

THE ROLE OF THE ENGLISH FOR ISLAMIC STUDIES COURSE IN DEVELOPING STUDENTS' VOCABULARY MASTERY AT UIN ANTASARI BANJARMASIN

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ABSTRAK

Penelitian ini menyelidiki bagaimana mata kuliah English for Islamic Studies diajarkan untuk membantu mahasiswa menjadi lebih mahir dengan kosa kata. Mahasiswa semester dua dari program studi Tadris Bahasa Inggris UIN Antasari Banjarmasin berpartisipasi dalam penelitian yang menggunakan pendekatan penelitian deskriptif kualitatif. Ujian kosakata yang berkaitan dengan terminologi Islam, dibuat berdasarkan silabus mata kuliah English for Islamic Studies dan disertai dengan dokumentasi, digunakan untuk mengumpulkan data. Kesesuaian tes dengan materi mata kuliah menjamin validitas isinya. Penalaran induktif digunakan untuk menyimpulkan pendekatan deskriptif kualitatif yang digunakan untuk analisis data. Hasilnya memberikan sumber pengajaran yang bermanfaat dan menarik untuk meningkatkan kosakata mahasiswa dalam mata kuliah English for Islamic Studies. Selain itu, penelitian ini membantu meningkatkan standar pelatihan bahasa Inggris di Indonesia, terutama ketika menggabungkan perkembangan penguasaan kosa kata dengan studi Islam.

Kata Kunci: Kosakata Mahasiswa, Studi Islam, UIN Antasari Banjarmasin.

ABSTRACT

This study investigates how the English for Islamic Studies course is taught to help students become more proficient with vocabulary. Students in their second semester from the English language education department at UIN Antasari Banjarmasin participated in the study, which used a descriptive qualitative research approach. A vocabulary exam on Islamic terminology, created using the English for Islamic Studies curriculum and accompanying by documentation, was used to gather data. The test's conformance to the course materials guaranteed its content validity. Inductive reasoning was used to conclude the qualitative descriptive approaches used for data analysis. The results provide English professors with valuable and interesting teaching resources to improve students' vocabulary learning in Islamic studies. Additionally, this study helps to raise the standard of English language training in Indonesia, especially when combining vocabulary growth with Islamic studies.

Keywords: English For Islamic Studies, Students' Vocabulary Mastery, UIN Antasari Banjarmasin.

INTRODUCTION

In order the students be able to speak English, the students have to master three aspects of English. There are vocabulary, pronunciation, and grammar because these are the foundation of the language. After the students master the three aspects, the students should have four skills such as reading, speaking, listening, and writing.

The first thing that the students have to know is about vocabulary, because without vocabulary, there is nothing that the students can do. Everyone cannot read, speak, and write if there is not a vocabulary. If the students have some vocabulary

but still limited, it prevents students from comprehending a text, especially a text from the students' textbook. The students will struggle not only to read but also to answer the questions in the textbook. According to Harmer (2001) If readers do not know half the words in a text, they will have great difficulty in understanding the text as a whole. The average student learns 3.000 words a year, or six to eight words a day-a remarkable achievement. Students are taught new words at a rate of eight to ten words per a week for 37 to 50

weeks, about 300 to 500 words per year can be taught through direct instruction (Stahl, 1999).

According to Richard (2002) vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write. Without an extensive vocabulary and strategies for acquiring new vocabulary, learners often achieve less than their potential and may be discouraged from making use of language learning opportunities around them such as listening to the radio, reading or watching television. To do this hard job, teachers are hoped to have ingenuity in teaching by using any kind of teaching aids that already exist in their environment.

Mastering vocabulary is very important for foreign language learners. Without mastering the vocabulary, foreign language learners will get some difficulties in developing the four language skills (listening, speaking, reading and writing). According to Richards (2004) vocabulary is stored information about the meanings and pronunciations of words necessary for communication. It means that vocabulary has relation with semantics and phonology because it is mentioned about the meanings and pronunciation/ spelling. When the people know about English vocabulary, they will learn semantics and phonology consciously and unconsciously.

Vocabulary is all the words that a person knows or uses; all the words in a particular language; the words that people use when they are talking about a particular subject; a list of words with their meanings, especially in a book for learning a foreign language (Hornby, 2010). Penny (2009) states that vocabulary can be defined, roughly, as the words we teach in the foreign language. Harmer (2001) summarizes that knowing a word (vocabulary) means knowing about meaning, word use, word formation, and word grammar. From the definition above, it can be concluded that vocabulary is the total numbers of words, a list or set of words in a particular language that a person knows or uses.

According to Hornby (2010) mastery is a great knowledge about or understanding of a particular thing. According to Longman Dictionary (2003), mastery is power to control or great skill or knowledge. From these definitions, it can be concluded that mastery means the competency to understand or to comprehend something and has a great skill or great knowledge about something. Therefore, the vocabulary mastery is a great knowledge about the number of words, a list or set of words in a particular language that a person knows or uses.

Vocabulary is one element of the language that should be learnt and taught. It will be hard to master the language without mastering or understanding a certain number of vocabularies. Vocabulary mastery is important thing in order to master four major skills such as speaking, reading, writing, and listening because vocabulary is the first step to be taught before teaching the other aspects of language. According to Kamil and Hiebert (2005) vocabulary holds a special place among phonemic awareness, phonics, fluency and comprehension. Vocabulary is not a developmental skill or one that can be seen as fully mastered. The expansion and elaboration of vocabularies is something that extends across a lifetime.

It can be said that vocabulary mastery is a complete skill or great skill or great knowledge to understand the all the words and their meanings of a particular language that a person knows or uses. The vocabulary mastery is not a spontaneous process which is easy to be done. The process of vocabulary mastery of English in Indonesia usually begins when the children in the kindergarten, then elementary school but in the village, learning English begins when they are in the junior high school. They will master the vocabulary through the simple words by listen to the words which are uttered by the teacher or someone else. It is known that English vocabulary learning cannot run successfully without English ability (English skills) because both of them are very important in English teaching and learning process.

The students cannot do well in comprehension without large vocabulary, for the passages and questions involve a range of words much wider than that of daily conversation. Therefore, in order to mastering four aspects of English a foreign language learner has to know the vocabulary with all the aspects that included on that vocabulary.

Vocabulary learning is central to language acquisition, whether the language is first, second, or foreign (Marianne and Murcia, 2001). For instance, in Indonesia, Indonesian people usually speak with their first language (Indonesian language and their accents based on their places). If the people do not know the vocabulary of their first language, they will have difficulties to communicate each other. The people from Irian Jaya cannot communicate to Banjarese people, because they do not have the same vocabulary to express their feeling. It has the same idea with English language.

A limited vocabulary may be the single most difficult problem developing readers face (Thomas, 2004). When the students read a book or a

newspaper, but they do not every word that they read, they will feel bored and stop reading the book. Thus, limited vocabulary will hamper the students to develop their reading skills and the other skills of English.

According to Kamil and Hiebert (2005) quoted by Marzano (2010) there are two types of vocabulary: receptive vocabulary and productive vocabulary. Receptive vocabulary includes terms and phrases that an individual recognizes and understands. Productive vocabulary includes terms and phrases that an individual uses. Another distinction made by Kamil and Hiebert is that between oral and written language.

Reading is the important thing to enrich the students' vocabulary. By reading many books, the students can integrate their prior knowledge with the vocabulary that they learn. It helps students to identify appropriate vocabulary based on the context. If the students just memory every single word and do not know the context in the text, they will have difficulties to remember and to implement the vocabulary that they have learnt.

There are some considerations why this research is conducted. First, the students have vocabulary course and English for Islamic studies course in their first and second semester at English Language Education department of UIN Antasari Banjarmasin but the researcher curious about the students' mastery of basic vocabulary of Islamic terms. In the students' test (middle test and final test), the lecturer always uses some texts of reading for the students' test. Second, according to the second semester students of English Language Education Department, they prefer doing tests which contain reading questions when they are taught in English for Islamic studies course; thus, their score is really important to be known by the researcher to make the improvement of the materials for the next terms. Therefore, the researcher is going to investigate the teaching of English for Islamic Studies course in supporting students' vocabulary mastery improvement.

All of these facts brought about an assumption that the teaching of English for Islamic Studies course at English Language Education Department needs improvement from time to time. To be more specific, it was essential that teachers, including the researcher, need to get introduced to specific materials in teaching English for Islamic Studies and then convey those materials in the teaching and learning process to improve the students' vocabulary of basic terms in Islamic studies.

Although the utilization of English for Islamic Studies materials is already has done by

providing the syllabus, it still needs further investigation to find out the results when it is implemented to the second semester students of English Language Education Department UIN Antasari Banjarmasin to know the influence of those materials toward the students' vocabulary improvement in understanding Islamic terms.

The result of this research is expected to have both theoretical and practical contributions to consider alternative and effective technique to improve teaching and learning English. Theoretically, the result of this research is expected to give some more additional theory related to the teaching English for Islamic Studies in supporting the students' vocabulary mastery improvement. On the other hand, practically, the result of this research is precious in practical contribution to the lecturers, teachers, students, and future researchers. It is expected to provide the lecturers and teachers with new teaching materials in improving students' vocabulary in teaching and learning process. The students are expected to master the vocabulary related to Islamic Terms.

Based on the previous explanation above, the objectives of the research are to describe the implementation of the teaching English for Islamic Studies course to the second semester students of English Language Education Department at UIN Antasari Banjarmasin and to explore the students' achievement in vocabulary for the second semester students of English Language Education Department at UIN Antasari Banjarmasin.

METHODS

This research is descriptive qualitative research. Qualitative Research is primarily exploratory research. It is used to gain an understanding of underlying reasons, opinions, and motivations. It provides insights into the problem or helps to develop ideas or hypotheses for potential quantitative research. This research tries to explore the teaching English for Islamic Studies in supporting the students' vocabulary mastery improvement for the second semester students of English Language Education Department at UIN Antasari Banjarmasin. The population of this research is the second semester of English Education Department Students who took English for Islamic Studies Course. The numbers of population are 160 students. Considering the large number of students, the researcher applied simple random sampling to be involved in this study. The researcher took 40

students from five classes who involved in this research.

In conducting this research, there are two instruments to be used, Vocabulary test by asking the students to answer the questions related to the materials of English for Islamic studies syllabi course and Documentation of the students' final score when they have already finished the course at the end of the semester. All the collected and processed data are analyzed descriptively and qualitatively. Data analysis in a process by which data simplified into a form can be interpreted and read easily.

RESULTS AND DISCUSSIONS

1. The Teaching English for Islamic Studies Course for the Second Semester Students of English Language Education Department at UIN Antasari Banjarmasin

This research is involving 40 students of the second semester students who took English for Islamic Studies course of English Language Education Department at UIN Antasari Banjarmasin.

Based on the syllabus of English for Islamic Studies course which is to make the learners understand the Islamic books written in English and at the end of the course, hopefully the students are able to read and understand the texts of Islamic books are written in English and they understand Islamic terms in English.

The materials that were provided by the researchers consist of: Prophet Muhammad, Islam, Pillars of Islam, Faith, The Pillars of Faith, The sources of Islam, Allah: The God and Allah Knows Everything, The Qur'an and Books of Allah, The Prophet and The Angels, Dawn of Islam, Pilgrimage, The Day of Peace, The Qur'anic Recitation Festival Praying During Travel, Fasting in Islam, Equality in Islam, Culture in Islam, and Visiting in Islam. The complete description of the materials of English for Islamic Studies can be seen as follow:

Tabel 1. The Syllabus of English for Islamic Studies Course

Meeting	Specific Objectives	Topic	Indicators of achievement
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1.	The students should be able to understand Reading Text in Islam course description	Introduction Questions and answers concerning the Reading Text in Islam course description Pre Test	The students are able to understand the description of this unit.
2.	The students should be able to understand the English materials about "Prophet Muhammad"	Prophet Muhammad	The students are able to understand the English materials about "Prophet Muhammad" well
3.	The students should be able to understand the English materials about "Islam"	Islam	The students are able to understand the English materials about "Islam" well
4.	The students should be able to understand the English materials about "Pillars of Islam"	Pillars of Islam	The students are able to understand the English materials about "Pillars of Islam" well
5.	The students should be able to understand the English materials about "Faith"	Faith	The students are able to understand the English materials about "Faith" well
6.	The students should be able to understand the English materials about "The Pillars of Faith"	The Pillars of Faith	The students are able to understand the English materials about "The Pillars of Faith" well
7.	The students should be able to understand the English materials about "The sources of Islam"	The sources of Islam	The students are able to understand the English materials about "The sources of Islam" well
8.	MIDDLE TEST		
9.	The students should be able to understand the English	Allah: The God and Allah Knows Everything	The students are able to understand the English materials about "Allah:

	materials about "Allah: The God and Allah Knows Everything"		The God and Allah Knows Everything" well
10.	The students should be able to understand the English materials about "The Qur'an and Books of Allah"	The Qur'an and Books of Allah	The students are able to understand the English materials about "The Qur'an and Books of Allah" well
11.	The students should be able to understand the English materials about "The Prophet and The Angels"	The Prophet and The Angels	The students are able to understand the English materials about "The Prophet and The Angels" well
12.	The students should be able to understand the English materials about "Dawn of Islam"	Dawn of Islam	The students are able to understand the English materials about "Dawn of Islam" well
13.	The students should be able to understand the English materials about "Pilgrimage"	Pilgrimage	The students are able to understand the English materials about "Pilgrimage" well
14.	The students should be able to understand the English materials about "The Day of Peace, The Qur'anic Recitation Festival, Praying During Travel, and Fasting in Islam"	The Day of Peace The Qur'anic Recitation Festival Praying During Travel Fasting in Islam	The students are able to understand the English materials about "The Day of Peace, The Qur'anic Recitation Festival, Praying During Travel, and Fasting in Islam" well
15.	The students should be able to understand the English materials about "Equality in Islam, Culture in Islam, and Visiting in Islam"	Equality in Islam Culture in Islam Visiting in Islam	The students are able to understand the English materials about "Equality in Islam, Culture in Islam, and Visiting in Islam" well

	Visiting in Islam"		
16.	FINAL TEST		

The vocabulary and explanations of Prophet Muhammad (peace be upon him) in this English for Islamic Studies course are drawn from respected Islamic and academic sources. The main references are *The Qur'an* (translations by M. A. S. Abdel Haleem, 2005, and Abdullah Yusuf Ali, 2001) and authentic Hadith collections like Sahih al-Bukhari (1997). For historical and biographical details, we use *The Life of Muhammad: A Translation of Ibn Ishaq's Sirat Rasul Allah, translated by A. Guillaume* (1955).

To make sure Islamic terms are used accurately, we also refer to *A Dictionary of Islamic Terms by Al-Khuli* (1998) and *The Study Quran: A New Translation and Commentary, edited by Nasr and colleagues* (2015). A key example of an Islamic term is "sunnah" (prophetic practice), showing how these resources help clarify meaning. For more interpretation, we use Haleem's *Understanding the Qur'an: Themes and Style* (2001).

From a language-teaching perspective, the vocabulary list follows the approach used in Ali's English for Islamic Studies (1999) and Rahman's (2019) research on teaching English for Islamic Studies purposes. This approach integrates language-teaching methods with an emphasis on Islamic content, ensuring that students not only learn English but also grasp Islamic concepts effectively. Broader background knowledge was also supported by Esposito's *Islam: The Straight Path* (2016). Together, these sources combine authentic Islamic scholarship with effective English language pedagogy, helping students understand and express Islamic concepts accurately and confidently.

Al-Jarf (2021) also included some of the themes that should be covered in the English for Islamic studies course such as sample verses from the Holy Quran, Prophet's Hadiths "sayings", excerpts from Islamic history, notable Muslim people's biographies, miraculous Quran, status of women in Islam, women's rights in Islam, children's rights in Islam, the

Muslim family, scientific and scholarly contributions of Muslim scholars and scientists to humanity, Hijab, women and work in Islam, marriage and divorce in Islam.

From the research results of Wijayanto (2020), it can be concluded that the time of the implementation of English learning, students of Islamic Education Study Program were able to integrate Islamic values into English learning such as in the topic of Message to remember God Allah and Mother, Shows halal food advertisements, Make examples of Islamic nuanced advertisements, Directions for not imitating non-Islamic images, Linking with Qur'anic verses related to the image, Guessing Pictures Partings and prayers, Cardboard displays the year of birth and death of the companions of the Prophets, and Read about the stories of the Prophets.

Instructional material modules are created to connect English with Islamic Studies. This current research is in line with the modules of Mahmud, et al (2024) which include reading materials on various Islamic study topics, along with questions and pertinent vocabulary and grammar. With the steps chosen by the instructor, a reading text can be produced to improve all language skills, specifically speaking, listening, and writing.

The sample English vocabulary items related to Prophet Muhammad (peace be upon him) that can be included in an English for Islamic Studies course. These can be used for vocabulary lists, reading comprehension, or thematic lessons.

Table 2. The sample English vocabulary items related to Prophet Muhammad

Word/Phrase	Part of Speech	Meaning/Explanation	Example Sentence
Prophet	noun	A messenger chosen by Allah to deliver His message to humankind	Prophet Muhammad (PBUH) is the final Prophet in Islam.
Revelation	noun	Divine message sent from Allah to His Prophet	The first revelation came to the Prophet in the cave of Hira.
Messenger	noun	One who delivers a message from Allah	Muslims believe that Prophet Muhammad was Allah's last messenger.
Qur'an	noun	The holy book of Islam revealed to	The Qur'an was revealed over 23 years

		Prophet Muhammad	to guide humanity.
Hadith	noun	The sayings, actions, and approvals of Prophet Muhammad	Scholars study Hadith to understand the Prophet's teachings.
Sunnah	noun	The practices and traditions of Prophet Muhammad	Following the Sunnah helps Muslims live according to Islamic values.
Hijrah	noun	The migration of Prophet Muhammad and his followers from Makkah to Madinah	The Hijrah marks the beginning of the Islamic calendar.
Makkah	noun	The birthplace of Prophet Muhammad and the holiest city in Islam	Muslims face the direction of Makkah during prayer.
Madinah	noun	The city where Prophet Muhammad established the first Muslim community	The Prophet's Mosque is located in Madinah.
Revelation	noun	A divine message revealed to a Prophet	The angel Jibril brought revelation to the Prophet.
Prophethood	noun	The status or mission of being a Prophet	Prophethood is a divine responsibility given only to the chosen.
Companion (Sahabi)	noun	A person who met and followed Prophet Muhammad during his lifetime	Abu Bakr was one of the closest companions of the Prophet.
Message of Islam	phrase	The teachings brought by Prophet Muhammad from Allah	The message of Islam calls for peace, justice, and submission to Allah.
Seal of the Prophets	phrase	A title for Prophet Muhammad meaning the last of all prophets	The Qur'an calls Muhammad "the Seal of the Prophets."
The Night Journey (Isra and Mi'raj)	phrase	The miraculous night journey of the Prophet from Makkah to Jerusalem and then to the heavens	Muslims commemorate the Night Journey as a sign of the Prophet's great honor.
Mercy to mankind	phrase	A description of Prophet Muhammad's compassionate nature	The Prophet was known as a mercy to all of creation.
Trustworthy (Al-Amin)	adjective	A title given to Prophet Muhammad for his honesty and reliability	Even before his prophethood, Muhammad was known as Al-Amin, the Trustworthy.
Revelation (Wahy)	noun	Divine communication sent to a prophet	The Prophet received revelation through the Angel Jibril.
Brotherhood	noun	The bond of unity and faith among	The Prophet established brotherhood

		Muslims established by the Prophet	between the Muhajirun and the Ansar.
Sermon	noun	A formal speech on religious or moral topics	The Prophet's Farewell Sermon emphasized justice and equality.

2. The students' achievement in vocabulary for the second semester students of English Language Education Department at UIN Antasari Banjarmasin

The second research problem for this research is to know the students achievement in vocabulary after the teaching and learning process of English for Islamic Studies course, and this is the results of students' final course, and the researcher have already categorized the students' score from the lowest to the highest one as follows:

Tabel 3. Results of students' final course

No	SRN	Name	English for Islamic studies score	Vocabulary score
1	1501241562	Student 1	77	62.9
2	1501240470	Student 2	73.6	72.8
3	1501240488	Student 3	77.8	80.0
4	1501240483	Student 4	76.4	80.3
5	1501240497	Student 5	75.5	80.3
6	1501240493	Student 6	73.2	80.4
7	1501240484	Student 7	76.4	80.7
8	1501241501	Student 8	81.9	80.9
9	1501241576	Student 9	80.3	80.9
10	1501240477	Student 10	72.8	81.0
11	1501240480	Student 11	74	81.0
12	1501240489	Student 12	73.6	81.2
13	1501240496	Student 13	76.4	81.5
14	1501241570	Student 14	75.8	81.6
15	1501241572	Student 15	83.1	81.9
16	1501240495	Student 16	77	82.0
17	1501241558	Student 17	77.4	82.0
18	1501240482	Student 18	79.1	82.1
19	1501240481	Student 19	73.2	82.2
20	1501240468	Student 20	72	82.3
21	1501240504	Student 21	79.4	82.3
22	1501241511	Student 22	77	82.3

23	1501241549	Student 23	73	82.4
24	1501241546	Student 24	80	82.7
25	1501240515	Student 25	79.3	82.8
26	1501240479	Student 26	77.1	83.0
27	1501240472	Student 27	83.5	83.1
28	1501240475	Student 28	75.8	83.2
29	1501241562	Student 29	80	83.2
30	1501241566	Student 30	76.8	83.2
31	1501241573	Student 31	80.4	83.4
32	1501240492	Student 32	77	83.6
33	1501240501	Student 33	73.4	83.8
34	1501240474	Student 34	80.4	84.2
35	1501241543	Student 35	79.1	84.2
36	1501240499	Student 36	81.5	84.3
37	1501241541	Student 37	80	84.3
38	1501240467	Student 38	79.1	84.6
39	1501240473	Student 39	72	84.9
40	1501240487	Student 40	80.5	90.0
AVERAGE SCORE			77.295	81.8375

Based on the tables above, it can be seen that the highest score of vocabulary is 90 and the lowest score is 62.9. While in English for Islamic studies course, the score of the students are 83.5 (the highest) and 72 (the lowest) of the total number of the students are 40 students.

Thus, the students who got the highest score for the vocabulary is also got good score in English for Islamic studies course (80.5), and the students who got the lowest score in vocabulary, the score of English for Islamic studies course is 77. It can be concluded that the English for Islamic studies class give the contribution for improving students' vocabulary mastery particularly for understanding Islamic terms. The result of this study can give the benefit to the students to improve their vocabulary and gave them high score in English for Islamic Studies course.

There are three components of vocabulary ability, they are Vocabulary in context. The definition of context here is more than just the linguistic environment in which a word occurs; it is also includes different types of pragmatic language. For example, when the teenagers talk about "babe" the first case context of this conversation is not "a small baby" but "a-

nice looking girl". To understand context in a more social framework we should look at the type of activity the language user is engaged in, the social status of participants in that activity, and finally the channel-whether written or spoken communication-in which the language will be used. The second one is Fundamental process of vocabulary acquisition. Another feature of vocabulary ability is learner's knowledge of word characteristic, perceiving different form of word, recognizing linguistics roots to decipher meaning, using context for guessing meaning, and even simply knowing the part of speech to which words belong. The last one is Metacognitive strategies. Its use by the learners employs to manage communication. Metacognitive strategies can use to overcome the lack of vocabulary knowledge when do communication (Brown, 2010).

Have many vocabulary is not enough for the students because when they want to use it they should know how to use it appropriately. It is important for the students to know quite a bit about it and also the students have to know about receptive and productive vocabulary. Receptive vocabulary is words or phrase that you understand when hear them or read them, in the other word you understand the words and phrases way before you can say them. For example, a fourteen-month-old child may respond to language like "Let's put on our shoes. It's time to go now" well before she is able to say things like this herself. And productive vocabulary is words or phrases that you use to express yourself, in speech or in writing, you understand the word and you can use it correctly in sentences.

When it comes to teaching English vocabulary, it is advised that rather than disregarding the high prevalence of Anglicized Arabic words, English teachers should be aware of them. It is highly recommended that ELT instructors at Indonesian Islamic universities and other tertiary educational institutions based on Islam refer to specially created word lists, corpus-based dictionaries, and encyclopedias to verify the presence of technical vocabulary and its definitions in naturally occurring language data. ELT in this particular context will therefore be

updated regularly to reflect the latest advancements in the field of Islamic religious studies as well as linguistics and ELT research (Simbuka, et al., 2019).

CONCLUSIONS

The English for Islamic Studies course, offered to second-semester students in the English Language Education Department at UIN Antasari Banjarmasin, aims to combine studying English with Islamic knowledge. Covering subjects like Prophet Muhammad, Islam, Pillars of Islam, Faith, The Pillars of Faith, The Sources of Islam, Allah: The God and Allah Knows Everything, The Qur'an and Books of Allah, The Prophet and The Angels, Dawn of Islam, Pilgrimage, The Day of Peace, The Qur'anic Recitation Festival Praying During Travel, Fasting in Islam, Equality in Islam, Culture in Islam, and Visiting in Islam., the syllabus places a strong emphasis on vocabulary development linked to Islamic terms. Based on their final results, the students' language proficiency shows a high level of overall performance. The students demonstrated a strong grasp of English vocabulary connected to Islam, as evidenced by the highest score of 90 and the lowest score of 62.9. These findings imply that the course successfully raises students' lexical proficiency in a particular field.

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