

Learning English with Islamic Song

Written by

Dr. Fika Megawati, M.Pd. | Sheila Agustina, M.Pd.

Fitria Wulandari, M.Pd.

Learning English with Islamic Song

Authors :

Dr. Fika Megawati, M.Pd.

Sheila Agustina, M.Pd.

Fitria Wulandari, M.Pd.



Published by

UMSIDA PRESS

Jl. Mojopahit 666 B Sidoarjo

ISBN:

978-623-464-093-9

Copyright©2024

Authors

All right reserved

Learning English with Islamic Song

Penulis: Dr. Fika Megawati, M.Pd.; Sheila Agustina, M.Pd. & Fitria Wulandari, M.Pd.

ISBN: 978-623-464-093-9

Editor: M. Tanzil Multazam, M.Kn & Mahardika Darmawan Kusuma Wardana, M.Pd.

Copy Editor: Wiwit Wahyu Wijayanti

Design Sampul dan Tata Letak: Faradila Putri

Penerbit: UMSIDA Press

Redaksi: Universitas Muhammadiyah Sidoarjo Jl. Mojopahit No 666B
Sidoarjo, Jawa Timur. Cetakan Pertama, Mei 2024

Hak Cipta © 2024: Dr. Fika Megawati, M.Pd.; Sheila Agustina, M.Pd. & Fitria Wulandari, M.Pd.

Pernyataan Lisensi Creative Commons Attribution (CC BY) Buku ini dilisensikan di bawah Creative Commons Attribution-ShareAlike 4.0 International License (CC BY).

Lisensi ini memungkinkan Anda untuk: Membagikan –menyalin dan mendistribusikan buku ini dalam bentuk apapun atau format apapun. Menyesuaikan –menggubah, mengubah, dan membangun karya turunan dari buku ini.

Namun, ada beberapa persyaratan yang harus Anda penuhi dalam penggunaan buku ini:

Atribusi –Anda harus memberikan atribusi yang sesuai, memberikan informasi yang cukup tentang penulis, judul buku, dan lisensi, serta menyertakan tautan ke lisensi CC BY.

Penggunaan yang Adil –Anda tidak boleh menggunakan buku ini untuk tujuan yang melanggar hukum atau melanggar hak-hak pihak lain. Dengan menerima dan menggunakan buku ini, Anda menyetujui untuk mematuhi persyaratan lisensi CC BY sebagaimana diuraikan di atas.

Catatan: Pernyataan hak cipta dan lisensi ini berlaku untuk buku ini secara keseluruhan, termasuk semua konten yang terkandung di dalamnya, kecuali disebutkan sebaliknya. Hak cipta dari website, aplikasi, atau halaman eksternal yang dijadikan contoh, dipegang dan dimiliki oleh sumber aslinya.

PREFACE

Welcome to a unique and enriching journey of learning English through the soulful melodies and profound lyrics of Islamic songs. This module is a celebration of both language and spirituality, offering a harmonious blend of linguistic exploration and cultural immersion.

Why Islamic songs, you may wonder? Well, beyond their melodic beauty, these songs serve as reservoirs of linguistic richness, offering a treasure trove of vocabulary, grammar, and expressions for English language learners. By delving into the lyrical intricacies of these compositions, learners are not only exposed to the nuances of the English language but also gain insights into Islamic culture, values, and traditions.

This module is designed to cater to learners of all backgrounds and proficiency levels, providing a nurturing environment for language acquisition while fostering a deeper understanding of Islamic spirituality. Whether you're a beginner navigating the intricacies of grammar or an advanced learner seeking linguistic refinement, each lesson is crafted to inspire and empower you on your language learning journey.

Moreover, by engaging with Islamic songs, learners are invited to embark on a journey of self-reflection, introspection, and spiritual growth. Beyond the mere acquisition of language skills, this module offers an opportunity to cultivate empathy, tolerance, and appreciation for diverse cultures and beliefs.

As you embark on this profound exploration of language and spirituality, may the melodies guide you, the lyrics inspire you, and the wisdom of Islamic teachings illuminate your path.

So, with hearts open and minds receptive, let us embark on this transformative journey of learning English through Islamic song.

The Authors

TABLE OF CONTENTS



THEORY OF AUDIO MEDIA IN ENGLISH LEARNING

- Theoretical Paradigm **1**
- Discussion session **4**



KIND OF AUDIO MEDIA

- Theoretical Paradigm **5**
- Discussion session **7**



SONGS IN ENGLISH LEARNING

- Theoretical Paradigm **8**
- Discussion session **13**



INTEGRATING ISLAMIC SONGS IN ENGLISH LEARNING

- Theoretical Paradigm **14**
- Discussion session **17**

TABLE OF CONTENTS

5

INTEGRATION OF ISLAMIC SONG-BASED TEACHING MODULE IN CLASSROOM

ACTIVITIES

- Theoretical Paradigm **18**
- What expert and scholar say when selecting Islamic-based song? **20**
- Structured approach to creating Song-based module **22**
- Things to avoid when using Islamic Songs in English Learning **24**
- Interactive lyric activities with Islamic English song **26**
- Sing-along activities **28**
- Role-playing Activity: The Story Behind the Song **30**
- Drawing activities **32**
- Practice session **34**

6

CREATING LKPD WITH ISLAMIC SONGS

- Theoretical Paradigm **35**
- Practice session **38**
- Discussion session **59**


REFERENCES **60**

AUTHORS' PROFILE **63**



Chapter 1

*Theory of
Audio Media
in English
Learning*



Theory of Audio Media in English Learning

Theoretical Paradigm

Clark in Hackbarth (1996), explains that media is a tool to support the educational material delivered and has an impact on the effectiveness of learning. This is also influenced by various factors, including the way the content is structured, the quality of the students, and the use of appropriate teaching techniques. This claim states that some media have special attributes that enable them to communicate particular kinds of learning activities and knowledge acquisition (Kozma, 1994). This perspective holds that how the media affects the features of pupils' language learning dictates how we define it. Salomon states in Kozma, (1994) that the capacity to assess media for cognitive relevance can be used. It is focused on the characteristics that affect how individuals express and understand data.

The use of media is considered an important component of language learning, which plays a number of roles in improving the quality of communication between learners and teachers. In his book, Winn & Snyder (1996) states that the role of media is divided into three categories, namely: (1) Delivery of instructions, where the media is used to convey certain content. (2) Mediated environmental construction, where media helps students explore and build understanding of a body of knowledge. (3) Development of cognitive skills, where media is used to model, produces, or expands mental skills.

Theory of Audio Media in English Learning

According to Brown (2000), while creating an effective English learning plan for students, teachers need to consider the following five factors: (1) Intellectual Development; (2) Attention Span; (3) Sensory Input; (4) Affective Factors; and (5) Authentic or Meaningful Language. Children up to the age of eleven are still in a stage of intellectual development known as Piaget's "concrete operation" in terms of intellectual development. A high enough score requires sufficient exposure to the English language. In order to act as a facilitator or catalyst, a teacher must possess the necessary skills in body language, tone, and word choice and usage. Language failure is the result of minimal skills and misstatement, which children are adept at.

Krashen (1982) also states that the teacher's words and sentences in the classroom learning process are the same as "caregiver speech". They have a very strong influence on the language acquisition process that occurs in children. Children will imitate and repeat what the teacher or caregiver says. Speech that comes out of a teacher's mouth and body expressions addressed to students is called "caregiving" speech. "Caregiver" speech is an excellent source of language acquisition because the process places more emphasis on natural forms of communication. Therefore, the language and communication skills mastered by teachers must be adequate. So, all learning material should be packaged concretely and avoid abstract concepts. With these limitations, all forms of learning in the form of rules, explanations, and discussion of abstract language should be carried out very carefully and present what is being attempted in a concrete manner.

Theory of Audio Media in English Learning

According to Heinich (1999), audio media presents several distinct advantages for the process of teaching and learning. They claimed that in order for teachers to use audio media effectively, they must be aware of how people listen and make thoughtful decisions that are in line with the goals of the lesson. Additionally, they describe audio media as a way to broadcast and capture sounds, including human voices, for educational reasons. Heinich also added that audio media can be used for anything from topic introduction to student learning evaluation when it comes to implementing language learning (Heinich, 1999).

In addition, listening is mentioned as a substitute for speaking in communication. Speaking arises from listening in response to what is communicated; speaking would not occur in the absence of listening (Rost, 2002). When used together with other educational materials, audio media is considered to be able to improve students' thoughts, feelings, attention, and readiness to learn. Arsyad quoted the opinion of Sudjana and Rivai, who stated that the purpose of audio media is to train all skill development activities, especially those related to aspects of listening skills (Arsyad, 2015). These activities can be carried out via audio media in the following ways: (a) training analysis; (b) directing guidance; (c) training focus and retention; (d) determining meaning and context; (e) selecting information and ideas; and (f) summarizing, remembering, and retrieving information.

Discussion session



Question's :

1. What is meant by learning media?
2. What is meant by audio media?

Reflection Questions :

1. In your opinion, can media be used optimally in learning?
2. Can the use of media provide many benefits when used in the classroom? Why is that?





Chapter 2

Kinds of Audio Media

Kinds of Audio Media

Theoretical Paradigm

Listening becomes the input of speaking to respond the listening, so there will be no speaking without any listening process (Rost, 2002). Therefore, listening cannot be separated from our daily life. However, Abbott, Greenwood, & McKeating (1992) argues that listening is a neglected skill in the pedagogical process and cannot be ignored by teachers. According to Wilson (2008), there are some listening sources or media that can be used, two of them are in the form of audio and audio-visual. In education, media is used as a medium in transferring the information in order that the material is more interesting and enjoyable (Malamah-Thomas, 1987). It cannot be denied that media helps the students to understand the material easier. Besides, it can encourage the students in the learning process.

Audio media, such as audio recorders, can be produced using spoken language, sound effects, and music. An excellent learning tool for both groups and individuals is voice recording (Arsyad, 2015). This audio classification covers a variety of topics, such as tape recorders, MP3, MP4, radio, instructor recordings, and more. When used together with other educational materials, audio media can improve students' thoughts, feelings, attention, and readiness to learn. One of the characteristics of audio media is that it only uses sound—that is, the sense of hearing. This is also considered to stimulate the listener's imagination (Sadjana & Rivai, 2003).

Kinds of Audio Media

According to Sudjana and Rivai, who were cited by Arsyad, the goal of audio media is to train all skill development activities, particularly those that are connected to listening abilities. The following activities—training analysis, directing guidance, training focus and retention, determining meaning and context, choosing ideas and information, summarizing, memorizing, and retrieving information—can all be completed with audio media (Arsyad, 2015). There are several types of audio that can be used, such as Voice tape (instructor's voice), Microcassette, Educational Radio, Recordings, MP3, MP4, Audio CD, and Audio Card.

The utilization of audio or radio as learning tools by educators will yield a number of advantages. When audio media is used, the teacher's workload is reduced. Sadjana & Rivai (2003), state that the following learning activities are the key ones that use audio teaching materials:

- Teaching literary music (reading poetry) and documenting activities.
- Teaching foreign languages through auditory and visual means.
- Instruction through instructional or talk radio.
- Study guides covering a range of content that help students hone their interpretative abilities in a particular subject.

According to Nana Sudjana and Ahmad Rivai, audio media serves as a training tool for all skill development activities, particularly those that deal with listening-related skills (Sadjana & Rivai, 2003). Using audio media can help you develop the following skills:

1. Intentional focus and maintenance
2. Comply with instructions
3. Developing analytical ability
4. Distilling concepts or pertinent information from unrelated data
5. Recall, summarize, or restate the information

Discussion session



Question's :

1. What types of audio media do you know?
2. What type of audio do you think would be useful if used in class?

Reflection Questions :

1. Why is audio media considered able to improve students' language skills?
2. How will you use audio media when in class?





Chapter 3

Songs in
English
Learning



Songs in English Learning

Theoretical Paradigm

Since English is now widely spoken around the world, learning it is especially important (Liando, Tatipang, & Wuntu, 2023). Practically every sector of life, including commerce, trade, academics, tourism, etc., depends substantially on English. It is claimed to be the first language spoken outside of Indonesia. Thus, the curriculum specifies that instruction in foreign languages will take place in schools. English is a second language in many nations throughout the world (Mogea, 2020).

Learning the vocabulary is one of the most important components for people who want to learn a foreign or second language (Wakary, Ollie, & Rorimpandey, 2023). If their vocabulary is small, they will struggle to use the language in their daily life. For many kids, however, language learning presents a barrier. They get bored when they just utilize a vocabulary list to help them recall words. The learning outcomes of students in a school serve as a gauge for the caliber and efficacy of that institution's educational program. It is one of the resources used by teachers to evaluate their own efficacy in the classroom and can help them choose which approach to use and what to do next to build on their previous work.

Songs are used a lot in English language teaching classrooms these days, all around the world. Everyone is aware that the media makes it simple for students to learn new vocabulary. Students may like saying and memorization of the words as a result. Millington (2011), asserts that songs have a big influence on pupils' vocabulary development. Classroom learning will be more engaging with the use of songs. Because songs can serve to establish a laid-back and informal attitude that makes the classroom a nonthreatening place, most kids like singing and generally respond favorably to musical activities in the classroom.

Songs in English Learning

According to Simms (1992), a song is a short piece of movement with words, rhythm, melody, harmony, and expressiveness. A song is a brief poem or musical composition with several voices, whether or not it is meant to be sung; it can be a ballad or a lyric. Put otherwise, it demonstrates that the song is a collection of lovely lyrics with a message meant to be heard by others and well accompanied. It covers a few topics. Stories, guidance, education, religion, the environment, the universe, love, and happy and sad emotions are all covered.

Furthermore, as stated by Schoepp (2001), songs can be highly helpful if they are paired with language lessons because they have historically been a part of people's language experiences. He went on to say that there are three justifications for using music in English language instruction: linguistic, emotive, and cognitive. First, using songs lowers students' affective filters, encouraging a positive mindset toward language from an emotive perspective. Because the music is entertaining and engaging, it can happen. Next, songs aid in the development of automaticity in learners for cognitive reasons. The repetitious and consistent nature of songs aids in the linguistic development of learners. The final justification comes from a linguistic one. Song gives students real content, which is crucial for advancing language learning.

Songs in English Learning

The effectiveness of the learning process in the classroom is influenced by a number of factors, including the ability of qualified teachers to energize the learning environment, the availability of teaching resources that facilitate the provision of content to students, the ability of teachers to focus on, encourage, and mentor their students, and the introduction of fundamental English concepts like the alphabet, numbers, and vocabulary. When students are taught the fundamentals, it stimulates their interest in learning about other words. The provided song can also help young people practice pronouncing words correctly and strengthen their tongues as they continue to speak different languages. However, what must be understood There is a lot of learning media available for education; therefore, teachers need to be more inventive and able to offer a range of media rather than just sticking to one song. The objectives are to develop the student's motor skills, foster a cheerful and encouraging learning environment in the classroom, and improve the child's language and movement memory (Sopya, 2013).

The following are some benefits of using songs to teach or improve English abilities in the classroom:

- Students will be more motivated to learn English if there are music playing.
- Songs help students learn English cheerfully and happily because the teacher choose the song based on the student's needs and grade level.
- Throughout the learning process, students exhibit high levels of happiness, engagement, and lack of boredom.

Songs in English Learning

After demonstrating in detail the value it is to learn through music, a song can be used as a tool to communicate information that will support students' learning processes and teachers' objectives (Sopya, 2013). Students may simply learn grammar principles and how to pronounce a wide range of English words by using songs. Additionally, they are able to pick up new vocabulary and linguistic phrases. Students benefit from this in that they learn foreign languages more rapidly and increase confidence when speaking English. Sopya, (2013), suggests that children learning English could benefit from using music as a motivator. Nurhayati (2009), claims that singing improves children's hearing sensitivity, which aids in the language acquisition of English. As a result, using music to teach young students the English language is acceptable because it maintains their interest in the material.

Milek (1993), lists several requirements for selecting music for English language instruction, including a suitable song, the song's lyrics, easy pronunciation, rich vocabulary, and message-filled content. A song's words must to be simple to understand. Pronouncing each word clearly is essential to prevent students from understanding the message and becoming tense while listening. It is usually simpler to understand solo performers than most ensembles, thus selecting a song sung by a soloist is preferable. Bands frequently place a chorus next to the voice of the main singer. Occasionally, combining a lot of voices can produce two or more complementary parallel songs. Although the impact is frequently complex and captivating, when students attempt to distinguish one of the lyrics from the other, it could lead to confusion in their thoughts.

Songs in English Learning

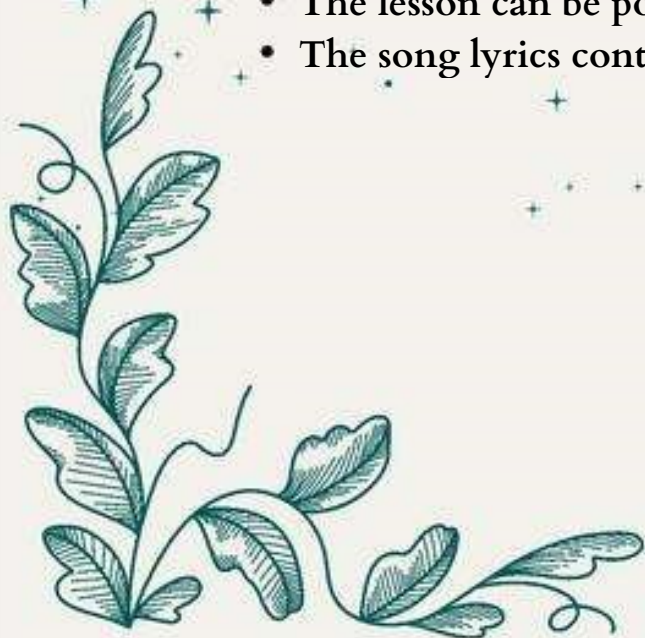
~~The Benefits and Drawbacks of Song~~

Songs are an important tool for learning English. Since students might benefit from songs when studying. According to Brewster, Ellis, & Girard (1992), song has the following advantages:

- The public can be introduced to new languages through songs.
- Songs can aid students in pronouncing words correctly.
- Using songs as a teaching method can help increase students' motivation to speak.
- Songs can improve children's recall.

The drawbacks of using music in the classroom, according to Murphey (1992), include as follows:

- Because not every young student can comprehend what their teacher is attempting to say, there are differences in the characteristics of students of all ages.
- It might disrupt schools nearby.
- The lesson can be poorly executed by the teacher.
- The song lyrics contain far too few words.



Discussion session



Question's :

1. According to several experts, why can songs be used as a form of learning media?
2. What are the benefits provided when using songs as a learning media?

Reflection Questions :

1. In your opinion, is the use of songs as a learning medium considered effective?
2. Can songs be used at all age levels of students?
Why is that?





Chapter 4

Integrating
Islamic Songs
in English
Learning



Integrating Islamic Songs in English Learning

Theoretical Paradigm

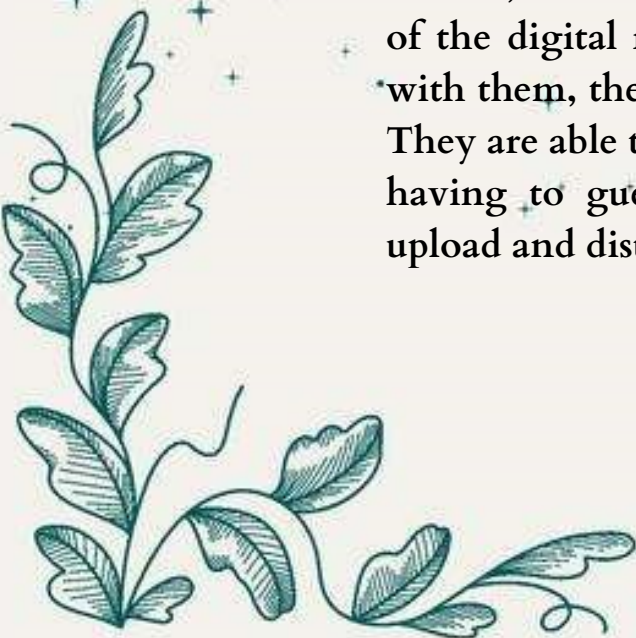
Pesantrens have made significant contributions to education across Indonesia since before the nation gained independence (Habibi, Mukminin, Najwan, Haswindy, & Marzulina, 2018). Indonesia's society as a whole has benefited from Islamic education, including Islamic boarding schools (Ilyasin, 2020). In recent years, Islamic boarding schools have grown steadily in response to modern social demands. In contrast to official educational institutions, Islamic boarding schools are informal education (Al-Baekani & Pahlevi, 2018). Modern Islamic Residential Schools and Traditional Islamic Boarding Schools are two other categories for residential schools. Despite the fact that both are informal learning environments, the subjects and methods of instruction offered by the two groups differ. Modern Islamic Boarding Schools are always up to date with the advancement of the times, thus they are naturally accustomed to creative learning approaches. In the early days of the Modern Islamic Boarding School, general subjects were provided, most notably English.

For Indonesian students to become more knowledgeable, English, a topic taught in many educational institutions in the country (Zulkarnindra, 2021). In the modern educational environment, foreign language proficiency is essential, particularly for upper secondary students (Husnaini & Yahya, 2023). Since elementary school, English has been taught in middle school and high school. Since Madrasah Ibtidaiyah (MI), Madrasah Tsanawiyah (MTs), and Madrasah Aliyah (MA), English has even been taught. In Indonesia, notably in the Pesantren setting, English is one of the foreign languages taught (Maisarah, 2018).

Integrating Islamic Songs in English Learning

Since it is a worldwide language, English is becoming a significant global science. Of course, it can also aid in our learning of beneficial sciences, the majority of which are taught in English, if we utilize it for good purposes like teaching and promoting Islam around the world. Not just in public institutions, such as full-day or public schools, are foreign languages required to be understood. Foreign languages must be utilized as the primary language of instruction at Islamic or Islamic boarding schools, whether through specialized class offerings or the daily curriculum. We have to study worldly education in addition to spiritual education in this globalized period. Learning a foreign language is one of them in order to promote human interactions, education, and communication (Fitria, 2023).

With all the advantages they offer, teachers are able to integrate musical experiences and appreciation into their English classrooms even though they have the means to teach music to the students (Elfi, 2018). Absolutely, having more access to music—not just music from their own culture, but music from around the globe—is an advantage of the digital revolution. Even if the artists are no longer with them, they can still watch performances on YouTube. They are able to locate song lyrics, saving the teachers from having to guess what the words are. They are able to upload and distribute their own original songs.



Integrating Islamic Songs in English Learning

A teacher is strongly encouraged to clearly explain the differences and similarities to the students in order to prevent misinformation about cultural differences and religious beliefs in English teaching materials and to enhance the students' understanding of the similarities between Islamic values and western culture (Wijayanto, 2020). Understanding culture and belief differences better may be achieved through incorporating Islamic values (Nihayati, 2017).

According to research by Umam (2014), Indonesian pesantrens have devised ways to teach English while incorporating Islamic principles. Additionally, according to Qamariah (2015), the materials were created in compliance with the guidelines of the school-based curriculum in Islamic schools. These guidelines comprised assignments for the students to complete and instructions for the teacher to use the materials in the teaching and learning process. Additionally, the materials were created keeping in mind the context of the students' lives, particularly their major institution. Here are some suggestions for integrating or upholding Islamic ideals in English language instruction:

- Making the most use of educational resources with Islamic themes.
- Creating or utilizing Islamic values in textbooks.
- Making use of genuine materials based on Islamic beliefs.
- Being prepared while working with multi-qualified teachers.

Discussion session



Question's :

1. Can songs be applied in Islamic schools?
2. How do you apply Islamic songs in the classroom?

Reflection Questions :


1. In your point of view, can the use of Islamic songs provide teaching results like the use of general songs?
2. What are the benefits provided when providing Islamic songs in class?





Chapter 5

*Integration of
Islamic Song-
based Teaching
Module in
Classroom
Activities*



Integration of Islamic Song-based Teaching Module in Classroom Activities

Theoretical Paradigm

Understanding of Islamic values among recent generations can vary depending on a multitude of factors including cultural background, education, exposure to diverse perspectives, and personal beliefs. The understanding of Islamic values among recent generations is shaped by a complex interplay of cultural, social, and individual factors. While there may be differences in interpretation and emphasis, there is a shared commitment among many individuals to uphold the core principles of Islam, including compassion, justice, humility, and faith.

Creating a teaching module specifically designed to integrate Islamic values can be an effective way to instill moral and ethical principles in students while also enhancing their academic learning. Integrating Islamic values through songs can be a powerful and engaging way to teach students about moral principles, spiritual concepts, and cultural traditions. Creating a teaching module with an Islamic song can be a wonderful way to engage learners and immerse them in the rich culture and teachings of Islam. By incorporating Islamic songs into the teaching module, participants can develop a deeper understanding of Islam while engaging with its rich cultural heritage in a meaningful way. Through reflection, discussion, and interactive activities, learners can cultivate appreciation for the spiritual and artistic dimensions of Islamic music. Teaching modules that incorporate Islamic values serve several important purposes:

- **Integration of Faith and Learning:** For individuals within the Muslim community, integrating Islamic values into educational content fosters a holistic approach to learning. It allows them to see the relevance of their faith in various aspects of their lives, including education.

Integration of Islamic Song-based Teaching Module in Classroom Activities

- **Character Development:** Islamic values such as compassion, honesty, integrity, and empathy are integral to the development of a strong moral character. By emphasizing these values within educational modules, educators contribute to the moral and ethical development of learners.
- **Cultural Context:** Islamic values are deeply embedded within the culture and traditions of Muslim communities worldwide. Including these values in teaching modules helps learners understand the cultural context of the subject matter and promotes cultural awareness and sensitivity.
- **Ethical Framework:** Islamic values provide an ethical framework for decision-making and behavior. By incorporating these values into educational content, educators promote ethical thinking and encourage learners to consider the moral implications of their actions.
- **Spiritual Growth:** For individuals seeking spiritual growth and connection with their faith, incorporating Islamic values into educational modules provides an opportunity for reflection, introspection, and spiritual development.
- **Community Building:** Teaching modules that incorporate Islamic values can help foster a sense of community among learners who share a common faith. It creates a supportive environment where individuals can learn and grow together while reinforcing shared values and beliefs.

Overall, integrating Islamic values into teaching modules enhances the educational experience by promoting holistic development, cultural understanding, ethical reasoning, and spiritual growth. It also contributes to the creation of inclusive learning environments that respect and celebrate diverse cultural and religious perspectives.

What experts and scholar say when selecting Islamic-based songs?

Experts and educators often emphasize the following points when selecting Islamic-based songs for use in the classroom:

- **Authenticity:** Choose songs that authentically represent Islamic teachings, values, and cultural traditions. Look for songs composed by reputable artists with a strong understanding of Islamic principles and a commitment to promoting positive messages.
- **Content Suitability:** Ensure that the lyrics and content of the songs are appropriate for the age and maturity level of the students. Avoid songs that contain controversial or sensitive topics, or that may be misunderstood or misinterpreted by young learners.
- **Educational Value:** Select songs that offer educational value beyond mere entertainment. Look for songs that convey meaningful messages, promote moral and ethical principles, and inspire reflection and discussion among students.
- **Cultural Sensitivity:** Choose songs that respect the diversity within the Muslim community and avoid stereotypical or culturally insensitive representations. Consider the cultural context of the songs and their relevance to students from different backgrounds.
- **Positive Messaging:** Prioritize songs that promote positive values such as kindness, compassion, empathy, gratitude, tolerance, and peace. Look for songs that uplift and inspire students, reinforcing their faith and identity in a positive manner.

What experts and scholar say when selecting Islamic-based songs?

- **Musical Quality:** Pay attention to the musical quality and production value of the songs. Select songs that are well-composed, melodious, and engaging, with clear vocals and appropriate instrumentation.
- **Inclusivity:** Choose songs that are inclusive and accessible to all students, regardless of their level of religious knowledge or practice. Look for songs that convey universal themes and principles that resonate with students from diverse backgrounds.
- **Pedagogical Use:** Consider how the songs can be effectively incorporated into classroom activities and lessons to enhance learning. Look for songs that lend themselves to interactive discussions, creative expression, and cross-curricular connections.
- **Parental Approval:** Communicate with parents or guardians to ensure their comfort level with the songs being used in the classroom. Address any concerns or questions they may have about the content or messaging of the songs.
- **Continuous Evaluation:** Regularly evaluate the impact and effectiveness of the songs in promoting student learning and character development. Seek feedback from students, colleagues, and parents to assess the suitability and relevance of the songs for classroom use.

By keeping these factors in mind, educators can select Islamic-based songs that enrich the learning experience, foster spiritual growth, and promote positive character development among students in the classroom.

Structured approach to creating Song-based module

- **Selecting the Song:**

1. Choose a song that aligns with the theme or topic you want to teach. It could be a song about Islamic values, history, culture, or teachings.
2. Ensure the song's lyrics are appropriate for the age group and educational objectives.

- **Understanding the Lyrics:**

1. Break down the lyrics of the song and provide explanations for any cultural or historical references.
2. Highlight key vocabulary or phrases that may need clarification.
3. Discuss the message or moral conveyed by the song and its relevance to Islamic teachings.

- **Contextualizing the Song:**

1. Provide background information about the artist or the context in which the song was created.
2. Discuss the significance of music in Islamic culture and its role in conveying messages and fostering community.

- **Engaging Activities:**

1. **Lyric Analysis:** Divide the lyrics into segments and analyze them with the learners. Discuss the meanings and interpretations.
2. **Discussion Questions:** Pose thought-provoking questions related to the song's themes and encourage group discussions.

- **Creative Expression:**

Have students create their own interpretations of the song through artwork, poetry, or reflective writing.

- **Historical Research:**

Explore the historical events or figures mentioned in the song and conduct further research to deepen understanding.

Structured approach to creating Song-based module

- **Reflection and Application:**

Encourage students to reflect on how the song's message relates to their own lives and experiences. Discuss practical ways in which they can apply the teachings or values conveyed in the song in their daily lives.

- **Cultural Appreciation:**

Foster an appreciation for Islamic art and culture by exploring other forms of artistic expression such as calligraphy, architecture, or literature.

- **Assessment:**

Evaluate students' understanding through quizzes, presentations, or written reflections. Assess their ability to apply the song's teachings in real-life situations.

- **Incorporating Technology:**

Utilize multimedia resources such as audio recordings, music videos, or online discussions to enhance the learning experience.

- **Respect and Sensitivity:**

Ensure that discussions about religion and culture are conducted with respect and sensitivity towards diverse beliefs and backgrounds.

- **Feedback and Reflection:**

Gather feedback from students to assess the effectiveness of the module and make adjustments as needed. Reflect on the learning outcomes and consider how the module can be improved for future use.

By following these steps, you can create a comprehensive teaching module that effectively utilizes an Islamic song to engage learners and promote deeper understanding of Islamic teachings and values.

Things to avoid when using Islamic Songs in English Learning

When selecting an Islamic Song-based Teaching Module, it's important to avoid certain pitfalls to ensure that the content is appropriate, respectful, and effective for educational purposes. Here are some key aspects to avoid:

- **Misrepresentation of Islam:** Avoid selecting songs that misrepresent Islamic teachings, values, or cultural practices. Ensure that the content accurately reflects the diversity and richness of Islamic traditions without perpetuating stereotypes or misconceptions.
- **Controversial or Divisive Topics:** Avoid songs that address controversial or divisive topics within the Muslim community, such as sectarianism, political disputes, or theological debates. Focus instead on themes that promote unity, tolerance, and understanding among students.
- **Inappropriate Language or Imagery:** Avoid songs that contain inappropriate language, imagery, or themes that may be offensive or inappropriate for the classroom setting. Choose songs with clean and respectful lyrics that uphold Islamic values and principles.
- **Overly Simplistic or Childish Content:** While it's important to select age-appropriate songs for young learners, avoid songs that are overly simplistic or childish in their content. Ensure that the songs offer meaningful messages and engage students intellectually and emotionally.
- **Lack of Cultural Sensitivity:** Avoid songs that lack cultural sensitivity or sensitivity to diverse backgrounds within the Muslim community. Be mindful of cultural nuances and differences when selecting songs, and strive to promote inclusivity and respect for all students.

Things to avoid when using Islamic Songs in English Learning

- **Commercial Exploitation:** Avoid songs that are solely created for commercial purposes or promote commercial products or agendas. Choose songs that are sincere in their message and intended to uplift and inspire listeners.
- **Promotion of Extremist Ideologies:** Steer clear of songs that promote extremist ideologies, violence, or intolerance. Ensure that the songs selected promote peace, compassion, and respect for human dignity, in line with the core principles of Islam.
- **Lack of Educational Value:** Avoid songs that lack educational value or fail to contribute meaningfully to students' understanding of Islamic values and principles. Select songs that offer opportunities for reflection, discussion, and personal growth.
- **Cultural Appropriation:** Be cautious of songs that appropriate or misappropriate elements of Islamic culture or religious symbolism without proper understanding or respect. Choose songs that honor and celebrate Islamic heritage in a culturally sensitive manner.
- **Ignoring Student Diversity:** Avoid selecting songs that ignore the diverse backgrounds, experiences, and perspectives of students within the classroom. Choose songs that resonate with students from various cultural, linguistic, and socio-economic backgrounds, fostering a sense of belonging and inclusivity.

By being mindful of these potential pitfalls, educators can ensure that their Islamic Song-based Teaching Module is respectful, inclusive, and effective in promoting understanding, appreciation, and engagement with Islamic values among students.

Interactive lyric activities with Islamic English songs

- **Fill-in-the-Blanks:**

Remove certain words or phrases from the lyrics of the Islamic English song and create fill-in-the-blank exercises for students to complete. Provide them with a list of words to choose from to fill in the blanks. For example:

" _____ love, one _____ "

" _____ will _____ us together "

"Let's get _____ and _____ "

- **Lyric Scramble:**

Cut the lyrics of the song into individual lines or phrases and mix them up. Students then work in pairs or groups to rearrange the lyrics in the correct order while listening to the song. This activity helps improve listening skills and reinforces comprehension of the song's message.

- **Missing Words Challenge:**

Display a portion of the song lyrics with key words missing and challenge students to guess the missing words based on context and rhyming patterns. This activity encourages critical thinking and vocabulary acquisition. For example:

" _____ love, one _____ "

"Let's get _____ and _____ "

"With _____ in our hearts, there's _____ we cannot achieve "

- **Cloze Exercises:**

Create cloze exercises where students listen to the song and fill in the missing words in the lyrics. Provide them with a word bank to choose from or let them rely on their listening skills to complete the blanks. This activity helps reinforce vocabulary and listening comprehension simultaneously.

Interactive lyric activities with Islamic English songs

- **Song Interpretation:**

Divide the class into groups and assign each group a portion of the song lyrics to interpret. Students discuss the meaning of the lyrics, analyze the message conveyed, and share their interpretations with the class. This activity promotes critical thinking, collaboration, and cultural understanding.

- **Vocabulary Matching:**

Create a vocabulary matching exercise where students match words from the song lyrics to their definitions or synonyms. This activity helps expand students' vocabulary while reinforcing comprehension of the song's message.

- **Discussion Questions:**

Generate discussion questions based on the themes and messages of the song lyrics. Encourage students to reflect on the lyrics, share their thoughts and opinions, and discuss how the themes relate to their own lives and experiences. This activity fosters critical thinking, communication skills, and cultural awareness.

- **Create Your Own Lyrics:**

Challenge students to create their own lyrics inspired by the themes and messages of the song. They can work individually or in groups to write original verses that convey similar messages of unity, peace, and love. This activity encourages creativity, language production, and self-expression.

These interactive lyric activities with Islamic English songs provide engaging opportunities for students to enhance their language skills while exploring themes of faith, love, and compassion.

Sing-along activities

Sing-along activities can be incredibly effective for integrating Islamic values into English classes in a fun and engaging way. Here are some sing-along activities tailored to incorporate Islamic values:

- **Islamic Song Karaoke:**

Organize a karaoke session with Islamic songs that convey messages of peace, unity, gratitude, and love. Provide the lyrics on a screen or hand out lyric sheets to students. Encourage students to sing along enthusiastically, either individually or in groups. This activity not only reinforces language skills but also promotes a sense of community and spiritual connection.

- **Song Circle:**

Form a circle with students and lead a sing-along of an Islamic song. Pass around a token, such as a small drum or tambourine, and invite each student to take a turn leading the group in singing a verse or chorus of the song. This activity encourages participation, collaboration, and confidence-building as students take turns leading the group.

- **Themed Sing-Alongs:**

Choose a theme related to Islamic values, such as compassion, kindness, or perseverance, and select songs that align with that theme. Lead a sing-along session featuring a series of songs that convey the chosen theme. Pause between songs to discuss the messages conveyed and how they relate to Islamic values.

- **Bilingual Sing-Alongs:**

Select Islamic songs that include both English and Arabic lyrics, such as nasheeds or Islamic chants. Teach students the meanings of the Arabic phrases and encourage them to sing along in both languages. This activity promotes cross-cultural understanding and language acquisition while reinforcing Islamic values.

Sing-along activities

- **Interactive Story-Songs:**

Choose narrative-based Islamic songs that tell stories or share moral lessons, such as songs about the lives of prophets or inspirational figures in Islamic history. Invite students to act out the story as they sing along, using gestures, facial expressions, and simple props to bring the narrative to life. This activity enhances comprehension, creativity, and oral expression skills.

- **Movement and Dance:**

Incorporate movement and dance into sing-along activities by teaching students simple choreography or hand movements to accompany the songs. Encourage students to express themselves through movement while singing along, fostering a dynamic and energetic learning environment. This activity promotes physical coordination, rhythm, and self-expression.

- **Song Reflections:**

After singing a song together, facilitate a reflective discussion where students share their thoughts and feelings about the lyrics and the messages conveyed. Encourage students to connect the themes of the song to their own lives and experiences, as well as to Islamic teachings and values. This activity promotes critical thinking, empathy, and personal growth.

- **Songwriting Workshop:**

Engage students in a collaborative songwriting workshop where they compose original songs inspired by Islamic values and teachings. Provide guidance on song structure, melody, and lyrics, and encourage students to work together to create meaningful and uplifting songs. This activity fosters creativity, teamwork, and self-expression while reinforcing language skills.

By incorporating these sing-along activities into English classes, educators can effectively integrate Islamic values while promoting language development, cultural awareness, and spiritual growth among students.

Role-Playing Activity: The Story Behind the Song

Using Islamic songs as inspiration for role-playing activities in English class can be a creative and engaging way to reinforce language skills while exploring Islamic values and teachings. Here's how you can implement this idea:

✦ **Objective:** To explore the narrative and moral lessons conveyed in an Islamic song through role-playing.

Materials Needed:

- Islamic song lyrics (choose a song with a narrative or story)
- Character cards (optional)
- Props or costumes related to the song's theme (optional)

Procedure:

- 1. Select the Song:** Choose an Islamic song that tells a story or conveys a moral lesson. Examples include songs about the lives of prophets, historical events, or inspirational stories from Islamic literature.
- 2. Introduce the Song:** Play the song for the class and discuss the narrative, characters, and themes depicted in the lyrics. Encourage students to share their interpretations and insights.
- 3. Assign Roles:** Divide the class into groups and assign each group a specific scene or scenario from the song. Provide character cards with roles and brief descriptions for each student, or allow students to choose their roles based on the song's characters.

Role-Playing Activity: The Story Behind the Song

4. **Role-Playing:** Have each group prepare and perform a role-play based on their assigned scene from the song. Encourage students to use English language skills to portray their characters and convey the story's message effectively.

5. **Encourage Creativity:** Allow students to get creative with their role-plays by adding dialogue, improvising scenes, or incorporating props and costumes to enhance the performance.

6. **Reflection and Discussion:** After each group performs their role-play, facilitate a discussion where students reflect on the themes, messages, and moral lessons conveyed in the song. Encourage students to draw connections between the role-plays and real-life situations.

7. **Extension Activities:** Provide opportunities for students to further explore the song's themes through writing assignments, art projects, or multimedia presentations. Students can create their own narratives inspired by the song or analyze its cultural and historical significance.

Example: Suppose you choose the Islamic song "The Orphan Child" by Maher Zain, which tells the story of an orphaned child who finds hope and strength through faith. Divide the class into groups and assign each group a different scene from the song, such as the child's struggle to overcome adversity or the community's support for the orphan. Students can role-play as the characters in the song and act out the scenes, using English language skills to communicate and convey the story's message effectively.

By incorporating role-playing activities inspired by Islamic songs, educators can create immersive learning experiences that not only reinforce language skills but also foster empathy, cultural understanding, and moral development among students.

Drawing Activities

Incorporating drawing activities into English learning through songs can be both fun and effective for language acquisition. Here are some ideas:

1. **Lyric Illustration:** Play a song for the students and provide them with the lyrics. Ask them to listen carefully to the song and then choose a few lines or phrases to illustrate. They can draw what they imagine while listening to the music. Afterward, they can share their drawings and explain why they chose those particular parts of the song.

2. **Storyboarding:** Select a narrative-based song with a clear storyline. Divide the students into small groups and assign each group a section of the song. Have them create a storyboard illustrating the sequence of events in their assigned section. Afterward, they can present their storyboards to the class, practicing their English by describing what they drew.

3. **Character Creation:** Choose a song with vivid characters or themes. Ask the students to listen to the song and then create their own characters based on the lyrics and mood of the song. They can draw the characters and write short descriptions using English vocabulary and expressions they've learned.

4. **Setting Depiction:** Select a song that describes a specific place or setting. Have the students listen to the song and then draw the setting based on the imagery in the lyrics. Encourage them to include details that evoke the mood and atmosphere described in the song.

Drawing Activities

5. **Comic Strip Creation:** Play a song with a clear narrative or storyline. Ask the students to listen to the song and then create a comic strip illustrating the events and emotions portrayed in the lyrics. This activity allows them to practice sequencing, storytelling, and using English dialogue in a creative way.

6. **Emotion Mapping:** Choose a song with emotive lyrics and melodies. Have the students listen to the song and identify the emotions conveyed. Then, ask them to create a visual representation of the emotions using colors, shapes, and symbols. They can discuss their choices in English, describing how the song made them feel and why they chose certain visual elements.

7. **Song-inspired Poetry:** Play a song with poetic lyrics or imagery. After listening to the song, have the students write their own poems inspired by the themes or emotions conveyed in the music. They can then illustrate their poems with drawings that complement the imagery in their writing.

These drawing activities not only engage students creatively but also provide opportunities for them to practice listening comprehension, vocabulary acquisition, and English language expression in a dynamic and enjoyable way.

Let's Practise!




Take a look at the following picture. Please try to identify the objects in the picture. After you have finished, you can compare your answers with the drawing. It is based on the drawing.

Let's Practise!



Chapter 6

*Creating LKPD
with Islamic
Songs-based
materials*



Creating LKPD with Islamic Songs-based materials

Theoretical Paradigm

Creating LKPD (Lembar Kerja Peserta Didik or Student Worksheets) with Islamic songs can be an effective way to integrate Islamic values into learning activities while enhancing students' language skills. Here's a step-by-step guide to creating LKPD with Islamic songs:

Step 1: Choose the Islamic Song

Select an Islamic song that aligns with the learning objectives and themes of your lesson. Consider songs that convey moral lessons, values, or cultural aspects of Islam. Ensure that the song is age-appropriate and culturally relevant to your students.

Step 2: Identify Learning Objectives

Define clear learning objectives that you want to achieve through the LKPD. These objectives should align with language learning goals as well as the Islamic values or themes reflected in the song. For example, the objectives could focus on vocabulary acquisition, listening comprehension, cultural awareness, or critical thinking skills.

Step 3: Design LKPD Activities

Create a variety of activities based on the selected Islamic song. Here are some examples:

1. **Vocabulary Building:** Provide a list of key vocabulary words from the song lyrics and ask students to match each word with its definition or translation. Encourage students to use the words in sentences to demonstrate understanding.
2. **Listening Comprehension:** Create comprehension questions based on the content of the song lyrics. Students listen to the song and answer questions about the main ideas, details, and message conveyed in the lyrics.

Creating LKPD with Islamic Songs-based materials

3. **Lyric Analysis:** Divide the song lyrics into meaningful chunks and ask students to analyze the meaning of each section. Students can discuss the themes, messages, and cultural references found in the lyrics.
4. **Creative Writing:** Prompt students to write a short story, poem, or reflection inspired by the themes or messages of the song. Encourage students to express their thoughts, feelings, and personal connections to the song in their writing.
5. **Role-Playing:** Create role-playing scenarios based on the characters or situations mentioned in the song lyrics. Students can act out the scenes, using English language skills to communicate and interact with each other.
6. **Cultural Exploration:** Research and explore the cultural background of the song, including its historical context, significance, and cultural symbolism. Students can create multimedia presentations or posters to share their findings with the class.

Step 4: Include Guidance and Instructions

Provide clear instructions and guidance for each activity included in the LKPD. Include prompts, examples, and explanations to help students understand what is expected of them and how to complete each task effectively.

Step 5: Incorporate Assessment and Feedback

Include assessment criteria or rubrics to evaluate students' performance on the LKPD activities. Provide opportunities for peer feedback or self-assessment to promote reflection and improvement. Offer constructive feedback to students to support their learning and growth.

Creating LKPD with Islamic Songs-based materials

Step 6: Customize and Adapt

Tailor the LKPD to meet the needs and interests of your students. Consider their language proficiency level, cultural background, and learning preferences when designing the activities. Modify or adapt the LKPD as needed to ensure accessibility and relevance for all students.

Step 7: Implement and Evaluate

Introduce the LKPD activities in your English class and guide students through the tasks. Monitor their progress, provide support as needed, and facilitate discussions to deepen understanding. After completing the activities, gather feedback from students to evaluate the effectiveness of the LKPD and identify areas for improvement.

By creating LKPD with Islamic songs, educators can provide meaningful and engaging learning experiences that integrate language learning with Islamic values and cultural exploration.

Let's Practise!

Please read carefully the following two teaching modules. Identify the following points. Try to give your own ideas. After reading, try to find an Islamic song that can be used to teach the content of the Islamic value in their life.

Let's Practise!

Teaching Module and Worksheet with Islamic Song 1

GENERAL INFORMATION

A. SCHOOL IDENTITY

Teacher	Louise Ibrahim
School Name	SMAN 1 Krembung
School Year	2023/2024
School Level	Senior High School
Time Allocation	2 X 45
Phase	E
Learning Materials	Audio
Element	<p>Listening</p> <p>In phase E, students are able to listen to music being played, write, review, and answer questions as a level of understanding of the material. They review the information obtained using listening mode to achieve learning objectives.</p>
Learning Outcome	<p>In phase E, students can listen, write, and review information about the meaning of the song. Then be able to answer questions from the song using good and correct English.</p>

Teaching Module and Worksheet with Islamic Song 1

B. INITIAL COMPETENCES

1. Students understand the meaning of the song.
2. Students understand the Islamic values contained in the songs.
3. Students know and understand the lyrics of the song.

C. FACILITIES AND INFRASTRUCTURE

Media	Laptop, HP, LCD, Projector, etc.
Learning Resources	Book, E-Book, PPT, YouTube, etc.

D. PANCASILA STUDENT PROFILE

1. Have faith in God Almighty and have noble character.
2. Global Diversity.
3. Mutual cooperation.
4. Independent.
5. Creative.
6. Think critically.

E. TARGET STUDENTS

1. Regular students
2. Students with learning obstacles

F. LEARNING MODEL

Listening learning

Teaching Module and Worksheet with Islamic Song 1

CORE COMPONENTS

A. LEARNING OBJECTIVES

Students are able to review and understand the meaning of songs, information, and the Islamic values contained in songs well, by listening to English Islamic songs.

B. MEANINGFUL UNDERSTANDING

- Students can improve their listening skills.
- Students can review and understand the information, meaning, and values contained in a song

C. TRIGGER QUESTIONS

- Have you ever listened to English songs?
- What songs have you listened to before?
- Have you ever tried to understand the meaning of a song?

D. LEARNING PREPARATION

- The Teacher prepares materials and teaching materials.
- The Teacher selects and prepares songs that will be used as technology-based learning media.

Teaching Module and Worksheet with Islamic Song 1

E. LEARNING ACTIVITIES

<p>Introduction (10 minutes)</p>	<ol style="list-style-type: none"> 1. The teacher enters the class and greets the students, and the students respond to the greetings. 2. The teacher gives students the opportunity to lead prayer. 3. The teacher records student attendance. 4. Provide a warm-up so that students are enthusiastic about learning. 5. The teacher asks about news and provides motivation to students. 6. The teacher gives interesting questions about the material to be taught. 7. The teacher provides an overview of the learning that will take place.
<p>Core Activities (60 minutes)</p>	<ol style="list-style-type: none"> 1. The teacher gives directions to students to focus when listening to songs. 2. The teacher plays a song. 3. The teacher gives students the opportunity to translate the song and understand the meaning of the lyrics. 4. The teacher conducts questions and answers and discussions with students about the song. 5. The teacher does ice-breaking. 6. The teacher provides information about assessment criteria in listening lesson material. 7. The teacher conducts questions and answers to students about songs that will be reviewed by students about Islamic values.
<p>Closing (20 minutes)</p>	<ol style="list-style-type: none"> 1. The teacher facilitates students to review the learning that has been implemented 2. The teacher asks students to reflect on learning. 3. The teacher together with the students concludes today's learning 4. The teacher closes the lesson and directs the students to pray together.

Teaching Module and Worksheet with Islamic Song 1

F. ASSESSMENT

Formative

- Pancasila Student Profile attitude journal (faith and devotion to God Almighty, critical reasoning, creativity, and independence) during learning.
- Ask and answer orally.
- Reflections made by students.
- The task is to understand the meaning of the song and find the Islamic values contained in the song.

G. REMEDIAL AND ENRICHMENT

1. Remedial: re-learning the same material with different questions.
2. Enrichment: deepening the material by working on questions with gradual levels of difficulty.

H. REFLECTIONS

1. What did you learn today?
2. In which part of this material can students easily understand?
3. Are there any obstacles to participating in today's lesson?
4. How do you feel after taking part in today's lesson?

Teaching Module and Worksheet with Islamic Song 1

ATTACHMENT

A. STUDENT WORKSHEET

1. What is the meaning of Maher Zain's song - Open Your Eyes according to your understanding?
.....

2. What Islamic values are contained in Maher Zain's song - Open Your Eyes?
.....

3. What do you get from the song?
.....

4. Did the meaning of the song convey to you?
.....

5. Give an example of your actions in applying the Islamic values contained in the song in your daily life!
.....

B. TEACHER AND STUDENT READING MATERIALS

- Student Worksheets
- E-Book Middle School English
- Song :



- Article :



Teaching Module and Worksheet with Islamic Song 2

GENERAL INFORMATION

A. SCHOOL IDENTITY

Teacher	Agnes Miranda
School Name	HANGTUAH 2 SENIOR HIGH SCHOOL SIDOARJO
School Year	2023/2024
School Level	Senior High School
Grade	X
Phase	E
Element	Communicative Language Teaching
Learning Materials	Simple English Song
Time Allocation	2 X 30 JP
Learning Outcome	By the end of phase E, learners can estimate the social function of a song related to teenage life. Identify the linguistic elements of a song related to teenage life. Determine the meaning related to the social function and linguistic elements in the context of song lyrics related to teenage life.

Teaching Module and Worksheet with Islamic Song 2

B. INITIAL COMPETENCES

1. Learners can interpret the social function of song lyrics.
2. Learners are able to interpret the linguistic elements of song lyrics related to teenage life in senior high school/vocational/vocational school.
3. Learners can grasp the meaning related to the social function of song lyrics.
4. Learners are able to understand the linguistic elements in the context of song lyrics related to the life of teenagers in senior high school/vocational/vocational school.

C. PANCASILA STUDENT PROFILE

Believing, fearing God Almighty, and having noble character.	Religious morals, personal morals, morals towards humans, morals towards nature, and morals towards the state.
Global Diversity	Recognize and appreciate culture, intercultural communication and interaction, reflection and responsibility for the experience of diversity, social justice.
Working together	Work together to find more information about the material to be given.
Independent	Conduct a brainstorming process in the early learning activities.
Critical Thinking	Develop listening skills on the listening test.
Creative	Produce original ideas, produce original works and actions, have flexibility of thinking in finding alternative solutions to problems.

Teaching Module and Worksheet with Islamic Song 2

D. FACILITIES AND INFRASTRUCTURE

Media	Laptop, HandPhone, LCD, Projector.
Learning Resources	Laman e-learning, internet, YouTube.

E. LEARNERS TARGET

- 1.Regular students.
- 2.Learners with learning disabilities.
- 3.Gifted and talented special learners.

F. LEARNING MODEL

Communicative Language Teaching.

Teaching Module and Worksheet with Islamic Song 2

CORE COMPONENTS

A. LEARNING OBJECTIVES

1. Students in groups are able to estimate the social function of a song text related to teenage life well.
2. Students in groups are able to express the linguistic elements of a song text related to teenage life well.
3. Students in groups are able to determine the meaning of a song related to teenage life well.

B. MEANINGFUL UNDERSTANDING

Songs are effective for use as language learning media, especially listening because they have two elements, namely music and lyrics. Music can facilitate language learning skills because musical rhythms and sentence patterns have similar shapes and have balance, while lyrics help students understand and listen because they must be listened to carefully. By giving learners the opportunity to "make music" more rather than following the material through a book - parents, teachers and students will be have a fun atmosphere during the learning process. Like the song I Love You So by Maher Zain. The song has an Islamic meaning, is easy to listen to and has easy pronunciation. this of course can make teacher easy to get attention from learners.

C. TRIGGER QUESTIONS

- Have you ever heard the song I Love You So by Maher Zain?
- Do you know the meaning behind the song I Love You So by Maher Zain?

D. LEARNING PREPARATION

- The teacher prepares the material to be taught on that day.
- The teacher asks the learners to prepare writing utensils and books.
- The teacher asks the learners to read the lyrics of the song I Love You So by Maher Zain




Teaching Module and Worksheet with Islamic Song 2

E. LEARNING ACTIVITIES


A. Initial Activity

1. The teacher gives greetings and recites prayers before the lesson begins.
2. The teacher checks the attendance of the learners.
3. The teacher conveys the objectives that will be achieved in today's learning.
4. The teacher outlines the scope of the material to be learned.

B. Core Activities

Stimulation	<ul style="list-style-type: none"> • Learners are divided into groups • Learners observe the music video titled "I Love You So by Maher Zain" <p>Activity 1</p>  <ul style="list-style-type: none"> • Learners watch the song video
Problem Statement	Learners are guided by the teacher to ask questions related to the information contained in the video.
Data Collection	<p>Learners (in groups) complete the missing lyrics of the song "I Love You So"</p> <p>TASK 1</p> 
Data Processing	<p>Learners (in groups) find the meaning of the song entitled "I Love You So by Maher Zain"</p> <p>TASK 2</p> 

Teaching Module and Worksheet with Islamic Song 2

Verification	<ul style="list-style-type: none"> Learners convey the meaning of the song entitled "I Love You So" in front of the class. Learners in groups sing the song "I Love You So by Maher Zain" <p>TASK 3</p> 
C. Final Activity	
Generalization	<ul style="list-style-type: none"> The teacher reflects on learning materials that have not been understood by students The teacher confirms by asking about the material that has been explained Teacher together with students summarize the learning outcomes
F. ASSESSMENT	
Diagnostic assessment	<p>Attitude: Observation of honesty, caring, polite and tolerant in learning to understand song lyrics related to teenage life.</p>
Formative assessment	<p>Teacher observation, peer assessment, self-assessment and oral/written assessment to assess: Achievement of social functions, completeness and orderliness of text structure, and accuracy of linguistic elements seen in song lyrics related to teenage life</p>
Summative assessment	<p>Written assessment to assess the ability to convey the meaning of song lyrics related to adolescent life</p>

Teaching Module and Worksheet with Islamic Song 2

G. ENRICHMENT AND REMEDIAL

H. LEARNERS' AND TEACHERS' REFLECTION

1. Is the task I have given appropriate to the material on that day?
2. Are all learners comfortable learning in their groups?
3. In which part of this material are learners easy to understand?

Teaching Module and Worksheet with Islamic Song 2

ATTACHMENT

A. LEARNER WORKSHEET

I pray to God
My heart, soul, and body
Every single day of my life
With every breath I solemnly promise
To try to live my life for you
O Allah! You did revive my soul
And shone Your light into my heart
So pleasing You is now my only goal
Oh, I love You so
I love You so

Now I know how it's like
To have a precious love in my life
Now I know how it feels
To finally be at peace inside
I wish that everybody knew
How amazing it feels to love You
I wish that everyone could see
How Your love has set me free
Set me free and made me strong

O Allah! I'm forever grateful to You
Whatever I say could never be enough
You gave me strength to overcome my uncertainties
And stand firm against all the odds
You are the one
Who did revive my soul
You shone Your light into my heart
So pleasing You is now my only goal
Oh, I love You so
I love You so

Teaching Module and Worksheet with Islamic Song 2

Now I know how it's like
To have Your precious love in my life
Now I know how it feels
To finally be at peace inside
I wish that everybody knew
How amazing it feels to love You
I wish that everyone could see
How Your love has set me free
Set me free and made me strong

My love, my life, my days, my nights
My wealth, my prayers all for You
And I swear that I will never put anyone or anything before You

Now I know how it's like
To have Your precious love in my life
Now I know how it feels
To finally be at peace inside
I wish that everybody knew
How amazing it feels to love You
I wish that everyone could see
How Your love has set me free
Set me free and made me strong

TASK 1

A. Instruction

Please analyze and fill in the blank space of the lyric

B. Student's worksheet

I pray to God
My heart, soul, and body
Every single day of my [...]
With every breath I solemnly promise
To try to live my life for you
O Allah! You did revive my soul
And shone Your light into my heart
So pleasing You is now my only goal
Oh, I love You so
I love You so

Teaching Module and Worksheet with Islamic Song 2

Now I know how it's like
To have a precious love in my [...]
Now I know how it [...]
To finally be at peace inside
I wish that [...] knew
How amazing it feels to love You
I [...] that everyone could see
How Your love has set me free
Set me free and made me strong

O Allah! I'm forever grateful to You
Whatever I say could never be enough
You gave me strength to overcome my [...]
And stand firm against all the odds
You are the one
Who did revive my soul
You shone Your light into my heart
So pleasing You is now my only goal
Oh, I love You so
I love You so

Now I know how it's like
To have Your precious love in my life
Now I know how it feels
To finally be at peace inside
I wish that everybody knew
How amazing it feels to love You
I wish that everyone could see
How Your love has set me free
Set me free and made me strong

My love, my life, my days, my nights
My wealth, my prayers all for You
And I swear that I will never put anyone or anything before You

Teaching Module and Worksheet with Islamic Song 2

Now I know how it's like
To have Your precious love in my life
Now I know how it feels
To finally be at peace inside
I wish that everybody knew
How amazing it feels to love You
I wish that everyone could see
How Your love has set me free
Set me free and made me strong

TASK 2

A. Instruction

Please Explain

- a) The social function of the song
- b) The meaning of the song (How do you know the song? Explain briefly, which part of the lyric show is?)

B. Students' worksheet

- a) The social function of the song is.....
 - b) The meaning of the song is.....
- Part:

TASK 3

Instruction: Please sing the song together

Teaching Module and Worksheet with Islamic Song 2

B. TEACHER AND LEARNER READING MATERIALS

I pray to God
My heart, soul, and body
Every single day of my life
With every breath I solemnly promise
To try to live my life for you
O Allah! You did revive my soul
And shone Your light into my heart
So pleasing You is now my only goal
Oh, I love You so
I love You so

Now I know how it's like
To have a precious love in my life
Now I know how it feels
To finally be at peace inside
I wish that everybody knew
How amazing it feels to love You
I wish that everyone could see
How Your love has set me free
Set me free and made me strong

O Allah! I'm forever grateful to You
Whatever I say could never be enough
You gave me strength to overcome my uncertainties
And stand firm against all the odds
You are the one
Who did revive my soul
You shone Your light into my heart
So pleasing You is now my only goal
Oh, I love You so
I love You so

Teaching Module and Worksheet with Islamic Song 2

Now I know how it's like
To have Your precious love in my life
Now I know how it feels
To finally be at peace inside
I wish that everybody knew
How amazing it feels to love You
I wish that everyone could see
How Your love has set me free
Set me free and made me strong

My love, my life, my days, my nights
My wealth, my prayers all for You
And I swear that I will never put anyone or anything before You

Now I know how it's like
To have Your precious love in my life
Now I know how it feels
To finally be at peace inside
I wish that everybody knew
How amazing it feels to love You
I wish that everyone could see
How Your love has set me free
Set me free and made me strong

Video Source :



Teaching Module and Worksheet with Islamic Song 2

C. GLOSSARY

Songs are effective for use as language learning media, especially listening because they have two elements, namely music and lyrics. Music can facilitate language learning skills because musical rhythms and sentence patterns have similar shapes and have balance, while lyrics help students understand and listen because they must be listened to carefully. By giving learners the opportunity to "make music" more rather than following the material through a book – parents, teachers and students will have a fun atmosphere during the learning process. Like the song I Love You So by Maher Zain. The song has an Islamic meaning, is easy to listen to and has easy pronunciation. this of course can make teacher easy to get attention from learners.

D. LITERATURE

- Kementerian Pendidikan dan Kebudayaan. 2015. Bahasa Inggris SMA/MA Kelas X. Jakarta: Kementerian Pendidikan dan Kebudayaan
- YouTube video :



Discussion Session

Write your answer in the following space.

1. Comments on Teaching Module and Worksheet 1

.....
.....
.....
.....
.....

2. Additional activities for Teaching Module and Worksheet 1

.....
.....
.....
.....
.....
.....
.....
.....

3. Comments on Teaching Module and Worksheet 2

.....
.....
.....
.....
.....

4. Additional activities for Teaching Module and Worksheet 2

.....
.....
.....
.....
.....
.....
.....
.....



References

- Abbott, G., Greenwood, J., & McKeating, D. (1992). *The Teaching of English as an International Language : a Practical Guide*. Nelson: Walton-on-Thames.
- Al-Baekani, A. K., & Pahlevi, M. R. (2018). Investigation of English Learning Model at Traditional Islamic Boarding School Pondok Pesantren Salafiyah) Darul Ulum Al-Barokah Karawang. *JUDIKA (Jurnal Pendidikan UNSIKA)*, 6(2), 1–5. <https://doi.org/https://doi.org/10.35706/judika.v6i2.1788>
- Arsyad, A. (2015). *Media Pembelajaran* (Ed. Revisi; A. Rahman, ed.). Jakarta: Raja Grafindo Persada.
- Brewster, J., Ellis, G., & Girard, D. (1992). *The Primary English Teacher's Guide* (Illustrate). Penguin Books.
- Brown, H. D. (2000). *Teaching by Principles. In Teaching by Principles An Interactive Approach to Language Pedagogy* (Second). San Francisco.
- Elfi, E. (2018). Inclusive Islamic in Education: Utilizing Content in Teaching English. *Batusangkar International Conference*, 49–54.
- Fitria, T. N. (2023). Integrating English Language Teaching (ELT) Into Islamic Boarding Schools: A Review of Strategy and Challenges. *Journal of English Language and Pedagogy (JELPA)*, 1(2), 64–78. <https://doi.org/10.51826/jelpe.v1i2.772>
- Habibi, A., Mukminin, A., Najwan, J., Haswindy, S., & Marzulina, L. (2018). Investigating EFL Classroom Management in Pesantren: A Case Study. *The Qualitative Report*, 23(9), 2105–2123. <https://doi.org/https://doi.org/10.46743/2160-3715/2018.3117>
- Hackbarth, S. (1996). *The Educational Technology Handbook: A Comprehensive Guide: Process and Products for Learning* (Illustrate). Englewood Cliffs: Educational Technology.
- Heinich, R. (1999). *Instructional Media and Technologies for Learning* (6th Editio). Englewood Cliffs: Merrill.
- Husnaini, H., & Yahya, A. (2023). Peningkatan Kemampuan Bahasa Inggris Melalui Fun With English Pondok Pesantren Nurul Ummah-Morowali. *Community Development Journal : Jurnal Pengabdian Masyarakat*, 4(1), 533–537. <https://doi.org/https://doi.org/10.31004/cdj.v4i1.12363>
- Ilyasin, M. (2020). Transformation of Learning Management: Integrative Study of Islamic Boarding School Curriculum. *Dinamika Ilmu*, 20(1), 13–22. <https://doi.org/https://doi.org/10.21093/di.v20i1.2006>
- Kozma, R. B. (1994). Will Media Influence Learning? Reframing the Debate. *Educational Technology Research and Development*, 42(2), 7–19. <https://doi.org/http://dx.doi.org/10.1007/BF02299087>



References

- Kementerian Pendidikan dan Kebudayaan. 2015. Bahasa Inggris SMA/MA Kelas X. Jakarta: Kementerian Pendidikan dan Kebudayaan
- Krashen, S. D. (1982). Principles and Practice in Second Language Acquisition (Print Edit). California: Pergamon Press Inc.
- Liando, N. V., Tatipang, D. P., & Wuntu, C. N. (2023). First Language Interfere in EFL Classes: Revealing Students' Perspectives and Teachers' Reasons in ELL. REiLA: Journal of Research and Innovation in Language, 5(1), 77–88. <https://doi.org/https://doi.org/10.31849/reila.v5i1.13183>
- Maisarah, M. (2018). Modifikasi Lagu Sholawat untuk Pembelajaran Bahasa Inggris di Pesantren. Jurnal Darussalam: Jurnal Pendidikan, Komunikasi Dan Pemikiran Hukum Islam, 9(2). <https://doi.org/https://doi.org/10.30739/darussalam.v9i2.231>
- Malamah-Thomas, A. (1987). Classroom Interaction. New York: Oxford University Press.
- Milek, K. (1993). Using Songs as a Teaching Aid in a Grouproom Setting. Oxford: Oxford University Press.
- Millington, N. (2011). Using Songs Effectively to Teach English to Young Learners. Language Education in Asia, 2, 134–141. <https://doi.org/10.5746/LEiA/11/V2/I1/A11/Millington>
- Moge, T. (2020). Enhancing Students' Speaking Ability Through Small Group Discussion Technique to the Firts Year Students of SMA Negeri 1 Ratahan. Journal Of Educational Method And Technology, 2(3). <https://doi.org/https://doi.org/10.36412/jemtec.v2i3.1022.g959>
- Murphey, T. (1992). The Discourse of Pop Songs. TESOL Quarterly, 26(4), 770–774. <https://doi.org/https://doi.org/10.2307/3586887>
- Nihayati, N. (2017). Integrasi Nilai-Nilai Islam Dengan Materi Himpunan (Kajian Terhadap Ayat-Ayat Al-Qur'an). Jurnal E-DuMath : Jurnal Pendidikan Matematika, 3(1). <https://doi.org/https://doi.org/10.52657/je.v3i1.285>
- Nurhayati, L. (2009). Penggunaan Lagu dalam Pembelajaran Bahasa Inggris untuk Siswa SD; Mengapa dan Bagaimana. Majalah Ilmiah Pembelajaran, 1(10).
- Qamariah, Z. (2015). Developing Islamic English Instructional Materials Based on School-Based Curriculum. Journal on English as a Foreign Language, 5(2). <https://doi.org/https://doi.org/10.23971/jefl.v5i2.370>
- Rost, M. (2002). Teaching and Researching Listening (Illustrate). Longman.
- Sadjana, N., & Rivai, A. (2003). Teknologi Pengajaran. Bandung: CV Sinar Baru.
- Schoepp, K. (2001). Reasons for Using Songs in the ESL/EFL Classroom. The Internet TESL Journal, 12.
- Simms, B. R. (1992). The Art of Music: An Introduction. New York: Harpercollins College Div.
- Sopya, I. V. (2013). Pembelajaran Bahasa Inggris Melalui Lagu pada Anak Usia Dini. ThufuLA: Jurnal Inovasi Pendidikan Guru Raudhatul Athfal, 1(1). <https://doi.org/http://dx.doi.org/10.21043/thufula.v1i1.4236>



References

- Umam, C. (2014). Maintaining Islamic Values in English Language Teaching in Indonesian Pesantrens. *Didaktika Religia*, 2(1). <https://doi.org/https://doi.org/10.30762/didaktika.v2i1.139>.
- Wakary, A. Y., Oliy, S., & Rorimpandey, R. (2023). The Effectiveness of Songs in Improving Students' Vocabulary Mastery. *JoTELL: Journal of Teaching English, Linguistics, and Literature*, 2(4), 523–541. <https://doi.org/https://doi.org/10.36582/jotell.v2i4.6304>
- Wijayanto, M. E. (2020). The Integration of Islamic Values in Implementation of Learning English: Islamic Education Students Perspective. *Eternal (English, Teaching, Learning, and Research Journal)*, 6(1), 18–30. <https://doi.org/https://doi.org/10.24252/Eternal.V6i1.2020.A2>
- Wilson, J. J. (2008). *How to Teach Listening* (3rd Editio). Longman.
- Winn, W., & Snyder, D. (1996). *Cognitive Perspectives in Psychology* (2nd Editio; Simon & S. Macmillan, eds.). New York: Routledge.
- Zulkarnindra, E. (2021). Metode Pembelajaran Bahasa Inggris Tingkat SMP di Sekolah Alam Bogor. *Rayah Al-Islam*, 5(2), 591–599. <https://doi.org/10.37274/rais.v5i02.486>.

AUTHORS' PROFILE



Dr. Fika Megawati, S.Pd., M.Pd. obtained her doctoral degree in ELT from Universitas Negeri Malang, Indonesia. Her professional experiences include being a permanent English lecturer at Universitas Muhammadiyah Sidoarjo, English Language Education Study Program. She has been involved in research projects focusing on Continuous Professional Development for ELT teachers and pre-service teachers. Additionally, she is an active member of journal organizations as well as English teacher associations.

Sheila Agustina, M.Pd. has been a lecturer at the English Education program of Universitas Muhammadiyah Sidoarjo since 2017 and holds degrees in English Literature and English Education. Specializing in Applied Linguistics, Business English, and English Grammar, she has published scholarly works in national and international journals and conferences.



Fitria Wulandari, M.Pd. is a Master graduate at Surabaya State University taking Primary Teacher Education study program in 2012. From 2015 until now he has been a Permanent Lecturer at the PGSD Study Program at Muhammadiyah University of Sidoarjo. From 2019 until now he has served as Secretary of the Primary Teacher Education study program at Universitas Muhammadiyah Sidoarjo.



UMSIDA PRESS
Universitas Muhammadiyah Sidoarjo
Jl. Mojopahit No. 666 B
Sidoarjo, Jawa Timur

ISBN 978-623-464-093-9 (PDF)



9 786234 640939