

To What Extent do Islamic Values Matter in English Material Development?

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Abstract—Learning material is an important thing in the teaching and learning process. Before learning materials are developed, the needs analysis should be taken as the important stage. The aim of this research was to get the data of learners' characteristics. In order to develop speaking material based on Islamic values. This research is a descriptive research. Which used questionnaires as the instrument delivered to eighteen students of English Club in Pesantren Assalafiyah Mlangi. Another data was collected by interviewing the English tutor as supported data. The result of this research shows that most of students were in the pre-intermediate level of English proficiency. Through the response of the questionnaire, it can be concluded that learners need proper materials, not only to improve their speaking skills but also to cover Islamic values. For the topic most of students preferred Islam broadcast in daily life, the success stories of Muslim and noble character. Various activities such as playing games, watching a short movie, role playing, having discussions and others are also needed to improve the quality of the teaching and learning process by making the student enjoy the lesson.

Keywords—needs analysis, speaking skills, islamic value, english club

I. INTRODUCTION

Nowadays, people must master some languages to face modern era. As a result, government has responsibility to educate international languages for young generation by implementing foreign languages as the main subject in the school. English is taught as a foreign language in Indonesia. Speaking skill is one of the language skills that must be mastered by the students in learning English. In line with this Grauberg states that the primary goal of learner who learn a foreign language is to be able to speak it. Speaking skill should be taught and practiced in the language classroom to enable the students to speak or communicate in the target language [1]. Harmer mentions that the ability to speak fluently presupposes not only the knowledge of language features, but also the ability to process information and language "on the spot" [2]. Speaking skill become one of the skills which need to be mastered. Student who has good ability in speaking will be easier in sending and receiving information from others. Mastering speaking skill is not easy. Students need to practice more than one time to develop it.

In every senior high school, we can find one or more extracurricular are existed. One of extracurricular namely English club which exist in Asslafiyah senior high school is

one of the ways to school facilitate learner who has an interest more in English. Extracurricular is an activity which is held out the main class, its aim to improve students' want, skill, and potency based on the particular activity conducted by the teacher and; or staff which has the capability on that target.

This club pays more attention in speaking. The students are able to transfer Islamic value by using English becoming the main objective in this club. The other aim is to prepare the students who will be participate on the competitions which be held by school or others. These competitions such as; debate, speech, storytelling and others. This program conducts informally as the extracurricular. Sometimes, in the teaching learning process teacher did not give clear instruction and it made students' confusion. Richards states that any learning program may have no impact if it does not have textbooks as they provide structure and a syllabus [3].

It has brought several complications, without clearly guideline teacher will choose random theme for their materials and it made students get unpropped materials. Language is not value-free (Brown) [4]. It means, in teaching language we must learn the transferring culture because teaching language not only teaching the words and structure of the language but also teaching the value of the language. It will help students understand well the target language and avoid misunderstanding of it.

Considering the important of learning materials in English club, the researcher found a big interest to develop learning materials based on Islam value. Umam states, "Teaching (ELT) in Pesantrens causes cultural conflicts between English as the representation of western values which are often characterized with the lack of strong moral foundation and *Pesantrens* which are loaded with the Islamic values" [5]. This cultural conflict cannot be avoided. *Pesantren* or Islamic school has its own perspective, it made teachers should be selective to determine proper materials for the students. If the proper materials with clear steps are available, it will be help teacher in their learning process.

As the result, before creating the learning materials researcher took the first step from research and development, it is called need analysis. This step needs to find out the learners and learning needs. The results of this study will be used as the next step in creating the book based on learners need.

On teaching and learning process, we need to use some appropriate approach to helping students learn the target language easily. There are many approaches in language teaching as CLIL (content and language integrated learning), CBI (content-based instruction), DM (direct method), TBLT (task-based language teaching), Suggestopedia, CLT (communicative language teaching) and many more.

On the other hand, Larsen and Freeman state that the goal of CLT is to help learner get knowledge about linguistic form, meaning and function for the communication purpose on the target language [6]. To implement it, learners need to gained education about the function, linguistic form and meaning of the language to enable students use target language for communication. It will help them to choose the appropriate form based on their social context and the interlocutors. To supporting learner in reaching their goals, we should find the appropriate activities which support CLT on class. Hence, Littlewood stated what CLT classroom learning activities should look like. He gave the structure of CLT activities in the figure below [7].

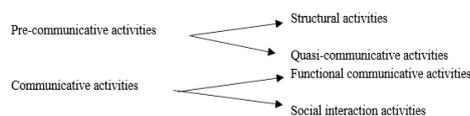


Figure 1: Categories and sub-categories of communicative language activities (Littlewood, 1981).

Fig. 1. Structure of CLT

In order to support the activities of CLT, teacher should be able to build atmosphere as natural as in their real life (Galloway) [8]. In some condition, learner will find their interest in the learning process and build their confidence in using the target language in the social context.

There are sets of micro and macro skills that students need to master in order to be able to have effective oral communication. Students have to focus on comprehension of both function and form of the language target. Language teachers must consider this in the teaching process to make students not only able to speak, but also transfer their thoughts in proper words and meaning.

Brown divides language speaking skills into macro skills and micro skills [4]. The macro skills of speaking take part with larger elements such as fluency, discourse, functions, style and cohesion, nonverbal communication, and strategic options. On the other hand, the micro skills cover producing the smaller parts of languages such as phonemes, morphemes, words, collocations, and phrasal units.

To sum up, both micro and macro skills are needed by the speakers to carry out their oral communication successfully. By understanding those skills, teachers need to reinforce the students to comprehend and acquire the skills through the designed speaking tasks.

Learning language needs strategy on the process for increasing students' interest to reach the target of language

skills. Specific strategy on teaching language is needed to help learner on developing students' speaking skill such as; group work and small group work, (Haynes and Zacarian) [9]. Its aim to students practice their English in many kinds of activities based on the materials they learned and used to avoid them from the monotonous classroom atmosphere. On supporting statement above Harmer states that there are six classrooms speaking activities [2]. They are; acting from a script; communication games; discussion; prepared talks; questionnaires; simulation and role play.

The appropriate way of making them using English to communication is not only group work and pair work but also individuals learning. They are considered being used. Mc Donough et.all. states teacher considers on individual differences to hand them on individual practices [10]. In developing speaking skill, individual practice will help them on making the accuracy on their talk.

It can be concluded that there are many types of speaking activities. On teaching the target language, teacher should be able to make use of those speaking activities according to students' needs. Furthermore, teacher should choose proper activities to be implemented in the teaching process based on the topic and objective of the lesson.

The need of material development is related to some aspect, such as giving the proper materials needed for English club and inculcate Islamic value to students. Rohmah, in her research stated that *Madrasah* education is a school which adds a religion educational design to the general education curriculum on behalf of inculcate understanding of Islamic value [11]. In line with Muhsin as the Islamic school, authentic Islamic materials should be taken as the content of the lesson to make it more challenging and valuable for students [12]. By composing both of madrasah vision and general education curriculum, teacher and developer expected to make proper materials as student's need.

As the educator, we have an obligation to give the good materials for students. Teaching language is not only coach them to speak language fluently, but also put the value on it. The model of developing curriculum by Kerr which endwise of four domains as: objectives, knowledge, and school learning materials. It was adopted by Ahmad Shah, Muhammad and Ismail into: tawhid foundation; target language; language used (as the way to connecting interdisciplinary based on Islamic value); measurements; learning school experiences [13].

The rest of this paper is organized as follow: Section 2 describes proposed research method of this work. Section 3 presents the obtained results and following by discussion in section 4. Finally, Section 5 concludes this work.

II. METHOD

The data was collected through instrument. It can be including students' need, wants and difficulties. Researcher used questionnaire for the students and interview for the teacher/ tutor of English Club as the instrument. In the process of collecting data, researcher used Bahasa Indonesia as the instructional language. The total number of

questionnaire was 19 questions. It was distributed into some categorized of information as students' identity, necessities, lack, wants, input, setting, and learners' and teacher's roles.

This research took place at English Club of Pesantren Assalafiyah Mlangi, Sleman, Yogyakarta. The respondent of the research was eighteen students. They consisted of ten students of grade 10 and eight students of grade 11. The age range of students was from fifteen to seventeen years old. Most of them had the same purpose in joining this program.

III. RESULTS

The result of the questionnaires shows the demography of the respondents as it can be seen in the following figure:

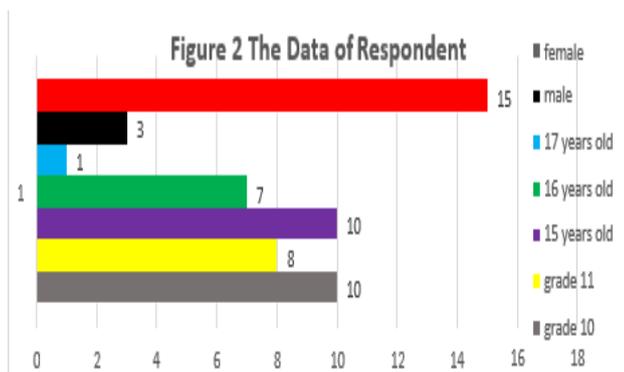


Fig. 2. demography of the respondents

Based on the information obtained from the need's analysis, we can see that the respondents are categorized as adolescent learners. The characteristic of adolescent learners is active and full of curiosity. To create the lesson for young adolescents, we must focus on guiding them to be independent while also considering the results of the needs analysis. Wilson and Horch stated that materials which provide many types of activities to support learners to be more active are the appropriate learning materials for the early adolescent [15]. Typically, teenagers are unable to sit for a long period of time because it will make them feel uncomfortable. Thus, various activities done in the classroom will help us maintain their interest.

A. Target Needs

1) Necessities

Related to the learner's speaking ability based on the questionnaires and interview result, researcher found that most members rarely used the target language orally. It is indicated by very limited English vocabulary used, pronunciation difficulties and lack of grammar knowledge. Overall, most of the members of the English Club had difficulties in oral communication. It is also related to their reason for joining this club: they wanted to be able to communicate in English.

2) Lacks

This part was aimed to show the frequency of students' difficulties faced during the teaching and learning process. Based on the results, learning to speak was the most difficult skill to master, especially for English as a Foreign Language

(EFL). They assumed that they are still incompetent to use English orally and most of them often found obstacles in the process of learning the target language. The data also support by the teacher, she said that learners tended to be silent and rarely used English because they did not want to get criticized by others related to their pronunciation and grammatical mistakes.

Another students' problem was choosing and pronouncing words properly. Those findings are related to the majority of students' level. The beginner learners were typically lacking of vocabulary. This is clearly a problem, because mastering vocabulary is the basic step for learners to move to the next step.

3) Students' Learning Styles

Based on the data finding the most common learning styles owned by the members are both read & write and kinaesthetic. They prefer to read some text before presenting or practicing the target language and rewrite some new words in their books for vocab mnemonic. It helps them to comprehend and remember the materials. On the other hand, the rest amount of the students has the kinaesthetic learning style. They learn easily by doing presentation, having a discussion in a group, doing a speech, and taking a part in a drama.

4) Students' Wants

Related to the students' want we can conclude that the content of the learning materials used had little Islamic value. There were some reasons why the learning materials were not fully occupied with Islamic value: the teacher had no teaching guidance and there were lack of sources containing Islamic materials. On the other hand, the learners need more Islamic value input to reach both their goals in target language and knowledge.

There are students' preferred topics in the new developed learning materials. Based on the result we can conclude from 11 topic materials, there were top 3 preferred topics which are ordered as follows 1) The noble character, 2) Islam broadcast in daily life, 3) I'm proud to be a Muslim. All of the topics are the frequently used themes in the English Club's competition.

B. Learning Needs

1) Input

The result of this part shows us that students need various activities and up to date learning materials to support them in developing speaking skills. Monotonous activities become the first problem for the learners in practicing speaking. The big hindrance for the students' success was boredom. This mainly happened when the activities were the same as that of the previous lesson. Especially for the English Club because it is categorized as one of the extracurricular activities for students, so we should give learners the different treatment from the usual activity in formal class so that we should not only providing appropriate materials, but also in facilitating students to practice the target language.

Riddles, games or puzzles become the first selection activities for them. It is because those kinds of activities are typically teenagers' favourite things to do. The next one is golden words. Learning and getting something new must be interesting for young learners. If the phrases or sentences are interesting and enlightening, they will probably post them on their social media, write them on their books, or even memorize it in their mind. It can be a good learning strategy for them. The third is quotes from Hadist or AL-Qur'an verse. It is the main information that the students should be given and it will be make this kind of developing book is different from others. By learning from the materials, the students do not only learn and master the target language, but also get the Islamic values. The last chosen activity is related cartoon pictures which will be interesting for teenage students.

In the beginner level, they need to strengthen themselves in oral language by knowing related and mostly used daily expressions, not only making them master the theories of the target language but also apply those in the real life. Daily expressions and word list become the most preferred warming-up activities. It is closely related to the students' English mastery. Another function of putting the related words as the warming up activities is to give insight to the students of what topic that will be discussed later in the main lesson.

As the preferred activity, most of students choose to play the game as the way to memorize new words and role play as the way they practice the dialogue. By equipping learner with subjects that are commonly used in daily life, they will master the target language and practice their communicative competence more easily based on real situations (Kumar) [16].

As a result, we can conclude that students expected to have various learning activities to help them develop their English mastery, especially for the oral language. By providing new and various expressions which are related to learners' lives, they will be able to master the target language more easily. Learning process aims at occupying learners with knowledge and skills which may help them to communicate in English orally.

2) Setting

Studying in the classroom sometimes becomes so boring because learners spend most of their time learning inside. Auditorium and yard can be substitutional learning places at school. It is because both places have a wider space than a classroom does. That is why most students chose them as the effective setting for studying. English club is not the formal place for learning, they are able to play games, drama and others while studying. To build their confidence, sometimes the teacher asks students to perform a speech or in a crowded place. So, yard is the best place for them to get the attention from other students.

3) Teacher's and Learners' Roles

a) Teacher's roles

The data shows that students wanted their teacher to do the performing roles, such as: 1) walking around to look

for student's difficulties and give the solution to their problems . It was relevant as Harmer roles mentioned above, one of teacher's roles is as feedback provider. To conclude, the discussion of the teacher's role, the researcher summarizes that students expected the teacher to be closer to them as their partner to share the difficulties and as a problem solver during teaching and learning process. However, they still need the teacher to give lecture by using various media to provide them with comprehensible input.

b) Learners' roles

Working in a big or samll group and working independently will be include as the way students doing the activities. Independent learning is needed to be applied in the first stage of learning cycles because it can help them enhance their confidence and motivation before they work with a partner or in groups. In this book students also will be working in small group, working in a big group and working independently. The independent works are appropriate for speech and storytelling, group works are appropriate for discussion and solving problem, and the last practicing dialogue should be completed in pairs.

IV. CONCLUSION

Needs analysis is an crucial stage before developer create the learning materials. The results of this stage is used to develop the "Speaking Learning Materials Based on Islamic Values" which coresponds to the Islamic students especially for the speaking Club. It showed some indicators that students need and want in developing the proper and attractive learning materials for supporting them to reach the target language. Here, the materials they learned should be contain by Islamic value means students not only learn and master the language skill but also the character values of it.

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