

Developing Digital English Speaking Materials For Students at Islamic Senior High School

A Magister Research Report

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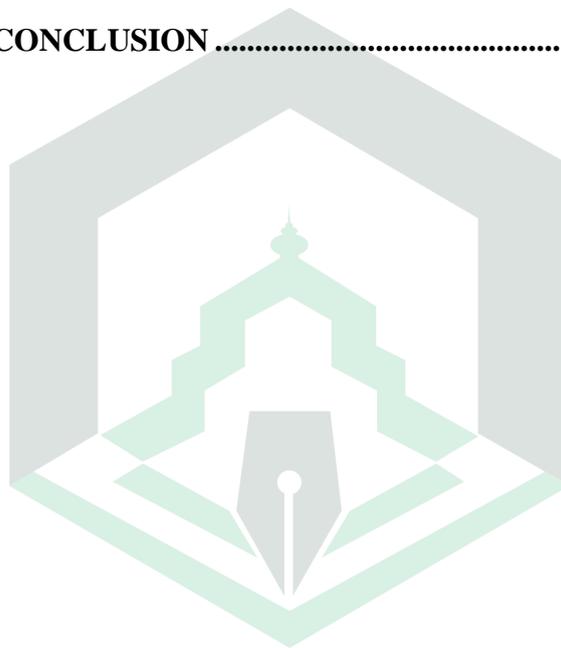
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CHAPTER I

INTRODUCTION

Based on the findings obtained from a preliminary study conducted in January 2023, it was found that there researcherre some difficulties in speaking among Islamic high school students. Firstly, they have a limited vocabulary, so they have difficulty expressing their ideas when they speak. Due to the limited vocabulary, students also find it difficult to compose good sentences. Secondly, grammatical errors are also a big issue for students. In this case, it has become a distraction for student to use appropriate structures, which lead them to make grammatical error in speaking. The large number of grammatical patterns makes students difficult to place words in good and grammatically correct sentences. They also have to think hard about arranging grammar before they speak. Inappropriate grammar arrangement results in unclear sentence meanings. Thirdly, pronunciation is also one of the biggest issues in speaking. Incorrect pronunciation can result in misinterpreted meanings. Mispronunciation of words causes students to have lack of confidence because they are afraid of being judged by other students. As a result, they sometimes hesitate to talk to their friends when in fact these difficulties can occur. In contrast, having proper pronunciation will make their friends easier to understand what they are talking about. Another problem is fluency. In this case, students feel difficult to say what are in their minds. Also, they have limited information to represent, negatively affecting their fluency in speaking.

In the modern world, developing of digital English speaking materials has become a paramount necessity, particularly within the context of Islamic senior high schools. Effective communication in the English language is a crucial skill in today's interconnected global society, and it is vital for students to attain proficiency in this skill. To address the unique needs and challenges faced by Islamic senior high school students, the development of tailored digital English speaking materials has become an

imperative endeavor.

Islamic senior high school students often encounter distinctive challenges when it comes to speaking in English. These challenges encompass not only language proficiency but also the incorporation of Islamic values into their language learning journey. The development of digital materials takes into account these challenges and aims to create a learning environment that is effective. In this pursuit, researcher will explore how these digital materials can assist students in overcoming linguistic hurdles, building their confidence in spoken English, and enhancing their ability to articulate thoughts effectively. Moreover, researcher will address how such materials can support Islamic senior high school students in integrating Islamic principles and values into their English language proficiency, fostering a researcherll-rounded educational experience.

This endeavor recognizes the multifaceted nature of language learning and acknowledges that effective English speaking goes beyond grammar and vocabulary. It encompasses pronunciation, cultural understanding, and the ability to convey ideas fluently and confidently. By developing digital English speaking materials tailored to the unique needs of Islamic senior high school..To address the above-mentioned complexities, this study aims at developing English speaking materials for Islamic senior high school students.

CHAPTER II

REVIEW OF RELATED LITERATURE

Limited studies researcher found related to the development of Islamic-based English speaking teaching materials for Islamic senior high school students. The researchers only found two studies in the documented literature but they researcherre also not for Islamic senior high schools. The first one refers to the study conducted by Yulfi and Syaprizal (2020), which developed supplementary materials in digital media for accounting students at a vocational high school. They concluded the materials that they developed can help students in learning English based on their need. It is supported by the evidence after trying them out that the materials researcherre classified as very good criteria with the score of 4.35 (Yulfi and Syaprizal, 2020). The second study refers to Ampa et al. (2013). They developed contextual learning materials for the English speaking skills at senior high school. Several shortcomings researcherre found in this study, including the title which does not completely relate to the findings. The title clearly states to develop contextual learning materials; horesearcherver, the findings reported the development of a model to design learning materials instead of the learning materials, indicating research inconsistency. It was also found that the research questions seemingly focus on identifying good criteria in developing learning materials instead of explaining their research products.

Actually, several studies related to the development of English speaking materials researcherre also found in the literature; horesearcherver, most of them researcherre developed for junior high schools (see Kusumawati, 2017; Mubar 2015; Wulandari et al 2020), elementary schools (Mandaria et al., 2021; Kholmurodova 2021), and higher

education (Hakim,2018; Mukminatien et al.,2020; Nadia, 2020;Fauzan 2014; Fadliah and Sugirin 2018, Septiyana2019). These evidences clearly show surprising paucity of researcherll-studies developing English speaking materials for Islamic junior high schools. In other words, there is an urgent need to develop English speaking materials for Islamic senior high schools, which integrates both English speaking materials and Islamic teaching materials based on the students' needs.

To address the foresaid gaps, this study aims to develop digital English speaking materials for students at Islamic senior high school. The materials will integrate betresearcheren Islamic values and speaking teaching materials. In this matter, the students are asked to have English conversation with their classmate by discussing Islamic values such as taking ritual washing, greeting based on Islamic ways, praying before doing something, telling story about the prophet , talking about food in Islam, introducing about Islamic scholars. Such teaching materials remain underdeveloped, resulting a difficulty to such documented materials that are ready to use in teaching in Islamic senior high school.

The materials being developed in this study should be based on the content standards by inserting Islamic values. The materials will also developed based on the students' needs by considering their levels, competencies, preferences, and characters. In particular, Bao (2013) proposes some benefits of developing effective materials for oral communication, which are to “(1)share and process information, (2) control meanings, (3) choose how to participate, (4) utilize affectivity, (5) utilize individual knowledge, (6) become aware of ellipsis in spoken language, and (7) move beyond the Initiation-Respond-Feedback model” (p. 416). Specifically, the Ministry of Education and Culture and the National Education Standards Agency (BSNP) have designed several indicators in developing teaching materials for

speaking courses (Ratmanida and Suryanti, 2019). The first one refers to the difficulty level (the materials should be developed based on the students' ability). Second one deals with the combination between theories and practices, combining speaking exercises and knowledge. Finally, the materials should be in line with the learning objective stated within the applied curriculum.

This study is expected to provide available teaching materials for speaking, which integrates to Islamic teaching materials. Such materials will completely play a fundamental role in Indonesia as the largest Muslim communities in the world because massive English teachers in Indonesian Islamic senior high schools can utilize the product of this study in teaching English. Due to practical constraints, however, this study only focuses on developing English speaking materials for Islamic senior high school. In other words, it is beyond the scope of this study to develop all English teaching materials such as writing, reading, and listening. Finally, this study will answer the following research question, "How are the look of the materials developed by this study?".

CHAPTER III

RESEARCH METHOD

This study will apply Research and Development approach in developing digital speaking materials for the Islamic senior high school. In particular, this study will utilize the ADDIE model, standing for Analysis, Design, Develop, Implement, and Evaluate (McGriff, 2000 cited in Sukirman, 2015), as an effective model to develop materials. According to Branch (2010), ADDIE is relevant to processes that serve as a guiding framework for complex situations, especially as appropriate for product development in education and other sources of instructional materials. It could be a fundamental process for creating effective learning resources because it reflects to a systematic approach in developing the teaching materials.

In terms of the procedures, ADDIE model consists of five steps (Darmayenti and Nofiadri 2015; Sukirman, 2016), including analyzing, designing, developing, implementing, and evaluating. For the analyzing, the researcher will collect the materials based on the students' need. Then, the researcher also will discuss with the teachers to

analyze the materials that suitable with English speaking materials. For the designing, the researcher will make the materials that make the teaching learning process being students centered, where students are active in the learning activities. Any potential materials are listed to ease the researcher to design the materials. Moreover, the materials are related to the Islamic teaching materials used in English speaking class. For the developing, the researcher develops the materials by the textbook of English class XI. Also, it focuses on some activities in speaking class. For the implementing, the researcher teaches the materials in the classroom in order to see the suitability of the developed materials with the students. Also, the students are asked to use the materials in speaking class, referring to try-out product. The material will be tried out to the students in class eleventh at MA Al-Falah Lemahabang. The objective of this implementations phase is to see whether materials are suitable or not. For the evaluating, the researcher evaluates the results of the try-out. There are two kinds of evaluation in this model, referring to formative and summative evaluation. The formative evaluation refers to ongoing evaluation from the first to the last phases. On the other hand, summative evaluation deals with the evaluation of the whole materials – it is the final evaluation, aiming to decide whether the developed materials are properly designed or not. To get valid data, there are two instrument that is used by the researcher. Firstly, the rubrics researcher designed either the experts or the students. Secondly, the worksheet is only designed for the experts

– where the experts can give comments as researcherll as recommendations related to the qualityof the developed materials. Last but not least, the qualitative data gained from the expertswill be analyzed qualitatively, meanwhile the quantitative data will be analyzed

descriptively.

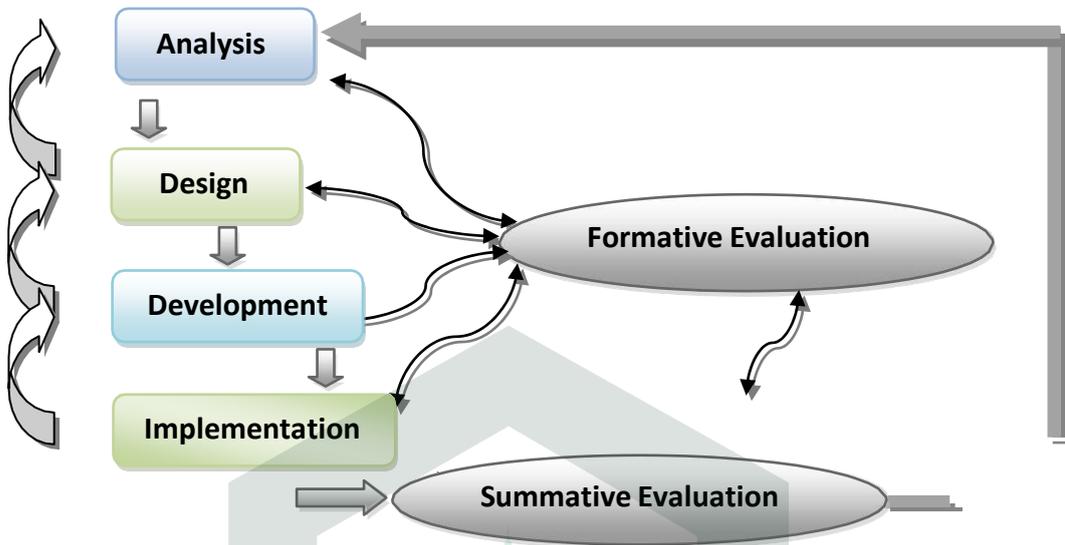


Figure 2.1. The ADDIE Model (McGriff, 2000)

CHAPTER IV

FINDING AND DISCUSSION

Learning materials hold a pivotal role in education, standing alongside educators, students, facilities, and other elements. Effective learning materials serve as motivational tools, driving students to enhance their dedication and unlock their full potential (Hossain, 2015). These materials are meticulously designed, considering their type, scope, sequence, and treatment. The importance of accurate identification of learning material types cannot be overstated, as each type demands distinct media, evaluation techniques, and methodologies (M.M. Abdullah, 2019). The depth or extent of the material should align with the students' proficiency levels. Additionally, the sequential arrangement of teaching materials is vital to create a coherent learning process. Furthermore, selecting the appropriate treatment for teaching material is essential for clear identification, distinguishing which aspects must be memorized, understood, and applied. This ensures that educators deliver the teaching material effectively, minimizing errors in student comprehension and assimilation.

The development of speaking teaching materials linked to Islamic studies for grade XI is commendable. The e-book encompasses invaluable tips for novice public speakers, laying a foundation that is imperative before engaging in public speaking endeavors. It delves into seven fundamental aspects that students should grasp before venturing into public speaking. These elements encompass conquering the sensation of nervousness through a mastery of the material, utilizing body language and eye contact effectively while ensuring that these non-verbal cues align with the intended message and do not betray nervousness. Furthermore, it emphasizes using language that resonates easily with the audience to maintain effective communication. Additionally, it underscores the significance of a deliberate, slow, and

articulate delivery, which aids the audience's comprehension and the speaker's retention of key points. Confidence stands as a cornerstone for presenting material clearly and effectively. Finally, it advises against the use of filler words and encourages practicing in front of a mirror to refine speaking skills before the actual presentation to an audience.

﴿لَا خَيْرَ فِي كَثِيرٍ مِّنْ نَّجْوَاهُمْ إِلَّا مَنْ أَمَرَ بِصَدَقَةٍ أَوْ مَعْرُوفٍ أَوْ إِصْلَاحٍ بَيْنَ النَّاسِ وَمَنْ يَفْعَلْ ذَلِكَ ابْتِغَاءَ مَرْضَاتِ اللَّهِ فَسَوْفَ نُؤْتِيهِ أَجْرًا عَظِيمًا﴾

An-Nisa, 114: *There is no good in much of their private conversation, except for those who enjoin charity, or that which is right, or conciliation between people. And whoever does that seeking means to the approval of Allah - Researcher are going to give him a great reward.*

The Quranic verse (An-Nisa: 114) is introduced to establish a profound connection between the speaking material and Islamic values. This verse underscores the importance of charitable acts, righteousness, and conciliation between people. It conveys the idea that those who engage in these virtuous acts, seeking the approval of Allah, shall receive a great reward. This connection between the Quranic message and the speaking material reinforces its Islamic relevance. Then, before students proceed with interactions among friends, the material includes examples of both formal and informal language. This inclusion serves the purpose of educating students that different situations may necessitate slightly different linguistic approaches. To facilitate comprehension and application, the material incorporates sample sentences, equipping students with a practical framework for dialogue, encompassing both question-asking and answering.

In the context of developing speaking teaching materials linked to Islamic studies, the research incorporates units into the initial draft of the learning materials. Each unit is

thoughtfully titled and adorned with elements depicting Islamic themes. Notably, the choice of the color green for the cover holds cultural and historical significance more than purely religious. Several factors contribute to the association of green with Islam. The symbolism further enhances green's significance, as it is often considered a pleasing and tranquil color within Islamic culture. This connection may arise from the association of green with nature and tranquility, mirroring God's creation. Moreover, the color green is linked to the attire of Prophet Muhammad on several occasions, further reinforcing its cultural relevance. Islamic art and architecture also make extensive use of green, especially in ornamentation and calligraphy, further solidifying its cultural significance. The symbolism of green is reinforced by Quranic verses such as Surah Al-Hajj: 63, which employs the word "محضرة" (green) to depict the beauty of nature through the verdant growth of plants nourished by rain, enriching the soil and yielding lush greenery (Al-Qurthubi, 2009, p. 233).

The speaking material further encompasses lessons on requesting and providing opinions, which are frequently encountered in daily life. The material equips students with example sentences and translations to foster comprehension, acknowledging that students may possess varying levels of linguistic proficiency. Thus, translations are included to facilitate material understanding. In the context of requesting and providing opinions, the material introduces a project or assignment relevant to a specific issue, linking it with Islamic scholars to extract key insights regarding Islamic figures. Subsequently, the material delves into the realm of suggestions, commencing with an initial explanation of how to offer advice. This elucidation serves the purpose of acquainting students with the social function of suggestion-related material. To consolidate this knowledge, the material incorporates a collaborative project with peers for providing advice. This project encompasses advice intertwined with Islamic teachings, including appropriate prayers to recite when embarking on endeavors and Islamic recommendations regarding the prioritization of the right hand or foot.

The material also proceeds to explore dialogues concerning the Five Pillars of Islam, foundational principles that guide the Muslim community. These pillars encompass the recitation of the two Shahadah statements, performing prayers, giving Zakat, fasting, and undertaking the Hajj pilgrimage for those with the means to do so. Further, Ramadan and Fasting materializes as a core component of the developed speaking material, emphasizing the obligatory nature of fasting during Ramadan. Ramadan is heralded as a blessed month in Islamic tradition. Muslims unite in enduring hunger, thirst, and worldly desires during this sacred period. It is a month replete with goodness, characterized by heightened devotion and worship, underscoring its significance. Next, the material proceeds to elucidate the topic of "Greetings based on Islamic Ways," an inclusion aimed at fostering tolerance towards diverse religions. This material unfolds in two distinct dialogues, with one Muslim friend expounding upon the etiquette of greetings when encountering others. It also provides insights on how to respond appropriately. This segment acknowledges the diverse religious, cultural, and celebratory practices present in society, particularly in regions like Indonesia.

Finally, the material explores the theme of "Talking about Charity and Zakat," a pivotal aspect of Islam underlining mutual love and the obligation to share research with the less fortunate. This material is intrinsically linked to Ramadan, ensuring thematic cohesion. While Zakat is not exclusively tied to Ramadan, the material underscores the obligatory nature of Zakat al-Fitr during this sacred month, reinforcing Islamic values. Then another material component addresses "Talking about Food," emphasizing the significance of mindful consumption among Muslims. This topic is corroborated by the Quranic reference in Surah Al-Baqarah:172. Moreover, "Talking about Cleanliness in Islam" is seamlessly woven into the narrative, underscoring the importance of purity and cleanliness in Islamic faith and daily life.

The subsequent phase involves expert validation, an integral step to gauge the suitability of the developed material for its intended student audience. This evaluation encompasses two critical aspects: content and graphic design. Subsequently, experts engage in the revision of the material, implementing adjustments and enhancements derived from their evaluations. This iterative process is vital to ensure that the material aligns effectively with its educational objectives. Importantly, participant feedback is also taken into account to enhance the material's suitability for the teaching and learning process. These revisions address shortcomings observed in the initial iterations of the material, such as improving authenticity, rectifying grammar issues, refining design elements, and ensuring content consistency. In particular, efforts are made to create an appealing and authentic cover by incorporating original images. Grammar-related concerns are addressed to enhance readability and linguistic precision. Design aesthetics are adjusted to create a more visually cohesive experience, with standardized fonts, styles, and sizes for content. In terms of educational role, the developed material endows students with tasks that encourage active participation in the learning process. It includes activities necessitating the teacher to assume a facilitative role during instruction, congruent with the pedagogical insights of Rahimi (2008) that stress the importance of an active teacher role in learning materials. Notably, the material often prescribes tasks to be undertaken in pairs, as collaborative dialogue practices are regarded as highly effective, echoing the preferences of students, as evidenced by the findings of Ampa, Rasyid, Rahman, Haryanto, & Basri D (2013), indicating a preference for dialogue practices in speaking materials.

Research implications

The research findings and discussions presented in the previous sections have

significant implications for both education and the development of learning materials, especially in the context of Islamic studies. These implications span various dimensions, from pedagogical strategies to cultural relevance and the integration of Islamic values into education. In this section, researcher will delve into the implications of these findings in detail.

Pedagogical Implications

The research findings emphasize the critical role of learning materials in education. Learning materials are not mere supplements to teaching; they are poresearcherrful tools that can motivate students, enhance their dedication, and unlock their full potential. Educators should recognize that effective learning materials are not one-size-fits-all. They must be carefully designed, considering factors like type, scope, sequence, and treatment. Identifying the right type of learning material is essential, as each type demands different media, evaluation techniques, and methodologies. Furthermore, the depth and scope of the material should align with students' proficiency levels. In addition, these findings underscore the need for educators to approach teaching materials with thoughtful consideration. The sequence in which materials are presented plays a crucial role in creating a coherent learning process. Additionally, the treatment of teaching material is vital, as it determines what aspects need to be memorized, understood, and applied. This ensures that educators do not make mistakes in delivering the teaching material to students. Thus, educators should not underestimate the significance of researcherll-designed and appropriately sequenced learning materials in fostering effective learning experiences.

Islamic Relevance and Integration

The research findings also highlight the importance of integrating Islamic values and relevance into educational materials, especially in the context of Islamic studies. The inclusion of Quranic verses, such as An-Nisa: 114, establishes a profound connection between the speaking material and Islamic values. This verse emphasizes charitable acts, righteousness, and conciliation between people, promoting virtuous behavior. By integrating such verses into the material, students are not only learning language skills but also imbibing ethical and moral values central to Islamic teachings. Furthermore, the material includes lessons related to Islamic figures, Islamic ways of doing things, and prayers to be recited in different situations. This approach enriches students' understanding of Islam and its practices. It underscores the value of incorporating cultural and religious elements into educational materials to make learning more meaningful and relevant to students' lives.

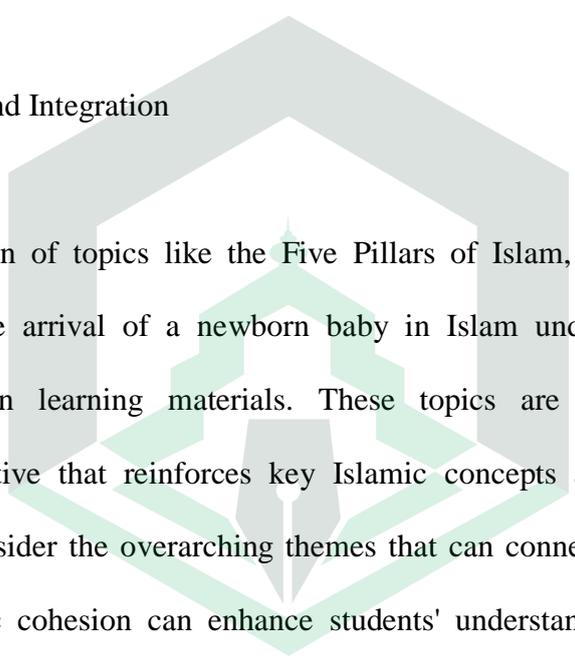
Language Proficiency and Comprehension

The inclusion of examples of both formal and informal language, along with sample sentences and translations, caters to students with varying levels of language proficiency. This approach acknowledges that students may have different comprehension levels and ensures that the material is accessible to all. It promotes inclusivity and supports students in their language development journey. Also, educators should consider the diverse language proficiency levels of their students when developing learning materials. Providing examples, translations, and explanations can bridge language gaps and facilitate comprehension. This approach aligns with the principles of differentiated instruction, recognizing that students have unique learning needs.

Collaborative Learning and Critical Thinking

The research findings emphasize the importance of collaborative learning and critical thinking within the material. Students are encouraged to work together, exchange ideas, and solve problems collaboratively. This approach aligns with pedagogical practices that promote active engagement and higher-order thinking skills. Then, educators should recognize the value of collaborative learning experiences. Group projects and discussions not only foster critical thinking but also enhance communication and teamwork skills. By incorporating such activities into learning materials, educators can create dynamic and interactive learning environments.

Thematic Cohesion and Integration



The integration of topics like the Five Pillars of Islam, Ramadan and Fasting, and discussions about the arrival of a newborn baby in Islam underscores the importance of thematic cohesion in learning materials. These topics are interconnected, creating a comprehensive narrative that reinforces key Islamic concepts and practices. In this case, educators should consider the overarching themes that can connect various elements of their curriculum. Thematic cohesion can enhance students' understanding of complex topics by presenting them in a holistic context.

In conclusion, the implications of the research findings are far-reaching and have the potential to inform pedagogical practices, curriculum development, and the creation of culturally relevant and meaningful learning materials. Educators should consider these implications when designing educational materials and teaching strategies to provide students with enriching and effective learning experiences. By doing so, educators can create learning environments that not only promote language proficiency but also instill ethical values, cultural

awareness, and critical thinking skills in students, preparing them to thrive in a diverse and interconnected world.



CHAPTER V

CONCLUSION

The research findings and discussions presented in this study underscore the pivotal role of learning materials in education, particularly in the context of Islamic studies. Effective learning materials are not mere tools; they are motivators that drive students to dedicate themselves to their studies and unlock their full potential. These materials must be thoughtfully designed, considering their type, scope, sequence, and treatment to cater to the diverse needs of students. The integration of Islamic values, cultural elements, and relevant topics into these materials adds depth and meaning to the learning experience, fostering a connection between language acquisition and ethical values.

The implications of these findings are significant and multifaceted. Firstly, educators should recognize the critical role of researcher-designed learning materials in facilitating effective teaching and learning. They should prioritize the thoughtful development of materials that align with students' proficiency levels and support their learning journey. Secondly, the integration of Islamic values, teachings, and cultural elements into speaking materials enriches students' understanding of Islam and fosters a sense of cultural relevance. It reinforces the importance of ethics and morality in education. Thirdly, educators should consider cultural nuances when designing learning materials, acknowledging the cultural backgrounds of their students. Cultural relevance enhances students' engagement and connection with the material. Then, recognizing that students may have varying language proficiency levels, educators should provide examples, translations, and explanations to bridge language gaps and ensure comprehension for all students. Next, encouraging collaborative learning experiences and critical thinking within materials promotes active engagement and higher-order thinking skills.

Group projects and discussions facilitate communication and teamwork. Lastly, thematic integration of topics within learning materials enhances students' comprehension and retention. It presents complex concepts in a holistic context, aiding in deeper understanding.

While this research provides valuable insights, it is not without limitations. The findings are largely context-specific, focusing on Islamic studies. Generalizability to other subjects may vary. The research is also based on a single case study, which limits its broader applicability. Also, the research's knowledge is time-bound, with findings based on data obtained from May 2023. Meanwhile, to build on these findings and address their limitations, future research and material development efforts could consider. Comparative studies across different subjects and educational contexts could provide insights into the effectiveness of learning materials in diverse settings. Longitudinal studies could also assess the long-term impact of learning materials on students' language proficiency and ethical development. Then, future material development should explore innovative formats, such as digital and interactive materials, to cater to evolving learning preferences. Besides, comparative analyses of learning materials across cultures could yield valuable insights into the cultural relevance of educational content. In conclusion, the research findings emphasize the pivotal role of learning materials in education, particularly in the context of Islamic studies. These findings have far-reaching implications for pedagogy, curriculum development, and the integration of ethical and cultural values into educational materials. While this study has limitations, it provides a foundation for future research and material development efforts aimed at enriching the learning experiences of students and preparing them to thrive in a diverse and interconnected world.

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An accepted decision with revision has been made on your submission

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Dear Authors

Manuscript ID ITJ-3186-10503-1 entitled "Developing Digital English Speaking Materials for Students at Islamic Senior High School", which you submitted to Indonesian TESOL Journal, has been reviewed. Both reviewers point out that this article offers a very interesting topic and well-written article. Therefore, the manuscript is strongly recommended by the reviewers to be reconsidered for publication within the issue of March 2024 with some minor revisions suggested by the reviewers.

Both reviewers indicate that they regard this paper as offering a potentially valuable contribution to scholarship and see this topic as relevant and helpful to Indonesian TESOL Journal readers. However, they identify concerns with the explanation of methods, requesting significant reworking in this part of the paper. They also point out some inaccurate or misleading word choices, which we agree should be carefully considered so that this does not act as a distraction for readers.

Please work on the revision as suggested by Reviewer 1 first (highlight the changes in yellow), once this is done, on this same draft, continue to work on the revision as suggested by Reviewer 2 (highlight the changes in green). This is obligatory so that we can evaluate your revision more efficiently.

The revision is due on December 24, 2023. Please submit your revision on time so we have time to evaluate your manuscript and tentatively consider it for the upcoming publication in Indonesian TESOL Journal. Your article is queued for the March 2024 publication slot. At this time, we have an extensive backlog of accepted articles, meanwhile, we are a small journal and only publish 2 issues a year, with 10-15 articles per issue. We truly appreciate your patience, cooperation, and understanding on this matter.

Submit your revision and rebuttal to this email address AND also upload it to the journal's OJS (login --> click on your title --> click on the menu Review --> scroll down and upload the files at Upload Author Version under Editor Decision). Please reply to our email once you have received it.

Thank you and we look forward to your revision.

Best Regards,
The Editors

Indonesian TESOL Journal

CONSULTANT APPROVAL

Article Entitled : Developing Digital English Speaking Materials For Students at Islamic Senior High School

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Has been corrected and approved to be examined.

Palopo, 16th October 2023

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EXAMINER APPROVAL

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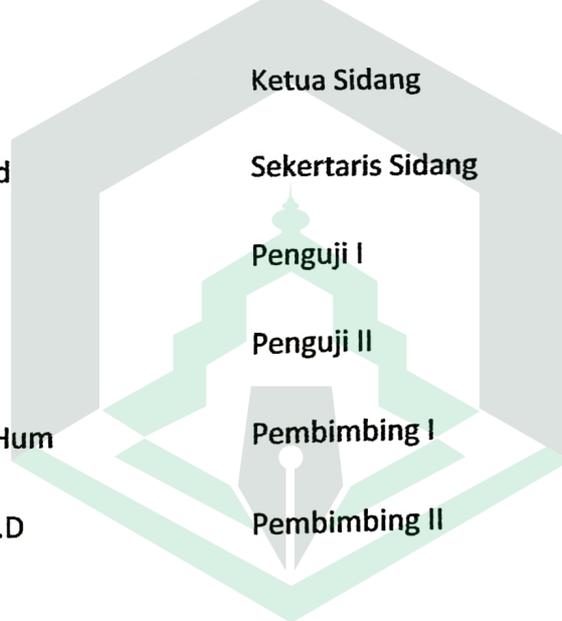
HALAMAN PENGESAHAN

Artikel Magister berjudul *Developing Digital English Speaking Materials For Students at Islamic Senior High School*, yang ditulis oleh Friska Widyastuti, Nomor Induk Mahasiswa (NIM) 2205040003, mahasiswa Program Studi Tadris Bahasa Inggris Pascasarjana IAIN Palopo, yang dimunaqasyahkan pada hari Jumat, tanggal 13 Oktober 2023 telah diperbaiki sesuai catatan dan permintaan Tim Penguji, dan diterima sebagai syarat meraih gelar Magister dalam Bidang ilmu Tadris Bahasa Inggris (M.Pd).

Palopo, 16 Oktober 2023

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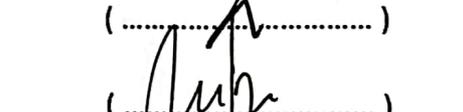
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Developing Digital English Speaking Materials for Students at Islamic Senior High School

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Abstract: *The objective of this research is expected to provide available teaching materials for speaking, which integrates to Islamic teaching materials. This study applied a Research and Development approach in developing digital speaking materials for the Islamic senior high school. The researcher also discuss with the teachers to analyze the materials that suitable with English speaking materials. To get valid data, there are two instruments by the researcher. The qualitative data gained from the experts will be analyzed qualitatively, meanwhile the quantitative data will be analyzed descriptively. The research findings and discussions presented in this study emphasize the crucial role of learning materials in education, especially in the context of Islamic studies. Effective learning materials are not mere tools; they are motivators that drive students to commit to their studies and unlock their full potential. These materials must be thoughtfully designed, considering their type, scope, sequence, and treatment to meet the diverse needs of students. The integration of Islamic values, cultural elements, and relevant topics into these materials adds depth and meaning to the learning experience, fostering a connection between language acquisition and ethical values. Overall, the research findings underscore the vital role of learning materials in education, particularly in the context of Islamic studies. These findings have broad implications for pedagogy, curriculum development, and the integration of ethical and cultural values into educational materials.*

Keywords: *Developing Digital English Materials, English Speaking and Islamic Senior High School Materials*

INTRODUCTION

Based on the findings obtained from a preliminary study conducted in January 2023, it was found that there were some difficulties in speaking among Islamic high school students. Firstly, they have a limited vocabulary, so they have difficulty expressing their ideas when they speak. Due to the limited vocabulary, students also find it difficult to compose good sentences. Secondly, grammatical errors are also a big issue for students.

In this case, it has become a distraction for student to use appropriate structures, which lead them to make grammatical error in speaking. The large number of grammatical patterns makes students difficult to place words in good and grammatically correct sentences. They also have to think hard about arranging grammar before they speak. Inappropriate grammar arrangement results in unclear sentence meanings. Thirdly, pronunciation is also one of the biggest issues in speaking. Incorrect pronunciation can result in misinterpreted meanings. Mispronunciation of words causes students to have lack of confidence because they are afraid of being judged by other students. As a result, they sometimes hesitate to talk to their friends when in fact these difficulties can occur. In contrast, having proper pronunciation will make their friends easier to understand what they are talking about. Another problem is fluency. In this case, students feel difficult to say what are in their minds. Also, they have limited information to represent, negatively affecting their fluency in speaking. To address the above-mentioned complexities, this study aims at developing English speaking materials for Islamic senior high school students.



LITERATURE REVIEW

Limited studies were found related to the development of Islamic-based English speaking teaching materials for Islamic senior high school students. The researchers only found two studies in the documented literature but they were also not for Islamic senior high schools. The first one refers to the study conducted by Yulfi and Syaprizal (2020), which developed supplementary materials in digital media for accounting students at a vocational high school. They concluded the materials that they developed can help students in learning English based on their need. It is supported by the evidence after trying them out that the materials were classified as very good criteria with the score of 4.35 (Yulfi and Syaprizal, 2020). The second study refers to Ampa et al. (2013). They developed contextual learning materials for the English speaking skills at senior high school. Several shortcomings were found in this study, including the title which does not completely relate to the findings. The title clearly states to develop contextual learning materials; however, the findings reported the development of a model to design learning materials instead of the learning materials, indicating research inconsistency. It was also found that the research questions seemingly focus on identifying good criteria in developing learning materials instead of explaining their research products.

Actually, several studies related to the development of English speaking materials were also found in the literature; however, most of them were developed for junior high schools (see Kusumawati, 2017; Mubar 2015; Wulandari et al 2020), elementary schools (Mandaria et al., 2021; Kholmurodova 2021), and higher education (Hakim,2018; Mukminatien et al.,2020; Nadia, 2020;Fauzan 2014; Fadliah and Sugirin 2018, Septiyana 2019). These evidences clearly show surprising paucity of well-studies developing English speaking materials for Islamic junior high schools. In other words, there is an urgent need to develop English speaking materials for Islamic senior high schools, which integrates both English speaking materials and Islamic teaching materials based on the students' needs.

To address the foresaid gaps, this study aims to develop digital English speaking materials for students at Islamic senior high school. The materials will integrate between Islamic values and speaking teaching materials. In this matter, the students are asked to have English conversation with their classmate by discussing Islamic values such as taking ritual washing, greeting based on Islamic ways, praying before doing something, telling story about the prophet , talking about food in Islam, introducing about Islamic scholars. Such teaching materials remain underdeveloped, resulting a difficulty to such documented materials that are ready to use in teaching in Islamic senior high school.

The materials being developed in this study should be based on the content standards by inserting Islamic values. The materials will also developed based on the students' needs by considering their levels, competencies, preferences, and characters. In particular, Bao (2013) proposes some benefits of developing effective materials for oral communication, which are to “(1)share and process information, (2) control meanings, (3) choose how to participate, (4) utilize affectivity, (5) utilize individual knowledge, (6) become aware of ellipsis in spoken language, and (7) move beyond the Initiation-Respond-Feedback model” (p. 416). Specifically, the Ministry of Education and Culture and the National Education Standards Agency (BSNP) have designed several indicators in developing teaching materials for speaking courses (Ratmanida and Suryanti, 2019). The first one refers to the difficulty level (the materials should be developed based on the students' ability). Second one deals with the combination between theories and practices, combining speaking exercises and knowledge. Finally, the materials should be in line with the learning objective stated within the applied curriculum.

This study is expected to provide available teaching materials for speaking, which integrates to Islamic teaching materials. Such materials will completely play a fundamental role in Indonesia as the largest Muslim communities in the world because massive English teachers in Indonesian Islamic senior high schools can utilize the product of this study in teaching English. Due to practical constraints, however, this study only focuses on developing English speaking materials for Islamic senior high school. In other words, it is beyond the scope of this study to develop all English teaching materials such as writing, reading, and listening. Finally, this study will answer the following research question, “How are the look of the materials developed by this study?”.

RESEARCH METHOD

This study will apply Research and Development approach in developing digital speaking materials for the Islamic senior high school. In particular, this study will utilize the ADDIE model, standing for Analysis, Design, Develop, Implement, and Evaluate (McGriff, 2000 cited in Sukirman, 2015), as an effective model to develop materials. According to Branch (2010), ADDIE is relevant to processes that serve as a guiding framework for complex situations, especially as appropriate for product development in education and other sources of instructional materials. It could be a fundamental process for creating effective learning resources because it reflects to a systematic approach in developing the teaching materials.

In terms of the procedures, ADDIE model consists of five steps (Darmayenti and Nofiadri 2015; Sukirman, 2016), including analyzing, designing, developing, implementing, and evaluating. For the analyzing, the researcher will collect the materials based on the students' need. Then, the researcher also will discuss with the teachers to

analyze the materials that suitable with English speaking materials. For the designing, the researcher will make the materials that make the teaching learning process being students centered, where students are active in the learning activities. Any potential materials are listed to ease the researcher to design the materials. Moreover, the materials are related to the Islamic teaching materials used in English speaking class. For the developing, the researcher develops the materials by the textbook of English class XI. Also, it focuses on some activities in speaking class. For the implementing, the researcher teaches the materials in the classroom in order to see the suitability of the developed materials with the students. Also, the students are asked to use the materials in speaking class, referring to try-out product. The material will be tried out to the students in class eleventh at MA Al-Falah Lemahabang. The objective of this implementations phase is to see whether materials are suitable or not. For the evaluating, the researcher evaluates the results of the try-out. There are two kinds of evaluation in this model, referring to formative and summative evaluation. The formative evaluation refers to ongoing evaluation from the first to the last phases. On the other hand, summative evaluation deals with the evaluation of the whole materials – it is the final evaluation, aiming to decide whether the developed materials are properly designed or not. To get valid data, there are two instrument that is used by the researcher. Firstly, the rubrics were designed either the experts or the students. Secondly, the worksheet is only designed for the experts – where the experts can give comments as well as recommendations related to the quality of the developed materials. Last but not least, the qualitative data gained from the experts will be analyzed qualitatively, meanwhile the quantitative data will be analyzed descriptively.

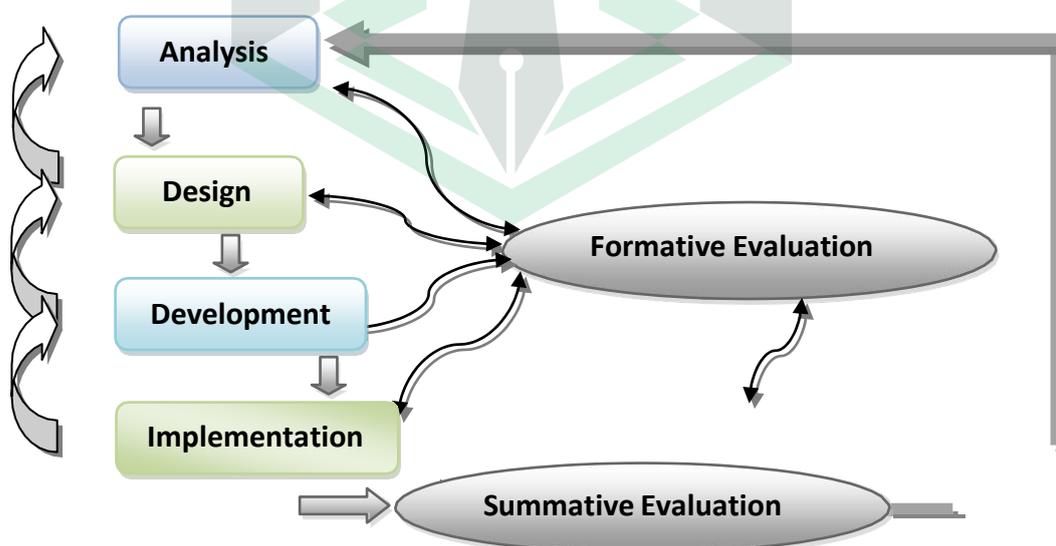


Figure 2.1. *The ADDIE Model (McGriff, 2000)*

FINDINGS AND DISCUSSION

Learning materials hold a pivotal role in education, standing alongside educators, students, facilities, and other elements. Effective learning materials serve as motivational tools, driving students to enhance their dedication and unlock their full potential (Hossain, 2015). These materials are meticulously designed, considering their type, scope, sequence, and treatment. The importance of accurate identification of learning material types cannot be overstated, as each type demands distinct media, evaluation techniques, and methodologies (M.M. Abdullah, 2019). The depth or extent of the material should align with the students' proficiency levels. Additionally, the sequential arrangement of teaching materials is vital to create a coherent learning process. Furthermore, selecting the appropriate treatment for teaching material is essential for clear identification, distinguishing which aspects must be memorized, understood, and applied. This ensures that educators deliver the teaching material effectively, minimizing errors in student comprehension and assimilation.

The development of speaking teaching materials linked to Islamic studies for grade XI is commendable. The e-book encompasses invaluable tips for novice public speakers, laying a foundation that is imperative before engaging in public speaking endeavors. It delves into seven fundamental aspects that students should grasp before venturing into public speaking. These elements encompass conquering the sensation of nervousness through a mastery of the material, utilizing body language and eye contact effectively while ensuring that these non-verbal cues align with the intended message and do not betray nervousness. Furthermore, it emphasizes using language that resonates easily with the audience to maintain effective communication. Additionally, it underscores the significance of a deliberate, slow, and articulate delivery, which aids the audience's comprehension and the speaker's retention of key points. Confidence stands as a cornerstone for presenting material clearly and effectively. Finally, it advises against the use of filler words and encourages practicing in front of a mirror to refine speaking skills before the actual presentation to an audience.

﴿ لَا خَيْرَ فِي كَثِيرٍ مِّنْ نَّجْوَاهُمْ إِلَّا مَنْ أَمَرَ بِصَدَقَةٍ أَوْ مَعْرُوفٍ أَوْ إِصْلَاحٍ بَيْنَ النَّاسِ وَمَن يَفْعَلْ ذَلِكَ ابْتِغَاءَ مَرْضَاتِ اللَّهِ فَسَوْفَ نُؤْتِيهِ أَجْرًا عَظِيمًا ﴾

An-Nisa, 114: *There is no good in much of their private conversation, except for those who enjoin charity, or that which is right, or conciliation between people. And whoever does that seeking means to the approval of Allah - We are going to give him a great reward.*

The Quranic verse (An-Nisa: 114) is introduced to establish a profound connection between the speaking material and Islamic values. This verse underscores the importance of charitable acts, righteousness, and conciliation between people. It conveys the idea that those who engage in these virtuous acts, seeking the approval of Allah, shall receive a great reward. This connection between the Quranic message and the speaking material reinforces its Islamic relevance. Then, before students proceed with interactions among friends, the material includes examples of both formal and informal language. This inclusion serves the purpose of educating students that different situations may necessitate slightly different linguistic approaches. To facilitate comprehension and application, the material incorporates sample sentences, equipping students with a practical framework for dialogue, encompassing both question-asking and answering.

In the context of developing speaking teaching materials linked to Islamic studies, the research incorporates units into the initial draft of the learning materials. Each unit is thoughtfully titled and adorned with elements depicting Islamic themes. Notably, the choice of the color green for the cover holds cultural and historical significance more than purely religious. Several factors contribute to the association of green with Islam. The symbolism further enhances green's significance, as it is often considered a pleasing and tranquil color within Islamic culture. This connection may arise from the association of green with nature and tranquility, mirroring God's creation. Moreover, the color green is linked to the attire of Prophet Muhammad on several occasions, further reinforcing its cultural relevance. Islamic art and architecture also make extensive use of green, especially in ornamentation and calligraphy, further solidifying its cultural significance. The symbolism of green is reinforced by Quranic verses such as Surah Al-Hajj: 63, which employs the word "محضرة" (green) to depict the beauty of nature through the verdant growth of plants nourished by rain, enriching the soil and yielding lush greenery (Al-Qurthubi, 2009, p. 233).

The speaking material further encompasses lessons on requesting and providing opinions, which are frequently encountered in daily life. The material equips students with example sentences and translations to foster comprehension, acknowledging that students may possess varying levels of linguistic proficiency. Thus, translations are included to facilitate material understanding. In the context of requesting and providing opinions, the material introduces a project or assignment relevant to a specific issue, linking it with Islamic scholars to extract key insights regarding Islamic figures. Subsequently, the material delves into the realm of suggestions, commencing with an initial explanation of how to offer advice. This elucidation serves the purpose of acquainting students with the social function of suggestion-related material. To consolidate this knowledge, the material incorporates a collaborative project with peers for providing advice. This project encompasses advice intertwined with Islamic teachings, including appropriate prayers to recite when embarking on endeavors and Islamic recommendations regarding the prioritization of the right hand or foot.

The material also proceeds to explore dialogues concerning the Five Pillars of Islam, foundational principles that guide the Muslim community. These pillars encompass the recitation of the two Shahadah statements, performing prayers, giving Zakat, fasting, and undertaking the Hajj pilgrimage for those with the means to do so. Further, Ramadan and Fasting materializes as a core component of the developed speaking material, emphasizing the obligatory nature of fasting during Ramadan. Ramadan is heralded as a blessed month in Islamic tradition. Muslims unite in enduring hunger, thirst, and worldly desires during this sacred period. It is a month replete with goodness, characterized by heightened devotion and worship, underscoring its significance. Next, the material proceeds to elucidate the topic of "Greetings based on Islamic Ways," an inclusion aimed at fostering tolerance towards diverse religions. This material unfolds in two distinct dialogues, with one Muslim friend expounding upon the etiquette of greetings when encountering others. It also provides insights on how to respond appropriately. This segment acknowledges the diverse religious, cultural, and celebratory practices present in society, particularly in regions like Indonesia.

Finally, the material explores the theme of "Talking about Charity and Zakat," a pivotal aspect of Islam underlining mutual love and the obligation to share wealth with the less fortunate. This material is intrinsically linked to Ramadan, ensuring thematic cohesion.

While Zakat is not exclusively tied to Ramadan, the material underscores the obligatory nature of Zakat al-Fitr during this sacred month, reinforcing Islamic values. Then another material component addresses "Talking about Food," emphasizing the significance of mindful consumption among Muslims. This topic is corroborated by the Quranic reference in Surah Al-Baqarah:172. Moreover, "Talking about Cleanliness in Islam" is seamlessly woven into the narrative, underscoring the importance of purity and cleanliness in Islamic faith and daily life.

The subsequent phase involves expert validation, an integral step to gauge the suitability of the developed material for its intended student audience. This evaluation encompasses two critical aspects: content and graphic design. Subsequently, experts engage in the revision of the material, implementing adjustments and enhancements derived from their evaluations. This iterative process is vital to ensure that the material aligns effectively with its educational objectives. Importantly, participant feedback is also taken into account to enhance the material's suitability for the teaching and learning process. These revisions address shortcomings observed in the initial iterations of the material, such as improving authenticity, rectifying grammar issues, refining design elements, and ensuring content consistency. In particular, efforts are made to create an appealing and authentic cover by incorporating original images. Grammar-related concerns are addressed to enhance readability and linguistic precision. Design aesthetics are adjusted to create a more visually cohesive experience, with standardized fonts, styles, and sizes for content. In terms of educational role, the developed material endows students with tasks that encourage active participation in the learning process. It includes activities necessitating the teacher to assume a facilitative role during instruction, congruent with the pedagogical insights of Rahimi (2008) that stress the importance of an active teacher role in learning materials. Notably, the material often prescribes tasks to be undertaken in pairs, as collaborative dialogue practices are regarded as highly effective, echoing the preferences of students, as evidenced by the findings of Ampa, Rasyid, Rahman, Haryanto, & Basri D (2013), indicating a preference for dialogue practices in speaking materials.

Research implications

The research findings and discussions presented in the previous sections have significant implications for both education and the development of learning materials, especially in the context of Islamic studies. These implications span various dimensions, from pedagogical strategies to cultural relevance and the integration of Islamic values into education. In this section, we will delve into the implications of these findings in detail.

Pedagogical Implications

The research findings emphasize the critical role of learning materials in education. Learning materials are not mere supplements to teaching; they are powerful tools that can motivate students, enhance their dedication, and unlock their full potential. Educators should recognize that effective learning materials are not one-size-fits-all. They must be carefully designed, considering factors like type, scope, sequence, and treatment. Identifying the right type of learning material is essential, as each type demands different media, evaluation techniques, and methodologies. Furthermore, the depth and scope of the material should align with students' proficiency levels. In addition, these findings underscore the need for educators to approach teaching materials with thoughtful consideration. The sequence in which materials are presented

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plays a crucial role in creating a coherent learning process. Additionally, the treatment of teaching material is vital, as it determines what aspects need to be memorized, understood, and applied. This ensures that educators do not make mistakes in delivering the teaching material to students. Thus, educators should not underestimate the significance of well-designed and appropriately sequenced learning materials in fostering effective learning experiences.

Islamic Relevance and Integration

The research findings also highlight the importance of integrating Islamic values and relevance into educational materials, especially in the context of Islamic studies. The inclusion of Quranic verses, such as An-Nisa: 114, establishes a profound connection between the speaking material and Islamic values. This verse emphasizes charitable acts, righteousness, and conciliation between people, promoting virtuous behavior. By weaving such verses into the material, students are not only learning language skills but also imbibing ethical and moral values central to Islamic teachings. Furthermore, the material includes lessons related to Islamic figures, Islamic ways of doing things, and prayers to be recited in different situations. This approach enriches students' understanding of Islam and its practices. It underscores the value of incorporating cultural and religious elements into educational materials to make learning more meaningful and relevant to students' lives.

Language Proficiency and Comprehension

The inclusion of examples of both formal and informal language, along with sample sentences and translations, caters to students with varying levels of language proficiency. This approach acknowledges that students may have different comprehension levels and ensures that the material is accessible to all. It promotes inclusivity and supports students in their language development journey. Also, educators should consider the diverse language proficiency levels of their students when developing learning materials. Providing examples, translations, and explanations can bridge language gaps and facilitate comprehension. This approach aligns with the principles of differentiated instruction, recognizing that students have unique learning needs.

Collaborative Learning and Critical Thinking

The research findings emphasize the importance of collaborative learning and critical thinking within the material. Students are encouraged to work together, exchange ideas, and solve problems collaboratively. This approach aligns with pedagogical practices that promote active engagement and higher-order thinking skills. Then, educators should recognize the value of collaborative learning experiences. Group projects and discussions not only foster critical thinking but also enhance communication and teamwork skills. By incorporating such activities into learning materials, educators can create dynamic and interactive learning environments.

Thematic Cohesion and Integration

The integration of topics like the Five Pillars of Islam, Ramadan and Fasting, and discussions about the arrival of a newborn baby in Islam underscores the importance of thematic cohesion in learning materials. These topics are interconnected, creating a

comprehensive narrative that reinforces key Islamic concepts and practices. In this case, educators should consider the overarching themes that can connect various elements of their curriculum. Thematic cohesion can enhance students' understanding of complex topics by presenting them in a holistic context.

In conclusion, the implications of the research findings are far-reaching and have the potential to inform pedagogical practices, curriculum development, and the creation of culturally relevant and meaningful learning materials. Educators should consider these implications when designing educational materials and teaching strategies to provide students with enriching and effective learning experiences. By doing so, educators can create learning environments that not only promote language proficiency but also instill ethical values, cultural awareness, and critical thinking skills in students, preparing them to thrive in a diverse and interconnected world.

CONCLUSION

The research findings and discussions presented in this study underscore the pivotal role of learning materials in education, particularly in the context of Islamic studies. Effective learning materials are not mere tools; they are motivators that drive students to dedicate themselves to their studies and unlock their full potential. These materials must be thoughtfully designed, considering their type, scope, sequence, and treatment to cater to the diverse needs of students. The integration of Islamic values, cultural elements, and relevant topics into these materials adds depth and meaning to the learning experience, fostering a connection between language acquisition and ethical values.

The implications of these findings are significant and multifaceted. Firstly, educators should recognize the critical role of well-designed learning materials in facilitating effective teaching and learning. They should prioritize the thoughtful development of materials that align with students' proficiency levels and support their learning journey. Secondly, the integration of Islamic values, teachings, and cultural elements into speaking materials enriches students' understanding of Islam and fosters a sense of cultural relevance. It reinforces the importance of ethics and morality in education. Thirdly, educators should consider cultural nuances when designing learning materials, acknowledging the cultural backgrounds of their students. Cultural relevance enhances students' engagement and connection with the material. Then, recognizing that students may have varying language proficiency levels, educators should provide examples, translations, and explanations to bridge language gaps and ensure comprehension for all students. Next, encouraging collaborative learning experiences and critical thinking within materials promotes active engagement and higher-order thinking skills. Group projects and discussions facilitate communication and teamwork. Lastly, thematic integration of topics within learning materials enhances students' comprehension and retention. It presents complex concepts in a holistic context, aiding in deeper understanding.

While this research provides valuable insights, it is not without limitations. The findings are largely context-specific, focusing on Islamic studies. Generalizability to other subjects may vary. The research is also based on a single case study, which limits

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its broader applicability. Also, the research's knowledge is time-bound, with findings based on data obtained from May 2023. Meanwhile, to build on these findings and address their limitations, future research and material development efforts could consider. Comparative studies across different subjects and educational contexts could provide insights into the effectiveness of learning materials in diverse settings. Longitudinal studies could also assess the long-term impact of learning materials on students' language proficiency and ethical development. Then, future material development should explore innovative formats, such as digital and interactive materials, to cater to evolving learning preferences. Besides, comparative analyses of learning materials across cultures could yield valuable insights into the cultural relevance of educational content.

In conclusion, the research findings emphasize the pivotal role of learning materials in education, particularly in the context of Islamic studies. These findings have far-reaching implications for pedagogy, curriculum development, and the integration of ethical and cultural values into educational materials. While this study has limitations, it provides a foundation for future research and material development efforts aimed at enriching the learning experiences of students and preparing them to thrive in a diverse and interconnected world.



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