

CHAPTER I

INTRODUCTION

This chapter presents background of the study, the problem of the study, the objective of the study, the product specification, the significance of the study, the scope and limitation of the study, and the definition of the key term.

A. Background of The Study

As stipulated in the Republic of Indonesia Law No. 20 of 2003 verse 3 concerning National Education System (SISDIKNAS), which formulates the goals of National Education goals, namely: The function of national education is to develop capabilities and shape the character and civilization of a dignified nation in the context of developing the intellectual life of the nation, which aims to develop the potential of students to become human beings who have faith and devotion to God, have good character, healthy, knowledgeable, capable, creative, independent, and democratic, and responsible citizens. From here we can conclude that the main purpose of education is to form faithful and noble people. Thus, according to the author to improve the teaching and learning process in Indonesia must be integrated with the values of faith and devotion.

In term of education system in Indonesia, the responsibility appears in two institutions. The first is the Ministry of National Education (MONE) includes public and private schools that are responsible for teaching the *secular sciences* such as physics, mathematics, biology and so on that produce skillful graduates without including any religious teaching, whereas the second is the Ministry of Religious Affairs (MORA) include Islamic schools/madrasah (public and private) are

responsible for teaching the religious sciences at once secular sciences that produce skillful and religious graduates. However, all schools offering the national curricula are in accordance standard set by MONE. Madrasah as an educational institution under the Ministry of Religion are expected to be able to provide "National Plus" education that will produce generations of high knowledge and morality, not yet able to provide teaching materials that are in line with the inseparable characteristics of madrasahs.

This is very contradictory to the government's efforts to improve the education system, namely the education curriculum policy that provide educational opportunities to develop curriculum based on the vision and mission of the school/madrasah in accordance with the condition and needs of the school community. As stated in SK Ministry of Religious Affair (MORA) year 1993, concerning the curriculum of MI, MTs, MA: "Madrasah can add subjects in accordance with environmental conditions and the characteristics of the madrasah concerned by not reducing the curriculum that applies nationally and does not deviate from national education goals. Madrasah can also describe and add learning material of the subjects according to the local needs". And since the 1994 curriculum rolled out, teacher was given the authority to improvise with curricula that had been available according to the needs of both the subject matter or means of learning, so the students were active in learning both physically, mentally (intellectually and emotionally) and socially.

As mentioned above that the curriculum starts from elementary until university level in Indonesia give chance to the teacher to develop their own

material by referring to content standard issued by Board of National Standard of Education (Badan Standar Nasional Pendidikan / BSNP). Teacher has opportunities to integrate any specific contents in line with school mission. For instance, for Islamic schools, the English teacher can design Learning materials with Islamic message while helping the students to master the targeted English language skill and components. Teaching a foreign language, in this case is English, often implies teaching the norms and culture of the language to students. English language is originally from the western country which is exposing a lot of western culture and values. This often causes polemic or sometimes conflict with existing culture and norms. In another word, it is against the culture and norms that we hold fast. A language is closely related to the culture of nation where the language comes from.¹ Furthermore, according to Brown² said that a culture is establishing a person a context of cognitive and affective behaviors, then a template for personal and social existence are also built during this process. It means that teaching language is also teaching native speaker's culture including the values and local wisdoms.

According to Rohmah that teaching English might bring cultural content residing within the language whether the teacher includes the cultural items in purpose or not.³ Consequently, the culture embedded in the language being taught is sometimes different with the learners of English. It leads into bias understanding towards the contents and the messages of the English materials itself. Especially for

¹ D Nault, "Going Global: Rethinking Culture Teaching in ELT," *Context in Language Culture and Curriculum* 19, no. 3 (2006): 314–328.

² H.D Brown, *Principles of Language Learning and Teaching Fifth Edition* (New Yoark: Longman, 2007).

³ Z Rohmah, "Incorporating Islamic Messages in the English Teaching in the Indonesian Context," *International Journal* 2, no. 2 (2012): 1–9.

those students who have strong Islamic background, as like the students from Islamic senior high schools. They have been familiar with Islamic culture and values. Each of their activities and even their views toward something has been constructed and accustomed to Islamic concern and thoughts.

Based on the description above, developing and providing English learning materials which are more contextual to students' background as Islamic learners, it can improve the proficiency of learners in English and simultaneously instilling religious values in each material that is taught to which ultimately create the output of learners who can apply the values of religion in everyday life and lessen moral degradation in this era. There should provide an appropriate textbook to learn English alongside with the religious values, a textbook which properly represent them as a language learner as well as a Muslim. Therefore, developing supplementary learning materials which integrate religious values will be a good solution for conducting English learning for them to create religious atmosphere during the classroom. So, the study will be under the title: **“Developing Islamic English Integrated Supplementary Materials for The Tenth Grade Islamic Senior High School Students”**.

B. Problem of The study

Based on the background of the study, the main problem of the study is, what is the English Integrated Supplementary materials that fit for the tenth grade Islamic Senior High School Students?

C. Objectives of The Study

Based on the background above, this research aimed to find what is the

English Integrated Supplementary materials that fit for the tenth grade Islamic Senior High School Students. The specific objective of this research is to develop Islamic English Integrated supplementary materials based on the students' need and students' context.

D. Product Specification

This study aimed to develop Islamic English integrated supplementary materials which are including Islamic themes and values for tenth grade Islamic Senior High School Students. This product will be designed to improve students' four skills, those are receptive skills (listening and reading) and productive skills (speaking and writing) through some tasks and activities in the materials. The topics will be developed based on students' background and real life in the Islamic School environments and use authentic materials and functional topics which refers to the current curriculum. The tasks and activities will be designed from the easier to the more complex activities in order that the students will be able to follow easily. Interesting tasks and activities are also included to make the learning more fun.

E. Significance of The Study

The benefits of research and development cover theoretical and practical benefits. In term of the theoretical view, this study is to enrich the existing study result on developing learning materials and hopefully to broaden the insight in giving ideas, concept, knowledge and theory on how to develop appropriate English learning materials. In term of the practical point of view, this study provides valuable information for the teachers and English instructors to develop English learning materials for specific subjects of the research to be more contextual. In

addition, the materials can be used both by the researchers and teachers who are concerning with the similar field of study.

F. Scope and Limitation of The Study

This study focuses on developing English materials as the materials take a very essential part of the learning. In Indonesia, the current textbooks are having insufficient content of religious aspects. It lacks of the knowledge about religion especially to the students who have different background. Although in some textbooks, it has already been put, yet the portion are really far from adequate enough. It doesn't cover the specific areas for students' background.

Providing contextual materials for the students of Islamic Senior High Schools become serious matter nowadays. Related to the curriculum provided by the government, there is a gap in implementing religious values and character values that have existed since the previous curriculum which has been linked to the current curriculum 2013. The gap is in the learning materials which are not contextual for the students' characteristic and background. The good intentions of the government to produce well-behaved and intellectual learners in order to apply those values especially for the learners in the environment of Islamic schools seem still difficult to realize.

In terms of learning English in the classroom, the existing materials along with the activities which integrating religious values has also been the main concern for the teachers since there are extremely a few English books which cover the Islamic topics and themes in each material existed so far. Those books provided by the governments are only generalized according to their levels in their formal

schools. In reality, those books are not aiming specifically for the students who have strong Islamic background. Nevertheless, the Islamic students need more contextual English books which are adapted and adjusted to the environment they are living including the norms, attitudes, behaviors, local wisdoms and cultures reflecting as a good Muslim.

In this case, integrating Islamic values are certainly emphasized either by the teacher in formal schools or who are living in Islamic environment who called Islamic religious teacher or the one who concern in creating well-behaved Moslem students as an output. The materials within English books should be integrated well covering the names, the topic or themes and even in each of activities which are reflecting the Islamic characters and the values and norms they are supposed to follow as a well Moslem.

G. Definition of The Key Term

1. Development

Development have many means. The definition of development is an attempt to improve capabilities in accordance with the needs through education and training. Development is a process of designing learning logically and systematically in order to determine everything that will be carried out in the process of learning activities by paying attention to the potential and competence of students. While the development of learning is an attempt to improve the quality of the learning process, both materially and in method or strategy.

According to Punaji, development is a process which is used to develop and

validate the research product.⁴ The development can be a form of process, product and planning. While according to Seels & Richey, defined that development research as distinguished from simple learning development is defined as a systematic study to design, develop and evaluate programs, processes and learning outcomes that meet internal consistency and effectiveness criteria.⁵

Based on the definition of development above, what is meant by development is a process to create the existing potential into something better and useful, while research and development is a process or steps to develop a product or improve the available products to be a product that can be accounted for. The purpose of this research is to produce new products through development.

2. Supplementary materials

According to McGrath, supplementary materials refer to materials taken to another source or any other material that is designed for learning purposes.⁶ It means that adding something new to provide additional materials in order to supplement the textbooks. Supplementary materials are design when teachers find that there are no suitable or relevant materials that can be found in the published textbooks. The common form of the supplementary materials are printed materials and audio-visual material. The supplementary materials are designed to help the students motivated to learn and understand better.

In this case the English supplementary material is designed by integrating

⁴ Punaji Setyosari, *Metode Penelitian Pendidikan Dan Pengembangan* (Jakarta: Prenada Media Group, 2010).

⁵ B B Seel & R C Richey, "Instructional Technology: The Def-Inition and Domains of the Field," *Association for Educational Communications and Technology* (1994).

⁶ I. McGrath, *Materials Evaluation and Design for Language Teaching* (Edinburgh: Edinburgh University Press, 2002).

Islamic values and themes. This is done to help students who have a background of living in Islamic senior high schools, so this supplementary material is expected to be able to motivate and help them to easily understand English. By incorporating Islamic values and themes also aims to instill the value of Islamic character in students.

