

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

This chapter discusses several related theories to support the research. The purposes of this chapter are to reveal relevant theories in accordance with the objectives of this study, that's to design English learning materials that are combined with religious values. This chapter consists of three parts; those are theoretical reviews, relevant studies and conceptual framework.

#### **A. Theoretical Reviews**

The section elaborates four theories on instructional design model, character education, religious values and learning materials. These theories support the research since developing learning materials should be based on the scientific approach as well as the related theories. These relevant theories are the basis of the research.

##### **1. Development design model**

Through this research that develops English learning material that integrates religious values which will be an effective material to suit students in certain contexts. In addition, it becomes important because the material will ultimately be used to facilitate students learning more effectively in accordance with Moss stating that instructional design is a practice for making instructional devices and also content to facilitate the most effective and efficient learning.<sup>7</sup> While Aldoobie said that the instructional design model means a systematic process that helps in creating

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<sup>7</sup> K Moss, "Instructional Design Models," last modified 2017, accessed November 10, 2017, [www.Static.schoolrack.com/files/25387/100027/Instruction\\_Design\\_Models\\_Kelly\\_Moss.doc](http://www.Static.schoolrack.com/files/25387/100027/Instruction_Design_Models_Kelly_Moss.doc).

and developing effective, interesting, and efficient teaching materials in an environment that supports the use of learning, and instructional theory where then all aspects are adjusted to the context of the situation of learners.<sup>8</sup> There are several models used in the field of learning design but the most appropriate model in the context of this research is the model based on Borg and Gall for conducting this type of research in developing material.<sup>9</sup>

The model is one of the most commonly models used in the field of learning design to produce effective designs. This model is an approach that helps instructional designers, any content developer, or even teachers to create efficient and effective material designs by applying the process. Furthermore, the components of this model are Analysis, Design, Development, Implementation, and Evaluation.

Rogers developed five phases in his instructional design model.<sup>10</sup> The first is analyzing the need to find out the profile and skills of students (Analysis) followed by identifying the learning objectives and syllabus, deciding on the form of assignments and assessment (Design), then developing the first draft and having expert judgment for these interests. Justification of the product (Development), teaching learning material into a real class (Implementation), the last is conducting an evaluation and revision to improve the final product (Evaluation). This model has been widely used by many teachers and other training developers as stated by

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<sup>8</sup> N Aldoobie, "ADDIE Model," *American International Journal of Contemporary Research* 5 (2015): 68–72.

<sup>9</sup> W.R. Ball, M.D, J.P., & Borg, *Educational Research: An Introduction*, 8th editio. (New York: Pearson, 2007).

<sup>10</sup> Patricia L Rogers, *Designing Instruction for Technology-Enhanced Learning*, ed. Jan Travers (London: Idea Group Publishing, 2011).

Moss that training developers usually use the model as a generic process for designing models.<sup>11</sup>

## 2. Character education

Character education is part of the government program. Priyambodo defines character education as a process of teaching students about virtues such as honesty, courage, generosity, balance, responsibility, and respect.<sup>12</sup> Examples like that clearly show that character and education have a close relationship in creating greatness and good personality both inner and outer beauty, especially in the people's perspective because it becomes a fundamental behavior that must be done to be a good human being because every religion says for his followers. There is no religion that intends to create people who have bad characteristics because all religions aim to have a kind of peaceful life because they have a responsibility not only for God but also with people and the environment so they need religion as guidance in living things in their lives.<sup>13</sup>

## 3. Values

The beliefs of people about what is right, what is wrong and what is the importance of life which control their behaviors and attitudes, we call as values. Johnstone states that he takes the terms values beliefs about what is right and good, and at the same meaning, he has assigned to morality where both of them has the

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<sup>11</sup> Moss, "Instructional Design Models." [www. static, schoolrack.com/files/25387/100027/Instruction\\_Design\\_Models\\_-\\_Kelly\\_Moss.doc](http://www.static.schoolrack.com/files/25387/100027/Instruction_Design_Models_-_Kelly_Moss.doc).

<sup>12</sup> E Priyambodo, "Penerapan Karakter Dalam Pembelajaran Sebagai Salah Satu Wujud Profesionalisme Guru," *Cakrawala Pendidikan Jurnal Ilmiah Pendidikan Special Edition* (2011): 15–25.

<sup>13</sup> Muhammadin, "Kebutuhan Manusia Terhadap Agama" (IAIN Raden Fatah Palembang, 2013).

similar essential meaning about how we should behave towards our life properly.<sup>14</sup> Savage & Armstrong, then state that values are those bedrock and fundamental beliefs that give direction to person's life.<sup>15</sup> They are convinced that these values are so deeply within rooted that they guide people when they make decisions about how they spend their time, talents, and money for something. Types of values range from aesthetic values, concerned with issues relating to the beauty and style, while moral values, concerned with broad questions of right and wrong.

Values are two types: moral and non-moral such as honesty, responsibility, and fairness carry obligation for each person. Moral values tell us what we ought to do which is frequently based on the rules set in certain areas. Non-moral values carry no such obligation. They express what we want or like to do which means there are no strict rules to follow in each of their behaviors as they please which lead into negative sides. Kirschenbaum said that values, education and moral are the conscious attempt to help others acquire the knowledge, skills attitudes and values that contribute to more personally satisfying and socially constructive lives. They are interrelated in struggling and creating the one who is supposed to be living such a certain way in the society.<sup>16</sup> Lickona argues that a good character has three primary components namely knowing which includes moral awareness, moral recognition, perspective, moral reasoning, decision making, and self-knowledge

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<sup>14</sup> B. Johnstone, *Values in English Language Teaching* (London: Lawrence Erlbaum Associates. Inc, n.d.).

<sup>15</sup> Armstrong Savage, *Effective Teaching in Elementary Social Studies. Englewood* (Cliffis: Prentice Hall, 2005).

<sup>16</sup> H. Kirschenbaum, *100 Ways to Enhance Values and Morality in School and Youth Setting* (Boston: Allyn and Bacon, 1995). 15.

which mostly based on self-perspective.<sup>17</sup> Afterwards, moral feeling comprises conscience awareness, self-respect, loves of virtue, self-control and modesty which widely deal with other people. The last is moral action that includes empathy, good will and habit; these are closely related to the act should be taken. Those all aspects would definitely bring out a good moral character.

#### 4. Religious values (Islamic values)

Religious values are the values in the relation between the God. It shows that the thoughts, sayings, and actions by someone should be based on the divine values or the religion guidance.<sup>18</sup> It is considered as very important matters in surviving in the society since it becomes the basic foundation for developing individual characters, stressing moral and ethical values like sincerity, honesty and truthfulness etc. With these values, ones will be able to deal with any matters calmly and patiently since he or she has already guidance within their life.

In relation to the society life, the religious values which need to be imparted are those principles which are not marginalizing the other values of other religion. It means that the values can also be approved by other believers since it basically all religion has the same goal for creating well-behaved human being and live in peaceful way among others. So these values need to be imparted as well in the education institution to create a strong religious culture in that place and its surroundings. So the students would be able to integrate these values into themselves and apply them to the life of communities to get a better cross-cultural

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<sup>17</sup> T. Lickona, *Education for Character: How Our School Can Teach Respect and Responsibility* (New York: Bantam Book, 1991). 14.

<sup>18</sup> Mustari. M., *Nilai Karakter Refleksi Untuk Pendidikan* (Jakarta: Rajawali Pers, 2014).

and religious understanding. The choice of “religious” term is that this research tries to emphasize the cross-religious understanding values in Islam religion for the purpose of creating peaceful live among differences of any other believers.

## 5. English learning materials

According to Tomlinson learning material is anything that can be used to facilitate language learning, including textbooks, videos, flash cards, games, websites, cell phones, worksheets, pictures, and so on.<sup>19</sup> They can help students experience the language used or they can make students discover about language for themselves. Furthermore, it is said that the material can be informative (informing students about the target language), instructional (guiding students in practicing language), experience (giving students experience the language used), eliciting (encouraging students to use the language), exploratory (helps learners to make discoveries about language). In fact, different students have their own ideal way of learning material comfortably with this media.

### a. Material development

Tomlinson states that materials development is everything made by people to give information and provide experience of the use of language, which is designed to promote language learning.<sup>20</sup> Before developing the materials, the designer has to identify students’ needs to consider the objective of the learning process. After that they can develop the materials by analyzing the students’ needs and the objective in order to improve or to make them more suitable for learners’

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<sup>19</sup> B Tomlinson, *English Language Learning Materials: A Critical Review* (London: Continuum International Publishing Group, 2008).

<sup>20</sup> Ibid.

needs.

b. The principles in designing materials

There are some principles in designing the material. According to Nunan that principles of materials design as follow:<sup>21</sup>

- 1) Materials should be clearly linked to curriculum they serve
- 2) Materials should be authentic in terms of texts and tasks
- 3) Stimulate interaction
- 4) Allow learners to focus on formal aspects of the language
- 5) Encourage learners to develop learning skills
- 6) Encourage learners to apply their developing language skills to the world beyond the classroom

c. Criteria of good learning materials

Tomlinson mention about the criteria of good materials, some of them related to this research as follow:<sup>22</sup>

- 1) Materials should achieved impact
- 2) Materials should help learners to feel at ease
- 3) Materials should require and facilitate learner self-investment
- 4) Materials should provide the learners with opportunities to use the target language to achieve communicative pupose

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<sup>21</sup> D. Nunan, *Task-Based Language Teaching*. Cambridge (Cambridge: Cambridge Uneversity Pers, 2004).

<sup>22</sup> Tomlinson, *English Language Learning Materials: A Critical Review*.

5) Materials should provide opportunities for outcome feedback

d. Materials integrating with religious values

In Islamic education they are Al-Qur'an and Sunnah as the highest guidance of the life. Al Qur'an is as the main guideline to help Muslim finding out values while Sunnah is all things which has been done by Prophet Muhammad SAW. Dirjen Dikdasmen Department Education and Culture published the Islamic character domains which must be owned by the Islamic school.<sup>23</sup> In line with character building which have 18 points in total, the researcher tried to find out the equivalence in terms of Arabic since the Islamic senior high school students have already familiar with these. Furthermore, it can be used as the reminder for them towards the importance of those values. The religious term is chosen instead of Islamic values for the purpose that these represent the values which consider the same perspective of other religion says. It means that the values don't marginalize other thoughts; instead it emphasizes that Islam as a religion also has same purposes of bringing peacefulness, tranquility and welfare for the all people and societies.

## **B. Relevant Studies**

There are several studies related to this research. The first study conducted by Suyanto (2010) with his study to illustrate the model of integration of Islamic values in social studies classes implemented at Masjid Syuhada Elementary School. The result showed that the there are two models of integration, those are justification and spiritualization. The next study is conducted by Sunarto (2014)

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<sup>23</sup> Kemendiknas, *Desain Induk Pendidikan Karakter*, 2010.



also about the integration of Islamic values in English teaching and learning at SDIT Al Mumtaz. The finding showed that the integration of Islamic values and lesson plans was carried out in the learning objectives and teaching materials section. Then the integration of Islamic values and material development were various ways, such as reflect Islamic values through topics, names, places, events, expressions etc. And the integration of Islamic values was done through formal and informal evaluation.

The next study is conducted by Rita Susparini (2014), she tried to develop English learning materials integrated with character values for the fifth grade students in elementary school. The result showed that it was effective enough to elicit students' motivation in this age through using fun activities and pictures, to build the awareness of the students in terms of emerging and internalizing characters values through the materials of English.

### **C. Conceptual Framework**

Learning English in context becomes an important part in achieving students' proficiency. It gives the students opportunity to be familiar and able to improve their skill because learning in context helps them to expose English more often both in formal learning and in their daily lives. Islamic or boarding school students have their own characteristics and background. So, the students need contextual material that accommodate their needs and want because the available materials are not sufficient to cover their specific needs. In fact, so far students only get standard material by the government or private material developers that do not cover the background and characteristics of the students. It will make the students losing their motivation in learning English as they regard that English is less

important than Arabic language by looking at their environments.

The students' Islamic Senior High School well known have the strong background with religious values. However, they should face the unavoidable globalization which gives uncontrolled influences on their life in this current era. As a result, it will bring impact and begin to lose their identity as true Islamic students. Therefore, materials that integrated with religious values are very essentials to remind them of the importance of having strong filters as good Muslim students to face the current era. In addition, these values are also in line with the character building emphasized by the government.

Therefore, providing contextual English learning material will motivate students. The material was adapted through the context of the students' condition while integrating religious values especially Islamic values. Hence, this study will answer the research question mentioned in chapter 1 that is developing English supplementary materials which fitted by the students' Islamic Senior High School. Thus, developing materials which integrate religious values will be a good solution for conducting English learning for these students in order to create a religious atmosphere during teaching-learning process in the classroom.

