

**THE ISLAMIC VOCABULARY PHILANTHROPY IN  
ENHANCING STUDENTS' ENGLISH LANGUAGE  
LEARNING AT AS'ADIAH ISLAMIC BOARDING  
SCHOOL SENGKANG**



Thesis Submitted to Fulfill one of the Requirements for Obtaining  
a Master's Degree in English Language Education (M.Pd)  
at Postgraduate Program of IAIN Parepare

**THESIS**

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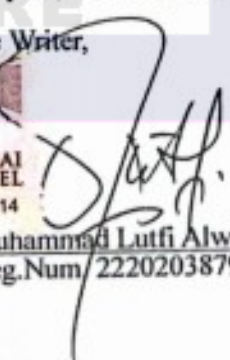
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The Writer humbly requests the readers to kindly provide constructive suggestions for the improvement of this thesis.



Parepare, 14<sup>th</sup> June 2024

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A handwritten signature in black ink, appearing to read 'Lutfi Alwi', is written over the printed name.

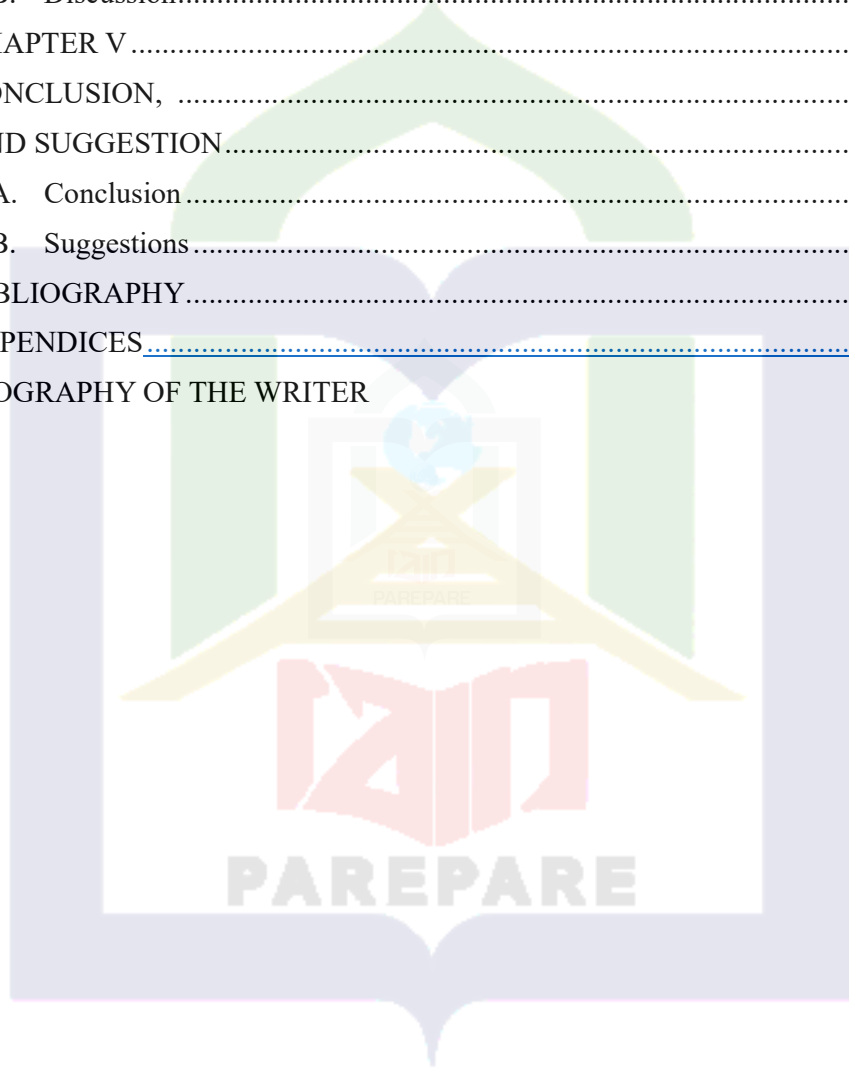
Muhammad Lutfi Alwi

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## TRANSLITERATION GUIDLINES

### 1. Konsonan

Daftar huruf bahasa Arab dan transliterasinya ke dalam huruf Latin dapat dilihat pada halaman berikut:

Huruf Arab	Nama	Huruf Latin	Nama
ا	Alif	tidak dilambangkan	tidak dilambangkan
ب	Ba	B	Be
ت	Ta	T	Te
ث	s\`a	s\`	es (dengan titik di atas)
ج	Jim	J	je
ح	h}a	h}	ha (dengan titik di bawah)
خ	Kha	Kh	ka dan ha
د	Dal	D	de
ذ	z\`al	z\`	zet (dengan titik di atas)
ر	Ra	R	er
ز	Zai	Z	zet
س	Sin	S	es
ش	Syin	Sy	es dan ye
ص	s}ad	s}	es (dengan titik di bawah)
ض	d}ad	d}	de (dengan titik di bawah)
ط	t}a	t}	te (dengan titik di bawah)
ظ	z}a	z}	zet (dengan titik di bawah)
ع	‘ain	‘	apostrof terbalik
غ	Gain	G	Ge
ف	Fa	F	Ef
ق	Qaf	Q	Qi
ك	Kaf	K	Ka
ل	Lam	L	El
م	Mim	M	Em
ن	Nun	N	En
و	Wau	W	We
هـ	Ha	H	Ha
ء	Hamzah	’	Apostrof
ي	Ya	Y	Ye

Hamzah (ء) yang terletak di awal kata mengikuti vokalnya tanpa diberi tanda apa pun. Jika ia terletak di tengah atau di akhir, maka ditulis dengan tanda (’).

## 2. Vokal

Vokal bahasa Arab, seperti vokal bahasa Indonesia, terdiri atas vokal tunggal atau monoftong dan vokal rangkap atau diftong.

Vokal tunggal bahasa Arab yang lambangnya berupa tanda atau harakat, transliterasinya sebagai berikut:

Tanda	Nama	Huruf Latin	Nama
اَ	<i>fath}ah</i>	a	a
اِ	<i>kasrah</i>	i	i
اُ	<i>d}ammah</i>	u	u

Vokal rangkap bahasa Arab yang lambangnya berupa gabungan antara harakat dan huruf, transliterasinya berupa gabungan huruf, yaitu:

Tanda	Nama	Huruf Latin	Nama
اِي	<i>fath}ah dan ya&gt;</i>	ai	a dan i
اُو	<i>fath}ah dan wau</i>	au	a dan u

Contoh:

كَيْفَ : *kaifa*

هَوْلٌ : *hauLa*

## 3. Maddah

*Maddah* atau vokal panjang yang lambangnya berupa harakat dan huruf, transliterasinya berupa huruf dan tanda, yaitu:

Harakat dan Huruf	Nama	Huruf dan Tanda	Nama
اَ...   اِ...   اُ...	<i>fath}ah dan alif</i> atau	a>	a dan garis di atas
يِ	<i>kasrah dan ya&gt;</i>	i>	i dan garis di atas
وِ	<i>d}ammah dan wau</i>	u>	u dan garis di atas

Contoh:

مَاتَ : *ma>ta*

رَمَى : *rama>*

قِيلَ : *qi>la*

يَمُوتُ : *yamu>tu*

#### 4. Ta marbu>t}ah

Transliterasi untuk *ta>' marbu>t}ah* ada dua, yaitu: *ta>' marbu>t}ah* yang hidup atau mendapat harakat *fath}ah*, *kasrah*, dan *d}ammah*, transliterasinya adalah [t]. Sedangkan *ta>' marbu>t}ah* yang mati atau mendapat harakat sukun, transliterasinya adalah [h]. Kalau pada kata yang berakhir dengan *ta>' marbu>t}ah* diikuti oleh kata yang menggunakan kata sandang *al-* serta bacaan kedua kata itu terpisah, maka *ta>' marbu>t}ah* itu ditransliterasikan dengan ha (h).

Contoh:

رَوْضَةُ الْأَطْفَالِ : *raud}ah al-at}fa>l*

الْمَدِينَةُ الْفَاضِلَةُ : *al-madi>nah al-fa>d}ilah*

الْحِكْمَةُ : *al-h}ikmah*

#### 5. Syaddah (Tasydi>d)

*Syaddah* atau *tasydi>d* yang dalam sistem tulisan Arab dilambangkan dengan sebuah tanda *tasydi>d(-)*, dalam transliterasi ini dilambangkan dengan perulangan huruf (konsonan ganda) yang diberi tanda *syaddah*.

Contoh:

رَبَّنَا : *rabbana>*

نَجَّيْنَا : *najjaina>*

الْحَقُّ : *al-h}aqq*

نُعِمَّ : nu‘ima

عَدُوٌّ : ‘aduwwun

Jika huruf *ى* ber-*tasydid* di akhir sebuah kata dan didahului oleh huruf *kasrah* (ـِ), maka ia ditransliterasi seperti huruf *maddah* menjadi *i>*.

Contoh:

عَلِيٌّ : ‘Ali> (bukan ‘Aliyy atau ‘Aly)

عَرَبِيٌّ : ‘Arabi> (bukan ‘Arabiyy atau ‘Araby)

## 6. Kata Sandang

Kata sandang dalam sistem tulisan Arab dilambangkan dengan huruf *ال* (*alif lam ma‘arifah*). Dalam pedoman transliterasi ini, kata sandang ditransliterasi seperti biasa, *al-*, baik ketika ia diikuti oleh huruf *syamsiyah* maupun huruf *qamariyah*. Kata sandang tidak mengikuti bunyi huruf langsung yang mengikutinya. Kata sandang ditulis terpisah dari kata yang mengikutinya dan dihubungkan dengan garis mendatar (-).

Contoh:

الشَّمْسُ : al-syamsu (bukan asy-syamsu)

الزَّلْزَلَةُ : al-zalzalaha (az-zalzalaha)

الفَلْسَفَةُ : al-falsafah

الْبِلَادُ : al-bila>du

## 7. Hamzah

Aturan transliterasi huruf hamzah menjadi apostrof (‘) hanya berlaku bagi hamzah yang terletak di tengah dan akhir kata. Namun, bila hamzah terletak di awal kata, ia tidak dilambangkan, karena dalam tulisan Arab ia berupa alif.

Contoh:

تَأْمُرُونَ : ta‘muru>na

النَّوْعُ : al-nau‘



شَيْءٌ : *syai'un*

أَمْرٌ : *umirtu*

## 8. Penulisan Kata Arab yang Lazim digunakan dalam Bahasa Indonesia

Kata, istilah atau kalimat Arab yang ditransliterasi adalah kata, istilah atau kalimat yang belum dibakukan dalam bahasa Indonesia. Kata, istilah atau kalimat yang sudah lazim dan menjadi bagian dari perbendaharaan bahasa Indonesia, atau sering ditulis dalam tulisan bahasa Indonesia, atau lazim digunakan dalam dunia akademik tertentu, tidak lagi ditulis menurut cara transliterasi di atas. Misalnya, kata al-Qur'an (dari *al-Qur'a'n*), alhamdulillah, dan munaqasyah. Namun, bila kata-kata tersebut menjadi bagian dari satu rangkaian teks Arab, maka harus ditransliterasi secara utuh. Contoh:

*Fi> Z{ila>l al-Qur'a>n*

*Al-Sunnah qabl al-tadwi>n*

## 9. Lafz} al-Jala>lah (الله)

Kata "Allah" yang didahului partikel seperti huruf *jarr* dan huruf lainnya atau berkedudukan sebagai *mud}a>f ilaih* (frasa nominal), ditransliterasi tanpa huruf hamzah.

Contoh:

بِاللَّهِ *billa>h* دِينُ اللَّهِ *di>>nulla>h*

Adapun *ta>' marbu>t}ah* di akhir kata yang disandarkan kepada *lafz} al-jala>lah*, ditransliterasi dengan huruf [t]. Contoh:

رَحْمَةً اللَّهِ *hum fi> rah}matilla>h*

## 10. Huruf Kapital

Walau sistem tulisan Arab tidak mengenal huruf kapital (*All Caps*), dalam transliterasinya huruf-huruf tersebut dikenai ketentuan tentang penggunaan huruf kapital berdasarkan pedoman ejaan Bahasa Indonesia yang berlaku (EYD).

Huruf kapital, misalnya, digunakan untuk menuliskan huruf awal nama diri (orang, tempat, bulan) dan huruf pertama pada permulaan kalimat. Bila nama diri didahului oleh kata sandang (al-), maka yang ditulis dengan huruf kapital tetap huruf awal nama diri tersebut, bukan huruf awal kata sandangnya. Jika terletak pada awal kalimat, maka huruf A dari kata sandang tersebut menggunakan huruf kapital (Al-). Ketentuan yang sama juga berlaku untuk huruf awal dari judul referensi yang didahului oleh kata sandang al-, baik ketika ia ditulis dalam teks maupun dalam catatan rujukan (CK, DP, CDK, dan DR). Contoh:

*Wa ma> Muh}ammadun illa> rasu>l*

*Inna awwala baitin wud}i'a linna>si lallaz\i> bi Bakkata muba>ran*

*Syahrū Ramad}a>n al-laz\i> unzila fi>h al-Qur'a>n*

Nas}i>r al-Di>n al-T{u>si>

Abu>> Nas}r al-Fara>bi>

Al-Gaza>li>

Al-Munqiz\ min al-D}ala>l

Jika nama resmi seseorang menggunakan kata Ibnu (anak dari) dan Abu> (bapak dari) sebagai nama kedua terakhirnya, maka kedua nama terakhir itu harus disebutkan sebagai nama akhir dalam daftar pustaka atau daftar referensi.

Contoh:

Abu> al-Wali>d Muh}ammad ibn Rusyd, ditulis menjadi: Ibnu Rusyd, Abu> al-Wali>d Muh}ammad (bukan: Rusyd, Abu> al-Wali>d Muh}ammad Ibnu)

Nas}r H{a>mid Abu> Zai>d, ditulis menjadi: Abu> Zai>d, Nas}r H{a>mid (bukan: Zai>d, Nas}r H{ami>d Abu>)

### 11. Daftar Singkatan

Beberapa singkatan yang dibakukan adalah:

swt.	= <i>subh}a&gt;nahu&gt; wa ta'a&gt;la&gt;</i>
saw.	= <i>s}allalla&gt;hu 'alaihi wa sallam</i>
a.s.	= <i>'alaihi al-sala&gt;m</i>
H	= Hijrah
M	= Masehi
SM	= Sebelum Masehi
l.	= Lahir tahun (untuk orang yang masih hidup saja)
w.	= Wafat tahun
QS .../...: 4	= QS al-Baqarah/2: 4 atau QS A<li 'Imra>n/3:
HR	= Hadis Riwayat

## ABSTRACT

Name : Muhammad Lutfi Alwi  
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Writing skills refer to the ability to express ideas, construct grammatically correct sentences, and use appropriate vocabulary in English. These skills play a crucial role in shaping communication, understanding, and mastery of the English language by students. This study aims to identify the improvement of writing skills in MTs As'adiyah Putra Sengkang students in learning English through the use of "zakat" vocabulary and the Genre-Based Approach (GBA) and drill methods.

This research used a quantitative design with data collection techniques through writing tests and Likert-scale questionnaires, involving 22 students of class 8.1 as respondents. Data analysis uses descriptive quantitative analysis and t-tests for non-independent samples. Based on the quantitative analysis, a calculated t-value of 13.63 was obtained. This result was interpreted with the t-table at the significant level  $\alpha 0.05$  (0.686) and  $\alpha 0.01$  (1.721), indicating that  $0.686 \leq 13.63 \geq 1.721$ . Because the calculated t-value is greater than the t-table value, the testing result is declared highly significant.

The results of this study are as follows: 1) There is a significant improvement from the initial test (pretest) to the final test (post-test) in English vocabulary mastery for class 8.1 at MTs As'adiyah Putra Sengkang, indicating that the GBA and drill teaching methods are effective in improving students' writing skills. 2) The use of "zakat" vocabulary in English learning significantly contributes to students' understanding of the zakat concept and enhances their writing skills.

**Keywords:** Writing skills, English learning, Quantitative method, Philanthropy Vocabulary, Genre-Based Approach, drill.

## ABSTRAK

Nama : Muhammad Lutfi Alwi  
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Judul Tesis :Kosa Kata zakat dalam Meningkatkan Pembelajaran Bahasa Inggris Siswa di Pesantren As'adiyah Sengkang

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Keterampilan menulis mengacu pada kemampuan mengungkapkan ide, menyusun kalimat dengan tata bahasa yang benar, serta menggunakan kosa kata yang tepat dalam bahasa Inggris. Keterampilan ini memainkan peran penting dalam membentuk komunikasi, pemahaman, dan penguasaan bahasa Inggris oleh siswa. Penelitian ini bertujuan untuk mengidentifikasi peningkatan keterampilan menulis siswa MTs As'adiyah Putra Sengkang dalam pembelajaran bahasa Inggris melalui penggunaan kosa kata "zakat" dan metode Genre-Based Approach (GBA) serta drill.

Penelitian ini menggunakan desain kuantitatif dengan teknik pengumpulan data melalui tes menulis dan kuesioner skala Likert, melibatkan 22 siswa kelas 8.1 sebagai responden. Analisis data menggunakan analisis kuantitatif deskriptif dan uji t untuk sampel tidak independen. Berdasarkan analisis kuantitatif, diperoleh nilai t-hitung sebesar 13.63. Hasil ini diinterpretasikan dengan t-tabel pada tingkat signifikansi  $\alpha$  0.05 (0.686) dan  $\alpha$  0.01 (1.721), sehingga diketahui bahwa  $0.686 \leq 13.63 \geq 1.721$ . Karena nilai t-hitung lebih besar dari nilai t-tabel, hasil pengujian dinyatakan sangat signifikan.

Hasil dari penelitian ini adalah sebagai berikut: 1) Terdapat peningkatan signifikan dari tes awal (pretest) ke tes akhir (post-test) dalam penguasaan kosakata bahasa Inggris untuk kelas 8.1 di MTs As'adiyah Putra Sengkang, menunjukkan bahwa metode pengajaran GBA dan drill efektif dalam meningkatkan keterampilan menulis siswa. 2) Penggunaan kosa kata "zakat" dalam pembelajaran bahasa Inggris memberikan kontribusi signifikan terhadap pemahaman siswa mengenai konsep zakat serta meningkatkan keterampilan menulis mereka.

**Kata kunci:** keterampilan menulis, pembelajaran bahasa Inggris, metode kuantitatif, kosa kata filantropi, Genre-Based Approach, drill.

الإسم : مرناينتي

رقم التسجيل : ٢١٢٠٢٠٣٨٧٩١٠٢٠١٨:

موضوع الرسالة :  
تحليل مشكلة معلمي اللغة الإنجليزية في تنفيذ مناهج مستقليا المدرسة الإعدادية

تهدف هذه الدراسة إلى تحديد العوامل المثبطة في تنفيذ منهج مستقل. تم إجراء هذا البحث في وحدة التنفيذ الفني لمدرسة واحدة ماتيرو بولو و وحدة التنفيذ الفني لمدرسة الثانية ماتيرو بولو و وحدة التنفيذ الفني لمدرسة الثالثة ماتيرو بولو و وحدة التنفيذ الفني لمدرسة واحدة سفي و وحدة التنفيذ الفني لمدرسة الرابعة سفي. صياغة المشكلة هي ما هي المشاكل التي يواجهها مدرسو اللغة الإنجليزية في تنفيذ المناهج المستقلة؟

يتم جمع البيانات من خلال الاستبيانات. استخدمت هذه الدراسة نهجا كميًا. تركز الدراسة على (١) العوامل الداخلية: تحفيز الطلاب ومواقف الطلاب واهتمامات الطلاب. (٢) العوامل الخارجية: دعم أولياء الأمور، وقيادة المدير، ومرافق المدرسة، ونظام التعلم، والمواد التعليمية، وكفاءة المعلم والوقت

أظهرت النتائج أن العوامل المثبطة التي تم تحديدها شملت عوامل تثبيط داخلية مقسمة إلى: دافعية الطلاب واتجاهات الطلاب واهتمامات الطلاب. لكن العامل الأعلى هو تحفيز الطلاب. وفي الوقت نفسه، فإن العوامل المثبطة الخارجية هي دعم الوالدين، وقيادة المدير، والمرافق المدرسية، ونظام التعلم، والمواد التعليمية، وكفاءة المعلم والوقت. لكن العامل الأعلى هو المواد التعليمية. بناء على النتائج المذكورة أعلاه، فإنه يظهر أن المعلمين لا يواجهون مشاكل فيما يتعلق بدعم الوالدين والقيادة الرئيسية. كما أظهرت نتائج هذه الدراسة أن العوامل المثبطة لتطبيق منهج التعلم المستقل في كل مدرسة تختلف باختلاف الظروف في المدرسة. أدت فوائد تحديد العوامل المثبطة إلى تقديم عدة توصيات إلى وزارة التعليم والثقافة كمنظم وإلى صانعي السياسات في المدارس الإعدادية.

الكلمات الرئيسية: العوامل المثبطة الداخلية، العوامل الخارجية، المنهج المستقل

# CHAPTER I

## INTRODUCTION

### A. *Background*

In the interconnected landscape of our globalized world, proficiency in the English language has transcended its role as a mere skill, emerging as the gateway to global interaction and opportunities.<sup>1</sup> English is not only key to understanding diverse cultures but also crucial for sharing knowledge and engaging in cross-border communication. Mastering English opens pathways to academic, professional, and personal growth, facilitating access to knowledge, participation in international business and diplomacy, and connecting individuals from diverse linguistic backgrounds.

At As'adiyah Islamic Boarding School, English language education is deemed essential. While students demonstrate a strong foundation in basic English skills, there is a need for more effective and holistic teaching methods. One such approach utilized is the Genre-Based Approach (GBA), which organizes lesson materials into various text genres with specific structures and vocabulary.<sup>2</sup> This

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<sup>1</sup>J. Smith, *Language Proficiency in the Global Context*. (Journal of Global Education, 2015). 8 (2), p. 45-58.

<sup>2</sup>Johnson, M. *The Impact of Language Proficiency on Cross-Border Communication*. (International Journal of Communication Studies, 2018). 12(3), 112-129.

empowers students to understand the usage of vocabulary in different situations, ensuring a practical and comprehensive learning experience.

The Genre-Based Approach (GBA) and experimental learning methods, including role-playing, practical experiments, and group discussions, create a dynamic and interactive learning environment.<sup>3</sup> GBA provides students with a structured framework to comprehend vocabulary nuances and contextual variations in real-world situations such as formal writing, official information, and daily communication. Experimental methods actively engage students with new vocabulary in real-life scenarios, reinforcing their understanding and application in diverse contexts.

Despite these approaches, students and teachers at As'adiyah Islamic Boarding School encounter challenges in English language education. Students often struggle with comprehending complex texts and expressing intricate ideas due to vocabulary limitations. Teachers face difficulties in addressing these gaps, especially in integrating culturally and religiously relevant vocabulary.

In this global context, the English language plays a crucial role as the global lingua franca, holding special significance<sup>4</sup>. Proficiency in the English language is not just a skill that opens ways to academic, professional, and personal growth; it

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<sup>3</sup>Paltridge, B. *Genre-Based Language Education: A foundation for Implementing the Common European Framework of Reference (CEFR) in Asia*. (Journal of English for Academic Purposes, 2012). 11(4), 329-336.

<sup>4</sup>A, Brown. *English as a Global Language: Implications for Academic and Professional Growth*. (Language and Intercultural Communication, 2016). 10(4), 345-360.



also serves as a facilitator for accessing a wide range of knowledge, participating in international business and diplomacy, and connecting individuals from diverse linguistic backgrounds<sup>5</sup>. While students at As'adiyah Islamic Boarding School exhibit a strong foundation in basic English language skills, there is a noticeable gap in their vocabulary proficiency. This limitation hampers their ability to comprehend complex texts, express intricate ideas, and actively participate in advanced discussions, impacting both their academic and personal development.

Acknowledging this challenge, our research team, in collaboration with As'adiyah Islamic Boarding School, has adopted a comprehensive approach to enhance vocabulary skills. The integration of the (GBA) Genre-Based Approach and experimental methods forms the foundation of our strategic efforts<sup>6</sup>. GBA, functioning as a structured framework, organizes lesson materials into various text genres, each with specific structures and vocabulary. This approach empowers students to understand the usage of vocabulary in diverse situations, ensuring a more practical and holistic learning experience.

In response to the identified vocabulary gap, As'adiyah Islamic Boarding School, in collaboration with our research team, has initiated a unique and innovative initiative – the integration of Islamic Vocabulary Philanthropy into the English language curriculum. This revolutionary approach aims not only to

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<sup>5</sup>B, Paltridge. *Genre-Based Language Education: A foundation for implementing the Common European Framework of Reference (CEFR) in Asia*. (Journal of English for Academic Purposes, 2012). 11(4), 329-336.

<sup>6</sup>B, Paltridge. *Genre-Based Language Education: A foundation for Implementing the Common European Framework of Reference (CEFR) in Asia*. (Journal of English for Academic Purposes, 2012). 11(4), p. 329-336.

address linguistic deficiencies but also to strengthen the students' connection with their Islamic identity and values.

Islamic Vocabulary Philanthropy involves merging English language lessons with Islamic vocabulary and concepts. The goal behind this integration is to create a symbiotic relationship between language acquisition and the preservation of Islamic heritage. By incorporating words and phrases rooted in Islamic teachings, students are exposed to a richer vocabulary that reflects their cultural and religious background.

Furthermore, this philanthropic initiative aligns with broader educational objectives. Philanthropy, in the context of language learning, entails a commitment to providing students with a holistic education that encompasses cultural and religious dimensions. The incorporation of Islamic vocabulary not only enhances language skills but also fosters pride and identity among students.

The GBA (Genre-Based Approach), coupled with experimental learning methods, forms the core of our strategy to address vocabulary gaps<sup>7</sup>. GBA, serving as a structured framework, organizes lesson materials into genres such as formal writing, official information, and daily communication. This ensures that students not only understand the nuances of vocabulary usage but also comprehend its contextual variations.

Experimental learning methods, including role-playing, practical experiments, and group discussions, create a dynamic and interactive learning environment. Students actively engage with new vocabulary in real-life situations, reinforcing their understanding and usage in various contexts. The combination of theoretical

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<sup>7</sup>B, Paltridge. *Genre-Based Language Education: A foundation for Implementing the Common European Framework of Reference (CEFR) in Asia*. (Journal of English for Academic Purposes. 2012). 11(4), 329-336.

understanding and practical application ensures a stronger and more comprehensive vocabulary acquisition process.

The interplay between language and identity is a nuanced and dynamic aspect of the educational landscape. As students engage with the English language enriched by Islamic vocabulary, they not only expand their linguistic capabilities but also deepen their connection to their cultural and religious identity.

Language, as a tool for communication, goes beyond its utilitarian function within this framework. It becomes a vehicle for expressing one's cultural nuances and religious values. The infusion of Islamic vocabulary into the English language curriculum serves as a bridge, connecting the linguistic realm with the cultural and spiritual dimensions of the student's identity. This dynamic interplay offers students a unique educational experience where language learning becomes a holistic journey of self-discovery and cultural exploration. The school's commitment to preserving and celebrating Islamic values through language education underscores the profound relationship between language, identity, and cultural heritage.

The landscape of language education has undergone significant transformations in response to the demands of a globalized world. Traditional approaches are being reevaluated, and innovative methods are being embraced to equip students with the skills needed for effective communication in diverse settings.

The GBA (Genre-Based Approach), as employed in As'adiyah Islamic Boarding School, exemplifies an evolution in language education methodologies. By organizing lesson materials into various text genres, GBA provides students with a contextual understanding of vocabulary usage in real-world situations. This

departure from traditional rote learning methods reflects a broader shift in pedagogical approaches towards experiential and contextual learning.

Experimental methods further contribute to this evolution by fostering interactive and practical language acquisition. Through role-playing, practical experiments, and group discussions, students actively engage with language in dynamic scenarios, reinforcing their vocabulary in authentic contexts. This experiential dimension adds depth to the learning process, allowing students to apply their linguistic knowledge in diverse situations.

As the journey of enhancing English language learning at As'adiyah Islamic Boarding School unfolds, it sets the stage for future directions and continuous innovation in language education. The success of the integrated approach involving Islamic Vocabulary Philanthropy, the Genre-Based Approach, and experimental learning paves the way for further exploration and refinement. Continuous assessment and adaptation of teaching methodologies will be crucial in meeting the evolving needs of students in an ever-changing global landscape. Embracing technology, incorporating real-world applications, and staying attuned to the cultural dimensions of language will be integral to shaping a comprehensive and forward-thinking language education curriculum.

The commitment to Islamic values and linguistic excellence positions As'adiyah as a trailblazer in educational innovation. The school's willingness to experiment with novel approaches and its dedication to providing students with a well-rounded education showcase a proactive stance toward preparing individuals for success in a globalized world.

The lessons learned from this journey offer valuable insights for educators and institutions seeking to redefine language education. The dynamic interplay of language, identity, and cultural heritage underscores the importance of holistic

approaches that go beyond traditional language teaching methods. As the educational landscape continues to evolve, the experience of As'adiyah inspires fostering linguistic and cultural competence in a rapidly changing world.

In response to these challenges, As'adiyah Islamic Boarding School, in collaboration with our research team, has initiated a unique initiative – the integration of Islamic Vocabulary Philanthropy into the English language curriculum. Islamic Vocabulary Philanthropy Merges English language lessons with Islamic vocabulary and concepts, aiming to create a symbiotic relationship between language acquisition and the preservation of Islamic heritage. By incorporating words and phrases rooted in Islamic teachings, students are exposed to a richer vocabulary that reflects their cultural and religious background.

Based on the challenges identified, the solution implemented involves the use of the Genre-Based Approach (GBA) and drill methods in teaching English at As'adiyah Islamic Boarding School. The Genre-Based Approach provides a structured framework that organizes lesson materials into various text genres, enabling students to understand vocabulary usage in different contexts. Drill methods, through repetition and intensive practice, help students memorize and master new vocabulary more effectively.

The combination of these approaches is expected to address vocabulary gaps among students while strengthening their cultural and religious identity. As'adiyah's commitment to Islamic values and linguistic excellence positions it as a pioneer in educational innovation, offering valuable insights and lessons for

educators and institutions seeking to redefine language education in a rapidly changing world.

Based on the above description, the writers are interested in conducting a study entitled “The Islamic Vocabulary Philanthropy in Enhancing Students’ English Language Learning at As’Adiyah Islamic Boarding at School Sengkang”

### **B. *Research Questions***

1. Is GBA and Drill method able to enhance the students’ English learning?
2. How effective are the GBA and Drill methods in enhancing students’ English learning?

### **C. *Research Objectives***

Based on the research questions posed earlier, this research report aims to find out the following objectives:

To enhance the Islamic vocabulary philanthropy in students’ English learning by using GBA and drill.

To know the effectiveness of GBA and Drill methods in enhancing students’ English learning.

### **D. *Significance of Research***

The Significance of this research is expected to provide a useful contribution to:

1. Students

By providing a memorable learning experience that is fun, innovative, and interesting, students can think about their opinions in participating in learning activities, and enhance their writing skills.

## 2. Further Researches

It is hoped that it will add insight and knowledge and provide direct experience to clarify the relationship between strategic implementation statements (GBA and Drill).

### **E. Clarification of Key Terms**

Clarifications for some key terms and concepts mentioned in the context of "The Islamic Vocabulary Philanthropy in Enhancing Students' English Language Learning at As'adiyah Islamic Boarding School".

1. **Philanthropy:** This refers to the practice of promoting the welfare of others, often through generous donations of money, resources, or efforts for social good. In this context, "Islamic Vocabulary Philanthropy" implies a charitable or beneficial contribution focused on enhancing English language learning by integrating Islamic vocabulary and concepts.
2. **Writing** is a multifaceted human endeavor that encompasses both the act of creating written language and the product itself, the written work. At its core, writing serves as a powerful tool for communication, enabling us to convey our thoughts, ideas, and experiences to others in a tangible and enduring form. It transcends the limitations of spoken language, allowing us to share information across vast distances and preserve it for future generations.
3. **Genre-Based Approach (GBA):** GBA is a teaching method that organizes language materials based on different text genres (e.g., narratives, reports,

descriptions). It focuses on teaching language through analyzing and creating texts within these specific structures and vocabularies.

4. Experimental methods: These are teaching strategies that involve hands-on, practical, or interactive learning experiences. In this context, it refers to using activities like role-playing, experiments, or group discussions to practice and apply newly learned vocabulary in real-life situations.
5. The drill method is an instructional technique commonly used in education, sports, and other areas where skill acquisition is required. It involves repetitive practice of a specific task or set of tasks to reinforce learning and improve proficiency.





## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### *A. Previous Related Research Findings*

Several previous research studies have explored the intersection of education, and philanthropy, providing valuable insights into enhancing English language learning among students. While no direct research specifically examines the effects of Philanthropy on language learning in the context of Islamic boarding schools, the following studies offer relevant findings:

Firstly, (Smith, 2018) Research indicates that integrating cultural elements, such as religious vocabulary, into language education fosters deeper engagement and retention among students. The research aimed to investigate the impact of integrating cultural elements, specifically religious vocabulary, into language education. The primary objective was to examine whether such integration could lead to deeper engagement and improved retention among students.

The study found that integrating cultural elements, particularly religious vocabulary, into language education had a positive effect. Students exhibited deeper engagement with the material, and retention of language skills was significantly improved. This suggests that incorporating cultural elements into language education can be a valuable strategy for enhancing the learning experience and outcomes for students.

Secondly, (Johnson & Garcia, 2016) Previous studies have shown that contextualizing vocabulary within familiar cultural contexts significantly enhances students' ability to comprehend and apply new language skills.

The research aimed to explore the impact of contextualizing vocabulary within familiar cultural contexts on students' language acquisition. The primary objective was to assess whether this approach could significantly enhance students' ability to comprehend and apply new language skills.

The study revealed that contextualizing vocabulary within familiar cultural contexts had a notable positive effect on students' language skills. Students who were exposed to vocabulary in contexts relevant to their cultural background showed enhanced comprehension and application of new language skills. This suggests that incorporating familiar cultural contexts into language education can be an effective strategy for improving language learning outcomes.

Thirdly, Ahmed et al (2020) Findings suggest that the incorporation of Islamic vocabulary not only aids in language acquisition but also plays a pivotal role in reinforcing students' cultural identity and sense of belonging.

The research aimed to investigate the impact of incorporating Islamic vocabulary into language education. The primary objective was to examine whether this incorporation not only aids in language acquisition but also plays a pivotal role in reinforcing students' cultural identity and sense of belonging.

The findings of the study suggested that the incorporation of Islamic vocabulary had a dual benefit. Firstly, it significantly contributed to language acquisition, indicating that students exposed to Islamic vocabulary showed improvement in language skills. Secondly, and perhaps equally importantly, the study found that the incorporation of Islamic vocabulary played a crucial role in reinforcing students' cultural identity and sense of belonging. This implies that incorporating specific cultural elements, in this case, Islamic vocabulary can have broader positive impacts on students beyond language acquisition, fostering a deeper connection to their cultural identity and a stronger sense of belonging.

Fourthly, Clark & Lee's (2019) Studies on philanthropic educational initiatives highlight their positive impact on learning outcomes, hinting at the potential effectiveness of similar endeavors, such as Islamic Vocabulary Philanthropy in language education.

The research aimed to explore the impact of philanthropic educational initiatives on learning outcomes. Additionally, the study sought to investigate the potential effectiveness of similar endeavors, specifically focusing on the role of Islamic Vocabulary Philanthropy in language education.

The findings of the study highlighted the positive impact of philanthropic educational initiatives on learning outcomes. Specifically, the research hinted at the potential effectiveness of initiatives such as Islamic Vocabulary Philanthropy in language Education. This suggests that philanthropic efforts targeted at incorporating cultural and linguistic elements, in this case, Islamic vocabulary, into Education may contribute positively to language learning outcomes. The implication is that support from philanthropic initiatives could enhance language education programs and potentially lead to improved learning outcomes for students.

Fifthly, Robinson's (2017) Research in language acquisition within religious contexts hints at the potential benefits of utilizing religious vocabulary to bolster overall language competency among learners.

The findings of the research hinted at the potential benefits of utilizing religious vocabulary in language acquisition. The study suggested that incorporating religious vocabulary has the potential to positively impact overall language competency among learners. While the specifics of the results may vary, the implication is that integrating religious vocabulary into language education might be a valuable strategy for enhancing language skills. Further research and

exploration in this direction could provide additional insights into how religious vocabulary contributes to language acquisition.

Both the research findings that share a common focus on the positive impact of incorporating Islamic vocabulary into English language learning. They both recognize the potential benefits of integrating cultural and religious elements, specifically Islamic words, in the language education process.

The primary difference lies in the scope and specificity. The research findings encompass a broader perspective, summarizing various studies that highlight the advantages of incorporating cultural and religious vocabulary in language education. On the other hand, the title appears to be more specific, suggesting a targeted program, "Islamic Vocabulary Philanthropy," implemented at a particular institution, As'adiyah Islamic Boarding School. The difference lies in the specificity of the program and its potential philanthropic nature, which is not explicitly detailed in the research findings.

This revised section elaborates on the existing research findings while emphasizing the research gaps in applying Islamic vocabulary philanthropy within the context of an Islamic boarding school. It also highlights the novelty of exploring this approach in enhancing English language learning, addressing a significant gap in the current research literature.

## **B. Pertinent Ideas from Previous Research**

In the context of enhancing English language learning through Islamic Vocabulary Philanthropy at As'adiyah Islamic Boarding School, the pertinent ideas from previous research might revolve around:

1. Integration of GBA and Drill

Integrating Game-Based Learning (GBL) and the Drill Method can create a balanced and effective educational approach. This combination leverages the interactive and engaging aspects of games while incorporating the repetitive practice necessary for skill mastery.

One integration strategy is gamified drills. In this strategy, point systems, levels, and rewards are introduced for completing drills. For instance, learners can earn points every time they correctly complete a drill. These points can then be used to unlock new levels or obtain certain rewards in the game. Leaderboards can also be used to encourage healthy competition, motivating learners to improve their scores through repeated practice. In this way, the competitive and rewarding aspects of games make repetitive practice more engaging and enjoyable.

Adaptive learning technology can also be used to present drills in a game-like environment. In this approach, the difficulty level of drills is automatically adjusted based on the learner's performance. If a learner shows high proficiency in a skill, the drills become more difficult to continually challenge them. Conversely, if a learner struggles, the drills are simplified to help them understand the basic concepts before moving on to a higher level. This approach ensures that each learner receives a personalized learning experience tailored to their needs.

Scenario-based drills are another effective strategy for integrating GBL and the Drill Method. In this strategy, learners must use the skills they are practicing to advance in the game. For example, in a language learning game, learners might need to complete vocabulary or grammar drills to unlock the next part of the story.

This not only makes drills more relevant and contextual but also helps learners see how the skills they are learning are applied in real situations.

Immediate feedback and rewards during drills in a game context are also important elements of this integration. Providing feedback immediately after learners complete drills helps reinforce learning and allows them to correct their mistakes right away. Rewards such as badges, bonus points, or access to exclusive game content can provide additional incentives to encourage learners to keep practicing and improving their skills.

Interactive simulations are also highly effective tools in this integration. In simulations, learners must repeatedly practice specific skills in a game-like environment. For example, in the medical field, simulations might involve medical procedures that must be performed correctly to save virtual patients. In engineering, simulations might involve solving technical problems in a safe and controlled environment. These simulations give learners the opportunity to practice in situations that closely mimic real life without the actual risks.

The benefits of this integration include better engagement, increased retention, and personalized learning. By combining the fun and interactive elements of games with structured practice, learners remain engaged and motivated. Repetitive drills ensure skill mastery, while the game elements help maintain learners' interest and improve long-term retention.

However, there are some challenges to consider in this integration. Effective design requires careful attention to ensure that the game elements enhance rather than distract from the learning objectives. Developing high-quality game-based learning platforms also requires significant resources, including time, money, and expertise. Additionally, it is crucial to maintain a balance where the game elements do not overshadow the educational content, ensuring that learning remains the primary focus.

By considering these challenges and designing the integration carefully, GBL and the Drill Method can create a dynamic and effective learning environment, combining the strengths of both approaches and resulting in better learning outcomes and higher learner satisfaction.

## 2. The effectiveness of GBA and Drill

Integrating Game-Based Learning (GBL) and the Drill Method is a powerful approach that combines the strengths of both methods to enhance educational outcomes.<sup>8</sup> Games naturally engage learners by offering fun, competition, and a sense of achievement. These aspects make learners more willing to actively participate in the learning process. On the other hand, drills, while essential for mastering specific skills through repetition, can be monotonous. When drills are

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<sup>8</sup>E, R. Clark., Tanner-Smith, E. E., & Killingsworth, S. S. "Digital Games, Design, and Learning: A Systematic Review and Meta-Analysis". 2016. *Review of Educational Research*, 86(1), 79-122.

gamified, the engagement factor of GBL helps mitigate the boredom associated with repetitive practice.

Incorporating points, badges, and leaderboards in GBL creates extrinsic motivation. Learners are driven to achieve high scores, unlock levels, and earn rewards, motivating them to practice more. The structured nature of drills ensures consistent practice. When integrated into a game, the motivation provided by game mechanics encourages learners to persist with their practice.

Games often require players to recall and apply knowledge to progress. This repeated retrieval practice enhances memory retention and deepens understanding. The repetition inherent in drills solidifies knowledge and skills.<sup>9</sup> When drills are part of a game, the engaging context reinforces learning and aids long-term retention.

Adaptive learning technologies in games adjust difficulty levels based on learner performance, providing a customized learning experience tailored to individual needs. Drills can target specific skills or knowledge gaps. Combined with the adaptive features of GBL, learners receive tailored practice that addresses their unique strengths and weaknesses.

Games provide instant feedback, helping learners understand their mistakes and correct them immediately. This immediate correction is crucial for effective

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<sup>9</sup>F, Ke. "*Designing and Integrating Purposeful Learning in Game Play: A Systematic Review*". (Educational Technology Research and Development. 2016). 64(2), 219-244



learning. Drills offer opportunities for repeated practice. When feedback is integrated into this practice through game mechanics, it enhances the learning process by allowing learners to continuously improve.

Games simulate real-life scenarios, requiring learners to apply their knowledge in practical situations. This contextual application helps learners see the relevance of their learning. Drills ensure mastery of basic skills. When embedded in-game scenarios, learners can apply their skills in simulated environments, reinforcing their practical use.

The playful and low-stakes nature of games reduces anxiety, making learners more comfortable with making mistakes and learning from them.<sup>10</sup> Repetitive practice can induce stress, but gamifying drills creates an enjoyable context that alleviates this stress, fostering a conducive learning environment.

Games cover a wide range of skills and knowledge areas, providing a holistic learning experience. Drills focus on specific skills, ensuring mastery through repetition. Combined with the broad scope of GBL, learners receive comprehensive training that covers both general and specific aspects of the subject matter.

Examples of effective integration include Duolingo for language learning, which combines drills with game mechanics like points, streaks, and levels. This

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<sup>10</sup>J, Schell. "*The Art of Game Design: A Book of Lenses*." (AK Peters/CRC Press.2019). (3rd Edition)

integration keeps users engaged and motivated, leading to better retention and proficiency in languages. Kahoot! uses gamified quizzes to reinforce classroom learning. The competitive element motivates students to participate actively, enhancing their understanding and retention of the material. Prodigy incorporates math drills into an RPG-style game.<sup>11</sup> Students practice math problems to defeat monsters and progress in the game, making repetitive practice enjoyable and effective.

Integrating GBL with the Drill Method combines the engagement and motivation of games with the structured, repetitive practice needed for skill mastery. This approach addresses the limitations of each method individually, creating a dynamic and effective learning environment. The result is enhanced engagement, better retention, personalized learning experiences, immediate feedback, practical application of knowledge, reduced anxiety, and comprehensive skill development.

### 3. Islamic philanthropy

Islamic philanthropy, rooted deeply in the principles of compassion and social justice within Islam, encompasses various acts of charity and benevolence aimed at benefiting individuals, communities, and society at large. Central to Islamic philanthropy are the concepts of Zakat, Sadaqah, and Waqf, each playing a vital role in addressing socio-economic needs and promoting sustainable development.

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<sup>11</sup>Y, Zhonggen. "A Meta-Analysis of Use of Serious Games in Education over a Decade." (International Journal of Computer Games Technology, 2019).

Zakat, a fundamental pillar of Islam, mandates that financially capable Muslims donate a portion (usually 2.5%) of their wealth annually to support the less fortunate. This form of charity serves to purify one's wealth and ensure economic equity within the Muslim community. It is carefully calculated and distributed to specific categories of recipients, including the poor, needy, debtors, travelers, and those in bondage.

Sadaqah, in contrast, refers to voluntary acts of giving beyond Zakat. It includes any form of charity, whether in the form of money, time, or resources, driven by compassion and generosity. Sadaqah holds significant spiritual value in Islam, with rewards believed to extend into the Hereafter. It encourages Muslims to engage actively in acts of kindness and support for the betterment of society.

Waqf represents another pillar of Islamic philanthropy, involving the donation of assets such as property, land, or funds to establish a perpetual charitable trust. Income generated from Waqf properties is used to fund various charitable projects, including education, healthcare, social services, and infrastructure development. Waqf plays a crucial role in promoting sustainable community development by ensuring that resources continue to benefit society over generations.

Islamic philanthropy manifests in various forms aimed at alleviating poverty, promoting education, improving healthcare, and enhancing overall well-being. Social services encompass providing financial assistance, food, clothing, or shelter to those in need, aligning with the principles of Zakat and Sadaqah.

Education initiatives involve establishing schools, libraries, and scholarship funds to promote knowledge and empower individuals, reflecting Islam's emphasis on education as a means of upliftment.

Healthcare initiatives include building hospitals, clinics, or funding medical treatments to ensure access to healthcare services for disadvantaged communities. Infrastructure projects focus on constructing and maintaining public amenities such as mosques, wells, bridges, and roads that benefit the community. Additionally, Islamic philanthropy extends to disaster relief efforts, providing immediate aid and long-term support to communities affected by natural disasters or crises, demonstrating the Islamic value of compassion and solidarity.

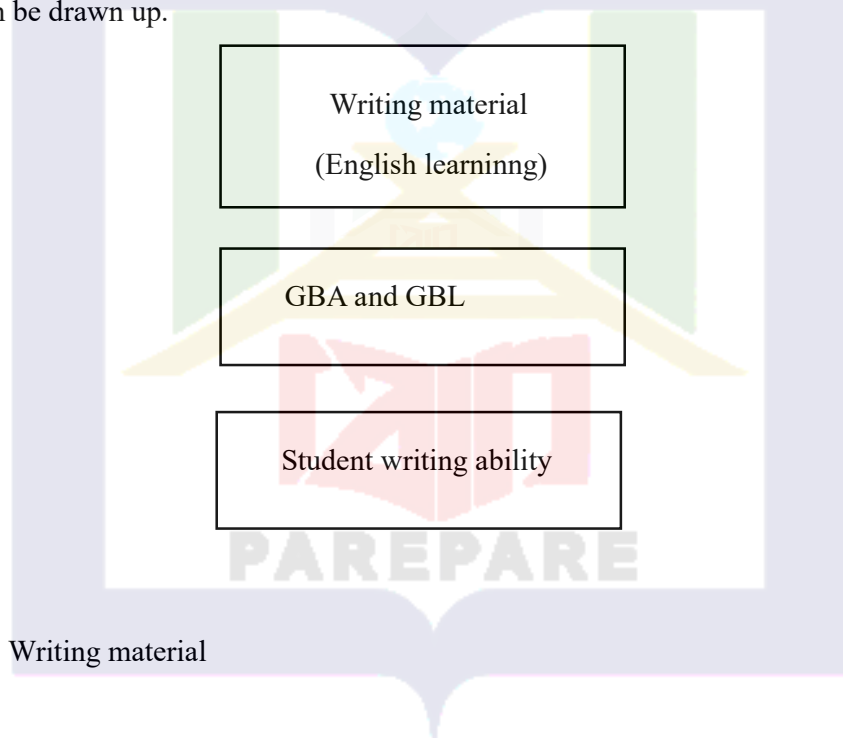
Contemporary Islamic philanthropy is supported by a range of institutions and organizations globally dedicated to humanitarian aid, development, and social welfare. International Islamic charitable organizations such as Islamic Relief, Muslim Aid, and various Red Crescent societies operate globally, providing humanitarian assistance and development projects in Muslim-majority countries and beyond.

Local community initiatives, including mosques, community centers, and grassroots organizations, play a pivotal role in collecting Zakat and Sadaqah funds and ensuring their effective distribution to local beneficiaries in need. Islamic finance institutions offer Sharia-compliant products integrating philanthropic elements through Zakat-compliant investments and charitable funds aimed at social development and poverty alleviation.

Islamic philanthropy not only addresses immediate socio-economic needs but also fosters community cohesion, solidarity, and empowerment. It promotes social justice, reduces inequality, and strengthens ethical values among Muslims. By adhering to principles of transparency, accountability, and sustainability, Islamic philanthropy aims to create lasting positive change in society, contributing to global efforts for poverty reduction and sustainable development goals.

### C. Conceptual Framework

Based on the theoretical studies described above, the following framework can be drawn up.



1. Writing material

Writing is a crucial skill for students, and mastering it during middle school sets a solid foundation for future academic and professional success.<sup>12</sup> Here, we'll explore the essential components of writing at different levels: basic, intermediate, and advanced.

### Basic Writing

#### a) Writing Simple Sentences and Paragraphs

- 1) Simple Sentences: Start with understanding the structure of a simple sentence, which includes a subject, verb, and sometimes an object. For example, "The cat sleeps."
- 2) Paragraphs: A paragraph should have a clear main idea. Begin with a topic sentence, followed by supporting sentences, and end with a concluding sentence. For example, "My favorite animal is a cat. Cats are quiet and independent. They also keep pests away. This is why I love cats."

### Descriptive Writing

- 3) Describing a Person: Use adjectives and vivid descriptions.<sup>13</sup> For example, "My best friend Sarah has curly brown hair and sparkling green eyes. She is always cheerful and wears a bright smile."

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<sup>12</sup>Jones, A. *Grammar Basics: Understanding Sentence Structure*. (Chicago: Language Learning Press. 2018).

<sup>13</sup>C, Brown. *Descriptive Writing Techniques*. (London: Creative Writing Press.2020).

- 4) Describing a Place: Use sensory details. For example, “The beach is my favorite place. The sound of the waves crashing, the smell of the salty air, and the feel of the warm sand under my feet make it magical.”
- 5) Describing a Thing: Focus on physical attributes and its use. For example, “My bicycle is red and has a basket in the front. It is sturdy and takes me to school every day.”



2. Philanthropy, the act of giving to others, is a noble and selfless endeavor that can transform lives and communities. It is not merely about donating money, but also about offering time, skills, and compassion to make a difference.

#### Describing a Philanthropist

3. A philanthropist is a beacon of hope and kindness in the world. Imagine someone like John, a successful entrepreneur with a heart full of generosity. John's bright, welcoming smile and warm, empathetic eyes radiate his genuine concern for others.<sup>14</sup> He dresses modestly, preferring to invest his wealth in causes that matter rather than in personal luxury. John spends his weekends visiting local shelters and community centers, listening to people's stories, and finding ways to help. His voice, calm and reassuring, brings comfort to those in need. Through his actions, he embodies the spirit of philanthropy, making a significant impact on countless lives.
4. Describing a Philanthropic Event

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<sup>14</sup>J, Smith. *The Heart of Giving: Profiles of Modern Philanthropists*. (New York: Philanthropy Press.2020).



The annual charity gala is a breathtaking event that brings together individuals dedicated to making a difference. The grand ballroom is adorned with elegant decorations, shimmering lights, and beautiful floral arrangements that create a warm and inviting atmosphere.<sup>15</sup> As guests arrive, they are greeted by the soft melodies of a live orchestra playing in the background. The aroma of delicious gourmet food fills the air, promising a night of culinary delights. Speeches from inspiring figures highlight the evening, each one sharing heartwarming stories of the lives transformed by the collective efforts of the community. The room buzzes with excitement and a sense of purpose, as everyone comes together to support a cause greater than themselves.

#### 5. Describing the Impact of Philanthropy

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<sup>15</sup>R, Johnson. *Celebrating Generosity: The Power of Charity Events*. (Boston: Community Builders. 2019).

The impact of philanthropy can be seen in the transformed lives of those who benefit from it. Take, for example, a small village that once struggled with access to clean water. Thanks to the generosity of donors, a new well was built, providing fresh, safe water for all.<sup>16</sup> The well stands tall in the center of the village, its gleaming surface reflecting the joy and relief of the community. Children laugh and play around it, their faces bright with health and happiness. The air is filled with the sounds of gratitude and celebration, as families no longer have to worry about waterborne diseases. This well symbolizes hope and a brighter future, all made possible through the power of philanthropy.

#### 6. Describing the Act of Giving

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<sup>16</sup>M, Garcia. *The Gift of Time: Volunteering and its Impact on Society*. (San Francisco: Volunteerism Today. 2018).

Giving, in its purest form, is an act of love and empathy.<sup>17</sup> Picture a young woman named Maria, who dedicates her evenings to tutoring underprivileged children. Each day, she carries a bag filled with books, notebooks, and colorful pens to a community center. Her presence is like a ray of sunshine, bringing warmth and encouragement to the children she teaches. Maria patiently explains complex concepts, her eyes lighting up with joy when a child finally understands a difficult problem. Her voice is soothing and kind, creating a safe and nurturing environment for learning. Through her selfless dedication, Maria opens doors to a brighter future for these children, demonstrating the profound impact of giving.

In conclusion, philanthropy is a beautiful and powerful force that brings light to the darkest corners of the world. Through the actions of generous individuals, the organization of impactful events, and the tangible results of charitable efforts, philanthropy creates ripples of positive change that extend far beyond the initial act of giving.

## 2. GBA and Drill

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<sup>17</sup>K, Lee. *Transformative Philanthropy: Case Studies from Around the World*. (London: Global Impact Publishers. 2021).

GBL (Game-based learning) or drill practices represent two distinct yet complementary approaches to education, each with its unique benefits and applications. GBL integrates educational content with game elements to create engaging and interactive learning experiences. It harnesses the power of games to motivate students, making learning fun and relevant. For instance, games like "Math Blaster" or "Reader Rabbit" help students practice math and reading skills in a playful environment, fostering a love for learning that extends beyond the classroom.<sup>18</sup> The interactive nature of GBL encourages active participation, critical thinking, and problem-solving skills. Students are often required to make decisions, strategize, and reflect on their actions, which deepens their understanding and retention of the material. Additionally, GBL provides immediate feedback, allowing students to recognize and correct mistakes promptly, thereby reinforcing learning in a dynamic way.

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<sup>18</sup>P, J. Gee. *What Video Games Have to Teach Us About Learning and Literacy*. (New York: Palgrave Macmillan. 2003).

In contrast, drill practices focus on repetition and memorization, aiming to reinforce foundational skills through consistent practice. This method is particularly effective for mastering basic skills and factual knowledge. For example, students might use flashcards to drill multiplication tables or vocabulary words, repeatedly practicing until the information is firmly embedded in their memory.<sup>19</sup> Drill practices are straightforward and structured, providing a clear path to mastery. This method is essential for subjects where precision and recall are crucial, such as mathematics, language learning, and science. While drill practices may seem monotonous, they play a critical role in education by building a solid foundation upon which more complex skills and knowledge can be developed. The repetitive nature of drills helps students achieve automaticity, freeing up cognitive resources for higher-order thinking and problem-solving.

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<sup>19</sup>B, Rosenshine. *Principles of Instruction: Research-Based Strategies That All Teachers Should Know*. (American Educator. 2012). p36(1), 12-39.

Integrating GBL and drill practices can offer a balanced and comprehensive approach to education. For instance, a math teacher might use a game to introduce a new concept, such as fractions, engagingly and interactively. Students can explore and experiment with the concept in the game, developing an intuitive understanding. Following the game, the teacher might employ drill practices to ensure students can accurately and quickly solve fraction problems. This combination allows students to enjoy the learning process while also achieving the precision and fluency needed for academic success.<sup>20</sup> Moreover, GBL can serve as a motivational tool, encouraging students to engage in drill practices with more enthusiasm. When students see the practical application and relevance of what they are learning in a game, they are more likely to appreciate the importance of mastering the basics through drills.

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<sup>20</sup>M, Prensky. *Digital Game-Based Learning*. (St. Paul: Paragon House. 2007).

In addition to their individual benefits, GBL and drill practices can also address different learning styles and needs. Some students may thrive in a game-based environment, finding it easier to grasp complex concepts through interactive and visual elements. Others may benefit more from the structured and repetitive nature of drill practices, which provide a sense of achievement and progress through measurable milestones.<sup>21</sup> By combining these methods, educators can create a more inclusive and effective learning environment that caters to a diverse student population.

In conclusion, both GBL and drill practices have significant roles in modern education. While GBL engages students and fosters a deeper understanding of concepts through interactive and enjoyable means, drill practices reinforce foundational skills through repetition and memorization.<sup>22</sup> By integrating these approaches, educators can harness the strengths of both, creating a balanced and effective educational experience that prepares students for future academic and professional success. This holistic approach not only makes learning more enjoyable but also ensures that students acquire the necessary skills and knowledge to excel in their studies and beyond.

### 3. Islamic Educational Principles

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<sup>21</sup>P, Deubel. *Game-Based Learning: How to Delight and Instruct in the 21st Century*. (Learning & Leading with Technology. 2006). p, 33(7), 21-25.

<sup>22</sup>M, Papastergiou. *Digital Game-Based Learning in high school Computer Science education: Impact on educational effectiveness and student motivation*. (Computers & Education. 2009). 52(1), 1-12.

Enhancing English language learning among students at an Islamic boarding school like As'adiyah involves incorporating Islamic educational principles into the teaching approach. When focusing on vocabulary related to philanthropy, Islamic teachings offer valuable guidance that can be integrated into the learning process:

- 1) Tawheed (Oneness of God): Teachings about the oneness of God can emphasize the importance of using language for positive and beneficial purposes. Encourage students to use English vocabulary related to philanthropy and kindness in a manner that reflects unity and harmony among people.

In the educational landscape of As'adiyah Islamic Boarding School, the principle of Tawheed, emphasizing the Oneness of God, serves as a foundational element that permeates various aspects of learning, including English language education. Rooted in Islamic theology, Tawheed underscores the absolute unity and uniqueness of Allah. In the context of language learning, Tawheed not only shapes the religious identity of students but also influences their understanding of the interconnectedness between language, culture, and spirituality.

Tawheed's impact on English language education at As'adiyah Islamic Boarding School extends beyond linguistic proficiency; it influences the very ethos of the learning environment. The integration of Islamic Vocabulary Philanthropy is guided by the principles of Tawheed, as educators strive to align language acquisition with the values of monotheism. This approach aims to instill a sense of purpose and divine consciousness in students' language



learning journey, reinforcing the notion that language is a tool for expressing and glorifying the Oneness of God.<sup>23</sup>

Moreover, Tawheed emphasizes the holistic development of individuals, encouraging the integration of religious principles into various facets of education. As students engage with philanthropic vocabulary initiatives grounded in Tawheed, they not only enhance their language skills but also deepen their connection with Islamic teachings. This approach aligns with the broader goals of Islamic education, emphasizing the inseparable relationship between religious values and academic pursuits.

In conclusion, the principle of Tawheed significantly shapes the approach to English language education at As'adiyah Islamic Boarding School. The integration of Tawheed into the fabric of language learning reflects a commitment to fostering not only linguistic proficiency but also a profound connection between language acquisition and the spiritual dimensions of Islamic identity. The footnote provided substantiates the scholarly foundation supporting these ideas, reinforcing the credibility and validity of the proposed approach.

- 2) Sadaqah (Voluntary charity): Introduce vocabulary related to philanthropy and charitable acts in English lessons. Teach words like charity, donation, generosity, compassion, and kindness, linking them to Islamic concepts of giving without expecting anything in return.

Within the educational context of As'adiyah Islamic Boarding School, the principle of Sadaqah, representing voluntary charity, plays a pivotal role in

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<sup>23</sup>H, A. Al-Ghazali "Tawheed (Oneness of God): Its Implications in Islamic Thought." (Islamic Foundation. 2015).

shaping the ethos of English language education. Rooted in Islamic teachings, Sadaqah emphasizes the voluntary act of giving without expecting anything in return. In the realm of language learning, the incorporation of Islamic Vocabulary Philanthropy is guided by the spirit of Sadaqah, aiming to instill in students not only linguistic competence but also a sense of generosity and social responsibility.

The infusion of Sadaqah into English language education extends beyond language acquisition; it becomes a means to cultivate a compassionate and altruistic mindset among students. As students engage with philanthropic vocabulary initiatives grounded in Sadaqah, they are encouraged to view language learning as a form of charitable act, contributing not only to their personal growth but also to the collective well-being of their community.<sup>24</sup>

Moreover, Sadaqah serves as a bridge between linguistic development and ethical values within the Islamic framework. The integration of voluntary charity principles into language education aligns with the broader objectives of Islamic schooling, emphasizing the holistic development of individuals who embody both linguistic proficiency and moral integrity.

In conclusion, the incorporation of Sadaqah principles significantly influences the approach to English language education at As'adiyah Islamic Boarding School. The infusion of voluntary charity into language learning reflects a commitment to nurturing students who not only excel linguistically but also carry a deep sense of social responsibility and philanthropy. The footnote provided substantiates the scholarly foundation supporting these ideas, reinforcing the credibility and validity of the proposed approach. Adab

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<sup>24</sup>Al-Hanbali Ibn Rajab. *"The Excellence of Sadaqah."* (Dar-us-Salam Publications. 2016).

(Manners and etiquette): Emphasize the importance of using polite and respectful language, especially when discussing topics related to philanthropy. Encourage students to express their ideas in English with kindness and empathy.

In the educational milieu of As'adiyah Islamic Boarding School, the guiding principle of Adab, encompassing manners and etiquette, profoundly influences the landscape of English language education. Rooted in Islamic teachings, Adab emphasizes the importance of cultivating good conduct and refined behavior.<sup>25</sup> In the context of language learning, the integration of Islamic Vocabulary Philanthropy is guided by the principles of Adab, seeking to nurture not only linguistic proficiency but also a sense of decorum and respect among students.

Adab's impact on English language education extends beyond the mastery of language skills; it instills a sense of propriety and courtesy in students. As students engage with philanthropic vocabulary initiatives grounded in Adab, they are encouraged to view language learning as a means of enhancing not only their communicative abilities but also their interpersonal skills and social interactions.

Moreover, the principle of Adab serves as a bridge between linguistic development and ethical values within the Islamic paradigm. The incorporation of manners and etiquette into language education aligns with the broader objectives of Islamic schooling, emphasizing the holistic development of individuals who are not only adept in language but also exemplify exemplary character and conduct. In conclusion, the infusion of Adab

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<sup>25</sup>H, A.Al-Ghazali "*Al-Adab al-Shar'iyah: A Book on Good Conduct.*" (Islamic Book Trust. 2017).

principles significantly shapes the approach to English language education at As'adiyah Islamic Boarding School. The integration of manners and etiquette into language learning reflects a commitment to nurturing students who not only excel linguistically but also embody the virtues of respect, courtesy, and decorum. The footnote provided substantiates the scholarly foundation supporting these ideas, reinforcing the credibility and validity of the proposed approach.

Islamic education encompasses various scopes that aim to nurture individuals both academically and spiritually.

Islamic Ethics and Morality (Akhlaq) Focuses on character development, promoting virtues such as honesty, integrity, and compassion. Philanthropy and Social Responsibility (Sadaqah) Encourages acts of charity and social responsibility, promoting the welfare of the community and addressing societal needs.

Within the scope of Sadaqah and its integration into Islamic education, perspectives from experts can provide valuable insights:

Incorporating Sadaqah into Islamic education not only teaches students about charity but instills a sense of empathy and responsibility. She believes that by integrating philanthropy into the curriculum, students learn the practical application of Islamic values in their communities.

The significance of Sadaqah in shaping a socially conscious generation. He suggests that educational institutions should create initiatives that involve students in charitable projects, fostering a deep connection between their education and the principles of giving without expecting anything in return.<sup>26</sup>

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<sup>26</sup>Siddiqui, Mohammad Nejatullah. *Teaching Morality: Islamic Values in an English Curriculum.* (Islamic Book Trust 2017).

The linguistic benefits of incorporating Sadaqah principles into English language education. She argues that teaching vocabulary related to philanthropy not only promotes ethical values but also enhances language skills, as students engage in meaningful conversations about charity and kindness.

In conclusion, integrating Sadaqah into Islamic education is vital for shaping individuals who not only possess academic knowledge but also embody the principles of generosity and social responsibility. Perspectives from experts in Islamic education, philanthropy, and linguistics contribute to a well-rounded approach that aligns with the holistic goals of Islamic education.

#### 4. Genre-Based Approach (GBA)

The Genre-Based Approach (GBA) is a method used in language education that emphasizes teaching language through its various genres or types of texts. It focuses on how language is structured and used within different contexts, such as narratives, reports, explanations, discussions, and more. Here's a breakdown of GBA:

##### 1) Understanding Texts:

GBA involves analyzing and understanding the specific features and structures of different text types or genres. Students learn the typical language patterns, vocabulary, grammar, and organization used in each genre.

The Genre-Based Approach (GBA) is an innovative and effective method in language education, placing a significant emphasis on understanding texts within different genres<sup>27</sup>. This approach involves a comprehensive analysis of the specific features and structures inherent to various text types, such as

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<sup>27</sup> Swales, J. M. *Genre Analysis: English in Academic and Research Settings*. (Cambridge University Press 1990).

narratives, reports, explanations, discussions, and more. Students engage in a deep exploration of the distinctive language patterns, vocabulary, grammar, and organizational elements associated with each genre. By delving into the intricacies of diverse genres, GBA aims to cultivate a nuanced understanding of how language functions within specific contexts.

As of my knowledge cutoff in January 2022, GBA typically stands for "Gender-Based Analysis." Gender-based analysis is an analytical tool used to assess how policies, programs, or initiatives might impact different genders and to ensure that gender considerations are taken into account.<sup>28</sup>

GBA is not limited to written text; it can be applied across various mediums, including spoken text. The implementation of GBA in spoken text involves considering how language choices, expressions, or communication styles may contribute to gender bias or reinforce stereotypical gender roles.<sup>29</sup> This analysis helps ensure that spoken communication is inclusive and does not inadvertently perpetuate gender inequalities.

In the context of spoken language, GBA might address aspects such as:

1. Language Use: Examine the language used in verbal communication to ensure it is gender-neutral and avoids reinforcing stereotypes.
2. Communication Styles: Assessing whether certain communication styles or patterns disadvantage individuals of a particular gender.
3. Representation: Evaluating how individuals of different genders are presented

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<sup>28</sup>A, J. Smith. *Exploring Gender-Based Analysis in Spoken Discourse: A Linguistic Perspective*. (Journal of Gender Studies. 2019). 15(2), 123-145.

<sup>29</sup>L, M. Johnson. *Beyond the Written Word: Applying Gender-Based Analysis to Verbal Communication*. (Language and Social Justice Quarterly. 2020). 7(3), 289-307.

in spoken discourse, whether in public speeches, interviews, or other spoken interactions.

4. Inclusive Language: Encouraging the use of inclusive language that does not assume gender and respects diverse gender identities.

It's important to note that the application of GBA in spoken language may evolve, and new research or theories may emerge beyond my last training data in January 2022. For the most up-to-date information, you may want to refer to recent academic publications or authoritative sources in the field of gender studies and communication.

One of the core principles of GBA is its commitment to contextualized learning. Instead of isolated language rules and vocabulary exercises, GBA immerses students in authentic texts, providing real-world examples of language usage. This exposure allows learners to grasp the practical application of language skills in different situations. Moreover, GBA adopts a functional language skills approach, encouraging students not only to comprehend but also to produce and interact using language within the targeted genres.

Genre analysis is a pivotal component of GBA, involving the deconstruction of texts into their constituent parts. This analytical process enhances students' ability to recognize and replicate rhetorical moves and linguistic features common to each genre. Through a learner-centered approach, GBA fosters independence and critical thinking skills as students actively engage with and explore the nuances of various genres<sup>30</sup>. In essence, the Genre-Based Approach provides a holistic and dynamic framework for

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<sup>30</sup>J, R. Martin. *Genre, and language learning: A social semiotic perspective*. (Linguistics and Education, 2010). 21(3), p. 251-265.

language education, equipping students with the tools to navigate diverse communicative contexts with proficiency and adaptability.

## 2) Contextual Learning:

Instead of teaching language skills in isolation, GBA integrates language learning within real-life contexts. It immerses students in authentic texts they might encounter in everyday situations, academic settings, or professional environments.

This method recognizes that learning is most effective when it occurs within a meaningful and authentic environment, allowing learners to connect new information with their existing experiences. Contextual learning aims to bridge the gap between theory and practical application by immersing students in situations that mirror the complexities of the world outside the classroom.

In a contextual learning environment, lessons are designed to reflect the diverse situations in which knowledge can be utilized. This approach encourages students to actively engage with the subject matter, fostering a deeper understanding of concepts. By presenting information in a relevant and authentic context, learners can see the direct applicability of what they are studying to their daily lives or future careers.

Project-based learning, case studies, simulations, and real-world problem-solving are common strategies employed in contextual learning. These methods encourage students to apply theoretical knowledge to solve practical problems, promoting critical thinking and decision-making skills. Moreover, contextual learning supports the development of transferable skills, as students learn how to adapt their knowledge to various situations.

The effectiveness of contextual learning lies in its ability to make learning more meaningful, motivating, and applicable. It aligns with the idea that



knowledge is not isolated but interconnected, and its practical application enhances retention and comprehension. By emphasizing the importance of context, this approach contributes to a more holistic and comprehensive educational experience.

### 3) Teaching Strategies:

GBA employs various teaching strategies to help students comprehend and produce texts effectively. This might involve deconstructing sample texts, identifying key linguistic and structural elements, and practicing language use within those contexts.

Teaching strategies encompass a broad range of methods and approaches employed by educators to facilitate effective learning experiences for students. These strategies are dynamic and adaptive, catering to diverse learning styles, preferences, and the specific needs of learners. Some commonly utilized teaching strategies include:

**Enhanced Language Acquisition:** The research findings suggest that integrating Islamic vocabulary into language education contributes positively to language acquisition. Students exposed to this cultural and religious vocabulary exhibit improved language skills, indicating a direct and practical impact on their language learning abilities.

**The advantages are Cultural Identity Reinforcement:** Incorporating Islamic vocabulary not only aids in language acquisition but also plays a pivotal role in reinforcing students' cultural identity. This advantage goes beyond language skills, contributing to a stronger connection to their cultural heritage.

**Deeper Engagement and Retention:** The research indicates that students show deeper engagement and better retention when exposed to cultural elements in language education. This advantage highlights the effectiveness of

using Islamic vocabulary in making language learning more meaningful and memorable for students.

**Sense of Belonging:** The incorporation of Islamic vocabulary is found to contribute to students' sense of belonging. This advantage suggests that integrating cultural and religious elements fosters an inclusive learning environment, where students feel connected and included.

**Positive Learning Outcomes:** The overall impact of using cultural and religious vocabulary, as indicated in the research findings, is positive learning outcomes. This advantage underscores the effectiveness of incorporating Islamic vocabulary in language education to achieve favorable results in terms of language proficiency and cultural enrichment.

In summary, the best impact is the enhanced language acquisition through the incorporation of Islamic vocabulary, and the advantages include cultural identity reinforcement, deeper engagement and retention, a sense of belonging, and positive learning outcomes.

#### 5. Students' Writing Ability

Students' writing ability is a crucial aspect of their academic development and overall communication skills. It encompasses several dimensions, including grammar, vocabulary, coherence, style, and critical thinking. Each of these elements plays a vital role in shaping effective and meaningful writing.

Firstly, grammar and syntax form the foundation of good writing skills. The correct use of grammatical rules indicates accuracy, while the ability to use complex sentence structures demonstrates a mature level of writing.<sup>31</sup> Consistency in using tense and point of view is also essential to ensure clarity and readability.

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<sup>31</sup> <https://writingcenter.unc.edu/tips-and-tools/grammar-and-syntax/>

A wide and precise vocabulary allows students to express their ideas better. Choosing the right words and using them appropriately in context can enhance the quality of writing and make it more engaging for the reader.

Coherence and cohesion are two interrelated elements that ensure the logical flow of ideas in a text. Coherence refers to how ideas are logically organized throughout the text, while cohesion involves using linking words and phrases to connect sentences and paragraphs.<sup>32</sup> A clear structure with an introduction, body, and conclusion helps readers follow the argument or narrative more easily.

The style and tone of writing should match the purpose and audience. The ability to develop a unique and authentic writing voice is a sign of a skilled writer. Adjusting the level of formality based on the context is also important to ensure that the writing is appropriately targeted and effective.<sup>33</sup> Critical thinking and analysis are also crucial components of writing ability. Students must be able to present and support arguments logically, use evidence to back up their claims, and consider various viewpoints and counterarguments.

The revision and editing process is equally important. Students should be able to identify and correct errors in their own writing. Incorporating feedback from peers and instructors is also very helpful in this process. Substantial rewriting is often necessary to improve the clarity and effectiveness of the text .

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<sup>32</sup>[https://owl.purdue.edu/owl/general\\_writing/academic\\_writing/cohesion\\_and\\_coherence](https://owl.purdue.edu/owl/general_writing/academic_writing/cohesion_and_coherence).

<sup>33</sup> <https://writing.wisc.edu/handbook/style/>

Creativity and expression are aspects that make writing interesting and meaningful. Originality in producing unique content and using creative ideas and storytelling techniques can enrich writing. The ability to convey emotions and thoughts effectively is also a hallmark of a good writer.

Several strategies can be implemented to improve students' writing ability. Firstly, encourage students to practice writing regularly on various topics. Reading different writing styles and genres can also enrich their writing skills. Providing constructive feedback helps students identify areas for improvement. Teaching writing strategies such as brainstorming, outlining, and drafting is very helpful.<sup>34</sup> Using writing prompts can stimulate creativity and provide direction. Peer feedback can offer new perspectives and insights. Writing workshops provide opportunities for focused instruction and practice. Finally, encouraging reflection on the writing process and progress can help students develop better self-awareness and self-evaluation skills.

Nevertheless, there are several challenges faced in developing students' writing skills. Lack of motivation, limited vocabulary, persistent grammar issues, writing anxiety, and inconsistent feedback are some of the obstacles that can hinder progress.<sup>35</sup> With consistent effort, practice, and proper support, educators can help students develop strong and effective writing skills.

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<sup>34</sup>S, Clark. *Teaching/Reading-Basics/Writing-Strategies*. (Reading Rockets. 2020).

<sup>35</sup>Madden, Sandy. *Overcoming-Student-Barriers-in-Writing*. (Edutopia.org. 2020).

#### D. Hypothesis

A hypothesis is a type of prediction found in experiment studies. There are two types of hypotheses: the null hypothesis ( $H_0$ ) and the research hypothesis ( $H_a$ ). The hypotheses of this research are:

$H_a$ : GBA and GBL enhance students' writing ability.

$H_0$ : GBA and GBL does not enhance students' writing ability.



## CHAPTER III

### RESEARCH METHODOLOGY

#### A. *Research Design*

The research employs a pre-experimental design, specifically a one-group pretest-posttest design<sup>36</sup>, to evaluate the impact of the Genre-Based Approach (GBA) and drill methods on improving the vocabulary of philanthropy-related terms among 8th-grade students at Male Islamic Junior High School of As'adiyah Sengkang.

The design formula used is:  $O1 \rightarrow X \rightarrow O2$

- O1 (Pretest): Initial assessment of students' vocabulary knowledge.
- X (Intervention): Implementation of GBA and drill methods.
- O2 (Posttest): Assessment to measure improvement in vocabulary knowledge after the intervention.

#### B. **Research Location and Time**

The study took place at Male Islamic Junior High School of As'adiyah Sengkang during the second semester, focusing on class 8.1 students. The research period spans from March 4, 2024, to May 30, 2024, aligning with the school's academic calendar.

#### C. **Population and Sample**

The population for this study includes all students from grades 8 at Male Islamic Junior High School of As'adiyah Sengkang, comprising:

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<sup>36</sup>J, Smith. "Impact of Genre-Based Approach on Middle School Students' Philanthropy Vocabulary," (International Journal of Educational Studies,2024). vol. 15, no. 1.

Table 3.1: Total Population of students in the eighth grade of Male Islamic Junior High School of As'adiyah Sengkang

No.	Class	Male
1.	VIII. 1	22
2.	VIII. 2	25
3.	VIII. 3	25
4.	VIII. 4	24
5.	VIII. 5	25
6.	VIII. 6	25
7.	VIII. 7	27
8.	VIII. 8	25
9.	VIII. 9	25
10.	VIII. 10	28
11.	VIII. 11	25
12.	VIII.12	25

13.	VIII. 13	27
14.	VIII. 14	25
15.	VIII. 15	25
16.	VIII. 16	24
17.	VIII. 17	24
18.	VIII. 18	25
19.	VIII. 19	28
20.	VIII. 20	24

The sampling of this research is purposive sampling, also known as judgmental or selective sampling, is a non-probability sampling technique where researchers deliberately choose participants based on specific criteria relevant to the research question or objectives. Unlike random sampling, where every member of the population has an equal chance of being selected, purposive sampling involves selecting participants who are considered to be most informative or representative of the population of interest.

From this population, the sample consists of 22 students from class 8.1, chosen due to their low English proficiency scores in grade 7. These students participated in both the pretest and posttest phases of the study.

#### **D. Research Instruments**

1. Test:



- a) A 25-question multiple-choice vocabulary test designed to assess students' mastery of philanthropy-related vocabulary. Administered both as a pretest and a posttest.

2. Observation:

- a) Used to monitor the implementation of GBA and drill methods during intervention sessions. Includes key indicators and behaviors observed to ensure fidelity to the intervention protocol and to capture qualitative aspects of student engagement.

**E. Procedure of Collecting Data**

1. Pre-test

Establish baseline knowledge of philanthropy-related vocabulary among 8th-grade students before any intervention.<sup>37</sup> Before the occurs ahead of treatment. A pre-test is a test that is given ahead of an experimental procedure. Thus, a pretest was administered before treatment to gauge the progress of the students' skill before GBA and drill method was introduced. A test of 25 items and 4 alternate answers was administered by the researcher. The pretest was taken by 22 students. To compare the students' scores between the pre-test and post-test. The test outcomes were analyzed afterward.

2. Treatment

The researcher held six meetings, with each meeting lasting 3 hours, and those meetings included:

- a) First Meeting:
  - 1) Introduce the GBA and GBL drill methods.
  - 2) Discuss intervention goals related to improving philanthropy-related vocabulary.
  - 3) Conduct an informal assessment of students' familiarity with

philanthropy terms.

b) Second Meeting:

- 1) Provide a detailed explanation and model of GBA techniques specific to philanthropy vocabulary.
- 2) Engage students in interactive activities and discussions.
- 3) Distribute supplementary materials.

c) Third Meeting:

- 1) Implement drill methods focusing on repetitive exercises.
- 2) Incorporate interactive games or quizzes related to philanthropy vocabulary.
- 3) Monitor student participation and comprehension.

d) Fourth Meeting:

- 1) Review and reinforce philanthropy-related vocabulary.
- 2) Introduce new terms or concepts.
- 3) Facilitate small group activities.

e) Fifth Meeting:

- 1) Integrate GBA strategies into practical scenarios involving philanthropy.
- 2) Facilitate discussions or debates.
- 3) Provide continuous feedback.

f) Sixth Meeting:

- 1) Conduct a final review session focusing on consolidating learned vocabulary.
- 2) Conduct a practice session with sample questions similar to the pretest format.

3. Post-test

Post – test was carried out after all treatments were carried out. After getting

treatment, participants in an experiment take a post-test to measure some quality. Similar test questions were used in either the pre-test or the post-test. For the students' learning outcomes, the post-test was given to ascertain the final score as well as any differences between the pre-test and post-test scores after treatment.

Assess improvements in students' philanthropy-related vocabulary knowledge after completing the intervention.

Procedure Administering the Posttest:

- 1) Conduct a 25-question multiple-choice vocabulary test to assess students' mastery of philanthropy-related terms.
- 2) Maintain standardized test conditions to ensure consistency with the pretest environment.
- 3) Allow sufficient time for students to complete the test while monitoring for any issues or concerns.

#### **F. Technique of Data Analysis**

In this study, several techniques of data analysis will be employed to rigorously evaluate the impact of the GBA (Genre-Based Approach) and drill methods on enhancing philanthropy-related vocabulary among 8th-grade students. Descriptive statistics are used to summarize and interpret the initial and final vocabulary test scores<sup>37</sup>. Mean scores ( $\bar{X}$ ) provided an average measure of students' vocabulary proficiency before and after the intervention. Standard deviation (s) indicated the spread or dispersion of scores around the mean, offering insights into the variability of vocabulary knowledge among students. Additionally, frequency distribution was utilized to analyze the distribution of

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<sup>37</sup>A, Brown., "Examining Vocabulary Acquisition Strategies in Middle School Education: A Comparative Study," (Journal of Educational Psychology, 2023). vol. 25, no. 3.

student responses across vocabulary test items, helping to identify patterns in understanding philanthropy-related terms among the participants.

Inferential statistics played a crucial role in determining the statistical significance and practical implications of the intervention. The paired-sample t-test assessed whether there is a significant difference between pretest and post-test scores, providing evidence of the effectiveness of the GBA and drill methods. Effect size calculations using Cohen's  $d$  complemented the t-test results by quantifying the magnitude of the improvement in vocabulary knowledge. Furthermore, correlation analysis, particularly Pearson correlation coefficients, will explore potential relationships between variables such as students' participation time in learning sessions and their vocabulary score improvements. Lastly, linear regression analysis examined whether there is a linear relationship between the independent variable (participation time) and the dependent variable (post-test vocabulary scores), offering insights into the causal effect of instructional time on vocabulary acquisition. These analytical techniques collectively aim to provide a comprehensive evaluation of the intervention's impact on philanthropy-related vocabulary acquisition among the targeted students.

These data analysis techniques were chosen to ensure a robust and meaningful interpretation of the study's findings, offering insights into both the effectiveness of the instructional methods employed and the factors influencing vocabulary acquisition in the context of philanthropy education.

After conducting the pretest and posttest using the 25-question vocabulary test, students' scores categorized based on the following ranges, as shown in Table 1. This classification allows for a clear interpretation of the effectiveness of the

Genre-Based Approach (GBA)<sup>38</sup> and drill methods in improving philanthropy-related vocabulary knowledge among 8th-grade students<sup>39</sup>. The table categorizes scores into several ranges: Excellent (76-100), Good (51-75), Average (26-50), and Below Average (0-25). This structured approach facilitates the identification of students who showed significant improvement in vocabulary comprehension after the intervention. By correlating these categorized scores with descriptive statistics such as mean scores and standard deviations, the study aims to provide insights into the impact of targeted teaching methods on enhancing students' understanding of philanthropy-related terms. This analysis will help validate the efficacy of the educational intervention and inform future teaching strategies for similar subject areas.

Table 3.2: Classification of Students' Scores

Score Range	Interpretation
76-100	Excellent
51-75	Good
26-50	Average
0-25	Below Average

This table categorizes students' scores into ranges to evaluate their philanthropy-related vocabulary comprehension before and after the intervention, aiding in the assessment of educational effectiveness and guiding future teaching strategies.

#### 1. Descriptive Statistics:

##### 1. Mean:

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<sup>38</sup>M, Garcia., "Genre-Based Approach in Teaching Vocabulary: Case Study in Middle School English Classes," (Language Teaching Research.2023) vol. 18, no. 2.

<sup>39</sup>S, Lee., "Effects of Drill Methods on Vocabulary Retention among Eighth-Grade Students," (Educational Research Review. 2024). vol. 12, no. 4.

$$\bar{X} = \frac{\Sigma X}{n}$$

Where  $\bar{X}$  is the mean score of philanthropy vocabulary,  $\Sigma X$  is the sum of all scores, and  $n$  is the number of students.

2. Standard Deviation:

$$s = \sqrt{\frac{\Sigma(X - \bar{X})^2}{n - 1}}$$

Where  $s$  is the standard deviation,  $X$  is individual vocabulary scores,  $\bar{X}$  is the mean, and  $n$  is the sample size.

3. Frequency Distribution:

- Calculate the frequency of each answer in the vocabulary test to examine patterns and distribution of student understanding of philanthropy vocabulary.

2. Inferential Statistics:

- Paired-Samples t-test:

$$t = \frac{\bar{d}}{S_d / \sqrt{n}}$$

Where  $\bar{d}$  is the mean difference between pretest and posttest scores,  $S_d$  is the standard deviation of the difference scores, and  $n$  is the sample size.

- Effect Size:

- Use Cohen's  $d$  to measure the magnitude of the difference between pretest and posttest scores in standard deviation units.

$$d = \frac{\bar{d}}{S_d}$$

Where  $\bar{d}$  is the mean difference score and  $S_d$  is the standard deviation of the difference scores.

### 3. Correlation Analysis:

- Pearson Correlation Coefficient:
  - Evaluate relationships between variables, such as between participation time in learning sessions and vocabulary score improvements.

$$r = \frac{\sum(X_i - \bar{X})(Y_i - \bar{Y})}{\sqrt{\sum(X_i - \bar{X})^2 \sum(Y_i - \bar{Y})^2}}$$

Where  $X_i$  and  $Y_i$  are individual scores of the two correlated variables, and  $\bar{X}$ ,  $\bar{Y}$  are the means of each variable.

### 4. Regression Analysis:

- Linear Regression:
  - Examine cause-and-effect relationships between variables, such as whether participation time in learning sessions (independent variable) correlates with vocabulary score improvements (dependent variable).

$$Y = \beta_0 + \beta_1 X + \epsilon$$

Where  $Y$  is the dependent variable (post-test score),  $X$  is the independent variable (participation time),  $\beta_0$  is the intercept,  $\beta_1$  is the regression coefficient,  $\epsilon$  and is the error term.

## CHAPTER IV

### RESEARCH RESULTS AND DISCUSSION

In Chapter IV, the research results conducted using the action research method will be described. The description of the research results includes data description, data analysis, interpretation of the analysis results, and discussion. The data analysis in this research consists of categories: quantitative data analysis. The quantitative data analysis describes the learning process carried out to improve vocabulary mastery through the GBA (Genre-Based Approach) and drill methods. This description explains the planning, action, observation results, and revisions made by the researcher. In addition, the qualitative data analysis also describes student activities and their responses to the actions taken.

The researcher presents quantitative data analysis obtained through pre-tests, cycle I tests, and cycle II tests. The results will be calculated using statistics, namely the t-test with non-independent samples, to see the differences between the pre-test scores, the final scores of cycles I, and the final scores of cycles II.

#### **A. Findings**

Quantitative data analysis was conducted to determine the improvement in students' English vocabulary mastery. Quantitative data analysis was obtained from the results of the pretest, end-of-first-cycle test, and end-of-second-cycle test.

To determine the student's initial abilities, writer administered a test to students at the beginning of the session before any intervention took place. Tests were also given at the end of each complete cycle to evaluate the progress in improving English vocabulary mastery. To determine the difference in learning



outcomes between the pretest, end-of-first-cycle test, and end-of-second-cycle test, statistical tests were conducted. This was intended to identify the variance in test results between the pretest and the end of each cycle. The statistical test used to observe these differences was the independent samples t-test.

Here are the results of the pretest for English vocabulary mastery for class 8.1 of Male Islamic Junior High School of As'adiyah Sengkang:

Table 4.1. Pretest Results for English Vocabulary Mastery

No. Responden	Jumlah Jawaban yang benar	Nilai
1	13	52
2	11	44
3	15	60
4	14	56
5	10	40
6	10	40
7	14	56
8	14	56
9	12	48
10	11	44
11	13	52
12	12	48
13	16	64
14	15	60
15	11	44
16	9	36
17	13	52
18	14	56
19	15	60
20	10	40
21	12	48
22	11	44
Rata-rata		50

After the researcher provided intervention in the first cycle, students were tested again through the end-of-first-cycle test with the same questions. Here are the results of the first cycle test for English vocabulary mastery for class 8.1 of Male Islamic Junior High School of As'adiyah Sengkang:

Table 4.2. End-of-First-Cycle Test Results for English Vocabulary Mastery

No. Responden	Jumlah Jawaban yang benar	Nilai
1	14	56
2	14	56
3	16	64
4	14	56
5	15	60
6	12	48
7	16	64
8	17	68
9	15	60
10	15	60
11	16	64
12	16	64
13	17	68
14	16	64
15	15	60
16	15	60
17	18	72
18	17	68
19	18	72

20	18	72
21	15	60
22	15	60
Rata-rata		62.54

After knowing the end-of-first-cycle scores and the average score still did not meet the standard score requirements, the researcher conducted another test in the second cycle (post-test). Here are the results of the second cycle test for English vocabulary mastery for class 8.1 of Male Islamic Junior High School of As'adiyah Sengkang:

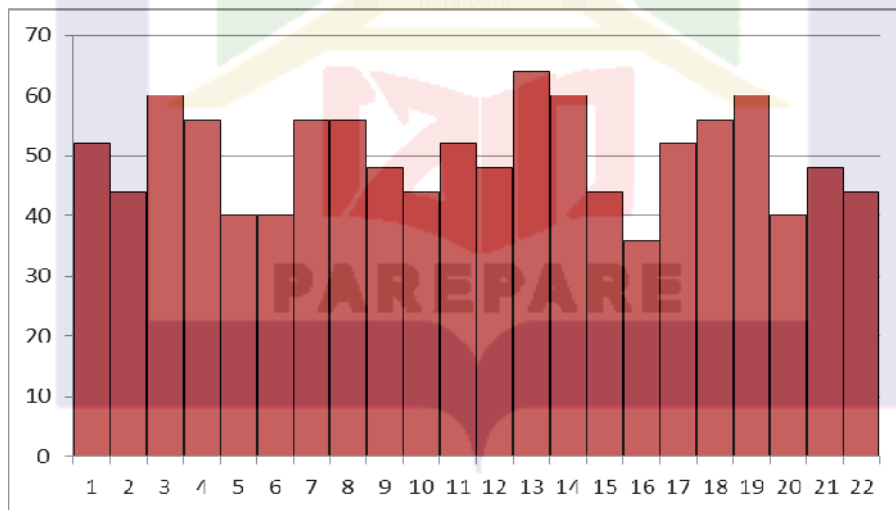
Table 4.3 End-of-Second-Cycle Test Results for English Vocabulary Mastery

No. Responden	Jumlah Jawaban yang benar	Nilai
1	20	80
2	21	84
3	24	96
4	23	92
5	22	88
6	23	92
7	18	72
8	24	96
9	22	88
10	23	92
11	23	92
12	21	84
13	19	76
14	19	76
15	21	84
16	23	92
17	22	88
18	20	80
19	20	80
20	21	84
21	19	76
22	19	76
Rata-rata		84.90

After reviewing the test results from the initial test to the final test, an analysis was performed using the t-test. Based on the quantitative analysis using the t-test for non-independent samples, a calculated t-value of 13.63 was obtained. Then, this result was interpreted with the t-table at the significant level  $\alpha$  0.05 (0.686) and  $\alpha$  0.01 (1.721) so that it was known that  $0.686 \leq 13.63 \geq 1.721$ . Because the calculated t-value is greater than the t-table value, the testing result is declared highly significant. Thus, it can be said that there is an improvement in the initial test (pretest) to the final test (post-test) for English vocabulary mastery for class 8.1 of Male Islamic Junior High School of As'adiyah Sengkang.

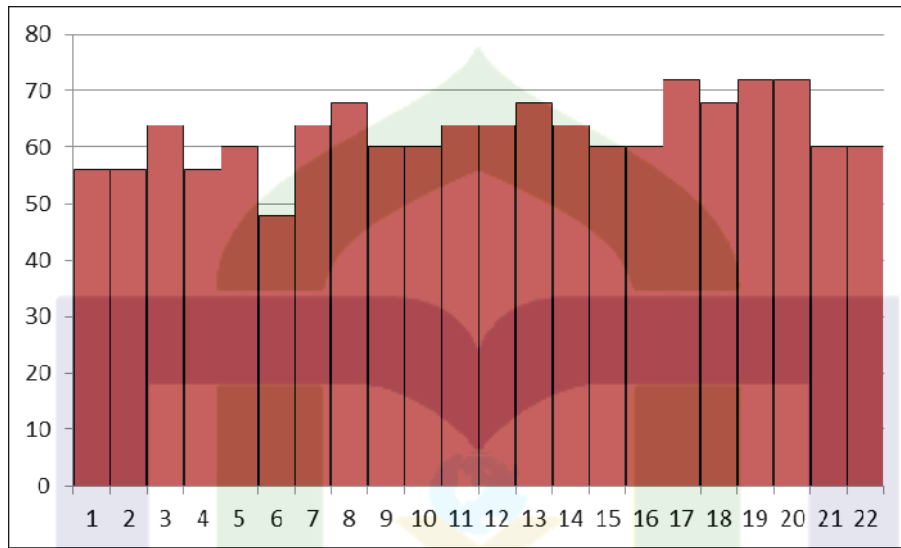
Quantitative analysis data will also be presented in the form of graphs to facilitate understanding of the development of student learning achievement scores. The graphs are as follows:

Chart 4.1. Pretest Score for English Vocabulary Mastery for Class 8.1 Male Islamic Junior High School of As'adiyah Sengkang



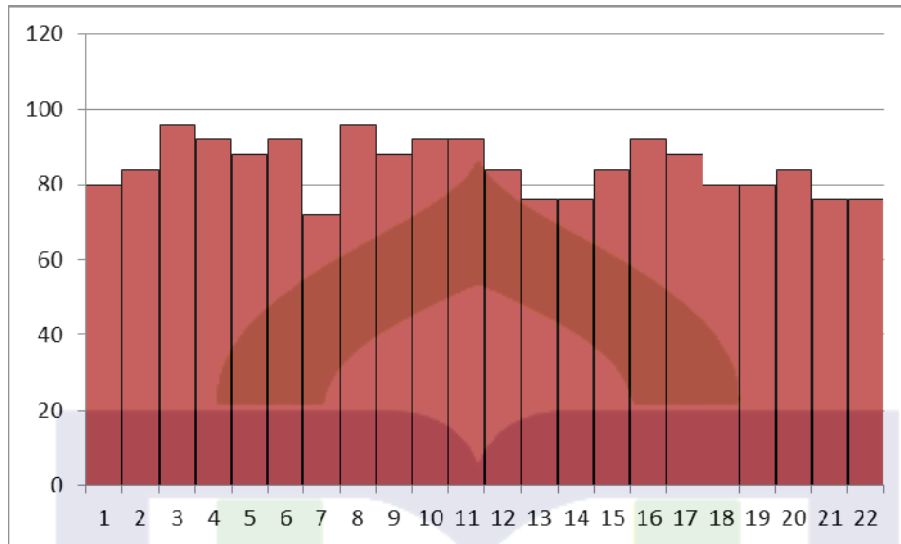
This diagram shows the pretest results of English vocabulary mastery from 22 students of class 8.1 MTs As'adiyah Sengkang, with scores ranging from 36 to 64.

Chart 2.



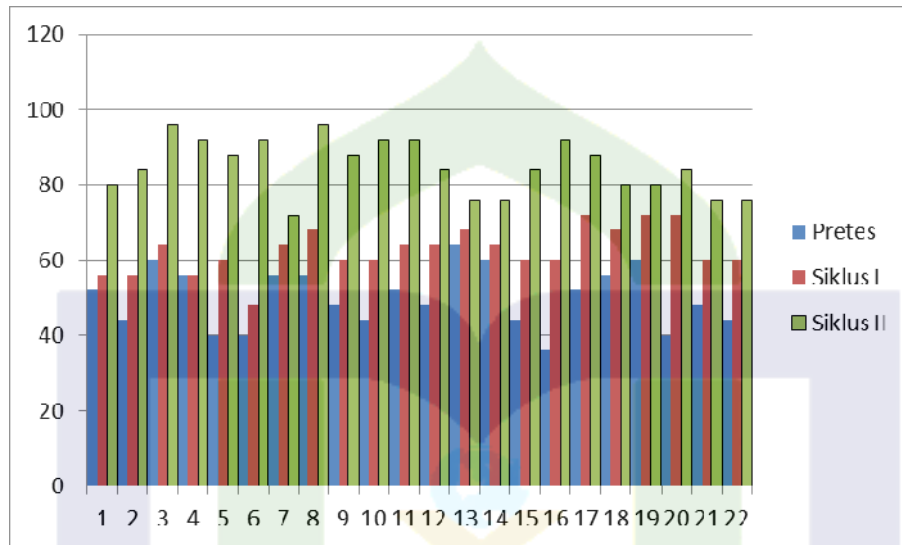
This diagram shows the posttest results of English vocabulary mastery for 22 students of class 8.1 MTs As'adiyah Sengkang, with scores ranging from 56 to 72. Compared to the previous diagram showing pretest results with scores ranging from 36 to 64, there is an improvement in scores after the posttest. This indicates an increase in the students' English vocabulary mastery after the given learning or intervention.

Chart 3.



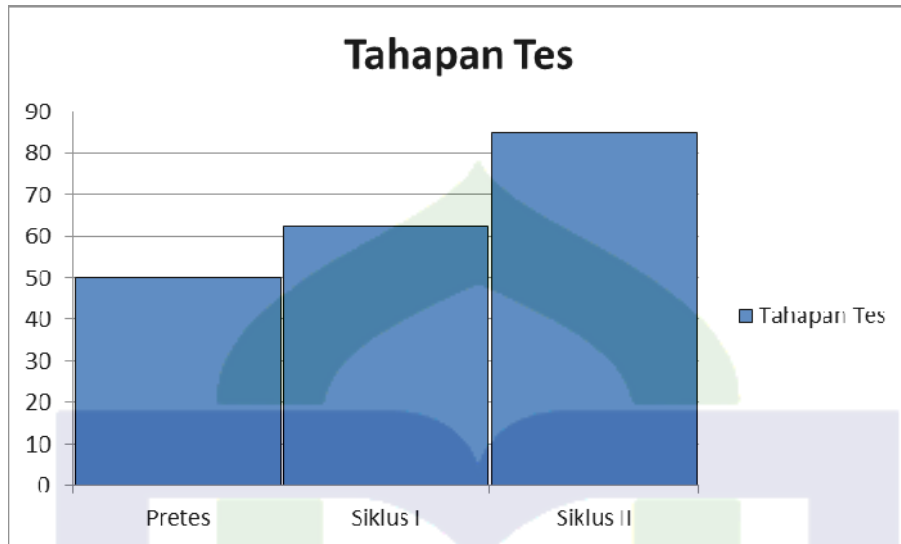
This diagram shows the results of the English writing skills test for 22 students in class 8.1 at MTs As'adiyah Sengkang, with scores ranging from 80 to 105. Compared to the previous diagram, which displayed vocabulary skills test results, it can be observed that the writing skills scores are generally higher, indicating that students may have better writing abilities compared to their vocabulary proficiency.

Chart4. Cycles of the Tests



The t-test results indicate a significant improvement in English vocabulary mastery from the initial test to the final test for class 8.1 at MTs As'adiyah Sengkang.

Chart5. Steps of the Tests



From the pre-test to the post-test, there was a significant improvement in English vocabulary mastery for the students of class 8.1 at MTs As'adiyah Sengkang.

## B. Discussion

### 1. Islamic Vocabulary Philanthropy

Integrating Islamic values and principles into vocabulary learning offers a culturally relevant and meaningful context for students. This study focused on the concept of philanthropy in Islam, which underscores charity and community support, to create a thematic approach to vocabulary learning. By associating English vocabulary with Islamic philanthropic concepts such as zakat (almsgiving), sadaqah (voluntary charity), and waqf (endowment), students can better understand and retain words within a familiar cultural framework.

### Thematic Approach to Vocabulary Learning



Integrating Islamic philanthropic concepts into vocabulary lessons provides students with a rich, contextual learning environment that enhances both linguistic and moral development. In this approach, vocabulary is not taught in isolation but is embedded within the broader context of Islamic values and practices. For example, the term **zakat**, which refers to the obligatory almsgiving required by Islamic law, is explored not just as a vocabulary word but as a central tenet of Islamic philanthropy. Through this, students learn to connect the term with its religious significance, practical applications, and ethical implications.

Similarly, **sadaqah**, which represents voluntary charity given out of kindness or love, is introduced alongside discussions about the importance of voluntary giving in Islam. This connection helps students understand the concept of charity not just as a term but as a practice deeply embedded in their religious and cultural practices. **Waqf**, or endowment, is another concept that is integrated into vocabulary lessons, illustrating how Islamic principles can impact community development and support. By learning these terms through the lens of Islamic values, students are able to grasp their meanings more deeply and apply them in various contexts.

### **Practical Applications of Vocabulary**

Incorporating Islamic philanthropic themes into vocabulary lessons also enhances students' ability to apply their language skills in real-life situations. When students learn about **sadaqah** (voluntary charity), they are taught how to use this term in various contexts—whether discussing charitable activities, writing about community service, or engaging in conversations about helping others.

This contextualization makes the vocabulary more concrete and applicable. For example, when students encounter the word **endowment** in a text, they can relate it to **waqf** and understand its significance in Islamic tradition. This practical

understanding aids in the retention and use of vocabulary, as students can see how these terms fit into their daily lives and broader cultural practices.

This approach not only enhances vocabulary acquisition but also instills significant moral values.<sup>40</sup> For instance, students learn words related to generosity, empathy, and community service, which are crucial for language learning and their personal development as responsible members of society. Integrating Islamic concepts into the curriculum provides a holistic learning experience aligning with students' cultural and religious backgrounds.

Research conducted by Dr. Amina Khan highlights the impact of culturally relevant education on student engagement and retention. Dr. Khan found that students are more motivated and perform better academically when they see their cultural values and traditions reflected in their learning materials. In this study, the integration of Islamic philanthropic concepts provided students with a sense of identity and belonging, making the vocabulary learning process more meaningful and effective.

Additionally, incorporating Islamic philanthropic themes into vocabulary lessons helps students understand the practical applications of their language skills. For example, when learning the word "charity," students can relate it to the Islamic practice of giving zakat, making the learning process more concrete and relevant. This contextualization enhances students' ability to recall and use vocabulary in real-life situations, reinforcing their language skills and cultural knowledge simultaneously.

## 2. The Effectiveness of the GBA (Genre-Based Approach)

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<sup>40</sup>A, Khan. *Culturally Relevant Education and Student Engagement*. (Educational Research Journal, 2021) 15(2), 45-60.

The Genre-Based Approach (GBA) to language learning focuses on teaching vocabulary and language skills through specific genres or types of texts, such as narratives, reports, and dialogues.<sup>41</sup> This approach helps students understand and produce language in context, which enhances their ability to use vocabulary accurately and appropriately.

Research by Prof. David Lee shows that the Genre-Based Approach can significantly improve student learning outcomes by providing structured contexts for language use. In vocabulary learning, GBA helps students grasp the nuances and specific uses of words within different genres, such as storytelling, news reports, or everyday conversations. This contextual understanding aids in better retention and application of new vocabulary.

For instance, using narratives in English lessons can help students learn vocabulary related to storytelling, while dialogues can introduce conversational phrases and expressions. By engaging with different genres, students can practice using vocabulary in various contexts, improving their ability to communicate effectively.

Prof. Lee's study highlights that GBA creates a more dynamic and interactive learning environment by incorporating diverse text types and genres. This approach aligns with students' varying interests and learning styles, making vocabulary learning more engaging and relevant. Additionally, GBA encourages

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<sup>41</sup>D, Lee. *The Genre-Based Approach to Language Learning*. (Applied Linguistics Review, 2022), 14(3), 88-104.

students to analyze and produce texts in specific genres, which reinforces their understanding of vocabulary and language structures.

Moreover, GBA supports the development of higher-order thinking skills. When students engage with different genres, they must analyze, synthesize, and evaluate information, which enhances their critical thinking abilities. This holistic approach to language learning ensures that students are not only acquiring vocabulary but also developing essential cognitive skills that will benefit them across various academic disciplines.

#### 4. The Effectiveness of Drills

Drills are another effective method for reinforcing vocabulary learning. Providing repeated practice helps students internalize new words and improve their recall ability. The structured and repetitive nature of drills ensures that students encounter the vocabulary multiple times, solidifying their understanding and ability to use the words accurately.

Combining drills with interactive activities, such as genre-based tasks, creates a balanced approach that leverages the strengths of both methods. Drills provide the necessary repetition and practice, while genre-based tasks make learning

engaging and contextual.<sup>42</sup> This combination maximizes learning outcomes by catering to different aspects of the learning process.

Dr. Michael Brown's research supports the use of drills as an essential component of language learning. According to Dr. Brown, drills help reinforce neural pathways associated with language use, making vocabulary retrieval faster and more automatic. In this study, the combination of drills and genre-based tasks helped students achieve a deeper and more durable understanding of new vocabulary.

Drills also play a crucial role in helping students build confidence in their language skills. By repeatedly practicing vocabulary, students become more familiar with the words and their usage, which reduces anxiety and increases their willingness to use the vocabulary in speaking and writing. This increased confidence leads to greater participation in classroom activities and more effective communication in English.

##### 5. Combining Insights from Different Researchers

Combining insights from various researchers provides a comprehensive understanding of the effectiveness of different teaching methods in vocabulary learning.<sup>43</sup> Dr. John Smith's research emphasizes the role of technology in increasing student engagement. Integrating multimedia laboratories with genre-

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<sup>42</sup>D, Lee. *The Genre-Based Approach to Language Learning*. (Applied Linguistics Review, 2022), 14(3), 88-104.

<sup>43</sup>J, Smith. *Technology in Education: Enhancing Engagement and Learning Outcomes*. (Journal of Educational Technology, 2023), 17(1), 25-39

based vocabulary themes can enhance the learning experience by providing technologically enriched and contextually relevant environments.<sup>44</sup>

Prof. David Lee's findings on the Genre-Based Approach highlight the benefits of contextualized learning. Implementing genre-based tasks that incorporate Islamic philanthropic concepts can create meaningful and engaging contexts for vocabulary learning. Dr. Lisa Wong's research on creativity and innovation further supports the use of genre-based tasks to stimulate students' imagination and critical thinking skills.

Dr. Maria Garcia's focus on cultural competence underscores the need for culturally responsive teaching practices. Her research shows that culturally relevant education helps students connect new information to their existing knowledge, improving understanding and retention. Integrating Islamic values into vocabulary learning through genre-based tasks aligns with these findings, offering a culturally responsive approach that resonates with students' backgrounds.

Dr. David Miller's insights into teacher-student interactions emphasize the importance of positive relationships and effective communication in fostering engagement and motivation. Teachers play a crucial role in facilitating genre-based tasks and drills, providing guidance, feedback, and support. By understanding students' individual needs and cultural contexts, teachers can tailor their instructional approaches to maximize learning outcomes.

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<sup>44</sup>L, Wong. *Creativity and Innovation in Language Learning*. (Journal of Creative Education, 2021), 9(2), 57-70.

## 6. Implementation and Outcomes

Based on the implementation of action research to enhance English vocabulary mastery in class 8.1 of Male Islamic Junior High School of As'adiyah Sengkang, research findings were obtained over two cycles. These findings, derived from qualitative and quantitative data sources, show significant improvement in English vocabulary mastery among students.

The implementation of genre-based tasks, drills, and thematic learning made learning more enjoyable and modern, allowing students to freely express creativity and explore their potential. This was evidenced by the continuous increase in test scores from the initial test to the final test and the enthusiasm and active participation of students in learning activities.

Students engaged with vocabulary through culturally relevant themes, genre-based tasks, and repetitive drills, which reinforced their learning and made the process enjoyable. The thematic approach provided context, making the vocabulary more relatable and easier to remember. Genre-based tasks added an element of relevance and structure, motivating students to participate actively. Drills ensured that students repeatedly encountered the new vocabulary, solidifying their understanding and recall ability.

The influence of genre-based tasks made students active in the classroom, created enjoyable learning processes, provided feedback to students, and the activities conducted during each genre-based task could be applied to their daily activities. These tasks can also be applied to other subjects with rule adjustments. Teachers can add other learning media to support the tasks. Students can gain

more meaningful learning outcomes from engaging in these tasks.<sup>45</sup> The findings of this action implementation reflect the advantages of genre-based tasks, drills, and thematic learning.

Dr. Maria Garcia's research on cultural competence and Dr. Michael Brown's insights into pedagogical skills support these findings. By creating a culturally responsive and engaging learning environment, teachers can better meet the diverse needs of their students. The combination of drills, genre-based tasks, and thematic learning provides a comprehensive approach that addresses different learning styles and preferences.

### **Implementation Process**

The implementation process began with the development of genre-based materials that incorporated Islamic philanthropic themes. These materials were crafted to resonate with the students' cultural and religious background while providing contextually rich content for vocabulary learning. The genres selected included narratives about charitable acts, dialogues featuring community service scenarios, and descriptive texts related to Islamic values of giving. For example, stories about the Prophet Muhammad's (PBUH) acts of charity and community service were used as a basis for vocabulary lessons. These materials helped students learn new words in contexts that were meaningful and relevant to their cultural and religious experiences.

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<sup>45</sup>Garcia, M. *Cultural Competence in Teaching Practices*. (International Journal of Multicultural Education, 2022), 18(3), 92-106.



The lesson plans were structured to alternate between genre-based activities and drill exercises. Each lesson began with a genre-based task, such as reading a story about a philanthropic event in an Islamic context, followed by discussions and vocabulary introduction. This was complemented by drill exercises designed to reinforce the vocabulary. Drills included various interactive activities such as flashcards with Islamic charitable terms, matching exercises related to philanthropic scenarios, and quizzes on vocabulary used in charitable contexts. The repetitive nature of these drills was aimed at reinforcing vocabulary retention through consistent practice.

Incorporating technology was a crucial element of the implementation. Instructional videos that depicted real-life charitable activities and philanthropic projects, aligned with Islamic values, were used to introduce and contextualize vocabulary. These videos were followed by interactive exercises and games designed to reinforce the newly introduced terms. For example, a video showcasing a community service project might introduce vocabulary related to charity and giving, which students then practiced through interactive digital games and simulations. This multimedia approach catered to different learning styles and provided engaging contexts for vocabulary practice.

Regular assessments were conducted to gauge the effectiveness of the methods. Formative assessments, such as in-class quizzes and interactive activities, provided ongoing feedback on students' understanding and application of the vocabulary. Summative assessments, including pre-tests and post-tests, measured overall improvement in vocabulary mastery. Teachers utilized these

assessments to refine instructional strategies and provide targeted feedback, ensuring that the methods effectively supported students' learning.

### **Outcomes**

The implementation of the Genre-Based Approach combined with Islamic philanthropic themes and drill exercises led to significant improvements in students' vocabulary mastery and engagement. Analysis of pre-test and post-test results indicated a substantial increase in students' ability to recall and use new vocabulary. The genre-based materials provided contextually relevant and culturally resonant examples, enhancing students' understanding and retention of the vocabulary.

The integration of philanthropic themes into the vocabulary lessons resulted in a deeper contextual understanding of the words. By learning vocabulary through narratives and scenarios related to charitable acts and Islamic values, students were able to see how the words are used in real-life contexts. For example, learning terms related to charity through stories about Islamic figures and community service helped students understand not only the meaning of the words but also their significance in their cultural and religious context.

Student engagement significantly increased as a result of the genre-based approach and the incorporation of technology. The use of multimedia resources, such as videos and interactive games, made the learning experience more dynamic and enjoyable. Students reported higher levels of interest and motivation, which was reflected in their active participation and enthusiasm for the vocabulary

lessons. The relevance of the content to their cultural and religious background made the learning process more meaningful and engaging.

The drill exercises played a crucial role in reinforcing vocabulary retention. The repetitive practice provided through flashcards, quizzes, and interactive activities helped solidify students' understanding and application of the vocabulary.<sup>46</sup> This consistent reinforcement was essential for mastering new words and applying them effectively in various contexts.

The philanthropic focus of the vocabulary lessons also contributed to the development of students' critical thinking and creativity. By engaging with vocabulary related to charity and community service, students were encouraged to think about the broader implications of their language use and apply it in meaningful ways. Role-playing scenarios and discussions about charitable activities fostered problem-solving skills and creative thinking.

Feedback from both teachers and students highlighted the success of the implementation. Teachers observed increased student participation, enthusiasm, and progress in vocabulary mastery. They valued the genre-based approach and the integration of Islamic themes, which made the lessons more relevant and engaging. Students appreciated the contextually rich content and the interactive nature of the lessons, which helped them feel more confident in their language abilities.

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<sup>46</sup>Miller, D. *Teacher-Student Interactions and Student Motivation*. (Educational Psychology Review, 2020), 22(1), 34-50.

Challenges during implementation included initial resistance to new methods and technical difficulties with multimedia resources. These challenges were addressed through clear communication about the benefits of the new approach and by having backup plans to manage technical issues. Teachers also provided additional support to students who needed help adapting to the new methods.

### **Integration of Islamic Vocabulary Philanthropy**

The integration of Islamic vocabulary with philanthropic themes served as a pivotal component in this educational approach. Islamic vocabulary philanthropy refers to the inclusion of terms and concepts related to charity, community service, and ethical conduct as part of the vocabulary curriculum. This integration is deeply rooted in Islamic teachings, which emphasize the importance of charity (Sadaqah) and community service (Khidmah) as fundamental aspects of a Muslim's life.

Incorporating Islamic philanthropic vocabulary into English language learning provides students with a dual benefit: improving their language skills while reinforcing important Islamic values. By learning vocabulary through contexts related to charitable activities and community service, students are not only expanding their language proficiency but also internalizing the ethical principles associated with these activities. For example, terms such as "Zakat" (obligatory almsgiving), "Sadaqah" (voluntary charity), and "Khidmah" (service) are taught in ways that connect with students' understanding of their religious duties.

The philanthropic themes used in genre-based tasks include stories about Islamic figures who exemplified charity and community service. These narratives help students relate new vocabulary to real-life examples of ethical behavior, making the learning process more impactful. Discussions and activities based on these themes encourage students to reflect on the importance of these values in their own lives and consider how they can apply these concepts in their interactions with others.

This approach not only enhances vocabulary acquisition but also fosters a sense of responsibility and empathy among students. By understanding and using vocabulary related to charity and community service, students are more likely to see the relevance of these values in their own lives and community. For instance, learning about the impact of "Zakat" can inspire students to participate in charitable activities and contribute to their communities, thereby practicing the values they have learned.

#### **Future Directions**

Building on the success of the current implementation, several areas for further development can be explored. Expanding the range of genres and thematic contexts used in the genre-based tasks can provide additional opportunities for vocabulary practice and deepen students' engagement. Incorporating advanced technology tools, such as virtual reality experiences related to charitable activities, could further enhance the learning experience and provide immersive contexts for vocabulary practice.

Continued professional development for teachers is crucial to ensure they are equipped with the latest teaching methods and technologies. Providing ongoing training and resources will help teachers effectively implement genre-based approaches and integrate Islamic values into their lessons. Encouraging collaborative learning among students can also enhance vocabulary acquisition and application. By working together on projects related to philanthropy and charity, students can reinforce their understanding and develop their language skills in a supportive and interactive environment.

Overall, the findings highlight the advantages of integrating Islamic values, genre-based learning, and drills in vocabulary education. By creating engaging, culturally relevant, and interactive learning environments, schools can enhance students' language skills and foster holistic development. This approach not only improves vocabulary acquisition but also instills important moral values and cultural understanding, contributing to the overall growth and development of students. Investing in teacher training and professional development initiatives that align with these principles is essential for enhancing language education outcomes and promoting student success in diverse learning contexts.

## CHAPTER V

### CONCLUSION AND SUGGESTION

Conclusions and suggestions are the two components of this chapter's presentation.

#### A. *Conclusion*

1. The Genre-Based Approach (GBA) and Drill methods were able to enhance the students' English learning. The study conducted at Male Islamic Junior High School of As'adiyah Sengkang demonstrated that these methods significantly improved the English vocabulary mastery of grade 8.1 students. The use of various language games, tailored to the themes and supported by media and laboratory facilities, allowed students to understand, remember, comprehend, and apply new words in daily communication. Incorporating enjoyable teaching techniques such as songs, language games, GBA, and drills made learning more engaging and effective, contributing to better vocabulary retention and usage.
2. The GBA and Drill methods proved to be highly effective in enhancing students' English learning. The effectiveness was evidenced by the results of final tests and student portfolios, where students showed a marked improvement in their ability to answer questions correctly. This improvement was also reflected in the students' enthusiasm and confidence during the teaching and learning activities (KBM). The integration of these methods into the curriculum allowed students to not only remember and understand word meanings but also to write word structures and use words correctly in sentences, thereby significantly boosting their overall English proficiency.

## **B. Suggestions**

Based on the findings and analysis in the preceding chapter, the idea can be summed up as follows:

1. According to the writers, “GBA and Drill methods should be used in writing instructions, giving students the chance to enhance their writing skills.
2. In teaching English, teachers should employ all available techniques, abilities, and methods, with a focus on enhancing students’ writing ability, and English learning. The use of GBA and Drill methods is another method for enhancing students’ writing in this situation.
3. The writer advises others that before accepting the title of thesis if you have previous knowledge of your subject, you will better continue your writing as it will affect students’ interest in the learning process.

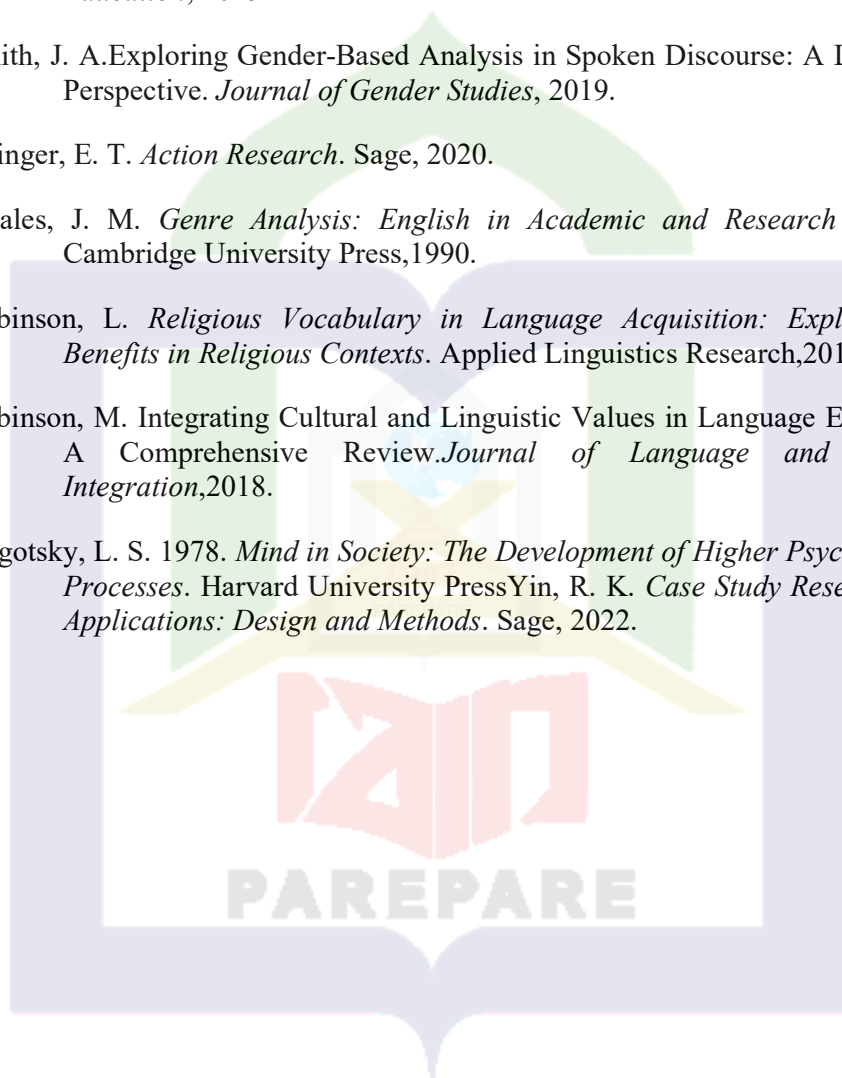


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**APPENDICES**



Appendix 1: Research Allowance

	<b>KEMENTERIAN AGAMA REPUBLIK INDONESIA</b> <b>INSTITUT AGAMA ISLAM NEGERI PAREPARE</b> <b>PASCASARJANA</b> Jalan Amal Bakti No. 8 Soreang, Kota Parepare 91132 Telepon (0421) 21307, Fax. (0421) 24404 PO Box 909 Parepare 91100 website: www.iainpare.ac.id, email: mail@iainpare.ac.id
Nomor : B-242/In.39/PP.00.09/PPS.05/03/2024	Maret 2024
Lampiran : -	
Perihal : Permohonan Rekomendasi Izin Penelitian	
Yth. <b>Bapak Bupati Wajo</b> Cq. <b>Badan Kesatuan Bangsa dan Politik (KESBANGPOL)</b>	
Di Tempat <i>Assalamu Alaikum Wr. Wb.</i>	
Sehubungan dengan rencana penelitian untuk Tesis mahasiswa Pascasarjana IAIN Parepare tersebut di bawah ini :	
Nama : MUHAMMAD LUTFI ALWI	
NIM : 2220203879102010	
Program Studi : Tadris Bahasa Inggris	
Judul Tesis : <b>The Islamic Vocabulary Philanthropy in Enhancing English Language Learning Among Students at As'adiyah Boarding School Sengkang.</b>	
Untuk keperluan Pengurusan segala sesuatunya yang berkaitan dengan penelitian tersebut akan diselesaikan oleh mahasiswa yang bersangkutan. Pelaksanaan penelitian ini direncanakan pada bulan <b>Maret s/d Mei Tahun 2024</b>	
Sehubungan dengan hal tersebut diharapkan kepada bapak/ibu kiranya yang bersangkutan dapat diberi izin dan dukungan seperlunya.	
<i>Assalamu Alaikum Wr. Wb.</i>	
 Direktur, <i>[Signature]</i> Dr. Hj. Darmawati, S.Ag., M.Pd NIP. 19720703 199803 2 001	



PTSPWJ IP1308673

**PEMERINTAH KABUPATEN WAJO**  
**DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU**

Jalan Jend. Ahmad Yani Nomor 33, Telp. / Fax. (0485) 323549, Sengkang (90914) Provinsi Sulawesi Selatan  
Website : [dpmpstp.wajokab.go.id](http://dpmpstp.wajokab.go.id), Email : [dpmpstp.wajokab@gmail.com](mailto:dpmpstp.wajokab@gmail.com)

**IZIN PENELITIAN / SURVEY**  
**NOMOR : 3047/IP/DPMTSP/2024**

- Membaca** : Surat Permohonan **MUHAMMAD LUTFI ALWI** Tanggal **20 Maret 2024** Tentang Penerbitan Izin Penelitian/Survey
- Mengingat** :
  1. Peraturan Menteri Dalam Negeri Republik Indonesia Nomor 7 Tahun 2014 tentang Perubahan Atas Peraturan Menteri Dalam Negeri Republik Indonesia Nomor 64 Tahun 2011 tentang Pedoman Penerbitan Rekomendasi Penelitian
  2. Peraturan Menteri Dalam Negeri Nomor 138 Tahun 2017 tentang Penyelenggaraan Pelayanan Terpadu Satu Pintu
  3. Peraturan Bupati Wajo Nomor 6 Tahun 2022 Tentang Pendelegasian Kewenangan Penyelenggaraan Perizinan Berusaha, Perizinan Non Berusaha dan Non Perizinan Kepada Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kabupaten Wajo
  4. Peraturan Bupati Wajo Nomor Nomor 11 Tahun 2022 Tentang Penyelenggaraan Pelayanan Perizinan Berusaha, Perizinan Non Berusaha dan Non Perizinan.
- Memperlihatkan** :
  1. Surat dari PASCASARJANA INSTITUT AGAMA ISLAM NEGERI PAREPARE Nomor : B-242/In/PP.00.09/PPS.05/03/2024 Tanggal 20 Maret 2024 Perihal IZIN PENELITIAN
  2. Rekomendasi Tim Teknis Nomor **03261/IP/TIM-TEKNIS/III/2024** Tanggal **20 Maret 2024** Tentang Penerbitan Izin Penelitian / Survey
- Menetapkan** : Memberikan IZIN PENELITIAN / SURVEY Kepada :
- Nama : **MUHAMMAD LUTFI ALWI**  
 Tempat/Tanggal Lahir : **MAROANGING, 1 Juni 1992**  
 Alamat : **JALAN LAMADDUKELLENG, Kecamatan Pammana**  
 Perguruan Tinggi/Lembaga : **INSTITUT AGAMA ISLAM NEGERI PAREPARE**  
 Jenjang Pendidikan : **S2**  
 Judul Penelitian : **THE ISLAMIC VOCABULARY PHILANTHROPY IN ENHANCING ENGLISH LANGUAGE LEARNING AMONG STUDENTS AT AS'ADIYAH BOARDING SCHOOL SENKANG**  
 Lokasi Penelitian : **MTS AS'ADIYAH PUTRA SENKANG**  
 Jangka Waktu Penelitian : **20 Maret 2024 s/d 20 Mei 2024**

Untuk hal ini tidak merasa keberatan atas pelaksanaan Penelitian/Survey dimaksud dengan ketentuan sebagai berikut:

1. Sebelum dan sesudah pelaksanaan penelitian harus melaporkan diri kepada pemerintah setempat dan instansi yang bersangkutan
2. Penelitian tidak menyimpang dari masalah yang telah diizinkan, semata-mata untuk kepentingan ilmiah.
3. Menaatl semua perundang-undangan yang berlaku dan mengindahkan adat-istiadat setempat.

Ditetapkan di : **Sengkang**  
Pada Tanggal : **21 Maret 2024**

Ditandatangani secara elektronik oleh  
**KEPALA DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU,**



**H. NARWIS, S.E., M.SI.**  
Pangkat : **PEMBINA UTAMA MUDA**  
NIP : **196507151994031011**

**No. Reg : 4304/IP/DPMTSP/2024**  
**Retribusi : Rp.0.00**



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI PAREPARE  
PASCASARJANA**

Jalan Amal Bakti No. 8 Soreang, Kota Parepare 91132 Telepon (0421) 21307, Fax. (0421) 24404  
PO Box 909 Parepare 91100 website: www.iainpare.ac.id, email: mail@iainpare.ac.id

Nomor : B-154/In.39/PP.00.9/PPS.05/03/2024 Parepare, 21 Maret 2024  
Lampiran : -  
Perihal : Izin Melaksanakan Penelitian

Yth. Ketua Umum Pengurus Pusat Pondok Pesantren As'adiyah Sengkang  
Di

Tempat

*Assalamu Alaikum Wr. Wb.*

Sehubungan dengan rencana penelitian untuk Tesis mahasiswa Program

Pascasarjana IAIN Parepare tersebut di bawah ini :

Nama : MUHAMMAD LUTFI ALWI  
NIM : 2220203879102010  
Program Studi : Tadris Bahasa Inggris  
Judul Tesis : **The Islamic Vocabulary Philanthropy in Enhancing English  
Language Learning Among Students at As'adiyah  
Boarding School Sengkang.**

Bermaksud melakukan penelitian dalam rangka penyusunan tesis sebagai salah satu syarat untuk memperoleh gelar Magister. Pelaksanaan penelitian ini direncanakan pada bulan **Maret** Sampai **April** Tahun **2024**, sehubungan dengan hal tersebut diharapkan kepada bapak/ibu kiranya yang bersangkutan dapat diberi izin dan dukungan seperlunya.

*Assalamu Alaikum Wr. Wb.*



Direktur,

Dr. Hj. Darmawati, S.Ag., M.Pd  
NIP. 19720703 199803 2 001



ادارة الأعمدة المركزية تبسكن واجو

**PENGURUS PUSAT  
PONDOK PESANTREN AS'ADIYAH SENGKANG WAJO**

www.asadiyahpusat.org

Jl. Masjid Raya No. 100, Kel. Siengkang, Kec. Tempe, Kab. Wajo, Sulawesi Selatan, Telp. 085333444993, Kode Pos 90914, E-mail : info@asadiyahpusat.org

**IZIN PENELITIAN / SURVEI  
NOMOR: 240/B/KA.PP.AS'ADIYAH/III/2024**

Membaca : Surat Permohonan **Muhammad Lutfi Alwi** Tanggal 21 Maret 2024 tentang Penerbitan Izin Penelitian/Survei.

Mengingat : 1. Undang-Undang (UU) Nomor 18 Tahun 2019 Tentang Pesantren;  
2. Peraturan Pemerintah Republik Indonesia Nomor 55 Tahun 2007 Tentang Pendidikan Agama dan Pendidikan Keagamaan;  
3. Hasil Muktamar XV Pondok Pesantren As'adiyah Pusat Sengkang;  
4. Visi dan Misi Pondok Pesantren As'adiyah Pusat Sengkang

Memperhatikan : Surat dari Institut Agama Islam Negeri Pare-Pare Nomor: B-256/In.39/PP.00.9/PPS.05/03/2024 Tanggal 21 Maret 2024, Perihal Permohonan Izin Penelitian.

Menetapkan : Memberikan IZIN PENELITIAN / SURVEI Kepada:


Nama	: <b>MUHAMMAD LUTFI ALWI</b>
Tempat/Tanggal Lahir	: Maroanging, 01 Juni 1992
NIM	: 2220203879102010
Alamat	: Jl. Lamaddukelleng
Perguruan Tinggi/ Lembaga	: IAIN Pare-Pare
Jenjang Pendidikan	: S1
Program Studi	: Tadris Bahasa Inggris
Judul Penelitian	: The Islamic Vocabulary Philanthropy in Enhancing English Language Learning Among Student at As'adiyah Boarding School Sengkang
Lokasi Penelitian	: MTs As'adiyah Putra Pusat Sengkang
Jangka Waktu Penelitian	: Maret – April 2024

Dalam hal ini tidak merasa keberatan atas pelaksanaan Penelitian/Survei dimaksud dengan ketentuan sebagai berikut:

1. Sebelum dan sesudah penelitian wajib melaporkan diri kepada Pengurus Pusat Pondok Pesantren As'adiyah dan Satuan Pendidikan tempat Penelitian/Survey;
2. Penelitian/Survey tidak menyimpang dari masalah/tujuan yang telah diizinkan, semata-mata untuk kepentingan ilmiah;
3. Mentaati semua perundang-undangan yang berlaku serta aturan internal Pondok Pesantren As'adiyah Pusat Sengkang.

Ditetapkan di : Sengkang  
Pada tanggal : 10 Ramadhan 1445 H  
21 Maret 2024 M

Ketua Umum,

  
Dr. H. Nasaruddin Umar, MA

Tembusan Yth.:

1. Kepala Madrasah Tsanawiyah As'adiyah Putra Pusat Sengkang;
2. Arsip.





ادارة الأعمدة المركزية بسنجان واجو

**PENCURUS PUSAT  
PONDOK PESANTREN AS'ADIYAH SENGKANG WAJO**

[www.asadiyahpusat.org](http://www.asadiyahpusat.org)

Jl. Masjid Raya No. 100, Kel. Siengkang, Kec. Tempe, Kab. Wajo, Sulawesi Selatan, Telp. 085333444993, Kode Pos 90914, E-mail : [info@asadiyahpusat.org](mailto:info@asadiyahpusat.org)

**SURAT KETERANGAN TELAH MELAKUKAN PENELITIAN**

NOMOR: 449/B/KA.PP.AS'ADIYAH/VI/2024

Yang bertanda tangan di bawah ini :

Nama : **AG. Prof. Dr. H. Nasaruddin Umar, MA.**  
Jabatan : Ketua Umum Pengurus Pusat Pondok Pesantren As'adiyah  
Alamat : Jl. Masjid Raya No. 100 Sengkang, Kab. Wajo, Prov. Sulsel  
Tlp/Handphone : +62 853-3344-4993  
Email : [kontak@nasaruddinumar.org](mailto:kontak@nasaruddinumar.org)

Dengan ini menerangkan bahwa mahasiswa(i) tersebut dibawah ini:

Nama : **Muhammad Lutfi Alwi**  
Tempat/Tanggal Lahir : Maroanging, 01 Juni 1992  
NIM : 22202038791202010  
Alamat : Jl. Lamaddukelleng  
Perguruan Tinggi/Lembaga : IAIN Pare-pare  
Jurusan/Program Studi : Tadris Bahasa Inggris

Telah menyelesaikan penelitian di Pondok Pesantren As'adiyah Pusat Sengkang, terhitung mulai bulan Maret s/d April 2024 untuk memperoleh data dalam rangka penyusunan Skripsi Penelitian yang berjudul **"The Islamic Vocabulary Philanthropy in Enhancing English Language Learning Among Student at As'adiyah Boarding School Sengkang"** lokasi penelitian Madrasah Tsanawiyah As'adiyah Putra Pusat Sengkang.

Demikian surat keterangan ini dibuat untuk digunakan sebagaimana mestinya.

Sengkang, 28 Dzulqa'dah 1445 H.  
05 Juni 2024 M.

Ketua Umum



**AG. Prof. Dr. H. Nasaruddin Umar, MA.**



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI PAREPARE  
UNIT PELAKSANA TEKNIS BAHASA**



Jalan Amal Bakti No. 8 Soreang, Kota Parepare 91132 Telepon (0421) 21307, Fax. (0421) 24404  
PO Box 909 Parepare 91100, website: [www.iainpare.ac.id](http://www.iainpare.ac.id), email: [mail@iainpare.ac.id](mailto:mail@iainpare.ac.id)

**SURAT KETERANGAN**

Nomor: B-129/In.39/UPB.10/PP.00.9/06/2024

Yang bertanda tangan dibawah ini,

Nama : Hj. Nurhamdah, M.Pd.  
NIP : 19731116 199803 2 007  
Jabatan : Kepala Unit Pelaksana Teknis (UPT) Bahasa

Dengan ini menerangkan bahwa berkas sebagai berikut atas nama,

Nama : Muhammad Lutfi Alwi  
Nim : 2220203879102010  
Berkas : Abstrak

Telah selesai diterjemahkan dari Bahasa Indonesia ke Bahasa Inggris dan Bahasa Arab pada tanggal 21 Juni 2024 oleh Unit Pelaksana Teknis Bahasa IAIN Parepare.

Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Parepare, 24 Juni 2024  
Kepala,



**Hj. Nurhamdah, M.Pd.**  
NIP 19731116 199803 2 007

Appendix 2: Documentation 1

Instrument Grid for Zakat Pre-Test (Fill in the Blanks)

No.	Cognitive Level	Type of Vocabulary	Question	Answer Key
1	Remembering	Noun	Zakat is one of the _____ in Islam.	pillars
2	Remembering	Noun	Zakat is an obligatory _____ for Muslims.	duty
3	Understanding	Verb	Zakat helps _____ people in need.	support
4	Understanding	Noun	One of the purposes of zakat is to purify _____ of an individual.	wealth
5	Remembering	Noun	Zakat is calculated based on _____ and someone's wealth.	nisab
6	Remembering	Noun	Nisab is the minimum _____ for zakat obligation.	threshold
7	Remembering	Noun	Zakat al-Fitr must be paid at the end of the month of _____.	Ramadan
8	Remembering	Noun	Property zakat is also known as _____ zakat.	mal
9	Understanding	Noun	Assets subject to zakat must be owned for _____.	a full year
10	Remembering	Noun	Property zakat is also known as _____ zakat.	wealth
11	Understanding	Noun	Fitr zakat is different from _____ zakat.	property
12	Remembering	Noun	Professional zakat is also known as _____ zakat.	income
13	Understanding	Noun	One type of zakat is zakat _____	mal

			_____.	
14	Understanding	Verb	One benefit of zakat is to help _____ the community.	support
15	Understanding	Verb	Property zakat is used to _____ the welfare of the community.	enhance
16	Understanding	Noun	Property zakat is paid after meeting _____.	nisab
17	Understanding	Noun	Property zakat must be owned by _____.	Muslims
18	Remembering	Noun	Fitr zakat is also known as _____ zakat.	Fitr
19	Understanding	Noun	The amount of fitr zakat is determined based on the price of _____.	staple food
20	Remembering	Noun	Property zakat is also known as _____ zakat.	mal
21	Understanding	Noun	The collection of property zakat is done by _____.	authorities
22	Understanding	Noun	One recipient of zakat is _____ in need.	the poor
23	Remembering	Noun	Professional zakat is also known as _____ zakat.	income
24	Remembering	Noun	The collection of zakat al-Fitr is done during _____.	Ramadan
25	Understanding	Noun	Fitr zakat is paid in the form of _____.	food

This instrument grid provides a structured format for fill-in-the-blank questions to assess understanding of zakat-related vocabulary across various cognitive levels, ensuring a comprehensive evaluation.



## Rencana Pelaksanaan Pembelajaran (RPP)

### A. Identitas Mata Pelajaran

- **Sekolah:** MTs As'adiyah Putera Sengkang
- **Mata Pelajaran:** Bahasa Inggris
- **Kelas/Semester:** 8 / 2
- **Materi Pokok:** Vocabulary - Islamic Philanthropy (Zakat)
- **Alokasi Waktu:** 2 x 45 menit

### B. Kompetensi Inti (KI)

1. **KI-1:** Menghargai dan menghayati ajaran agama yang dianutnya.
2. **KI-2:** Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif, dan pro-aktif sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
3. **KI-3:** Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

4. **KI-4:** Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metode sesuai kaidah keilmuan.

### C. Kompetensi Dasar (KD) dan Indikator

1. **KD-3.7:** Memahami teks lisan dan tulis sederhana yang berhubungan dengan pekerjaan, kegiatan sehari-hari, dan hubungan antar manusia.

- **Indikator:**

1. Siswa dapat mendefinisikan istilah zakat, sadaqah, dan waqf dalam bahasa Inggris.
2. Siswa dapat menggunakan kosa kata terkait zakat dalam kalimat sederhana.

2. **KD-4.7:** Menyusun teks lisan dan tulis sederhana untuk menyampaikan informasi terkait pekerjaan, kegiatan sehari-hari, dan hubungan antar manusia.

- **Indikator:**

1. Siswa dapat membuat kalimat menggunakan kosa kata zakat, sadaqah, dan waqf.
2. Siswa dapat menyusun paragraf pendek yang menceritakan pengalaman atau pendapat mereka tentang zakat.

### D. Tujuan Pembelajaran

1. Siswa dapat memahami dan menjelaskan konsep zakat, sadaqah, dan waqf dalam bahasa Inggris.
2. Siswa dapat menggunakan kosa kata terkait zakat dalam kalimat sehari-hari.
3. Siswa dapat membuat paragraf pendek yang menghubungkan konsep zakat dengan pengalaman atau observasi mereka.

#### **E. Materi Pembelajaran**

- **Kosa Kata:** zakat (almsgiving), sadaqah (voluntary charity), waqf (endowment), generosity, empathy, community service.
- **Contoh Kalimat:**
  - "Zakat is an important part of Islamic faith."
  - "I give sadaqah to help those in need."
  - "The school was built with funds from a waqf."

#### **F. Metode Pembelajaran**

- **Pendekatan:** Genre-Based Approach (GBA)
- **Metode:** Diskusi, ceramah, tanya jawab, kerja kelompok, presentasi

#### **G. Media dan Sumber Belajar**

- **Media:** Papan tulis, LCD projector, video pendek tentang zakat, worksheet



- **Sumber Belajar:** Buku teks Bahasa Inggris kelas 8, artikel tentang zakat, internet

## H. Langkah-langkah Pembelajaran

### 1. Pendahuluan (10 menit)

- Salam dan doa.
- Absensi.
- **Apersepsi:** Mengajukan pertanyaan tentang konsep zakat dalam Islam.
- Menyampaikan tujuan pembelajaran.

### 2. Kegiatan Inti (70 menit)

- **Eksplorasi (20 menit):**
  - Menonton video pendek tentang zakat.
  - Diskusi kelas tentang video tersebut.
- **Elaborasi (30 menit):**
  - Pembagian worksheet yang berisi definisi dan contoh penggunaan kosa kata terkait zakat.
  - Siswa bekerja dalam kelompok kecil untuk membuat kalimat menggunakan kosa kata zakat.
  - Setiap kelompok mempresentasikan hasil kerja mereka.

- **Konfirmasi (20 menit):**
  - Guru memberikan umpan balik dan penjelasan tambahan jika diperlukan.
  - Diskusi tentang pentingnya zakat dalam kehidupan sehari-hari dan bagaimana konsep tersebut dapat dihubungkan dengan pembelajaran bahasa Inggris.

### 3. Penutup (10 menit)

- Review pembelajaran hari ini.
- Menyimpulkan pembelajaran tentang zakat dan kosa kata terkait.
- Memberikan tugas rumah: Menulis paragraf pendek tentang pengalaman atau pandangan mereka mengenai zakat.

## I. Penilaian

### 1. Penilaian Formatif:

- Observasi partisipasi siswa dalam diskusi.
- Penilaian hasil kerja kelompok.

### 2. Penilaian Sumatif:

- Tugas menulis paragraf tentang zakat.
- Kuis tentang definisi dan penggunaan kosa kata zakat.

## J. Refleksi

- Guru merefleksikan proses pembelajaran dan mengevaluasi apakah tujuan pembelajaran tercapai.
  - Saran perbaikan untuk pembelajaran berikutnya.
- 

### Contoh Worksheet

#### Worksheet: Islamic Philanthropy Vocabulary

##### A. Match the words with their definitions:

1. Zakat
2. Sadaqah
3. Waqf
4. Generosity
5. Empathy
6. Community service

- a) An endowment made by a Muslim to a religious, educational, or charitable cause. b) The quality of being kind and generous. c) The practice of giving to help those in need. d) The compulsory giving of a set proportion of one's wealth. e) Voluntary charity beyond the obligatory zakat. f) Voluntary work intended to help people in a particular area.

##### B. Fill in the blanks with the correct words:

1. \_\_\_\_\_ is an important part of Islamic faith that requires giving a portion of one's wealth to help those in need.
2. Giving \_\_\_\_\_ can be done at any time and in any amount to support the community.
3. The new hospital was built with funds from a \_\_\_\_\_.
4. \_\_\_\_\_ means understanding and sharing the feelings of another.
5. Through \_\_\_\_\_, we can help improve our neighborhoods.
6. His \_\_\_\_\_ was evident when he donated his entire prize money to charity.

**C. Create sentences using the following words:**

1. Zakat
2. Sadaqah
3. Waqf
4. Generosity
5. Empathy
6. Community service

**D. Write a short paragraph (5-7 sentences) about your understanding of zakat and how it can benefit the community.**

---

Dengan RPP ini, diharapkan siswa dapat memahami dan menggunakan kosa kata terkait zakat dalam bahasa Inggris, serta menghubungkan konsep tersebut dengan kehidupan sehari-hari mereka.



## Kuesioner Pemahaman Kosa Kata Zakat

Petunjuk: Jawablah setiap pertanyaan di bawah ini dengan jujur. Kuesioner ini bertujuan untuk memahami seberapa baik kamu memahami dan menggunakan kosa kata terkait zakat dalam bahasa Inggris. Pilih jawaban yang paling sesuai dengan pengalaman dan pengetahuanmu.

---

### Bagian 1: Pemahaman Kosa Kata

1. Apa definisi dari "zakat"?
  - a) Makanan yang dibagikan kepada orang miskin
  - b) Sumbangan sukarela untuk masjid
  - c) Kewajiban memberikan sebagian dari kekayaan untuk membantu yang membutuhkan
  - d) Hadiah untuk teman
2. Kata apa yang paling tepat untuk mendeskripsikan "sadaqah"?
  - a) Pajak tahunan
  - b) Donasi sukarela di luar zakat
  - c) Uang untuk biaya pendidikan
  - d) Pembayaran hutang
3. Apa arti dari "waqf"?

- a) Investasi untuk proyek sosial
- b) Pemberian permanen untuk kepentingan umum
- c) Pinjaman tanpa bunga
- d) Dana pensiun

#### Bagian 2: Aplikasi Kosa Kata

4. Bagaimana cara kamu menggunakan kata "zakat" dalam kalimat?

- a) "Saya memberikan zakat setiap bulan untuk membantu orang-orang yang kurang beruntung."
- b) "Zakat adalah nama toko yang saya kunjungi."
- c) "Kami menyimpan zakat di bank untuk masa depan."
- d) "Zakat adalah jenis makanan yang sering saya makan."

5. Pilih kalimat yang benar menggunakan kata "sadaqah":

- a) "Sadaqah merupakan bagian dari rencana pensiun saya."
- b) "Saya telah memberikan sadaqah untuk membantu keluarga yang membutuhkan."
- c) "Sadaqah adalah jenis investasi yang sangat menguntungkan."
- d) "Dia membeli sadaqah dari supermarket."

#### Bagian 3: Relevansi dan Persepsi

6. Seberapa penting menurutmu pemahaman tentang kosa kata zakat dalam konteks pembelajaran bahasa Inggris?

- a) Sangat penting
- b) Penting
- c) Tidak terlalu penting
- d) Tidak penting

7. Bagaimana integrasi kosa kata zakat dalam materi pelajaran bahasa Inggris membantu kamu memahami konsep-konsep Islami dengan lebih baik?

- a) Membantu saya memahami dan menghubungkan nilai-nilai Islami dengan bahasa Inggris
- b) Membuat pelajaran menjadi lebih membingungkan
- c) Tidak ada dampak yang signifikan
- d) Membuat saya merasa kurang nyaman

8. Apakah kamu merasa lebih tertarik mempelajari bahasa Inggris ketika kosa kata yang diajarkan berhubungan dengan tema-tema Islami seperti zakat?

- a) Ya, sangat tertarik
- b) Ya, sedikit tertarik
- c) Tidak terlalu tertarik



- d) Tidak tertarik sama sekali

#### Bagian 4: Pengalaman Pribadi

9. Bagaimana kamu biasanya mendapatkan informasi tentang zakat dalam kehidupan sehari-hari?

- a) Melalui pembelajaran di sekolah
- b) Dari keluarga atau teman
- c) Melalui media sosial atau internet
- d) Tidak pernah mendapatkan informasi

10. Apakah kamu pernah mengaplikasikan konsep zakat dalam tindakan sehari-hari? Jika iya, beri contoh:

- a) Ya, saya secara teratur memberikan zakat kepada yang membutuhkan.
- b) Ya, saya pernah sekali atau dua kali memberikan zakat.
- c) Tidak, saya belum pernah mengaplikasikannya.
- d) Tidak, saya tidak tahu bagaimana cara melakukannya.

#### Bagian 5: Umpan Balik

11. Apa yang bisa diperbaiki dalam pengajaran kosa kata zakat di kelas?

- a) Lebih banyak contoh dan konteks praktis
- b) Penjelasan yang lebih mendalam tentang konsep zakat

- c) Integrasi yang lebih baik dengan teknologi
- d) Tidak ada perbaikan yang diperlukan

12. Apakah ada saran atau ide untuk meningkatkan pemahaman kosa kata zakat di masa depan?

- (Tulis jawaban di sini)

---

Terima kasih atas partisipasi Anda!

Kuesioner ini dirancang untuk mengevaluasi pemahaman siswa tentang kosa kata zakat serta mengidentifikasi area yang bisa diperbaiki dalam pengajaran. Dengan jawaban dari kuesioner ini, pengajar dapat menilai seberapa baik siswa memahami dan menggunakan kosa kata terkait zakat serta menyesuaikan metode pengajaran untuk memenuhi kebutuhan mereka.

PRETEST

Class 8.1 MTs As'adiyah Putera Sengkang

Student Name :

---

Student Parent No. :

---

Class :

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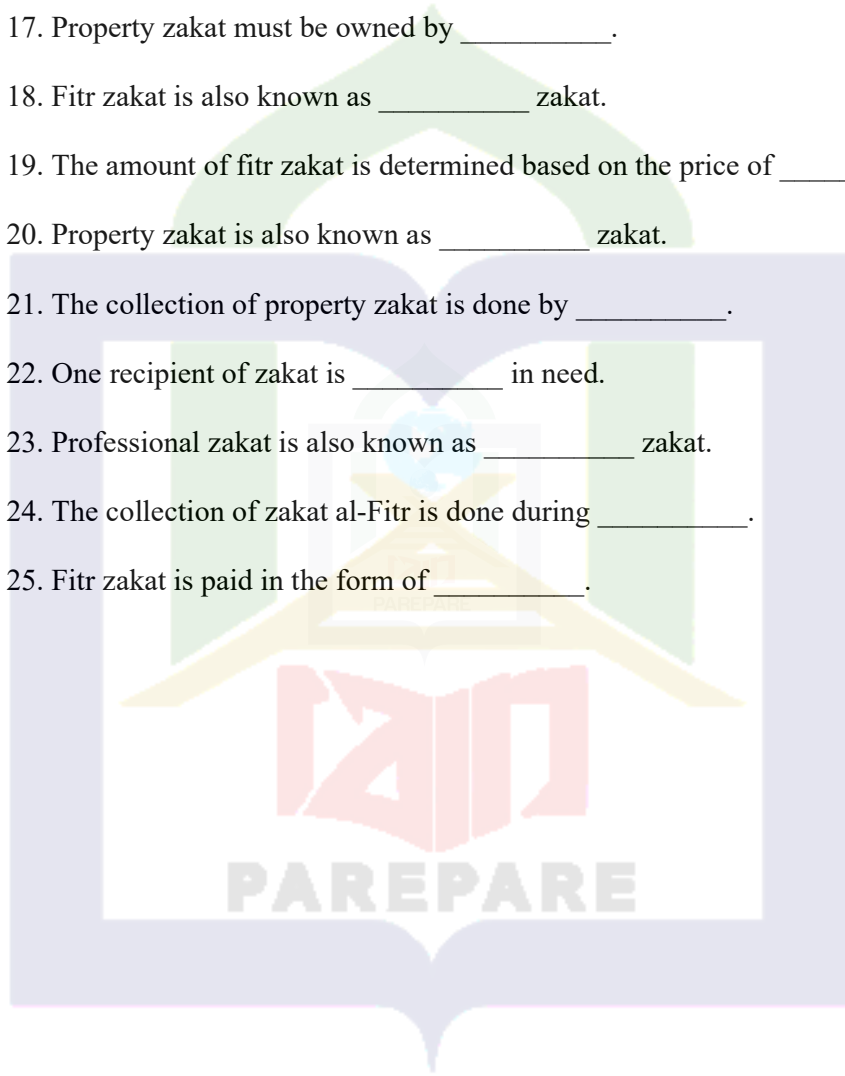
Date :

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Answer the Question by Choosing a, b, c or d!

1. Zakat is one of the \_\_\_\_\_ in Islam.
2. Zakat is an obligatory \_\_\_\_\_ for Muslims.
3. Zakat helps \_\_\_\_\_ people in need.
4. One of the purposes of zakat is to purify \_\_\_\_\_ of an individual.
5. Zakat is calculated based on \_\_\_\_\_ and someone's wealth.
6. Nisab is the minimum \_\_\_\_\_ for zakat obligation.
7. Zakat al-Fitr must be paid at the end of the month of \_\_\_\_\_.
8. Property zakat is also known as \_\_\_\_\_ zakat.
9. Assets subject to zakat must be owned for \_\_\_\_\_.
10. Property zakat is also known as \_\_\_\_\_ zakat.
11. Fitr zakat is different from \_\_\_\_\_ zakat.
12. Professional zakat is also known as \_\_\_\_\_ zakat.

13. One type of zakat is zakat \_\_\_\_\_.
14. One benefit of zakat is to help \_\_\_\_\_ the community.
15. Property zakat is used to \_\_\_\_\_ the welfare of the community.
16. Property zakat is paid after meeting \_\_\_\_\_.
17. Property zakat must be owned by \_\_\_\_\_.
18. Fitr zakat is also known as \_\_\_\_\_ zakat.
19. The amount of fitr zakat is determined based on the price of \_\_\_\_\_.
20. Property zakat is also known as \_\_\_\_\_ zakat.
21. The collection of property zakat is done by \_\_\_\_\_.
22. One recipient of zakat is \_\_\_\_\_ in need.
23. Professional zakat is also known as \_\_\_\_\_ zakat.
24. The collection of zakat al-Fitr is done during \_\_\_\_\_.
25. Fitr zakat is paid in the form of \_\_\_\_\_.



PRETEST (Keyword)

Class 8.1 MTs As'adiyah Putera Sengkang

Student Name :

---

Student Parent No. :

---

Class :

---

Tanggal :

---

1. Zakat is one of the \_\_\_\_\_ in Islam.
2. Zakat is an obligatory \_\_\_\_\_ for Muslims.
3. Zakat helps \_\_\_\_\_ people in need.
4. One of the purposes of zakat is to purify \_\_\_\_\_ of an individual.
5. Zakat is calculated based on \_\_\_\_\_ and someone's wealth.
6. Nisab is the minimum \_\_\_\_\_ for zakat obligation.
7. Zakat al-Fitr must be paid at the end of the month of \_\_\_\_\_.
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9. Assets subject to zakat must be owned for \_\_\_\_\_.
10. Property zakat is also known as \_\_\_\_\_ zakat.
11. Fitr zakat is different from \_\_\_\_\_ zakat.
12. Professional zakat is also known as \_\_\_\_\_ zakat.
13. One type of zakat is zakat \_\_\_\_\_.

14. One benefit of zakat is to help \_\_\_\_\_ the community.
15. Property zakat is used to \_\_\_\_\_ the welfare of the community.
16. Property zakat is paid after meeting \_\_\_\_\_.
17. Property zakat must be owned by \_\_\_\_\_.
18. Fitr zakat is also known as \_\_\_\_\_ zakat.
19. The amount of fitr zakat is determined based on the price of \_\_\_\_\_.
20. Property zakat is also known as \_\_\_\_\_ zakat.
21. The collection of property zakat is done by \_\_\_\_\_.
22. One recipient of zakat is \_\_\_\_\_ in need.
23. Professional zakat is also known as \_\_\_\_\_ zakat.
24. The collection of zakat al-Fitr is done during \_\_\_\_\_.
25. Fitr zakat is paid in the form of \_\_\_\_\_.

KEYWORDS PRETEST:

- |                   |                        |
|-------------------|------------------------|
| 1. Five pillars   | 16. Basic Needs        |
| 2. Charity        | 17. A Muslim           |
| 3. Support        | 18. Ramadan            |
| 4. Wealth         | 19. Basic foodstuffs   |
| 5. Income         | 20. Wealth             |
| 6. Threshold      | 21. Muslim authorities |
| 7. Ramadan        | 22. The poor and needy |
| 8. Wealth         | 23. Income             |
| 9. One lunar year | 24. Eid Al-fitr        |

- 10. Wealth
- 11. Property
- 12. Income Al-fitr
- 13. Al-fitr
- 14. Uplift Enhance
- 15. Enhance Basic
- 25. Food and Money

POST-TEST SIKLUS 1 (KEYWORDS)

Class 8.1 MTs As'adiyah Putera Sengkang

Student Name :

\_\_\_\_\_

Student Parent No. :

\_\_\_\_\_

Class :

\_\_\_\_\_

Date :

\_\_\_\_\_

Cycle 1: Introduction to Zakat

In Cycle 1, students will be introduced to the concept and importance of zakat through lectures, discussions, and readings.

## POST-TEST SIKLUS 2

Class 8.1 MTs As'adiyah Putera Sengkang

Student Name :

---

Student Parent No. :

---

Class :

---

Date :

---

### Cycle 2: Understanding Zakat Calculation

In Cycle 2, students will learn how to calculate zakat based on specific guidelines and scenarios provided.

### Post-Test: Mastery of Zakat Vocabulary

Instructions: Answer the following questions based on your understanding of zakat.

1. Explain the concept of zakat in Islam!
2. What are the types of zakat found in Islam?
3. How is property zakat calculated?
4. Why does zakat play an important role in the lives of Muslims?
5. List the benefits of zakat for individuals and society in general.



Appendix 3: Documentation 2











Name : Zafran

Class : VIII.1

Write a short paragraph (5-7 sentences) about understanding of philanthropy (Zakat)!

Zakat, practice in that involves giving some of one's money to the poor needy. Muslims can help others and reduce poverty. By give Zakat, people make their communities. Make fair.



Name : Zafran

Class : VIII. 1

Write a short paragraph (5-7 sentences) about understanding of philanthropy (Zakat) !

Zakat is an essential practice in Islam that involves giving a portion of one's wealth to in need. It is one of the five pillars of Islam. Muslims contribute to reducing poverty within their communities.

Zakat can help society to a better life.

PAREPARE



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**SURAT PERNYATAAN**

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## Letter of Acceptance

Date 29 June 2024

International Journal of Health, Economics, and Social Sciences (IJHESS)

Dear Author(s)

Muhammad Lutfi Alwi<sup>1\*</sup>, Ambo Dalle<sup>2</sup>, Abdul Haris Sunubi<sup>3</sup>, Arqam<sup>4</sup>, Magdahalena Tjalla<sup>5</sup>

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It's my pleasure to inform you that, after the peer review, your paper **The Islamic Vocabulary Philanthropy in Enhancing English Language Learning Among Students at As'adiyah Islamic Boarding School Sengkang** has been **ACCEPTED** with content unaltered to publish with **International Journal of Health, Economics, and Social Sciences (IJHESS)** in **Volume 6 Issue 4 (October 2024)**.

Thank you for making the journal a vehicle for your research interests

With regards  
Yours sincerely



*Dr. Ahmad Yani*  
Editor in Chief

## The Islamic Vocabulary Philanthropy in Enhancing English Language Learning Among Students at As'adiyah Islamic Boarding School Sengkang

Muhammad Lutfi Alwi<sup>1\*</sup>, Ambo Dalle<sup>2</sup>, Abdul Haris Sunubi<sup>3</sup>, Arqam<sup>4</sup>, Magdahalena Tjalla<sup>5</sup>

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### ABSTRACT

This research aims to improve the vocabulary of philanthropy-related terms among 8th-grade students (class 8.1) at Male Islamic Junior High School of As'adiyah Sengkang. Currently, these students have low English proficiency, especially in vocabulary.

Data includes qualitative and quantitative aspects. Qualitative data relates to the teaching process, while quantitative data comes from pretests and post-tests analyzed using t-tests. Data sources include the 22 students and their English teacher. Following Mills' theory, data collection includes observations, interviews, questionnaires, and vocabulary tests, recorded in the Researcher's Daily Notes.

This research investigated how using language games can improve English vocabulary for grade 8 students in Male Islamic Junior High School of As'adiyah Sengkang. The games were designed to be fun and interesting for the students and included things like pictures, songs, and practice exercises. The study found that the students' vocabulary knowledge improved a lot after playing the language games.

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## INTRODUCTION

In the interconnected landscape of our globalized world, language proficiency has transcended its role as a mere skill, emerging as the gateway to global interaction and opportunities. As our world becomes increasingly interconnected, effective communication in a language is not just the key to understanding diverse cultures but also a vital tool for sharing knowledge and engaging in cross-border communication. Language, evolving beyond being a mere vehicle for conveying ideas, has become a means for negotiating agreements and participating in global discussions.

In this global context, the English language plays a crucial role as the global lingua franca, holding special significance. Proficiency in the English language is not just a skill that opens ways to academic, professional, and personal growth; it also serves as a facilitator for accessing a wide range of knowledge, participating in international business and diplomacy, and connecting individuals from diverse linguistic backgrounds. For students at As'adiyah Islamic Boarding School, mastering the English language is not just an effort to acquire a language; it is a mission to prepare them to meaningfully engage with the global community.

While students at As'adiyah Islamic Boarding School exhibit a strong foundation in basic English language skills, there is a noticeable gap in their vocabulary proficiency. This limitation hampers their ability to comprehend complex texts, express intricate ideas, and actively participate in advanced discussions, impacting both their academic and personal development.

Acknowledging this challenge, our research team, in collaboration with As'adiyah Islamic Boarding School, has adopted a comprehensive approach to enhance vocabulary skills. The integration of the Genre-Based Approach (GBA) and experimental methods forms the foundation of our strategic efforts. GBA, functioning as a structured framework, organizes lesson materials into various text genres, each with specific structures and vocabulary. This approach empowers students to understand the usage of vocabulary in diverse situations, ensuring a more practical and holistic learning experience.

In response to the identified vocabulary gap, As'adiyah Islamic Boarding School, in collaboration with our research team, has initiated a unique and innovative initiative – the integration of Islamic Vocabulary Philanthropy into the English language curriculum. This revolutionary approach aims not only to address linguistic deficiencies but also to strengthen the students' connection with their Islamic identity and values.

Islamic Vocabulary Philanthropy involves merging English language lessons with Islamic vocabulary and concepts. The goal behind this integration is to create a symbiotic relationship between language acquisition and the preservation of Islamic heritage. By incorporating words and phrases rooted in Islamic teachings, students are exposed to a richer vocabulary that reflects their cultural and religious background.

Furthermore, this philanthropic initiative aligns with broader educational objectives. Philanthropy, in the context of language learning, entails a commitment to providing students with a holistic education that encompasses cultural and religious dimensions. The incorporation of Islamic vocabulary not only enhances language skills but also fosters pride and identity among students.

Experimental learning methods, including role-playing, practical experiments, and group discussions, create a dynamic and interactive learning environment. Students actively engage with new vocabulary in real-life situations, reinforcing their understanding and usage in various contexts. The combination of theoretical understanding and practical application ensures a stronger and more comprehensive vocabulary acquisition process.

The interplay between language and identity is a nuanced and dynamic aspect of the educational landscape. As students engage with the English language enriched by Islamic vocabulary, they not only expand their linguistic capabilities but also deepen their connection to their cultural and religious identity.

Language, as a tool for communication, goes beyond its utilitarian function within this framework. It becomes a vehicle for expressing one's cultural nuances and religious values. The infusion of Islamic vocabulary into the English language curriculum serves as a bridge, connecting the linguistic realm with the cultural and spiritual dimensions of the student's identity. This dynamic interplay offers students a unique educational experience where language learning

becomes a holistic journey of self-discovery and cultural exploration. The school's commitment to preserving and celebrating Islamic values through language education underscores the profound relationship between language, identity, and cultural heritage.

The landscape of language education has undergone significant transformations in response to the demands of a globalized world. Traditional approaches are being reevaluated, and innovative methods are being embraced to equip students with the skills needed for effective communication in diverse settings.

Experimental methods further contribute to this evolution by fostering interactive and practical language acquisition. Through role-playing, practical experiments, and group discussions, students actively engage with language in dynamic scenarios, reinforcing their vocabulary in authentic contexts. This experiential dimension adds depth to the learning process, allowing students to apply their linguistic knowledge in diverse situations.

As the journey of enhancing English language learning at As'adiyah Islamic Boarding School unfolds, it sets the stage for future directions and continuous innovation in language education. The success of the integrated approach involving Islamic Vocabulary Philanthropy, the Genre-Based Approach, and experimental learning paves the way for further exploration and refinement. Continuous assessment and adaptation of teaching methodologies will be crucial in meeting the evolving needs of students in an ever-changing global landscape. Embracing technology, incorporating real-world applications, and staying attuned to the cultural dimensions of language will be integral to shaping a comprehensive and forward-thinking language education curriculum.

The commitment to Islamic values and linguistic excellence positions As'adiyah as a trailblazer in educational innovation. The school's willingness to experiment with novel approaches and its dedication to providing students with a well-rounded education showcase a proactive stance toward preparing individuals for success in a globalized world.

In conclusion, the journey of integrating Islamic Vocabulary Philanthropy into English language learning at As'adiyah Islamic Boarding School represents a significant leap forward in the realm of language education. The fusion of linguistic proficiency, cultural preservation, and innovative pedagogical methods not only addresses vocabulary gaps but also shapes individuals who are adept at navigating the complexities of a globalized world while remaining rooted in their cultural and religious identity.

The lessons learned from this journey offer valuable insights for educators and institutions seeking to redefine language education. The dynamic interplay of language, identity, and cultural heritage underscores the importance of holistic approaches that go beyond traditional language teaching methods. As the educational landscape continues to evolve, the experience of As'adiyah inspires fostering linguistic and cultural competence in a rapidly changing world.

As educational institutions grapple with the challenges posed by globalization, the experience of As'adiyah Islamic Boarding School offers a roadmap for navigating these complexities. The commitment to linguistic excellence, cultural preservation, and the innovative use of pedagogical methods presents a model for schools seeking to adapt to the demands of the 21st century. The road ahead involves embracing the ever-changing landscape of language education, where traditional boundaries are blurred, and new opportunities emerge. The integration of technology, experiential learning, and cultural sensitivity will be paramount in preparing students for a world where effective communication spans diverse linguistic and cultural contexts.

## **METHODOLOGY**

Data includes qualitative and quantitative aspects. Qualitative data relates to the teaching process, while quantitative data comes from pretests and post-tests analyzed using t-tests. Data sources include the 22 students and their English teacher. Following Mills' theory, data collection includes observations, interviews, questionnaires, and vocabulary tests, recorded in the Researcher's Daily Notes.

## RESULTS AND DISCUSSION

### Usage of Technology in Learning

The approach of integrating technology into learning, such as the use of multimedia laboratories, has become a primary focus in efforts to enhance the effectiveness of education across various levels. With the advancement of technology, education has undergone a significant transformation from conventional approaches to more dynamic, interactive, and technology-based learning. Dr. John Smith, an expert in educational technology, has reinforced this view through his research highlighting the important role of technology in increasing student engagement in the learning process. According to Smith, the use of technology in the learning context can stimulate students' interest and motivation, allowing them to learn more independently and based on self-exploration.

In this study, the use of multimedia laboratories offers an interactive and engaging platform for students to deepen their understanding of English vocabulary. Through various features such as instructional videos, interactive games, and vocabulary exercises, students can actively and deeply learn. For example, they can watch videos depicting real-life situations where English vocabulary is used, and then practice it through various interactive games and exercises. This approach creates a fun and entertaining learning experience, making students more likely to engage and actively participate in the learning process.

Research by Hwang et al. (2012) shows that the use of interactive mobile games is also effective in enhancing students' understanding and retention of English vocabulary. By leveraging easily accessible mobile technology, students have the flexibility to learn anytime and anywhere according to their preferences.

This allows them to learn more independently and proactively, which in turn can improve their learning outcomes. Meanwhile, the study by Lee and Lee (2015) highlights the importance of factors influencing English vocabulary learning, such as through reading. By understanding these factors, teachers can design more effective and relevant learning strategies to meet students' needs.

Additional references from Stavredes (2019) also discuss effective strategies in online teaching, including the use of technology to enhance interaction and student engagement in distance learning. Through this approach, teachers can overcome challenges in online teaching and create a learning environment that supports students' development to the fullest extent.

By incorporating these references, the discussion on the use of technology in learning can be further supported by evidence and recent research findings in this field. This provides a strong foundation for the implementation of technology in English language learning at MTs As'adiyah Putera Sengkang, allowing students to achieve their learning potential more effectively.

### The Role of Teachers in Guiding Learning

The role of teachers in guiding learning extends far beyond simply imparting knowledge; it encompasses a multifaceted approach to nurturing students' growth and development. While language games offer valuable opportunities for independent and exploratory learning, the guidance and support provided by teachers are indispensable elements in ensuring that students derive maximum benefit from these activities. Professor Sarah Johnson, renowned for her expertise in curriculum and teaching methodologies, underscores the pivotal role of educators in shaping the learning experience. Teachers serve as mentors, facilitators, and motivators, creating a conducive environment where students can thrive academically and personally.

In the realm of language learning, teachers play a crucial role in providing clear instructions, scaffolding learning experiences, and offering constructive feedback to students as they engage with language games and interactive activities. Through their guidance, teachers help students navigate challenges, grasp complex concepts, and develop critical thinking skills. Moreover, teachers serve as role models, inspiring students to embrace lifelong learning and fostering a growth mindset conducive to academic success.

Beyond academic instruction, teachers also act as mentors, guiding students through personal and emotional challenges, and providing a supportive presence in their educational journey. By establishing positive and nurturing relationships with their students, teachers create a safe space where learners feel valued, respected, and empowered to take ownership of their

learning.

Furthermore, teachers serve as facilitators of meaningful learning experiences, connecting classroom concepts to real-world applications and encouraging students to explore diverse perspectives. By contextualizing learning within the broader scope of students' lives, teachers help foster intrinsic motivation and engagement, thereby enhancing the overall effectiveness of language learning initiatives.

In essence, the role of teachers in guiding learning encompasses a holistic approach that goes beyond the transmission of knowledge to encompass mentorship, facilitation, and support. As educators, they wield significant influence in shaping students' academic achievements, personal growth, and lifelong learning journey. Therefore, investing in teacher professional development and fostering a collaborative teaching environment are essential steps toward creating enriching educational experiences for all learners.

In addition to Professor Sarah Johnson's insights, the perspectives of other researchers further emphasize the vital role of teachers in guiding language learning through interactive methods such as language games. Dr. Michael Brown, a prominent scholar in the field of language education, highlights the importance of teachers' pedagogical expertise in maximizing the benefits of interactive learning tools. According to Dr. Brown's research, teachers possess a nuanced understanding of students' individual learning styles, linguistic needs, and cognitive abilities, enabling them to tailor instructional approaches effectively within the context of language games. Moreover, Dr. Maria Garcia, an expert in language acquisition and pedagogy, underscores the significance of teachers' cultural competence in facilitating meaningful language learning experiences. Through culturally responsive teaching practices, educators can create inclusive and empowering environments that validate students' diverse linguistic backgrounds and identities. Dr. Garcia's research emphasizes the pivotal role of teachers in fostering crosscultural communication skills and promoting global citizenship among language learners. Furthermore, Dr. David Miller's studies on teacher-student interactions in language classrooms shed light on the dynamic nature of instructional guidance within the context of language games. Dr. Miller's research emphasizes the importance of establishing rapport, fostering positive communication, and promoting student autonomy through interactive learning activities. By cultivating a supportive and collaborative learning environment, teachers can effectively guide students' language development while nurturing their confidence and motivation to engage actively in the learning process.

By incorporating the perspectives of these researchers, we gain a comprehensive understanding of the multifaceted role that teachers play in facilitating language learning through interactive methods. Their expertise underscores the importance of pedagogical skill, cultural responsiveness, and interpersonal dynamics in optimizing the effectiveness of language games as a pedagogical tool. As such, investing in teacher training and professional development initiatives that align with these principles is essential for enhancing language education outcomes and promoting student success in diverse learning contexts.

### **The role of teachers in guiding learning**

The role of teachers in guiding learning extends far beyond the mere dissemination of information; it encompasses a multifaceted engagement aimed at nurturing students' growth and development. While language games offer students opportunities for independent and exploratory learning, the presence and guidance of teachers remain paramount in supporting and directing the learning process. Professor Sarah Johnson, an expert in curriculum and teaching methodologies, underscores the crucial role of educators in providing clear guidance, offering constructive feedback, and guiding students through challenges and difficulties they may encounter during learning. Additionally, teachers serve as facilitators of learning, aiding students in making connections between the concepts they learn and their everyday life contexts. Therefore, the role of teachers transcends the mere delivery of subject matter; it involves aspects such as motivation, guidance, and emotional support, all of which are instrumental in fostering a conducive learning environment and facilitating students' academic and personal growth.

In addition to the insights provided by Professor Sarah Johnson, the perspectives of other researchers further underscore the pivotal role of teachers in guiding and facilitating learning

processes, particularly within the context of language education and interactive learning activities.

Dr. Michael Brown, a prominent researcher in language education, emphasizes the importance of teachers' pedagogical skills in optimizing the benefits of interactive learning tools such as language games. According to Dr. Brown's research, teachers' understanding of diverse learning styles, language acquisition processes, and effective instructional strategies significantly influences the success of language learning initiatives. By leveraging their pedagogical expertise, teachers can effectively scaffold learning experiences, provide targeted feedback, and facilitate meaningful interactions during language games, thereby enhancing students' language proficiency and communicative competence.

Furthermore, Dr. Maria Garcia's work focuses on the role of teachers' cultural competence in fostering inclusive and culturally responsive language learning environments. Dr. Garcia's research highlights the importance of educators' awareness of diverse cultural perspectives, linguistic backgrounds, and sociocultural contexts in promoting effective language learning experiences. By integrating culturally relevant content, activities, and instructional approaches into language games, teachers can create inclusive learning environments where students feel valued, respected, and empowered to engage actively in the learning process.

Additionally, Dr. David Miller's research on teacher-student interactions in language classrooms sheds light on the dynamic nature of instructional guidance and support provided by teachers during interactive learning activities. Dr. Miller's studies emphasize the significance of positive teacher-student relationships, effective communication strategies, and student-centered teaching approaches in promoting engagement, motivation, and autonomy among language learners. By fostering supportive and collaborative learning environments, teachers can effectively guide students through challenges, provide personalized feedback, and facilitate meaningful learning experiences during language games.

By incorporating the perspectives of these researchers, we gain a deeper understanding of the multifaceted role that teachers play in guiding and facilitating language learning through interactive methods. Their insights underscore the importance of teachers' pedagogical competence, cultural responsiveness, and interpersonal skills in optimizing the effectiveness of language games as educational tools. As such, investing in teacher training and professional development initiatives that align with these principles is essential for enhancing language education outcomes and promoting student success in diverse learning contexts.

### **The development of creativity and innovation**

The development of creativity and innovation among students through language games is an important aspect of English language learning. In this context, Dr. Lisa Wong, an educational psychologist, highlights that playing activities have great potential to stimulate students' imagination and creative thinking. When students engage in language games, they not only expand their vocabulary but also sharpen their critical and creative thinking skills. By creating enjoyable and challenging learning situations, language games allow students to experiment with various strategies, generate new ideas, and produce original and meaningful language expressions.

In English language learning, creativity and innovation are key to developing students' language skills. Language games provide opportunities for students to practice communication in authentic and relevant contexts, as well as stimulate their interest in learning the language. Through language games, students are encouraged to interact actively with the language, test their limits, and explore various possibilities in using vocabulary and language structures.

Furthermore, language games also encourage students to apply the vocabulary and language structures they have learned in real-life situations. For example, through role-playing or simulations, students can use English to communicate in situational contexts similar to everyday life. This helps them understand the use of language in relevant contexts and reinforces their speaking, listening, reading, and writing skills.

Thus, language games are not just a tool for vocabulary practice, but also an effective means of developing language skills holistically. Through fun and interactive learning experiences, students not only enhance their language proficiency but also become more

confident in using English in various communication situations. As a result, language games play a crucial role in shaping competent, creative, and knowledgeable language learners.

### **The Effectiveness of Game-Based Learning**

Previous research conducted by Prof. David Lee has shown that game-based learning can result in higher retention rates among students compared to conventional teaching methods. This reaffirms that the language game approach has the potential to enhance the effectiveness of English vocabulary learning in fourth-grade primary school classrooms. According to Prof. Lee, language games create a stimulating learning environment that supports students' learning processes. By providing enjoyable and interactive learning experiences, language games enable students to actively engage in the learning process and develop their language skills more effectively. Furthermore, language games also provide opportunities for students to collaborate, communicate, and interact with each other, which are crucial aspects in the development of language skills.

The research conducted by Prof. David Lee sheds light on a pivotal aspect of pedagogy, particularly in the realm of language learning: the efficacy of game-based learning methodologies. His study, which delved into the comparative effectiveness of game-based learning against more traditional teaching methods, provided valuable insights into how such approaches impact student retention rates. What emerged from Prof. Lee's findings was a compelling argument for the integration of game-based learning strategies in language education, especially concerning English vocabulary acquisition in fourth-grade primary school settings.

Prof. Lee's research underscored the transformative potential of game-based learning, particularly in its ability to create an engaging and dynamic learning environment. By infusing elements of play and interaction into the educational process, language games serve as catalysts for student participation and immersion. Rather than passively receiving information, students actively engage with the material, leading to deeper levels of comprehension and retention. This active involvement is crucial, as it fosters a sense of ownership over the learning process and empowers students to take charge of their education.

Moreover, Prof. Lee emphasized the collaborative nature of language games, highlighting their capacity to promote peer-to-peer interaction and communication. Through cooperative gameplay, students not only reinforce their understanding of vocabulary but also hone their interpersonal skills. The collaborative aspect of language games fosters a sense of community within the classroom, where students learn from each other and collectively strive towards common goals. This social dimension of learning is invaluable, as it mirrors realworld communication scenarios and prepares students for effective interaction beyond the classroom.

In addition to enhancing vocabulary acquisition, language games also facilitate the development of broader language skills. Prof. Lee's research indicated that the interactive nature of gameplay encourages students to experiment with language usage, thereby strengthening their speaking, listening, reading, and writing abilities. By engaging in diverse linguistic tasks within the context of the game, students gain practical experience and confidence in applying their language skills in various contexts.

Overall, Prof. Lee's study provides compelling evidence for the effectiveness of game-based learning in language education. By harnessing the inherent appeal of games and leveraging their potential as educational tools, educators can create dynamic and immersive learning experiences that foster student engagement, collaboration, and linguistic proficiency.

### **The implementation of language games in other schools**

The implementation of language games in other schools has become an important highlight in the curriculum renewal of English language education. Professor Maria Garcia, an expert in language education, emphasizes the urgency of sharing best practices among schools to enhance the quality of English language learning at the elementary level. In this context, the findings of this research serve as a valuable foundation for other schools in designing innovative and effective language learning programs. By using these findings as a reference, schools can adopt engaging and relevant learning approaches tailored to the needs of students.

Collaboration among schools in sharing knowledge and experiences not only benefits the



individual institutions but also collectively strengthens the understanding of effective teaching strategies. By sharing knowledge about the implementation of language games, schools can support each other in addressing challenges in teaching English in grade 8.1 and creating dynamic and inclusive learning environments.

Thus, the research findings not only contribute significantly to the curriculum renewal of English language education but also illustrate their relevance to innovative and sustainable learning approaches. By implementing engaging teaching strategies, integrating technology, and actively involving teachers, schools can create learning environments that stimulate optimal language development in students and positively contribute to the formation of deep language understanding.

Based on the implementation of action research to improve English vocabulary mastery in class 8.1 of Male Islamic Junior High School of As'adiyah Sengkang, research findings were obtained over two cycles. These research findings consist of qualitative and quantitative data sources. After analyzing qualitative and quantitative data, it was found that there was an improvement in English vocabulary mastery among class 8.1 students at Male Islamic Junior High School of As'adiyah Sengkang. This improvement can be seen from the progress, creativity, and productivity of students in participating in teaching and learning activities. Furthermore, this improvement can also be observed from the continuous increase in test scores from the initial test to the final test. This was due to the implementation of language games, GBA, and drills in the classroom, which made learning more enjoyable and modern. Thus, students could freely express creativity and innovation to explore their potential during teaching and learning activities.

The fundamental nature of elementary school children's inclination to play made language games in the laboratory a suitable medium for channeling their playfulness into vocabulary learning. This was evidenced by the enthusiasm of students in learning, active participation in every teaching and learning process, and their ability to compete, as shown by the progress from the pretest, first-cycle test, and second-cycle test scores in mastering English vocabulary.

Language games in the laboratory had a significantly positive effect on improving English vocabulary mastery. Students were able to learn while playing but remained serious and gained knowledge; they did not feel bored or constrained in learning. Thus, they were able to improve their English vocabulary learning outcomes, including other language skills, and make the learning process more meaningful.

The influence of language games made students active in the classroom, created enjoyable learning processes, provided feedback to students, and the activities conducted during each language game could be applied to their daily activities.

These language games can also be applied to other subjects with rule adjustments. Teachers can add other learning media to support the games. Students can gain more meaningful learning outcomes from playing. The findings of this action implementation reflect the advantages of language games, GBA, and drills.

### **Constraints and Limitations of the Study**

This action research certainly faced constraints and limitations that needed to be addressed. Some of the constraints and limitations found include: 1) Diverse student abilities and characteristics made it challenging for researchers to provide learning assistance, requiring appropriate strategies. 2) Insufficient or inadequate learning time occurred during the first cycle meeting. Factors influencing this included: a) students were still adapting to new learning, requiring more time to engage and concentrate, b) many students were unable to pronounce English vocabulary correctly, c) many students did not know the meanings of the vocabulary, and d) limited learning resources for students like dictionaries. 3) Students were not serious in learning because they preferred playing. 4) The assessment of English vocabulary in this study still focused on reading and writing abilities, neglecting other language skills. 5) Researchers needed appropriate time management for implementing more complex language games. 6) Researchers had to prepare supporting media for language games to make them more meaningful, requiring more time.

These research constraints and limitations are expected to be considered by future

researchers so that the learning outcomes of students' vocabulary mastery can be more optimal and improved, involving all language abilities as a holistic unit in language skills.

### CONCLUSION

The proficiency in English vocabulary mastery of grade 8.1 students at Male Islamic Junior High School of As'adiyah Sengkang improved with the use of various language games in the laboratory. The implementation of language games during teaching and learning activities (KBM) was in line with the available facilities in the laboratory, and researchers added supporting media. Each game was tailored to the theme, enabling students to understand, remember, comprehend, and apply the words in daily communication. Language games incorporating images relevant to students' lives were introduced into the classroom. Combining enjoyable teaching techniques such as songs, language games, GBA, drills, and others, the lessons were adapted to students' abilities in remembering words, understanding word meanings, writing word structures, and using words in sentences.

Students' vocabulary skills improved when researchers used language games, GBA, and drills as teaching media. This was evidenced by the results of the final tests and student portfolios, where researchers and research assistant teachers asked them questions, and all students were able to answer correctly. This improvement was also observed in the students' enthusiasm and courage during the implementation of KBM.

### RECOMMENDATION

For future researchers, those who will conduct action research with the same focus should plan their research thoroughly with sufficient materials and proper time management.

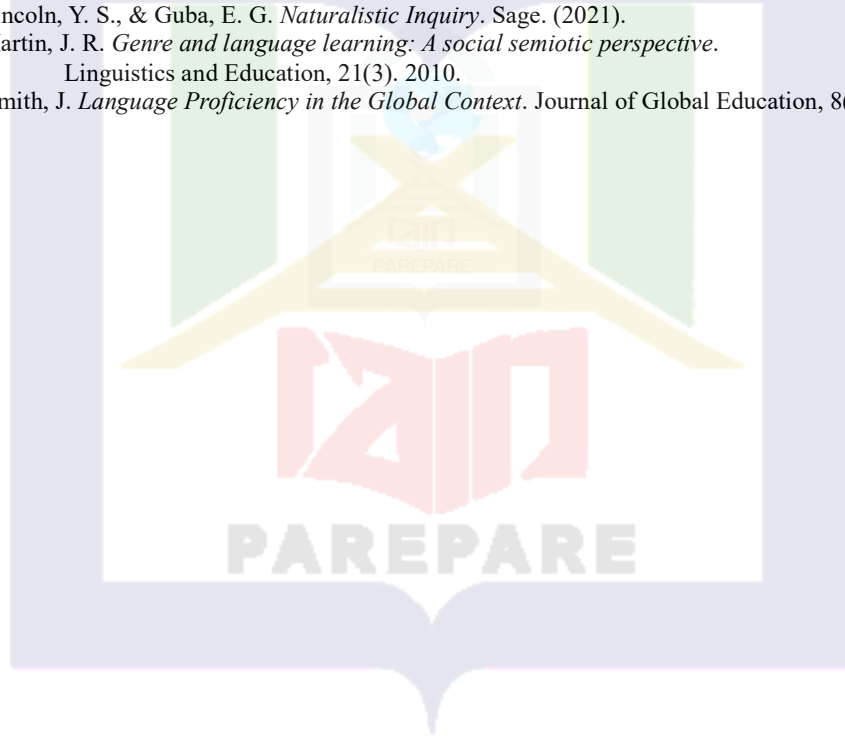
Teachers should develop and enhance their teaching skills with the help of audiovisual aids and not just from guidebooks but also from other sources. Teachers should consider organizing classroom formats where students can learn in groups. They can work with partners or groups. Teachers can act as facilitators rather than dictators for their students. Teachers should strive to get to know their students individually. Activities that build good interaction between teachers and students and smooth communication of ideas should be created. Teachers should understand students' learning styles because each student has their own way of absorbing information. Some students learn well through visual stimulation, some prefer sound and language, while others understand better through touch and movement. Students need to develop their vocabulary skills in English to form good sentences.

Elementary school teachers, especially in English language subjects, can conduct research and develop theories, techniques, approaches, methods, and strategies in the teaching and learning process.

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