

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter presents the conclusion of the study derived based on the result of research findings. There are also some suggestions for the teachers, students in madrasah and further research related to designing materials in context.

A. CONCLUSION

The research questions in this research addresses to promote religious values in the English materials and incorporating English learning materials trough religious values. Therefore ADDIE steps were used in conducting the research to answer those questions. The steps which consist of analysis and making the design of syllabus were to answer the research question. It aimed to find the appropriate religious values which can be promoted in the English learning materials. Then the next step which are developing the first draft of materials along with the expert judgment and its revision, then implementation in the classroom to get the user's feedback were to answer the need analysis. As a result, the final product of the English learning materials integrating the religious values in each unit could be well accepted and implemented for the English classroom of the tenth grade.

From the very first step in analysis, the researcher divided them into three steps need analysis, context analysis and document analysis. The result of this stage were the findings used to be the data basic for designing the syllabus in the next step. The analysis was done through the consultation with the religious expert, *Guru PAI*. The result was 15 religious values from the 18 character buildings points of curriculum 2013 having the equivalents of Arabic terms. After that, the interviews

with English teachers were done to get the feedbacks in order to develop more specific and contextual materials for the students. The data collection was interviews with those participants.

Then the questionnaire was used for obtaining the need analysis with the students. Eventually there were three results of the data. The first was students' profile describing the students' characteristic and the backgrounds. The second was the target needs covering necessity, lack and wants. From this, it can be assumed that most student are still in elementary level and they want to be able communicate in English especially using daily expression and mastering grammar. The third was learning needs consisting of input, procedure, setting, teacher's and students' role. We concluded that most students wanted to have Islamic topics, stories and things related to Islamic senior high school as daily life. Then they wanted to have the input of the text around 100-200 words along with the listening (2-4 minutes), then covering monolog or dialog in speaking and provide the explanation of grammars. Furthermore, they preferred to study and work in pairs or with partner in terms of speaking task and other activities.

After obtaining the data in the analysis step, designing the syllabus and template were done to put the promoted religious values in the learning materials as answering the first research questions. The syllabus covering all of those needs along with incorporating the religious values was designed within three units along with Islamic topics, name, and terms and the contents of messages. It was developed based on the basic competence of curriculum 2013 modified with the needs of students' context situation. In developing the tasks, the researcher used genre-based

approach since the learning outcomes as said in curriculum asked the students to understand the genre of the texts including descriptive, recount and narrative texts. The four strands were also emphasized in developing materials since it is the principle of learning language.

The third was developing the first draft according to the syllabus above. The four steps of genre-based approach were used and modified using other terms to engage the students; those are *let's explore*, *let's get started*, *let's do it* and *let's act*. Then there was a reflection time for reviewing students' understanding towards the whole materials and right below that there were some statements to reflect related to Islam religion. Within the materials in the tasks, there were also provided some verses of Qur'an or Hadith to lead the students having a reflection moment within the discussed materials.

After materials were made, the expert judgement came as the main stage for considering whether the English learning materials were appropriate or not. From the result of the expert judgment, it was obtained with the category of good scores. Having four aspects; content, language, activity, and layout, it was concluded that the materials belong to "very good" category and appropriate to be used in the classroom. However, there were still some revisions before try-out stage. In implementation stage as the fourth step of ADDIE, the data were obtained using questionnaire in the aspects of materials, task, language, teacher's and students' role and graphic. After analyzing the obtained data, it was assumed that according to the students, the materials were appropriate and interesting as the category of the score belongs to "Very good". To sum up all of the process, the final product were

considered as effective materials. Furthermore, it was regarded as valid, feasible, and practical enough to be implemented in the real classroom with having same backgrounds and characteristics of the students. At last, it was concluded that the second research question was answered by providing the English learning materials which is incorporating religious values.

B. SUGGESTIONS

The final product of this research is English learning materials which are incorporated with promoted religious values for the tenth graders of Islamic senior high school. The materials were considered appropriate and applicable for the Islamic students. Come to the suggestion part, it reflects the researcher's evaluation towards the research result. The research result is highly expected to be beneficial for the teachers, students and other researchers who have the same concern in this field so that the more improvements could be done in the future.

1. For English teacher in Madrasah

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2. For the student

The main goals of developing English learning materials are to improve

students' proficiency. Through providing the English learning materials in context covering up four skills, the vocabularies related to Islamic topics along with the pronunciations, and also incorporating the religious values, the students would be more motivated in learning English. Furthermore, they would get familiar with those topics so that they can be used in their daily life at Islamic senior high school.

3. For other researcher

By conducting this research, it gives more insights, ideas and concepts for those who want to conduct the similar research related to developing materials in certain context situations. Concerning to this research, other researcher are suggested to conduct a research alike since the commonly used learning materials doesn't fully cover the students' necessity and wants. Most of them are not considering the special life background of students themselves. Conducting similar research is recommended to gain a higher quality of teaching and learning English in contextual way with the schools which have congruent backgrounds.

