



Investigating Students' Needs in Developing an English Course Book: Islamic Value-based English for Journalists and Broadcasters

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Abstract. This study was motivated by the need for appropriate English Material based on Islamic values for Journalistic and Broadcasting Students. The aim of this study has used R&D by using ADDIE model consist of five stages, they were: analyzing, designing, developing, implementing, and evaluating. In this article, the writer just focused on discussing and analyzing stage to investigate students' need the course book; "Islamic Value Based-English for Journalists and Broadcaster". The data was collected by using a questionnaire. It analyzed by using Miles and Huberman's theories: data reduction, data presentation, and conclusion or verification. The respondents of this research were 40 students who took English for Journalistic and Broadcasting subject. The results of the research indicated that the English materials for Journalistic and Broadcasting were really needed. The result showed that 94% of students really need the English course book based on Islamic value. They need it to improve their English skill and build their Islamic character as Journalists and Broadcasting students. The researcher also investigates the English material based on Islamic values needed by students that is relevant to the Journalistic and Broadcasting study program.

Keywords: First Investigating, Students need, English course book, Journalistic and Broadcasting.

1 Introduction

The KKNI curriculum used in English teaching at university currently requires the integration of all courses with religious and Islamic values in order to produce students who have noble morals, especially in non-English majors which would refer to the KKNI curriculum. One of them is the faculty of Ushulludin Adab and Da'wah, based on the vision and mission of this faculty, which expects all courses taught including English to realize the vision and mission of the Journalistic and Broadcasting department.

Based on the results of document analysis or Journalistic and Broadcasting lesson plan has been done in general, and has not referred to the vision and mission of the Journalistic and Broadcasting department. It can be seen from the English teaching

material is the same as the material of other majors. English learning materials in the Journalistic and Broadcasting Department should have focused on the specific material needed by Journalistic and Broadcasting students to support the vision and mission of the Journalistic and Broadcasting department.

It cannot be denied that English for Specific Purposes (ESP) teaching is growing rapidly, so ESP is designed for a specific purpose so that Journalistic and Broadcasting students have the English language skills needed in their future workplace. [8] clearly explains that ESP is focused on English skills in the working world. In line with that, [11] adds that ESP learning is designed in the professional world of work. Therefore, the syllabus and English teaching materials in Journalistic and Broadcasting (KPI) majors must be in accordance with the learners' needs.

Teaching English for a special purpose requires appropriate teaching materials. It is undeniable that teaching materials play an important role in determining the success of learning. [27], for example, clearly reveals that teaching materials are a key component in language teaching that becomes the basis for learners when learning a language.

Based on observations in the field, in the Journalistic and Broadcasting department, there are no teaching materials that can be used by students in learning English according to the needs of Journalistic and Broadcasting students. The teaching materials that have been provided were still general in nature and there was no Islamic value in the material. While in accordance with the vision and mission of the Journalistic and Broadcasting department, English teaching materials should be in line with the vision and mission where the teaching materials contain Islamic values.

Various studies related to this research have been conducted, First, [23] examined the integration of English learning with Islamic values at the Islamic Junior High School Al-Azhar 15 Cilacap. The results showed that the integration had been done in the lesson plan, the learning materials, learning activities, and assessment activities. The research empirically concluded that the integration of English learning with Islamic values can improve students' understanding of Islamic-based English materials and can improve students' Islamic insights. Second, [21] also researched the development of Islamic-based teaching materials. This research has produced products in the form of textbooks that can be used for Islamic Religious Universities (PTAI). The study empirically concluded that Islamic-based teaching materials can increase the motivation of PTAI students to learn English. Third, [24] entitled *Integration of English Learning Based on Islamic Approaches*. This research analyzes the application of English teaching based on Islamic values. The results of this study indicate that the English learning process at Al-Falah Assunniyyah Kencong Institute is Islamic-based but still in a limited social scope. Islamic values-based learning is given in the form of coursework to students, but in teaching English there is no special teaching material, students are only given assignments based on the context of teaching English globally.

The study above shows the importance of Islamic content in English teaching. The need of curriculum also suggested the integration of Islamic content in English teaching. Considering the importance of Islamic value to build students' character, the researcher has been develop English material based on Islamic content for journalistic and broadcasting students special needs (ESP) in accordance with the demands of the

world of work. In this article she focused on investigating students' needs in English Course Book "Islamic Value Based-English for Journalist and Broadcaster".

2 Methods

2.1 Materials

Teaching materials are a determinant in English language learning. According to [13], teaching materials play an important role in learning innovation. Teaching materials can assist teachers in demonstrating new methodological changes and introducing changes gradually. Furthermore, [14] explains that, textbooks are a central point in learning because the quality of textbooks can serve as a determining factor for the high and low quality of language learning. Teaching materials are all things used by teachers or students to facilitate the learning process. Teaching materials can be tapes, videos, CD-Rooms, dictionaries, reading books, workbooks, or photocopies of practice questions. Materials can also be newspapers, food packages, Photographs, live conversations by bringing in native speakers, instructions given by the teacher, written or card assignments, or discussions between students. Instructional materials are audio-visual materials (software/hardware) can be used as alternative channels of communication in the teaching-learning process.

Teaching materials are visual and audiovisual learning resources that can be used as alternative channels of communication in the learning process. From the above theory, it can be concluded that teaching materials are all forms of materials used to assist teachers/instructors in carrying out teaching and learning activities in the classroom. The material in question can be written or unwritten material. Teaching materials are all forms of materials used to assist teachers/instructors in carrying out teaching and learning activities. The material in question can be in the form of written or unwritten materials.

Principles of Teaching Material Development. In developing teaching materials, a teacher or lecturer must recognize the principles of teaching material development. [17] teaching materials must be able to interest learners by selecting suitable materials for teaching purposes. Furthermore, Tomlinson in [27] reveals various principles of teaching material development. Namely: (1) The material must have a strong influence, (2) the material must be able to help facilitate the learner, (3) the material must be able to make the learner more confident (4) the material taught must be relevant and useful, (5) the learner must get the important points of what is taught (6) the material must be able to provide opportunities for the learner to use the language to achieve the purpose of communication, (7), the material must ensure that the learner gets positive benefits, (8) the material must be able to accommodate different learning models (learning styles), (9) the material must be able to ensure that the learner has different attitudes, (10) the material must provide opportunities for thinking at the beginning of learning, (11) the material must provide opportunities for feedback.

Types of Teaching Materials. To compile teaching materials, a teacher or lecturer must know the type of textbook to be used. According to [32] teaching materials can be classified as (a) Printed materials, such as textbooks, student worksheets, pictures, photos, newspapers, magazines, and so on, (b) Audio materials, such as cassettes and compact disks, (c) Audiovisual materials, such as video compact disks (VCD), and films. (d) Interactive teaching materials, such as web-based learning materials, and computer-assisted instruction.

In terms of authenticity, teaching materials can be divided into authentic and non-authentic. Authentic materials are materials that are not specially created and not edited for language learners [22]. Some examples of authentic materials are newspapers, magazines, TV programs, movies, and singing. Whereas non-authentic are materials designed for language learning purposes. Inauthentic texts are usually modified and simplified according to the needs of the learning objectives.

Starting from the theory above, the teaching materials developed in this study are printed materials in the form of textbooks that use authentic and semi-authentic materials. This teaching material is designed from various references from books, magazines, newspapers, and electronic sources such as the internet and the web. In this study, researchers also developed audio-visual materials.

Techniques for Developing Teaching Materials. [19] provides guidelines for developing teaching materials, namely by means of the plus category, minus category, and zero category. The same thing is also stated by Islam and [16]. They distinguish the techniques of adding, removing, simplifying, sorting, and replacing. Based on the description, it can be concluded that various techniques can be used in developing teaching materials, such as adding, replacing, simplifying, and modifying. One thing that is no less important is that the selection of these techniques must be based on the suitability of the needs of English language learners.

Learning Media. In developing teaching materials, learning media is needed. According to [29], media is anything that is used to channel messages from the sender and receiver so that it can stimulate the thoughts, feelings, attention, and interests and attention of students in such a way that the learning process occurs. Learning media is defined as including teaching aids for lecturers in teaching as well as a means of carrying messages from learning sources to recipients of learning messages in this study, namely students. In addition, [1] states the use of learning media can save teaching preparation time, increase student learning motivation, and reduce student misunderstanding of the explanation given by the lecturer. This learning media includes people, materials or events that can create learning conditions that allow students to acquire new knowledge, skills and attitudes. In this study, the learning media used is media in the form of video tutorials. In the Indonesian Dictionary (2001: 1764), a tutorial is class guidance by a teacher (tutor) for a student or small group of students. Along with the development of technology, many types of media have emerged that previously existed, it is just that there is a need for development so that the level of student learning is more effective and increases. According to [3], apart from its function which is used to convey information messages, in general, learning media has

several benefits, namely, learning media can clarify the presentation of information messages so that it can facilitate and improve the learning outcome process can also increase and direct children's attention so that it can generate learning motivation, more direct interaction between students and their environment besides that it can also overcome limitations, space, and time and the latter can provide a common experience to students about events in their environment. Media is like a medium used to channel messages from the sender and receiver so that it can help the abilities, feelings, attention, interests, and attention of students in such a form and learning process. Learning media is defined as including lecturer aids in teaching, increasing motivation, and reducing student misunderstanding of explanation. This learning media enables students to gain new knowledge, skills, and attitudes. Video tutorial media is classroom guidance by a teacher (tutor) for students or a group of students.

Islam Education. Islamic education is very important to be applied in life, especially in Islamic colleges. According to [2] Islamic education is the education of the whole man: his mind and heart: spirit and body: morals and skills. This is also confirmed by [15] who formulates Islamic education as a process of preparing the younger generation to fill roles, transferring knowledge and Islamic values that are harmonized with human functions to do good in the world and reap the rewards in the hereafter. Meanwhile, according to [31] Islamic education is education based on Islam. Islamic Education Science is an educational science whose theories are taken or in accordance with Islamic teachings. The Islamic teachings are sourced from the Koran, hadiths and reason. This is the concept that underlies the integration of knowledge from the Koran and knowledge from nature. While knowledge from the Quran is revealed knowledge called revealed knowledge, knowledge learned from nature is called acquired knowledge. Meanwhile, Islamic values can be interpreted as the teachings of Islam, namely all the guidance revealed by God to the Prophet Muhammad through the Quran and the Prophet's Hadith. Furthermore, Islamic values can be interpreted as all forms of goodness that exist in Islam. Affective education is very important to be given, because affective education gives birth to superior attitudes and personalities that benefit students. Islam can be used as a source of values in order to produce human beings who are morally good. Affective learners can be formed through Islamic education. An educator should be able to strive for the integration of Islamic values into learning activities including teaching materials, in order to train students to behave Islamically and also be able to learn with Islamic nuances so that they can have an Islamic personality.

Definitions of Islamic Values. In relation to Islamic values, [10] defines value as a set of beliefs or feelings that are believed to be an identity that gives a special pattern to patterns of thinking and feeling, attachment and behavior. Value is what makes a person act on the basis of his choice, as a normative that influences humans in determining their choices among alternative ways of action, sociological and as a conception (its nature distinguishes individuals or groups) of what influences the choice of means, intermediate and final goals of action. According to [2], Islamic values are the education of the whole man, his mind and heart, spirit and body, morals and skills.

Meanwhile, [15] formulated Islamic values as the process of preparing the younger generation to fill the role, transferring knowledge and Islamic values that are harmonized with human functions to do good in the world and reap the rewards in the hereafter. Thus, it can be concluded that Islamic value is the value of education organized or established with the desire and intention to practice Islamic teachings and values.

Values Containing in Islam. As for Islamic values according to [20] when viewed from their source, they can be classified into two types, namely: (a) Divine value is the value that comes from the Qur'an and Hadiths. Divine values in the theological aspect (rules of faith) will never change, and do not tend to change or follow the tastes of human lust. While the natural aspect can change according to the times and the environment, (b) Human Values are values that grow and develop based on human agreement. This human value will continue to develop in a more advanced and higher direction. This value comes from ra'u, customs and natural reality. When viewed from its orientation, value is categorized into four forms value, namely: (1) Ethical value, which is the value that underlies its orientation on the measure of good and bad, (2) Pragmatic value is the value that underlies its orientation on success or failure, (3) Sensory effect value, which is the value that underlies its orientation on pleasant or sad things, (4) Religious value is the value that underlies its orientation on sin and reward, halal and haram.

The Foundation of Islamic Values. The foundation of Islamic values is the Qur'an and Sunnah. According to Zakiah (2006: 31) Al-Qur'an is the word of God in the form of revelation delivered by Gabriel to the Prophet Muhammad SAW. The teachings contained in the Qur'an consist of two major principles, namely those related to matters of faith called *aqidah*, and those related to charity called *shari'ah*. As-sunnah is the words, actions or confessions of the Prophet SAW. What is meant by the recognition is the incident or action of others known to the Prophet and he just let the incident or action run. In addition to [10], the Qur'an and Sunnah there is an additional basis in the form of words, actions, and attitudes of the companions. During the time of Khulafaul Rashidin, the source of education in Islam has experience development. In addition to the Qur'an and Sunnah are also the words, attitudes, and actions of the companions. Next is *Ijtihad*. *Ijtihad* is a term of *fuqaha'*, which is thinking by using all the knowledge possessed by scientists of Islamic law to determine or determine a law of Islamic law in matters that have not been confirmed by the Qur'an and Sunnah. The last is *Masalaha Mursalah*. *Masalaha Mursalah* established rules or statutes that are not mentioned in the Qur'an and sunnah on the basis of attracting good and avoiding damage (Zaid: 1964).

Integration of Islamic Values in Learning English. The integration of Islamic values in English language learning needs to be done Khamdan (2008) explains that integrating Islamic values into learning materials can be done in several ways by adding exercises that reflect Islamic values to the topics taught, inserting Islamic names for people, places or events into the added exercises, attaching quotations from the Koran and/or hadith verses relevant to the topic to the main learning material, and

mixing Islamic expressions with English expressions that are appropriate to the main learning material. In learning activities, the integration of Islamic values is done by: (1) conducting code-mixing, and code-switching between English expressions and typical Islamic expressions that are appropriate based on the context of the situation, (2) linking the topics taught with appropriate Islamic teachings which are carried out by quoting relevant verses of the Koran and or hadith and or by explaining Islamic teachings that are appropriate to the topic, (3) using Islamic names for people, places or events in making example sentences or conversation scripts, and (4) giving assignments to learners to write or search for certain types of texts related to Islamic values that are appropriate to the topic taught. The integration of Islamic values in assessment activities can be done through informal assessment in the form of giving oral questions, teacher observation, giving assignments, and reading aloud whose material includes integrated Islamic values. Besides, the integration of Islamic values in assessment activities is also carried out through daily repetitions in the form of oral and written tests. From the description before, it can be concluded that the integration of Islamic values-based English learning can be developed starting from planning and implementation to assessment. Material development must be in accordance with the needs of students, syllabus, and curriculum.

The product produced from this research is a course book, which is a specially designed teaching material that is communicative, interactive, integrative, and interesting to improve students' English skills. The textbook contains materials for four skills, namely listening, speaking, reading, and writing. Before the course book was compiled, researchers designed the RPS for the English for Journalistic and Broadcasting course. The materials for each topic at each meeting were adjusted to the syllabus and the needs of Journalistic and Broadcasting students majoring in Broadcasting and Journalistic. The material is designed based on student needs by including Islamic values in the content of the material for each topic of discussion.

In each unit, there are three activities, namely pre-activity, during-activity, and post-activity. Each unit explains the learning outcomes or achievements that must be achieved by students for each meeting. Furthermore, each unit is given a picture with Islamic nuances to instill Islamic character. In each unit, there are also assignments given. All tasks are directed to Islamic values-based tasks as the hallmark of this textbook.

2.2 Research Design.

This study used a research and development approach. According to [5], R&D is a research design aimed at the development and validation of educational products. The prototype model developed is an Islamic values-based English teaching material for Journalistic and Broadcasting students of IAIN Batusangkar. This model is designed to improve the quality of English learning for Journalistic and Broadcasting students.

[30] says that development research is a study that focuses on the process and steps in designing a new product or developing an existing product. The steps or process starts from conducting a needs analysis, then identifying problems and finding solu-

tions. It can be concluded that development research is a systematic study in designing, developing, and evaluating a product so that the product is effective to use.

This research uses the ADDIE model developed by [6] which says that the ADDIE model stands for Analyze, Design, Develop, Implement, Evaluate. The ADDIE model is a model for developing new products consisting of five phases, namely: analyzing the needs of the product to be developed, designing the product, developing the product, implementing the product that has been developed, and evaluating the product that has been implemented.

2.3 Research Procedure

There are three stages in this development research. The first stage is analyzing. At this stage, the researchers analyzed the needs of Journalistic and Broadcasting students for English teaching materials for the English for Journalistics and Broadcasting course by giving a questionnaire to students. In the second stage, the researcher designed teaching materials for English for Journalistics and Broadcasting courses based on Islamic values based on the data obtained from the questionnaire. In the third stage, she developed English teaching materials for English for Journalistics and Broadcasting courses based on Islamic values for Journalistic and Broadcasting students based on the research design that had been designed. Then researchers will conduct expert validation of the teaching materials. However, in the research in this article, researchers only focus on the first stage, namely the analyzing stage.

In this phase, researchers have analyzed the needs of students for the products developed so that they are in accordance with the curriculum. She has given a questionnaire to students to get information about their needs for the English teaching material to be developed. She has also conducted document analysis, namely curriculum analysis and lecture syllabus (RPS). The purpose of this analysis stage is to analyze the need for English teaching materials based on Islamic values. In other words, whether the prototype of the model developed is really needed. At this stage, the researcher has observed: (1) Do Journalistic and Broadcasting students need the English learning materials to be developed? (2) Is there any previous material; (3) Tested the quality of the material; (4) Furthermore, she has analyzed whether the material is really needed.

The analysis stage has been carried out naturally without any intervention from the researcher. She acts as a key instrument that explored the needs and current conditions. The data has been analyzed the data qualitatively. Qualitative data is a questionnaire that is analyzed using Miles and Hubermans' theory, namely data reduction, data reduction, data conclusion and verification.

3 Results and Discussion

3.1 Research Finding

Analysis of students' needs based on the principle of learning materials development. The results obtained from analysing student needs based on the principles of developing learning materials, namely: (1) 94.4% of students stated that English language learning materials had an impact on students' knowledge of English. (2) 83% of students said that acquiring English materials could make it easier for them to learn English. (3) 90.7% of students that English materials would make them confident to speak English smoothly. (4) 90.7% said that English material was relevant to the study program. (5) 96.3% said that the materials obtained were beneficial to them. (6) 72% said that they were getting something more than the English language material provided by a lecturer. (7) 67.9% said that their English material could make them their goals in speaking English smoothly. (8) 90.7% said the materials they were able to get had positive benefits in improving their English language skills. (9) 66% The material changed their attitude toward the previous English language. (10) 10. 90.6% of students stated that the English language material given by the lecturer enabled them to think more critically in the learning process. (11) 94.4% of students stated that the material they obtained gave them an opportunity to discuss it with friends.

Analysis of students' needs based on the type of teaching material. There are three types of material that students obtain from teachers in English language learning prose Pictures/Photo, Student worksheets, and Textbooks. (1) 88.9% of students stated that English language teachers provide audio teaching materials. (2) 98.1% of students said that teachers have provided audio-visual English language materials in the learning process. (3) 4. 87% of students stated that they obtained interactive teaching materials such as WEB-based learning materials or Computer Assisted Instruction in the process of learning English.

The type of teaching material that students want is as follows: (1) practice (2) type of learning material that can be practiced directly (3) Audio-visual (4) Type of learning materials that corresponds to the needs of learners and professions in the majority. (5) Types of interactive material.

Analysis of students' needs based on islamic values. The lack of English teaching materials for students of Journalistic and Broadcasting that are based on the values of Islam. The students need the following teaching material: (1) About humanity. (2) Materials that can enhance faith and fear. (3) Material about uhuwah and tolerance. (4) Material on the value of religious values. (5) Material based on Quran and Sunnah (6) The matter about Islamic culture (7) Material that can improve knowledge of English in the scope of Islamic and in accordance with the Shariah. (8) Materials on the history of Islam.

Analysis of the needs of students based on the foundations of Islamic values: (1) There is no English language teaching material that underpins the values of the

divinity 2). There aren't English teaching materials based on sunnah. (3) There has not been a lesson material given by the lecturer that contains additional basic values such as words, deeds, and attitudes of the friends of the prophet, *ijtihad*, *mashalah murshalah*.

3.2 Discussion

Teaching materials for Journalistic and Broadcasting students based on Islamic values are developed in accordance with Tomlinson's theory in Richard (2001: 263) revealing various principles of developing teaching materials, namely: (1) The material must have a strong influence, (2) The material must be able to help facilitate the learner, (3) The material must be able to make the learner more confident (4) The material taught must be relevant and useful, (5) The learner must get the important points of what is taught (6) The material must be able to provide opportunities for learners to use language in order to achieve communication goals, (7) The materials should guarantee the learners to get positive benefits, (8) The materials should be able to accommodate different learning styles, (9) The materials should be able to guarantee that the learners have different attitudes, (10) The materials should provide opportunities for thinking at the beginning of learning, (11) The materials should provide opportunities for feedback. However, for the type of teaching materials, the researcher used written materials in accordance with Tomlinson's theory (1998:2) such as textbooks, student worksheets, pictures, photos, newspapers, magazines, and so on. Meanwhile, Islamic-based materials are adjusted to the topics chosen in the syllabus. The Islamic values are directed to the material in the pre-, whilst, and post activities. All materials are supported with pictures that contain Islamic values based on Muhaimins' theory (1991) such as ethical value, pragmatic value, sensory effect value and religious value.

4 Conclusion

Based on the research findings as discussed earlier, some conclusions can be made at several stages as follows: (1) KPI students need Islamic value-based English teaching materials so that they can improve their English skills in accordance with their fields of expertise, namely journalism and broadcasting. (2) The materials they need refer to listening, speaking, reading and writing skills so that they are able to communicate correctly and acceptably in the world of work. (3) The desired learning pattern refers more to practical, fun and attractive.

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