

DISCOVERING PRE-SERVICE ENGLISH TEACHERS' ORIENTATIONS AND EXPERIENCES IN DESIGNING CLT BASED-ACTIVITIES BY USING ISLAMIC SONGS

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Article Info	Abstract
Article History Received: May 2024 Revised: July 2024 Published: October 2024	<i>Developing learning tools is a skill that a teacher needs to master. In this case, learning English requires material appropriate to real-life, called Communicative Language Teaching (CLT) so that the language mastered by students is the language that is applied in everyday life, including the use of songs. Although many studies have explored songs for English language learning, the integration of Islamic songs in English classroom activities has not been widely discussed. Therefore, this research aims to investigate the views and practice of prospective English teachers on the integration of Islamic songs. The method used is a qualitative approach involving analyzing online interviews and teaching module documents prepared by prospective teachers. The results show that the consideration for selecting songs expressed by the prospective teacher is based on three orientations, namely pedagogical, psychological, and cultural. Regarding the worksheet design, participants prefer giving fill-in-the-blank format as the main assessment in measuring students' level of understanding. This research implies that CLT is good for EFL class, so the pedagogical knowledge possessed by prospective teachers need to be fostered, particularly in selecting the appropriate content of the song and adjusting it to create various communicative and meaningful activities for EFL learners.</i>
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INTRODUCTION

The implementation of Communicative Language Teaching (CLT) practices in EFL teacher preparation for listening activities is a complex issue. While some studies have found that EFL teachers are aware of CLT and its potential impact on students' communicative competence, others have found that teachers' actual classroom practices often do not align with CLT principles (Adem & Berkessa, 2022). This misalignment may be due to various factors, including overcrowded classes, lack of resources, and students' low proficiency levels (Phothongsunan, 2020). Despite these challenges, the impact of CLT on students' speaking and listening skills has been shown to be positive (Ghafar, Sawalmeh, & Mohamedamin, 2023). It is believed that exposing students with songs is recommended in curriculum since it belongs to authentic material. However, the benefits of CLT implementation were found in English classroom context which is applied by the in-service teachers.

The implementation of Communicative Language Teaching (CLT) in Asian EFL contexts for listening is hindered by various factors, including the lack of full

acknowledgment and implementation by educators. Most teachers understand the concept of Communicative Language Teaching (CLT) well. However, teachers face obstacles in implementing CLT, including limited access to the target language's culture, limited time to develop materials, and lack of training to improve their teaching skills (Chang & Suparmi, 2020). However, the methodology has shown promise in enhancing communicative competence in EFL contexts, particularly in English-medium-instruction universities in Oman (Al-Khamisi & Sinha, 2022). In Thai high school contexts, teachers face challenges such as learners' passivity and selective answering, which can impede the implementation of CLT (Farrelly & Sinwongsuwat, 2021). Despite these challenges, some teachers in Indonesia have successfully implemented CLT, demonstrating a good understanding of the approach and its effective use in the classroom (Astriana, 2020).

Research has consistently shown the benefits of using English songs in the classroom for contextual teaching. Kumar (2022) and Hadi (2019) both found that the use of songs in teaching English increased student participation and improved language skills. Chen (2024) emphasized the motivational aspect of music in language learning, while Lawson-Adams (2022) highlighted the effectiveness of songs in vocabulary acquisition for preschool learners. Children's word acquisition is supported when explicit vocabulary training is combined with music. Compared to education using only picture cards, songs improved the depth of word knowledge of the kids. These studies collectively support the use of English songs as a valuable tool in contextual teaching, particularly for enhancing student engagement and language skills.

Communicative Language Teaching (CLT) is an English learning approach recommended by many experts. Farrell highlights the continually evolving nature of language teacher education and the growing knowledge base in the field including on CLT (Farrell, 2020). Berezenko found that the communicative approach in teaching grammar was more effective than the traditional approach in helping students master the language and improve their linguistic competence (Berezenko, Cherkhava, & Musiienko, 2022). Communicative Language Teaching (CLT) is a widely recognized approach in English language education, emphasizing communicative output and the development of communicative competence (Hien, 2021; Kurniawan, 2022; Radosavlevikj, 2021; Tianli, Shahila, Ang, & Sharmini, 2021). It is particularly effective in promoting students' communicative abilities and increasing their engagement in the learning process (Hien, 2021; Radosavlevikj, 2021). The approach is also beneficial in enhancing students' social skills and providing them with real-life language contexts (Kurniawan, 2022). However, its implementation can be challenging, especially in the university context, due to the need for appropriate classroom activities and student motivation (Hien, 2021). Despite these challenges, CLT has been found to positively impact students' English grammar learning, particularly in China, where it is widely used (Tianli et al., 2021).

Creating interactive listening activities for communicative language teaching has been promoted by teachers, and it becomes the opportunities for researchers to explore its implementation in their studies. Qiu & Xu (2022) found that The results demonstrated the beneficial effects of TSLT on the growth of L2 listening proficiency as well as the optimistic perspectives of the stakeholders. Safitri presented a case study of interactive teaching in a listening session, highlighting the benefits of interactive tasks in increasing student engagement and understanding. Jibir-Daura explored the use of dictoglosses as an interactive method to teach listening comprehension, showing positive results in improving students' listening skills (Safitri, 2019). Ma emphasizes the importance of communicative listening training and suggests various strategies and activities to implement it in the classroom (Ma, 2010).

There are several challenges in implementing the independent curriculum. Hasna (2023) found six categories for these challenges. First, English teachers have difficulty understanding the Independent Curriculum. Second, the difficulty of English teachers in dealing with the lack of monitoring and devaluation by the government. Third, difficulties in designing learning plans. Fourth, the difficulties faced by English teachers in overcoming the lack of school readiness. Fifth, difficulty dealing with student obstacles. Sixth, difficulties in implementing new curriculum policies in the learning process. The research results of Hasna shows that the English teaching and learning process starting from planning, implementation and assessment refers to the Independent Curriculum although weaknesses are still found such as the teaching modules and learning strategies used (Hasna, 2023). It is hoped that this research can become the basis for further research that measures the extent of the implementation of the Merdeka Curriculum in ELT.

In line with the Merdeka Curriculum, integrating Islamic values in English subjects is important for character formation and instilling ethics and morals. In Indonesia, most of the people are Muslims, and it influences to the life habits of the students. When teachers are able to integrate this crucial principal to the learning process, it can help build the students' positive attitude in addition to English language input. Sholeh found that Islamic moderation values can be integrated into lesson plans, learning materials, teaching and learning activities, and evaluation (Farrell, Thomas, 2012; Sholeh, Ahsin, Alany, & Fatimah, 2022). Rohmana highlighted the challenges faced by English teachers in immersing Islamic values in English Language Teaching (ELT) and provided recommendations for incorporating Islamic values into English language materials (Rohmana, 2020). Alfian conducted a case study at an Integrated Islamic School and found that although teachers were aware of the importance of integrating Islamic values in English language learning, their implementation in the teaching and learning process was not substantial (Alfian, Yusuf, & Nafiah, 2021; Farrell, Thomas, 2012). Suhud emphasized the need to add more Islamic values to the English Language Education Department curriculum and suggested integrating material related to Islamic values in learning activities (Suhud, 2018). Overall, this paper emphasizes the importance of integrating Islamic values in English subjects to align education with religious values and encourage character development.

The integration of Islamic values through English songs is an alternative solution that can be provided to give specific implementation in the EFL context. Islahiyah focuses on developing listening lecture material that contains Islamic values, highlighting the integration of these values in warm-up, core, reflective, and game activities (Islahiyah & Shartika, 2020). Baa explored the effectiveness of teaching listening through Islamic stories, showing that students who learned through Islamic stories showed improved listening comprehension compared to those who learned through general stories (Baa & Jaya (2019). Irawan (2020) emphasized the urgency and strategy of integrating Islamic values in English language learning, suggesting integrating content and topics related to Islamic values into the curriculum, teaching materials and learning activities. All of them have not implemented the integration of Islamic values through audio listening media with the integration of listening skills to produce communicative English learning following the principles of Communicative Language Teaching.

The results of previous research also have not discussed how the integration of Islamic values is expressed in interesting activities on listening skills that incorporate Islamic values for English language learning from the perspective of prospective English language teacher students through Communicative Language Teaching (CLT). In addition, the criteria of song selection is not always stated by the previous studies, especially in the use of Islamic song context. The reason why the pre-service teacher selected certain Islamic song contributes to the development of body of knowledge related to orientation in their decision making for

teaching high school EFL learners. By providing a variety of interactive learning as well as introducing media that contains Islamic values, it is hoped that students' Islamic character will be formed when learning English as well as developing vocabulary. It also makes a meaningful contribution to the achievement of quality Education based on the Sustainable Development Goals or Sustainable Development Goal (SDGs) number 4 which focuses on improving the quality of teachers in developing countries. The formulation of the problem in this research is formulated in the following questions:

1. What are the EFL pre-service teachers' orientation in selecting Islamic songs for English learning activities?
2. What are CLT-based English learning activities designed by pre-service teachers for integrating Islamic song?

RESEARCH METHOD

This study used a qualitative method and purposively involves 32 EFL prospective teachers as the participants of this study. They were joining a course Media in ELT focusing on developing teaching module for English class that applies Merdeka Curriculum, and the topic was audio media. At that moment, the participants were given a project of developing teaching module with integrating audio media in the form of Islamic songs for high school classes. They had to finish their project in three weeks individually.

The instruments used in this current study were interview and observation sheet. To get the data on the prospective teachers' view, online interviews was distributed to each participant. The questions were constructed by the researchers that ask about their consideration in selecting the songs. The online interviews were accessible to be conducted to clarify the reason why the participants selected certain song title. The information gives direction to investigate their orientation in making decision to determine that their selection is appropriate for their target learners. The second instrument is observation field notes that were used to identify each characteristic of listening task presented in teaching module artifacts which contains an English learning design with the implementation Communicative Language Teaching approach with Islamic English songs.

In the data collection stage, the researchers observed the class to follow the process of the project completion in three weeks. The participants began their project by selecting their target learners and learning objective in the first week. All of the participants tried to find out the potential topics that can be integrated with the selected song. In the second week, the songs were determined by the participants. They reported the selected songs and develop students' worksheet in the second week. At the last week, the teaching module together with the Islamic songs were simulated in the class to get the peer feedback for the quality of the songs and the worksheet. From those three days, the researchers collected the prospective teachers' artifacts. On another day, the researchers interviewed the participants based on their availability. It took around a week to get the whole responses.

At the data analysis stage, the researcher carried out thematic analysis by considering the suitability of the data obtained and the analysis provides a concise description and interpretation of themes and patterns in qualitative data (Majumdar, 2022). Since the data of this current study are in the form of verbal and written data, the thematic analysis is the appropriate way to investigate the interpretation of the data to answer the research questions. Analysis for verbal data is carried out through the transcription stage first so that coding can be carried out. The coding was carried out manually to identify appropriate themes to answer the research questions. Thematic analyses for data originating from teaching module artifacts were used as an answer to the second research question. The highlights were on the learning activities in the worksheet based on the song and themes obtained from interview were used

to elaborate the answer of question number one. From the several themes presented, conclusions are drawn from the results of this research.

RESEARCH FINDINGS AND DISCUSSION

Research Findings

EFL pre-service teachers' orientation in selecting Islamic songs for English class

To answer the first question, it has been identified that the prospective teachers select various English song with different titles and singers. Furthermore, the target learners were selected from lower until upper secondary school level. To explore behind their decision-making process in selecting the Islamic song for teaching English, especially listening skill, table 1 shows the orientations of the participants' song consideration based on their statements stated during the interview.

Table 1
The Selection Orientation of the Songs

No	Name	Level of students	Singer	Title of the song	Song Selection Orientation		
					Pedagogical	Psychological	Cultural
1	AR	X	Maher Zain	Hold My Hand	√		
2	RZ	XII	Maher Zain	Peace be Upon You	√		
3	DM	VII	Michael Jackson	Give Thanks To Allah		√	
4	MR	X	Mini Muslims	A Way of Life		√	
5	ND	X	Maher Zain	InSyaAllah	√		
6	LN	X	Maher Zain	Barakallah		√	
7	DT	X	Saif Sadam	Trust In Allah	√		
8	RN	X	Zain Bhikha	Allah Made Everything		√	
9	FR	X	Maher Zain	Ramadhan		√	
10	HL	X	Maher Zain	Awaken		√	
11	FL	VIII	Harris J	Good Life		√	
12	UL	X	Harris J	Salam Alaikum			√
13	UM	VII	Maher Zain	Thankyou Allah.		√	
14	LY	VII	Maher Zain	So Soon	√		
15	RD	X	Nadeem Mohammed	Catch Me When I Fall	√		
16	DA	VII	Harris J	My Hero	√		
17	LD	VII	Maher Zain	Guide Me All The Way		√	
18	GT	X	Sami Yusuf	The Cave of Hira		√	
19	MS	VII	Maher Zain	For The Rest Of My Life	√		
20	HN	IX	Harris J	"Rasool Allah"		√	
21	MS	X	Maher Zain	the chosen one	√		
22	SF	X	Maher Zain	I Love You So	√		
23	BR	IX	Harris J	Good Life		√	
24	DN	VIII	Maher Zein	By My Side		√	
25	NA	X	Harris J	Eid Mubarak			√
26	IS	X	Michael Heart	"We Will Not Go Down"		√	
27	MR	X	Maher Zain	Baraka allahu lakuma			√
28	EK	XI	Maher Zain	Insya Allah		√	
29	HY	VII	Maher Zein	Number one for me		√	
30	AI	IX	Maher Zain	Peace Upon You		√	
31	IN	X	Maher Zain	Open Your Eyes		√	
32	MA	X	Harris J	Save Me from Myself		√	

Pedagogical Orientation

In this orientation, the participants tell that the chosen song was promoted based on its relevance with the learning objective they want to achieve, particularly dealing with

strengthening English skill through their understanding language components in the song. Here are some participants' voices:

Excerpt 1

"Because the song has simple pronunciation so students can easily remember." P-2

In this data, the focus is for helping students pronounce the English words easily and it will be helpful to practice it all day long since the students always remember the lyric.

Excerpt 2

"...And why I think this song is good for learning English because students can easily understand the vocabulary and grammar in the lyrics of this song..." P-7

In this point, the participant also considers grammar as crucial part to be considered when the students are given song in English class.

Excerpt 3

"...because this song provides an opportunity for English educators to engage students in various aspects of language learning and cultural understanding. Through analyzing song lyrics, students can improve vocabulary, grammar, and understanding of poetic devices." P-13

Another participant shows that there is an important aspect of language that an English teacher should share to the students when they have activities with (Islamic) song, namely vocabulary and poetic device.

Psychological Orientation

For psychological orientation, some participants have different perspective regarding the consideration when using song for their teaching module.

Excerpt 1

"I chose that song also because I saw it the animation presented is very interesting." P-4

From the statement, it highlights that the participant's concern is on students' feeling. When the situation of English class is interesting through the song activity, it will contribute to their engagement in learning.

Excerpt 2

"Before starting a lesson, it would be nice for students to have a new enthusiasm or motivation so that student's learning goals are achieved well." P- 9

Related to motivation, the participant also concerns about the importance of motivation in learning. Thus, when she wants to give learning activities with Islamic song, the high spirit of life in the song can be consideration.

Excerpt 3

".....because this song can be a means of building a sense of unity and unity among students, as well as increasing their understanding of the importance of mutual respect and love in social relationships." P-30

Different view is presented by participant 30. He tries to familiarize the students with maintaining good cosial relationship with other people through song.

Cultural Orientation

Cultural orientation delas with raising students' cultural awareness of community that need to be spread all around the world as the daily routine. In this aspect, the participants have several perspectives to explore this orientation, namely culture in Islamic marriage, culture in Islamic greeting, and culture in Islamic celebration.

Excerpt 1

“.....because the song Baraka Allahu Lakuma itself tells about the prayers of two couples on their wedding day. They pray for the hope that God's love will always accompany their marriage.” P-27

Excerpt 2

“...because this song explains that with “salam” we can share a happiness and peace with the other muslim. And for the islamic value this song can be a reminder for students to do salam when they meet the others to share a joy and happiness.” P-12

Excerpt 3

“....., this song means the lively atmosphere of a major Islamic holiday” P-25

From the excerpts presented, the participants have noticed that introducing cultural awareness of Muslims is important to build good habit and high respect each other.

English learning activities designed by EFL pre-service teachers for integrating Islamic song

in answering research question 2, the participants have given data related to their worksheet based on their Islamic English song as the main materials. To describe the details of activities, Table 2 has summarized the component of Communicative Language teaching into two part, type and principle.

Table 2
The Content of students' worksheet in the artefacts

No	Name	Learning Experience	Question Type	Aspect of Assessment	CLT activities	CLT principle
1	AR	Individual	Subjective	Comprehension: Cognitive, Demonstration	discussions	task-based activities
2	RZ	Group work	Subjective	Comprehension: Cognitive, Demonstration	discussions	collaborative learning
3	DM	Individual	Subjective	comprehension Question - cognitive	discussions	task-based activities
4	MR	Individual	Subjective	comprehension Question - cognitive and Demonstration	discussions	task-based activities
5	ND	Individual	Objective Subjective	comprehension Question - cognitive	information gap tasks	task-based activities
6	LN	Individual	Objective Subjective	comprehension Question - cognitive	information gap tasks	task-based activities
7	DT	Individual	Objective Subjective	comprehension Question - cognitive and demonstration	information gap tasks	task-based activities
8	RN	Individual	Subjective	comprehension Question - cognitive	discussions	task-based activities

No	Name	Learning Experience	Question Type	Aspect of Assessment	CLT activities	CLT principle
9	FR	Individual	Subjective	comprehension Question - cognitive and demonstration	discussions	task-based activities
10	HL	Individual	Objective Subjective	comprehension Question - collaborative task - cognitive	information gap tasks	task-based activities
11	FL	Group work	Subjective	comprehension Question - collaborative task - cognitive	discussions	collaborative learning
12	UL	Individual	objective Subjective	comprehension Question - cognitive	information gap tasks	task-based activities
13	UM	Individual	Subjective	comprehension Question - cognitive and demonstration	discussions	task-based activities
14	LY	Individual	Subjective	comprehension Question - cognitive and demonstration	discussions	task-based activities
15	RD	Individual	Objective Subjective	comprehension Question - cognitive	information gap tasks	task-based activities
16	DA	Individual	Subjective	comprehension Question - cognitive - contextual task	problem-solving tasks	task-based activities
17	LD	Individual	Objective Subjective	comprehension Question - cognitive - contextual task	information gap tasks	task-based activities
18	GT	Individual	Objective Subjective	comprehension Question - cognitive - contextual task	information gap tasks	task-based activities
19	MS	Individual	Objective Subjective	comprehension Question - cognitive	information gap tasks	task-based activities
20	HN	Group work	Objective Subjective	comprehension Question - cognitive, collaborative work	information gap tasks	collaborative learning
21	MS	Group work	Objective Subjective	comprehension Question - cognitive, collaborative work, demonstration	information gap tasks	collaborative learning
22	SF	Individual	Objective Subjective	comprehension Question - cognitive	information gap tasks	task-based activities
23	BR	Individual	Objective Subjective	comprehension Question - cognitive and demonstration, publishing the singing activity	information gap tasks	task-based activities
24	DN	Individual	Objective Subjective	comprehension Question - cognitive	information gap tasks	task-based activities
25	NA	Individual	Objective Subjective	comprehension Question - cognitive	information gap tasks	task-based activities
26	IS	In pairs	Objective Subjective	comprehension Question - cognitive	information gap tasks	collaborative learning
27	MR	Individual	Objective Subjective	comprehension Question - cognitive	information gap tasks	task-based activities

No	Name	Learning Experience	Question Type	Aspect of Assessment and demonstration	CLT activities	CLT principle
28	EK	Individual	Objective Subjective	comprehension Question - cognitive and contextual	information gap tasks, problem- solving tasks	task-based activities
29	HY	Individual	Objective Subjective	comprehension Question - cognitive and contextual	information gap tasks, problem- solving tasks	task-based activities
30	AI	Group work	Objective Subjective	comprehension Question - cognitive and contextual	information gap tasks	collaborative learning
21	IN	Individual	Subjective	comprehension Question - cognitive and contextual	problem-solving tasks	task-based activities
32	MA	Individual	Subjective	comprehension Question - cognitive and contextual	problem-solving tasks	task-based activities

Discussion

The findings of this study are related to the previous research's suggestion (Bui, 2018) to investigate how three orientation—pedagogical, psychological, and cultural—in Islamic song selection consideration for high school EFL students can be elaborated. In pedagogical aspect, a range of studies have explored the use of Islamic songs as authentic materials in teaching English, especially in term of its importance on pedagogical aspects. Rasyid, Dewi, & Qalbi (2022) both emphasize the importance of incorporating Islamic messages and values into English teaching, with Rasyid specifically highlighting the use of Islamic songs to inspire students and convey moral messages. Maisarah (2018) and Naralita (2020) further support this, with Maisarah demonstrating the effectiveness of modifying songs to teach English vocabulary and pronunciation, and Naralita finding that the use of Islamic songs positively impacts students' comprehension, motivation, and class atmosphere. These studies collectively suggest that the selection of Islamic songs for authentic material in teaching English should prioritize those that convey Islamic messages and values, and that the use of such songs can enhance students' learning experience.

In relation to the second aspect, the selection of Islamic songs in teaching English can have significant psychological impacts on learners. Attitude, self-efficacy, anxiety, and motivation are key factors influencing English proficiency (Massri, 2022). Religious/spiritual singing, including Islamic songs, has been linked to positive mental health outcomes (Malviya, Zupan, & Meredith, 2022). Listening to, reciting, or memorizing the Quran has been found to improve physical and mental health (Rozali, 2022). Furthermore, the use of music, including Islamic songs, in education has been associated with emotional development in children (Blasco-Magraner, Bernabe-Valero, Marín-Liébaná, & Moret-Tatay, 2021). Therefore, the selection of Islamic songs in teaching English can potentially enhance learners' attitudes, self-efficacy, and motivation, while also contributing to their mental and emotional well-being.

For the third orientation, it shows that Islamic song cannot be separated from cultural awareness. The selection of Islamic songs in teaching English is influenced by various cultural aspects. Rasyid (2022) found that teachers at an Islamic junior high school in Makassar used Islamic songs to teach vocabularies, focusing on the moral message and the Islamic view. Anshari & Widyantoro (2020) emphasized the need for English materials in Islamic schools to integrate Islamic values, cultures, and ideologies, which could include the use of Islamic songs. Irawan (2020) discussed the urgency and strategies of integrating Islamic values in English language teaching in Indonesia, suggesting that this could be

achieved through the curriculum, teaching materials, and learning activities. Rohmah, Hanifiyah, Fitriyah, & Ningsih (2019) highlighted the role of Islamic songs in developing children's spiritual intelligence, with a focus on the preparation, material, delivery, and evaluation of these songs. These studies collectively underscore the importance of considering Islamic values and cultural aspects in the selection and use of Islamic songs in teaching English.

In this study, the selected Islamic songs were implemented in the core activities with various technique, and this is important to accommodate the students different learning style in Merdeka Curriculum. It is in line with Yotta (2023) who take high attention to accommodate different learning style in the classroom. For the strengths of worksheet of CLT based-English classroom, the results support that the use of songs in English language teaching, particularly in the context of Islamic education, is pivotal. Rasyid (2022) and Zamin (2020) both found that the use of Islamic songs can be effective in teaching English vocabulary, with Rasyid emphasizing the importance of class preparation and Zamin highlighting the role of songs in increasing vocabulary acquisition. Putri (2022) and Suciati (2021) further support these findings, with Putri discussing the implementation of songs in teaching speaking competency and Suciati noting the role of English songs in enhancing vocabulary learning. These studies collectively suggest that the use of Islamic songs in English language teaching can be a valuable tool for both vocabulary acquisition and speaking competency.

This research shows the positive impact of using English Islamic songs in training prospective teachers to produce teaching modules. It relates to a range of studies exploring the use of various methods, including singing and the integration of Islamic moral messages, to develop character in pre-service teachers and students. Asfihana (2021) found that pre-service English teachers often incorporate character traits such as honesty, trustworthiness, respect, and responsibility in their lesson plans. Loka (2022) and Julia (2022) both highlighted the potential of the singing method and religious songs, respectively, in developing religious and moral values in children. Milal (2020) further emphasized the importance of integrating Islamic moral messages and values in English teaching, providing supplementary materials to support this integration. These studies collectively suggest that the use of English Islamic songs could be a valuable tool in character development for pre-service teachers and students.

CONCLUSION

To sum up, this study has found that there are three orientations in selecting Islamic songs for developing teaching module from the prospective teachers' learning experience applied for Merdeka Curriculum. Each orientation has various perspectives to determine a certain song to be used as the contextual material to implement Communicative Language Teaching in Listening activities. From the results of this study, it gives important point for teacher education program, especially for teacher educators to upgrade information related to teaching performance that is needed in this current era. The activity gives impact to equip the pre-service teacher's lots of experiences in developing their teaching module for meaningful English learning. Then the ability of pre-service teachers in accommodating CLT in the learning activities has shown the criteria of CLT types and principles. In this current study there is no discussion about technology use to support the effectiveness of CLT activities. Thus, this research calls for future investigation on the other orientation of Islamic song selection in teaching English that involve technology aspect within the process of training.

Exploring student teachers' skills in developing CLT teaching modules reveals both congruence with and challenges to current understandings of communicative language teaching. Addressing these challenges through enhanced training, support, and adaptive

strategies can help future educators effectively implement CLT in diverse educational settings.

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