Training PAI Students' English Vocabulary in an Islamic way through Maher Zain's Song Lyrics at Univa Medan

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Abstrak

Bahasa inggris merupakan bahasa asing yang penting untuk dikuasai oleh pembelajar untuk mencapai kebutuhan pada aspek pendidikan, parawisata, ekonomi, sosial dan budaya yang mampu bersaing di dunia global. Untuk mencapai sasaran tersebut, pembelajar harus berlatih dalam penguasaan bahasa inggris yang mencakup beberapa keterampilan, yakni makro skills meliputi keterampilan berbicara, mendengarkan, menulis dan membaca. Selanjutnya, mikro skills mencakup vocabulary skill, grammar dan pronunciation. Yang paling mendasar yaitu penguasaan kosakata bahasa inggris menjadi kunci utama keberhasilan dalam meningkatkan kemampuan keterampilan lainnya. Pembelajaran bahasa inggris di pendidikan agama islam di rancang sesuai dengan konsep kajian islam atau disebut English for Islamic Studies jadi penamaan untuk pembelajaran bahasa inggris di bidang ilmu tertentu merupakan konsep dari English for Specific Purpose. Tujuannya, agar pembelajar dapat memperkuat pemahamannya terhadap islam melalui keterampilan berbahasa inggris sesuai dengan latar belakang pengetahuannya dan bidangnya. Adapun beberapa masalah yang yang terdapat pada kajian ini diantaranya: a. Bagaimana efektifitas penggunaan maher zain dalam melatih kosakata bahasa inggris mahasiswa pendidikan agama islam univa? b. Bagaimana integrasi nilai-nilai Islami dalam pembelajaran kosakata bahasa inggris melalui lirik lagu Maher Zein berpengaruh pada motivasi belajar mahasiswa pendidikan agama islam univa? c. Apa saja kendala yang dihadapi dalam pelaksanaan pembelajaran kosakata bahasa inggris menggunakan lagu Maher Zain pada mahasiswa pendidikan agama islam di Univa Medan?, berikutnya pada penelitian ini menggunakan metode pendekan deskriptif kualitatif. Informan dalam penelitian ini merupakan mahasiswa pendidikan agama islam A. Tekhnik pengumpulan datanya melalui langkah observasi, wawancara dan obeservasi. Dari hasil temuan berdasarkan fenomena yang ada bahwa Penggunaan lagu Maher Zain dalam melatih kosakata bahasa Inggris bagi mahasiswa Pai di Univa sangat efektif karena mencakup berbagai aspek pembelajaran yang mendukung retensi dan pemahaman kosakata baru. Dengan pendekatan yang relevan secara budaya, meningkatkan motivasi belajar, memanfaatkan pengulangan, memberikan konteks yang jelas, dan melibatkan pendekatan multisensori, lagu-lagu Maher Zain dapat menjadi alat yang powerful dalam pembelajaran bahasa Inggris di lingkungan akademik yang berbasis nilai-nilai Islam. bahwa integrasi nilai-nilai Islami dalam pembelajaran kosakata bahasa Inggris melalui lagu Maher Zain memiliki dampak yang sangat positif terhadap motivasi belajar mahasiswa Pai di Univa. Dengan relevansi nilai-nilai Islami, pendekatan emosional, penguatan identitas keagamaan, metode pembelajaran yang menyenangkan, dan pengaruh positif terhadap sikap belajar, mahasiswa menjadi lebih termotivasi dan bersemangat dalam mempelajari bahasa Inggris. Implementasi pembelajaran kosakata bahasa Inggris menggunakan lagu Maher Zain di lingkungan mahasiswa Pai Univa menghadapi berbagai kendala dan tantangan, mulai dari perbedaan tingkat kemampuan bahasa Inggris, pemahaman konteks budaya, keterbatasan fasilitas, waktu pembelajaran, motivasi mahasiswa, hingga evaluasi kemajuan belajar.

Kata Kunci: Kosakata Bahasa inggris, nilai-nilai islam, Pembelajar, lagu Maher Zein

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Abstract

English is an important foreign language for learners to master to achieve needs in the educational, tourism, economic, social and cultural aspects that are able to compete in the global world. To achieve this goal, students must practice mastering English which includes several skills, namely macro skills including speaking, listening, writing and reading skills. Furthermore, micro skills include vocabulary skills, grammar and pronunciation. The most basic thing is that mastering English vocabulary is the main key to success in improving other skills. English language learning in Islamic religious education is designed according to the concept of Islamic studies or called English for Islamic Studies, so the name for learning English in certain fields of science is the concept of English for Specific Purposes. The aim is for students to strengthen their understanding of Islam through English language skills according to their background knowledge and field. Some of the problems found in this study include: a. How effective is the use of Maher Zain in training the English vocabulary of Islamic religious education students at Univa? b. How does the integration of Islamic values in learning English vocabulary through Maher Zein song lyrics affect the learning motivation of Islamic religious education students at Univa? c. What are the obstacles faced in implementing English vocabulary learning using Maher Zain songs for Islamic religious education students at Univa Medan? Next, this research uses a qualitative descriptive approach method. The informants in this research were Islamic religious education students A. The data collection technique was through observation, interviews and observation steps. From the findings based on existing phenomena, the use of Maher Zain songs in training English vocabulary for Pai students at Univa is very effective because it covers various aspects of learning that support retention and understanding of new vocabulary. With an approach that is culturally relevant, increases learning motivation, utilizes repetition, provides clear context, and involves a multisensory approach, Maher Zain's songs can be a powerful tool in learning English in an academic environment based on Islamic values. that the integration of Islamic values in learning English vocabulary through Maher Zain songs has a very positive impact on the learning motivation of Pai students at Univa. With the relevance of Islamic values, an emotional approach, strengthening religious identity, fun learning methods, and a positive influence on learning attitudes, students become more motivated and enthusiastic in learning English. The implementation of English vocabulary learning using Maher Zain songs in the Pai Univa student environment faces various obstacles and challenges, ranging from differences in English language ability levels, understanding the cultural context, limited facilities, learning time, student motivation, to evaluating learning progress.

Keywords: English Vocabulary, Islamic values, Learners, Maher Zein songs.

Introduction

Mastery of English vocabulary is one of the main keys in improving English language skills. In the academic environment, especially in universities, good English language skills are very important because they support access to international scientific literature, global communication, and increasing graduate competence in the world of work.

Vocabulary is a glossary of words used by speakers to convey information/messages in sentences that produce meaning. Mastery of four language skills cannot be separated from the involvement of vocabulary. The more a person masters vocabulary, the more active and flexible they will be in speaking, this shows that the person has a strong vocabulary so that they are able to express their message directly to the person they are talking to and can play a role in the international world.

Here a person's vocabulary is defined as the set of all the words that the person understands or all the words that the person is likely to use to compose new sentences. In this case, vocabulary can improve the development of language skills such as listening, speaking, reading and writing. Vocabulary is a component that contains all information related to the use of words in a language. (Kasihani K, Suyanto, 2010: 43).

Tarigan (2017) stated that vocabulary learning aims to: 1. Improve the standard

of living of learners, namely students' ability to absorb higher levels of English knowledge, 2. Increase the level of students' mental abilities, namely students who express their opinions in public, 3. Increase the level of conceptual development, meaning it is imaginative and does not compare from one side only, 4. Sharpens students' thinking processes critically, meaning students can solve problems comprehensively, 5. Expands the horizons of students' outlook on life, meaning students' perspective of understanding is not narrow. Based on the quote above, it says that vocabulary has an important role in the process of receiving, the ability to convey, mastering and solving concepts, vocabulary can also hone the owner's way of thinking, having broad insight into various knowledge.

Students of the Islamic Religious Education (PAI) Study Program at Al-Washliyah University (UNIVA) often face challenges in mastering English vocabulary. One factor that contributes to this difficulty is a). lack of learning methods that are interesting and in accordance with the Islamic values they adhere to. b). Conventional and monotonous learning methods tend to make students less motivated and find it difficult to absorb new vocabulary effectively.

One approach that can be used to overcome this problem is to use songs that contain Islamic values as a learning medium. The songs of Maher Zain, a Muslim singer and songwriter who is famous for his lyrics full of meaning and Islamic messages, can be an interesting and effective alternative in teaching English vocabulary.

Maher Zain is known for songs that not only have interesting melodies, but also lyrics that are full of moral and religious values. It is hoped that the use of these songs in the learning process can increase students' interest and motivation in learning English vocabulary. Apart from that, through lyrics that are easy to remember and meaningful, students can more easily internalize new vocabulary.

This research aims to examine the effectiveness of using Maher Zain's songs in training PAI students' English vocabulary at Univa Al Washliyah Medan. By using an Islamic and fun approach, it is hoped that students will be able to master English vocabulary more easily and quickly, thereby improving their overall language competence.

Method
Types and Approaches to Study

In this study, the type of research used is qualitative research. Qualitative research is data collected through words, images, without displaying numbers, then analyzed to become a reference source for new knowledge related to the title of the research. Qualitative research provides a factual and systematic description of conditions related to factors, properties and relationships between phenomena for accumulation. (Lexy J Moleong, 2011:3).

Here, the research approach is descriptive, this is data analysis carried out by collecting data, managing the data and then presenting observation data so that readers or other parties can easily interpret and get a picture of the object being studied in the form of words and language. In this approach, researchers want to describe a symptom (phenomenon), not to find or explain the relationship between variables. However, researchers describe events or occurrences in the field without converting them into numbers.

Research sites

This research activity was carried out at Al Washliyah University, Medan, Faculty of Islamic Religion, in the Islamic Religious Education study program. This location was chosen because the researcher is a permanent lecturer at the Faculty of

Islamic Religion. This makes researchers interested in seeing success in learning English, especially in mastering basic skills such as English vocabulary in PAI using Islamic-based songs and also wants to see its effectiveness in the learning process. So, as a lecturer, I can develop innovative learning methods in presenting English for Islamic Studies material.

Research subject

The subjects in this research were 1st semester Islamic religious education students. The research subjects were deliberately conducted by the researcher based on several informant indicators and certain considerations, which can be seen as follows:

1. Students of the first semester Islamic Religious Education study program
2. Students of the Islamic Religious Education study program who take English as a general basic subject (MKDU)
3. Students of the Islamic Religious Education study program taught by the same lecturer.
4. Students' willingness to be asked for information.

Data Types and Sources

The type of data in this research is in the form of primary data, data obtained directly by researchers in the field. Primary data was obtained from student informant sources from interviews conducted by researchers. Following, secondary data, this data is obtained from available sources. Secondary data functions to support primary (main) data information. This data is obtained through library materials, previous research (journals), books and literature.

The data source was taken from interviews with informants, so the research data was obtained from primary data,

namely observation, interviews and documentation.

Data Collection Techniques

According to (Sugiyono, 2017:224) data collection techniques are the most strategic step in research, with the general aim of obtaining data. Based on the description of expert opinion above, it is interpreted that data collection techniques are a way for researchers to obtain data. In qualitative research, data collection is carried out in natural settings, the primary data sources and data collection techniques are mostly participant observation, interviews and documentation.

Data Validity Test

In this study, the researcher sought the validity of the data by means of credibility, to make the research results trustworthy using the following steps:

1. The evidence is from the results of interviews, observations and documentation which includes vocabulary training through Maher Zein's song entitled "For the Rest of My Life".
2. Implementation of theoretical triangulation.

Data Analysis Techniques

In this research, researchers used data analysis techniques proposed by Miles and Huberman. As follows:

1. Data Reduction (Data Reduction)

At this stage, researchers pay attention to simplifying the data so that it makes it easier to draw conclusions from the data results. The data reduction in this research is from the results of interviews and English vocabulary practice through Maher Zain songs.

2. Data Presentation (Data Display)

The form of data presentation in this research is in the form of narrative words

obtained from interviews and documentation which is then carried out further analysis on the description.

3. Drawing Conclusions (Conclusion Drawing)

This stage is carried out to explore the meaning of the components presented after going through cross-checking starting from observation, interviews and documentation as well as general conclusions reported as a result of the research.

Results and Discussion

1. **How effective is the use of Maher Zain songs in training PAI students' English vocabulary at UNIVA?**

Songs have the ability to attract students' attention and interest, making the learning process more enjoyable. Music that students like can make them more enthusiastic about learning and actively involved in learning activities. According to a study, the use of songs in English classes can increase students' intrinsic motivation, because they feel more interested and motivated to understand the lyrics of the songs they listen to. (Mochlis Eko Wijayanto. 2020)

Maher Zain's songs, especially those in English, have great potential as tools in language learning, including training English vocabulary for Islamic Religious Education (PAI) students at Al-Washliyah University (UNIVA).

Below is a collection of data obtained through interviews with informants, namely Islamic religious education students at Univa Medan.

Data I

The following are the results of an interview with Sivia Rahma, 1st semester PAI A student:

In my opinion, this has been effective. With songs I feel younger, I can

quickly master the new vocabulary contained in Maher Zein's religious songs.

Data II

Below, another opinion was also conveyed by Icha Pramesheila:

In my opinion, songs are appropriate as a medium for learning. Because songs can be enjoyed by everyone. And we can access the songs anywhere and anytime for learning purposes.

Data III

This interview was responded to by Adinda Mutiara, student Pai A:

I feel happy, relaxed, entertained and also easy to accept. and this method can be done repeatedly anywhere and anytime.

The use of Maher Zain's songs in training English vocabulary for PAI students at UNIVA is very effective because it covers various aspects of learning that support retention and understanding of new vocabulary. With an approach that is culturally relevant, increases learning motivation, utilizes repetition, provides clear context, and involves a multisensory approach, Maher Zain's songs can be a powerful tool in learning English in an academic environment based on Islamic values.

2. Integration of Islamic Values in English Vocabulary Learning through Maher Zain Songs and Its Influence on PAI Students' Learning Motivation at UNIVA

The integration of Islamic values in learning English vocabulary is a pedagogical approach that combines Islamic teachings and principles with English language teaching materials and methods. This approach not only aims to improve students' English skills but also to strengthen their Islamic identity, build good character, and increase learning motivation. (Annisa, et al, 2017).

The integration of Islamic values in learning English vocabulary through Maher Zain's songs has a significant impact on the

learning motivation of Islamic Religious Education (PAI) students at Al-Washliyah University (UNIVA). This process not only enriches their knowledge of English but also strengthens the spiritual and moral values they adhere to.

The following is data obtained directly from research informants:

Data I

The following are the results of an interview with PAI A student semester 1, Helmi:

Yes, it is in accordance with the Islamic values contained in the song's lyrics with my background knowledge as a pai student. The meaning of the song teaches listeners to learn to be grateful to Allah.

Data II

Furthermore, the following interview results from Pai A student, Tirta:

I think the integration of Islamic values in learning English vocabulary with Islamic songs is interesting, besides enriching new vocabulary and in accordance with our needs as students of Islamic religious education. From the process I can strengthen spiritual and moral values, I can reflect this in my daily life.

Data III

Below are interview answers submitted by Jihan, Islamic religious education student A:

There is a benefit, namely being able to increase your English vocabulary quickly and easily. With the vocabulary that I have mastered, it will make it easier for me to understand English articles related to religion. from songs I can learn to observe and write. The value message is that it teaches about commitment to remain grateful for what God has given us.

Based on the data presented above, the integration of Islamic values in learning English vocabulary through Maher Zain's songs has a very positive impact on the learning motivation of PAI students at UNIVA. With the relevance of Islamic values, an emotional approach, strengthening religious identity, fun learning methods, and a positive influence on learning attitudes, students become more motivated and enthusiastic in learning English. This approach not only enriches their language skills but also deepens their understanding of Islamic values, making learning more holistic and meaningful.

3. Obstacles and Challenges in Implementing English Vocabulary Learning Using Maher Zain Songs in the PAI UNIVA Student Environment

Integrating Maher Zain's songs in learning English vocabulary for Islamic Religious Education (PAI) students at Al-Washliyah University (UNIVA) is an innovative method that has the potential to provide many benefits. However, the implementation of this method is not free from various obstacles and challenges.

Data I

The following are the results of an interview with Nanda, a first semester PAI A student:

The obstacles are; I have difficulty listening to song lyrics in English because there are limitations in mastering the vocabulary that I hear, and there are several words that I don't usually encounter.

Data II

Another opinion was expressed by Rena, a Pai A semester I student:

I often have to listen to this song in English over and over again, and sing it, so that the vocabulary I learn will remain in my memory.

Data III

The following is a response from another student, namely Atika, a Pai A student:

a. *Be diligent in listening to religious songs in English.*
b. *Write down the new vocabulary found in the song lyrics as a vocabulary list, then look for the meaning of each new vocabulary.*
c. *Practice using new vocabulary in simple speaking and writing.*

The implementation of English vocabulary learning using Maher Zain songs in the PAI UNIVA student environment faces various obstacles and challenges, ranging from differences in English language ability levels, understanding of cultural context, limited facilities, learning time, student motivation, to evaluating learning progress. However, with good planning, method adaptation, and adequate support, these obstacles can be overcome to maximize the benefits of this learning method.

Language ability

Ability is one of the elements of maturity which is related to knowledge and skills that can be obtained through education, training and experience (Thoha, 1998: 154). Based on the quote above, ability is a person's effort to obtain knowledge through several ways, namely education, training and experience.

Language ability according to the Ministry of National Education (2005:3) is the extent to which an individual masters the symbols and meaning of language. The KBBI definition of ability (2007:707) comes from the word capable which means power or being able to do something, added with "to" and the suffix "an" so ability can be interpreted as ability or skill. To reiterate, a person can be said to be capable if he can do something that he must do.

Understanding Vocabulary

Vocabulary is the most important element in language, with its mastery, a person can be skilled in speaking, reading, listening and listening. Where all the scope of skills are related to each other. (Gorys Keraf, 2011:64) states that vocabulary is an element of language that has an important role in the development of language skills which include speaking, listening, reading and writing. All of this coverage is an embodiment of the unity of feelings and thoughts that can be used by its users.

Keraf also states that the vocabulary or vocabulary of a language is a collection of words that a language has. This hard view emphasizes that vocabulary is actually all the words in a language.

Figure 1.1
Vocabulary Stages

At the introducing stage the teacher introduces the vocabulary object to the learner, explaining the vocabulary in relation to its context. Next, the modeling teacher provides a way of pronunciation and explains the function and meaning of each vocabulary taught. Practicing gives students the role of expressing and using this collection of vocabulary in speaking, reading, listening and writing practice. Applying: after three stages have been carried out, the collection of vocabulary that has been mastered is used in daily activities, for example in communicating with roommates, writing what's up messages in English.

Effectiveness of Using Songs in Training Vocabulary

A song is a language expression containing sung words. Songs can be used in the teaching and learning process, songs are also a medium for conveying material to students. In learning English, teacher

methods and creativity are needed in introducing each discussion. So the material presented provides reactive interest in learning a foreign language. Through song lyrics, learners can get to know new vocabulary in a fun and relaxed manner, because this media is equipped with the sound of music and the melodious voice of the vocalist, providing enjoyment and interest in observing and mastering it.

Nurhayati (2012:149-151) believes that songs are a multi-purpose medium for language learning. All the features in the song support ongoing learning. All language skills (listening, reading, writing, and speaking) can be taught using songs. Songs are an alternative medium to facilitate language learning, especially sentence structures. Songs have a number of advantages, both experts and practitioners in the field of language.

Suwartono (2012: 149-151) believes that the rhythm and authenticity of songs can be used for language learning. The rhythm and tone bring a sense of pleasure. As authentic material, the song motivates those who listen to it to imitate the lyric text, both in full and in part. The following is the text of the song in language use, such as the expressions Take away everything you have taken and Allah guide me all the way to your jannah. The lyrics of this song can be used as material to teach and train students in class. The lyrics of this song are a song sung by singer Maher Zain. This song is very suitable for Islamic Religious Education students at Univa Medan, because this song has an Islamic context. Through the content of the song's poetry, it contains Islamic values which can provide understanding in mastering English language skills but also the message of monotheism about Allah as the guide of his creatures.

Integration of Islamic Values in English Vocabulary Learning.

In tertiary institutions, learning English that applies outside the English department is known as English for specific purposes. ESP is an approach to teaching and using English in fields that suit the needs of the field of science and profession of English language users. This is implemented to prepare students to use English both for academic purposes, as well as in the work environment and program design based on needs analysis. English for Agana Islamic education students whose discussion of the content of the material includes discussions of Islam, Islamic values, adab and Islamic culture in accordance with their background knowledge. So that in carrying out their learning, students gain language skills such as speaking, writing, reading and listening, new vocabulary and knowledge based on Islamic studies, Islamic values and Islamic culture in creating a Muslim society. Following the integration of Islamic values into the material, learning is carried out in several ways, namely:

1. Presents reading texts such as the five pillars of Islam, Allah, I am a Muslim, etc.
2. By describing exercises that highlight Islamic values related to the topic of discussion.
3. Inserting Islamic names such as the Kalimah Shahadah in Arabic and English, places or events into the added exercises.
4. Attach verses from the Koran, for example Surah Al-Baqarah which commands fasting and hadiths related to the topic in the learning material.
5. Combining typical Islamic expressions with English expressions that are appropriate to the topic of discussion at the beginning.

Obstacles Faced in Learning English

According to (Megawati, 2016) in the process of learning English, a student will

certainly experience an obstacle in learning. These obstacles can lead to less than optimal student learning outcomes. Apart from that, there are three language elements that play an important role in supporting these four skills, namely pronunciation (pronunciation), vocabulary (vocabulary), and grammar (language structure), this is always an obstacle to learning English. Following, according to (Sofiyanti, 2014) Pronunciation is very important in developing vocabulary because it involves differences in sounds that combine to form words. If a student is used to mispronouncing a word, there is a tendency for him not to be able to provide clear information. Vocabulary (vocabulary) the more vocabulary a student masters, the easier it is to learn English. Vocabulary in language learning, including English, is one of the important things to master (Herlina, 2015). Grammar (language structure) is the rules for arranging language elements into one patterned language. Each region has a different language structure, this influences students in learning English, because previously they were used to their respective regional languages. Mastering linguistic structures will make it easier for students to learn English, especially in arranging words into sentences. Learning problems originate from two factors, namely internal factors including attitudes towards learning, learning motivation, learning concentration, study habits and external factors including the learning process driven by students' intrinsic motivation. The learning process can also occur or become stronger if it is encouraged by the student's environment. (Roinah, 2019). In line with the description above, there are problems with internal factors including: student characteristics, attitudes towards learning, concentration on learning, ability to process learning materials, ability to explore learning results, self-confidence, and study habits. Meanwhile, external factors include teacher factors, social environment, school curriculum and infrastructure. (Anzar & Mardhatillah, 2017).

Conclusion

Based on the findings and discussion of this research, the researcher stated his conclusions as follows:

1. With the effectiveness of Islamic songs in training the vocabulary of PAI Univa Medan students, it can be seen that the positive impact, interest and motivation of students in learning English, especially mastery of Islamic vocabulary, students also train their multisensory skills in observing the lyrics of the Mahaer Zain song.

2. With the relevance of Islamic values, an emotional approach, strengthening religious identity, conveying fun learning methods and a positive influence on learning attitudes, students are more motivated and enthusiastic in learning Islamic vocabulary in English. This approach not only enriches their language skills, but deepens PAI Univa Medan students' understanding of Islamic values and makes learning more holistic and meaningful.

3. There are obstacles and challenges, ranging from differences in the level of English language skills of each Pai Univa Medan student, understanding the cultural context, limited facilities, learning time, student motivation, to evaluating learning progress. However, with good planning, method adaptation, and adequate support, these obstacles can be overcome to maximize the benefits of this learning method.

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