

DEVELOPING AN ENGLISH MODULE FOR GRADE XI STUDENTS OF ISLAMIC BOARDING SCHOOLS

By Puspita Dewi 8

DEVELOPING AN ENGLISH MODULE FOR GRADE XI STUDENTS OF ISLAMIC BOARDING SCHOOLS

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Abstract: *The Islamic boarding schools need special materials, teaching methods, or media because Islamic boarding schools (IBS) have different cultures and educational system from students in regular schools in which some points of educational system and culture in IBS can be adopted in public education system such as personality, leadership, and authority (Hidayat in Hidayat, 2016). This study aims to identify the target needs, learning needs, and develop an appropriate English module for grade eleven students of Islamic Boarding Schools. The research method used in this study is Research and Development (R&D). The evaluation of the module used a questionnaire with ranging a 4-point Likert scale from 1 (disagree), 2 (fair), 3 (agree), and 4 (strongly disagree) with 40 items. The results of the questionnaire calculated in quantitative data conversion with four categories namely poor (1.00-1.75), fair (1.76-2.51), good (2.52-3.27) and very good (≥ 3.28). The results of the need analysis indicate that most students prefer topics of daily life, religion, and education. Each unit has eight components, namely: unit title, objectives, warm-up, main activities, summary, reflection, evaluation, feedback, and follow-up. The first try-out of the second draft shows that the draft is needed to be revised since the average score is within the data interval of $2.52 \leq \bar{X} \leq 3.27$. Meanwhile, the third draft is considered appropriate and applicable as indicated by average score within the interval of ≥ 3.28 . The recommendation for future research is government and other scholars expected to design and develop textbooks that are relevant to Islamic values and contexts.*

Keywords: *Boarding Schools, English, Learning, Module*

INTRODUCTION

A big number of Islamic boarding schools (IBS) are established in Indonesia. Based on data of Education Management Information

System/EMIS (Saatnya “membalas” nasionalisme pesantren, 2013) notes that there are 26.000 Islamic boarding schools in Indonesia and West Nusa Tenggara is one of the highest

percentages of children attending Islamic schools, estimated 25% of all children in Lombok attending Islamic schools (Rohmah, 2012). The data obtained from Ministry of Religious Affairs (MORA) Planning Department and Data Directorate General of Islamic Education also gives information that 489 Islamic boarding schools are in West Nusa Tenggara (<http://pendis.kemenag.go.id>. accessed in July, 5th 2014). The data indicate that numerous children attended Islamic boarding schools, especially, in Lombok.

Islamic boarding schools need special teaching/learning methods, media, or materials. It is because students in Islamic boarding schools have different educational system and cultures from students in regular schools. The differences between Islamic school and regular school are related to the cultures and educational systems. The former head of Syarif Hidayatullah University, Komaruddin Hidayat said that:

Considering it needs to adopt character education applied by IBS in public schooling since education model of IBS gives emphases on cultural and character values that are based on religion. Some points of the educational

system in IBS as a role modeling method, formalizing into routines, personality, leadership, and authority (Hidayat, 2018,p.433).

Some of the students in IBS feel that learning English is useless. For instance, of this situation was experienced by Basthomi when he felt that learning English would be futile even though later on, he changed his perspective (feeling) for he believed that his English would not help him be a good Muslim (Rohmah, 2012). He believed that there was no relationship between mastering English and being a good Muslim. Therefore, the methods, media, approaches, or materials that the teacher used should be selected and modified based on the students' needs and preferences to encourage them learning English.

REVIEW OF RELATED LITERATURE

Several factors influencing the success or failure in learning a second or foreign language are students, teachers, methods, media, and the materials. However, the material is the most significant factor in teaching and learning success as Lumala & Trabelsi (in Tomlinson, 2008) note that coursebooks (materials) play a

primary role⁸ in the teaching-learning process. It means that teachers should give big attention in selecting appropriate materials for their students because it is one of the keys to the students' success in learning a second or foreign language. The materials will guide³⁹ the students to achieve the goals of the study. Materials have significant factors in achieving students' success so that the materials must be prepared as well as by teachers to promote students' achievements.

However, the problem faced by teachers in IBS is the appropriate materials that are relevant to the students' preferences are difficult to find. The ISELP trainers were focused on the poor materials being used by teachers in Islamic Boarding Schools (Rohmah, 2012).

She said also that English Language Training for Islamic Schools (ELTIS) also has designed a textbook "English in Contexts (EIC)" but this book specifically only for Islamic Secondary School (Madrasah Tsanawiyah/MTS) students. It means that the textbooks or modules similar to EIC need to be designed and published, particularly⁹ for Madrasah Aliyah (Islamic Senior High School).

Based on the results of interview with English teachers and the students in Lombok at three different Islamic boarding schools namely Ponpes NW Darul Istiqomah (East Sakra), Ponpes Darussalam Al-Qubro (Central Sakra), and Ponpes Darul Abror NW Gunung Rajak (West Sakra), the materials and activities in the textbook were not suitable with students' needs and preferences.

The textbooks or coursebooks used in schools such as Effective English, Developing Competence in English and English in Focus do not cover religious aspect and were not relevant to the Islamic contents and contexts (Syafi'i, and Gestanti, 2017).

For example, the models or figures provided in the textbooks were not from Muslim education figures so that it is suggested¹⁰ to give successful Muslim figures to show that Muslim has a very good person to be imitated or followed by others (Fitriyah, 2018). Hidayat (2018) state that Islamic Boarding Schools have a powerful religious concept.

The materials should be modified based on the demands, customs, cultures, ideologies, and cultures of Islamic schools. The

materials should be suitable with Islamic contents and contexts, such as the Middle East Islamic culture, Al-Qur'an and Al-Hadits quotes, Islamic history (Prophet Muhammad, S.A.W or his friends such as Ali bin Abi Thalib, Umar bin Khattab and the others), story of Nasreddin, Abunawas, and other Middle East stories. The materials might be incorporated with the Islamic contexts, for instance, including Islamic messages in the materials such as pictures, the activities, Muslim's names (Ali, Ahmad, Aisyah, Aminah, Khadijah), Muslim's buildings or topics as suggested by Rohmah.

Good materials and interesting activities provided for the students can encourage them in learning the language and can improve their competencies. To select good materials educators or materials developers should consider some aspects, namely interesting texts, enjoyable activities, and opportunities for learners to use their existing knowledge and skills (Hutchinson and Waters, 1990).

However, the interesting texts which are relevant to the Islamic contexts are difficult to find in

textbooks, modules, internet, and other sources.

The solution to the problems is incorporating the Islamic contents, values, and contexts in the materials. English learning materials which are relevant to the Islamic messages are expected to solve the problems. Incorporating the Islamic values in the materials might prevent the students from feeling confused and bewildered, and evoke them to learn English. Ibrahim et.al (2010); and Alyu, Mahmud & Tap (2013) cited in (Khairuddin, Shukry, & Sani, 2014) conclude that Muslim learners have shown high interest toward Islamic writing or reading the text, because it can create meaningful learning experience. This situation also was experienced by students in Indonesia, especially in Lombok. Based on the interview with the students, they state that by embedding Islamic messages in the materials will create meaningful learning and teaching.

This study is conducted to develop an English learning module for grade eleven students of Islamic boarding schools to solve the problems. The result of this study will be contributed to the government, scholars, students and English teachers. The module becomes

supplementary or enrichment materials for the students in order they can study English autonomously based on Islamic contents and contexts.

METHODOLOGY OF STUDY

26 *Research Design*

This research is classified into a Research and Development (R & D) study. The product developed is not only to create a new product but also to complete the poor of the previous product. The research model developed in this study is developing an English learning module for grade eleven of Islamic boarding schools.

Setting of the Research

There were 3 schools in different districts as samples namely *Ponpes. Darul Abror NW. Gunung Rajak, Ponpes Darussalam Al-Qubro, and Ponpes NW. Darul Istiqomah*. The indicator selected the school is based on the level of the schools from a high, middle, and low level. Based on *Pusat Data dan Statistik Pendidikan dan Kebudayaan Kementerian Kebudayaan dan Pendidikan* noted that *Ponpes. Darul Abror NW. Gunung Rajak* accredited A, *Ponpes NW. Darul Istiqomah Ponpes* accredited B, and *Darussalam Al-Qubro* accredited C (<http://referensi.data.kemendikbud.go.i>

d). Consequently, the indicator of selecting the school is based on the accreditation in which different level and different of the schools can be representative enough as samples.

Subject of the Research

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The subjects of this research were students for grade XI of Islamic boarding schools. The try-outs were done in three Islamic boarding schools in Lombok with 56 students in which each school was taken 1 (one) class for grade XI (eleven) because each school has 1 (one) class for grade XI. The sampling technique used was purposive sampling by selecting 3 schools based on the level of the schools with high (accredited A), middle (accredited B), and low level (accredited C).

Procedure

The procedure of development in this study is adapted from (Gall, Gall, and Borg, 2003); (Dick, Carey, and Carey, 2009) and (Richey and Klien, 2007).

The procedures proposed by scholars are modified because of some of the considerations. The reasons for modifying the steps are time allocation and funding. The steps in developing an English learning module are

conducting the need analysis, designing the syllabus, writing the first draft of the module, evaluating the draft, implementing the module, and writing the final draft.

Techniques and Data Collection Instruments

This study has three data collection instruments namely questionnaires, observation sheets, and interview guides. The instruments were adapted from some theories developed by (Nunan, 2006); (Macalister & Nation, 2010); and (Hutchinson and Waters, 1990). The needs analysis questionnaire was used to get information about the students' needs and the try-out questionnaire was used to obtain information about the students' agreements towards the module.

A needs analysis was conducted in three of Islamic boarding schools in different regencies in Lombok. The needs analysis was conducted in three days by interviewing the English teachers and the students, then administering questionnaires for the students. There were 77 students given the questionnaire in three Islamic boarding schools (*ponpes*), namely *Ponpes Darul Abror Nadlatul Wathan*

(*NW*) *Gunung Rajak, Ponpes NW Darul Istiqomah, and Ponpes Darussalam Al-Qubro.*

At the beginning of doing the needs analysis, the English teachers were interviewed to identify the ability, characteristics, and profile of the students. After interviewing English teachers, continued by doing an observation of the English teaching and learning process. The observation was done to identify the students' participation and behavior in the class. Afterward, the questionnaires of the needs analysis were distributed to the students.

The questionnaires have two parts, namely target needs, and learning needs. The target need is defined as "what the learner needs to do in the target situation" and learner needs is "what the learner to do in order to learn" (Macalister & Nation, 2010, p.24).

The target needs involve student's necessities, lacks, wants, and learning goals. Then, the learning needs consist of learning input, activities, student role, teacher role, setting, and feedback of the module.

Techniques of Data Analysis

The data analysis is a process of organizing, sifting, summarizing, and synthesizing of the data collected until obtaining the data and drawing conclusions of the research. The data collected were analyzed quantitatively and qualitatively. The quantitative data were gained from the questionnaire. The questionnaires were developed based on some theories and were validated by the expert. The questionnaires distributed twice with the same questionnaires. The data obtained are calculated with 4 scales Likert.

Descriptive statistics are used to analyse the questionnaire of the data. While qualitative data were obtained from the results of interviews, comments, feedback, and suggestions gained from experts, students, and teachers.

The interview guideline was asked to some people to ensure that the answer was the same and consistent. Either quantitative or qualitative data are gained with the same questionnaires and guideline interview to get the data reliability.

The range of the score used by the researcher is the one proposed by (Suharto, 2006, pp.52-53) as follows.

$$R = \frac{Xh - Xl}{4}$$

R = range Xh = highest score

Xl = lowest score 4 = likert scale

The data conversion range is based on the data obtained from the research. The highest score is 4 and the lowest score is 1. The calculation is as follows:

$$R = \frac{Xh - Xl}{4}$$

$$R = \frac{4 - 1}{4} = 0,75$$

In summary, based on the calculation, the class interval are presented in Table 1.

Table 1. Quantitative Data Conversion

S	Interval of the mean values	The other form of the interval	Category
1	1.00 – 1.75	$1.00 \leq \bar{X} \leq 1.75$	Bad
2	1.76 – 2.51	$1.76 \leq \bar{X} \leq 2.51$	Fair
3	2.52 – 3.27	$2.52 \leq \bar{X} \leq 3.27$	Good
4	≥ 3.28	$\bar{X} \geq 3.28$	Very Good

Adapted from: (Suharto, 2006, p.61)

14 RESULT AND DISCUSSION

The Result of the Needs Analysis

The data of the needs analysis show that most of the students were at the beginner level. The data indicate that 79% of the students were at the level of beginner, 14% intermediate, and only 7% at the advanced level. It means that students need to learn to listen, speaking, reading, and writing harder and the materials in the module should from the simpler to the more complex.

They had low motivation in learning English. Some of the students in Islamic boarding schools felt that learning English was futile, for instance of this situation was experienced by Basthomi when he felt that learning English would be futile even though later on, he changed his perspective (feeling) for he believed that his English would not help him be a good Muslim (Rohmah, 2012). He believed that there was no relationship between mastering English and being a good Muslim. Therefore, teachers or educators need to select the appropriate materials to encourage them in learning English.

Related to the topics, 29% of the students preferred topics related to

daily activity and religion was the second-highest option as suggested by 29%. The data also indicate that 14% of the students wanted the topic that relates to religion and 14% hobby. Then, education was preferred by 13% of the students. The students preferred to use daily life, religion, and education as the topic in the module. They were not interested in health and politics. It is important to select the topics that the students' needs and preferences to encourage them to learn English.

In terms of the materials, they wanted to learn simple texts and the texts should be provided with pictures. Material is one of the pivotal aspects that must be considered by English teachers before teaching in the classroom. (Hutchinson and Waters, 1990, p.107) state that "materials embody a view of the nature of language and learning". The students stated that the materials in some books published were not relevant to Islamic contexts.

Vocabulary is one of the keys to success in learning language including English and particularly reading skill. The students wanted to enrich vocabulary in the module in

order so they can learn and memorize the words.

Motivation corner also is needed provided in the module. The students believe that motivation words/corners can help them in learning English. Motivation is one of the biggest factors influencing the students' success in learning a subject. Consequently, it is important to provide a motivation corner in each unit of the module. The students also agree with providing Islamic corner in the module. Further data and description of the needs analysis have already explained and presented.

The Syllabus

The syllabus was designed by the data gained from the needs analysis and the curriculum used in the schools (Curriculum 2006). Then, it was used as a guideline in developing an English learning module. In this study, the syllabus contained the framework of the materials; standard competencies and basic competencies of grade XI of Islamic boarding schools as a guide.

The framework of the materials covered unit/genre, topics, learning objectives, vocabulary, key grammatical structures, activities, and

input. There were three types of genre in the module, such as a report, narrative, and analytical exposition texts. The decision of the text types was based on the standard competencies and basic competencies of grade XI in the first semester. There were four basic competencies included in developing the module.

There were three units provided in the module. Every genre consisted of one unit. The titles of the three units were *Natural Disasters* (report text), *A Long Time Ago* (narrative text) and *3D: Drugs = Danger = Death* (analytical text). Each unit consisted of approximately 19-21 activities/tasks. It was begun with the warm-up and main activities (listening, speaking, reading, and writing), summary, reflection, evaluation, and feedback and follow-up.

The First Draft of the Module

After developing the syllabus, the units of the module were then developed. There is one unit in each genre. Each unit has eight components, namely: unit title, objectives, warm-up, main activities, summary, reflection, evaluation, feedback, and follow-up.

All components are provided in every unit. The three units are compiled with the *listening script, answer key, glossary, and mini dictionary (words bank)* at the end of the module. The first draft is developed by considering the results of the needs analysis. After the first draft was completed, the draft was judged and evaluated by the expert.

The Expert Judgment Results

Validation of materials consists of four components: the appropriateness of the contents, presentation, language, and graphic. The data of the appropriateness of the contents, presentation, language, and graphic of expert judgment are presented in Table 2.

Table 2: The Result of the expert’s Judgement

No	Statement	Mean value	Category
1.	The appropriateness of the contents	3.76	Very good
2.	The appropriateness of the presentation	3.78	Very good
3.	The appropriateness of the language	3.00	Good
4.	The appropriateness of the graphic.	3.90	Very good

The first draft is developed by considering the results of the needs analysis. After the first draft was completed, the draft was judged and evaluated by the expert. The mean value data of the appropriateness of the contents is 3.76. It means that the mean value of the product belongs to a “very good” category based on the data conversion proposed by Suharto.

In terms of the appropriateness of presentation, the data show that the module is suitable and appropriate to be used by the students. It is suggested by the mean value of the presentation and graphics belong to “very good” category with the mean value 3.78 and 3.90 respectively. The expert judgment strongly agrees with the module related to the presentation.

The comments, feedback, and suggestions from the expert became a guide in completing and revising of the second draft. After revising and completing the draft, the module was ready to be applied and tried out in schools.

The next step is the implementation of the module to the students to identify whether the module is suitable for grade eleven of Islamic boarding schools.

The First Try-out Data

The first try-out was done in Ponpes NW Darul Istiqomah by administering a questionnaire to the students. The first try out was conducted by administering the questionnaire and interview. The results of the questionnaire and interview show that some points should be revised that relate to the objectives, instructions, and materials. In terms of the objectives, the students asked to use Indonesian in order can understand easily the goals of learning English. It was because the English learning proficiency of them was at the beginner level.

All of those points had the same agreements/responses. The students wanted the objectives or the instructions were translated into Indonesian. Then, the materials or grammar explanations also were added. There was no revision of the grammar error, phonetic transcription, or any other errors.

The students felt difficult to understand the goals (objectives) in the module so that they wanted the objectives in English and Indonesian. Not only the objectives but also the instructions in the tasks should use

Indonesian. It was because the level of English proficiency of the students was at the beginner level. They preferred to use English-Indonesia in the objectives, instructions, and some explanations in grammar. The English learning module developed also is for self-learning. In other words, the module is used by students to learn English autonomously at home.

The first try-out was done in Ponpes NW Darul Istiqomah by administering a questionnaire to the students. The data of the questionnaire and the results of the interview indicate that the product needs some revisions. Most students gave feedbacks and comments “good” to the contents, presentation, language and components of the module, and graphic. The data can be seen in the following Table 3:

Table 3: The Result of the First Try-Out

No	Statement	Mean value	Category
1.	The appropriateness of the contents	2.67	good
2.	The appropriateness of the presentation	3.05	good
3.	The appropriateness	2.70	good

of the language

- 4. The appropriateness of the graphic. 3.10 good

The category of the module are good with the equivalent $2.52 \leq \bar{X} \leq 3.27$. The lowest mean value of the first try out was 2.67 and the highest mean value was 3.10. Even though all points obtained good category but there were some points need to be revised, related to the grammar section and the design of the module.

In summary, based on the results of the interview and the data of the questionnaire, the students asked to give additional explanations to the modules, particularly the explanation of grammar. They were then believed that tasks or the instructions in the module should be used two languages (English-Indonesia). The students also gave feedbacks to the objectives should be in Indonesian to make them understand the goals of learning English through the module.

The Second Try-out Data

The third draft was revised. The draft, then, was tried out at three Islamic boarding schools alike. Based on the data of the second try-out show positive responses from the students

and English teachers. All items of the questionnaire are categorized “good” with the equivalent $2.52 \leq \bar{X} \leq 3.27$ for the contents and “very good” with the equivalent $\bar{X} \geq 3.28$ for the appropriateness of the presentation, language, and graphic. The results of the data in the second try out lead to writing a new final draft. The data detailed can be seen in the following table:

Table 4: The Result of the Second Try-Out

No	Statement	Mean value	Category
1.	The appropriateness of the contents	3.25	Good
2.	The appropriateness of the presentation	3.30	Very good
3.	The appropriateness of the language	3.30	Very good
4.	The appropriateness of the graphic.	3.33	Very good

In general, the module did not have any specific revisions in the final draft. The results of the students’ agreements and the data interview got positive responses. They state that they enjoy learning English with the module. Another student also notes that “I feel enjoy when I read this book. Because the animations are interesting and it’s so funny. I want to

always read this book". The students state that the contents, language, presentation, and graphic of the module were good. However, there was one point that must be completed in the graphics that is about numeration. One of the students claims that some numbers in the pages lost. The results of the data in the second try-out lead to write a new final draft.

The Final Draft

Some steps were done before the final draft was written. Conducting needs analysis to find the target needs and learning needs of the students was as the first step. The data of the needs analysis show that most of the students were at the beginner level. It means that students need to learn to listen, speaking, reading, and writing harder and the materials in the module should from the simpler to the more complex. They had low motivation in learning English.

In terms of the materials, they wanted to learn simple texts and the texts should be provided with pictures. Material is one of the pivotal aspects that must be considered by English teachers before teaching in the classroom. (Hutchinson and Waters,

1990, p.107), state that "materials embody a view of the nature of language and learning". The students stated that the materials in some books published were not relevant to Islamic contexts.

Vocabulary is one of the keys to success in learning language including English and particularly reading skill. The students wanted to enrich vocabulary in the module in order so they can learn and memorize the words. Grabe and Stoller (1997) in (Hedgcock and Ferris, 2009, pp.291-292) state that "learning to read in the second language generally involves learning words" and they suggest that "reading and vocabulary are reciprocally casual" because "reading improves vocabulary knowledge and vocabulary knowledge support reading development". The more vocabulary the students have, the easier the students to comprehend the texts.

Motivation corner also is needed provided in the module. The students believe that motivation words/corners can help them in learning English. Motivation is one of the biggest factors influencing the students' success in learning a subject. Consequently, it is important to

provide a motivation corner in each unit of the module. The students also agree with providing Islamic corner in the module. Further data and description of the need's analysis have already explained and presented.

The next step is the implementation of the modules to the students to identify whether the module is suitable for grade eleven of Islamic boarding schools. The try-out was done in preliminary (first try-out) and main field testing (second try out) based on the method. The first try out was conducted in one school and the second try out was conducted at three Islamic boarding schools. The data of the tryouts are as the data in designing the final draft.

CONCLUSION AND SUGGESTION

Conclusions

This study aims to develop an English learning module for grade eleven of Islamic boarding school students. Related to the objectives, three conclusions are drawn in this research. They are target needs, learning needs, and the appropriate English learning module.

The target needs cover lacks, wants, necessities, and learning goals. Meanwhile, learning needs involve activities, input, students' role, setting, and other components of modules. A

needs analysis was done by giving a questionnaire, an observation, and interview. The product was designed by considering the results of the needs analysis.

The activities and materials in the units were designed based on the results of the needs analysis. The results of the needs analysis indicate that most students prefer to the topics related to daily life, religious, and education. The materials needed by the students are the materials embedded with Islamic contents and contexts. This study developed a module consisting of three units of the report, narrative, and analytical exposition texts. The titles of the three units are Natural Disasters (report text), A Long Time Ago (narrative text) and 3D: Drugs = Danger = Death (analytical text). Each unit has eight components: unit title, objectives, warm-up, main activities (listening, speaking, reading, and writing), summary, reflection, evaluation, feedback, and follow-up. The first draft is validated by an expert. The results of the validation show that the module is ready to implement in schools. The results of the students' agreements in the second draft show that some points are "good" since its position is within the data interval $2.52 \leq \bar{X} \leq 3.27$. Even though, all points obtained good category but there were some points need to be revised, related to the grammar section and the design of the module. The

product in the third draft is considered appropriate and applicable within the data interval $\bar{X} \geq 3.28$.

Findings of this research have some implications for students, teachers, textbooks' developer, and government (policy-maker). It is used for self-learning for the students and as enrichment materials. The teachers can develop another English learning module for the students as enrichment materials. This product becomes a review for the textbooks' developers and policymaker (Ministry of Religious Affair/MORA) to develop other English textbooks, particularly for Islamic boarding schools.

Suggestion

This research gives contributions for the schools for better teaching and learning process. Islamic boarding schools have some programs, such as debating and lecturing using English. So, it can be utilized by the schools in implementing the program.

This study becomes a review for the policy maker (Ministry of Religious Affair/MORA) to develop other English textbooks particularly for Islamic boarding schools. The government should have a concern on designing English learning materials for Islamic boarding schools because

of a big number of Islamic boarding schools in Indonesia.

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