
Developing English Material For Sharia Economy Study Program at IAIN Palopo

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Abstract

The purpose of this developmental research is to develop English material for Sharia Economy Study Program. It aims to determine the textbooks' feasibility, and to ascertain students' responses to the ESP textbooks. The ADDIE Research and Development (R&D) model is used in this study. The feasibility study of the ESP textbook reveals the following points: 1) The result of validation from the material expert validation was 94,11 % qualified as "Very good", the language expert was 80% qualified as "Good.", and the layout expert was 92,4% qualified as "Very Good.". In addition, the students' perception results got a mean score of 4,28 with 86% of the percentage, which qualified as "Very Good". The final product consists 10 chapter with 10 exercises of each chapter. The developed textbook has a lot of strengths because it was created using a combination of syllabus design principles. a single unit presentation includes all four essential English skills: listening, speaking, reading, and writing, as well as grammar practice and vocabulary building. It indicates that the English material is capable and ready to use for Sharia Economic Study Program at IAIN Palopo.

Keywords: Developing English Material, Sharia Economy Study Program, ADDIE

INTRODUCTION

English is the principal subject that has been thoroughly investigated in the context of higher education. Universities and colleges require students enrolled in programs that do not contain English to take the course. Students can select from a number of disciplines, including business and economics, science and technology, and social science, depending on their field of study. Career planning is crucial since it provides necessary direction and defines students' future lives. It teaches students to identify their own strengths and weaknesses, as well as the skills and knowledge essential to achieve their future goals.

Career planning and development is a continuous process that involves the management of students' training, education, leisure, and work activities as they go through life. It entails acquiring and applying the skills and knowledge necessary to develop a plan and make educated choices regarding training, education, and employment.

The English materials for Economic Sharia students have an impact on their careers as a result of their education in the economic and Islamic business faculties. Nonetheless, the re-

searcher discovered various concerns with the English learning materials used by students in the Economic Sharia Study Program. The material will be created to aid in the classroom learning process. Students' English materials, which they use throughout the learning process, are generic English materials; however, they are not particular or relevant to the students' major. These issues were discovered during the research's pre-observation in September 2021. As a result, the researcher will uncover the issues by developing relevant instructional materials for the students.

The researcher conducts this study in order to develop materials for an economic Sharia study program, as English is recognized to have a significant impact on students' future careers. According to the Graduate Learning Outcomes of the economic Sharia study program, equal ability to communicate orally and in writing in Arabic and English on changes in the academic and professional worlds. This research will be producing an appropriate material by adapting the theory of task-based language learning, unit design development, and will be focusing in integrated skill to apply for the materials. It is expected to have a number of beneficial outcomes such as the

students' will utilize this product to improve their English communication skills in preparation for future careers and lecturers will be compensated for their performance in the classroom.

The developed material is used for the economic Sharia study program at IAIN Palopo. It is comprised of the requirements for students to communicate effectively in business and Islamic economic contexts. In light of the foregoing, the economic Sharia at IAIN Palopo is in need of patent material to practice their profession. As a result, the researcher will refer to this study as "Developing English Materials for the Sharia Economic Study Program at IAIN Palopo."

METHOD

The researcher use the ADDIE model to design and develop the English for Economic students' course at IAIN Palopo. The ADDIE model is composed of five phases: (1) Analyze, (2) Design, (3) Develop, (4) Implement, and (5) Evaluate. The model's phases are as follows:

Analyze

The researcher conduct an analysis of the requirements for new product development in this step. The development of a new learning product began with an analysis of students' needs, including deficiencies, desires, and necessities. Additionally, this stage entails establishing the setting. Additionally, the questionnaire used to ascertain students' competence, learning capacity, and prior knowledge regarding speaking. The questionnaire was distributed via a google form. Additionally, an interview was conducted during this step to elicit additional information about the English language teaching, students' difficulties, and interests.

Design

The outputs from the analysis stage was used to plan instructional development during this phase. The researcher details how to accomplish the instructional goals identified during the analysis phase and establishes the instructional foundation during this step. The course was developed in response to the findings of a need analysis and a curriculum analysis. The course design is reflected in the course grid, which includes information about the course's objectives, learning objectives, materials, and activities.

Develop

The researcher's primary focus in the third stage would be on development. The develop-

ment process is as follows: 1) acquiring material resources, 2) organizing materials for the English module, 3) organizing the speaking module using the TBLT approach, and 4) validating by material, language and design layout expert.

Implementation

After developing the product, the material was tried out on a small group of students during this phase. Its purpose is to determine the efficacy of the product and determine the students perception. The learners were asked to respond to several questions about the material's content and their own needs for improvement by selecting one or more options from several provided options in questionnaire. Additionally, some students was interviewed informally to corroborate the information gathered through the questionnaire.

Evaluation

The product was evaluated based the collection of data via questionnaires and interviews.

The students perception was used to revised the draft into the final product.

RESULT AND DISCUSSION

Analyze

Before distributing the questionnaire, it was validated by the language expert and the material expert. The result of the questionnaire validation are presented in the following table:

Table 1. The result of questionnaires' validation by material and language expert

	Aspect	Score
Material expert	Content	4.66
Language expert	Language use	4.5
Mean score		4.58

Table 1 displays the result of questionnaire validation. The mean score both of the material and language expert are 4.58. It reveals that the questionnaire are valid to used. After validating the questionnaires, the researcher distributed them to the students. The respondents of the questionnaires were 76 students of English material for Sharia Economy Study Program. The result of need analysis questionnaire are presented as follows:

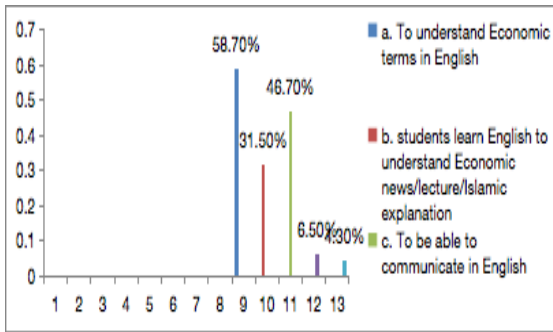


Figure 1. The Percentage of students' Students' purpose in learning English

Figure 1 shows the Percentage of students' purpose in learning English. There are five points of purposes in learning showed in the Figure, which is to understand Economic terms in English, to understand lectures/news/explanations related to Economics delivered in English, to be able to communicate in English, to make it easier to continue your master's studies and the researcher focused more on the high Percentage than the lower Percentage that is to understand lectures/news/explanations related to Economics delivered in English (58.70%).

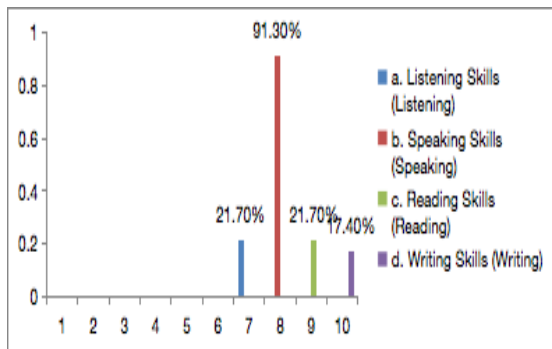


Figure 2. The Percentage of Language skills needed most in current major

Figure 2 informs the Percentage of Language skills needed most in current major. There are four points of language skills needed showed in the Figure, which is listening, reading, writing, and speaking. Eventually, respondents more selecting option is speaking skill (83%).

The Percentage of Topics in learning English want to be learned can be seen in Figure 3. The bar Figure depicts the Percentage of Topics in learning English want to be learned. There are means Economic System of Islam, Shirkah & Mudarabah, The Basic Principles Of Islamic Economics, The Characteristics Of The Economic System, The Business Behavior In Islamic Economics, Macroeconomics & Microecono-

mics, Economic Activity, Personal Finance, Bank Services, Entrepreneurship, Marketing, Job Interview, Business Ethics, Business Communication, How To Write A CV Or A Covering Letter and Some Examples Of Application Letter, Eventually respondents more selecting option Economic System of Islam (71.70%).

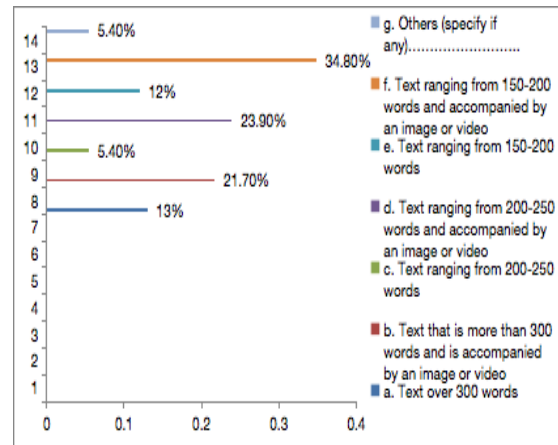


Figure 3. The Percentage of the appropriate length of dialogue text in speaking practice

The bar Figure 3 indicates the Percentage of the appropriate length of dialogue text to support speaking skills. There is Text over 300 words, Text that is more than 300 words and is accompanied by an image or video, Text ranging from 200-250 words, Text ranging from 200-250 words and accompanied by an image or video, Text ranging from 150-200 words and accompanied by an image or video. Eventually, respondents more selecting option Text ranging from 150-200 words and accompanied by an image or video (34.80%).

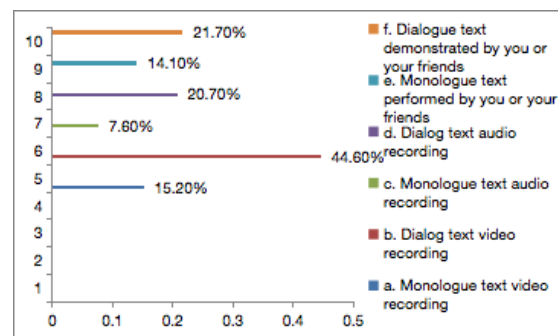


Figure 4. The Percentage of fun activities in speaking material

Figure 4 indicates the Percentage of fun activities in speaking material. There are Monologue text video recording, Dialog text video recording, Monologue text audio recording, Dia-

log text audio recording, monologue text performed by you or your friends and Dialogue text demonstrated by you or your friends. Eventually, respondents more selecting option Dialog text video Recording (44.60%).

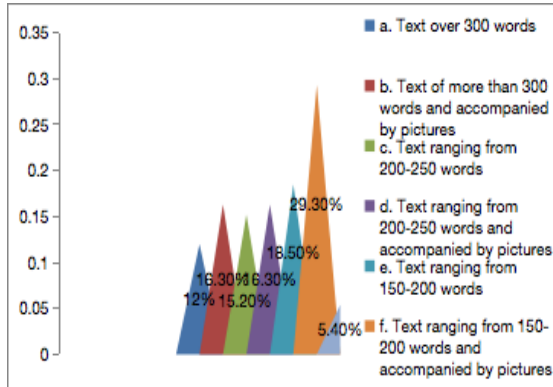


Figure 5. The Percentage of The appropriate length of reading text in writing practice

The bar Figure 5 indicates the Percentage of the appropriate length of reading text to support learning in Writing. There are six means of the appropriate length of reading text presented in the graph: Text over 300 words, Text of more than 300 words and accompanied by pictures, Text ranging from 200-250 words, Text ranging from 200-250 words and accompanied by pictures, Text ranging from 150-200 words and Text ranging from 150-200 words and accompanied by pictures. Eventually, the student preferred the sixth option like the one shown in the Figure above, which showed that the sixth option had a high percentage is text ranging from 150-200 words and accompanied by pictures (29.30%).

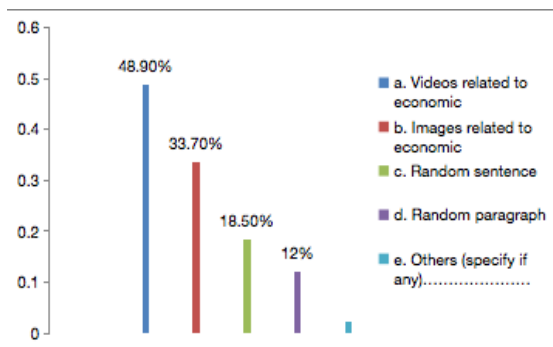


Figure 6. The Percentage of kind of writing material

Figure 6 shows the Percentage of kind of writing material. There are four means of kind of writing material presented in the graph, which are Videos related to economic, Images related to economic, Random sentence and Random pa-

ragraph. Eventually, respondents more selecting option Videos related to economic (48.90%).

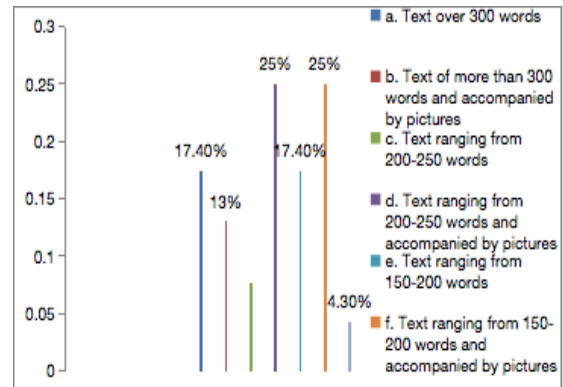


Figure 7. The Percentage of the appropriate length of text to support reading learning

The bar Figure indicates the Percentage of the appropriate length of text to support reading learning in English. There are Text over 300 words, Text of more than 300 words and accompanied by pictures, Text ranging from 200-250 words, Text ranging from 200-250 words and accompanied by pictures, Text ranging from 150-200 words and Text ranging from 150-200 words and accompanied by pictures. Eventually, respondents more selecting two options ranging from 200-250 words accompanied by pictures and text ranging from 150-200 words accompanied by pictures (25%).

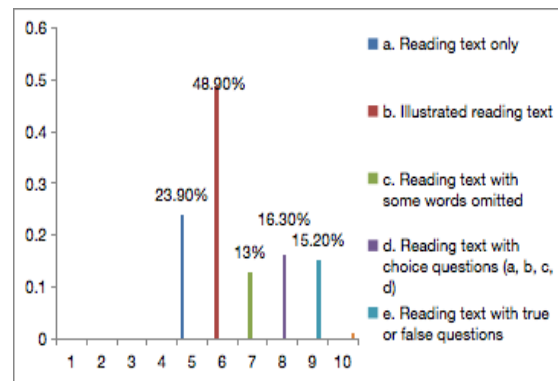


Figure 8. The Percentage of kind of reading material

The bar Figure 8 shows the Percentage of kind of reading material. There are five means of kind of writing material presented in the graph, which are Reading text only, Illustrated reading text, Reading text with some words omitted, Reading text with choice questions (a, b, c, d) and Reading text with true or false questions. Eventually, respondents more selecting option illustrated reading text (48.90%).

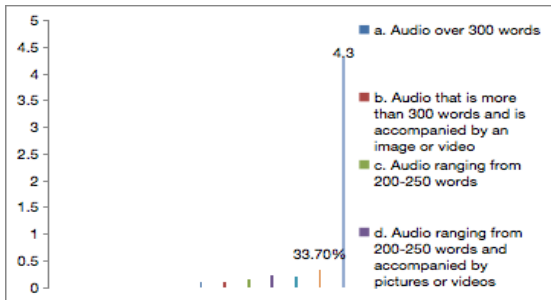


Figure 9. The Percentage of the appropriate length of reading text to support learning in Listening

The bar Figure above shows the percentage of the appropriate length of reading text to support learning in Listening. There are six means Audio over 300 words, Audio that is more than 300 words and is accompanied by an image or video, Audio ranging from 200-250 words, Audio ranging from 200-250 words and accompanied by pictures or videos, Audio that ranges from 150-200 words and Audio ranging from 150-200 words and accompanied by pictures or videos. Eventually, respondents more selecting option audio ranging from 150-200 words and accompanied by pictures or videos (33.70%).

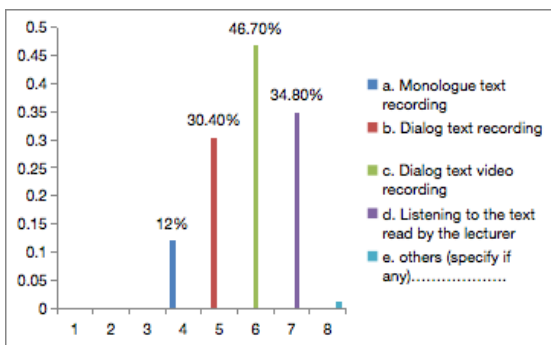


Figure 10. The Percentage of Fun speaking material

The bar Figure 10 shows the Percentage of fun speaking material. There are four means in the graph, which are Monologue text recording, Dialog text recording, Dialog text video recording and Listening to the text read by the lecturer. Eventually, respondents more selecting option is Dialog text video recording (46.70%).

The Figure 11 depicts the Percentage of Topics in learning English want to be learned. There are means Economic System of Islam, Shirkah & Mudarabah, The Basic Principles Of Islamic Economics, The Characteristics Of The Economic System, The Business Behavior In Is-

lamic Economics, Macroeconomics & Microeconomics, Economic Activity, Personal Finance, Bank Services, Entrepreneurship, Marketing, Job Interview, Business Ethics, Business Communication, How To Write A CV Or A Covering Letter and Some Examples Of Application Letter, Eventually respondents more selecting option Economic System of Islam (71.70%).

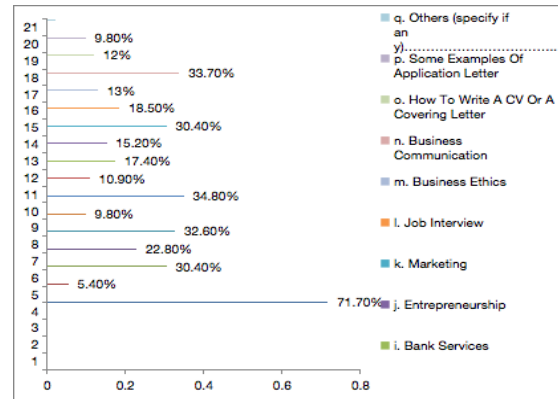


Figure 11. The Percentage of Topics in learning English want to be learned

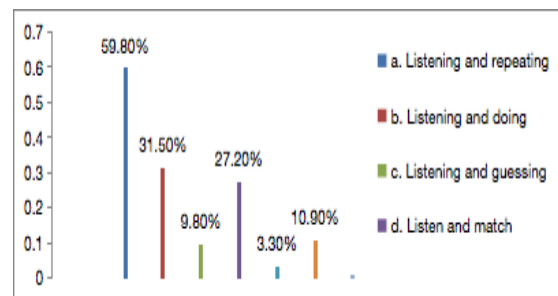


Figure 12. The Percentage of activities to improve Listening skills

Figure 12 depicts the Percentage of activities to improve Listening skills. There are six means in the graph which are Listening and repeating, Listening and doing, Listening and guessing, Listen and match, Listening and drawing, Listen and sign. Eventually, all the activities to improve listening skills the first option i Listening and repeating (59.80%).

The percentage of activities to improve speaking skills display in Figure 5. There are nine means of activities to improve speaking skills presented in the graph which discussion, debate, game, drama, lecturer practice, Have a conversation in pairs/groups, telling pictures, presentati-on and retelling a text. Eventually, respondents more selecting option Have a conversation in pairs/groups (46.70%).

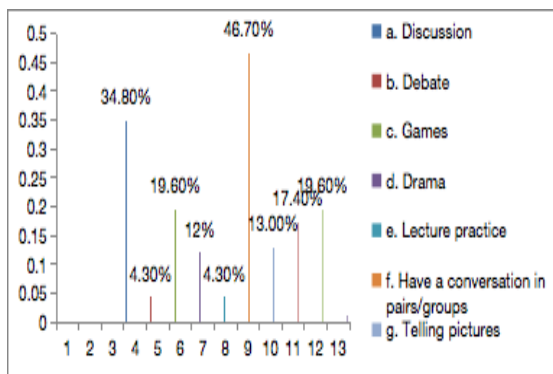


Figure 13. The Percentage of activities to improve speaking skills

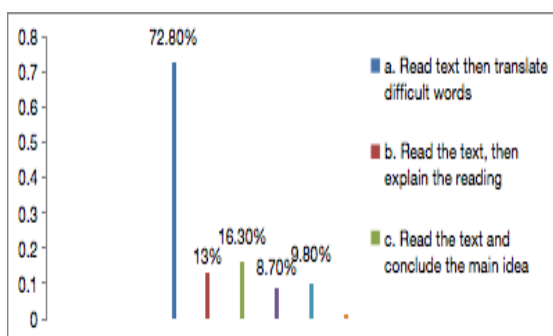


Figure 14. The Percentage of activities to improve student's reading skill

The percentage of activities to improve reading skills can be seen in Figure 6. There are five means of activities to improve student's reading skills presented in the graph which Read text then translate difficult words, Read the text, then explain the reading, Read the text and conclude the main idea, Read the text and then determine the topic of reading, Identifying true or false statements based on the content in the text. Eventually, respondents more selecting option Read text then translate difficult words (72.80%).

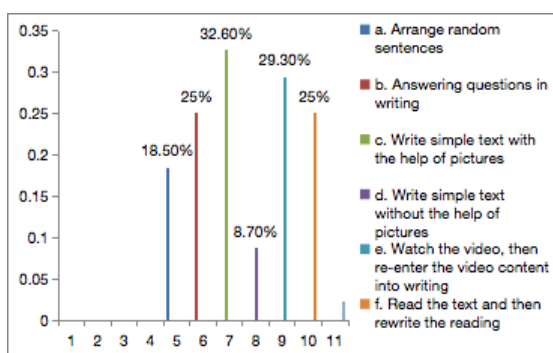


Figure 15. The Percentage of activities to improve students writing skills

Figure 15 indicates the Percentage of ac-

tivities to improve students writing skills. There is Arrange random sentences, Answering questions in writing, Write simple text with the help of pictures, Write simple text without the help of pictures, watch the video, then re-enter the video content into writing, Read the text and then rewrite the reading. Eventually, respondents more selecting option Write simple text with the help of pictures (32.60%).

Design

Based on the need analysis questionnaire and interviews, the first draft of book were designed as followed : 1)The book consists of 10 units; 2) Each unit has the learning objectives; 3)Each unit has at least 5 tasks; 4) Each unit has language structure; 5) The vocabulary list exists in each unit; 6) The task are designed for integrated skill (speaking, writing, listening and reading; 7) The book used colorful pictures.

Ten topics chosen was 1) Economics; 2) Business Communication; 3) Job Interview; 4) The Characteristics of Economic System; 5) Economic Activities; 6) Marketing; 7)Economic System of Islam; 8)The Business Behavior in Islamic Economy; 9) The Basic Principal of Islamic Economy; 10) Bank Service.

Develop

The result of experts' validation

Three expert validations have been validating the draft of English material : the material expert, the design and layout expert, the language expert . The result of the expert validations can be seen below:

Table 2. The result of expert validation

No	Expert	Mean Score	Percentage (%)	Category
1	Material	4,70	94,11	Very Good
2	Language	4	80	Good
3	Design and Layout	4,62	92,4	Very Good

The material expert validation result got a mean score of 4,70 with 94,11% of percentages which qualified as "Very Good." The language expert validation result got a mean score of 4 with 80% of percentages which qualified as "Good." The layout expert validation result got a mean score of 4,62 with 92,4% of percentages which qualified as "Very Good." The expert validation result indicates the English material can

be utilized with a little bit revision. After the first draft was validated, the researcher revise it based on the experts' suggestion. It aims to improve the quality of the first draft before testing it out in the class.

Implementation

After revising the book, the researcher tried out it in the Sharia Economic Study Program class 3A which consist of 32 students. The tryout was held in a day. It was held on 2 October 2022. The researcher explained the material in the book and then asked the students to do the exercises in the book. After conducted the try out buy utilizing the English book, the students were given the questionnaire to find out their perception toward the book product. The result of students perception can be seen as follows:

The students' perception mean scores were calculated below:

$$M = \frac{B}{N} = \frac{107}{25} = 4,28$$

Figure 16. The mean score of students' perception

The students' perception percentages were calculated below:

$$X = \frac{M}{N} 100\%$$

$$X = \frac{47}{55} 100\% = 86\%$$

Figure 17. The percentages of students' perception

Students' perception results got a mean score of 4,28 with 86% of the percentage, which qualified as "Very Good." It indicates that the English material is capable and ready to use with a little bit revision.

In addition, the researcher also interviewed several students about the appropriateness of the English material to their needs. All students responded that the English material appropriate for their needs. Besides, students also provided some following comments about the designed of English book:

"I think the material is good and easy to understand:"(Excerpt 1)

"This book is already good to read and I'm sure

there will be many fans"(Excerpt 2)

"It is in accordance with what Islamic economics students will learn in the future" (Excerpt 3)

Furthermore , some suggestions related to the product were delivered by the students as follows:

"I hope the economic material is more detailed, clearer, and equipped with translations" (Excerpt 1)

"Recheck the typing so that there are no typing errors".(Excerpt 2)

"Expand the topic selection." (Excerpt 3)

The comments and suggestions from students become the basis for researchers to improve book product.

Evaluation

The results of students' perceptions are then used again to revise the product. The results of the second revision are then re-evaluated in the FGD forum to assess the feasibility of the final product within this step, the researcher evaluate the final product of English material at Sharia Economic Study Program Students at IAIN Palopo after going through several steps. The researcher socialized the final product to the small group where 29 students were representatives of Sharia Economic students and showed them the English book related to their needs. Students and lecturer were friendly, enthusiast and they wanted to use the product in their class as the learning material and significantly improve their English ability.

CONCLUSION

The English material for Sharia Economic Study Program develop by applying ADDIE model. The final product consists 10 chapter with 10 exercises of each chapter, vocabulary list and grammar practice. The developed textbook has a lot of strengths because it was created using a combination of syllabus design principles. a single unit presentation includes all four essential English skills: listening, speaking, reading, and writing, as well as grammar practice and vocabulary building. The expert validation agreed that the book is appropriate to use. Students' perception results got a mean score of 4,28 with 86% of the percentage, which qualified as "Very Good." It

indicates that the English material is capable and ready to use. In addition, the interview result of the students stated that the contents of the book are relevant to their needs. It reveals that the English material is capable and ready to use for the Sharia Economic Study Program at IAIN Palopo.

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