atmosphere. The incorporation of the Islamic songs in the teaching of English could enrich the students' knowledge of Islamic vocabulary.

Some previous researchers have conducted the researches about vocabulary teaching using islamic songs (Ivan and Indah, 2021). It was found from those studies that Islamic songs can be an effective way of teaching students, can encourage them to become actively involved in their learning, and give moral message to the students. Yanti, et.al (2019) found that islamic song is a good media because it is enjoyable and relaxing to get students' interest in learning and to boost up their enthusiasm in knowing Islamic knowledge by religious understanding. From the previous studies, it can be concluded that songs can make students relax and enjoy in the classroom. However none of the previous related literatures explored the narrative inquiry of the teachers in teaching vocabulary using Islamic songs.

Based on the preliminary research, the researcher chose to conduct a qualitative study of teachers' experiences in teaching vocabularies from Islamic songs. They picked Islamic songs due to some reasons. In particular, the structure of this qualitative study was shaped by the methodology of narrative inquiry

(Clandinin & Connelly, 2000). This study further concentrated on collecting “stories of experience” as data (Connelly & Clandinin, 1990). Story embodies the experiences of our lives and how we live, and stories thereby indicate our understanding of and interaction with things, people, and events. In this study the researcher will focus on the experiences of English teachers with a narrative inquiry of the teachers in teaching vocabularies using Islamic songs.

The theoretical implication of the research for Teaching English as Foreign Language (TEFL) written by Wati (2022) shows that the teacher can use song as literature in teaching their students from the lyrics of the Islamic songs, a teacher can convey the moral values/messages contained in the song to the students to practice. And from songs it can also enrich their vocabulary, and increase their skill in learning listening.

Thus, the researcher has done preliminary research about the teachers' experiences in using Islamic songs to teach vocabularies especially Harris J and Maher Zein's songs at MTsN 2 Makassar. Thus teaching has been carried out by two teachers who taught in grade VII, VIII and IX. Moreover, the researcher would explore more about how they teach vocabularies using those Islamic songs and their reflection after doing it. Hence the researcher would investigate it through the research entitled, *“A Narrative Inquiry of the English Teachers in Teaching English Vocabularies Using Islamic Songs at MTsN 2 Makassar”*.

B. Research Questions

Based on the background of the study, the researcher formulated the problem as follows:

1. How do the teachers teach vocabularies using Islamic song at MTsN 2 Makassar?

2. What reflection do the English teachers find in teaching vocabularies using Islamic song?

C. Objective of the Study

Based on the research questions, the researcher had the following purposes of the study to describe:

1. The teachers' teaching vocabularies process using Islamic songs at MTsN 2 Makassar
2. The reflection of the teachers' experiences in teaching vocabularies using Islamic song

D. Significance of the Study

The research was expected to give some benefits for the students, the teachers, and other researchers theoretically and practically.

1. Theoretical Significance

The finding of this research enriched the theory of teaching vocabularies using song under the discipline of Applied Linguistics.

2. Practical Significance

- a. For English teachers, the result of the study can help them teaching vocabularies using Islamic song to improve the students' vocabulary.
- b. For student, the result of this research enriched student' experiences in increasing vocabularies using Islamic song
- c. For the researchers, the result of the research can be as reference in doing research in improving vocabularies using Islamic song.

E. Scope of the Study

In this research, the researcher limited her research to the teachers' process in teaching vocabularies written in Islamic songs' lyrics of the songs of Harris J namely "Good Life" and Maher Zein's songs such as "Insya Allah", "Alhamdulillah", and "Ramadhan" by telling teaching preparation, pre teaching, whilst teaching, closing which focused on adjective, noun, verb, and moral message and teachers' reflection in teaching vocabularies through Islamic songs.



CHAPTER II

REVIEW OF LITERATURE

This chapter consists the verse of Qur'an and prophetic tradition (hadits) related to the content analysis of narrative inquiry of the English teachers in teaching English vocabularies using islamic songs at MTSN 2 Makassar, theoretical framework, review of related studies, and conceptual framework.

A. Al-Qur'an and Hadith

Regarding about the research, in this life it is obligated to all of Muslims to spread goodness or enjoin what is right and forbid what is wrong. Allah SWT says in the Holy Qur'an Surah Ali Imran: 110:

كُنْتُمْ خَيْرَ أُمَّةٍ أُخْرِجَتْ لِلنَّاسِ تَأْمُرُونَ بِالْمَعْرُوفِ وَتَنْهَوْنَ عَنِ الْمُنْكَرِ وَتُؤْمِنُونَ بِاللَّهِ
وَلَوْ ءَامَنَ أَهْلُ الْكِتَابِ لَكَانَ خَيْرًا لَهُمْ مِّنْهُمْ الْمُؤْمِنُونَ وَأَكْثَرُهُمُ الْفَاسِقُونَ

Meaning: You are the best nation produced (as an example) for mankind. You enjoin what is right and forbid what is wrong and believe in Allah. If only the people of the Scripture had believed, it would have been better for them. Among them are believers, but most of them are defiantly disobedient.

This verse emphasizes the role of the teachers in spreading goodness or enjoining what is right and forbidding what is wrong in the field of education. Furthermore, Prophet Muhammad p.b.u.h. says in his hadith that Allah makes a path to Paradise easy, and indeed the angels lower their wings in approval to the one seeking knowledge:

‘طَالِبُ الْعِلْمِ تَبْسُطُ لَهُ الْمَلَائِكَةُ أَجْنِحَتَهَا ضَائِمَاتٍ طَلَبُ

It is illustrated that “A man from Al-Madinah came to Abu Ad-Darda when he was in Dimashq. He replied: ‘A Hadith reached me which you have narrated from the Messenger of Allah (ﷺ).’ He said: ‘You did not come for some need?’ He said: ‘No.’ He said: ‘Did you come for trade?’ He said: ‘No, I did not come except seeking this Hadith.’ So he said: ‘Indeed, I heard the Messenger of Allah (ﷺ) saying: “Who takes a path upon which he seeks knowledge, then Allah makes a path to Paradise easy for him. *And indeed the angels lower their wings in approval to the one seeking knowledge.* Indeed forgiveness is sought for the knowledgeable one by whomever is in the heavens and whomever is in the earth, even the fish in the waters. And the superiority of the scholar over the worshiper is like the superiority of the moon over the rest of the celestial bodies. Indeed the scholars are the heirs of the Prophets, and the Prophets do not leave behind Dinar or Dirham. The only legacy of the scholars is knowledge, so whoever takes from it, then he has indeed taken the most able share. — Jami` at-Tirmidhi 2682

B. Definition

1. Narrative inquiry

Narratives, or personal stories, are part of everyone’s identity. They accompany through out our life journey. Narratives are kaleidoscopes of individual and collective experiences that become living history. They are windows to understanding self and others-connectors to the past, present and future. Narratives are “a primary act of mind”(Hardly, 1987: 1), and portals to other universes. “Narrative inquiry” is a term that refers, in part, to narrative analysis. To a certain degree, it acts as a lens through which an experience

can be examined. It also serves as a reflective tool for raising consciousness and distilling meaning.

Narrative inquiry begins with a personal experience in the form of a told story. For narrative researchers, “the story is one if not fundamental unit that accounts for human experience” (Pinnegar & Rosiek, 2007: 4). Narrative inquiry as a field of study has pollinated numerous discipline.

Beginning in twentieth century, narratology found application in literary analysis. Later, in the 1960s, it extended to psychology sociology, cognitive science, qualitative research, the humanities and education (Riessman & Speedy, 2007: 426-427). Moreover, each of these disciplines has employed narratives as a powerful tool to tap into the meaningful substance of human experience.

Narratives exist “not only as the object of study, but also as the mode of study to illuminate experience, thought, consciousness and identities” (Schaafsma & Vinz, 2011: 24). In the narrative field, the terms “narrative” and “story” can be used to frame different procedures. Narrative has been defined “as a kind of discourse in which a precise timeline is provided through expressing the story, made up of discrete moments which events take place (Cortazzi, 1993: 58).

In other words, it is a series of related but not necessarily continuous set of events. Story, conversely, “concerns specific events which occurred at specific times of narration” (Polanyi, 1982: 511). In this latter case, story refers to an isolated yet completed occurrence. However, not all narrative practitioners follow this delineation.

In many cases, as in this work, the terms narrative and story are interchangeable. One other significant difference with regard to narrative is ‘context’ which the lived account is told by whom and for what purpose, the condition (time, place, audience, limitation, preconditions, and learning objectives), method of delivery version told, and backstory.

As defined in this paper, narratives are vignettes of lived experience, personal stories that have deep and often unexplored meaning connecting people and facilitate learning. Within the field of language acquisition, narrative inquiry can facilitate as an effective student centered approach. It is an alternative method to behavioristic models, i.e. direct translation, audio-lingual method, and total physical response.

Narrative inquiry was inspired, in part, by language educators and researchers like Madeline Ehrmann and Earl Stevick who advocated that a classroom is not just for conveying content or information in pursuing strictly “language goals,” but also for attaining deeper aims and exploring life goals where language acquisition becomes a platform for “educating learners to live more satisfying lives” (Arnold & Brown, 1999: 3).

2. Teaching Vocabulary in Islamic Songs

a. The Definition of Vocabulary

English vocabulary should be mastered by EFL learners because we can speak or write fluently if we know the spelling of words and understand the meaning of them. By understanding many English words, EFL students can also communicate with other people fluently and express their opinion or ideas conveniently. The problem that usually students did is a lack of vocabulary when they are using foreign language.

Kridalaksana (2008) stated that vocabulary is a component of a language that maintains all of information about meaning and using word in a language. Mastering English words is very important language skill, because it will influence toward the capability in English usage. Each EFL student should understand them and know the spelling of them.

Hatch & Brown (1995:1) expressed that the term vocabulary refers to a list or set of words for particular language or a list of words that individual speakers of language use. Allen French (1983:4) stated that the choice in vocabulary selection and methods used in teaching vocabulary are important factors. EFL students need a process of learning in context to get the meaning of words. Because vocabulary is a fundamental component of second language proficiency; one of the primary goals of language learning is to know the meanings of the words. It is needed to communicate successfully in the second language.

Nunan (1998: 118) said that the important element in acquiring second language is how to develop vocabulary. He also stated that vocabulary is the total numbers of words, a list or set of words in a particular language that a person knows or uses. It is more than grammar for communication purpose, particularly in the early stage when students are motivated to learn the basic words. Students will get some difficulties in using English, if they have a lack of English vocabulary mastery. Vocabulary mastery can be measured by the requirements of generalization (being able to define words) and application (selecting an appropriate use of it).

3. The Nature of Vocabulary

In learning language, there are several aspects that should be considered. Those aspects involve four language skills (reading, listening, writing and speaking). In order to be able to master all of those aspects, at the same time, a

learner should be able to master the language components including grammar, pronunciation, and vocabulary.

Dealing with the focus of this research, vocabulary plays important roles in the way students learn language. Asbeck (2012: 6) defined vocabulary as “having knowledge of words and word meanings.” Al-Hammad (2009) defined vocabulary as “the body of words used in a particular language.” It can be simply defined that vocabulary is the words and all of those meanings in a certain language.

As a foreign language learner, mastering vocabulary as much as possible will give numerous advantages. When the learners are studying how to write, for instance, they should know at least some common vocabulary as a medium to deliver their ideas. This phenomenon also happens in the speaking activity. Before speaking, the speakers should know some vocabulary to convey their ideas. From those examples, it can be concluded that vocabulary is one of the important foundations to master a certain language.

4. Teaching Vocabulary

In a teaching learning activity, there must be several materials that are taught. Those materials become the content of the certain subject. In an English teaching learning activity, for instance, the students are taught how to understand the content of the texts, how to write in a good way, and how to speak in a proper way. The teachers can use certain texts to teach reading, or videos to teach speaking. However, at the very first phase of language learning, teaching vocabulary is very crucial.

Rosa & Eskenazi (2011: 76-80) said that the insufficient teaching materials and principles, and the confusing theories of vocabulary, which are more

likely to decrease the vocabulary and study, appear to be influenced by material complexity. Addition of that, media inappropriateness, teaching attractiveness, and evaluation objectivity (Prastiyawati, 2008)

In the elementary school level, the teachers usually start teaching foreign language by inviting the students to understand the meaning of vocabulary. Put simply, teaching vocabulary deals with how the teachers make the students memorize the certain amount of words and their meaning. In this activity, the teachers introduce some words and their meaning as well. The students' task is to memorize them, and then understand the use of those words. There are several steps of teaching vocabulary, but the one that is most done by the teachers is by repeatedly pronouncing and writing the words to familiarize the students with either the correct pronunciation or spelling.

According to literatures classify vocabulary teaching approaches into implicit and explicit vocabulary teaching. Implicit vocabulary teaching refers to a procedure of teaching in which language learners unconsciously, indirectly and contextually learn the vocabularies. The learners of vocabulary who are applying such approach always learn naturally. Based on this point Ellis (1994) and Choo, Ai Lin, and Pandian (2012: 55, 852-860) argued that the implicit learning viewed as process of learning through a natural and simple procedure without any conscious operation

The implicit vocabulary teaching takes a lot of time. Therefore, the English teacher is required to prepare attractively the operation of the teaching and learning. An unprepared teaching and less attractive interaction will lead to confusion in the classroom. Reviewed by Chu-Min and Hsiu-Tin (2003: 143-163), the implicit learning showed a positive association with multiple domains, such as artificial grammar learning, sequence learning etc.

Dakun (2000) describes that explicit vocabulary teaching is a conscious process of mastering the vocabulary. There has to be a direct and systematic procedure and awareness toward the objectives of vocabulary learning.

The form based explicit teaching refers to the process by which form of the vocabulary, like its free morphemes, bound morphemes, and spelling are directly taught to the students. The meaning based explicit teaching is understood as a procedure where the meaning of an intended vocabulary is taught. Finally, the rule based explicit teaching is related to a teaching of vocabulary based on the rules of the vocabulary being learned.

In the researcher's perception, the method of teaching vocabulary using demonstrations or audio visual media, such as films or songs is very closely related to the explicit based approach of teaching vocabulary. The teacher gives material in the form of impressions or text that is displayed in the song, and then the teacher explain its meaning and use in other context.

In teaching vocabulary through song, Murphey (1992:9) suggested the following procedures: Listening to the song, singing, humming, whistling, tapping, and snapping fingers while listening. After that singing without listening to any recording, talking about the music, talking about the lyrics, talking about the singer/class, and talking about video clips. The next step is using songs and music to set or change an atmosphere or mood, and using music to create a social environment, form a feeling of community, dance, make friends and lovers. Afterwards, reading about the production, performance, effect, authors, producers, audiences of music and songs, using music in dreams, using music and song to

make internal associations between the people, places, and times in our lives, so they become the personal soundtrack of lives.

When Vitasmore & Candra (2019) did action research, they did planning, acting, observing, and reflecting. In planning, they prepared the lesson plan, LCD and animation cartoon, name of animals, the observation sheet and the students self-assessment sheet. In acting, they applied animation cartoon in teaching vocabulary, explained the topic, gave warming up, turned on LCD and introduced the new words and showing animation cartoon, repeated name kinds of animals. After watching together some times, teacher showed picture and got the students to answer based on the picture to check their memorization without scoring the students' answer. In observation, the students enjoyed teaching learning process, practiced without being asked by the teacher, and memorized the new word faster. In reflecting, the students enjoyed teaching learning process, memorized vocabulary faster, showed a greater participation, still had bad pronunciation, and had less confidence.

5. Types of Vocabulary

Hay craft quoted by Hatch & Brown (1995) divides two kinds of vocabulary, namely receptive and productive vocabulary

a. Receptive Vocabulary

Receptive vocabulary is words that the learners recognize and understand when they occur in context, but which cannot produce correctly. It is vocabulary that the learners recognize when they see it in reading context but do not use it in speaking and writing. The receptive vocabulary is also called a passive process because the learner only receives thought form others. In language application, the

receptive vocabulary is considered the basic vocabulary. It is much larger than productive vocabulary because there are many words recognized when the learner hears or reads but do not use when he speaks or writes. In these respects, Richards and Rodgers (1987: 308) give a profound explanation that the listening vocabulary is larger than speaking vocabulary and similarly to the reading vocabulary that is relatively larger than writing vocabulary.

b. Productive Vocabulary

Saniago Dakhi and Tira Nur Fitria (2019) write, productive Vocabulary is the words, which the learners understand, can pronounce correctly, and use constructively in speaking and writing. It involves what is needed for receptive vocabulary plus the ability to speak or write the appropriate time. Therefore, productive vocabulary can be addressed as an active process, because the learners can produce the words to express their thought to others.

In term of vocabularies, there is part of speech which is learnt by the students such as:

a. Verbs:

Verb is a verb in the form of Verb 1, Verb 2, Verb 3, and Verb-ing

a. Regular/Irregular

Regular verbs are regular verbs whose Verb 2 and Verb 3 end in –ed

Example: Stay – stayed - stayed

Meanwhile, irregular verbs whose forms Verb 2 and Verb 3 are irregular
(erratic)

Example: Drink – drank – drunk

b. Verb patterns

1. Transitive/Intransitive

Transitive verbs are verbs that require an object. These verbs are used in both active and passive sentences.

Example: eat, drink, write, call, repair, etc.

Transitive verbs consist of verbs that have:

a. Verbs with 1 object

Example: I eat rice

b. Verb with 2 objects (direct object "D.O" and indirect object "I.O")

Example: He bought her a book
I.O D.O

Intransitive verbs are verbs that do not need an object. This verb can be used in active sentences but not in passive sentences.

Example: sleep, swim, stand, sit, go, etc

1. Verb + Object + W-H question word

Example: I asked them where to go

He showed us what we want

2. Verb + object + infinitive

Example: She asked everyone to leave

They told us to wait outside

3. Verb + (object) + (that) clause

Example: They told me (that) it was so nice

He said (that) we had been together

4. Verb + (object) + preposition

Example: He on paying the bill

They blamed the driver for the accident

b. Adjectives:

Adjectives are adjectives used to describe nouns and are usually placed before the noun, after to be in nominal sentences, and after stative verbs.

Example: If in word order (word placement rules) if several adjectives meet, then the arrangement is as follows:

1. Adjective

Example: Happy, tall, sad

2. 'Scale' and 'limit' adjective

Example: That house is big but this one is huge (big = besar— huge = besar sekali)

3. Participle

Example: He was exhausted because the job was exhausting

4. Quantitative

Quantitative is usually used to explain the number of both countable/uncountable nouns or positive, negative or interrogative sentences.

Example: There are many people in front of the field

She only has a few friends

5. Distributive

Distributive consists of: all, each, every, everyone, everybody, everything, both, neither, either.

Example: Each/everyman knows what to do

All the people in the room clapped

6. Adjective after verbs

Verbs followed by adjectives are 'stative verbs/linking verbs' which are related to sense (sense): (seem, appear, look, sound, taste, feel, prove, smell, become).

Example: You look happy today but she feels sad

The food smells good and tastes yummy.

c. Nouns:

Nouns can function as subject, object, complement, and object of preposition. Nouns consist of:

1. Jobs/Occupations: Jobs/positions/profession

Example: architect, president, police, barber, etc

2. Common nouns consist of,

- Countable nouns: (objects that can be counted) consist of Singular/Plural (singular and plural)

Example: book – books (regular) / Child – children (irregular)

- Uncountable nouns (objects that cannot be counted)

Example: water, butter, milk, etc

3. Proper nouns

Example: Mr. Jack, Maryam, Makassar, Sunday, August, etc

4. Abstract nouns

Example: beauty, charity, courage, etc.

5. Collective nouns

Example: crowd, team, flock, swarm, etc

6. Partitives:

Example: a glass of water, a slice of bread, a gang of youth

7. Gerund (Verb-ing) as noun “this will be explained further in book 3”

Example: Singing makes me happy

The others are pronouns, prepositions, conjunctions, and interjections. Meanwhile, in this case the students learn the vocabularies through the songs that their teacher gives.

Zhang, et.al (2017) illustrated kinds of verbs as the descriptive action verb (DAV) represents the most concrete level. This group of words depicts things concretely through the action verbs (e.g., hug). Interpretive action verbs (IAV)

and state verbs (SV) are more abstract than DAVs; they indicate verbal descriptions and interpretable meaning. The difference between IAV and SV is that SV associates with less overt actions, such as envy (SV) versus cheat (IAV). The most abstract group is labeled as adjective (Adj), aiming to characterize the traits. One example is “aggressive”. Apart from the linguistic category model which essentially deals with verbs and adjectives, stress that nouns could be classified as adjectives in some circumstances, inasmuch as nouns can “refer to actions, objects, and situations” just like adjectives.

6. Islamic English Song

The Islamic English Song is one of the efforts to get wider audience not only from Indonesia but also from international audience. For example, Islamic English song lyrics sung by Harris J namely “*Salam alaikum*”, Snada namely “My Pray” and “Where Are You Going” from SNADA’s song albums, Maher Zain namely “Always be there” and Zain Bikha namely “Pillars of Islam” to understand and explain more on their contents and meanings including the Islamic values, vocabularies, and messages as well as the functions and purposes of the Islamic lyrics related to Islamic da’wah. From the songs, the students are instructed to find out the verbs, nouns, adjectives, or even the moral message.

Guglielmino states, “Songs bridge the (brain’s) hemispheres, strengthening retention through a complementary function as the right hemisphere learns the melody, the left, and the words.”

Obviously, song itself cannot teach someone a new language but it can aid to develop the language. As Horn (2007) has noted that singing in the classroom

is not intended to replace valuable speaking techniques. It is an additional and enjoyable way of presenting language imaginatively.

Teachers found that singing islamic song is a good media because it is enjoyable and relaxing to get students' interest in learning and to boost up their enthusiasm in knowing Islamic knowledge by religious understanding (Yanti, et.al, 2019). Therefore, it is recommended to apply Islamic song to make the students feel relaxed, pleased, and passionate to learn about their religion especially Islamic teachings.

Many materials have been designed to use songs to teach vocabulary, syntax, and objective of discussion because song in foreign language classes maybe use to motivate students and to create a more relaxing foreign language classes. There is nothing more rewarding for a teacher, than seeing their students smile and laugh while they learn. The same can be said for students. Students who are taught in a fun and creative way, love coming to class. Using music in the classroom is a great way for teachers to achieve success with second language learners. Song is a piece of music for accompanied or unaccompanied voice or voices or, "the act or art of singing," but the term is generally not used for large vocal forms including opera and oratorio.

Islamic English video song is a media for English language learning which contains of Islamic lesson that served in English song and packed in a video. Islamic English song video is one of learning media in teaching English language especially for the Muslim students because it contains Islamic values.

Video is one of Audio visual technology. Arsyad (2015) explained that audio-visual technology is the way to produce or deliver the material by using electronic and mechanical machines provide audio and visual massages. In the other word, the audio-visual technology is the combination of audio technology

like sounds, and visual technology such as pictures and words. Thus, video is one of media that contains of audio and visual technology. Therefore, video song is the combination of picture.

7. Moral Message

In term of moral message or value, Yeni (2017) explained “Moral” understanding comes from the Latin word *mores* the plural of “*mos*” which means “custom”. While in the Indonesian language, morals are defined as moral. Morals are matters that conform to generally accepted ideas about human actions, which ones are good and which ones are natural. *Lickona* the person who has good character means he/she has good moral knowledge, has good moral feeling, and always do the good action. The essence of moral development and religious values include:

- 1) Education of faith and worship, meaning that from an early age the problem of faith should be firmly planted in the child, as well as worship practices have also begun to be accustomed by educators trained in the child;
- 2) Moral education, meaning that early on the child should be introduced and accustomed to speak the word, attitude, and behavior politely and introduced the virtues of praiseworthy nature.

The text in the lyrics of a song that has been sung are a language of meaning. The meaning of the lyrics can be various, like message, story, advise, or value. The meaning can be delivered such as moral and educational values. Moral

value is all things or aspects that regulate human life to always doing well in his life that has been arranged in religion or culture.

Educational value is something that developing the fundamental intellectual and emotional person to become a better life that comes from self. Hence, if the moral value leads to a rule of social life, then the educational value leads to larger scope that are development of personality in intellectual, social, emotional, and spiritual. Moral is matter of good or bad deeds in his life. Moral on the issue is an ethical norm or better known by rules that are considered high by the considered high by the community that most believe. Moral are closely related to commendable actions, while bad ones are called acts that are not good or immoral. Other observers also say that a moral action can be evaluated that has the potential to be good or bad. He also said that something moral could be declared good (Wati, 2022).

C. Review of related studies

Some researchers have conducted previous studies related to the object of this study, although they have not been studied in full and in detail on the use of Islamic songs.

Suryana, Hidantikarn et.al (2021) studied a narrative inquiry of language teachers' perceptions and experiences in using WhatsApp during New Normal Post-Covid-19 era. It was revealed from the narrative inquiry that WhatsApp is a popular learning medium and the use of WhatsApp in distance online learning during New Normal Post-Covid- 19 era in SMA Maarif Yogyakarta and really

effective compared to other learning media such as Google Classroom or Zoom, and the language teachers give positive reactions regarding the application.

A narrative inquiry of a student-teacher's emotions and identities in teaching practicum was explored by Yuan and Lee (2016) in their research. The findings show that while Ming experienced some negative feelings in his work, which challenged his self-belief as a teacher, the positive emotions derived from his students' progress and recognition contributed to his teacher identity. However, due to the constraints imposed by his mentor and the school context, his negative emotions gradually escalated, posing severe impediments to his teacher identity. This research argues for the inclusion of teacher emotions as an indispensable part of pre-service teacher education.

The use of Islamic song in teaching English at Solihuddin elementary school is perceived to give positive energy to students so they feel happy and help students enjoy learning English in classroom until they not bored in learning. The researchers found that the advantages of using islamic song in teaching and learning English are (1) Delivering language of religion, (2) Motivating students and (3) Developing brain and language (Yanti, et.al, 2019).

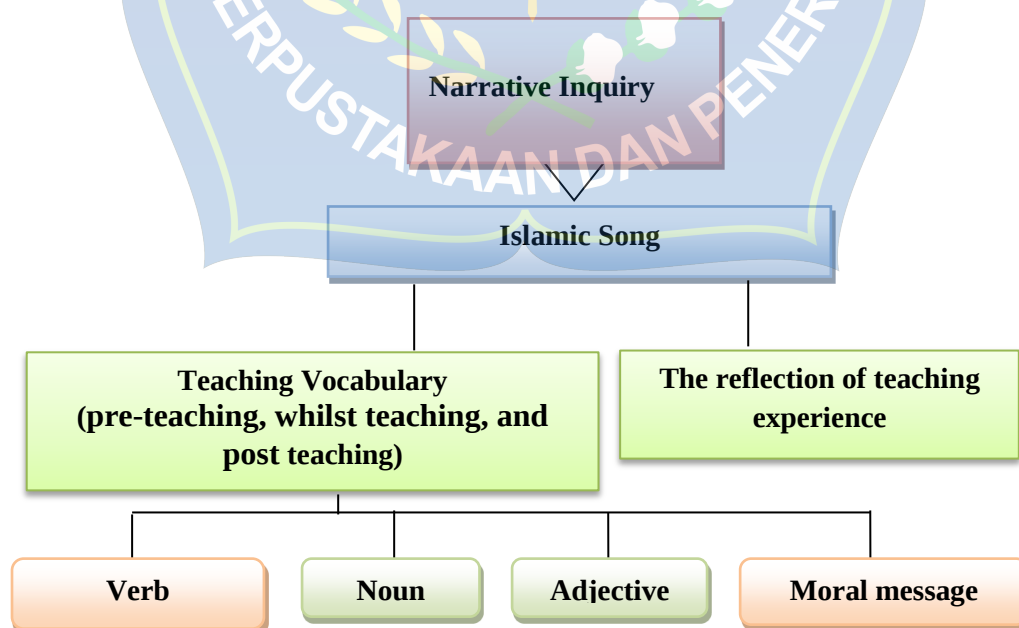
Some researchers have conducted studies related to the effectiveness of using songs in improving the students' vocabulary. Utami (2021), Latif (2020), Rahmasari (2020) and Purnamasari (2020) found that the use of song media is more effective and has a significant effect than the use of conventional media in increasing the students' vocabulary. Furthermore, Moto, et.al (2021) revealed that

instead of the use of song, game gave a significant impact on enhancing students' vocabulary number.

Moreover, et.al (2021) found that English songs have a role in the vocabulary learning of students. Listening to English songs not only makes them relax and enjoy but can also enrich their vocabulary and tell them how to pronounce a word in English.

Base on the literature review on previous and related studies,the research considers that this thesis research,which has the theme of using Islamic songs as a media for learning English,especially vocabulary,has not been studied before.Moreover,the researcher discussed it from the perspective of the teacher's experience in the classroom through narrative inquiry,by revealing the steps and steps of learning as well as reflections on the vocabulary learning strategies.

D. CONCEPTUAL FRAMEWORK



This research is under the discipline of Applied Linguistics which focuses on narrative inquiry. Moreover, it focused on the teachers' narrative inquiry in teaching vocabularies (verbs, nouns, and adjectives) and the moral message by using Islamic song in the classroom, especially the songs of Harris J and Maher Zein which have been used by the teachers in teaching the students to find the vocabularies in the songs such as verbs, adjectives, nouns, and moral message.

To obtain the data, the researcher used observation and interview. The observation was conducted for checking the teachers' procedures in teaching vocabularies by using Islamic song, and compared it with the lesson plan they made. Furthermore, to gain more detail information, the researcher used interview to confirm about the teaching procedures and to find out about their reflections in teaching vocabulary using Islamic song.



CHAPTER III

RESEARCH METHOD

This chapter displays the explanation of research design, research subject, research instrument, data collection, and techniques of analyzing the data.

A. Research Design

In this research, the researcher used the qualitative research and focused on narrative inquiry (data) of the teachers in teaching vocabularies using Islamic song at the second semester of MTsN 2 Makassar. In this research, the researcher concentrated on the process and experiences of the teachers which took an effect. In short, it was used to know the teaching learning process in teaching vocabularies with Islamic song and teacher's experiences in teaching vocabulary using Islamic songs especially the songs of Harris J and Maher Zein which have been used by the teachers in teaching vocabulary.

B. Research Subject

The subjects of the research were English teachers of MTsN 2 Makassar who taught English vocabulary using Islamic songs, namely teacher 1 (T1) who taught in the classes VIII and IX while teacher 2 (T2) taught in the class VII. In choosing the subjects, the researcher applied purposive sampling since they taught vocabularies and used Islamic songs in teaching the lesson especially the songs of Harris J namely "Good Life" and Maher Zein's songs such as "Insyah Allah", "Alhamdulillah", and "Ramadhan".

C. Research Instrument

The researcher used two instruments, they were direct observation and interview which aimed to gather information about the teachers' experiences in term of the teachers' procedures in teaching vocabulary using Islamic song in the

classroom in story form. Furthermore, the researcher interviewed the teachers to get their reflection in teaching vocabularies using Islamic songs.

D. Data Collection

In this research, there were some steps conducted with intention of gaining the data from the beginning until the end of the teaching learning process. Therefore, in this research, the researcher implemented observation and interview as the data collection technique for this research. The steps of collecting the data are elaborated as follows:

- **Observation**

Observation was used properly in the research which related to teaching learning interaction, students' behavior, and group interaction. In this process, the first information was gotten by observing the teacher and the students in the research site. Adler & Adler (2009:523) state that observation is one of the fundamental foundations of all data collection methods in qualitative research, especially concerning the social sciences and human behavior. The point is that observation is a process of systematic observation of human activities and physical arrangements in which these activities take place continuously from the locus of natural activity to produce facts. Morris (1973:906) defines observation as the activity of recording a phenomenon with the help of instruments and recording it for the scientific or other purposes.

Thus, the observer or researcher uses all five senses to collect data through direct interaction with the persons being observed. Observer must witness firsthand all the events or phenomena being observed. No the general principle in conducting observations is that the observer of the subject gives certain treatment to the observed, but allow the subject bein observed to speak and act in the exact

same way as their daily lives. Because of that, the researcher considers observation to be an appropriate method to explore the teacher's experience in teaching vocabulary in the class.

In this research, the researcher used direct observation. The researcher observed the teachers in the process of teaching vocabulary with Islamic songs, including how they prompt the students to grasp vocabularies, such as adjective, noun, verb, useful expressions, and how the students got the moral message from the song. Moreover, the researcher compared the observation with the lesson plan made by the teachers.

- **Interview**

Interview was conducted to two teachers to exchange information and idea through question and responses, resulting in communication and joint construction of meaning about a particular topic. Interviewing provided the researcher a mean to gain a deeper understanding of how the participant interpreted a situation or phenomenon that had been gained through observation.

Newman (2013:71) states that interview is one of the most commonly used data collection method in social research. This method is used when the respondent and the researcher are face to face in the process of obtaining for primary data purposes. Interviews are used to obtain information related to facts, beliefs, feelings, desires and so on that is needed to fulfill the research objectives. Interviews require that both the researcher and the subject of the study meet and interact directly and actively in order to achieve the objectives and the data obtained are good and accurate.

Based on the above theory, in narrative research, interviews are very important and are more relevant data collection method than other methods. Here, the researcher finds data on respondent's experiences which narratively describe

their activities and feelings deeply and openly. Interviews can usually reach deep interactions with research subjects from the surface to a form of detailed and in-depth information that is rich and touches the thoughts and feelings of researcher subjects.

In this research, the researcher did in-depth interview to the teachers to get the data about the learning process of vocabulary teaching by using Islamic song (after observation). Furthermore, the researcher collected the data from interview about teachers' reflection in teaching vocabulary by using Islamic song. The researcher analyzed and made reduction from the interview, after that the result was reported based on the narrative inquiry approach.

The interview used in collecting the data from the teachers. The teachers were asked about her opinions of the activity process including problems faced in the use of Islamic song in teaching vocabulary.

E. Technique of Data Analysis

Data analysis is the process of organizing the data in order to get the pattern of other explanations from, whereas data interpretation is the process of giving meaning to the result of data analysis. To make derived from findings to be created as a good language, the researcher employed qualitative techniques of data analysis taken from Miles and Huberman (2014), it is elaborated as follows:

a. Data Condensation

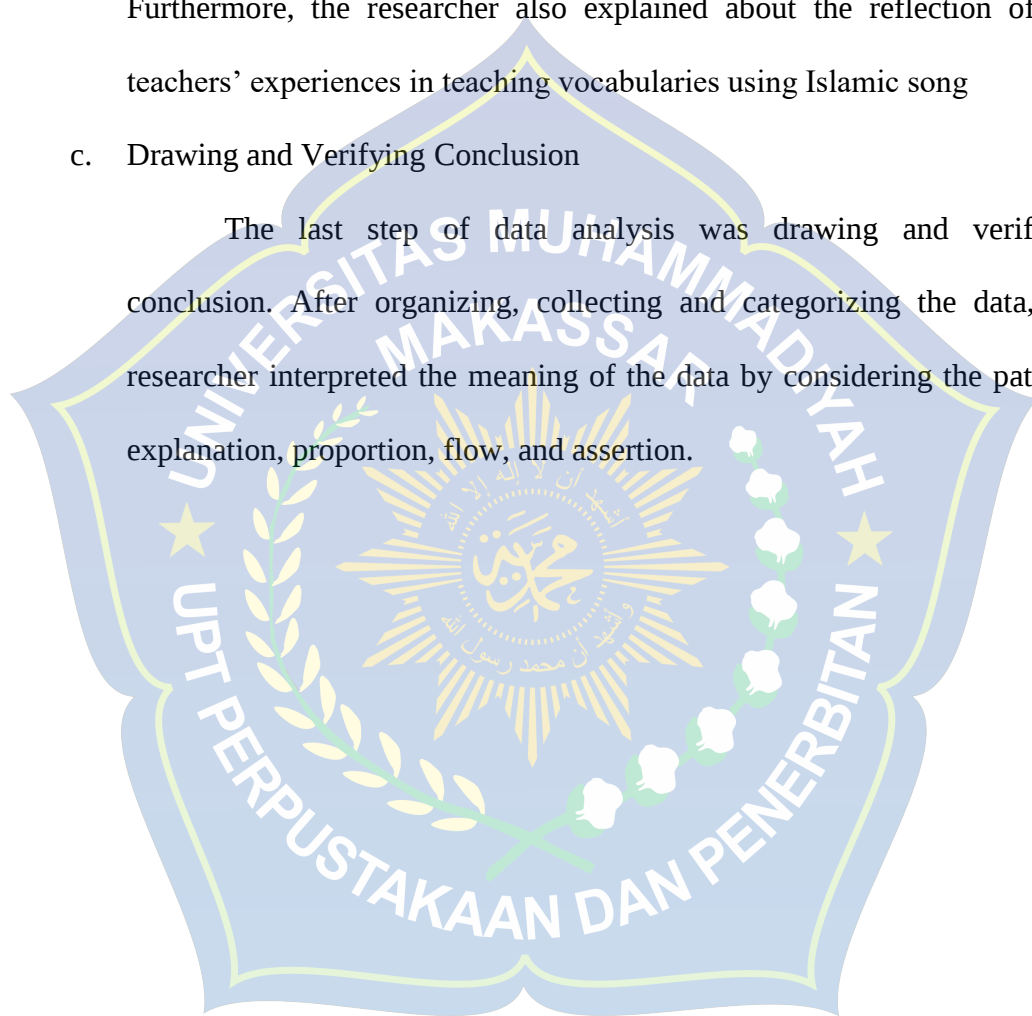
In this step, the researcher was focusing, simplifying, selecting, abstracting, and transforming the data collected through interview.

b. Data Display

In this stage, the presentation of this data was a narrative and it explained about the narrative inquiry of the teachers' teaching vocabularies process using Islamic songs at MTsN 2 Makassar. Furthermore, the researcher also explained about the reflection of the teachers' experiences in teaching vocabularies using Islamic song

c. Drawing and Verifying Conclusion

The last step of data analysis was drawing and verifying conclusion. After organizing, collecting and categorizing the data, the researcher interpreted the meaning of the data by considering the pattern, explanation, proportion, flow, and assertion.



CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presents the findings and discussions about the teachers' steps in teaching vocabularies using Islamic songs and the reflection of the teachers' experiences in teaching vocabularies using Islamic song at MTSN 2 Makassar.

A. Findings

1. Teachers' Steps in Teaching Vocabularies Using Islamic Songs

Regarding the steps in teaching vocabularies, the researcher categorized it into three parts namely pre-teaching, whilst teaching, and post teaching phases. The findings are displayed as follows:

a. CLASS PREPARATION

In preparing the class, the teachers did prepared the lesson plans, chose appropriate song, prepared the task, and provided the media. Those preparations are illustrated as follows:

Preparing lesson plan

Both teachers prepared their lesson plans and the Islamic songs before teaching. They did different procedures and approaches in teaching vocabularies using Islamic song. They had different procedures of preparing the Islamic song to teach vocabularies.

The procedures of preparing Islamic songs to teach vocabularies related to the steps applied by the teachers are shown in the lesson plan. For example, T1

used a well known Islamic songs were obtained from Youtube, Spotify, and the other applications. He said:

Yaaa tentu kita harus susun dalam bentuk RPP yang pertama, kemudian kita cari lagu yang sebisa mungkin eeh.. diketahui atau biasa didengarkan oleh kebanyakan siswa melalui Youtube, Spotify atau aplikasi lainnya (Yes, of course we have to arrange it in the form of the first lesson plan, then we look for songs that as much as possible are known or commonly listened to by most students through Youtube, Spotify or other applications)

(Interview RF, 04 April 2022)

Meanwhile, T2 did the following procedures in teaching vocabularies through Islamic song. Obviously, he also referred to the lesson plan he arranged. And then, he chose the medium song which is not too fast or not too slow. After that, he asked the students to listen to the song which he expected that the song was new for them. Afterwards, the students were instructed to fill the missing lyrics. After doing the exercise, the students classified the vocabularies into some categories such as verbs, adjectives, nouns and adverb. Finally, he inquired the students to create some sentences by using the words that they have obtained from the words classification. Those procedures are pointed out by T2 in the following comments:

jadi yang pertama, saya lihat dulu...RPP nya seperti apa yang dipakai, (So the first one, I'll see first...what kind of lesson plan is used)

(Interview ZB, 01 April 2022)

Setelah itu saya perdengarkan lagunya. Nah.. kalau mereka belum pernah mendengarkan lagunya seperti apa yaa Allhamdulillah, berarti ini menjadi salah satu inovasi baru buat mereka (after that I listen to the song. Well.. if they have never listened to the song, what kind of song, Allhamdulillah, it means that this is one of the new innovations for them)

(Interview ZB, 01 April 2022)

Setelah itu saya membuat apa namanya...*missing lyric* (After that I made up what it's called *missing lyric*)

(Interview ZB, 01 April 2022)

Yang dilakukan terakhir setelah mereka menemukan kata-katanya, tidak langsung selesai. Oke selesai! Cocokkan..setelah selesai, mereka harus mengklas-kelaskan katanya masuk kategori apa? Ini pak masuk dikelas kata sifat, ini masuk dikelas kata tempat, kata keterangan...ini yang dinamakan kata benda. (the last thing they did after they found the words, didn't finish right away. Okay done! Match it.. after they are done, they have to classify what category they say it belongs to? This, sir, is in the adjective class, this is in the place word class, adverb... this is what is called a noun.)

(Interview ZB, 01 April 2022)

Tapi paling sering saya suruh buat kalimat. (But most of the time I told them to make sentences)

(Interview ZB, 01 April 2022)

Choosing appropriate song

In delivering the lesson, the teachers had some reasons in selecting the songs. T2 for example, picking Islamic song which was not too fast or too slow while T1 chose Islamic song in teaching vocabularies inasmuch as he taught in Islamic boarding school. Thus, the songs contained of Islamic teaching principals He commented:

terus yang kedua pemilihan lagu- lagu islaminya..Jadi, istilahnya saya mencari lagu-lagu islami yang tidak cepat dan juga tidak lambat artinya menengah (then the second is the selection of Islamic songs..So, in terms I'm looking for Islamic songs that are not fast and also not slow meaning medium (Then the second is the selection of Islamic songs..Thus, in terms I'm looking for Islamic songs that are

(Interview ZB, 01 April 2022)

Tentunya karena kita ini Madrasah jadi, lagu-lagu yang ee.. sifatnya islami atau lagu-lagu yang mengandung unsur-unsur islami. (Of course, because we are from Madrasas, so the songs that are ee.. Islamic in nature or songs that contain Islamic fundamentals.)

(Interview RF, 04 April 2022)

Since all of the students were muslims and they studied at Madrasah, so teaching vocabularies by using Islamic song is considered to be very suitable. Therefore, the materials and the environment should be interrelated. Madrasah is a good environment for muslim learners. It is confirmed that:

... di pilih lagu islami, karena pertama semua siswa kita itu beragama islam, yang kedua kita ini berada dilingkungan madrasah, sehingga kesesuaian materi dengan lingkungan itu sangat cocok. (Islamic songs were chosen, because first all of our students are Muslim. Secondly we are in a madrasa environment, so the suitability of the material with the environment is very suitable.)

(Interview RF, 04 April 2022)

The category of Islamic songs is not always determined by the song which is sung by Muslims, yet there is a fundamental Islamic teaching found in the messages which are associated with Islamic life. It means that the song can be sung by non Muslim as long as the value of it is considered to have good Islamic value in it. T1 demonstrated:

Ada juga lagu itu, yang bukan lagu islami dan juga tidak dinyanyikan oleh penyanyi muslim. Tapi, di dalamnya mengandung unsur atau pesan-pesan yang sifatnya ada di dalam kehidupan yang islami. (There is also a song which is not an Islamic song nor sung by a Muslim singer. However, it contains elements or messages that are inherent in Islamic life)

(Interview RF, 04 April 2022)

In teaching process, T1 prompted the students to memorize vocabs and asked them to create some sentences and then use the sentences to make a dialogue. From the dialogue, the students can express their ideas by using the vocabs they have learnt. T1 mentioned:

..Tentu yang pertama dihafalkan kosakata tersebut, yang kedua menggunakan kata-kata tersebut dalam sebuah kalimat... kemudian menggunakan kata tersebut didalam sebuah dialog yang sederhana

(Certainly, the first, memorize the vocabulary, the second, use the words in a sentence...then use the word in a simple dialogue)

(Interview RF, 04 April 2022)

The singers chosen by T1 were Maher zain and Harris J due to some reasons. They were well known all over the world and quite inspired the students to learn English especially in enriching the vocabs. The popularity of the singers give good impacts for the students and quite inspiring. The T1 indicated:

Yaaa karena sekarang itu yang paling terkenal itu Maher zain, Harris J dan itu yang banyak diketahui anak-anak generasi sekarang. Supaya mereka lebih tertarik, tentu pilihannya adalah kedua penyanyi ini, (Yes, because now the most famous ones are Maher Zain, Harris J and that's what many children of today's generation know. So that they are more interested, of course the choice is these two singers.)

(Interview RF, 04 April 2022)

Furthermore, the moral messages delivered in terms of the elements of ethics or Islamic teachings are associated with humanity issue and daily life. Humanity issue can be found around us. How to respect people, how to love one another in the society, and how to help and appreciate people can be found in social life. In terms of moral message, he commented:

yang ketiga di dalamnya ada unsur pesan yang bisa diambil., Biasanya siswa akan senang dengan hal-hal yang mengandung unsur humanity atau... Berhubungan langsung dengan kehidupan sehari-hari mereka. (the third, in which there is an element of the message that can be taken., Usually students will be happy with things that contain elements of humanity or... Directly related to their daily lives.)

(Interview RF, 04 April 2022)

Moreover, enriching vocabulary will be much easier if the songs have been memorized. The more the students memorize the song, the easier they enrich their vocabularies. The songs which have been listened for many times will stick in their mind. He argued:

penambahan vocab akan lebih mudah karena kalau mereka hafal lagunya tentu mereka hafal arti dan kata yang ada di dalam lagu itu (adding vocab will be easier because if they memorize the song, of course they will memorize the meaning and words in the song)

(Interview RF, 04 April 2022)

A variety of perspectives were expressed by T2. Surprisingly, he likes Maher Zain and Harris J as well with the famous and viral kid whose name is unknown by him. The response from the students was extraordinary, and it had been going on for a long time. He commented:

kalo lagu yg islamic song, biasanya saya pake lagunya Maher Zain, lagunya Harris J, kemudian ada yang terakhir yang paling imut yang lagi viral itu, itu biasa saya juga pake. Allhamdulillah itu respon nya anak-anak luar biasa, dan itu sudah berlangsung lama. (If it's an Islamic song, I usually use Maher Zain's song, Harris J's song, then there's the cutest last one that's viral, that's what I usually use too. Alhamdulillah, the response from the students was extraordinary, and it had been going on for a long time.)

(Interview ZB, 01 April 2022)

He is fond of Harris, J because he is a teenager. Besides, he looks handsome and attractive for the youth in his age. However, for the reason of easy listening and easy to understand, Maher Zein is much better. The lyrics is easy to catch, and the rhyme is not so fast. Referring to this opinion, he argued:

Harris J yang teenager bu... Tapi kalau dari segi Easy to listening dan Easy to Understanding. Saya lebih afdhhol ke Maher Zain. (Harris J, who is a teenager, bu... But in terms of Easy to listen and Easy to Understand, I prefer to Maher Zain instead)

(Interview ZB, 01 April 2022)

Islamic songs seem to be urgent thing to deliver to the students as the moral messages from the song. Listening to the music can inspire people to do the things that the singer says. Besides, the moral message can be conveyed well when the

students understand the meaning. As a consequence, knowing the meaning is really important. He expressed his opinion:

Jadi kalau saya bu' penting dan harus tau artinya apa, kemudian pesan moral dalam lagu juga harus mereka tau. (So, for me, it is important and need to know what it means, then the moral message in the song must also be known by them.)

(Interview ZB, 01 April 2022)

Preparing the task

To check the students' understanding and improve their vocabulary, the teacher prepared the task before teaching. Indeed, the task can be used to measure the students' capacity especially in learning English. T1, for example, prepared a missing lyrics task. From the missing lyrics task, the students can guess the words, and then the teacher can add some glossary that the students have to master in a meeting. He commented:

Menyiapkan lirik dalam bentuk tulisan.... lirik yang sudah dipotong-potong, dibuat secara acak, (Preparing lyrics in written form.... lyrics that have been cut into pieces, randomly generated)

(Interview RF, 04 April 2022)

Nanti lirik akan dibagikan berdasarkan kelompok untuk disusun (Later they will be divided into groups to arrange the lyrics)

(Interview RF, 04 April 2022)

Kemudian akan ada umpan balik dari kegiatan itu, kemudian mereka akan mengisi... ada bagian lain berupa lirik yang full tetapi ada bagian yang kosong (Then there will be feedback from the activity, then they will fill in... there is another part in the form of full lyrics but there is an empty part)

(Interview RF, 04 April 2022)

Kemudian mereka akan memeriksa bersama-sama bagian mana yang benar, (Then they will check together which part is correct)

(Interview RF, 04 April 2022)

dicari arti dari kata-kata yang kosong, (looking for the meaning of the empty words)

(Interview RF, 04 April 2022)

Bagian yang paling penting adalah mencari isi pesan dari lagu tersebut. (The most important part is finding the message content of the song)

(Interview RF, 04 April 2022)

Meanwhile, T2 also prepared a missing lyric task in which the students will find out the word classifications such as verbs, adjectives, and nouns. After listening to the song, the students write them in the blank. And then the teacher helped the students to find out the correct answers on the board. After correcting their answer, the teacher commanded the students to classify those words based on the part of speech. He confirmed:

Setelah itu saya membuatkan apa namanya...missing lyric (After that I made up what it's called missing lyric)

(Interview ZB, 01 April 2022)

Yang dilakukan terakhir setelah mereka menemukan kata-katanya, tidak langsung selesai. Oke selesai! Cocokkan..setelah selesai, mereka harus mengkelas-kelaskan katanya masuk kategori apa? Ini pak masuk dikelas kata sifat, ini masuk dikelas kata tempat, kata keterangan...ini yang dinamakan kata benda. (the last thing they did after they found the words, didn't finish right away. Okay done! Match it.. after they are done, they have to classify what category they say it belongs to? This, sir, is in the adjective class, this is in the place word class, adverb... this is what is called a noun.)

(Interview ZB, 01 April 2022)

Tapi paling sering saya suruh buat kalimat. (But most of the time I told them to make sentences)

(Interview ZB, 01 April 2022)

Preparing the media for teaching vocabulary

Generally, media plays an important role for teaching the students.

Teacher 1 (T1), in example, applied the following media in teaching vocabulary. He often uses games either online or offline. The games can

be modified by the teacher or it is already provided for free. Besides, he also taught vocabulary by using English song. He commented:

biasanya itu kalau saya...yang pertama itu mungkin menggunakan game, baik itu game online maupun game yang langsung dilakukan didalam kelas. Yang kedua, mendengarkan lagu. (Usually... Firstly, I might use games, whether it's online games or games that are directly done in class. Secondly, listen to songs.)

(Interview RF, 04 April 2022)

Another media which is useful and interesting for teaching vocabulary is by using cards or pictures. T1 downloaded pictures dictionary and determined what to teach. From the book, the teacher can pick appropriate words to teach. He chose the vocabs based on what the material needs to be taught in the class as what he suggested:

kamus bergambar atau gambar yang kita download. Kemudian kita tentukan vocab yang sesuai. (illustrated dictionary or images that we download. Then we determine the appropriate vocab)

(Interview RF, 04 April 2022)

The media which has a great deal and attracted the students' attention. Besides, the interviewee argued that using video to teach is much easier than it used to be since there are many videos can be options to download. It is a long time ago the use of technology was still rare. It is known that T1 usually obtained the video resources from Youtube. He confirmed:

Jadi lebih gampang juga kalau misalnya kita mau menggunakan video, tidak sama jaman dulu, cuma suara saja..... Biasanya itu, dari Youtube saja. Karena lebih mudah untuk di download. (So it's also easier if for example we want to use video, it's not the same as in the past, it's only sound... Usually, it's from Youtube only. Because it's easier to download)

(Interview RF, 04 April 2022)

Mengenai aplikasi lainnya, tergantung ketersediaannya di hand phone siswa dan guru dan tergantung semudah apa modifikasinya bisa digabungkan. (Regarding other applications, it depends on its availability on student and teacher mobile phones and depending on how easy the modifications can be combined.)

(Interview RF, 04 April 2022)

In addition, (T2) shared the same opinion that Youtube is great media or source to look for some videos. The teacher only types a specific words and the result will appear immediately. Furthermore, he also used Spotify to find out some songs or online music. In Spotify, the songs are always up to date. Furthermore, the songs are often sung everyday. The visual media such as video that had pictures attracts the students in learning.

...paling sering Youtube bu, karena itu yang paling biasa saya pakai. Terus, Spotify... terus musik- musik online bu... Tapi kebanyakan Youtube ji. Karena kebanyakan anak- anak tertarik kalau ada gambarnya, ada visual. (Most often is Youtube, ma'am, because that's what I usually use. Then, Spotify... keep on making music online, ma'am...mostly Youtube since most children are interested if there are pictures or visuals)

(Interview ZB, 01 April 2022)

b) PRE-TEACHING

In pre-teaching, the teachers did warming-up/ ice-breaking and stimulated the students to lead to the main activity. Doing warming-up, for example, can refresh the students mind, prompt them to come to the next stage, and makes them relax.

Doing warming-up

In starting the class, the teachers did warming up or gave brief explanation to lead the students to the song. Teacher 1 (T1) taught in different classes, class VIII and IX. For example, in class VIII he showed the singer's picture of "Good Life" song, and let the students guessed. Moreover in class IX, he did the same thing as the previous class. However, he used different song, "Insya Allah".

In another class, Teacher 2 (T2) asked the VII class students to figure out whether they knew how to sing the song or not before starting the lesson. For instance, when he taught in class VII, he asked the students what is the singer's name of Ramadhan song and whether they have known about the song or not. In another meeting he also asked if the students can sing the song of Alhamdulillah by Maher Zein.

Stimulating the students to lead to the main activity

In class VIII, for warming up, T1 showed the students the picture of the singer and turned on the 'Good Life' song by Harris, J. Similarly, in class IX he also did the same thing but chose different song namely 'Insya Allah' by Maher Zein.

On the other hand, T2 confirmed that during warming up, he asked the singer's name. Through ice breaking in another meeting, he also encouraged the students, and gave the multiple choice exercise about vocabularies which have similar sounds related to the song. In the first meeting he chose Maher Zein's

song entitled ‘Ramadhan’ while in another meeting he picked the song of Maher Zein namely “Alhamdulillah”.

c) WHILST TEACHING

While teaching, the teachers implemented the main activities, used the media for teaching, applied proper strategies, used additional material which has been prepared before, and asked the students to find out the moral message from the islamic song.

Doing the main activities

The teachers asked the students to listen to the song, asked the students to find out the adjectives, nouns, verb, yet none of them asked about the useful expressions from the song. They also assisted the student to find out the meanings, and gave the task to the students.

First of all, T1 introduced the singer by showing the picture or photo. After that, the teacher gave the prepared scrambled lyrics. He asked the students to arrange the lyrics in a group. Afterwards, there was feedback and finally found the correct answer from the teacher. And then, the students found out the meanings and the moral messages from the song. He pointed out those general views from the observation that the researcher did and the following comments:

jadi saya perkenalkan dulu siapa penyanyi dari lagu yang saya ajarkan, ... biasanya dalam bentuk foto atau gambar si penyanyi. (so I introduce first who the singer of the song I teach, usually in the form of a photo or picture of the singer)

(Interview RF, 04 April 2022)

For example, T1 divided the students into some groups and arranged the sentences into correct order, and the filling gap task. He classified the parts of speech such as adjective, noun, and verb, and then asked the students to create examples of sentences using the words written and obtained from the song. Here is the lyric of “Good Life” by Harris, J:

Good life, good life...Allah I wanna thank
you for the good life
I wanna wake up in the
morning with the sun, wear a smile go out and have some fun
gonna take away the, worries on my mind, oh
Put them to one side, cause everyday like brand new story
with unwritten lines, and no matter the weather
its going, going to be alright

I know my life ain't perfect, but I don't have to worry
'cause I've got all that I need, right here in my, in my life
I know my life ain't perfect, but I like the way it's going
cause I've got all that I need, right here in my, in my life
thank you for the good life, good life
Allah I wanna thank, you for the good life
I leave it all in your hands, oh

thank you for the good life, good life, Allah, I wanna thank
you for the good life, Hey, listen!, There are things in life
that money just can't buy, Happiness and love don't have a price
All good people that, surround me everyday, oh

I just appreciate, I love living in a brand new story, with unwritten lines
And no matter the weather
it's going, going to be alright, I know my life ain't perfect

but I don't have to worry, 'cause I've got all that I need
right here in my, in my life, I know my life ain't perfect
but I like the way it's going, cause I've got all that I need
right here in my, in my life
thank you for the good life, good life
Allah I wanna thank, you for the good life
I leave it all in your hands, oh

thank you for the good life, good life

Allah I wanna thank, you for the good life
 It' about being thankful, and trying to understand
 That the more I learn I want, to leave it all in Your hands
 Cause I know You'll always
 take good care of me, You've given me a good life,
 and a good life each day, Good life, good life
 Allah I want to thank, you for the good life
 Yes I want to thank you O Allah!
 Thank you for the good life, good life
 Allah I want to thank, you for the good life
 I leave it in Your hands, I know my life ain't perfect

but I don't have to worry, Cause I've got all I need
 right here in my, in my life, I know my life ain't perfect
 I like the way it's going, Cause I've got all I need
 right here in my, in my life

Thank you for the good life, good life
 Allah I wanna thank, you for the good life
 I leave it all in Your hands oh, Thank you for the good life, good life

Allah I wanna thank, you for the good life
 I leave it all in Your hands oh, Thank you for the good life, good life, Allah I wanna thank, you for
 the good life.

The parts of speech taught by the teacher from the missing lyrics of the song
 'Good Life' are categorized below:

Table 4.1 casification of verb, noun and adjective in good live' song

Verb	Noun	Adjective
Wear	Sun	Good
mind	mind	fun
live	happiness	worried
appreciate	story	happy
care	weather	-
worry	life	-
need	-	-
want	-	-

In the class IX, T1 did the same thing for warming up, finding vocabularies, moral message, and conclusion. To give good impression, he sang the song “Insha Allah” by Maher Zein together with the students, and delivered the meaning of the song in general. Here is the lyrics of the song:

Every time, You feel like you cannot go on
 You feel so lost and that you're so alone All you see is night
 And darkness all around
 You feel so helpless you can't see which way to go
 Don't despair And never lose hope
 'Cause Allah is always by your side
 Insha Allah (3x) You'll find your way Insha Allah (3x)
 You'll find your way Every time You commit one more mistake
 You feel you can't repent and that it's way too late
 You're so confused Wrong decisions you have made
 Haunt your mind and your heart is full shame
 But don't despair And never lose hope
 'Cause Allah is always by your side Insha Allah (3x)
 You'll find your way Insha Allah (3x)
 You'll find your way Turn to Allah He's never far away
 Put your trust in Him Raise your hands and pray
 Ooh ya Allah Guide my steps, don't let me go astray
 You're the only one who can show me the way
 Show me the way (3x), Insha Allah Insha Allah (3x)
 We'll find our way Insha Allah (3x) ... (5x)

He also encouraged the students to do positive things based on the message of the song. Another task given by the teacher was arranging jumbled sentences about the lyrics into good order. In fact, the students clapped hands which means that they liked the Islamic song since it is already known by them. Therefore, it is easier for them to recognize the lyrics. Parts of speech obtained from ‘Insha Allah’ song were categorized as follows:

Table 4.2 Clasification of verb, noun, adjective in Insha Allah’ song

Verb	Noun	Adjective
feel	darkness	alone
see	despair	helpless
commit	mistake	confused

repent	-	full
put	-	-
raise	-	-
pray	-	-
show	-	-

Meanwhile, T2 who taught in class VII chose 'Ramadhan' and 'Alhamdulillah' songs by Maher Zein. Before giving exercise, he turned on the song, and instructed the students to find out the adjectives, noun, and verbs regardless the useful expression. After that, T2 assisted the students to translate the song and give the filling gap task to them. In another meeting, T2 asked the VII class students, they listened to the song before doing the task. Here is the lyrics of the song:

I was so far from you, Yet to me you were always so close
 I wandered lost in the dark, I closed my eyes toward the signs, You put in my way
 I walked everyday, Further and further away from you
 Ooooo Allah, you brought me home I thank, You with every breath I take.
 Alhamdulillah, Elhamdulillah All praises to Allah,
 All praises to Allah, Alhamdulillah, Elhamdulillah
 All praises to Allah, All praises to Allah.
 I never thought about, All the things you have given to me never thanked you once
 I was too proud to see the truth, And prostrate to you, Until I took the first step,
 And that's when you opened the doors for me Now Allah,
 I realized what I was missing by being far from you.
 Alhamdulillah, Elhamdulillah, All praises to Allah, All praises to Allah, Alhamdulillah,
 Elhamdulillah
 All praises to Allah, All praises to Allah.
 Allah, I wanna thank You, I wanna thank you for all the things that you've done
 You've done for me through all my years I've been lost
 You guided me from all the ways that were wrong, And did you give me hope
 O Allah, I wanna thank you I wanna thank You for all the things that you've done
 You've done for me through all my years I've been lost
 You guided me from all the ways that were wrong
 I wanna thank You for bringing me home
 Alhamdulillah, Elhamdulillah, All praises to Allah,
 All praises to Allah Alhamdulillah, Elhamdulillah, All praises to Allah, All praises to Allah

He gave compliment to the students who got correct answers. From ‘Ramadhan’ song, the parts of speech which the students learnt were classified as follows:

Table 4.3 Classification of verb,noun and adjective in Ramadhan’s song

Verb	Noun	Adjective
feel	wings	high
come	sky	close
lift	soul	-
wander	light	-
-	love	-
-	peace	-
-	way	-
-	time	-
-	spirit	-
-	heart	-

Using media for teaching vocabulary

In teaching and learning process, the media indeed plays an important role in enhancing the students’ ability in learning English. The technologies namely sound system, LCD, and speakers. Besides, the digital board can be another option. He prepared the tasks, work sheets, and handouts before teaching. He expressed his insights in the following way:

Kemudian tentu kita harus siapkan alat-alat yang akan kita gunakan nantinya, baik itu berupa Sound system atau mungkin LCD, atau Speaker...(Then of course we have to prepare the tools that we will use later, a sound system or maybe an LCD, or speakers...)

(Interview RF, 04 April 2022)

atau malah mungkin kalau sekarang ini karena kita punya Digital board (or maybe even now because we have a digital board)

(Interview RF, 04 April 2022)

Kemudian tentu ada yang kita siapkan tugas-tugas apakah lembaran-lembaran kerja, handout...(Then of course I have to prepare tasks, work sheets, handouts...)

(Interview RF, 04 April 2022)

On the other hand, T2 used Youtube, Spotify, online music inasmuch as the students are interested in visual things and pictures. Visualization assists the students to keep paying attention on the song. The movements, the good looking singer, the dancers, and so on make the students interested in watching the video of the song through LCD. He argued:

media saya biasa pakai Youtube,..atau Spotify terus musik- musik online... Tapi kebanyakan Youtube. Karena kebanyakan anak- anak tertarik kalau ada gambarnya, ada visual. (My media usually uses Youtube,..or Spotify and online music... But mostly Youtube. Because most children are interested if there are pictures, there are visuals)

(Interview ZB, 01 April 2022)

Using additional materials in teaching Islamic song

When asked about the additional materials taught, the participants were unanimous in the view that additional materials in teaching Islamic songs. The lessons did not only focus on Vocabularies but also the meanings, how to pronounce the words correctly, and finding out the types of words. He commented:

...ini memang sifatnya pembelajaran untuk Vocabulary jadi, biasanya hanya selain mencari makna, menyebutkan dengan baik dan benar, juga menentukan jenis kata (This is indeed a learning process for Vocabulary so, usually, apart from looking for meaning, mentioning it properly and correctly, it also determines the type of word)

(Interview RF, 04 April 2022)

mungkin bisa juga memperbaiki... pronunciation nya. (perhaps, it can also improve the pronunciation...)

(Interview RF, 04 April 2022)

Meanwhile, T2 adjusted the material based on the syllabus of the seventh grade on the second semester, and they learnt about the topic determined in the lesson plan. The material related to the topic is discussed broadly. For instance, when the topic is about love, the love is not only about couple relationship but also love for Allah SWT, parents, and others. The students sometimes ask about the idioms, yet the teacher just answered at glance. In this case, he illustrated:

Biasanya yang dikelas 7 di bab terakhir materinya yang di semester 2, nah saya sesuaikan saja disitu... Kan biasanya ada itu tentang cinta, tapi yang saya ambil bukan yang cinta yang secara menyeluruh tapi misalnya cinta terhadap Allah SWT, cinta terhadap sesama, terhadap orang tua dan lain-lain...(usually in grade 7 in the last chapter the material is in semester 2, so I just adjusted it there... Right usually it's about love, but what I take is not love that is in common but for example love for Allah SWT, love for others, for parents and others...)

(Interview ZB, 01 April 2022)

Paling saya hanya memberikan ke mereka idiom satu dua kata. Karena pasti mereka pasti bertanya, pak ada yang ini pak, artinya apa? Trus saya bilang "oh kalo yang ini tidak bisa dipisah satu satu kata nak karena ini dalam rangkaian, ini idiom, materinya ada untuk idiom dan khusus, tidak diajarkan dikelas 7, nanti di ajarkan dikelas yang lain (At most I just give them one or two word idioms. Because surely they will ask, sir, is there this one, sir, what does it mean? Then I said, "Oh, this one can't be separated by one word, son, because it's in a series, this is an idiom, the material is for idioms and specifically, it's not taught in 7th grade, it will be taught in another class.)

(Interview ZB, 01 April 2022)

Finding out the moral message

To check the students' progress during studying, T1 ask the students about their understanding related the words, the message of the song, or the moral message obtained from the song. It is also expected that they get some useful words to apply in their daily life. In addition, T1 gave some queries to get feedback from the students. In line with this fact, he said:

Memberikan pertanyaan sesuai dengan isi lagu tersebut dan materi yang terkait dengan lagu tersebut. (Ask questions according to the content of the song and the material related to the song.)

(Interview RF, 04 April 2022)

From the song of Maher Zein entitled “Insyah Allah”, T1 said that the students can get the moral message that if we feel lonely, feel in the dark and feel that there is no one to help don't despair because Allah is always with us. Even though when we are confused, for the wrong decisions we made repent and return to Allah, raise your hands and pray, because Allah who will find the best way.

T1 expressed his experience that the students can get the message that from “Good Life” song by Harris, J, we have to express our gratitude to Allah with a good life by doing something positive and realizing imperfections in life, not worrying about any situation so that we are always grateful, and explaining that there are things in life that money, happiness and love has no price and must be guarded.

Meanwhile, T2 started with himself. He tried to understand the meaning of the words, sentences, content, and the moral message of the song. He expects that the students can practice the moral message of the song. After that, he noticed feedback from the students in line with the lyrics or words gotten from the song. He argued:

Kalau untuk merefleksikannya, biasanya saya memahami dulu kata demi kata, kemudian kalimat demi kalimat, kemudian isi... moral message nya (As for reflecting on it, I usually understand first word by word, then sentence by sentence, then fill in the moral message)

(Interview ZB, 01 April 2022)

From Alhamdulillah song by Maher Zein, T2 told the students to always thank to God for everything in their daily life while from “Ramadhan” song by Maher Zein, the students can understand that the month of Ramadan is the month which is awaited, the month of the Qur'an that can educate the soul and nourish faith.

Assessing the students' work

After teaching and learning process, the students are assessed in some steps, for example in the form of worksheets, as well as other group assignments. Moreover, there are things that they must convey to students from the song to use as guidance and as views in everyday life. T1 explained the way he checked the students' works as he explained:

Tentu dengan melihat tugas-tugas yang diberikan saat pembelajaran... berupa lembaran kerja, maupun tugas-tugas grup-grup lainnya. (Of course, by looking at the assignments given during the lesson... in the form of worksheets, as well as other group assignments.)

(Interview RF, 04 April 2022)

...sebagai pendidik ada hal-hal yang harus kita sampaikan kepada siswa, untuk mereka jadikan sebagai pegangan dan sebagai pandangan dalam kehidupan sehari-hari. (as educators there are things that we must convey to students, for them to use as guidance and as views in everyday life.)

(Interview RF, 04 April 2022)

Meanwhile, T2 did the following steps in assessing the students by checking out the answers together and scored, i.e. when the students answer 100% correctly, 90%, then someone answered 80%, usually the teacher will remove the words again for the next test. It was done to check whether they still remember roughly those words or not. He told about this assessment below:

biasanya kalau sudah saya buat tes, yang tadi missing lyric atau fill the blank, kita hitung. (Usually when I make a test, which was missing lyrics or fill the blank, we will calculate it.)

(Interview ZB, 01 April 2022)

Apakah sudah jawab betul 100%, 90% kemudian ada yang menjawab 80% biasanya kata-kata itu kembali saya hilangkan untuk tes berikutnya. Apakah mereka masih mengingat kira-kira kata-kata tersebut atau tidak (Did you answer 100% correctly, 90% then someone answered 80%, usually I will remove the words again for the next test. Do they still remember roughly those words or not)

(Interview ZB, 01 April 2022)

biasanya bu' di lagu-lagu begitu ada kata-kata yang sama dikasi masuk di lagunya, namun dilagu berikutnya agak susah ki di pengucapan, eh pronunciation-nya mungkin berbeda. Kemudian, agak susah dilagu berikutnya, tapi kata yang sama. Nah.. ada perubahan biasanya dari lagu pertama nilainya benar semua, tapi terkadang dilagu yang kedua dengan kata yang sama ternyata nilainya 90% atau 80%. (Usually ma'am in songs when the same words are included in the song, but in the next song it's a bit difficult to pronounce, but the pronunciation may be different. Then, it's a bit difficult in the next song, but the words are the same. Well.. there is a change, usually from the first song the values are all correct, but sometimes the second song with the same words turns out to be 90% or 80%.)

(Interview ZB, 01 April 2022)

d) POST TEACHING

In closing or post teaching, the teachers asked the students about the checking understanding, conclusion,, giving homework, motivation, and assessed the students' work.

Concluding, motivating, and giving homework

T1 asked the students to find out the conclusion of the song. At the end, he gave homework and motivation. In assessing the students' works, he collected the worksheet and checked them.

Similarly, T2 asked the students about the conclusion and the message of the song. To assess the students' tasks, he gave a test consisting of the missing lyrics or filling the blank, and then he checked and calculated the scores with the students. It was done to check the students memory associated with the songs they have listened. To sum up, teachers' steps in teaching vocabularies using islamic songs are shown in the following table:

Table. 4.4 Teachers' steps in teaching vocabularies using islamic songs

Teachers' steps in teaching vocabularies using islamic songs		
1.	CLASS PREPARATION	Preparing lesson plan
		Choosing appropriate song
		Preparing the task
		Prering the media for teaching vocabulary
2.	PRE-TEACHING	Doing warming-up/ ice breaking
		Stimulating the students to lead to the main activity
3.	WHILST TEACHING	Doing the main activities
		Using media for teaching vocabulary
		Applying proper strategies
		Using additional materials in teaching Islamic song
		Finding out the moral message
		Assessing the students' work
4.	POST TEACHING	Concluding, motivating, and giving homework

2. Reflection of the teachers' experiences in teaching vocabularies using Islamic song

Reflections of the teachers' experiences in teaching vocabularies using Islamic song cover some aspects such as the inhibited factors in teaching and

learning vocabulary, reflection of students' progress in teaching vocabularies using Islamic song, reflection of teachers' strength and weakness.

The inhibited factors in teaching and learning vocabulary

Obviously, there are some inhibited factors that should be noticed during teaching and learning process in which the teachers can evaluate. Concerns were expressed about them by T1 as expressed below:

...biasanya karena motivasinya siswa itu memang kurang. Mungkin karena faktor memang tidak begitu tertarik dengan mata pelajaran bahasa inggris. mereka tidak menganggap bahwa bahasa inggris itu penting untuk mereka kuasai. (...usually since the student's motivation is indeed lacking. Perhaps the cause is not really interested in English subjects. They do not think that English is important for them to master.)

(Interview RF, 04 April 2022)

The comment above displayed that the students lack of motivation, felt uninterested in learning English which is not really pivotal for them. The other issue which was encountered by T1 was that the students seldom practice their English even though the words are commonly memorized by them. He argued:

mereka lebih banyak menggunakan bahasa indonesia atau malah tidak menggunakan bahasa inggris sama sekali, meskipun ada mungkin satu atau dua kata yang mereka ketahui bahasa inggrisnya. (they mostly use Indonesian or don't use English at all, even though there may be a word or two that they know in English.)

(Interview RF, 04 April 2022)

The following concern regarding the inhibited factor was that the students lack of confidence in expressing their ideas. As a consequence, the vocabs that they have already known gradually lost. His perspective is illustrated below:

..kurang kepercayaan diri untuk menggunakan vocab yang telah diajarkan, pada saat bertanya atau mungkin pada saat menjawab, sehingga vocab yang sudah diajarkan bisa hilang. (lack of confidence to use the vocab that has been taught, when asking or maybe when answering, so that the vocab that has been taught can be lost).

(Interview RF, 04 April 2022)

He reported that the big number causes of students causes ineffective class since it distracts the students' concentration and they cannot focus well due to the crowded condition. Additional inhibited fact was that they get difficulty in classifying the words resulting in getting confused when asked to compose a sentence. These opinions were expressed in the following comments:

selain itu mungkin juga karena faktor terlalu banyak siswa yang ada di dalam kelas, sehingga perhatian dan konsentrasi pengembangannya juga terpecah. (Besides, it may also because there are too many students in the class, so the attention and concentration are distracted.)

(Interview RF, 04 April 2022)

He also stated that:

Banyak anak-anak yang biasanya tidak bisa menentukan jenis kata sehingga mereka kesulitan pada saat belajar menyusun sebuah kalimat atau mungkin tenses. (Many children usually cannot determine the type of words so that they have difficulty learning to compose a sentence or maybe tenses.)

(Interview RF, 04 April 2022)

Those views are echoed by another informant who argued that the students are still glued to familiar words and often got stuck when finding unfamiliar vocabs. Hence, sometimes the students have to open a dictionary and look for the meanings even they have to ask for help using google translate. He pointed out:

Pertama anak-anak masih terpaku dengan kata-kata yang familiar... Kalau yang baru biasanya mereka stuck dan kadang harus buka kamus dulu dan cari... sampai harus meminta bantuan dengan menggunakan google translate. (First, the students are still glued to familiar words... For new ones, they usually get stuck and sometimes have to open a dictionary and look for it... even they have to ask for help using google translate)

(Interview ZB, 01 April 2022)

The other problem was that the students lack of confidence and felt afraid of making mistakes. It can be inferred that the students get difficult in expressing the

words since they are not confident to mention the words regardless. He commented:

kayak krisis percaya diri, takut membuat kesalahan. (it's just like a crisis of confidence, afraid of making mistakes)

(Interview ZB, 01 April 2022)

Certainly, in heterogeneous or mixed ability students with lower achievers, mediocre achievers, and high achievers, the students who have middle to lower abilities seem that they are left behind as the class is dominated with the high achievers. He said:

ya mungkin ibaratnya kek ada jenjang pintar, sering didominasi sama teman-temannya yang mampu... Akhirnya siswa yang mempunyai kemampuan menengah ke bawah jadi mundur. (yes, maybe it's like there is a smart level, often dominated by capable friends... Finally, students who have middle to lower abilities fall back)

(Interview ZB, 01 April 2022)

In all cases that the informants reported, the students look ignorant, lazy to learn. For them, English is a difficult lesson which is hard to write, to read, and to pronounce. It is quite challenging though for the teacher. He argued about this in the following comment:

mungkin karena itu ada yang masa bodoh.. malas mencari, tidak mau berusaha, alhasil gigit jari... apalagi bahasa inggris susah ditulis, susah dibaca, susah diucapkan...tidak ada motivasi untuk belajar. (perhaps, this is the reason why some people are ignorant... lazy to look for it, don't want to try, as a result they bite their fingers... especially English is hard to write, hard to read, hard to pronounce... no motivation to learn)

(Interview ZB, 01 April 2022)

Reflection of students' progress in teaching vocabularies using Islamic song

The reflection of students' progress in teaching vocabularies using Islamic song encountered by T1. If the students understand the words or sentences of the

song, then the message can be conveyed. The message in the form of values by the singer and as teachers can be accepted by students so that the Islamic values in the song can also be understood by students and applied in everyday life. It is described in the following comment:

Kalau mereka memahami kata-kata atau kalimat-kalimat dari lagu tersebut, maka pesan yang ingin disampaikan, pesan yang berupa nilai oleh si penyanyi maupun kita sebagai guru, itu dapat diterima oleh siswa sehingga nilai-nilai islami yang terkandung didalam lagu tersebut. Juga bisa dipahami oleh siswa dan bisa diamalkan dalam kehidupan sehari-hari. (If they understand the words or sentences of the song, then the message can be conveyed, the message in the form of values by the singer and us as teachers, can be accepted by students so that the Islamic values contained in the song can also be understood by students and applied in everyday life.)

(Interview RF, 04 April 2022)

Another comment is:

Kemudian, pada saat saya memberikan kalimat tersebut kepada peserta didik, ada keluar nilai-nilai yang terkandung di dalamnya, sehingga siswa bisa memahami dan mengamalkan isi lagu tersebut. (Then, when I gave the sentence to the students, the values contained in it came out, so that students could understand and practice the contents of the song.)

(Interview ZB, 01 April 2022)

He expressed his opinion this way:

biasanya kasih feedback, kasih umpan balik... Jadi misalnya ada beberapa kata-kata yang ada disitu, saya tanya kembali "kira-kira dari lagu ini apa yang anda cermati, terus kata-kata apa, dan ini kata-kata sudah biasa kalian dengar apa belum?"...

(usually give feedback, give feedback... So for example there are some words that are there, I ask again "what do you pay attention to from this song, what are the words, and have you ever listened to the words before?"...)

(Interview ZB, 01 April 2022)

After listening to the song, T1 asked about the moral message of it, and asked them to produce some sentences using appropriate vocabs. The teacher asked, gave simple questions after listening to the song about what is the moral message or what is the moral message of the song.

Indirectly, children can produce sentences or simple sentences of the songs they have listened to. He said:

Dan setelah itu, yang paling penting disini saya tanya saya kasih pertanyaan-pertanyaan simple, " After listening to the song, what is the moral message atau what is the moral message of the song?. Secara tidak langsung, anak-anak bisa memproduce sentences atau simple sentences dari lagu yang mereka sudah dengarkan. (And after that, the most important thing here, I asked, I gave simple questions, "After listening to the song, what is the moral message or what is the moral message of the song?. Indirectly, children can produce sentences or simple sentences of the songs they have listened to.)

(Interview ZB, 01 April 2022)

Reflection of teachers' strength

In terms of teachers' strength, obviously each of them described themselves in distinctive way. T1 confirmed that he has good voice when singing. It makes him confident teaching song in the class he can sing it. He expressed his opinion:

saya punya suara yang cukup bagus untuk bernyanyi di depan siswa. Sehingga untuk mengajarkan ini, saya sedikit lebih percaya diri.... karena saya juga suka menyanyi (I have a pretty good voice to sing in front of students. So to teach this, I'm a little more confident.... because I like singing too)

(Interview RF, 04 April 2022)

Conversely, T2 likes music, and tried to reflect it with his students. In reality, the students are interested and enthusiastic. Besides, Islamic song is quite touching emotionally that made them cry. He commented:

secara pribadi, saya memang orang yang suka musik... Jadi pada saat saya dapatkan yang seperti ini saya coba merefleksikan ke siswa, mengajarkan ke siswa islamic song ini. Ini luar biasa, anak-anak tertarik, suka dan mereka bilang "Pak lagi pak, kalau bisa lagi" (Personally, I'm a person who likes music... So when I get something like this, I try to reflect to students, teach students this Islamic song. This is amazing, the atudents are interested, like it and they say "Sir again sir, if possible again")

(Interview ZB, 01 April 2022)

Ada yang sempat malah menangis. Ditanya "kenapa menangis? Pak asyik sekali pak, Bagusnya lagunya pak!". Jadi secara tidak langsung anak-anak pengen kalau nanti mau tengok lagi, ada di Youtube, coba cari"... Penasaran anak-anak?. (Some even cried. Asked "why are you crying? Sir, it's very fun, sir, what a great song, sir!". So indirectly the students want to see it later, it's on Youtube, try to find "... Curious?)

(Interview ZB, 01 April 2022)

Reflection of teachers' weakness

No one is perfect. Consequently, everyone has his/her own weakness. In term of teaching vocabulary by using Islamic song. For instance, T1 got difficulty in picking the right song to teach because not many words are suitable to use for teaching. He argued:

Kelemahannya mungkin hanya dari pemilihan-pemilihan lagu yang tepat. karena ada lagu yang ada vocab di dalamnya tetapi, tidak banyak vocab yang bisa kita ambil untuk diajarkan. (The weakness may only be from the selection of the right songs. because there are songs that have vocabs in them but, there are not many vocabs that we can take to teach.)

(Interview RF, 04 April 2022)

To overcome the problem, T1 recommended to find out the English song which has Islamic message although it is sung by non-muslim or illustrated about islamic teachings. The Islamic message can be implemented in daily life even for society with diversity. He suggested:

Kelemahan itu bisa kita atasi dengan cara cari lagu yang bukan lagu islami atau yang artinya lagu tidak bercerita tentang kehidupan islami, dan tidak dinyanyikan oleh penyanyi muslim. Tetapi, mengandung isi pesan yang juga ada di dalam kehidupan yang islami. (We can overcome this weakness by looking for songs that are not Islamic songs or which means that the song does not tell about Islamic life, and is not sung by Muslim singers. However, it contains a message that is also in Islamic life.)

(Interview RF, 04 April 2022)

Besides, T2 reflected himself that he still needs to learn more. Since there are monotonous or common words which are already known by the students, he tried to get some references related to the songs preferred by the students in distinctive ages. For example, the song of Maher Zein, their favorite singer whom they love made them download his songs and kept repeating it over and over. Here are his comments:

Saya pribadi banyak juga harus belajar. Karena banyak kata-kata yang istilahnya mungkin terbilang monoton. Saya harus mencari banyak referensi, kira-kira penyanyi apa saja yang diminati anak-anak dan cocok di segala umur. (I personally also have a lot to learn. Because there are many words whose terms may be considered monotonous. I have to look for many references, about the singers preferred by the students and suitable for all ages.)

(Interview ZB, 01 April 2022)

Malahan di Youtube yang dia download album lagunya Maher Zain. Itu-itu terus yang dia putar. Secara tidak langsung dia belajar. (In fact, on YouTube, he downloaded the album of Maher Zain's song. That's what he keeps turning. Indirectly he learns.)

(Interview ZB, 01 April 2022)

To conclude, reflection of the teachers' experiences in teaching vocabularies using Islamic song are depicted in the following table:

Table. 4.5. Reflection of the teachers' experiences in teaching vocabularies using islamic songs

No.	Reflection of the teachers' experiences in teaching vocabularies using islamic songs		Solutions
1.	The inhibited factors in teaching and learning vocabulary	the students lack of motivation	Encourage the students
		inadequate infrastructure	Maximizing the infrastructure
		the students seldom practice their English	Prompt the students to practice
		the students lack of confidence	Prompt the students to

		in expressing their ideas	express idea
		the students got difficulty in classifying the words	Checking the students' work
		the students got stuck when finding unfamiliar vocabs	Explain it to the students
		the students felt afraid of making mistakes	Encourage the students
2.	Students' progress in teaching vocabularies using Islamic song	understand the words or sentences	-
		the moral message can be conveyed	
3.	Teachers' strength	T1 confirmed that he has good voice when singing which makes him confident teaching song	
		T2 likes music, and tried to reflect it with his students.	
4.	Teachers' weakness	T1 got difficulty in picking the right song to teach	
		T2 reflected himself that he still needs to learn more	

B. Discussion

Several reports have shown that the narrative inquiry of the teachers in teaching vocabularies process using Islamic songs at MTsN 2 Makassar varied. It was revealed that the teachers had different strategies in teaching vocabularies by implementing Islamic songs. An initial objective of the project was to identify their procedures in teaching vocabularies by using Islamic song based on

the lesson plan they arranged in four phases: a) Class preparation; b) pre-teaching; c) whilst teaching, and d) post teaching.

In addition, the findings showed the narrative inquiry of teachers' procedures of teaching vocabularies are different in general and specific steps. One interesting finding is commonly for teaching vocabularies, they used islamic song and missing lyrics tasks. This finding was also in line with the study conducted by Moto, et.al (2021) the use of song and game gave a significant impact to enhance the students' vocabulary number.

This also accords with the earlier observations, which showed that T1 who taught in different classes, class VIII and IX, in class VIII by using 'Good Life' song by Harris, J and the song "Insyah Allah" by Maher Zein in class IX. Contrariwise, T2 who taught in class VII chose 'Ramadhan' and 'Alhamdulillah' songs by Maher Zein. Islamic songs seem to be urgent thing to deliver to the students as the moral messages from the song. As a consequence, knowing the meaning is really important. These results corroborate the ideas of Yanti, Retnowati, & Djamdjuri (2019) who suggested that islamic song is a good media because it is enjoyable and relaxing to get students' interest in learning and to boost up their enthusiasm in knowing Islamic knowledge by religious understanding.

One unanticipated finding was that the category of Islamic songs is not always determined by the song which is sung by muslims or talking about Islamic religion, yet T1, for example, chose the song which has a fundamental Islamic

teaching in the messages which are associated with Islamic social life. This result confirms the association between Islamic song and the interpretation of general song which has implicit meaning of Islamic teaching. To illustrate, the song of non-muslim which sings about the importance of thankful, peace, humanity in which *islam* also shares the same idea in it. This kind of song is recommended by the interviewee since the content knowledge is still in line with Islamic view.

Those views are echoed by another informant (T2) who argued that the students are still glued to familiar words and often got stuck when finding unfamiliar vocabs. The other problem was that the students lack of confidence and felt afraid of making mistakes. Certainly, in heterogeneous or mixed ability students with lower achievers, mediocre achievers, and high achievers, the students who have middle to lower abilities seem that they are left behind as the class is dominated with the high achievers. In all cases that the informants reported, the students look ignorant, lazy to learn. For them, English is a difficult lesson which is hard to write, to read, and to pronounce. It is quite challenging though for the teacher.

In accordance with the present results, previous studies have demonstrated that Utami (2021), Latif (2020), Rahmasari (2020) and Purnamasari (2020) found that the use of song media is more effective and has a significant effect than the use of conventional media in increasing the students' vocabulary. These studies further support the idea of the interviewees that the visual media such as video or pictures attracts the students in learning. The interviewee argued that using video to teach is much easier than it used to be since there are many videos can be

options to download. T1 usually obtained the video resources from Youtube. It is encouraging to compare this result with Arsyad (2015) who stated that Video is one of Audio visual technology. He added that audio-visual technology is the way to produce or deliver the material by using electronic and mechanical machines provide audio and visual massages.

Specifically, there are similarities and differences between the attitudes expressed by the interviewees (T1 and T2) in this study and those described by Murphey (1992:9) who suggested the following procedures: Listening to the song, singing, humming, whistling, tapping, and snapping fingers while listening. After that s singing without listening to any recording, talking about the music, talking about the lyrics, talking about the singer/class, and talking about video clips. The next step is using songs and music to set or change an atmosphere or mood, and using music to create a social environment, form a feeling of community, dance, make friends and lovers, etc.

In fact, both of the interviewees referred to lesson plan (syllabus) to determine what to do and what to use in the class. The criteria of choosing the additional material and song was a bit different, and the exercises types were different as well. Nevertheless, the interviewees did the following things in teaching vocabularies through Islamic song. T1 introduced the singer by showing the picture or photo. After that, the teacher gave the prepared scrambled lyrics. He asked the students to arrange the lyrics in a group. Afterwards, there was feedback and finally found the correct answer from the teacher. And then, the students found out the meanings and the moral messages from the song.

Nonetheless, T2 did the following procedures in teaching vocabularies through Islamic song. Obviously, he referred to the lesson plan he arranged. And then, he chose the medium song which means not too fast or not too slow. After that, he asked the students to listen to the song which he expected that the song is new for them. Afterwards, the students are instructed to fill the missing lyrics, similar pronunciation. After doing the exercise, the students classified the vocabularies into some categories such as verbs, adjectives, nouns and adverb. He inquired the students to create some sentences by using the words that they have obtained from the words classification. Finally, he asked the students about the conclusion and the moral message of the song.

Moreover, previous studies evaluated about interviewees' procedures in teaching while the narrative inquiry of the reflection showed different results on how they evaluated the students' progress, and the way they evaluated themselves. This outcome is contrary to that of Suryana, et.al (2021) who studied a narrative inquiry of language teachers' perceptions and experiences in using WhatsApp during New Normal Post-Covid-19 era. Those findings differ as well from the studies presented by Yuan and Lee (2016) who explored about narrative inquiry of a student-teacher's emotions and identities in teaching practicum.

Surprisingly, it was found as the reflection that there were some inhibited factors in teaching vocabularies such as the students' lack of motivation, felt uninterested in learning English which is not really pivotal for them. Furthermore, the infrastructure is assumed to be another problem. The unsuitable media is concerned to be another factor which discourages the students. The other issue

which was encountered by T1 was that the students seldom practice their English even though the words are commonly memorized by them. As a consequence, the vocabs that they have already known gradually lost. He also reported that the big number causes of students results in ineffective class since it distracts the students' concentration and they cannot focus well due to the crowded condition. Additional inhibited fact was that they get difficulty in classifying the words resulting in getting confused when asked to compose a sentence.

Based on the results, T2 likes music, and tried to reflect it with his students. In reality, the students are interested and enthusiastic. Besides, Islamic song is quite touching emotionally that made them cry. These results corroborate the findings of a great deal of the previous work in Horn (2007) who has noted that singing in the classroom is not intended to replace valuable speaking techniques. It is an additional and enjoyable way of presenting language imaginatively. It is in agreement with those obtained by Suciati & Zarkasih (2021) who found that English songs have a role in the vocabulary learning of students. Listening to English songs not only makes them relax and enjoy but can also enrich their vocabulary and tell them how to pronounce a word in English.

Referring to reflection, to check the students' progress during studying, T1 ask the students about their understanding related the words, the message of the song, or the moral message obtained from the song. It is also expected that they get some useful words to apply in their daily life. In addition, T1 gave some queries to get feedback from the students. Meanwhile, T2 started with himself. He tried to understand the meaning of the words, sentences, content, and the moral

message of the song. He expects that the students can practice the moral message of the song. After that, he noticed feedback from the students in line with the lyrics or words gotten from the song. After listening to the song, T1 asked about the moral message of it, and asked them to produce some sentences using appropriate vocabs.

In terms of teachers' strength, obviously each of them described themselves in distinctive way. T1 confirmed that he has good voice when singing. It makes him confident teaching song in the class he can sing it. Conversely, T2 likes music, and tried to reflect it with his students. In reality, the students are interested and enthusiastic. Besides, Islamic song is quite touching emotionally that made them cry.

Regarding the reflection of teachers' weakness, T1 got difficulty in picking the right song to teach because not many words are suitable to use for teaching. To overcome the problem, T1 recommended to find out the English song which has Islamic message although it is sung by non-muslim or illustrated about islamic teachings. The Islamic message can be implemented in daily life even for society with diversity.

On the other hand, T2 reflected himself that he still needs to learn more. Since there are monotonous or common words which are already known by the students, he tried to get some references related to the songs preferred by the students in distinctive ages. For example, the song of Maher Zein, their favorite singer whom they love made them download his songs and kept repeating it over and over.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

After conducting the research, it can be concluded that:

1. In term of narrative inquiry in teaching vocabulary using Islamic song and found the moral messages, both of the interviewees in preparing the class referred to lesson plan (syllabus) to determine what to do and what to use in the class, such as preparing appropriate song, the task, additional materials, and media. Moreover in pre-teaching they did warming up and stimulated the students to lead to the main activities. Whilst teaching, they did the main activities by using media, did some tasks for example fill in the blank in missing lyric, classify some words in noun, adjective and verb, found out the moral message and assess the students work. In post-teaching they checked understanding, gave motivation, concluded, giving home work.
2. Referring to reflection, the inhibited factors were the students' lack of motivation, felt uninterested in learning English, the infrastructure is assumed to be another problem, the unsuitable media, the students seldom practice their English, the students lack of confidence in expressing their ideas, big number of students, the students are still glued to familiar words, lower abilities seem left behind, the students look ignorant, and lazy to learn.

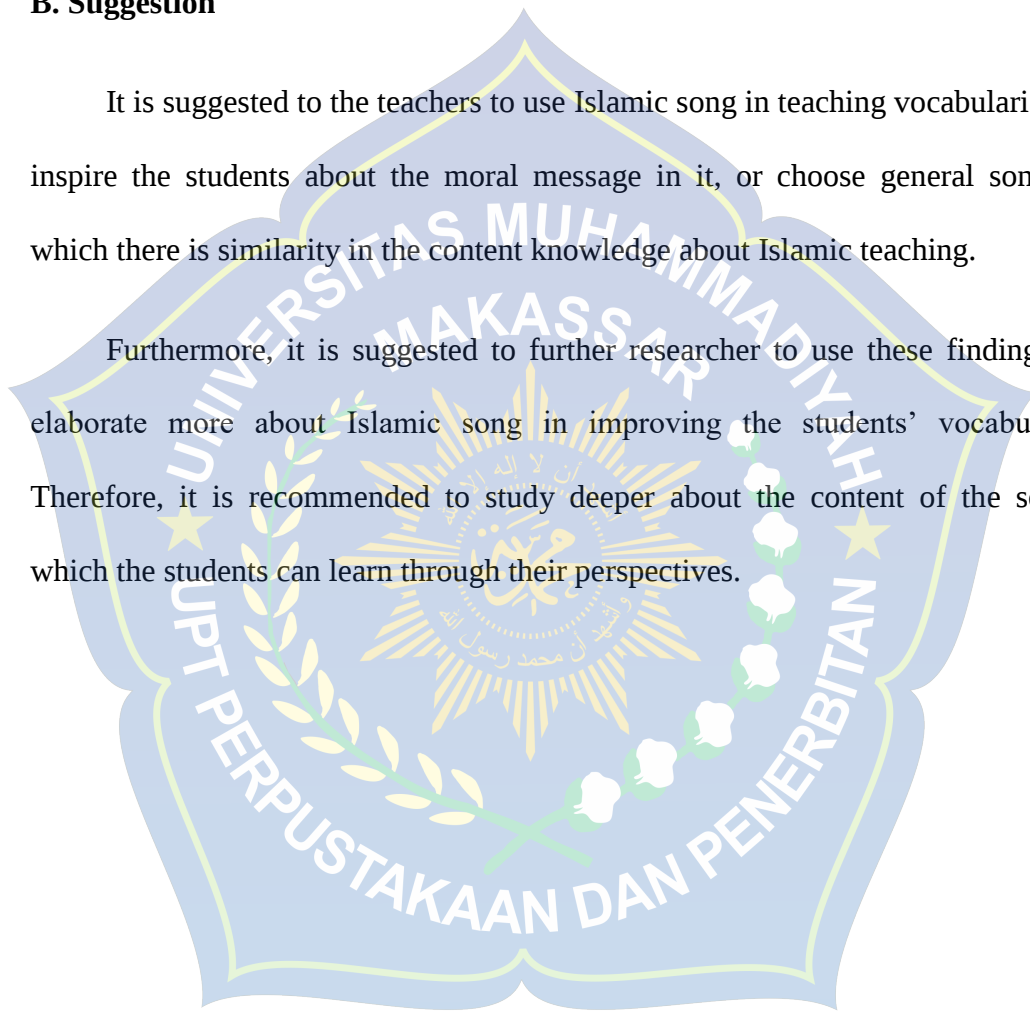
In terms of teachers' strength, a teacher felt confident in singing. Contrariwise, another teacher tried to reflect the song with his students since

Islamic song is quite touching emotionally that made them cry. Regarding the reflection of teachers' weakness, a teacher got difficulty in picking the right song to teach because not many words are suitable to use for teaching. Conversely, another one reflected himself that he still needs to learn more.

B. Suggestion

It is suggested to the teachers to use Islamic song in teaching vocabularies to inspire the students about the moral message in it, or choose general song in which there is similarity in the content knowledge about Islamic teaching.

Furthermore, it is suggested to further researcher to use these findings to elaborate more about Islamic song in improving the students' vocabulary. Therefore, it is recommended to study deeper about the content of the songs which the students can learn through their perspectives.



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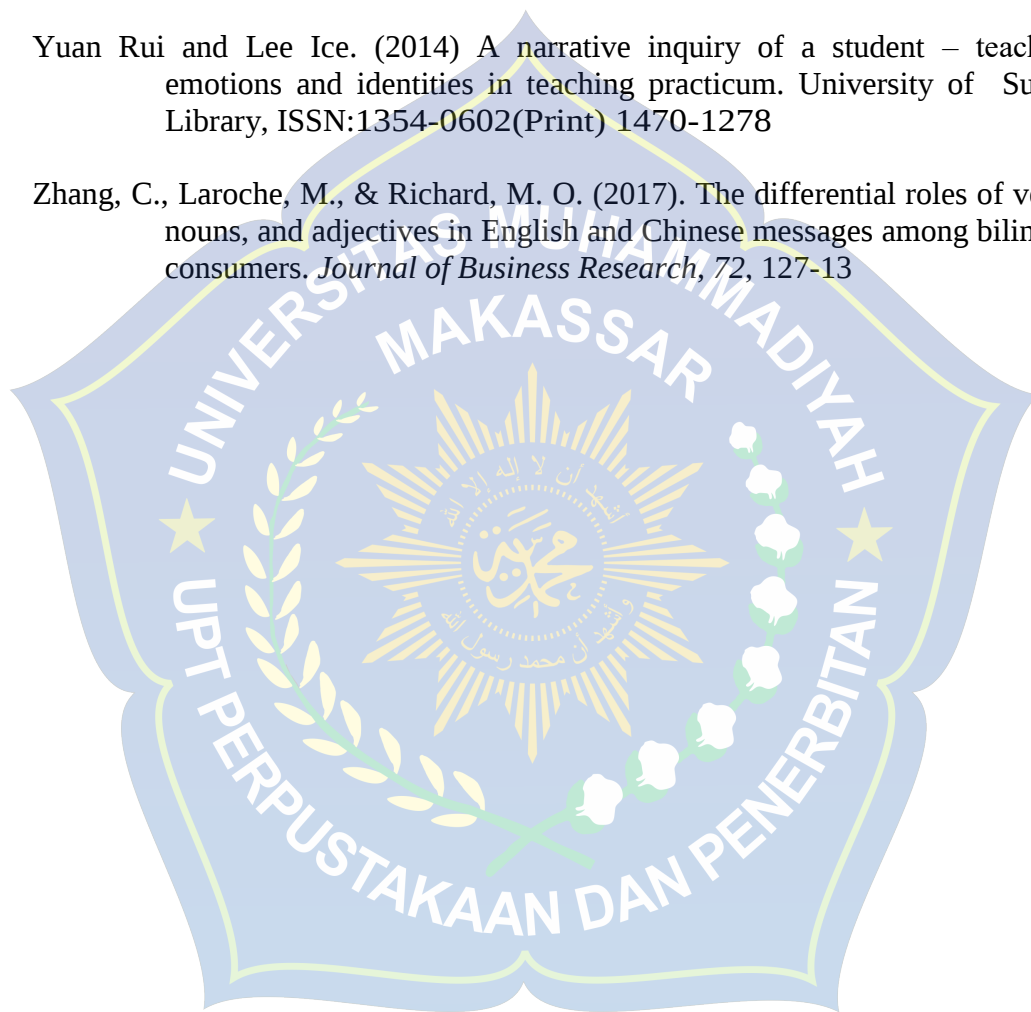
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CURRICULUM VITAE



The writer, Azizah Rasyid was born in Pangkajene pangkep regency South Sulawesi on Sunday, April 30, 1978. She is the eldest of three children from Drs.H.Abd.Rasyid Usman and Dra.Hj.Marhumah Rasyid. The writer is married to Dr.H.Afifuddin Lc.M.A. and has two Daughters.

The writer started education at Elementary School (1984-1990) at SD 33 Mattoanging Pangkep, Junior High School (1990-1993) at SMP IMMIM Boarding School Pangkep, and Senior High School (1993-1996) at SMA IMMIM Boarding School. In the same year, 1996, the writer continued her education at Syariah Faculty Of IAIN Alauddin Makassar and graduated there 2001. In 2005, She took “conversi” program at Faculty of English Departement STKIP Muhammadiyah Bone. She graduated in 2007.

Nowdays, She is a government employee who teaches English at MTsN 2 Makassar. She has been teaching at the school since 2014 until now. With perseverance, high motivation to continue learning, the writer has successfully completed in writing a thesis entitled “**A narrative inquiry of the English Teachers in teaching Vocabularies Using Islamic Songs (at MTsN 2 Makassar)**”. Hopefully, this writing can give positive contribution to the world of education.

DAFTAR RIWAYAT HIDUP



Penulis tesis ini bernama Azizah Rasyid, lahir di Pangkajene Kabupaten Pangkep Sulawesi Selatan, pada hari Minggu tanggal 30 April 1978, anak pertama dari tiga bersaudara dari pasangan Drs.H.Abd.Rasyid Usman dan Dra.Hj.Marhumah Rasyid. Penulis telah menikah dengan Dr.H.Afifuddin Lc.M.Ag. dan dikaruniai dua anak

perempuan.

Riwayat pendidikan Penulis yaitu penulis mulai menempuh pendidikan Sekolah Dasar (1984-1990) di SD 33 Mattoanging Pangkep. Sekolah Menengah Pertama (1990-1993) di SMP Pesantren IMMIM dan Sekolah Menengah Atas (1993-1996) di SMA Pesantren IMMIM. Pada tahun yang sama, 1996 penulis melanjutkan pendidikan di IAIN Alauddin Makassar pada jurusan Syariah., dan menyelesaikan pendidikan disana pada tahun 2001. Pada tahun 2005 menempuh Pendidikan program konversi yang setara dengan Strata Satu di jurusan Pendidikan Bahasa Inggris di STKIP Muhammadiyah Bone. Penulis menyelesaikan Pendidikannya di STKIP Muhammadiyah Bone pada tahun 2007.

Saat ini , Penulis mengabdikan sebagai guru Bahasa Inggris di MTsN 2 Makassar dengan status sebagai Aparatur Sipil Negara. Beliau telah mengajar di sekolah tersebut sejak tahun 2014 sampai sekarang. Dengan ketekunan, motivasi tinggi untuk terus belajar dan berusaha, penulis telah berhasil menyelesaikan penulisan tesis yang berjudul “ **A narrative inquiry of the English Teachers in teaching Vocabularies Using Islamic Songs (at MTsN 2 Makassar)**”. Semoga tulisan ini mampu memberikan kontribusi positif bagi dunia Pendidikan.

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APPENDIX 1: INSTRUMENT

Modified from Murphey (1992) ; Vitasmore &Candra (2019); and Wati (2022)

A. OBSERVATION

Teacher/ Class: _____

Activity	Yes	No	Notes
The teacher does warming up or gives explanation to lead the students to the song			
The teacher asks the students to listen to the song			
The teacher asks the students to find out the adjectives from the song			
The teacher asks the students to find out the nouns from the song			
The teacher asks the students to find out the verb from the song			
The teacher asks the students to find out the useful expressions from the song			
The teacher assists the student to find out their meanings			
The teacher gives the task to the students by filling the gap			
The teacher asks the students to find out moral message from the song			
The teacher asks about their reaction			
The teacher asks the students about their impression/feedback related to the song			
The teacher asks the students about the conclusion of the song			
The teacher gives assignment			
The teacher gives motivation			

Additional Findings			
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B. INTERVIEW GUIDE

Modified from Murphey (1992) ; Vitasmoro &Candra (2019); and Wati (2022)

A. Teachers/ ways in teaching the students

1. What strategies do you use in teaching English vocabulary in general to ensure the students in your classroom are actively engaged in learning?
2. What problems do you face in teaching English vocabulary?
3. What factors influence students' inability to master vocabulary?
4. What media do you use in teaching English vocabulary?
5. How to prepare vocabulary teaching materials using Islamic songs?
6. How do you conduct the vocabulary teaching activities using Islamic song?
7. What Islamic songs do you prefer? Why?
8. How do the students absorb new vocabulary from Islamic song?
9. How do the teachers assess students' ability after learning using Islamic song?

B. Teachers' reflection

10. Is it important for the students to understand the meaning and the moral message of the vocabulary contained Islamic songs? Why?
11. How do you reflect to the Islamic values from Islamic songs being taught to the students?
12. How do you reflect the students' progress after using Islamic songs in learning vocabulary?
13. How do you reflect yourself in teaching vocabulary by using song?

APPENDIX 2: TRANSCRIPTION

TRANSCRIBE 1

P: Hari ini pak saya akan wawancaraiki tentang pengalamanta dalam pengajaran *vocab* dengan menggunakan *Islamic song*. Em pertanyaan pertama. Tentang apa strategi yang biasa kita' gunakan dalam pengajaran *vocab* secara umum, sehingga anak-anak itu terlibat secara efektif dalam pembelajaran?

L: Eehhh,,, biasanya itu kalau saya ee.. yang pertama itu mungkin menggunakan game, baik itu game yang sifatnya online maupun game yang langsung dilakukan didalam kelas. Yang kedua ee... mendengarkan lagu. Karena didalam kurikulum itu, memang ada bagian ee.. materi khusus tentang lagu.

P: iya, di silabus!

L: Iye di silabusnya, biasanya itu dibagian akhir di setiap semester

P: Oiyee.

L: Kemudian *Story telling*. Karena... itu juga ada di dalam materi pembelajaran. Kan biasanya kita gunakan cerita-cerita pendek yang tidak terlalu panjang, mungkin hanya sepuluh atau lima belas kalimat di dalamnya,

P: Iya iya

L: Yaa, kemudian kita mempraktekkan dalam kegiatan belajar mengajar sehari-hari, dan yang penambahan *vocab* mungkin tidak berhubungan dengan *islamic song* tetapi berhubungan dengan materi yang sedang diajarkan.

P: Ooke pak. Kemudian yang kedua, apa masalah-masalah yang biasa dihadapi dalam pengajaran kosa-kata?

L: Eee kalau masalah itu biasanya karena motivasinya siswa itu memang kurang. Kenapa motivasinya kurang! Mungkin karena faktor memang tidak begitu tertarik dengan mata pelajaran bahasa inggris.

P: Ya.

L: Boleh jadi juga mungkin karena mereka tidak menganggap bahwa mata pelajaran bahasa inggris itu menarik dan penting untuk mereka kuasai. Kemudian ya biasanya faktor sarana prasarana, kemudian medianya tidak terlalu cocok misalnya. Itu keterbatasannya bisa dari faktor itu.

P: Okee. Eee apa faktor-faktor yang mempengaruhi ketidakmampuan siswa dalam menguasai *vocabulary* atau kosakata?

L: Yang pertama karena mereka memang tidak gunakan, artinya dikelas pada saat proses belajar, mereka lebih banyak menggunakan bahasa indonesia atau malah tidak menggunakan bahasa inggris sama sekali, meskipun ada mungkin satu atau dua kata yang mereka ketahui bahasa inggrisnya.

P: Iyaa

L: Jadi, bahasa yang digunakan tidak di campur. Yang kedua ee..kepercayaan diri untuk menggunakan *vocab* yang telah diajarkan atau telah diketahui pada saat bertanya atau mungkin pada saat menjawab, sehingga *vocab* yang sudah diajarkan bisa hilang. Emmm selain itu mungkin juga karena faktor terlalu banyak siswa yang ada di dalam kelas, sehingga perhatian dan konsentrasi pengembangannya juga terpecah.

P: Iya

L: Terpecah kesana kemari

P: Iyaa. Selanjutnya pak! Apa media yang biasa digunakan dalam pengajaran kosakata?

L: E... Kalau saya itu, biasanya menggunakan kartu-kartu kosakata.

P: Iyee

L: Kalau jaman sekarang kan lebih gampang. Banyak tersedia di toko buku. Kemudian ee.. selain menggunakan kartu, bisa juga menggunakan gambar

P: Ookee

L: Apakah itu kamus bergambar atau gambar yang kita *download*. Kemudian kita tentukan e.. *vocab* yang sesuai

P: Iyaa

L: Bisa juga dengan misalnya memutar video, biasanya video yang mereka suka itu adalah video yang berisi lagu.

P: Iyaa

L: Jadi mereka bisa mendengarkan beberapa *vocabulary* yang akan diajarkan pengucapannya seperti apa, tulisannya juga seperti apa.

P: oh jadi biasa kita' pakai lagu tapi menggunakan video!

L: Iya. Menggunakan video karena sekarang eee.. media lebih berkembang

P: Ookee

L: Jadi lebih gampang juga kalau misalnya kita mau menggunakan video, tidak sama jaman dulu. Yang lalu-lalu itu agak susah kita ee.. apa namanya? Memperlihatkan video, biasanya cuma suara saja.

P: Biasanya, apa yang kita' gunakan pak di..... Maksudnya di dalam eee misalnya di hp atau aplikasi apakah itu? *Youtube* kah atau apakah atau ada yang lain!

L: Biasanya itu, dari *Youtube* saja. Karena lebih mudah untuk di *download* .

P: Ooh oiya iya pak

L: ada banyak sekali pilihan kalau di *Youtube*. Mengenai aplikasi lainnya, tergantung ee..apa namanya? Ketersediaannya di *hand phone* siswa dan guru dan tergantung semudah apa modifikasinya bisa di... apa namanya? Digabungkan.

P: Apa biasa lagu-lagu yang kita' pakai pak! Dalam ee.. pengajaran *vocab* khususnya untuk lagu itu sendiri?

L: Eee... Tentunya karena kita ini Madrasah jadi, lagu-lagu yang ee.. sifatnya islami atau lagu-lagu yang mengandung unsur-unsur islami.

P: Iyee

L: Karena ada juga lagu yang mungkin bukan lagu islami, tetapi di dalamnya ada makna-makna yang mengandung unsur islami. Biasanya itu

P: mmm pesannya itu, iyee. Okee

P: Selanjutnya ee.. bagaimana menyiapkan materi pengajaran *vocab* dalam menggunakan *islamic song*? Maksudnya ee.. *stages* nya atau *step-step* nya?

L: Yaaa tentu kita harus susun dalam bentuk RPP yang pertama, kemudian kita cari lagu yang sebisa mungkin eeh.. diketahui atau biasa didengarkan oleh kebanyakan siswa.

P: oiyaaa

L: kemudian eh... tentu lagunya harus lagu yang sifatnya lagu islami. Apalagi sekarang eh.. sudah banyak penyanyi-penyanyi muslim yang menyebarkan lagu-lagu islami. Apakah itu melalui *Youtube*, melalui *Spotify* atau aplikasi lainnya. Kemudian tentu kita harus siapkan alat-alat yang akan kita gunakan nantinya, baik itu berupa *Sounds system* atau mungkin *LCD*, atau *Speaker*...

P: Iyaaa

L: atau malah mungkin kalau sekarang ini karena kita punya *Digital board*

P: Iyaaa

L: Jadi, lebih mudah lagi untuk ee... apa namanya? Untuk sarana-sarana yang digunakan. , handout

P: *Handout*...!

L: Iyaaa

P: Iyaa, lembaran kerjanya.

P: E...hh selanjutnya pak, bagaimana bapak menyiapkan, mengadakan aktivitas-aktivitas dalam pengajaran *vocab* dalam menggunakan lagu-lagu islami?

L: Eh... biasanya itu begini, jadi kita perkenalkan dulu siapa penyanyi dari lagu yang kita ajarkan,

P: Iyeee

L: dan perkenalannya itu, biasanya dalam bentuk foto atau gambar si penyanyi. Kemudian apa namanya! Kita perdengarkan lirik lagunya, lirik yang tentu langsung dinyanyikan oleh penyanyinya yah, kemudian ehhh kita juga ehh apa namanya! Menyiapkan lirik dalam bentuk tulisan.... lirik yang sudah di apa namanya! Di

potong-potong , dipecah, dibuat secara acak, disusun secara acak, kemudian ehh.. apa namanya! Nanti akan dibagikan berdasarkan kelompok untuk disusun. Kemudian akan ada umpan balik dari kegiatan itu, kemudian mereka akan mengisi... eh hh akan ada bagian lain berupa lirik yang full tetapi ada bagian yang kosong, kemudian bagian yang kosong itu nanti diisi berdasarkan kata-kata yang ada di dalam lirik yang sudah diperdengarkan sebelumnya. Kemudian mereka akan memeriksa bersama-sama bagian mana yang benar, bagian mana yang salah kemudian kalau misalnya ada bagian yang salah, mereka bisa susun kembali sesuai dengan susunan yang benar. Kemudian ehh... dicari arti dari kata-kata yang kosong tadi, yang sudah diisi dibagian kosong kemudian...emm apa namanya. Bagian yang paling penting adalah mencari isi pesan dari lagu tersebut.

P: E..mm apakah dalam penyampaian materi itu, ada tata bahasa yang harus diketahui anak-anak? Misalnya, dengan menetapkan apa namanya! Kata benda atau *tenses* atau apa dan sebagainya.

L: E.... kalau *Tenses* tidak kita hubungkan karena ini memang sifatnya pembelajaran untuk *Vocabulary* jadi, biasanya hanya selain mencari makna, menyebutkan dengan baik dan benar, juga menentukan jenis kata

P: Iya. Jenis kata.

L: Banyak anak-anak yang biasanya tidak bisa menentukan jenis kata sehingga mereka kesulitan pada saat belajar menyusun sebuah kalimat atau mungkin *tenses*.

P: Iya. Jadi ada klasifikasi. Misalnya kata benda, kata sifat.

P: Selanjutnya apakah lagu islami yang kamu pilih? Kenapa kamu.. eh h kenapa kita' pilih lagu islami?

L: E... di pilih lagu islami, karena pertama semua siswa kita itu beragama islam, yang kedua kita ini berada dilingkungan madrasah atau sekolah madrasah, sehingga kesesuaian materi dengan lingkungan itu sangat cocok. Ada juga lagu itu, yang bukan lagu islami dan juga tidak dinyanyikan oleh penyanyi muslim. Tapi, di dalamnya mengandung unsur atau pesan-pesan yang sifatnya ada di dalam kehidupan yang islami

P: iya... betul, betul.

P: Ookee eee... selanjutnya pak. Bagaimana siswa menyerap kosakata baru dari lagu islami? Siswa-siswa menyerap kosakata baru dalam lagu-lagu islami?

L: Tentu yang pertama ehbb dihafalkan kosakata tersebut, yang kedua menggunakan kata-kata tersebut dalam sebuah kalimat.

P: Ohiyee

L: kemudian ehbb menggunakan kata tersebut didalam sebuah dialog yang sederhana

P: Iyaa. Okee. Selanjutnya pak, bagaimana ehbb biasa kita' menilai kemampuan siswa setelah pengajaran pembelajaran menggunakan *Islamic song*?

L: Tentu dengan melihat tugas-tugas yang diberikan saat pembelajaran. Baik itu berupa lembar kerja, maupun tugas-tugas grup-grup lainnya.

P: Selanjutnya, apakah penting ee... siswa penting memahami arti dan pesan moral dalam *vocab* dalam lagu-lagu islami itu?

L: Kalau arti, tentu sangat penting supaya mereka bisa mengetahui kata ini artinya yang ini sehingga pada saat akan digunakan juga mereka menggunakan kata yang tepat.

P: Iye.

L: kemudian kalau pesan itu... yah tentu penting karena sebagai pendidik ada hal-hal yang harus kita sampaikan kepada siswa, ada nilai-nilai yang harus kita sampaikan kepada siswa untuk mereka jadikan sebagai pegangan dan sebagai pandangan dalam kehidupan sehari-hari.

P: Bagaimana kita' merefleksi nilai-nilai islam dari lagu-lagu islami yang diajarkan ke siswa?

L: Jadi apa namanya! Kalau mereka memahami kata-kata atau kalimat-kalimat dari lagu tersebut. Maka pesan yang ingin disampaikan, pesan yang berupa nilai yang ingin disampaikan oleh si penyanyi maupun kita sebagai guru, itu dapat diterima oleh siswa sehingga nilai-nilai islami yang terkandung didalam lagu tersebut. Juga bisa dipahami oleh siswa dan bisa diamalkan dalam kehidupan sehari-hari.

P: Selanjutnya, bagaimana kita' merefleksikan progress siswa setelah menggunakan lagu-lagu islami dalam pengajaran *vocab*?

L: Tentu kita harus... apa namanya! Memberikan pertanyaan sesuai dengan isi lagu tersebut dan materi yang terkait dengan lagu tersebut.

P: terkait lagu tersebut, iyee.

L: mungkin itu pertanyaan yang sifatnya kata atau kalimat yang mengandung ehh... apa namanya! Unsur islami atau kata yang biasanya digunakan untuk mencerminkan sesuatu yang mengandung nilai islami.

P: Iya.

P: Okee, yang terakhir pak. Bagaimana kita' refleksikan dirita' sendiri dalam pengajaran *vocab* melalui *islamic song*? Mungkin disini penekanannya bisa menjadi sesuatu yang kekuatan ta' atau kelebihan ta' atau yang masih kurang atau kelemahan ta' dan yang mau diperbaiki.

L: kalau kekuatan... eh tapi bukan juga kekuatan. Kalau kelebihan...

P: Iya!

L: karena sebagai guru, saya punya suara yang cukup bagus untuk bernyanyi di depan siswa. Sehingga untuk mengajarkan ini, saya sedikit lebih percaya diri.

P: Iya...

L: karena saya juga suka menyanyi

P: Iya.

L: Kalau kelemahan...dalam pengajaran ini. Ehh saya rasa tidak. Kelemahannya mungkin hanya dari pemilihan-pemilihan lagu yang tepat. Artinya begini, lagu yang di dalamnya banyak *vocabulary* yang bisa diserap oleh siswa.

P: Iye.

L: karena ada lagu yang ada *vocab* di dalamnya tetapi, tidak banyak *vocab* yang bisa kita ambil untuk diajarkan. Jadi... itu, saya rasa kelemahannya disitu. Mungkin juga karena tidak banyak lagu islami yang kita ketahui. Tapi biasanya kalau apa namanya! Kelemahan itu bisa kita atasi dengan cara cari lagu yang bukan lagu islami atau yang artinya lagu yang tidak bercerita tentang kehidupan islami, dan tidak dinyanyikan oleh penyanyi muslim. Tetapi, mengandung isi pesan yang juga ada di dalam kehidupan yang islami.

P: Oke.

P: Tapi untuk lagu-lagu islami itu sendiri pak. Siapa biasa lagu yang kita' gunakan?

L: Yaaa karena sekarang itu yang paling terkenal itu Maher zain, Harris J dan itu yang banyak diketahui anak-anak generasi sekarang. Supaya mereka lebih tertarik, tentu pilihannya adalah kedua penyanyi ini, ada juga yang penyanyi lain yang bisa kita pilih karena lagunya itu mengandung unsur pesan yang itu sifatnya islami.

P: Jadi artinya menggunakan ehh... lagu dengan lagu *islamic song* itu ada pengaruhnya ke anak-anak?

L: Oh iyaaa... ada pengaruhnya karena apa namanya... Pertama mereka memang suka dengan penyanyinya, yang kedua mereka memang suka dengan lagunya, yang ketiga di dalamnya ada unsur pesan yang bisa diambil. Biasanya siswa akan senang dengan hal-hal yang mengandung unsur *humanity* atau ehh apa namanya... Berhubungan langsung dengan kehidupan sehari-hari mereka. Kemudian apa namanya... ehh penambahan *vocab* akan lebih mudah karena kalau mereka hafal lagunya tentu mereka hafal arti dan kata yang ada di dalam lagu itu

P: Iya, mungkin bisa juga memperbaiki...

L: Iya.

P: *pronunciation* nya.

L: Iya.

P: Iya baik pak, saya kira itu yang saya tanyakan ki' hari ini...Terima kasih atas waktu ta'. Mudah-mudahan ini bisa bermanfaat. Terima kasih pak

TRANSCRIBE 2:

P: eeeh hari ini pak, saya mau minta waktuta untuk wawancara atau interview ehh tentang pengajaran *vocab* melalui *islamic song*.

L: iye... silahkan bu'

P: pertanyaan pertama pak,

L: Tidak banyak ji ini bu?... ehehehe (terkekeh)

P: Tidak ji pak. Ini apa strategi-strategi yang bapak gunakan dalam pengajaran *vocab* dalam bahasa inggris secara umum untuk memastikan bahwa siswa-siswa di dalam kelas itu aktif dalam pembelajaran?

L: iye bu'.... Jadi emm,,,,,, kalau saya bu' strategiku biasanya saya pake game, ada itu bu' yang namanya *game vocab learning* yang untuk melatih anak-anak mencari kata-kata yang istilahnya baru buat mereka, caranya itu kalo *vocab learning*.. misalnya contoh saya buat kata *time*....,

P: iyah

L: Cari satu kata baru yang menggunakan huruf terakhir dari kata *time* tadi.

P: emmmm iyah.

L: Nah akhirnya anak-anak itu tidak boleh di repeat tidak boleh diulang, dia coba mengingat kata-kata apa yang diucapkan temannya dan mencari kata baru, nah dan disitu saya... apa namanya, eh melatih anak-anak ehhhh...cari *vocab-vocab* yang mereka bisa dapat

P: mmmm oke..

L: kemudian, selain lewat games,,, itu biasanya games paling umum. Biasanya juga anak-anak nonton film, biasanya itu film lewat film kartun yang paling simple itu kartun, karena kalo saya ajak anak-anak nonton film yang layar lebar yang durasi dua jam pasti mereka capek. Jadi biasanya kartun saja bu' . Disitu biasanya saya tanya anak-anak kira-kira kata-kata baru apa saja yang kalian dengarkan disitu?. Kemudian, saya suruh catat

P: iya..

L: yah, kata-kata baru yang kalian dengar, kemudian dicatat dan kalo bisa diingat.

P: Okee..

L: biasanya juga saya pake lagu, lagu yang biasa saya pake ya.. lagu yg *up to date* sekarang dan juga yang lagu *islamic song*

P: mmm yah

L: kalo lagu yg *islamic song*, biasanya saya pake lagunya Maher Zain, lagunya Harris J, kemudian ada yang terakhir yang paling imut yang lagi viral itu, itu biasa saya juga pake. Allhamdulillah itu respon nya anak-anak luar biasa, dan itu sudah berlangsung lama.

P: iye iye

L: Allhamdulillah...iya

P: ok, apa masalah-masalah yang biasa kita dapatkan dalam pengajaran vocab?

L: Ohhhh...hahaha (terkekeh) kalau masalah banyak bu'. Pertama anak-anak masih terpaku dengan kata-kata yang familiar,

P: ok

L: contoh misalnya kata-kata *love*,

P: Iye

L: kemudian kata *mother*, *father* dan sebagainya kata-kata yang sudah sering mereka dengar... Kalau yang baru biasanya mereka stuck begitu dan kadang harus buka kamus dulu dan cari. Nah itu kendala saya disitu, dan ada juga kata-kata yang susah sekali mereka mmm apa namanya susah mencari dan dapat, sampai mereka harus meminta bantuan dengan menggunakan google translate, atau kadang juga pake kamus untuk menemukannya. Itu kendalanya disitu bu' agak susah dapatkan itu.

P: jadi, masalahnya terutama sama...ehhh kata-kata...

L: kata-kata yang mereka susah mencari kata-kata yang istilahnya tidak pernah mereka dapatkan sebelumnya.

P: oh iya, artinya kata-kata baru

L: lebih tepatnya begitu bu'

P: Eeee... apa faktor-faktor yang mempengaruhi ketidakmampuan siswa dalam menguasai...eee kosakata?

L: faktor apa saja yah? Ehh kalau saya yah, faktor utama mungkin eee..apa di' kayak krisis percaya diri, takut membuat kesalahan,

P: yaaa betul. Oke

L: hal yang sering terjadi, kemudian yang kedua, ya mungkin ibaratnya kek ada jenjang pintar, yang kek ada kelas-kelasnya begitu, sering didominasi sama teman-temannya yang mampu. Artinya yang paling tinggi levelnya dan biasa kalau siswa-siswa dikelas yang mendominasi itu anak yang lebih pintar, jadi gitu. Akhirnya siswa yang mempunyai kemampuan menengah ke bawah jadi mundur. Jadi ya gitu. Salah satunya yah krisis percaya diri ada yg bilang adaji teman-teman yang lebih pintar. Kemudian hal yang kedua mungkin juga karena pengaruh *game*, itu juga yang paling sering

P: games..

L: kek apa di' mungkin karena itu ada yang masa bodoh . Anak yang seperti itu berfikir ..jadi ehh jangan mi deh.. gitu dia selalu berfikir ehh lebih asik itu yang di game nya, karena yang digame kan banyak permainan- permainan menarik dan akhirnya yahh sudahmi., Malas dan tidak maumi lagi mencari ya... seperti itu.

P: eee bagaimana dengan motivasinya pak? Motivasinya anak-anak dalam....

L: itumi tadi, istilahnya karena mungkin masa bodoh, malasmi mencari, tidak maumi berusaha, alhasil gigit jarimi..

P: mmm iya

L: apalagi bahasa inggris susah ditulis, susah dibaca, susah diucapkan....,

P: Iye

L: kompleks jadi satu, tidak adami motivasi untuk belajar.

P: iye

L: salah satunya itu

P: Oke

P: Kemudian, eee apa media yang biasa kita' gunakan dalam pengajaran vocab atau kosakata?

L: mmm media saya biasa pakai Youtube,

P: Youtube!

L: Iya, kemudian saya biasa pakai... eh paling yang sering Youtube ji bu', karena ituji yang paling biasa saya pakai. Terus...! Mm Spotify terus musik- musik online bu'

P: iya

L: trus Resso, Spotify.. Tapi kebanyakan Youtube ji. Karena kebanyakan anak- anak tertarik kalau ada gambarnya, ada visual

P: ya gambar. Oke

L: karena biasanya musik ji saya tidak ada gambarnya. Ya.. kebanyakan begitu bu'

P: Iya.

P: eh bagaimana eh menyiapkan pengajaran material pada pengajaran vocab dengan menggunakan *islamic song* atau lagu-lagu islami?

L: e.. jadi yang pertama, saya lihat dulu... apa namanya? Ehh yang di RPP nya seperti apa yang dia pakai, terus yang kedua pemilihan lagu- lagu islaminya..

P: iya

L: Jadi, istilahnya saya mencari lagu-lagu islami yang tidak cepat dan juga tidak lambat artinya menengah

P: oke

L: karena, Contoh bu' pengalaman yang saya dapatkan dikelas 7;

P: iya

L : saya ajarkan lagu *islamic song*, itu..., bisa dibilang termasuk menengah. Tidak lambat tidak juga cepat. Ehh anak-anak kewalahan, pak apa yang dia bilang ini pak

terlalu susah, terlalu cepat lagunya, karena secara kan memang tuturnya untuk orang *native speaker* jadi agak susah mereka mengerti di banding kita pribadi. Jadi itu bu' pemilihan lagunya yang saya ambil itu yang tidak terlalu cepat dan tidak terlalu lambat,. Kemudian, yang pastinya sarana seperti speaker dan segala macam yang saya siapkan semua. Terus yang paling penting itu... eh apa namanya! Eh koneksinya bu'. Karena saya menggunakan Youtube, otomatis jaringannya juga harus kuat.

P: oke

L: Jadi itu yang harus saya siapkan untuk penggunaan *islamic song*

P: Iyaa

P: Bagaimana materialnya, materinya?

L: materinya...yang saya ambil, kalau misalnya bu' lagunya,,, kan biasanya bu' yang materi lagu itu ada kan bu' biasanya yang dikelas 7 yg di bab terakhir materinya yang di semester 2, nah saya sesuaikan saja disitu. Kira- kira lagu yang cocok dengan materi yang begini seperti apa? Misalnya kalau tentang masalah cinta. Kan biasanya ada itu bu' tentang cinta, tapi yang saya ambil bukan yang cinta yang secara menyeluruh tapi misalnya cinta terhadap Allah SWT, cinta terhadap sesama, terhadap orang tua dan lain-lain. Ya seperti itu.

P: oke, iya

P: bagaimana pak kita mengadakan aktivitas-aktivitas dalam pengajaran vocab? Maksudnya apa-apa saja aktivitas ta' dalam pengajaran dalam menggunakan *islamic song*. Misalnya apa yang kita lakukan dalam pengajaran itu?

L: ini masuk ke lagunya atau ini nya!

P: pada saat proses

L: yang pertama bu' saya tanya dulu, kira-kira kenal gak dengan penyanyi ini? Kenal gk dengan ini? Itu yang pertama, kemudian pernah gak kalian dengar lagu seperti ini? Kemudian, yang ketiga setelah itu saya perdengarkan lagunya.Nah.. kalau mereka belum pernah mendengarkan lagunya seperti apa yaa Allhamdulillah, berarti ini menjadi salah satu inovasi baru buat mereka, karena mereka belum pernah dengar lagunya. Jadi, akan menjadi tantangan. Setelah itu saya membuat apa namanya.... eh hh *missing lyric*

P: *Missing lyric* kayak *fill and the gap* begitu!

L: Iyaa.. Jadi ada kata-kata yang saya kosongkan, kemudian mereka dengarkan. Kira-kira yang diucapkan penyanyi itu apa? Misalnya, kata ini, kata ini, kata ini. Sesuaikan.

Dan lagu itu saya putar selama 3 kali, 3 kali proses untuk mencocokkan sudah betulmi itu kah kata-kata yang dicocokkan atau belum!.

P: biasanya apa...tata bahasa misalnya penekanan kosa katanya yang seperti apa yang kita kasi pada anak-anak? Apakah misalnya ada kata sifat atau apa...?

L: iye itu pasti. Jadi yang dilakukan terakhir setelah mereka menemukan kata-katanya, tidak langsung selesai. Oke selesai! Cocokkan. Jadi tidak hanya sampai situ. Tapi setelah selesai, mereka harus mengklasifikasikan katanya masuk kategori apa?

Jadi biasanya jika anak-anak sudah mengklasifikasikan, Oohh ini pak masuk dikelas kata benda, Ohh ini pak masuk dikelas kata sifat, oh ini pak masuk dikelas kata tempat, kata keterangan dan lain-lain. Akhirnya lambat laun mereka sudah tau kalau ohh seperti ini yang dinamakan kata benda, ini yang namanya kata sifat, ini yang namanya kata keterangan dan Yes secara terbiasa dan secara rutinitas mereka bisa paham, seperti ini loh penjelasan kata benda dan tidak hanya teks langsung mencari dan selesai. Iyee

P: Apakah pernah menekankan pada ekspresi, *expression*? Kan dalam lagu itu pak. Misalnya ada kata idiom atau apa yang mungkin tidak bisa diartikan satu-satu untuk memahami itu.

L: Kalau saya pribadi bu' jujur. Eh selama saya mengajarkan lagu tersebut, saya melihat tingkat *grade* yang saya ajar, anggap saja kelas 7 dan kebetulan kan memang saya ngajar dikelas 7 dan selalu memang saya mendapat kelas 7.

P: iya

L: paling saya hanya memberikan ke mereka idiom satu dua kata. Karena pasti mereka pasti bertanya, pak ada yang ini pak, artinya apa? Trus saya bilang "oh kalo yang ini tidak bisa dipisah satu satu kata nak karena ini dalam rangkaian, in idiom, materinya ada untuk idiom dan khusus dan tidak diajarkan dikelas 7, nanti di ajarkan dikelas yang lain nak". Gitu.

Jadi, untuk membuat anak-anak menjadi tidak terlalu pusing, tidak terlalu berat dengan apa yang ditugaskan, saya cuma ambil satu dua kata bu' setelah itu saya tidak ambil, saya ambil yang biasa saja. Jadi tidak..

P: yang masih sederhana yaa

L: iya yang masih basic. Karena menurut saya bu'. Peng klasifikasian vocab yang mereka sudah dapatkan sudah termasuk modal buat mereka menuju kelas 8

P: iya

L: Apalagi yang ini, anak-anak secara.... memang basicnya tidak mampu mencari kata-kata yang susah. Diberikan idiom.... mati hehheh (terkekeh).

P: Apa lagu-lagu islami yang biasa kita pilih?

L: kayak tadi, yang paling sering saya pake itu Maher Zain

P: Why? Kenapa itu yang kita pakai?

L: Karena Maher Zain, secara lagu bagus

P: Iya

L: kemudian menyentuh, maknanya dalam sekali, pesan moralnya bagus, tata bahasanya bagus, kemudian tingkat ke... eh cara pengucapan kata-kata bagus, dari segi musik. Emmm apa di' mau dibilang lambat... Tidak, mau dibilang cepat.... juga tidak. Jadi menengah. Kemudian *Easy to understand*, mudah dimengerti dan *Easy to listening*, enak di dengar. Itu pasti bu' musiknya enak didengar kalo Maher Zain.

P: Maher Zain

L: kemudian ada lagi bu' Harris J. Harris J saya pakai karena itu, yaa sesuai dengan dunianya anak-anak, dunia remaja...

P: oh iya, mungkin karena Maher Zain masih *teenager* yah

L: Ehheh. Harris J yang *teenager* bu', Harris J

P: Ooo mm yaa. Maher Zain tidak..

L: iya Maher Zain tidak. Tapi kalau dari segi *Easy to listening* dan *Easy to Understanding*. Saya lebih afdol ke Maher Zain

P: Okee

L: Iyee

P: Yang lebih gampang dipahami yaa lagu-lagunya Maher Zain!

L: Iyee dibandingkan Harris J, saya lebih pilih itu Maher Zain.

P: Okee

P: Bagaimana siswa menyerap kata-kata baru didalam lagu-lagu tersebut, supaya gampang mereka ingat. Bagaimana caranya? Bagaimana carata' biasanya, supaya siswa lebih gampang mengingat kata-kata yang sudah dipelajari?

L: Oh iye iye...Kalau misalnya bu' ada kata-kata yang dia sudah dapatkan dalam lagu tersebut, biasanya saya coba buat kalimat, kemudian saya suruh cari arti

P: emm iyaa

L: Tapi paling sering saya suruh buat kalimat yang paling mudah kan! Ya itu tadi, yang paling sering saya gunakan yaa membuat kalimat.

P: Buat kalimat dari kata-kata baru yang sudah di dapatkan...!

L: Iyaa, kemudian mencari artinya. Itu biasanya gampang mereka serap

P: Iya

P: Bagaimana kita' menilai kemampuan siswa setelah mengajarkan lagu-lagu islamik?

L: saya nilai kemampuan siswa! Emm biasanya kalau sudah saya buat tes, yang tadi *missing lyric* atau *fill the blank*, kita hitung. Kira-kira kata yang cocok ada berapa? Apakah sudah jawab betul 100%, 90% kemudian ada yang menjawab 80% biasanya kata-kata itu kembali saya hilangkan untuk tes berikutnya. Apakah mereka masih mengingat kira-kira kata-kata tersebut atau tidak!. Istilahnya, "ough kayak seperti ini barang kali liriknya lagu yang dibagian pertama, katanya hampir sama ji di lagu berikutnya dengan musik dan lirik yang berbeda. Disinimi siswa berfikir....

L: Kan biasanya bu' di lagu-lagu begitu ada kata-kata yang sama dikasi masuk di lagunya, namun dilagu berikutnya agak susah ki di pengucapan, eh *pronunciation*-nya.mungkin berbeda. Kemudian, lagu tersebut agak susah ki dilagu berikutnya, kata yang sama ji. Maksudnya agak asing ki buat mereka. Nah.. ada perubahan biasanya

dari lagu pertama nilainya benar semua, tapi terkadang dilagu yang kedua dengan kata yang sama eee ternyata nilainya 90% atau 80%.

P: Eee.. Apakah penting, siswa memahami arti dari lagu itu dan pesan moral dari lagu yang disampaikan?

L: Pasti... harus itu.

P: Saya ulang pertanyaan yang tadi pak. Apakah penting siswa memahami arti dari kata-kata itu dan pesan moral yang terdapat dari lagu itu?

L: Iyee.. Penting bu' . Kata-kata yang mereka dapatkan dalam sebuah lagu. Istilahnya untuk apa dia pelajari kata-kata tersebut kalau tidak tau artinya! Jadi kalau saya bu' penting dan harus tau artinya apa, kemudian pesan moral dalam lagu juga harus mereka tau. Sehingga mereka gak dengar dan hafal lagu to' jadi isi dari lagu itu, maknanya apa? Sedangkan mereka bisa paham betul ough bahwa ternyata islam begini, isi lagunya begini. Seperti itu bu'. Jadi, Penting

P: Ookee

P: Bagaimana kita merefleksi nilai-nilai islam dalam lagu-lagu islami yang diajarkan kepada siswa?

L: Kalau untuk merefleksikannya bu' biasanya saya memahami dulu kata demi kata, kemudian kalimat demi kalimat, kemudian isi... eh apa namanya... emm *moral value* nya yah.

P: Yaa

L: Kemudian, pada saat saya memberikan kalimat tersebut kepada peserta didik, begitu ada keluar nilai-nilai yang terkandung di dalamnya, sehingga siswa bisa memahami dan mengamalkan isi lagu tersebut.

P: Ookee,. Itu yang penting pak di' mengamalkan isi dari lagu tersebut..

L: Memahami dan mengamalkan

P: Oke memahami dan mengamalkan. Ookee *next* pak. Bagaimana kita merefleksi progress siswa setelah menggunakan lagu islami itu dalam pembelajaran vocab?

L: Kalau saya bu' biasanya sih. Apa di' biasanya kasih *feedback*, biasanya saya kasih umpan balik. Saya pertanyakan kembali, saya buka pertanyaan-pertanyaan simple

yang berkaitan dengan lagu tersebut. Jadi misalnya ada beberapa kata-kata yang ada disitu, saya tanya kembali "kira-kira dari lagu ini apa yang anda cermati, terus kata-kata apa, dan ini kata-kata sudah biasa kalian dengar apa belum?" Kalau bilang "iya sudah pak". Ough bagus kalau begitu..... Dan setelah itu, yang paling penting disini saya tanya saya kasih pertanyaan-pertanyaan simple, ee "*After hearing a song, what is the moral message atau what is the moral value of the song?*". Secara tidak langsung, anak-anak bisa mem-*produce sentences* atau *simple sentences* dari lagu yang mereka sudah dengarkan. Jadi ada kemampuan yang mereka sudah eee buat, bahwa ini anak sudah bisa ji buat kalimat dalam bahasa inggris. Secara tidak langsung saya sudah melatih mereka memproduce atau melatih mereka membuat kalimat dari pertanyaan yang sebelumnya saya sudah sampaikan tadi.

P: Okee

L: Iyee

P: ini terakhir pak. Bagaimana kita merefleksi diri ta' sendiri dalam pengajaran kosa kata melalui lagu? Mungkin pada tingkat kelemahan dan kelebihan ta'

L: Kelebihan!

L: Jujur buk kalau saya, kalau untuk kelebihan saya....(terkekeh) kalau saya bilang buk begini

Untuk *strengthness*.... secara pribadi, saya memang orang yang suka musik.

P: Okee

L: Jadi pada saat saya dapatkan yang seperti ini saya coba merefleksikan ke siswa, mengajarkan ke siswa *islamic song* ini. Ini luar biasa, anak-anak tertarik, suka dan.. ee mereka kek bilang "Pak lagi pak, kalau bisa lagi". Secara tidak langsung musik.., kita mengenalkan musik islamik ke anak-anak kita. Musik-musik islami yang berbau kebarat-baratan, berbau kekinian. Apalagi sekarang yang banyak K-Pop. Itu lambat laun kita sudah lupakan gitu toh!

P: Iyee

L: Karena dengan adanya lagu islam ini, apalagi musiknya yang kayak Maher zain yang gak terlalu arabic sekali..

P: Lebih ke pop.

L: Iyaa, lebih ke pop, dan itu kemaren itu yang saya putarkan itu lagu. Ada yang sempat malah menangis. Ditanya "kenapa menangis? Pak asyik sekali pak, cerita cin. Bagusnya lagunya pak!". Jadi secara tidak langsung anak-anak pengen kalau nanti mau tengok, ada ji itu di Youtube, kita' cari".

Penasaran anak-anak. Nah itu! Kemudian lambat laun itu anak-anak semakin tertarik ke *islamic song*.

P: Ookee

L: Kalau dibilang kelemahan buk..emm apa kelemahan saya?. Saya pribadi banyak juga harus belajar. Karena banyak kata-kata yang istilahnya mungkin dibilang monoton. Lagu terus, lagu terus...

Jadi, saya biasanya buk kalau untuk lagu, tidak hanya sekedar untuk istilahnya penyanyi itu saja. Saya harus mencari banyak referensi, kira-kira penyanyi apa saja yang diminati anak-anak dan cocok di segala umur. Bukan yang untuk anak-anak seusia anak, Untuk usia seperti saya, tapi juga bisa cocok ditelinga untuk anak-anak muda seperti MTs. Jadi itu buk, peran referensi. Referensi sama penyanyi-penyanyi yang bernuansa islam. Haruska' dulu cari-cari banyak tahu. Jadi banyak tahu ini... Jangan cuma Maher Zain to' atau Harris J to'. Cari banyak-banyak, kira-kira penyanyi yang selain mereka berdua ini. Siapa lagi!

P: Oo yah

L: Aa ya itu buk mungkin kelemahan saya. Jadi anak-anak lebih.. apa namanya... lebih kaya akan hal itu. Kaya akan *islamic song*. Pak Maher zain lagi! Gak ada yang lain.. Jadi kadang saya kayak diserang balik "Iyo di' kira-kira siapa lagi penyanyi yang bagus dijadikan sebagai anunya mereka". Karena kalo pas saya berikan lagunya Maher zain. Gak ada yang lain kah hahahha (terkekeh...) itu tantangan

P: Itu tantangannya

L: Tantangan sebenarnya buat saya. Jadi harus memperkaya referensi lagu *islamic song* supaya banyak juga daftar saya untuk bisa saya ajarkan ke anak-anak.

P: Tapi secara *Overall*, secara keseluruhan sebenarnya anak-anak tertarik.....,

L: tertarik buk sangat tertarik sekali

P: tertarik dengan pembelajaran vocab melalui *islamic song*!

L: Iye buk tertarik sekali. Karena buktinya buk, pada saat saya buat kemaren.....apa namanya pertemuan itu..saya buat dengan dua style. Mereka bilang ee.."Pak bagusnya pak! ada lagi pertemuan berikutnya yang ada lagu?" Saya bilang tunggu nak, akan ada pertemuan berikutnya dengan menggunakan lagu itu. Tertarik buk, jadi anak-anak semenjak belajar vocabulary. Ada juga yang start lagunya, tidak hanya sekedar hanya main game, jadi dia searching di Youtube. Dia cari penyanyi lagunya siapa?, dan mendengarkan lagu-lagu itu. Malahan di Youtube yang dia download album lagunya Maher Zain. Itu-itu terus yang dia putar. Secara tidak langsung dia belajar.

P: Apakah perlu na hafal itu lagu pak?

L: Kalau mereka suka. *Why not!*

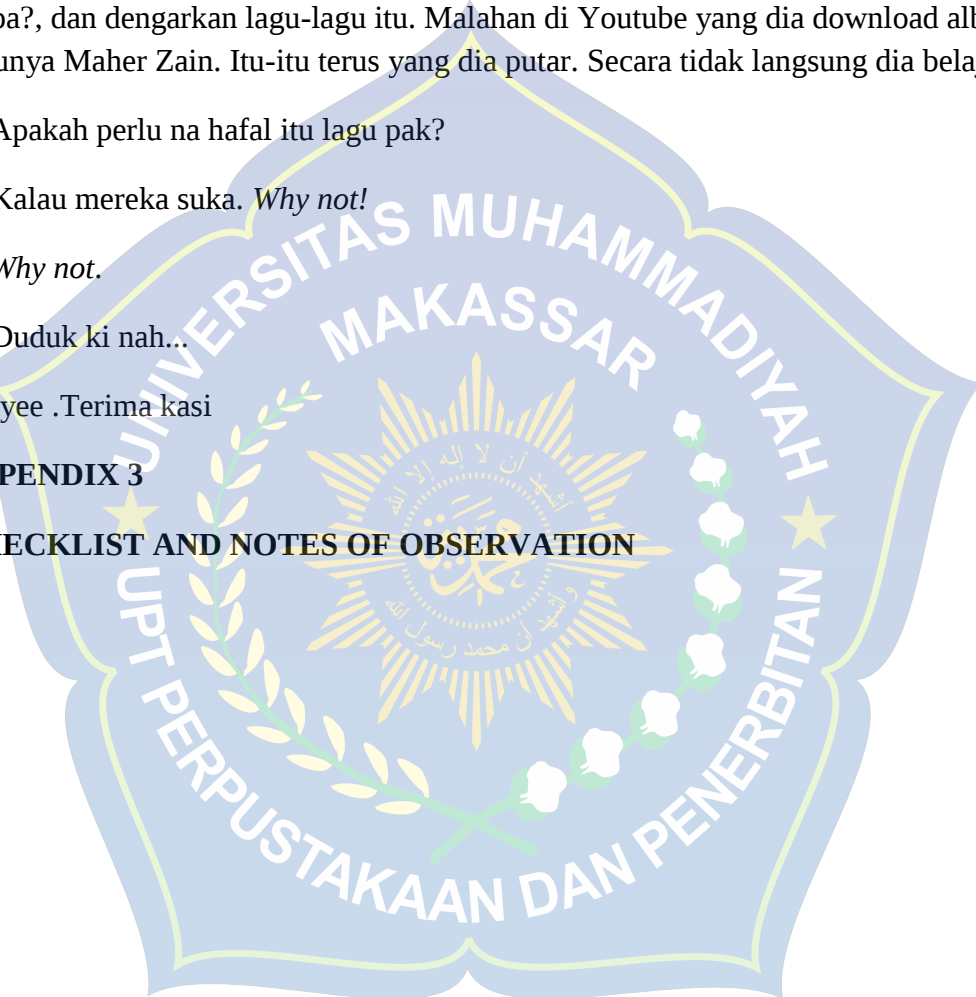
P: *Why not.*

L: Duduk ki nah...

P: Iyee .Terima kasi

APPENDIX 3

CHECKLIST AND NOTES OF OBSERVATION



Maher Zain
Insha Allah.

APPENDICES

Appendix 1: OBSERVATION

15/3/2022

Teacher/ Class: 1/1X
Rapiuddin

Activity	Yes	No	Notes
The teacher does warming up or gives explanation to lead the students to the song	✓		Guru menunjukkan sebuah gambar untuk dilekale oleh siswa
The teacher asks the students to listen to the song	✓		Guru meminta siswa untuk ngarakan lagu Maher Zain beberapa kali
The teacher asks the students to find out the adjectives from the song			Guru meminta siswa mencari beberapa kata sifat dari lagu tersebut
The teacher asks the students to find out the nouns from the song	✓		Guru meminta siswa untuk mencari kata benda dan jawaban filling
The teacher asks the students to find out the verb from the song			Guru juga meminta siswa menentukan kata kerja dari lagu tersebut
The teacher asks the students to find out the useful expressions from the song			
The teacher assists the student to find out their meanings			Guru membantu siswa untuk mencari kata sifat dan kata kerja dari lagu tersebut
The teacher gives the task to the students by filling the gap			Tugas yang diberikan guru tersebut adalah filling the gap
The teacher asks the students to find out moral message from the song			Guru meminta siswa memahami makna dari lagu tersebut
The teacher asks about their reaction			Guru menanyakan kepada siswa tentang reaksi mereka terhadap lagu tersebut
The teacher asks the students about their impression/feedback related to the song	✓		Guru meminta siswa menyampaikan lagu secara bersama-sama
The teacher asks the students about the conclusion of the song	✓		Guru meminta kesimpulan dari makna lagu tersebut
The teacher gives assignment	✓		
The teacher gives motivation	✓		Guru memotivasi siswa untuk selalu beribadah hal yg positif sehari-hari
Additional findings			Siswa berkepuke fmgan menyanyikan lagu tersebut
Guru meminta siswa menyanyikan text lagu			bahwa siswa merasa senang dalam pembelajaran tersebut, karena lagu islami tersebut sangat mereka kenal sehingga memudahkan mereka mengerti lirik dari lagu tersebut.

Pesan Moral: jika merasa kepanasan, merasa bermalu dalam gelap dan merasa tdk ada yg membantu, jangan putus asa, karena Allah selalu bersama kita begitupun ketika kita bingung, abs lapuk dan yg kita lakukan maka beribadahlah.

Hariz 2.
Good Life

APPENDICES

Appendix 1: OBSERVATION

Teacher/Class: ✓ III
Rafiuddin

Activity	Yes	No	Notes
The teacher does warming up or gives explanation to lead the students to the song	✓		Memperlihatkan gambar penyanyi lagu tbb.
The teacher asks the students to listen to the song			Guru memainkan lagu beberapa kali untuk didengar oleh siswa
The teacher asks the students to find out the adjectives from the song	✓		
The teacher asks the students to find out the nouns from the song	✓		
The teacher asks the students to find out the verb from the song	✓		
The teacher asks the students to find out the useful expressions from the song	✓		
The teacher assists the student to find out their meanings	✓		Guru meminta siswa untuk mencari arti dari kata-kata yg ada dlm lagu
The teacher gives the task to the students by filling the gap	✓		
The teacher asks the students to find out moral message from the song	✓		Guru bertanya siapa yg ada Allah SWT dengan kesimpulan yg baik dengan melakukan hal yg baik
The teacher asks about their reaction	✓		
The teacher asks the students about their impression/feedback related to the song	✓		
The teacher asks the students about the conclusion of the song	✓		Guru meminta siswa memberikan kesimpulan dan pesan lagu yang didengar
The teacher gives assignment	✓		
The teacher gives motivation	✓		
Additional findings			
- Guru meminta siswa menyusun teks lagu berdasarkan susunan lagu tbb, secara berkelompok			- Guru meminta siswa yg memilih kata yg benar sesuai dengan lagu pada lagu yg didengar. - Guru mengajarkan K. Berda, Adjective dan Verb.

- Guru memberikan tugas untuk membuat kalimat sendiri sesuai kata-kata yang dipilih berdasarkan lagu.

Mahor Bain
Lagu = Alhamdulillah

APPENDICES

Appendix 1. OBSERVATION

Teacher/ Class: Teacher 2/VII
Subhan

Activity	Yes	No	Notes
The teacher does warming up or gives explanation to lead the students to the song	✓		memberikan Perkenalan
The teacher asks the students to listen to the song	✓		memberikan penjelasan siswa
The teacher asks the students to find out the adjectives from the song	✓		memberikan pertanyaan lagu tersebut
The teacher asks the students to find out the nouns from the song	✓		memberikan pertanyaan lagu tersebut
The teacher asks the students to find out the verb from the song	✓		memberikan pertanyaan lagu tersebut
The teacher asks the students to find out the useful expressions from the song	✓		memberikan pertanyaan lagu tersebut
The teacher assists the student to find out their meanings	✓		memberikan pertanyaan lagu tersebut
The teacher gives the task to the students by filling the gap	✓		memberikan pertanyaan lagu tersebut
The teacher asks the students to find out moral message from the song	✓		memberikan pertanyaan lagu tersebut
The teacher asks about their reaction	✓		memberikan pertanyaan lagu tersebut
The teacher asks the students about their impression/feedback related to the song	✓		memberikan pertanyaan lagu tersebut
The teacher asks the students about the conclusion of the song	✓		memberikan pertanyaan lagu tersebut
The teacher gives assignment	✓		memberikan pertanyaan lagu tersebut
The teacher gives motivation	✓		memberikan pertanyaan lagu tersebut
Additional findings			Seorang kata dalam lagu tersebut
- Guru memberikan warming up untuk menyemangati siswa			- Guru memberikan kata-kata pujian kepada siswa terutama yang memberikan jawaban yg benar
- Guru meminta kepada siswa mengerjakan soal pilihan kata yg mirip pengucapannya			

Pesan Moral : rasa syukur dan berterima kasih dengan ucapan alhamdulillah

PPENDIX 4: RPP

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah : MTsN 2 Makassar
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : IX/9
Materi Pokok : Lagu

Alokasi Waktu : (1 pertemuan)

Tujuan Pembelajaran

Memahami isi pesan lagu sesuai unsur kebahasaan

Kegiatan Pembelajaran

Kegiatan Pendahuluan (10 Menit)

Guru :

- Melakukan pembukaan dengan salam pembuka dan berdoa sebelum belajar
- Memeriksa kehadiran peserta didik sebagai sikap **disiplin**
- Mengaitkan materi dengan pengalaman peserta didik.
- Menginformasikan materi yang akan dipelajari
- Menyampaikan tujuan pembelajaran

Kegiatan Inti (50 Menit)

Sintak Model Pembelajaran

Kegiatan Pembelajaran

Stimulation
(Stimulasi/pemberian
rangsangan)

Literate

- Peserta didik mengamati teks lagu .

Look

- Dalam mengamati teks lagu, dengan rasa ingin tahu, jujur dan pantang menyerah(karakter)

Critical thinking

- Guru memperdengarkan lagu kepada peserta didik
- Peserta didik menyusun teks lagu sesuai teks lagu tersebut secara berkelompok
- Peserta didik menyusun lirik lagu yang acak

	Communication ➤ Peserta didik menyanyikan lagu tersebut Creativity ➤ Peserta didik mencari makna kata-kata pada teks lagu tersebut .
Problem statement (identifikasi masalah)	➤ Peserta didik mengidentifikasi pesan dari lagu tersebut.
Data collection (pengumpulan data)	➤ Peserta didik diberikan teks lagu ➤ Peserta didik mendengarkan lagu “Insya Allah” oleh Maher Zein
Penutup (10 menit)	
	➤ Setelah mengikuti kegiatan pembelajaran, peserta didik ditanya, bagaimana perasaannya, sebagai refleksi. ➤ Guru meminta peserta didik membuat kesimpulan dan memberikan feedback terkait pembelajaran ➤ Peserta didik diminta membuat kesimpulan pembelajaran pada pertemuan ini. ➤ Peserta didik diberi tugas singkat.

PENILAIAN

Penilaian Sikap : Observasi selama kegiatan berlangsung

Penilaian Pengetahuan

Penilaian Keterampilan

Mengetahui

Kepala MTsN 2 Makassar

Makassar, 4 Januari 2022

Guru Mata Pelajaran

Kamaluddin.S.Ag.

NIP. 197101122005011003

Muhammad Rafiuddin, S.Ag

NIP. 97103242007011019

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah : MTsN 2 Makassar
 Mata Pelajaran : Bahasa Inggris
 Kelas/Semester : VIII/8
 Materi Pokok : **Lagu**

Alokasi Waktu : 4 JP(4 pertemuan)

Tujuan Pembelajaran

- 1) Memahami kelas kata
- 2) Melalui lagu islami, peserta didik mampu memahami pesan lagu

Kegiatan Pembelajaran

Kegiatan Pendahuluan (10 Menit)	
Guru : ● Melakukan pembukaan dengan salam pembuka dan berdoa sebelum belajar ● Memeriksa kehadiran peserta didik sebagai sikap disiplin ● Mengaitkan materi dengan pengalaman peserta didik. ● Menginformasikan materi yang akan dipelajari ● Menyampaikan tujuan pembelajaran	
Kegiatan Inti (50 Menit)	
Sintak Model Pembelajaran	Kegiatan Pembelajaran
Stimulation (Stimulasi/pemberian rangsangan)	Literate ➤ Peserta didik mengamati lembar kerja lirik lagu ➤ Peserta didik mendengarkan lagu ‘Good Life’ oleh Harris, J Look ➤ Dalam mengamati lirik yang hilang, peserta didik mulai mengisinya. Lalu mengklasifikasi kata sifat, kata kerja, dan kata benda.

	Critical thinking ➤ Memahami pengetahuan tentang lagu islami Communication ➤ Masing-masing siswa diberikan kesempatan untuk mengutarakan pendapatnya terkait lagu ➤ Peserta didik lain memberikan feedback pada tanggapan temannya. Creativity ➤ Peserta didik dapat memberikan dan menjelaskan contoh kalimat menggunakan kosakata yang didapatkan dari lagu
Problem statement (identifikasi masalah)	➤ Peserta didik dan guru bertanya jawab tentang isi lagu.
Data collection (pengumpulan data)	➤ Peserta didik diberikan waktu untuk mendiskusikan pesan dari lagu ➤ Peserta didik secara berkelompok berdiskusi mengenai kelas kata
Penutup (10 menit)	
	➤ Setelah mengikuti kegiatan pembelajaran, peserta didik ditanya, bagaimana perasaannya, sebagai refleksi. ➤ Guru meminta peserta didik membuat kesimpulan dan memberikan feedback terkait pembelajaran ➤ Peserta didik diminta membuat kesimpulan pembelajaran pada pertemuan ini. ➤ Peserta didik diberi tugas singkat.

Mengetahui

Makassar, 4 Januari 2022

Kepala MTsN 2 Makassar

Guru Mata Pelajaran

Kamaluddin.S.Ag.

Muhammad Rafiuddin, S.Ag

NIP. 197101122005011003

NIP. 97103242007011019

ENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah : MTsN 2 Makassar
 Mata Pelajaran : Bahasa Inggris
 Kelas/Semester : VII - 2
 Materi Pokok : **Teks Khusus dalam Bentuk Label**

Alokasi Waktu : 4 JP(4 pertemuan)

Tujuan Pembelajaran

- 3) Memahami kelas kata
- 4) Melalui lagu islami, peserta didik mampu memahami pesan lagu

Kegiatan Pembelajaran

Kegiatan Pendahuluan (10 Menit)	
Guru : - Melakukan pembukaan dengan salam pembuka dan berdoa sebelum belajar - Memeriksa kehadiran peserta didik sebagai sikap disiplin - Mengaitkan materi dengan pengalaman peserta didik. - Menginformasikan materi yang akan dipelajari - Menyampaikan tujuan pembelajaran	
Kegiatan Inti (50 Menit)	
Sintak Model Pembelajaran	Kegiatan Pembelajaran
Stimulation (Stimulasi/pemberian rangsangan)	Literate - Peserta didik mengamati lembar kerja lirik lagu - Peserta didik mendengarkan lagu ‘Ramadhan’ oleh Mahe Zein Look - Dalam mengamati lirik yang hilang, peserta didik mulai mengisinya. Lalu mengklasifikasi kata sifat, kata kerja, dan kata benda. Critical thinking - Memahami pengetahuan tentang lagu islami

	Communication ➤ Masing-masing siswa diberikan kesempatan untuk mengutarakan pendapatnya terkait lagu ➤ Peserta didik lain memberikan feedback pada tanggapan temannya. Creativity ➤ Peserta didik dapat memberikan dan menjelaskan contoh kalimat menggunakan kosakata yang didapatkan dari lagu
Problem statement (identifikasi masalah)	➤ Peserta didik dan guru bertanya jawab tentang isi lagu.
Data collection (pengumpulan data)	➤ Peserta didik diberikan waktu untuk mendiskusikan pesan dari lagu ➤ Peserta didik secara berkelompok berdiskusi mengenai kelas kata
Penutup (10 menit)	
	➤ Setelah mengikuti kegiatan pembelajaran, peserta didik ditanya, bagaimana perasaannya, sebagai refleksi. ➤ Guru meminta peserta didik membuat kesimpulan dan memberikan feedback terkait pembelajaran ➤ Peserta didik diminta membuat kesimpulan pembelajaran pada pertemuan ini. ➤ Peserta didik diberi tugas singkat.

Mengetahui

Makassar, 4 Januari 2022

Kepala MTsN 2 Makassar

Guru Mata Pelajaran

Kamaluddin.S.Ag.

Zubhan Zainuddin, S. Pd.

NIP. 197101122005011003

NIP. 197909282014121002

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah : MTsN 2 Makassar
 Mata Pelajaran : Bahasa Inggris
 Kelas/Semester : VII - 1
 Materi Pokok : **Teks Khusus dalam Bentuk Label**
 Alokasi Waktu : 4 JP (4 pertemuan)

Tujuan Pembelajaran:

- 1) Memahami kelas kata
- 2) Melalui lagu islami, peserta didik mampu memahami pesan lagu

Kegiatan Pembelajaran

Kegiatan Pendahuluan (10 Menit)	
Guru : - Melakukan pembukaan dengan salam pembuka dan berdoa sebelum belajar - Memeriksa kehadiran peserta didik sebagai sikap disiplin - Mengaitkan materi dengan pengalaman peserta didik. - Menginformasikan materi yang akan dipelajari - Menyampaikan tujuan pembelajaran	
Kegiatan Inti (50 Menit)	
Sintak Model Pembelajaran	Kegiatan Pembelajaran
Stimulation (Stimulasi/pemberian rangsangan)	Literate ➤ Peserta didik mengamati lembar kerja lirik lagu ➤ Peserta didik mendengarkan lagu 'Alhamdulillah' oleh Maher Zein Look ➤ Dalam mengamati lirik yang hilang, peserta didik mulai mengisinya. Lalu mengklasifikasi kata sifat, kata kerja, dan kata benda.

	Critical thinking ➤ Memahami pengetahuan tentang lagu islami Communication ➤ Masing-masing siswa diberikan kesempatan untuk mengutarakan pendapatnya terkait lagu ➤ Peserta didik lain memberikan feedback pada tanggapan temannya. Creativity ➤ Peserta didik dapat memberikan dan menjelaskan contoh kalimat menggunakan kosakata yang didapatkan dari lagu
Problem statement (identifikasi masalah)	➤ Peserta didik dan guru bertanya jawab tentang isi lagu.
Data collection (pengumpulan data)	➤ Peserta didik diberikan waktu untuk mendiskusikan pesan dari lagu ➤ Peserta didik secara berkelompok berdiskusi mengenai kelas kata
Penutup (10 menit)	
	➤ Setelah mengikuti kegiatan pembelajaran, peserta didik ditanya, bagaimana perasaannya, sebagai refleksi. ➤ Guru meminta peserta didik membuat kesimpulan dan memberikan feedback terkait pembelajaran ➤ Peserta didik diminta membuat kesimpulan pembelajaran pada pertemuan ini. ➤ Peserta didik diberi tugas singkat.

Mengetahui

Makassar, 4 Januari 2022

Kepala MTsN 2 Makassar

Guru Mata Pelajaran

Kamaluddin.S.Ag.

Zubhan Zainuddin, S. Pd.

NIP. 197101122005011003

NIP. 197909282014121002

PPENDIX 5:
DOCUMENTATION

Modified from Murphey (1992) ; Vitasmore & Candra (2019); and Wati (2022)

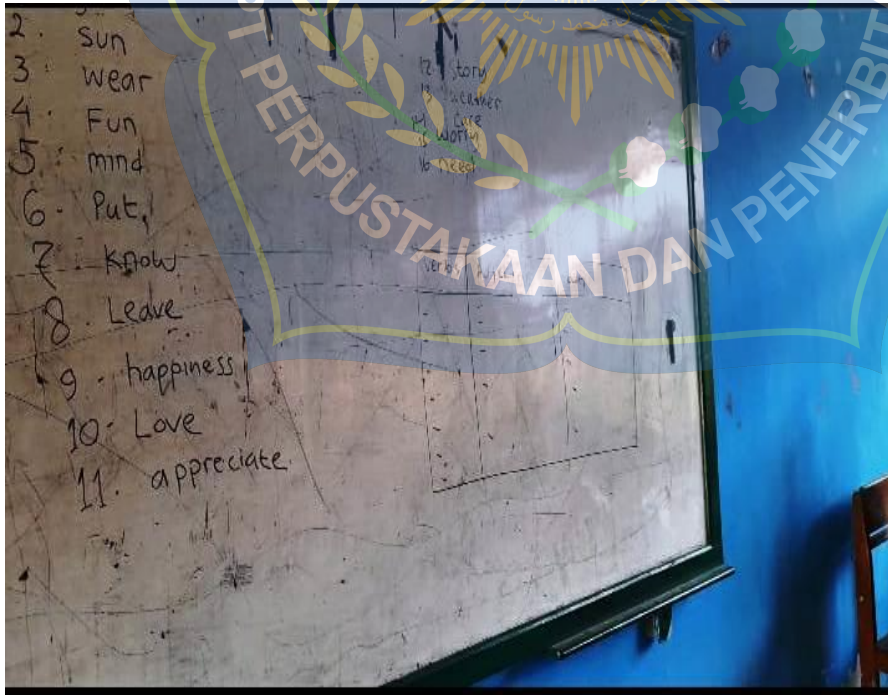
1. Interview



2. Observation







APPENDIX 6:
Materi Class IX

Every time
You (1)..... like
You feel so lost and
.....
All you (3).....
And (4).....
You feel so (5).....
which way to go
Don't (6).....
And never lose hope
'Cause Allah is always
Insha Allah
Insha Allah
Insha Allah
You'll find your way
Every time
You (7)..... one m
You feel you can't (9)
that it's way too late
You're so (10).....
Wrong decisions you
Haunt your mind an
(11)..... shame
But don't despair
And never lose hope
'Cause Allah is always

Every time
You feel like you cannot go on
You feel so lost and that you're so alone
Insha Allah
Insha Allah 2x
Insha Allah
You'll find your way
Ooh ya Allah
Guide my steps, don't let me go astray
You're the only one who can show me the way
Show me the way
Show me the way
Show me the way
We'll find our way
You're so confused
Wrong decisions you have made
Haunt your mind and your heart is full shame
But don't despair
And never lose hope
'Cause Allah is always by your side

Soal

ateri Class VII

Good life, good life
Allah I want to thank You for the, **good/god** life

I want to wake up in the morning with **the sun/son**
Wear/were a smile, go out and have **some fun/fan**
Going to take away the worries on my **mind/find**, oh
Put/foot them to one side

'Cause everyday is like a brand new story
With unwritten lines
And no matter the weather
It's going, going to be alright

I know/now my life ain't perfect
But I don't have to worry 2x
'Cause I've got all that I need
Right here in my, in my life

Thank You for the good life, good life
Allah I want to thank You for the good life
I leave/live it all in Your hands, oh
Thank You for the good life, good life
Allah I want to thank You for the good life

Hey, listen!
There are things in life that money just can't buy
Happiness/happy and **love/laugh** don't have a price
All good people that surround me everyday, oh
I just **appreciate/activate**

I love living in a brand new **story/history**
With unwritten lines
And no matter **the weather/water**
It's going, going to be alright
'Cause I've got all that I need
Right here in my, in my life 2x

I know my life ain't perfect
But I don't have to worry

Thank You for the good life, good life
Allah I want to thank You for the good life
I leave it all in Your hands, oh
Thank You for the good life, good life
Allah I want to thank You for the good life

It's about being thankful and trying to understand
That the more I learn I want to leave it all in Your
hands

'Cause I know You'll always take good **of care/car** of
me
You've given me a good life, a good life each day

Good life, good life
Allah I want to thank You for the good life
Yes I want to thank You O Allah!
Thank You for the good life, good life
Allah I want to thank You for the good life
I leave it all in Your hands

I know my life ain't perfect
But I don't have to **worry /hurry** 2x
'Cause I've got all that I **need/net**
Right here in my, in my life

Thank You for the good life, good life
Allah I want to thank You for the good life
I leave it all in Your hands, oh
Thank You for the good life, good life
Allah I want to thank You for the good life

Good life, good life
Allah I want to thank You for the good life
Yes I want to thank You O Allah!
Thank You for the good life, good life
Allah I want to thank You for the good life
I leave it all in Your hands

10

Thank You for the good life, good life
Allah I want to thank You for the good life
I leave it all in Your hands, oh
Thank You for the good life, good life
Allah I want to thank You for the good life

1

I love living in a brand new story,
With unwritten lines
And no matter the weather
It's going, going to be alright

6

Thank You for the good life, good life
Allah I want to thank You for the good life
I leave it all in Your hands, oh
Thank You for the good life, good life
Allah I want to thank You for the good life

12

Good life, good life
Allah I want to thank You for the good life
I want to wake up in the morning with the sun
Wear a smile, go out and have some fun
Going to take away the worries on my mind, oh
Put them to one side

Hey, listen!
There are things in life that money just can't buy
Happiness and love don't have a price
All good people that surround me everyday, oh
I just appreciate

Thank You for the good life, good life
Allah I want to thank You for the good life
I leave it all in Your hands, oh
Thank You for the good life, good life
Allah I want to thank You for the good life

5

→ kata kerja (verbs)

1. Wear
2. Mind
3. Put
4. Know
5. Leave
6. Appreciate
7. Care
8. Worry
9. Need

→ Kata sifat (Adjective)

1. Good
2. Fun
3. Worry

→ Kata benda (noun)

1. Sun
2. Mind
3. Happiness
4. Story
5. weather



Name :
Class :

1. Feel
2. Along
3. See
4. Darkness
5. Helpless
6. Despair
7. Commit
8. mistake
9. Repent

10. Confused
11. Full
12. Put
13. Raise
14. Pray
15. Show

aterial Class VII

"Ramadan"

You lift me up **high**
You spread my **wings**
And fly me to the **sky**
I feel so alive
It's like my **soul** thrives in your **light**
But how I wish you'd be
Here with me all year **around**

[Chorus:]

Ramadan Ramadan,
Ramadanu ya habib
(Ramadan, Ramadan, Ramadan O beloved)
Ramadan Ramadan

"Ramadhan"

You lift me up _____
You spread my _____
And fly me to the _____
_____ feel so alive
It's like my _____ thrives in your _____
But how I wish you'd be
Here with me all year _____

[Chorus:]

Ramadhan Ramadhan,
Ramadhanu ya habib
Ramadhan Ramadhan
Laytaka dawman qareeb

_____ is _____
So much _____ fills up the air
Ramadhan month of the Quran
I feel it inside of me, strengthening my Iman
But how I wish you'd be
Here with me all year _____

[Chorus:]

Ramadhan Ramadhan,
Ramadhanu ya habib

(Ramadan, Ramadan,
How I wish you were always near)

Laytaka dawman qareeb
(Ramadan, Ramadan,
How I wish you were always near)

Ramadhan Ramadhan
Laytaka dawman qareeb

I just love the way _____ make me _____
Every _____ you _____ around
You breathe life into my soul
And I promise that
I'll try throughout the year
To keep your spirit _____
In my _____ it never dies
Oh Ramadhan!

[Chorus: X2]
Ramadhan Ramadhan,
Ramadhanu ya habib
Ramadhan Ramadhan
Laytaka dawman qareeb

"Ramadan"

You **(lift/leave)** me up high
You spread my **(ways/wings)**
And fly me to the sky
I feel so alive
It's like my soul thrives in your **(like/light)**
But how I wish you'd be
Here with me all year around

[Chorus:]
Ramadan Ramadan,
Ramadanu ya habib
Ramadan Ramadan
Laytaka dawman qareeb

(Lone/Love) is everywhere
So much **(piece/peace)** fills up the air
Ramadan month of the Quran
I **(fell/feel)** it inside of me, strengthening my Iman
But how I wish you'd be Here with me all year around

[Chorus:]

Ramadan Ramadan,
Ramadanu ya habib
Ramadan Ramadan
Laytaka dawman qareeb

I just love the way you make me **(fell/feel)**
Every time you come around
You **(break/breathe)** life into my soul
(End/And) I promise that
I'll try throughout the year
To keep your spirit alive In my heart it never dies
Oh Ramadan!

[Chorus: X2]

Ramadan Ramadan,
Ramadanu ya habib
Ramadan Ramadan
Laytaka dawman qareeb



RRICULUM VITAE



The writer, Azizah Rasyid was born in Pangkajene Pangkep regency South Sulawesi on Sunday, April 30, 1978. She is the eldest of three children from Drs.H.Abd.Rasyid Usman and Dra.Hj.Marhumah Rasyid. The writer is married to Dr.H.Afifuddin Lc.M.A. and has two Daughters.

The writer started education at Elementary School (1984-1990) at SD 33 Mattoanging Pangkep, Junior High School (1990-1993) at SMP IMMIM Boarding School Pangkep, and Senior High School (1993-1996) at SMA IMMIM Boarding School. In the same year, 1996, the writer continued her education at Syariah Faculty Of IAIN Alauddin Makassar and graduated there in 2001. In 2005, She took “conversi” program at Faculty of English Department STKIP Muhammadiyah Bone. She graduated in 2007.

Nowdays, She is a government employee who teaches English at MTsN 2 Makassar. She has been teaching at the school since 2014 until now. With perseverance, high motivation to continue learning, the writer has successfully completed in writing a thesis entitled “**A narrative inquiry of the English Teachers in teaching Vocabularies Using Islamic Songs (at MTsN 2 Makassar)**”. Hopefully, this writing can give positive contribution to the world of education.

DAFTAR RIWAYAT HIDUP



Penulis tesis ini bernama Azizah Rasyid, lahir di Pangkajene Kabupaten Pangkep Sulawesi Selatan, pada hari Minggu tanggal 30 April 1978, anak pertama dari tiga bersaudara dari pasangan Drs.H.Abd.Rasyid Usman dan Dra.Hj.Marhumah Rasyid. Penulis telah menikah dengan Dr.H.Afifuddin Lc.M.Ag. dan dikaruniai dua anak perempuan.

Riwayat pendidikan Penulis yaitu penulis mulai menempuh pendidikan Sekolah Dasar (1984-1990) di SD 33 Mattoanging Pangkep. Sekolah Menengah Pertama (1990-1993) di SMP Pesantren IMMIM dan Sekolah Menengah Atas (1993-1996) di SMA Pesantren IMMIM. Pada tahun yang sama, 1996 penulis melanjutkan pendidikan di IAIN Alauddin Makassar pada jurusan Syariah, dan menyelesaikan pendidikan disana pada tahun 2001. Pada tahun 2005 menempuh Pendidikan program konversi yang setara dengan Strata Satu di jurusan Pendidikan Bahasa Inggris di STKIP Muhammadiyah Bone. Penulis menyelesaikan Pendidikannya di STKIP Muhammadiyah Bone pada tahun 2007.

Saat ini, Penulis mengabdikan sebagai guru Bahasa Inggris di MTsN 2 Makassar dengan status sebagai Aparatur Sipil Negara. Beliau telah mengajar di sekolah tersebut sejak tahun 2014 sampai sekarang. Dengan ketekunan, motivasi tinggi untuk terus belajar dan berusaha, penulis telah berhasil menyelesaikan penulisan tesis yang berjudul “ **A narrative inquiry of the English Teachers in teaching Vocabularies Using Islamic Songs (at MTsN 2 Makassar)**”. Semoga tulisan ini mampu memberikan kontribusi positif bagi dunia Pendidikan.