

The Students' Needs In Developing Teaching EFL Reading Materials Based On Local Wisdom For Islamic High School Students

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Abstract

This study explores how the student's need of EFL reading materials for Islamic senior high school in East Java of Indonesia is in learning English by developing suitable materials based on local wisdom for Islamic high school students. This study used quantitative data. The researchers distributed the survey to 160 students from four Islamic high school students in East Java of Indonesia. They were assigned to fill the questionnaire about their needs in EFL reading materials. Binual Scale was used in questionnaire of needs analysis seen from 3 aspects, namely: content of teaching material, text topic, and evaluation of learning. The results revealed that the students' needs of Islamic local wisdom for their EFL reading materials has agreed 90%. Then, students need reading material that is suitable for students' knowledge level for text, illustration, pictures, even the example of reading material. The students also need an Islamic vocabulary in reading material, which may use them to apply in daily life. Materials grounded in local wisdom are more contextually relevant for students. As a result, students find easier to understand and relate to their own lived experienced based on Islamic background knowledge.

Keywords: Students' need analysis, Islamic local wisdom, EFL reading materials

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I. Introduction

EFL reading must be facilitated by the availability of teaching materials. As a result, teaching materials, combined with other elements of learning such as syllabus, methods, learning activities, and evaluation, helped determine the success of learning. As a result, teachers are required to write and develop teaching materials for students to read to keep the teaching materials up to date. It is critical to create teaching materials. The presence of reading material, often known as a coursebook or textbook in the context of education, is evident. The textbooks used in EFL classrooms in Islamic senior high schools are often based on foreign culture and are therefore improper for Islamic culture. There are few resources for Islamic-integrated reading materials (Cahyo et al., 2019). Textual content is not rooted in Indonesian culture (Faridi et al., 2016).

Integrating local wisdom into textbooks may assist students by helping them build cultural awareness and identity through learning and practicing the values (Sapoetra, 2020). Sunengsih and Fahrurrozi (2015) created authentic resources for primary students. As a result, the English content used is still inadequate for implementing Islamic-based teaching materials. As a result, there is growing concern regarding the need of including religious characters and culture in English education textbooks. The 'needs' are defined by the perception of people making the decision. The gap between what learners can and should do with the language cannot be regarded purely from one perspective. Need Analysis (NA) is required for course design since it serves as the logical foundation for all other components of a formal language program. The difference between ideal or assumed conditions and field observations is known as the needs assessment.

Needs analysis focuses on what will be or should be done, rather than what has been done. This statement is in conformity with the assessment's implementation, namely: Most areas of educational programming make use of needs assessments. It is meant to help practitioners recognize and manage the numerous elements that influence educational decision-making and program improvement (Sunengsih & Fahrurrozi, 2015; Cahyo et al., 2019). Need assessment is carried out in four stages as (1) Identifying and prioritizing goals to achieve by responding to the questions what should be; (2). Determine the conditions and goals associated with the inquiry (what is); (3) Identifying needs that are disparities (discrepancies) between expected outcomes and current situations; (4) Prioritizing the most important needs. The need for reading material refers to three aspects of need, namely necessity, deficiency, and need. These three aspects can illustrate what the students and lecturers need in the development of teaching materials in reading materials.

The integrating of local wisdom values into learning activities also contributes to cultivate a sense of nationalism in the students' personalities. Indonesian students should not quit or abandon principles that are

properly maintained in the community, particularly the community from which they come. Previous research demonstrated that the development of English textbooks focused on sensitizing students to reading textbooks by emphasizing a local content-based reading for first semester students of the English department at the university (Arifani, 2016; Sudartini, 2012) and English for specific purposes (Yaumi, 2017). Laili (2017) also investigated the creation of English teaching materials based on character education and local wisdom.

Several research trends on Islamic boarding school literature have been conducted by (Muniroh, 2014; Chamalah et al, 2018; Abubakar & Istianah, 2018; Rahman et al., 2022) who concluded that Islamic boarding school literature has benefits and uniqueness, particularly for Islamic boarding school students, because it highlights the local wisdom of Islamic boarding schools. Meanwhile, previous studies on educational literature (eduliteratur) have concluded that literature in education has many benefits for students and students because it contains the world of thought that the author conveys through his literary work, such as moral values, education, religiosity, and so on, so that in the context of learning literature it is very useful for forming children's character.

II. Materials and Methods

The survey design was employed in this study to explore the data needs of the development of reading materials learning. The survey data was used to describe the students' need in reading materials for Islamic senior high school students. According to Cresswell (2012) and Rukminingsih et al.(2020), the primary reasons for using survey research design is to describe the attitude, opinions, behaviours or characteristics of a population.

The population of this study was Islamic senior high school in East Java, Indonesia. Then the sampling technique used for the participants was a purposive sampling because the respondents were chosen based on specific characteristics that are relevant to the research questions. The data was taken from the four Islamic high school students in East Java of Indonesia. Quantitative data was obtained from the responses of 160 participants from students of Islamic senior high school in East Java,

This study employed quantitative data to answer the research question. The close-ended questionnaire was distributed to 160 students from four Islamic senior high school spread in East Java. Binual Scale was used in questionnaire of needs analysis seen from 3 aspects, namely: content of teaching material, text topic, and evaluation of learning questionnaire, as well as content analysis of the material being used.

Tabel 1. The Participants of this study

No	Sekolah	Sampel
1	MAN 4 Jombang	40
2	MA Al_Amin Mojokerto	40
3	MAN 1 Ngajuk	40
4	MAS Walisongo Porogogo	40
	Total	160

III. Results

The researcher conducted a needs analysis using a questionnaire. The researcher analyzed the students' responses after distributing the questionnaire. The following are the results of the questionnaire responses from students

Table 1. Students' need analysis of MAN 4 Jombang

No	Statement	Agree %	Disagree %
1	Learning materials are in accordance with the purpose of learning	93	7
2	Learning materials are in accordance with the needs of students	98	2
3	Learning materials are in accordance with the level of student needs	98	2
4	Reading Material for Reading subject should understandable and succinct	99	1
5	Reading material for Reading subject contains Islamic values	90	10
6	Reading Material for Reading subject contains Islamic vocabulary	90	10
7	Reading Material for Reading subject provides task and assignment	85	15
8	Reading Material for Reading subject able to stimulate higher order thinking	82	12
	Average Percentage	92	8

Based on the table 1, the students' need analysis of MAN 4 Jombang showed almost 80% students agree with the EFL reading material book based on Islamic local wisdom. The average score reached 92 % students of MA Al_Amin Mojokerto agreed with reading material based on Islamic local wisdom. Then only 8 % disagreed.

Table 2. Students' need analysis of MA Al_Amin Mojokerto

No	Statement	Agree %	Disagree %
1	Learning materials are in accordance with the purpose of learning	90	10
2	Learning materials are in accordance with the needs of students	98	2
3	Learning materials are in accordance with the level of student needs	98	2
4	Reading Material for Reading subject should understandable and succinct	99	1
5	Reading material for Reading subject contains Islamic values	95	5
6	Reading Material for Reading subject contains Islamic vocabulary	90	10
7	Reading Material for Reading subject provides task and assignment	85	15
8	Reading Material for Reading subject be able to stimulate higher order thinking	75	25
Average Percentage		91	9

Based on the table 2, the students' need analysis of MA Al_Amin Mojokerto using Binual scale showed that almost more than 85% students agree with the EFL reading material book based on Islamic local wisdom, however, only 75% students agree with Reading Material for Reading subject be able to stimulate higher order thinking. The average score reached 91 % students of MA Al_Amin Mojokerto agreed with reading material based on Islamic local wisdom. Then only 9 % disagreed.

Table 3. Students' need analysis of MAN 1 Nganjuk

No	Statement	Agree %	Disagree %
1	Learning materials are in accordance with the purpose of learning	98	2
2	Learning materials are in accordance with the needs of students	99	1
3	Learning materials are in accordance with the level of student needs	95	5
4	Reading Material for Reading subject should understandable and succinct	90	10
5	Reading material for Reading subject should contains Islamic values	98	2
6	Reading Material for Reading subject should contain Islamic vocabulary	99	1
7	Reading Material for Reading subject provides task and assignment	95	5
8	Reading Material for Reading subject able to stimulate higher order thinking	90	10
The Average Percentage		95.5	4.5

Based on the table 3, the students' need analysis of MAN 1 Nganjuk using Binual scale showed that almost more than 90 % students agree with the EFL reading materials based on Islamic local wisdom. The average score reached 95.5% students of MAN 1 Nganjuk agreed with reading material based on Islamic local wisdom. Then only 4.5 % disagreed.

Table 4 Students' need analysis of MAS Walisongo Ponorogo

No	Statement	Agree %	Disagree %
1	Learning materials are in accordance with the purpose of learning	98	2
2	Learning materials are in accordance with the needs of students	99	1
3	Learning materials are in accordance with the level of student needs	95	5
4	Reading Material for Reading subject should understandable and succinct	90	10
5	Reading material for Reading subject should contains Islamic values	97	3
6	Reading Material for Reading subject should contains Islamic vocabulary	90	10
7	Reading Material for Reading subject provides task and assignment	79	21
8	Reading Material for Reading subject able to stimulate higher order thinking	89	11
Average Percentage		92	8

Based on the table 4, the students' need analysis of MAS Walisongo Ponorogo using Binual scale showed that almost more than 85% students agree with the EFL reading material book based on Islamic local wisdom, however, only 79% students agree with Reading Material for Reading subject provides task and assignment. The average score reached 92% students of MAS Walisongo Ponorogo agreed with reading material based on Islamic local wisdom. Then only 8 % disagreed.

Based on the table 1, 2, 3 & 4 above, it is clear that students require reading material that has Islamic value, includes assignments, promotes higher order thinking, and is understandable and succinct. The results of these questionnaires support the researcher's decision to create a prototype of the reading material. Needs analysis, which includes lack, want, and necessity, is a critical component in the design of reading material. Overall, needs analysis is beneficial in that it provides a variety of information that can be used as a guide for course design, syllabus design, or curriculum development. By incorporating them into a questionnaire, researchers gain concise insight for organizing the material and determining the practicality of the developed product.

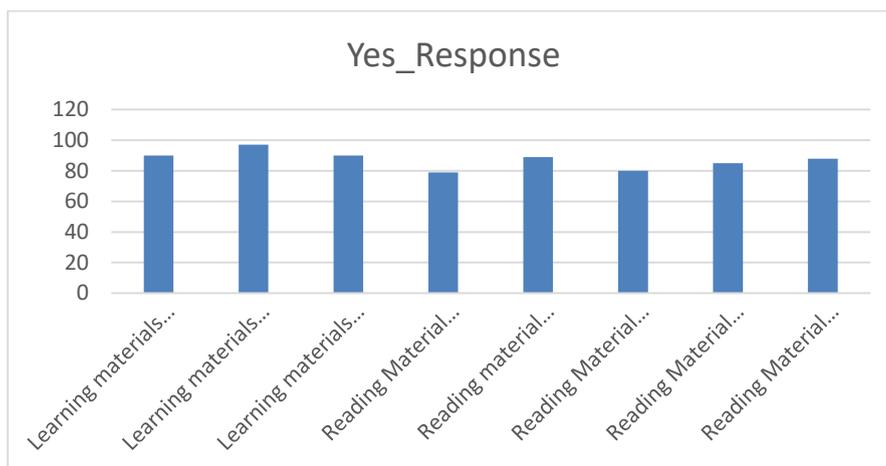


Figure 1. Students' need analysis of MAN 4 Jombang

Based on the figure 1, the students' need analysis of MAN 4 Jombang the bar diagram showed that all of the bars revealed than almost 80% the students agree with the EFL reading material book based on Islamic local wisdom.

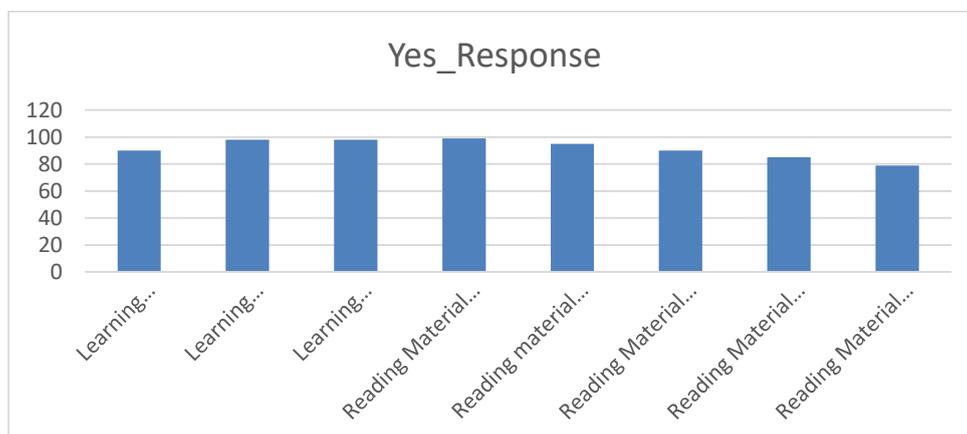


Figure 2. Students' need analysis of MA Al_Amin Mojokerto

Based on the figure 2, the students' need analysis of MA Al_Amin Mojokerto the bar diagram showed that all of the bars revealed than almost 80% the students agree with the EFL reading material book based on Islamic local wisdom

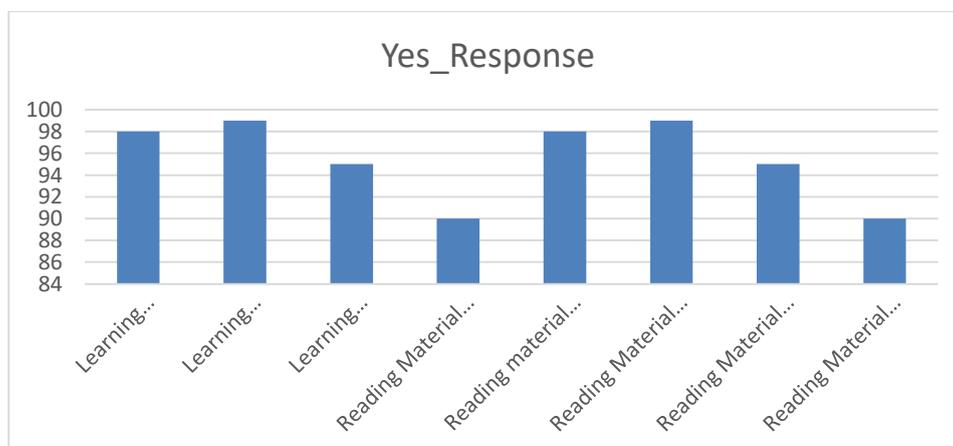


Figure 3. Students' need analysis of MAN 1 Nganjuk

Based on the figure 3, the students' need analysis of MA Al-Amin Mojokerto, the bar diagram showed that all of the bars revealed than almost 80% the students agree with the EFL reading material book based on Islamic local wisdom.

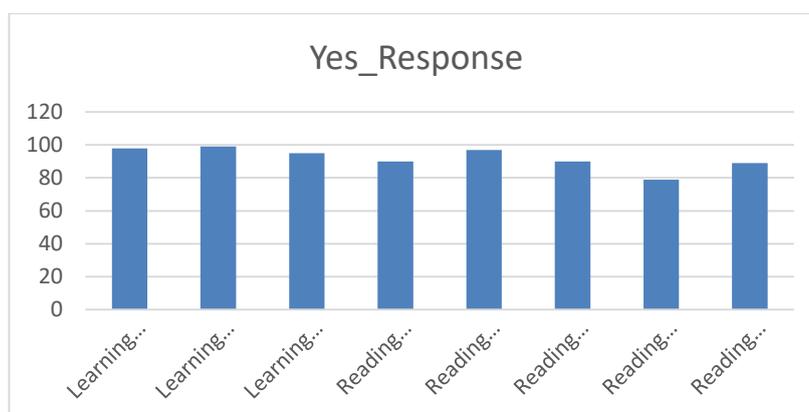


Table 4 Students' need analysis of MAS Walisongo Ponorogo

Based on the figure 4, the students' need analysis of MAS Walisongo Ponorogo, the bar diagram showed that all of the bars revealed than almost 80% the students agree with the EFL reading material book based on Islamic local wisdom.

IV. Discussion

Textbooks and reading materials are obviously a crucial aspect of classroom instruction and learning. Reading material or course book, according to Bell and Gower, as cited by Tomlinson (2014), fulfills a wide range of practical needs for students and teachers, provides teachers with a sense of self-confidence, and acts as an agent of change by introducing innovative ideas into classroom activities. The introduction of reading material provides students with numerous benefits as well as assistance in achieving learning objectives. Considering this in consideration, all teachers ought to optimally write a suitable course book for students. The material should be appropriate for the environment in which it will be used and ought to stimulate the students' interest in the educational process (Tomlinson, 2014). It indicates that context and co-text are intrinsic in reading material design and occur concurrently. Cultural dimension is an essential component of teaching; it is distributed by the author inside the textbook or reading material.

Based to the findings of this study, students require academically and culturally suitable reading material. The survey found that 90 % of respondents agreed that English reading materials contain Islamic local wisdom. According to Deswila et al. (2021), text, speech, and visuals in textbooks contain Islamic values that students receive obviously and implicitly the Islamic local wisdom in the classroom. The prior reading book used by students was a pre-prepared book written by a native speaker. It takes into account the fact that the book incorporates elements of Western culture, some of which are improper for the local setting. The material published within the book, as well as the photos incorporated within the text, largely covered concepts of living in the United States, the United Kingdom, Canada, New Zealand, Australia, and other foreign countries.

This is in contrast to Islamic local wisdom, which involves the transfer of norms, customs, and beliefs from generation to generation. Students in Islamic senior high school can learn English but will not be able to entirely modify their ideas and views. It is far more acceptable for students to learn English within the context of their Islamic local wisdom rather than learning English and gradually losing touch with their heritage. They acquire knowledge and horizons from their native language, as well as linguistic exposure, and on the other hand, they can promote their native Islamic local culture.

The development of English materials, according to Wahab (2013), Umam (2014), Amri et al. (2017), and Plakans et al. (2018), should take into consideration the integration of English skills into language education. The subjects of religious character materials were required, including the culture and way of life in Islam, the practice of prayer and fasting, dress for Muslims, daily Islamic ethics, and the history of the prophets. According to the results of the earlier study, the reading materials should include information on Islamic law (shari'ah), Islamic jurisprudence (fiqh), Islamic belief (aqidah), Islamic education, and Islamic history. However, according to (Cahyo et al., 2019) the textbooks used in EFL classes commonly in Islamic senior high schools are frequently based on foreign culture and hence inappropriate for Islamic culture. There are limited Islamic-integrated reading materials available. Textual content has no cultural roots in Indonesia (Faridi et al., 2016). According to [7],[8],[9], &[10], Islamic boarding school literature has been the subject of several research trends, with the conclusion that

it has advantages and uniqueness, particularly for Islamic boarding school students, because it emphasizes local knowledge of Islamic boarding schools.

V. Conclusion

The present study showed that the combination of FC and problem based- in the Marketing course is classified as Based on the results and discussion in this study, the students' needs of Islamic local wisdom for their EFL reading materials has agreed 90%. A possible approach for developing the character qualities of students in Islamic senior high school was to design a suitable English textbook based on religious characters and Islamic local wisdom. The main teaching materials required by teacher and students in English were designed to be integrative of Islamic themes and local wisdom. Religious character resources include socializing in Islam and culture; prayer and fasting; the Qur'an, Islamic attire, daily ethics in Islam, and the Prophet's history. This study could make an important decision for teachers to support all aspects of English teaching needs, including the Islamic local wisdom, improving teaching methods, and teaching English materials in selecting any English materials that are suitable for the students' needs.

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