



DEVELOPING DIGITAL ENGLISH-LEARNING SUPPLEMENTARY MEDIA FOR STUDENTS OF ISLAMIC STUDIES

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Abstracts

As English is massively learned, it becomes one of compulsory subject in university level. However, it can be a problem for EFL (English as Foreign Language) learners of ESP (English for Specific Purposes), such the students of Islamic studies. Therefore, students need more learning sources that can be easily accessed to facilitate them study English. This study intends to develop English supplementary media for students of Islamic studies. This study is conducted qualitatively using Research and Development design and applies ADDIE: analysis, design, development, implementation, and evaluation as research model. The participants of this study are 35 second semester students of Islamic studies in Tarbiyah Faculty, IAIN Kediri. The researchers used questionnaire to collect information about what English skill students need to learn as students of Islamic studies. Furthermore, the researchers designed and developed the media according to the result of preliminary study. Then, the media is validated by experts using prepared validation sheet. To ensure its effectiveness and to find out students' response towards this media, the researches implemented the developed media to the students. In the end, students show positive response towards the developed media. This media is expected to be used extensively by early year students of Islamic study.

Keyword:

Supplementary Media, English Learning, RnD, EFL, ESP

Introduction

Based on a research, English is one of the most spoken languages in the world. Almost all sectors in today's era use English as communication medium. Now, English has a tight relation with education sector. Many learning resources in this era are produced or written in English. Furthermore, English can be one of the indicators to see someone's performance (Safitri, 2016). By mastering at least basic English, students can elevate their value for their future job. Therefore, learning English would be very beneficial. However, for many people who live in a country where English is learned as foreign language, like in Indonesia, study English can be very stressful. In Indonesia, English is a compulsory subjects subject learned in all levels of formal education. By reflecting on that fact, State Islamic Institute (IAIN) of Kediri attempts to elevate its students' competency by providing English as compulsory subject for early year students. Even though most of the sources in learning Islam are taken from Al-Qur'an, Hadist, or another Arabic sources, many learning sources about Islam can be written in English (Hidayati, 2016). Hence, students of Islamic studies must have basic English

understanding to enlarge their knowledge about Islam. Fluency in English can be gain when students are accustomed to use English in many occasions, not only in the classroom. However, although English is a compulsory subject, students only learn it with the teacher in the classroom for 100 minutes in a week. Therefore, supplementary media to learn English will be necessary.

Supplementary media is an additional media for students to study independently outside the classroom. This media is not included in the process of teaching and learning in the classroom. However, those media are suggested for students to improve their skill. In the context of English learning, supplementary media to study English is highly recommended, especially for students who study ESP (English for Specific Purpose) (Agustina, 2014). Students who learn ESP are those who are categorized as non-English department students. Those students are required to understand English even though they learn in different major or department. Speaking about learning sources, there are many types of supplementary media to learn English, either printed or digital media. In this technology era, the use of digital media in learning is highly urged to help students study efficiently (Nomass, 2013). This is because digital learning media can be used everywhere since it can be available in students' gadgets. Therefore, developing digital supplementary media will be very beneficial not only for students, but also for teachers. Using Digital supplementary media, learning goals can be achieved rapidly.

This study aims to develop supplementary media to learn English for students of Islamic studies. The developed product will be in the form of digital media that enables students to study whenever and wherever they want. The product is expected to facilitate students of Islamic studies in learning and mastering basic English. Furthermore, the researchers expect that the developed product will be used massively by English learners who are in the beginner level, especially in Islamic studies major.

Developing supplementary media also means developing learning material. Based on Iswati (2019), developing learning media is time investment for teachers. When teachers or lecturers invest their time to develop material or supplementary media, they are saving their time on class preparation. Media development is the process of planning on which the aims are embedded in its contents (Suryatiningsih, 2013). In this era, many technologies have already invaded the educational sector, such as AI to study speaking, digital library to learn vocabulary, website to learn tenses, and so on. In this study, the researcher will only focus on digital media to learn language, especially English (Başar & Şahin, 2022). Digital learning media can be defined as unprinted media for learning, in which the users can use it easily only from their gadget. In developing media, both teachers and students have an essential part as they are the source of language input.

State Islamic Institute is a college where students learn about Islamic studies. Even though there are some major such science education and mathematical education, there is always compulsory subject about Islam in every semester. Students of Islamic Studies are all students who learn Islam or other subjects in the scope of Islamic law (Mahmud & Legiman, 2021). In the context of English learning, students of Islamic studies is categorised as EFL (English as Foreign Language) learners. Furthermore, English material that is learned by those students is called as ESP or English for specific purpose. Material of ESP in Islamic education is not purposed to teach students how to to be a teacher. In contrast, it is provided to facilitate students elevating their competency in this competitive era (Rohmah, 2012).

Methods

This study was conducted qualitatively using RnD (Research and Development) design. Applying ADDIE model, the researchers used questionnaire, interview guideline, observation sheet, and validation sheet to collect the data. ADDIE stands for Analysis, Design,

Development, Implementation, and Evaluation (Woo, 2018). This research model was chosen since it has complete steps that are needed for this media development. The participants of this study are students of Islamic studies. This study was conducted in IAIN (State Islamic Institute) of Kediri. Since students in this State Islamic Institute learn about Islam, the researchers limit the population only for students in Tarbiyah faculty. In Tarbiyah faculty, students learn about education or how to become a teacher based on Islamic law. The study started with analyzing students' need in learning English as Foreign Language. Then, the researchers design and develop the product based on the result of the preliminary study. The product, then, was assessed by 2 validators. In the end, the product was implemented on students. The final stage requires the researchers to evaluate whether or not the product need to be revised. If the response from students shows positiveness, the researchers will not change anything.

Results and Discussion

The development of English-supplementary media for second semester students of Islamic studies in IAIN Kediri was done by implementing several procedures. The procedures used in this study was based on research and development model, named ADDIE model (Hess & Greer, 2016). The finding will demonstrate how the product is developed. Therefore, the findings are categorized based on each procedure, namely analysis, design, development, implementation, and evaluation.

The first procedure in conducting English-supplementary-media is *analysis*. What should be analyse is the students' need in learning English as foreign language. The needs analysis plays an essential role in developing educational product as it will be used to fulfil students' need in learning (Al Fraidan, 2012) The analysis was done by doing interview with the lecturer and distributing questionnaire for the students. The interview was done to find out the goal of English learning in Tarbiyah faculty. The result shows that English is learn to elevate students' value, competency, and knowledge related to education in islamic scope. Furthermore, regarding the questionnaire, most of the students state that they are lack of english vocabularies. Additionally, they want to learn more about how to implement English in workplace. Therefore, the students need to enrich their vocabularies and enhance their knowledge about english in workplace.

Designing the product is the second procedure in conducting English-supplementary-media. In this stage the product is developed based on the goal of English learning, target level, and needs analysis. As the supplementary media is intended for beginners, the topics are related to basic English conversation in listening and speaking part and basic grammar in reading and writing part. Those topics are included both in example and practice pages. Furthermore, the product is served in two sections and four parts. The following table shows the outline of the content in the product.

Table 1. Product Outline

| Content | Layout |
|-------------------|--------|
| Section 1 | |
| Learning Sample | |
| Part A: Listening | |
| Part B: Reading | |
| Section 2 | |
| Practice | |

Part A: Listening Comprehension

Part B: Reading Comprehension



According to Ariyanti (2020), EFL learners should absorb many knowledge about the use of English before they are asked to produce something in English. Therefore, the product was designed to provides more examples and practices to help students understanding the message from a speech, conversation, or story. Furthermore, interesting design will help to stimulate students desire in learning. Here, the product is designed using colourful layout, animated illustration, and simple form of book.

The supplementary media, then, was *developed* based on the outline presented above. In learning sample, there will be two types of learning sample. One is in the form of video while the other is in the form of passages. Furthermore, there will be around 10 vocabularies from each samples. The audio from the vocabularies will be added. In section 2, the students are given some quiz or task to help them practicing English. Practice using task and quiz will stimulate students to deliver what they have learned, and will encourage them to finish the task better than before. Some quizzes are in the form of listening and reading comprehension, where the students should be able to find the message from a story. While other task will require students to practice speaking and writing. Here is the result of the product before assessed by the expert.

Table 2. Result of the product before assessed

[illegible]

In the developing process, the product is not merely developed. The product should be assessed to ensure its eligibility. In this study, the product is assessed by two experts who are available to assess the design and content in the product. Rohimajaya, Sudirman, & Hamer (2021) state that the product assessment that is done before product implementation will affect the users' view towards the product, whether it is positive or negative. The result of validation

sheet shows that the product should be revised in several aspects. The feedbacks from the expert are shown below.

Table 3. Feedbacks from experts

| Product Category | Feedback from Expert |
|-------------------|---|
| Layout and Design | <p>a. For the cover, don't make it too colourful, because it will be used by college students, not primary students.</p> <p>b. Less illustration would be more appropriate.</p> <p>c. In reading section, please give more space. The pages are filled with passages and words. That is not attractive.</p> |
| Content | <p>a. The topics should be more consistent and related to the students' study scope.</p> <p>b. Please add more samples and exercise. 5 samples and 5 quiz are not enough.</p> |

Through the table, it can be seen that the product needs some revisions. From the design expert, it is suggested to decrease the pictures in the learning media since this media will be used by adult learners, not young learners. For adult learners, too many pictures or too much bright colour will distract them in learning instead of attract them. Hence, the developers changes some aspects and adds some items as suggested by the experts. Here is the result after the revisions.

Table 4. Result of the product after revision

Content

Useful Vocabularies:

- **Presentation** is a meeting at which something, especially a new product or idea, is given or shown to a group of people.
- **Address** is a formal speech that is made in front of an audience.
- **Fundraise** is an organization that is established to provide money for a particular purpose, for example for scientific research or charity.
- **Public service** is a service such as education or transport that is government or an official organization provided for people in general but not for profit.
- **Vast** is extremely large in area, size, amount, etc.

Source: <https://www.bbc.com/health>

Practice

Practice!!

Topics:

1. Spend Time on the Internet

What you should prepare:

- Purpose on using the internet (study, game, work, etc.)
- Effect (bad effect and good effect)

2. Online Course Pros and Cons

What you should prepare:

- The target of online courses (students, workers, ...etc.)
- The advantages and disadvantages of online courses (if effective, the time is flexible, it is expensive, ...etc.)

3. State Budget is Better for Education, Health, & Military

What you should prepare:

- The source of the state budget (tax, grant, aid, ...etc.)
- Reason to spend more budget for one of the sectors (it's better to spend state budget for, because, ...)

4. Blended Learning

What you should prepare:

- Challenge in blended learning (needs many preparation becomes an extra burden on teacher, ...)
- Advantages and disadvantages of blended learning (if students can learn at their pace, it is flexible, it confuses the students, ...etc.)

After the validation process, the product is *implemented* to the students. In implementation stage, the students are asked to open the media, use it during in around 30 minutes, and then fill out the questionnaire about the product. There are 35 students who

become the respondent of questionnaire fulfilment. The following table shows the result of students' response towards the product. The result is presented in percentage.

Table 5. Students' response towards the product

Visuals

-
- 86% students strongly agree that the the cover of this developed supplementary media is attractive.
 - 86% students strongly agree that the amount of the illustrations is enough to motivate them to learn.
 - 92% students agree that the size of the text, videos, and pictures is appropriate.
 - 94% students agree that the colour chosen in this media is comfortable to be seen.

Content and Task

-
- 89% students agree that the topics chosen for the supplementary media are interesting.
 - 86% students agree that the topics are related to Islamic Studies, especially in educational field.
 - 86% students agree that the contents are easy to be understood.
 - 80% students agree that the word diction is simple and easy o be understood.
 - 86% students agree that the the tasks are arranged from easy to difficult.

The whole product

-
- 94% students strongly agree that the product is easily operated (user friendly).

Overall, the third table shows that most of the students are satisfied with the developed product. The response of the students are mostly "agree" and "strongly agree". To begin with, the response from the students indicates that the developed supplementary media attracts them to know more about the use of English. Additionally, most of the students agree that the contents are related to what they study, in this case Islamic studies. The close relation between supplementary media and what is daily learned by the students can help the students understand the content easily (Ni, 2012). Finally, the students are strongly agree that the supplementary media is user friendly or can be simply operated by them.

The last required procedure is evaluation. Here, the product is evaluated to find out the strength and the weakness for the better product in the future. According to the several feedbacks obtained from the lectures and students, the developed product has some strengths. First, it provides many learning samples which can help students to absorb more knowledge about the use of English. Second, the provided glossaries enables students to enrich their vocabulary. Additionally, this product provides many quiz and tasks that can help students to practice their English skill. However, there are some weakness that should be noticed by the developers. First, some videos contain high speed English speaking that makes students are

difficult to follow pace. Furthermore, some contents talk about general education. The lecturer said that it is good, but it is better if the education is related to islamic school or situation.

Conclusion

To sum up, there are five procedures in developing English-supplementary-media for second semester students of Islamic study. First, the developers need to know what is exactly needed by the students to help them study English. Second, the developers are collecting some appropriate materials as the content of the product. Third, the product is designed and the contents are added in the product. To ensure the appropriateness of the product for second semester students of Islamic studies, the product is required to be validated by experts. After some revisions, the product is implemented to the students. In the end, the developers evaluate then product, whether or not the product need some changes. In conclusion, when developing a product for students, the developer needs to understand the necessity of the product target. Moreover, the product should be assessed by some expert to ensure the product eligibility. Hence, the writers suggest the further researchers who want to develop a product as a new innovation in education to follow the procedure of product development. That way, the quality of the product can be approved. In addition, since this learning media is developed to improve students' receptive skill, the further researchers or media developers are suggested to develop learning media that enables students to improve their productive skills. Finally, the writes expect that this study can be used as reference for future researchers and the product developed in this study can facilitate many students, especially in IAIN Kediri, to study English independently.

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