Paper

by Andi Tenrisanna Syam

The 4-D Model on the Development of English Learning Materials for Islamic Education Learners

Abstract

English for Islamic Studies is taught as the general subject in the State Islamic Institute of Palopo. Therefore, the researchers aimed to develop valid English materials for learners of the Islamic education study program. The researchers applied the 4-D model by Thiagarajan et al. It consists of four stages namely, defining, designing, developing and disseminating. There were 68 learners who answered a questionnaire for needing analysis, 23 learners involved in the field try-out, and three lecturers assessed and reviewed the product. Questionnaires and field notes were used as the research instruments. The obtained data were analyzed qualitatively and quantitatively. The researchers created English materials in the form of a textbook in which it consists of ten units. The topics are *5 pillars of Islam, 6 pillars of faith, daily life of a Muslim, Islamic figure, ulul azmi, Amal Ma'ruf Nahi Munkar, halal and haram, Islamic education in Indonesia, Muslim generation, and religious moderation.* The data gathered during the trial period revealed that the textbook was suitable to learning process, met the learners' needs, and it was well-received by the learners. They were engaged, motivated, and excited to complete the activities outlined in the textbook. Therefore, the textbook can be used by lecturers and learners in Indonesia as a learning medium.

Keywords: English for Islamic studies, learning materials, research and development, the 4-D model

A. Introduction

English for Academic Purposes (EAP), English for Occupational or Purposes (EOP), or English for Vocational Purposes (EVP) are the two primary categories of ESP, which were first created in the 1960s (Hutchinson & Waters, 1987; Howat, 1984; Strevens, 1980; Robinson, 1991; McDonough, 1984). If this broad distinction is followed, the type of English taught in Islamic higher education fits this category. EIS shares four features with ESP in general. It has been categorized as English for Special Purposes because it goal-oriented, i.e., handling numerous texts on Islamic studies; and second, its course is based on a need analysis, which aims to explain as accurately as possible what learners must achieve using English. Finally, its classes may be described as if they are made up of identical learners. All

of the learners in a class are pursuing the same type of work or specialist studies, such as all of the learners pursuing undergraduate Islamic studies (Ma'mur, 2005).

English for Islamic Studies (EIS) is a course about Islamic topics. According to Giyoto (2006), the EIS course aims to teach learners more depth and comprehension of Islamic values in English after reading all of the material given. As a result, learners study EIS to develop their understanding of Islam. This EIS course is beneficial to learners because it teaches them about Islamic topics that will help them better understand Islam. Lecturers who teach the EIS course must be specialists in Islamic Studies and understand the contents. They are also expected to teach Islamic topics in this course as frankly as possible so that learners' minds do not get confused and feel chaotic.

English for Islamic studies course should be taken by the second-semester learners of State Islamic Institute of Palopo before graduation. However, the problem of teaching English is becoming more and more difficult where the primary focus is on Islamic subjects and substance (Syah, 2015). It is undeniable that many articles in English with Islamic nuances are offered via electronic media. Still, if it is connected with the syllabus, it cannot fulfill the learners' needs (Putra, 2017). They learn general English, and the lecturers have difficulty deciding the appropriate material, so the lack of adequate materials impacts the learners' capacity to communicate in English. (Syafi'i & Gestanti, 2017).

Because different disciplines have their own needs in learning English, the General English (GE) syllabus does not suit the needs of the learners (Abudhahir & Ali, 2018). Therefore, a detailed syllabus and material creation should be sought, developed, and planned to encourage both lecturers and learners to achieve the learning goal of the EIS subject. There are several reasons why teachers should create their instructional materials. Among them include the availability of curriculum-appropriate materials, student characteristics, and the necessity to solve an issue in teaching-learning (Qamariah, 2015).

The key to designing suitable educational materials is to make them effective, efficient, and appealing to pupils. Text, graphics, and other aspects should be used to help the diverse population of learners thrive. They should incorporate stimulating and fascinating parallels, scenarios, and instances. Additionally, learning materials should contain approaches that promote creative and critical thinking. They could include contemplative questions or strategies for structuring thoughts. Besides, the ability to present new ideas will be aided by familiarity with learning resources. Learners can also readily control these materials for effective learning of new concepts. The learners are also drawn in by the novelty of the topic. The enticing aspects of suitable learning materials are surprising materials or novel uses of natural resources. The item should have a practical value. The appropriate application of the material determines whether it is positive or negative (Team Leverage Edu, 2021).

Some researchers have compiled English materials for Islamic learners at any levels. English materials were compiled for elementary school pupils (Rahmadany et al. 2021; Khoiriyah & Widyantoro, 2018); an English textbook for Islamic secondary school was produced by Rahman et al. (2018). Cahyo et al. (2017) integrated the Muhammadiyah values into their English textbook. Nurliana (2019) developed English materials for tertiary institution learners. Her textbook consisted of eight units; meanwhile, the researchers compiled ten units. Rizal (2014) created ESP reading comprehension resources for the Islamic Education

Study Program at IAIN Bengkulu using a schemata theory method. According to his research findings, the generated ESP materials were well received by the learners. The designed ESP materials were efficient in helping learners enhance their English reading comprehension. Rizal only focused on reading materials; meanwhile, the current researchers integrated four skills and grammar and pronunciation practice in their textbook. Qamariah (2015) adapted Borg and Gall's research design to create Islamic English instructional materials for first-grade learners of Madrasah Aliyah Negeri Model Palangka Raya. Muhsinin (2013) created English materials for Islamic Education Department learners at IAIN Mataram. He concentrated on assisting learners in comprehending English text in Islamic studies while expanding their Islamic understanding. A syllabus should be created based on the results of the needs analysis to depict the contents of the learning activities. Karman (2017) found that his English reading materials for learners of Madrasah Aliyah are already suitable and appropriate for Madrasah Aliyah learners. Cahyo et al. (2017) developed English textbooks for learners at schools. Meanwhile, recent researchers developed English learning materials for learners at university. Fitriyah (2015) developed ESAP instructional materials with Contextual Teaching and Learning (CTL) principles for learners of Islamic education of IAIN Kediri. Fitriyah adopted Borg & Gall model while this research applied the 4-D model.

The researchers were interested in developing English materials for Islamic education learners because the teaching materials development that has been carried out so far is only within the limits of the procurement of printed materials in the form of handouts, material summaries, and presentation materials in PowerPoint form. Books and modules are still minimal, especially if the teaching materials are audio, visual, and multi-media integrating information and communication technology. Without undertaking a thorough needs analysis, module development merely collects material directly delivered to students.

Because this arranging procedure cannot meet the true demands of learners, the learning content presented is unlikely to pique the learners' interest. Similarly, learning based on handouts and material summaries can provide an overview of teachings that can be given in a short amount of time and comprehended more rapidly. Therefore, to build the learners' deep understanding of Islamic values, the researchers presented Islamic messages in two ways: 1) by stating Islamic issues directly, such as "Muslim generation," "Islamic education in Indonesia," and so on. 2) Incorporating Islamic messages into materials indirectly, such as through imagery, names, structures, language exercises, and messages.

Regarding the statements above, the researchers posed the research question as follows: "How to develop valid materials for learners of the Islamic education study program at IAIN Palopo?"

B. Literature Review

ESP is a course design and teaching approach that centers on target groups of students that have the identical goal or purpose in studying English. According to Hutchinson and Waters (1987), ESP is a language learning method oriented on the students' needs. They mean that "ESP does not require a specific language, educational material, or approach." They propose that the learners, the required language, and the learning environments form the foundation of ESP, which is founded on the importance of need in ESP.

Adult learners are more generally to take ESP courses since they are more than likely to have unique requirements relating to their studies or profession. Bowker & Pearson (2002) revealed that learners come to ESP classrooms to satisfy their English language demands to reach their future goals, and all of the conversation learners have in class does not turn into a professional or academic dispute; in the end, it is just aforementioned communication. The most significant aspect is the emphasis on each skill in the language classroom and the environment where learning may occur, and learners can freely express themselves in the target language.

The single most defining feature of ESP courses is that they are based on a student need analysis. According to Dudley-Evans and St. John (1998), ESP is defined by two types of characteristics: absolute and variable. The fundamental characteristics of ESP, namely:

a. Designed to meet the specific needs of learners.
b. Uses the underlying methodology and discipline practices it serves.
c. Centered on the language (grammar, lexis, and register), skills, discourse, and genre relevant to these activities.

The variable characteristics include:

a. May be developed for specific disciplines.
b. May employ a different technique than general English in specific teaching scenario.
c. Likely designed for adult learners in a university or in a professional work setting. Beginners, intermediate or advanced learners can also learn it.

Authentic materials for intermediate or advanced learners, intentional orientation (tasks are given based on the target situation), and self-teaching are three common features of the ESP course (Carver, 1983). It is concerned with turning learners into users by encouraging them to have a certain degree of autonomy: the freedom to decide when what and how they will study. It is essential for high-ability learners.

To know what and how the students will study, the materials designer should conduct a need analysis. The phrase "needs analysis" is defined by Iwai et al. (1999) as "the actions involved in collecting information that will serve as the basis for constructing a curriculum that will suit the needs of a specific set of learners." Hutchinson & Waters (1987) divided need analysis into target and learning needs. Target needs are defined by Nation & Macalister (2010) as an analysis undertaken to determine what the learner must do in a specific setting. The analysis of target needs looks at:

1) Necessities are a type of need determined by the demands of the target situation to determine what the learner needs to know to function effectively in the target situation.
2) Lack, which is an analysis to determine what the learners already know.
3) Want is an analysis to determine what the learner wants to learn.

The three features of target need are tightly related to Nunan's task component while producing learning material for the Islamic Education Study Program. Nunan (2004) presented six task component aspects. They are the aim, input and methods, setting, instructor's role, and learner's role. The necessities in the target needs as the goal while the lack and want as the input. On the other hand, the remaining four parts pertain to the realm of learning needs analysis. The following is the aim and input analysis framework's detailed orientation:

A framework for goal analysis
1) What is the goal of learning English?
2) What is the most important skill?
A framework for input analysis
1) What is the learners' current competency level?
2) What are their favorite topics?
3) How long do they prefer their texts to be?
4) Why is it important for them to learn vocabulary?

What the learner has to undertake to educate is learning needs (Nation & Macalister, 2010). The learning need is strongly linked to the activities that learners must undertake to develop the abilities that are expected of them to function at the required level of competence in the target setting. It is necessary to examine the students' learning needs to determine an engaging teaching and learning process that the learners desire. This analysis is linked to activities, setting, the teacher's role, and the learners' role.

1. A framework for analyzing activity
   a) What learning practices do the students believe are most helpful for learning English?
   b) What is the most efficient activity arrangement that they prefer?
   c) What are some of the more challenging activities students face while studying English?
2. A framework for analyzing and determining the setting
   a) What kind of environment do the students prefer?
   b) In what type of activity setting would the students prefer to be?
   c) How long do the students want to spend on each activity?
3. A framework for determining the function of learners
   a) What do the students hope to achieve as a result of the teaching-learning process?
4. A framework for determining the instructor's role.
   a) What do the learners want their instructor to be in progress of teaching-learning?

The additional aspects of the four task components above are applied in this research to fulfill the excellent composition of the ESP materials. ESP materials may aim at exposing students to specialized genres and registers to support learning by stimulating cognitive processes and providing a structure and improvement for students to follow, to motivate students by providing achievable challenges as well as interesting content, and to provide resources for self-study outside of the schoolroom.

C. Research Methodology
1. Research Design
A Research and Development (R & D) method was employed by the researchers. It can be used to develop a product and evaluate its effectiveness. A model, a pattern, a process, a book, a module, a package, or a program is all examples of products. Applying the 4-D model, the researchers created an English textbook. The steps in compiling a book are elaborated below:

a. Analyzing

This phase is aimed to collect data about the learners' needs in learning English. The researchers used this analysis to arrange the suitable English material for their learners.

b. Designing

It aimed to design and produce the product based on the result of learners' need analyses.

c. Developing

In this phase, the English textbook was developed based on the experts', practitioners', and users' validity and the try-out result. Suggestions from the experts and learners were used to revise the final product.

d. Disseminating

In this phase, the product that was developed and revised based on the judgments previously disseminating. It was introduced through the seminar, promoted on social media, and submitted to the journal for supporting dissemination.

2. Participants of the Research

The research participants were all the second-semester learners of the Islamic Education Study Program, Tarbiyah, and Teachers Training Faculty in the academic year 2020/2021. Sixty-eight learners (14 males and 54 females ranging from 18-22 years old) answered the need analysis questionnaire, 25 learners (10 males and 15 females) were involved in the field try-out, and three lecturers were asked to assess the developed textbook.

3. Instruments

The instruments of this research were questionnaires and field notes. The researchers distributed a questionnaire to find out learners' needs. The questionnaires items consisted of some topic such as: goal, input, activity, setting, teacher's role, and learners' role (Nunan, 2004). Target needs consist of necessities; wants, lacks (Hutchinson & Waters, 1987), and English proficiency level (Richard, 2005). The questionnaire was also given to experts. Then, the researchers revised the English materials book based on their judgment. The learners answered the questionnaire via Google Form. To avoid misunderstanding, the researchers used the Indonesian language when they were writing questionnaires. There were 30 statements on the learners' questionnaire and 30 statements on the experts' questionnaire. The researchers distributed the questionnaires to the learners. The questionnaires were used to find out learners' perception whether or not the developed textbook followed the syllabus and based on the learners' needs. There were 25 items on questionnaire. Field notes were used to collect data from the syllabus.

4. Data Analysis Techniques

The learners' responses to reflect their needs were used to describe the data gathered from the needs assessment questionnaire. The option with the highest percentage of agreement received the most votes from the students. The highest level of understanding implies the most significant number of learners' selections. The researchers used a Likert scale for expert judgment and students' perception questionnaires. Microsoft Excel calculated the data obtained from the trial product.

D. Findings
1. The Results of Need Analysis

The questionnaire was distributed to 68 learners in the second semester of the Islamic education study program at State Islamic Institute of Palopo in the academic year 2020/2021. The information acquired during the need assessment was related to the learners' needs for materials design, themes, skills, and exercises. The data were shown below.

a. Necessities

Regarding the purpose of the learners in learning English, 48% of learners answered that they learn English to communicate in English. Out of 29%, learners learn English to understand Islamic news/lecture/Islamic explanations. 11% of learners aimed to understand the Islamic texts, out of 2% learners learn English to ease them enroll in a graduate program.
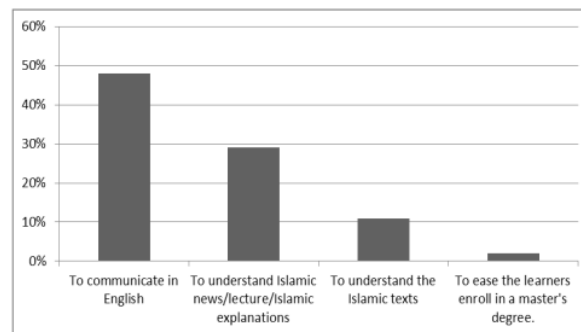

Chart: 1 The purpose of learning English

Concerning the benefits of learning English after the learners graduate with a bachelor's degree, 44% of learners answered that they could communicate in English well at work. 25% of learners answered that learning English allows them to access English news. 16% of learners answered that mastering English will enable them to access information related to their profession. 10% of learners answered that learning English can support their career after graduation, and 4% responded that they want to get high TOEFL/IELTS scores.
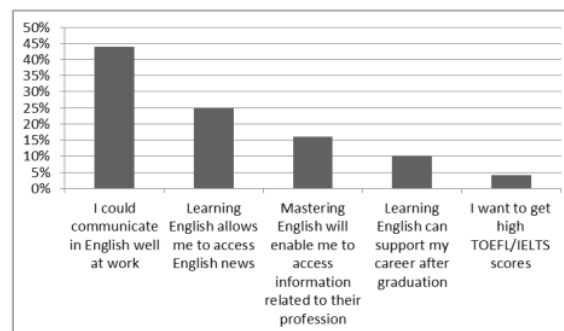

Chart: 2 The benefits of learning English

Regarding the language skill needed most in the current major, most of the learners (63%) prefer speaking skills; out of 17%, learners prefer reading skills, 13% prefer listening skills, and out of 5%, learners prefer writing skills.
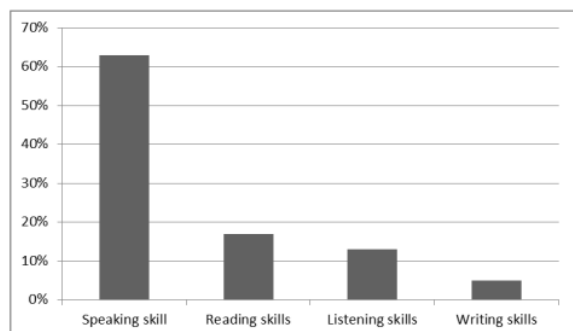

Chart: 3 The language skills needed most in the current major

b. Lack

Concerning the learners' English mastery level, out of 67% of learners answered that they are in basic (lower) level, 19% are in basic (upper) level. 8% of learners are in intermediate (upper) level; out of 5% learners are in intermediate (lower) level and only 1% student who is in advanced level.
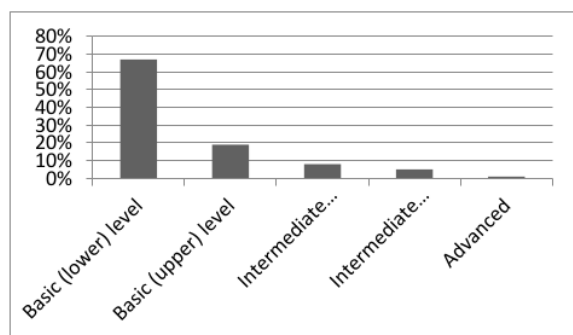

Chart: 4 The learners' English mastery level

Concerning the learners' proficiency test scores, out of 83% of learners answered that they never joined the TOEFL test, 5% of learners got TOEFL score under 425, out of 4% of learners got a TOEFL score of 425-450, and 1% of learner were waiting for the TOEFL test result.
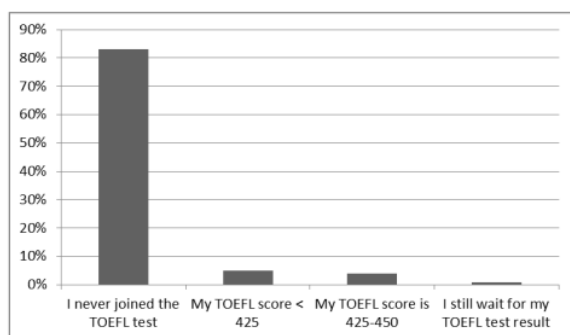
Chart: 5 The learners' proficiency test score

Concerning the student's obstacles in learning English, 48% of learners answered that they lack vocabulary, 33% of learners lack understanding of grammar, 13% of learners are bored with the teaching method, and 2% of learners are lack learning media.
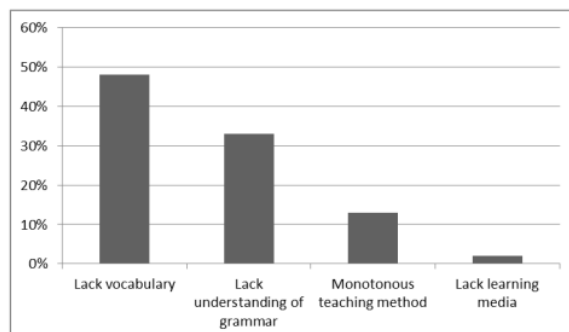

Chart: 6 The learners' obstacles in learning English

Concerning the learners' difficulties in speaking English, about 33% of learners cannot understand the topic being discussed because they do not have sufficient knowledge about it. About 30% of learners are difficult to pronounce English words. About 30% of learners are challenged to convey their ideas because of limited vocabulary, and about 2% of learners cannot use proper grammar in uttering sentences.
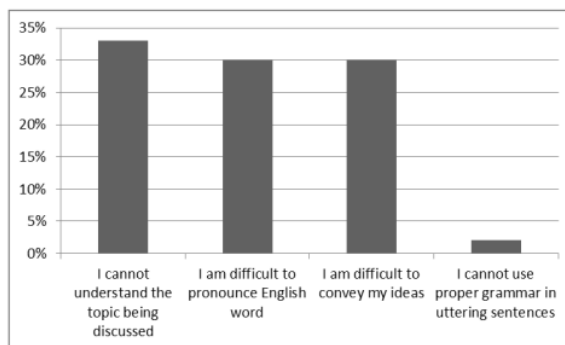

Chart: 7 The learners' difficulties in speaking English

Concerning the learners' difficulties in writing English, about 52% of learners answered that they are challenged to arrange sentences, clauses, or paragraphs, 23% of learners are challenged to use the right words, 13% of learners are difficulty expressing their ideas, and 10% learners are challenged to use punctuation properly.
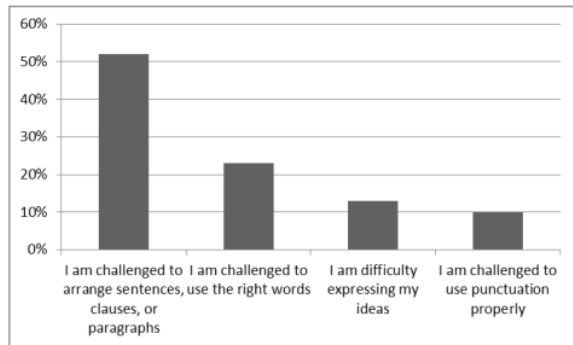
Chart: 9 The learners' difficulties in writing skills

Concerning the learners' difficulties in listening to English, 44% of learners answered that they could not understand native speakers' utterance due to limited English vocabulary. 26% of learners have difficulty understanding oral instruction, 16% have problems identifying keywords in a verbal description, and 10% are complex in making inferences from the English description.

Chart: 10 The learners' difficulties in listening skills

c. Wants

Concerning the language skills wanted to be mastered by learners after learning English. 75% of learners want to master speaking skills, 16% want to master reading skills, 7% want to master writing skills and 1% likes to master listening skills.

Chart: 11 The language skills wanted to be mastered

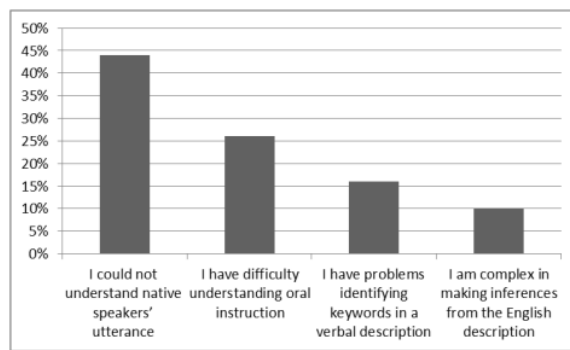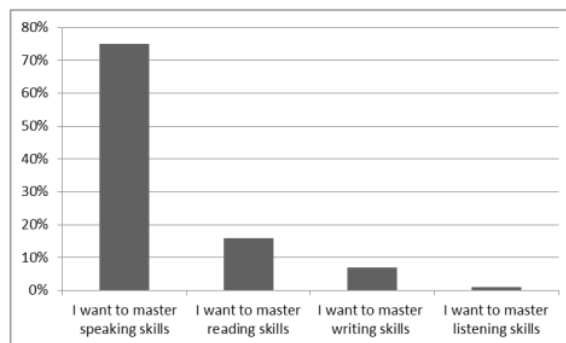According to the learners, concerning the right order of learning English skills, 39% of learners choose to speak, read, write, and listen. 26% of learners prefer listening, speaking, reading, and writing. 14% of learners prefer reading, writing, speaking, and listening. 11% of learners prefer speaking, listening, reading, and writing.
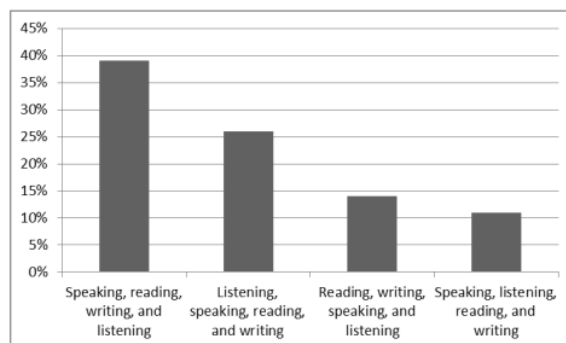
Chart: 12 The right order of learning English skills

Concerning the topics wanted by learners to be learned, 52% of learners choose Islamic history, 30% choose Islamic jurisprudence, 47% choose Islamic belief, and 25% choose Islamic law.
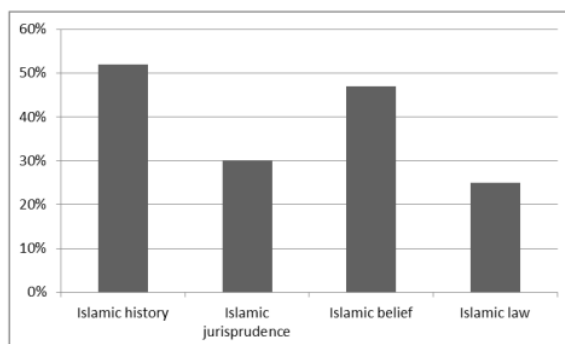
Chart: 13 The topics wanted to be learned

Concerning the appropriate length of dialogue text in speaking practice, 45% of learners choose text ranging from 150 to 200 words accompanied by an image or a video. 23% of learners choose text over 300 words accompanied by a photo or a video. 11% of learners choose text ranging from 200 to 250 words accompanied by an image or a video. 10% of learners choose text ranging from 150 to 200 words, and 1% choose text ranging from 200 to 250 words.

Concerning the fun speaking materials, according to the learners, 33% of learners choose dialogue text video recording, 19% of learners choose dialogue text demonstrated by a friend, and 17% of learners choose dialogue text audio recording. 17% of learners select monologue text video recording, 7% of learners prefer text monologue audio recording, and 4% of learners choose monologue text demonstrated by a friend.

Concerning the appropriate length of reading text to support writing skills, according to the learners, 33% of learners want text over 300 words accompanied by pictures, 32% of learners want text ranging from 150 to 200 words accompanied by photos, 20% of learners want text ranging from 200-250 words accompanied by photos. 11% of learners want text ranging from 200-250 words, 200-250 words, and 300 words without pictures.

Concerning the kinds of writing materials the learners want, 50% of learners choose videos related to Islamic content, and 23% choose images related to Islamic content. 13% of learners choose random sentences, 11% of learners choose random paragraphs, and 1% of students choose videos related to Islamic and general contents.

Concerning the appropriate length of reading text to support reading skills, 35% of learners want text ranging from 150 to 200 words and accompanied by pictures. 23% of learners want the text of more than 300words and accompanied by images, 13% of learners want text ranging from 200to 250 words accompanied by pictures, 10% of learners want text over 300 words, 8% of learners want text ranging from 150-200 and 8% of learners also want text ranging from 200-250 words.

Concerning the kinds of reading materials wanted by the learners, 35% of learners want to learn illustrated reading text, 23% want to read text only, and 19% want to read text with true or false questions. 11% of learners want to read a text with multiple-choice questions, and 10% want to read text with some words omitted.

Concerning the appropriate length of reading text to support listening skills, 39% of learners want audio ranging from 150 to 200 words accompanied by pictures or videos. 19% of learners want audio ranging from 200 to 250 words accompanied by images or videos, 11% of learners want audio ranging from 200 to 250 words and also 300 words, 8% of learners want audio over 300 words accompanied by videos or pictures, and 7% of learners want audio ranging from 150-200 words.

Regarding the kinds of listening materials, about 47% of learners want dialogue text video recording, and about 20% of learners want dialogue text reading and listening to the text read by the lecturer. About 11% of learners want monologue text recording.

Concerning the activities wanted by the learners to improve their listening skills. 47% of learners choose to listen and repeat, 26% of learners decide to listen and practice, 13% of learners decide to listen and match the words with the pictures, 4% of learners choose to listen and guess, and only 1% of student chooses to listen and draw.

Concerning the activities wanted by the learners to improve their speaking skills. 42% of learners choose to practice conversation in pairs or groups, 19% decide to discuss, and 8% choose to retell a text or story, play a drama, and debate. Only 4% of learners choose to play a game, and 1% choose to hold a presentation and describe pictures.

Concerning the activities wanted by the learners to improve their reading skills. 52% of learners want to read a text and then translate it. 19% of learners want to identify true or false statements based on the text given. 13% of learners want to read a text and then retell it in front of the class. About 10% of learners

want to read a text and conclude the main idea. Only 4% of learners want to read a text and determine its topic.

Concerning the activities wanted by the learners to improve their writing skills, about 30% of learners want to read a text and then rewrite it. About 25% of learners want to arrange random sentences. 17% of learners want to watch a video and then rewrite the contents of the video. 13% of learners want to answer questions, 11% want to write a simple text with pictures assistance, and 1% wants to write a simple text without pictures.

Regarding the teaching media that support learning processes, 41% of learners choose audiovisual (lectures/sermons, TV news broadcasts, talk shows, movies, etc.). 35% of learners choose printed media (textbooks, newspapers, magazines, and modules). 30% of learners choose visual aids (projected image, text, or OHP). Only 29% of learners prefer audio (cassette recording, radio broadcasts, songs, lecture/sermons, etc.). 13% of learners choose realia.

According to the learners, 32% of learners choose outdoor areas (garden, gazebo, etc.) as their favorite places to learn English. Out 29% of learners choose the classroom. About 19% of learners choose the library. 17% of learners choose a language laboratory.

Concerning how the tasks are done according to the learners, about 51% of learners choose to work in 3-5 people groups. About 26% of learners choose to work in pairs. And 22% of learners choose to do an individual task.

Concerning how the lecturers must teach according to the learners. 66% of learners want the lecturers to explain the materials to be studied entirely. About 10% of learners want the lecturer to translate complicated terms. About 10% of learners want the lecturers to explain the materials to the learners who face difficulties. Out of 7% of learners want the lecturers to allow learners to find out the lesson before it is explained.

Concerning the learners' role in class, 50% of learners want to listen to a lecturer's explanation and carry out their instruction. 22% of learners want to take advantage of every opportunity to interact well in class. 11% of learners want to participate and communicate in class actively, and 8% want to analyze English subject matter systematically. About 7% of learners want to give advice, criticism, and input on the way lecturers teach.

Concerning internet-based learning systems in the educational process wanted by the learners, 39% of learners choose the web course. All activities during the lectures are carried out via the internet without face-to-face directly in class. 33% of learners choose a web-centric court as part-learning activity. Out of 25% of learners choose the web-enhanced course.

2. The Result of Expert Judgment

There were 3 experts who reviewed the textbook. They assessed three elements, namely layout, content, and language used. The results of their reviews are elaborated below:

a. Layout

There were 7 items assessed by the experts regarding textbook layout. They stated that the textbook layout is excellent to be used. The results are shown below:

Table: 1 Layout assessment

Aspects to be assessed	Average score	Classification
The placement of the layout elements (title, introduction, acknowledgment, table of contents) at the beginning of each chapter is consistent	5	Excellent
The placement of layout elements on the page follow a consistent pattern	5	Excellent
The illustrations provided can enlarge understanding of the information conveyed	5	Excellent
The illustration given has a proportional size so that it provides an accurate picture of the object in question	5	Excellent
In general, the illustrations are shown in accordance with the topic of discussion	5	Excellent
The textbook does not use various font size	5	Excellent
The textbook uses letter variations (bold, italic, capital) to distinguish levels and emphasize the text that is considered important	5	Excellent
The font face used in the textbook is readable	5	Excellent

b. **Content Materials**

There were 16 items assessed by the experts regarding content materials. They stated that the textbook content is excellent to be used. The results are shown below:

Table: 2 Content materials assessment

Aspects to be assessed	Average score	Classification
The textbook is in accordance with learning objectives.	5	Excellent
The textbook is in accordance with the learners' need in learning English for Islamic studies.	5	Excellent
The textbook explores many texts related to learners' daily life.	4.6	Excellent
The textbook elaborates the text in detail	4.6	Excellent

In general, the textbook provides a clear explanation	5	Excellent
Audio-material contains pronunciation and listening practice	4.6	Excellent
The texts given in the material can help learners understand the main topic	4.6	Excellent
The textbook contents (text, tables, pictures, etc.) gathered from sources that are pertinent to the issue at hand.	4.6	Excellent
The textbook contents (text, tables, pictures, attachments, etc.) are taken from up-to-date sources	4	Good
The writers consistently present pre-activity, main activity, and post-activity on each unit	4.6	Excellent
The forms of tasks in each unit are presented in various ways	4.6	Excellent
In each unit, tasks are delivered in a balanced manner.	5	Excellent
Tasks are grouped or classified in each unit according to the lesson plan's rules.		
The way assignments are presented in the developed learning materials encourages students to interact in English.	5	Excellent
The tasks in each unit encourage students to participate actively in class.	4.6	Excellent
The presentation of assignments enables learners to participate actively in their own learning.	5	Excellent
The presentation of assignments enables students to acknowledge their progress or failures in learning English.	4.6	Excellent

c. Language Used

There were 5 items assessed by the experts. Overall, they stated that language used in the textbook is excellent.

Table: 3 Language used assessment

Aspects to be assessed	Average score	Classification
The language used in the instruction is in accordance with the developmental level of the learners.	4.6	Excellent
The language used is suitable with the learners' language skills development	4.3	Excellent
The language is simple and easy to understand.	4.6	Excellent
The suitability of language used in explanation and tasks direction with the learners' cognitive development	4.6	Excellent
The language used grammatically correct	4.3	Excellent

After validating the textbook, then the researchers obtained some suggestions from the experts. These suggestions are mentioned below:

Table: 4 The experts' suggestions

Point to be revised	Revision
Some texts need illustrated pictures so that the worksheet will be more attractive	The pictures have been added
The textbooks still need up-to-date materials	Up-to-date materials have been added.
Adding some pictures in unit 8 & 10	The pictures have been added

2. The Results of Field Try-Out

Before holding the try-out in an offline class, the researchers assembled a group of learners to form a small class to test the product. It was attended by 23 learners studying Islamic education. On August 2nd, 2021, the researcher herself taught this group utilizing lesson one. The researchers then asked the learners to answer the tasks in the textbook. The researchers handed the learners questionnaires and observed them at the end of the learning procedure. The data collected during trial runs and the results of the observation and questionnaire would be used to edit the draft into a final document. The results of the field try-out are presented below.

Table: 5 The results of try out

Aspects to be assessed	Average score	Classification
The textbook is in accordance with learning objectives.	5	Excellent

The textbook is in accordance with the learners' need in learning English for Islamic studies.	5	Excellent
The textbook explores a lot of text related to learners' daily life.	4.6	Excellent
The textbook elaborates the text in detail	4.6	Excellent
In general, the textbook provides a clear explanation	5	Excellent
Audio-material contains pronunciation and listening practice	4.6	Excellent
The texts given in the material can help learners understand the main topic	4.6	Excellent
The textbook contents (text, tables, pictures, etc.) gathered from sources that are pertinent to the issue at hand.	4.6	Excellent
The textbook contents (text, tables, pictures, attachments, etc.) are taken from up-to-date sources	4	Good
The writers consistently present pre-activity, main activity, and post-activity on each unit	4.6	Excellent
The forms of tasks in each unit are presented in various ways	4.6	Excellent
In each unit, tasks are delivered in a balanced manner.	5	
Tasks are grouped or classified in each unit according to the lesson plan's rules.	5	Excellent
The way assignments are presented in the developed learning materials encourages students to interact in English.	4.6	Excellent
The tasks in each unit encourage students to participate actively in class.	5	Excellent
The presentation of assignments enables learners to participate actively in their own learning.	5	Excellent
The presentation of assignments enables students	4.6	

to acknowledge their progress or failures in learning English.	Excellent

The researchers may infer that all participants were satisfied with the textbook and had a thorough understanding of the English for Islamic studies. The data gathered during the trial revealed that the textbook was suitable for the teaching-learning process and met the learners' needs. Furthermore, the book was well received by the learners. They were engaged, motivated, and excited to complete the activities outlined in the prepared materials. Moreover, they suggested reading text must be varied, task instructions should be clear, and adding new words to a list of vocabulary sections to enhance their knowledge of English vocabulary.

3. The Final Product

This textbook contains ten units and a glossary. Unit I talks about 5 pillars of Islam; unit II talks about 6 pillars of faith; unit III talks about daily life of a Muslim; unit IV talks about Islamic figures; unit V talks about ulul azmi; unit VI talks about Amal Ma'ruf Nahi Munkar; unit VII talks about halal and haram; unit VIII talks about Islamic education in Indonesia; unit IX talks about Muslim generation, and unit X talks about religious moderation. Each unit consists of four integrated skills tasks, pronunciation practice and grammar practice. Grammar practice consists of tenses (simple present tense, present continuous tense, simple future tense, and simple past tense), informative questions (4 WH + 1 How), the difference between "do" and "make", the use of "too", and English articles. The glossary consists of a list of vocabularies from units one up to ten.

E. Discussion

Many factors influence the success or failure of teaching English as a foreign language in integrating English into Islamic studies. The availability of adequate syllabi and material designs is one of the most significant factors since English is no longer the language of non-Muslims. It is required to grow individuals, religions, and nations; it is used to propagate Islam through properly produced materials (Al-Haq & Al-Masaeid, 2009). The teaching materials that are created must allow learners to be exposed to selected English readings and authentic data from real-time interactions (Tarihoran & Rahimah, 2018).

Moreover, Abudhahir et al. (2008) stated that another consideration in developing materials is the material's level of authenticity. Material developers should consider real-life, authentic materials that reflect the target audience's specialism. Due to their past knowledge, this will assist pupils who are weak in the English language to at least grasp reading content. ESP is not just about teaching grammar, reading, listening, and speaking in isolation. All four skills are crucial for learners or learners, but they must be combined with their subject of study so that their background knowledge will aid them in quickly grasping terminology and jargon. Learners will be happy and at ease while studying if real-life materials are used since they are familiar with and comfortable with classroom items (Tomlinson, 2011).

The researchers focused on developing English learning materials for the Islamic education study program learners at the State Islamic Institute of Palopo.

The researchers adopted a 4D model by Thiaragajan et al. The textbook is developed using mixed or multi-strand syllabuses or combining syllabuses. Modern syllabuses are increasingly incorporating different components to be as thorough and beneficial to lecturers and learners as possible; this lecturer may discover the specification of themes, tasks, functions, conceptions, grammar, and vocabulary in this syllabus (Ma'mur, 2005).

The first stage of this research was defining. In the defining stage, first, the researchers reviewed the curriculum. In the curriculum, there are competencies to be achieved. The curriculum analysis is useful for determining which competencies the teaching materials will be developed. Secondly, the researchers formulate learning objectives. Before compiling teaching materials, learning objectives and competencies will be taught; they need to be formulated first. It is useful to limit the extent to which the development of the module will be carried out. Besides that, it is useful as signs so that the research does not deviate from the initial goal at the time of writing learning materials. Thirdly, the researchers analyzed the learners' needs. Fourthly, the researchers did the material analysis. It is accomplished by determining the most important material to be taught, collecting and selecting relevant material, and rearranging them systematically.

The second stage of this research was designed. The researchers have made an initial product (prototype) or product design in this stage. In the context of developing teaching materials, this stage is carried out to make a textbook according to the content framework of the results of the curriculum, material analysis, and learners' need analysis. The textbook consists of 10 units. Each unit integrated four skills.

The third stage of this research was development. The researchers did two steps in the developing stage, namely expert appraisal and developmental design. Expert appraisal is a technique for validating or assessing the feasibility of a product design. Experts in their fields evaluate the product. The suggestions given are used to improve the materials that have been compiled. The researchers held field try-out products in developmental testing on the real subject. The product trial aims to acquire a qualitative assessment of the product under development (Borg & Gall, 2003).

The fourth stage of this research was dissemination. The revised product is implemented on the real target in the dissemination stage. The implementation aims to measure the achievement of goals and determine the effectiveness of the developed textbook. Then, the researchers packaged the product and disseminated the worksheet to the learners.

The material's topics in the developed textbook are turned into various tasks that allow learners to improve their English language skills and English grammatical structure knowledge. They are expected to lead to mastery of the language at their respective levels, as found by Qamariah (2015).

Following similar research findings, Rahmadany et al. (2021) produced appropriate English materials for pupils at an Islamic primary school. Fitriyah (2015) created English resources with CTL concepts, stressing educational experiences with the objective of more successful learning. Rahman et al. (2018) made an English textbook for Islamic students in the junior high school of Mataram based on a scientific approach. Their book also integrated four skills. Nafiah (2020) found that her English module's integration of Islamic ideals and

Jambi local wisdom is appropriate, practical, and useful for both students and teachers.

F. Conclusion

The researchers concluded that make the lesson more challenging for the learners, the substance of the teaching materials should be taken from authentic Islamic teaching materials. The developed textbook has a lot of strengths. This textbook was created using a combination of syllabus design principles. For example, a single unit presentation includes all four essential English skills as well as grammar practice and vocabulary building. This material's suitability has been demonstrated by its synchronization with learners' demands in semester 2. The learners are not only used to being in an academic atmosphere, but they could also improve their communicative abilities by learning functional expressions that they will require in their future job. High-quality images related to the book's topics and cover may appeal to learners as potential resources users. The researchers utilized pictures because they were shown to be unavoidable in attracting readers, regardless of whether they liked the materials or not.

Due to the time constraints in creating the textbook, the researchers hope that the lecturers who will use it will be very critical of it and aware of any necessary revisions when the contents are used in the teaching-learning process. Future research is expected to involve more learners as participants and try out on other campuses and classes.

BIBLIOGRAPHY

Adhabiyyah, R., Mahdun., & Md Nor, A. (2014). Needs analysis and material development in English for specific purposes in relation to English for Islamic studies. E-Proceedings of the Conference on Management and Muamalah (CoMM).

Al-Haq, A. F., & Al-Masaeid, A. (2009). Islam and language planning in the Arab world: A case study in Jordan. *Iranian Journal of Language Studies, 3*(3).

Amalia, E. R. (2018). Developing English textbook material for Islamic primary education program: A participatory action research. *Alsuna: Journal of Arabic and English Language,* 1(2), 69-77. https://doi.org/10.31538/alsuna.v1i2.82

Borg, W. D., & M. D. Gall. (2003*). Educational Research: An Introduction*. Longman Inc.

Bowker, L., & Pearson, J. (2002). *Working with Specialized Language: A Practical Guide to Using Corpora*. Routledge.

Cahyo, S.D., Vitasari, I. R., & Sucipto. (2017). Developing English textbook for Muhammadiyah School; An Idea to integrate the Muhammadiyah values into ELT. Paper presented at the 4th UAD TEFL International Conference, Universitas Ahmad Dahlan Yogyakarta.

Carver, D. (1983). Some propositions about ESP. English for Specific Purposes World Journal, 2, 131-137.

Dudley-Evans, T., & St John, M. (1998). Developments in ESP: A Multi-Disciplinary Approach. Cambridge University Press.

Fitriyah, I. (2018). Developing English materials for Islamic education learners of IAIN Kediri. Jurnal Bahasa Lingua Scientia, 10(1). 95-115.

Giyoto. (2006). Readings for Islamic Studies. Pabelan Cerdas Nusantara.

Hendriani, S. (2016). Teaching English for Specific Purposes (ESP) for Islamic higher education learners. Paper presented at Batusangkar International Conference I, 15-16 October 2016.

Howatt, A. P. R. (1984). A History of English Language Teaching. Oxford University Press.

Hutchinson, T., & Waters, A. (1987). English for Specific Purposes. Cambridge University Press.

Iwai, T., Kondo, K., Limm, S. J. D., Ray, E. G., Shimizu, H., & Brown, J. D. (1999). Japanese Language Needs Analysis. Available at: http://www.nflrc.hawaii.edu/Networks/NW13/NW13.pdf

Karman. (2017). Developing English reading materials for madrasah aliyah learners. Langkawi Journal, 3(1).

Khoiriyah, K. & Widyantoro, A. (2018). Design of integrated skills materials for Islamic school. International Journal of Multicultural and Multireligious Understanding, 5(5).

Ma'mur, I. (2005). English for Islamic Studies (EIS): Syllabus design and material development. Al Qalam, 22(2), 1-16.

McDonough, J. (1984). ESP in Perspective: A Practical Guide. Collins Educational.

Muhsinin. (2013). Developing English for Islamic studies for students of Islamic education department Mataram State Institute for Islamic Studies (IAIN Mataram). Paper presented at Seminar Nasional Hasil Penelitian Thesis dan Disertasi PPS Unnes.

Nafiah, U. (2020). Developing English modules with integrated Islamic values and Jambi local wisdom. Studies in English Language and Education, 7(1).

Nation, I. S.P., & Macalister, J. (2010). Language Curriculum Design. Routledge.

Nunan, D. (2004). Task-Based Language Teaching. Cambridge University Press.

Nurliana. (2019). Developing English materials using ESP approach for al-Qur'an and tafsir study program learners. Indonesian Journal of EFL and Linguistics, 4(2).

Putra, H.E. (2017). Developing Islamic content-based materials in teaching vocabulary at English department of tarbiyah and teacher training faculty of IAIN Batusangkar. Ta'dib Journal, 20(2).

Qamariah, Z. (2015). Developing Islamic English instructional materials based on school-based curriculum. Journal on English as a Foreign Language, 5(2). doi: https://doi.org/10.23971/jefl.v5i2.370.

Rahmadany, S., Husein, R., & Siregar, M. (2021). Developing English teaching materials for young learners based on Islamic values of integrated language skills for Islamic elementary school. Linguistik Terapan, 18(2).

Rahman, A., Masnayadi., Nerim., & Muslim. (2018). Developing English materials based on scientific approach through Islamic content for Islamic senior high school students. Journal of Languages and Language Teaching, 6(2).

Richard, J. (2005). *Curriculum Development in Language Teaching*. Cambridge Language Teaching.

Rizal, S. (2014). Developing a model of Islamic educational studies based reading comprehension instructional material through schema theory approach for tarbiyah learners of IAIN of Bengkulu. Paper presented at Seminar on English Language Teaching, Padang 11-12 June 2014.

Robinson, P. (1991). *ESP Today: A Practitioner's Guide*. Prentice Hall.

Strevens, P. (1980). *Teaching English as an International Language*. Pergamon Press Ltd.

Syafi'i,, M. L., & Grestanti, R. A. (2017). Developing English materials for EFL learners at Islamic junior high school. *JEELS (Journal of English Education and Linguistics Studies), 4*(2), 1-22.

Syah, M. N. S. (2015). English education for Islamic university in Indonesia: Status and challenge. *Qudus International Journal of Islamic Studies, 3*(2).

Tahihoran, N., & Rahimah. (2018). Exploring the Islamic culture in English for Islamic studies (EIS) classroom. Paper presented at 4th ASEAN Conference on Psychology, Counseling, and Humanities (ACPCH, 2018).

Team Leverage Edu. (2021). *Teaching Learning Material*. Retrieved from https://leverageedu.com/blog/teaching-learning-material/

Paper

6% SIMILARITY INDEX

% INTERNET SOURCES

% PUBLICATIONS

6% STUDENT PAPERS

1	**Submitted to Coventry University** Student Paper	2%
2	**Submitted to University of Sydney** Student Paper	1%
3	**Submitted to Kasetsart University** Student Paper	1%
4	**Submitted to Southeast Community College** Student Paper	<1%
5	**Submitted to UCFB** Student Paper	<1%
6	**Submitted to Universitas Negeri Makassar** Student Paper	<1%
7	**Submitted to International Islamic University Malaysia** Student Paper	<1%
8	**Submitted to University of Nizwa** Student Paper	<1%
9	**Submitted to Universitas Riau** Student Paper	<1%

10 Submitted to Higher Education Commission Pakistan
Student Paper   <1%

11 Submitted to University of Essex
Student Paper   <1%

12 Submitted to Universitas Pendidikan Ganesha
Student Paper   <1%

13 Submitted to Curtin University of Technology
Student Paper   <1%

14 Submitted to La Trobe University
Student Paper   <1%

15 Submitted to Universitas Ibn Khaldun
Student Paper   <1%

16 Submitted to University College London
Student Paper   <1%

17 Submitted to Mansoura University
Student Paper   <1%

18 Submitted to University of Rwanda
Student Paper   <1%