

## DEVELOPING ENGLISH MATERIALS BASED ON SCIENTIFIC APPROACH THROUGH ISLAMIC CONTENT FOR ISLAMIC SENIOR HIGH SCHOOL STUDENTS

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### **Abstract**

*This current study conducts research and development aiming to develop appropriate English instructional materials for Islamic characters based on scientific approach in 2013 Curriculum. Furthermore, this study was carried out at second and the third grade of Islamic Junior High School Mataram with total number 30 students involved as well as participants. In the phase of obtaining information, needs analysis and trying out, this study utilized a research and development study with scientific approach i.e. observing, associating, experimenting, associating and communicating. This study utilized needs analysis as main instrument in composing the English instructional materials through Scientific Approach, official approach of 2013 Curriculum. The product of the study shows that an English textbook, the four major skills of English were balanced improved, i.e. listening, speaking, reading and writing. All of the materials are appropriate with the scientific approach in 2013 Curriculum and the contents refer to students' Islamic character. The materials are for second and third grade of Islamic junior high school which are laid out into seven units. To sum up, the layout and composition of the English material were developed based on Scientific Approach in terms of steps and exercises of learning materials.*

**Keywords:** English Materials, Islamic Character, Scientific Approach in 2013 Curriculum.

### **INTRODUCTION**

According to Global Prosperity Index, Indonesia today is the 63rd rank. It indicates that Indonesian education is the low level. The result from research of PISA (The Program for International Student Assessment) in 2009 shows that Indonesian education is left behind with its neighbors, whereas education is a main prosperous factor of the country. With the conviction that each human was created same and was born like blank paper, it depends on how the human will be taught and what he/she will be made (the view of Empirisme). Then the result of this reflection is only one that what the national education teaches to Indonesian students is different with the era demand. Thus, that condition is a reason to develop education in Indonesia. Today, National Education Ministry of Indonesia begins to implement 2013 Curriculum. The base of it is INPRES No. 1, 2010 about "implementation speed of national rise

priority: perfecting curriculum and active learning method based on culture values to gain competence and national character."

Islamic content here envelops the characters of responsibly, democracy, autonomy, creativeness, capability, erudition, health, love, and strength faith to God. These are compatible to the purpose of national education. Moreover, in Pasal 3 UU No 20 Sisdiknas, 2003 about the purpose of national education says: "developing learners' potency to be humans who has strong faith to God, noble character, health, erudition, capability, creativeness, autonomy, democracy and responsibility." Based on the purpose of national education above, it is understood that The new 2013 Curriculum emphasizes on knowledge, skill and attitude equally. Because of it, there are some changes in teaching learning, included English lesson. The researcher conducted research for developing English instructional

materials for islamic content based on 2013 Curriculum for 11th grade students of Islamic Islamic Junior High School Mataram. The purpose of this study is to develop English Instructional materials for islamic content based on 2013 Curriculum for Eighth Grade Students of Islamic Islamic Junior High School Mataram. The product hoped can be reference material for English teachers to develop their teaching English using 2013

Curriculum that emphasizes on knowledge, skill, and attitude, and improving students' islamic content all at once. Based on the above illustration, the following research question is developed: "What is the appropriate English instructional materials for Islamic content Based on 2013 Curriculum for Eighth grade Students of Islamic Junior High School Mataram?"

#### **The product specification**

This study produced English Instructional materials that emphasize on conversation, reading, and writing practice as government demand in 2013 Curriculum in which the content materials contain islamic content. The developed materials are based on 11th grade English syllabus in a year. Thus, all materials contribute to the students' growth of knowledge, skill, and attitude.

The result of this research is a textbook that supports Buku Babon (the main book) from the government. As a supporting book, of course, it is development from Buku Babon, but it is set more reliable with the students' needs and SMA IT Abhur Mataram environment, in order to reach the national education's and 2013 Curriculum's aims to create the knowledge, have high skill and good attitude of Islamic studies. As the supporting book based on 2013 Curriculum, this book has the characteristics:

- a) The book content is based on Islamic studies
- b) The Content of book supported the main curriculum of Islamic School
- c) The book designed based on activities

- d) Each topic uses contextual and related material approach
- e) Encouraging students to seek more about the topic based on their understanding
- f) Each topic covers three competencies; knowledge, skill and attitude
- g) Each chapter, theme or topic contains one or more projects to be done and presented by students
- h) Each topic has one or more lessons of Islamic studies and characters, i.e. Aqeedah, faith, ethics (characters), Worship, Qur'anic Interpretation, exemplary Islamic histories.

#### **Scope of the Product**

The researcher developed English Instructional materials to support *Buku Babon* (the main book based on K-13) from the government. The materials in the book are focused on 11th grade of SMA IT Abhur Mataram, in first and second semester. The focused materials are in four major skills; speaking, writing, listening and reading which are based on syllabus in 2013 Curriculum. The materials are in table 1.1.

Table 1.1 The materials of eighth grade based on 2013 Curriculum

- |   |   |
|---|---|
| 1) The expressions of:  | 4) Short functional texts:  |
| <ul style="list-style-type: none"> <li>• asking to pay attention</li> <li>• checking understanding</li> <li>• valuing good work</li> <li>• asking and giving opinion</li> <li>• capability and incapability</li> <li>• asking permission</li> <li>• inviting someone</li> </ul> | <ul style="list-style-type: none"> <li>• short message</li> <li>• announcement</li> <li>• invitation card</li> <li>• greeting card</li> <li>• notice</li> </ul> |
| 2) Genre:   | 5) Grammar  |
| <ul style="list-style-type: none"> <li>• daily activity</li> <li>• descriptive text</li> <li>• recount text</li> </ul>  | <ul style="list-style-type: none"> <li>• simple present</li> <li>• present continuous tense</li> </ul>  |

- narrative text
- 3) Islamic Poem
- simple past
- past continuous tense
- conjunctions
- quantity questions
- indefinite quantity
- comparison degree of adjective

The contents of the book are the materials which have Islamic studies for students' islamic characters, and are organized with k-13 activities and other lessons suitable with the needs of the topic or theme. From the scope stated above, it is clear that the limitation of this research is developing English instructional materials for islamic content for second semester of 11th Grade based on 2013 Curriculum at Islamic Junior High School Mataram.

### LITERATURE REVIEW

The main curriculum and program of Islamic school support the curriculum 2013, which is emphasized on character; ethics, Aqedah, exemplary stories, obedience, worship intelligence, morals, faith (National Education Ministry, 2010). This means that the education closely relates with students' Emotional Quotient (EQ) or usually called Emotional Intelligence. It is an ability to perceive, assess, and manage the emotions of one's self, and of others. Emotional Quotient (EQ) and islamic characters' are closely related in EQ. Islamic content is the process or effort to guide, educate, make or correct characters in order to gain the good characters based on the values of Islamic studies that supported Value of Pancasila).

Islamic content and Emotional Quotient (EQ) are in line with English for Psychology. English for Psychology is a skills-based course designed specifically for students' needs in psychology aspects. Psychology is concerned with all aspects of behavior and with the thoughts, feelings and motivations underlying that behavior (<http://www.bps.org.uk/>). One of

psychological branches is personality/ classification behavior. So that psychology is closely related to one's characters. Improving good one's character is a characteristic of character building.

Core of 2013 Curriculum is Scientific Approach since; it is legal approach for 2013 Curriculum. Sarpani (in TOT *Kurikulum PAI* , 2013). The *Oxford EnglishDictionary* defines the scientific approach as "an approach or procedure that has characterized natural science since the 17th century, consisting in systematic observation, measurement, and experiment, and the formulation, testing, and modification of hypotheses." (<http://en.wikipedia.org>)

### METHODS

This research is aimed at developing English instructional materials for Islamic content Based on 2013 Curriculum for Students of Islamic Junior High School Mataram. To support the research, the appropriate design that the researcher applied is research and development (R & D). This research and development used qualitative approach to find out a specific style in the English instructional materials for islamic content based on 2013 Curriculum. The prime objective of this research was to design English instructional materials which has islamic content content based on 2013 Curriculum that are appropriate with the 11th grade students of Islamic Junior High School Mataram. The materials intentionally designed based on 2013Curriculum and its syllabus in English. They were designed using contextual and multidisciplinary approach. It means it contains other lessons suitable with the topic or theme. In addition, all of the materials have islamic content to develop students' national character.

### Subject

The research involved a number of eighth grade students of Islamic Junior High School Mataram. The research took a class that consists of 22 students. They stay in the

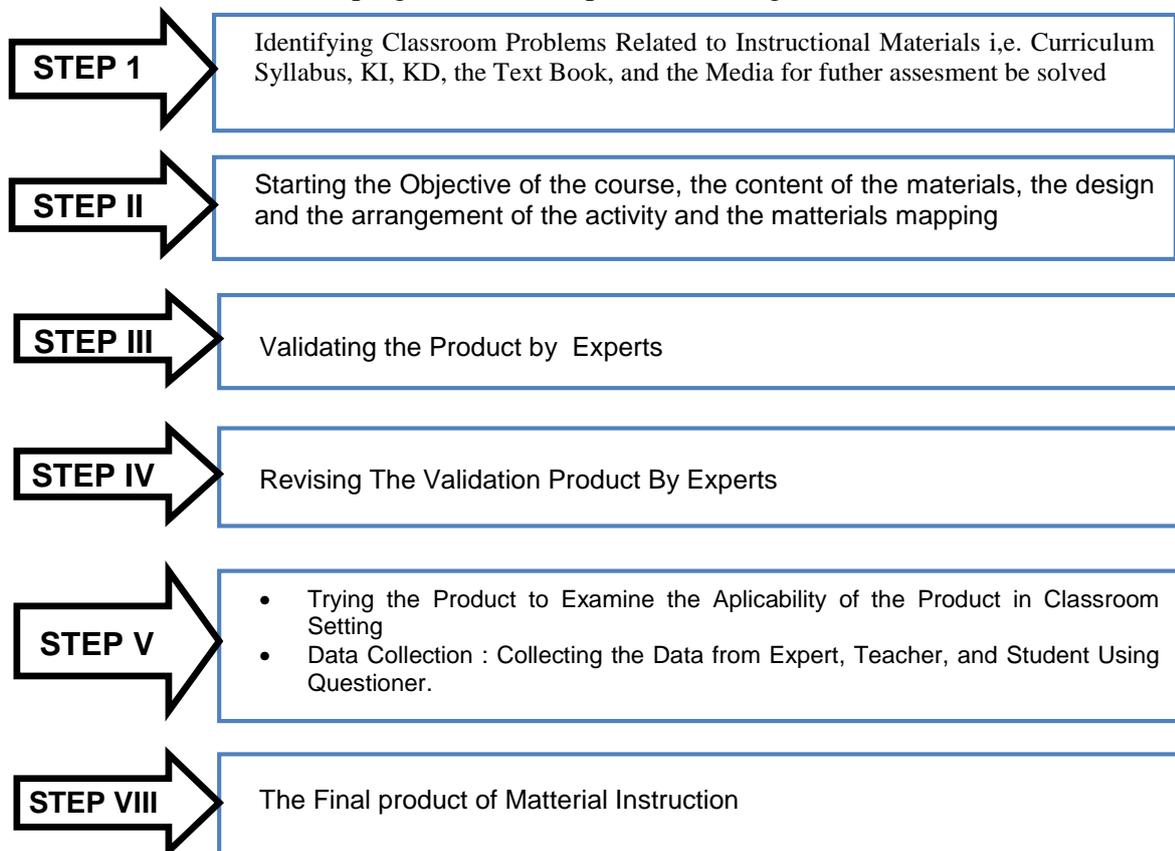
Al Falah Islamic boarding school. Then English is given in their class six hours a week.

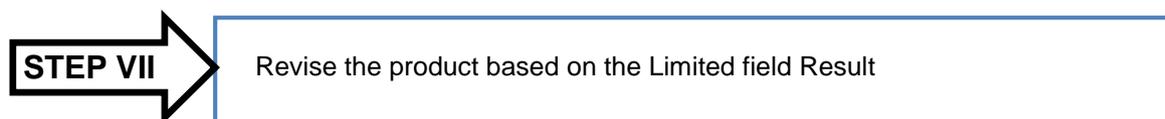
**Model of developing materials**

Concerning the purpose of this study, namely developing English Instructional Materials for Islamic content based on 2013 Curriculum for 11th Graders at Islamic Junior High School Mataram, hence, the background reason for this Research & Development is the classroom problems related to educational products. To know the problems that existed in the English subject of 11th grade, the researcher carried out needs analysis as the first step in developing an instructional material to obtain the real information. Borg and Gall (1983) state that a research activity can be included in research and development if the aim of the study is to produce a complete product that can be facilitated in the teaching and learning process. That includes not only material objects, for instance, textbooks, instructional materials and so on.

The researcher developed the materials based on the model proposed by Borg and Gall (1983) which proposes ten steps to developed course materials. They are 1) research and information collection, 2) planning, 3) developing preliminary form of product, 4) preliminary field test, 5) main product revision, 6) main field testing, 7) operational product revision, 10) dissemination and implementation. This model is used by the researcher because it periods the researcher with supplier and clear steps in developing the materials. However, some modification of Borg and Gall’s model is taken in this research based on the needs of the research, purpose and to meet a gap that cannot be fulfilled by Borg and Gall’s model. To adapted model for developing materials consists of seven steps, namely 1) needs analysis and reference study, 2) material development, 3) expert validation, 4) revision 1, 5) limited field-testing, 6) revision, and 7) final product.

Chart 3.1 Model of developing material (adapted from Borg and Gall, 1983)





- Step 1: Needs Analysis and Needs Assessment
- Step 2: Developing Material
- Step 3: Expert Validation
- Step 4: First Revision
- Step 5: Limited Field testing (Try-Out)
- Step 6: Second Revision
- Step 7: Final Product

			out
Try Out	Questionnaire Field Notes	The applicability of the developed material from the experts	Students and English lecturers

**Research instruments**

This study used various instruments to gather the data; interview, questionnaire and field note. See table 1.

Table 1. The research instruments

Data	Instrument	Content	Subject
Analysis	Field note	Evaluation of the English subject through legal document	Existing English syllabuses for 11th grade and 2013 Curriculum
	Interview	Suggestions toward the existing English material for 11th grade.	English teachers
	Interview Questionnaire	Students' needs toward English lesson	11th grade students of SMP DarulFalah Blitar
Expert Validation	Questionnaire Interview	Evaluation of the draft	Expert in language design, content and layout

**Data analysis**

The data from the needs analysis, the expert validation and the field try out were analyzed descriptively. The data which are gathered from questionnaire and interview in the need survey were analyzed to describe the actual need in the target situation. The data gathered from questionnaire, discussion and consultation in the expert judgments were analyzed to describe evaluations, comments and suggestions of the experts on the developed materials. Furthermore, the data from questionnaire and interview in the trying out were analyzed to describe the applicability in terms of effectiveness, usefulness, and attractiveness of the developed materials and it was used to make revision.

**Materials mapping**

The result of needs assessment becomes a base of how the course developer write what content will be in the materials. In the materials mapping, the researcher wrote how many units will be developed and how many meetings are covered in the textbook.

**FINDINGS AND DISCUSSION**

This section focuses on two aspects namely research finding and discussion. What to present on research findings are the results on research analysis aimed to several subjects to reveal what the students' needs for their islamic content in English lesson based on 2013 Curriculum. On the other

hand, what to present in discussion is the development of instructional materials as the follow-up process in Research and Development.

### Result of the Needs Analysis

The result of needs analysis is intended to gain students' needs in four aspects such as significance of the needed skills, the content materials, and the teaching model needed by students. The first instrument used is a set of questionnaire with 10 questions. Second, to sets of interviews

Table 2. Questionnaire Response

Percentage Content of Question		The Highest Students Character
Question 7 43 %	Etiquette towards religion & Creatures	Lack of respect
Question 8 43 %	Etiquette toward People and others	Not care
Question 9 43 %	Self-Character/ faith	Lack of Confidence
Question 10 43 %	Etiquette towards environment	Lack of loving

Islamic Ethics are involved in islamic studies according to Islamic book, A. Aziz 2009 support national characters are religiosity, noble character, capability, erudition, capability, creativeness, autonomy, democracy and responsibility. Thus, it is clear that having erudition/knowledge is one of the national characters. Besides the five characters above, it is much needed to improve students' erudition and capability in English. It means improving English skills is included into islamic content.

### Result of the Expert Judgment

The product proposed to the expert of 2013 Curriculum and Islamic content, Dr. Achmad Idris Asmaradh, M.Pd. and Salah Abdul Aziz, MA in Augustus, 2018. The initial intensive consultation resulted a significant revision for textbook improvement in aspect of Islamic content and 2018 Curriculum, but mostly in islamic

intended to a subject specialist (English teacher) and an expert in 2013 Curriculum and islamic content.

The data from questionnaire is analyzed quantitatively. The result of needs analysis from interviews in which is exposed in descriptive qualitative way. All of the information is gathered and then described qualitatively. Knowing the needed character that needs to improve can be resulted from questionnaires. The result of the questionnaire is shown in the table 2 and 3.

content. The expert judgment for revision is seen in five aspects; content, exercises, communication, communities, and general elements.

### Judgment of the Content

The first revision was about the islamic content that was not shown enough in the materials. Generally, all materials' appearance was still as ordinary materials. In the column rubric about the quality of material contents among 0-4 scale, he gave "2" for Islamic character. The following are the reasons gave "2" together with his suggestions:

- a. The title was still ordinary, it mostly represent about islamic content. Among seven units, only unit 6 attracted his interesting "Tell the Truth through the Written Text". Nevertheless, his interest were not simultaneously yet with the picture's title, pictures' content, materials' content and students' activities guided by the textbook.

- b. Islamic content contents were not involved enough in English materials. He gave suggestion that islamic content should reflect in indicators of each unit, the materials and the students' activities guided by the product.
- c. The pictures shown in the textbook are not enough to represent islamic content. The role of shown pictures was very significant in which students in their age are still attracted with the colorful materials.
- d. About involving islamic content in the product, the expert agreed a lot for using traditional songs of Indonesia. In the column rubric, among scale 0-4, he gave "4" for the songs. He commented that the songs are very good for students' islamic content since the songs were originally from Indonesia threatened to extinct.
- e. The last revision was about the content of 2013 Curriculum. There were four skills integrated on the English materials of 2013 Curriculum, but in the textbook only reading, speaking and writing, limited listening. For this situation, he suggested to add listening skill in each topic.
- f. Besides, the expert also gave appreciation to the proverbs of each unit in the evaluation note. He said that the proverbs could support students' islamic content. It could wake their awareness up and could improve their faith and Islamic characters.

### **The judgment of exercises**

Generally, there are no problems in the exercises in the textbook. Seen by 2013 Curriculum view, they are complete with the tasks of practicing/ creating something related to the materials in experimenting stage in scientific approach. General

comment for exercises is good, only one. Commonly, each exercise improves students' erudite character and creativeness, and then to show the islamic content clearly in the task needed to determine the topic containing islamic content, i.e. aqeedah ("the oneness of God, pillar of Iman and Islam), "Etiquette of Talking, 4 "Faith (*Iman*)".

### **The judgments of communication, communities and general elements**

There are also no problems in communication aspect in the product. Since the communication in the product involves students very much to communicate interpersonally through writing or speaking. The same comment for community's aspect, since the expert gave good score for the column rubric in each point. However, different score to one point in generalelements' column rubric. The first point about integrated skills; listening, speaking, reading and writing, had score 2, for the scale 0 through 4. There is limited listening skill. The expert revised it to add more listening skill in the materials or activities.

### **Revision**

The suggestions stated by the expert and subject specialist in the previous phase of development were very precious for the developer to attain improvement of the materials. All of aspects concerning with weaknesses of the developed materials had been made by suggestions. The developer did what it to take to make the revised materials better than before. Some aspects to be revised or changed are titles, contents of English materials containing more islamic content, pictures reflecting islamic content, adding cultural notes in traditional songs of Indonesia and make their English versions, and integrating listening skill with the other three skills; reading, writing and speaking.

### **Result of field testing**

To obtain the empiric validity of the materials, the developer conducted field tryout for three units. Of course, with research limitation in the terms of time and permission encountered by the developer during research period, it was unlikely possible for her to do field tryouts for the whole units. Field try out were held from August 10<sup>th</sup> until 26<sup>th</sup>, 2018 based on the given permission by the headmaster of Islamic Junior High School Mataram. There was one class involved in these try outs, Class 11, which consists of 23 students. Seeing this needs, the developer chose the whole units of the book. However it concern only on the content of the book rather than the systematic of writing and book design.

The students got English lesson three times a week; in Monday, Tuesday and Wednesday. As long as trying out the product, the researcher only got 12 times. It seemed very difficult to do. Then the researcher asked permission to the headmaster of SMP DarulFalah to try out every day, except Sunday. Therefore, the frequency of the meeting can improve two times, to be 24 times in 28 days of trying out. To avoid the messing schedule of other lessons, the other three days were placed in the evening. It was possible to be done since the students stayed in the same boarding school.

### **Second Revision**

For the second time, revision was required after the first one given from expert of 2013 Curriculum and islamic content, and subject specialist. This second revision was based on two aspects covering result of tryouts and students' judgment to the book. To sum up, required revision gained from three units had been accomplished. Paralleling the whole materials, the addition of vocabulary list in each unit had been made in the reading section of observing stage. Acting as the observer, the developer felt to necessarily add vocabulary list in

each topic. Improving vocabulary activity was in line with the result of needs analysis in the beginning of research. The needs analysis shows that most of students had difficulty in vocabulary. Field tryouts proved that it was very effective in meeting their needs in vocabulary improvement.

Having revised all things necessarily during tryouts, it means that the materials had already got empirical validity till it would finally be validated by expert in the next stage of this Research and Development.

### **Expert validation**

Expert validation resembles the final step in this process of textbook development. Finished checking revisions, the expert of 2013 Curriculum and islamic content, and subject specialist decided that the instructional materials was finally been validated on August 23, 2018 by the expert of 2013 Curriculum and islamic content, and on September 20, 2018 for the subject specialist.

### **Sections in the product of materials**

Scientific approach is the base how these instructional materials were composed. This is suitable to 2013 Curriculum that involving it. The scientific approach is a body of techniques for investigating phenomena, acquiring new knowledge, or correcting and integrating previous knowledge. To be termed scientific, a method of inquiry must be based on empirical and measurable evidence subject to specific principles of reasoning.

The *Oxford English Dictionary* defines the scientific approach as "an approach or procedure that has characterized natural science (en.wikipedia.org). The stages in scientific approach applied the developer in the textbook are: observing, questioning, experimenting, associating and communicating. In those stages, the developer involved islamic content to improve students' intrapersonal and interpersonal intelligence. Interpersonal

intelligence is concerned with the capacity to understand the intentions, motivations and desires of other people, for example caring and respecting to other people. While Intrapersonal intelligence entails the capacity to understand oneself, to appreciate one's feelings, fears and motivations, for example self-awareness, self-confidence, self-discipline.

The product is based on 2013 Curriculum, and then it has applied scientific approach. Because of this reason, the developer uses scientific approach in her English materials. The developer attempted to meet the activities in the textbook with stages of scientific approach. There are six sections in the textbook, the developer called the first four sections as same as English skills; listening, speaking, reading and writing. Then the sixth section is Fun Page, and the last is evaluation.

## CONCLUSION

Ministry of Education has policy that in 2014, all of schools in Indonesia should implement 2013 Curriculum. This new Curriculum has three competencies; religious competence, social competence, erudite competence and skill competence. The four competencies should be integrated in each lesson, included English lesson. Beginning from this situation, the researcher developed the textbook entitled "English for Islamic content for 11th Grade Students of SMA IT Abhur Mataram" that appropriate with the new curriculum, 2013 Curriculum.

Based on 2013 Curriculum, scientific approach is used in teaching and learning process, so the developer also applied the scientific approach in its activities. The core of scientific approach is meaningful learning, so they should much involved in the teaching leaning and active. Related to the islamic content involved in English materials, the textbook is selection in contents of materials. Suitable as Pasal 3 UU No 20 Sisdiknas2003 about the purpose of national education says: "developing learners' potency to be humans who has

strong faith to God, noble character, health, erudition, capability, creativeness, autonomy, democracy and responsibility." Therefore, the book is suitable for instructional materials in English lesson that not only rich in English materials but also the contents of islamic content.

There is nothing perfect in this world; this proverb may prevail in the textbook. Besides superiorities, must be weaknesses. The superiorities of the product are:

- a. The materials are design based on Islamic studies and characters;
- b. The materials are sett based on 2013 Curriculum
- c. The stages and activities are appropriate to scientific approach. The stages are observing, questioning, experimenting, associating and communicating;
- d. The contents of English materials are islamic content. So that the students not only get the erudition of English skill but also improvement in their good characters;
- e. In addition, there are useful exercises that not only for fun but also for improving students' capability in English.
- f. The last, there are proverbs in each unit containing islamic content.

Besides the superiorities, there are several weaknesses of the textbook, i.e. (1) There are still materials that no have islamic content, but only the erudition of English materials, (2) The listening skill involved in the textbook have no audio from native speaker, since it is so difficult to look for the audio with native speaker voice. For covering these weaknesses, so the developer designed the activities of listening skill guided by the teacher.

## SUGGESTION

In relation to improvement of the product, it is necessary for the researcher or other people who are interested in the product to try out all the units of the product to get information about the strength and weaknesses of each unit based on the user of

the book. Also that could be an effort to improve the product by involving more English teachers in order to obtain more inputs for its improvement.

For the future research, particularly in the area of material development, the researcher addresses suggestion on the effectiveness of the materials which is worth conducting with quantitative approach. Besides, conducting Research and Development to other grades is necessary since it also concerns to English based on 2013 Curriculum with Scientific Approach that has islamic content contents.

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