

Implementing ELT Developed Material Based Islamic Values of Asking and Giving Information about Food and Drink Unit

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ABSTRACT

This article aims to implement a learning module that utilizes English Language Teaching (ELT) materials on the topic of asking and giving information about food and drink for ninth-grade students at MTs Madani Alauddin Pao-Pao. The researcher conducted this article to examine the effects of implementation. A mixed-method design was employed. The quantitative and qualitative instruments consisted of tests (pre-test and post-test) and interviews. The interview instrument was conducted using purposive sampling, involving six students who were selected based on specific criteria. The interviews were used to obtain deeper insights into students' perceptions of the implemented module. The results showed that the implementation of the module had a positive impact on students. The gain score between the pre-test and post-test was 0.5780, which falls within the medium category ($0.3 < g < 0.7$), indicating that the module significantly improved students' learning outcomes. Additionally, the interview findings confirmed that students regarded the module as suitable for classroom use. The implications of this article suggest that ELT modules can effectively support English language learning. Teachers may utilize the module to enhance classroom instruction and integrate it effectively into their lesson plans. Furthermore, this article highlights the importance of continuously evaluating and improving learning materials and instructional procedures to maximize students' learning outcomes.

Keywords: *English Language Teaching, Islamic Values, Learning Module, Implementation Effect, Learning Outcomes.*

1) INTRODUCTION

English has become a crucial international language that shapes global development across education, technology, economics, and communication. In today's increasingly interconnected world, English proficiency is not only beneficial but essential. This urgency is also reflected in Indonesia's education system, where English mastery from an early age has become a key priority in the national curriculum. To achieve this goal, English Language Teaching (ELT) materials are developed to encourage active student participation, promote communication, and support meaningful learning experiences.

ELT materials play a central role in the English teaching and learning process. They serve as indispensable tools that help teachers deliver lessons effectively and support students in developing

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linguistic competence. According to Fitria (2022), selecting appropriate teaching materials enables teachers to achieve learning objectives more efficiently and ensures that students receive accurate, relevant, and engaging content. High-quality materials must match students' proficiency levels, interests, and learning styles to enhance their comprehension and foster continuous progress.

In the development of ELT materials, accessibility and relevance are essential elements. Magdalena et al. (2020) emphasize that effective ELT materials must be easy for both teachers and students to access and must align with learners' needs. Therefore, good materials are not only pedagogically sound but also practical for classroom use. One of the most commonly used forms of ELT materials is the instructional module, which is designed to guide students systematically toward specific learning outcomes. As defined by Sanjaya et al. (2022), a module is a self-contained unit that presents information in a structured and comprehensive way, allowing students to learn independently while increasing their motivation and self-confidence. Its structured, goal-oriented nature makes the module an effective tool for supporting students' language learning success.

The study continues the development work conducted by Hafaris (2023), who created an ELT module entitled "Asking and Giving Information about Food and Drink" by integrating Islamic values for ninth-grade students at MTs Madani Alauddin Pao-Pao. Although the module was successfully developed, it had not yet been implemented in the classroom or evaluated to determine its effectiveness. Implementation is a critical stage in material development, as it transforms planned content into practical application. Cahyadi (2019) describes implementation as the process of applying developed teaching materials in real classroom situations to determine how well they function in supporting learning. Additionally, evaluation is needed to measure the usefulness and value of the materials. As defined by Wanzer (2021), evaluation involves assessing the worth of a product to determine its impact and effectiveness.

Despite the potential benefits of the module designed by Hafaris (2023), the lack of implementation and evaluation presents a significant empirical gap. It remains unclear how the module performs in authentic classroom conditions, whether it meets students' needs, and how effectively it improves language skills while supporting the integration of Islamic values. Therefore, this study aims to address these gaps by implementing and evaluating the ELT module within the learning unit "Asking and Giving Information about Food and Drink" for ninth-grade students at MTs Madani Alauddin Pao-Pao.

The study seeks to determine the effect of implementing the module on students' English skills, particularly in asking and giving information about food and drink. The findings of this study are expected to contribute theoretically by expanding knowledge regarding ELT material implementation that integrates Islamic values, and practically by providing benefits for students, teachers, and future researchers. Students may enhance both their English proficiency and understanding of Islamic values, teachers may use the findings to improve instructional practices, and researchers may gain insights that support the development of similar studies in the future.

2) METHODS

The methods used in this study were designed to provide a clear, systematic, and replicable approach for examining the effects of implementing English Language Teaching (ELT) materials integrated with Islamic values in the unit of asking and giving information about food and drink. This section outlines the research approach, design, research site, data sources, data collection procedures, instruments, analytical techniques, and strategies used to ensure data validity. The methodological framework was structured to capture both measurable learning outcomes and the qualitative dimensions of students' experiences throughout the intervention.

This study adopted a mixed-methods approach by integrating quantitative and qualitative techniques within a single investigation to generate a comprehensive understanding of the instructional intervention. The mixed-methods approach was selected because quantitative data alone could not fully capture the complexity of students' learning processes, while qualitative insights alone would not sufficiently demonstrate measurable improvement. To ensure coherence between the two data types, the study employed an explanatory sequential design, in which quantitative data collection and analysis were conducted first, followed by the qualitative phase. The qualitative findings were subsequently used to clarify and expand the quantitative results, thus providing a more holistic interpretation of the module's impact on student learning.

The study followed an explanatory sequential mixed-methods design conducted at MTs Madani Alauddin Pao-Pao, involving 32 ninth-grade students from Class IX D. This class was selected based on recommendations from the English teacher, as it was considered ready to engage with the unit on asking and giving information about food and drink and aligned with the curriculum objectives. In the qualitative phase, six students were purposively selected to represent high-, moderate-, and low-achieving groups based on their test results. This sampling strategy ensured that the qualitative data

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reflected diverse academic backgrounds, allowing the researcher to explore how the module's implementation influenced students with different levels of proficiency.

Both primary and secondary data sources were utilized in the research. Primary data were obtained directly from students through pre-tests and post-tests, questionnaires, observations, and semi-structured interviews conducted during the implementation period. These data provided direct evidence of student progress, responses, and experiences with the material. Secondary data consisted of curriculum documents such as the English syllabus, available ELT textbooks, and previous studies on material development. These sources ensured that the instructional materials used in the intervention aligned with national curriculum standards and were grounded in relevant theoretical frameworks.

Data collection was carried out over six structured meetings. The first meeting included an introduction to the study and the administration of the pre-test to determine students' initial understanding of asking and giving information about food and drink. In the second meeting, the researcher began implementing the module through activities 1–4, introducing foundational concepts. The third meeting continued with activities 5–7, giving students opportunities to deepen their understanding of the structure and content of the material. The fourth meeting focused on activities 8–10, during which students clarified difficulties and strengthened their conceptual mastery. The fifth meeting was dedicated to administering the post-test to assess learning improvement. The final meeting consisted of semi-structured interviews with the six selected students to explore their experiences and perceptions of the instructional intervention in greater depth.

The study employed two primary research instruments: tests and interview guidelines. The pre-test and post-test each consisted of 15 items, 14 multiple-choice questions and one essay designed to assess students' understanding of the material on asking and giving information about food and drink. All test items were aligned with the content of the ELT module that incorporated Islamic values. For the qualitative component, semi-structured interviews were conducted using 15 open-ended questions grouped into three focus areas: the effects of implementation, the outcomes of implementation, and the practicality of the module. These categories were developed based on established theoretical models and criteria for evaluating instructional materials, providing a structured yet flexible framework for exploring students' experiences.

Quantitative data from the pre-test and post-test were analyzed using descriptive statistical techniques in SPSS, including the mean, median, mode, standard deviation, and score distribution. To measure learning improvement, the study applied the Normalized Gain (N-Gain) formula, which categorized student progress as high, medium, low, unchanged, or decreased. Questionnaire data using the Guttman scale were analyzed through descriptive percentages to identify students' response tendencies regarding the implementation of the module. These percentages were interpreted using established effectiveness criteria to determine the overall impact of the module.

Qualitative data from the interviews were analyzed using the procedures proposed by Miles, Huberman, and Saldana (2014), which include data condensation, data display, and conclusion drawing and verification. The data condensation stage involved selecting and organizing key segments of interview transcripts to focus on essential information. These data were then displayed in thematic matrices to identify recurring patterns and themes. The final stage involved drawing conclusions and verifying them through iterative comparison, ensuring that the interpretations were consistent with the data and accurately represented students' experiences.

To ensure the credibility of the findings, methodological triangulation was employed by cross-checking quantitative data from tests and questionnaires with qualitative evidence from interviews and observations. This triangulation reduced potential bias and enhanced the trustworthiness of the study by confirming the consistency of findings across different data sources. Ethical considerations were maintained throughout the research process, including obtaining school permission, ensuring voluntary participation, and maintaining student confidentiality.

3) RESULTS AND DISCUSSION

Result

To ensure the effect of the implementation, the researcher used the test results' data as a guide. The pre-test and post-test were administered to determine whether implementing the module for class IX students at MTs Madani Alauddin Pao-Pao had any impact.

1. Test Result

a) Scoring Classification of Students Pre-Test and Post-Test

To evaluate the effectiveness of the implemented module, student achievement was measured through a pre-test and a post-test. The pre-test was administered before the module's implementation

to determine students' initial abilities, while the post-test was conducted after the module's implementation to observe the progress they had made. The scores from both tests were then classified into several categories to provide a clearer picture of the students' proficiency levels. The following table presents the classification of students' pre-test and post-test scores.

Table 1: *Scoring classification*

Interpretation	Score	Frequency pre-test	(%)	Frequency post-test	(%)
Very good	81-100	0	0	8	25%
Good	61-80	10	31,25%	18	56.25%
Enough	41-60	16	50%	6	18.75%
Less	21-40	4	12.5%	0	0
Very less	0-20	2	6.25%	0	0
Total		32	100%	32	100%

Table 3.1. shows the percentage of grades and frequencies in students' pre-test and post-test. The table shows that out of 32 students in Class IX of MT's Madani Alauddin Pao-Pao, 8 (25%) students scored Very Good on the post-test, and 0 (0%) students scored Very Low. Meanwhile, the pre-test shows that out of 32 students, 0 (0%) have an outstanding score, and 2 (6.25%) receive a significantly lower score. This shows that students' knowledge increased after the implementation of the English module.

b) Analysis of Pre-Test and Post-Test

The following table shows the analysis of the students' pre-test and post-test results:

Table 2: *Analysis Test*

	N	Minimum	Maximum	Mean	Std. Deviation
Pre-test	32	23	72	50.66	15.518
Post-test	32	44	91	72.34	13.005
Valid N (listwise)	32				

Based on the average findings in the aforementioned table, there was an increase in students' mean scores between the pre-test and post-test results. In the pre-test, the students' average score rose from 50.66 to 72.34 on the post-test. The implemented module can be considered successful.

The standard deviation of the pre-test scores in this data set is 15.518, which means the value is not higher than the mean score of 50.66. The standard deviation of the post-test scores is 13.005, indicating that the value is not higher than the mean score of 72.34. The standard deviation of a frequency table is used to determine the distribution of data in a sample and how close the data is to the average value (Sekaran & Bougie, 2016).

c) Gain Value Test

Gain value analysis is conducted to measure the improvement in respondents' understanding or abilities after implementing a learning module. The gain value is calculated by comparing the pre-test and post-test scores, enabling a quantitative assessment of the module's effectiveness. The collected data is then processed using SPSS to facilitate the calculation of the mean, standard deviation, and gain value for each respondent. According to Heaton (1988), measurements involving the mean and standard deviation help researchers understand the variation in student learning outcomes.

The table below presents the results of the gain value calculations processed using SPSS, including mean scores and standard deviations as indicators of the level of improvement in the respondents' abilities.

Table 3: N-Gain

	N	Minimum	Maximum	Mean	Std. Deviation
Ngain	32	.23	1.00	.5780	.21393
Valid N (listwise)	32				

The gain value test result of 0.5780 indicates that the module has an impact on students' learning outcomes, as the gain value falls within the medium category ($0.3 < g < 0.7$).

Based on the N-gain analysis of the pre-test and post-test results, the mean score obtained was 0.5780 with a standard deviation of 0.21393. According to Hake's classification, this score falls into

the moderate category ($0.30 \leq g < 0.70$), indicating that the implementation of asking and providing information about food and drink materials was reasonably effective in improving students' learning outcomes. The minimum score of 0.23 and the maximum score of 1.00 indicate a variation in achievement among students, where some showed substantial improvement while others experienced only slight progress.

2. INTERVIEW RESULT

The findings from interviews conducted with six students in Class IX A at MTs Madani Alauddin Pao-Pao also support this data. Six students participated in interviews. These students receive high, medium, and low scores. During the interviews, the researcher asked the students how using the program affected their English learning outcomes. The six students gave the following answers:

Table 4: *The Effect of Implementation Interview*

No.	Question	Answer	Coding
1.	<i>Apakah menurutmu materi yang terdapat dalam modul mudah untuk dipahami ?</i> Do you think that the material contained in the module is easy to understand?	S1: Yes, the material is easy to understand because it is commonly encountered and done in daily life. S2: Yes, the material is easy, and the way Miss explained it was easy to understand S3: Yes, the material is easy to understand because it is engaging, mainly due to its focus on food and drinks. S4: It is easy because the tasks are repetitive, so completing them becomes simple as long as they understand the material from the beginning. S5: Yes, the material is easy to understand S6: Yes, the material is easy to understand, but it also has difficulty	Students found the material easy because it relates to daily life, is clearly explained, and includes repetitive tasks that facilitate understanding. However, one student stated that there were still some difficulties in understanding certain parts.

2.	<i>Apakah menurutmu ada kesulitan atau hambatan dalam modul tersebut?</i> Do you think there are any difficulties or obstacles in the module?	S1: There are no obstacles at all S2: There were no difficulties S3: There were no difficulties at all in the module. S4: Yes, the language was complex. Sometimes, the words were hard to understand, and some very unfamiliar terms made it confusing. S5: It is not easy with the vocabulary. S6: Yes, I am having a small quantity of trouble with the vocabulary.	Most students did not encounter any difficulties in understanding the module, but a few faced challenges with the language, especially unfamiliar vocabulary.
	<i>Apakah materinya menarik untuk dipelajari?</i> Is the material interesting to learn?	S1: Yes, the material is interesting because it discusses food and drinks that I often see. S2: Yes, the material is interesting because it is easy to understand S3: Yes. The material is interesting because it discusses food and drinks, and the images are ones they have seen before. S4: Yes, it is intriguing and quite fun. S5: Yes, it is exciting because the design and materials are excellent. S6: Yes, the material is interesting	The students found the material interesting because it was related to their daily lives, easy to understand, included familiar pictures, and was supported by a well-designed and high-quality module.

Based on interviews with six students, the module covered teaching how to ask for and give information about food and drink. As a result of this module, their English learning outcomes improved, as evidenced by the increased scores on their tests.

Several factors contribute to the effectiveness of the module. Based on the interview results, the students perceived the material as easy to understand because it was closely related to their daily lives, clearly explained by the teacher, and interesting as it discussed food and drinks that were familiar to them. Their comprehension was further supported by repeating the material during the learning

process. Most students did not encounter difficulties in understanding the module; however, some reported challenges related to language, particularly in dealing with complex and unfamiliar vocabulary. In addition, the students considered the material more engaging not only because it was easy to understand and relevant to their daily lives, but also because the module was complemented with familiar pictures and supported by good design and presentation quality. Thus, it can be concluded that the material was not only easy to comprehend but also effective in increasing students' interest in the learning process

Discussion

Based on the N-gain analysis of the pre-test and post-test results, the mean score obtained was 0.5780 with a standard deviation of 0.21393. According to Hake's classification, this score falls into the moderate category ($0.30 \leq g < 0.70$), indicating that the implementation of the material on asking for and providing information about food and drinks was fairly effective in improving students' learning outcomes. The minimum score of 0.14 and the maximum score of 1.00 indicate variations in achievement among students, where some showed significant improvement while others demonstrated only slight progress. Based on the results of the initial test (pre-test) and the final test (post-test), it is evident that there was a significant improvement in learning outcomes. These findings indicate an increase in students' understanding after the implementation of the designed learning module.

Overall, the comparison of the pre-test and post-test results shows that students experienced significant progress in several aspects, including vocabulary mastery, contextual understanding, and the ability to analyze information on food and beverage labels. These findings also confirm that the implementation of the learning module was effective in enhancing students' understanding. In addition, the results demonstrate that context-based learning, using real examples from product labels, can help students better connect English learning materials to their daily lives. This result aligns with the theory proposed by Cahyadi (2019), which states that the application of well-designed learning materials in real classroom situations can improve students' learning effectiveness. This improvement is also evident in the individual student scores. For example, S1 scored 42 on the pre-test and increased to 91 on the post-test, showing remarkable progress. S2 improved from 72 to 87, S3 from 58 to 66, S4 from 41 to 66, S5 from 35 to 44, and S6 from 23 to 44. These data confirm that although the degree

of improvement varied, the module overall successfully contributed to students' learning development.

Based on the student interview results presented in Table 3.4, students generally stated that the module material was easy to understand. Several reasons were mentioned: the content is related to daily life (S1), the explanations provided by the researcher were very clear (S2), it was interesting because it discussed familiar topics such as food and drinks (S3), and the tasks were easy to complete because they were repetitive, making them simpler once the students understood the material from the beginning (S4). Other students (S5, S6) also confirmed that the materials were easy to follow and not confusing. These findings are consistent with Tomlinson's (2011) theory, which states that effective learning materials must be relevant, engaging, and easy for learners to understand. Materials connected to students' real-life experiences can increase learning motivation and make the learning process more meaningful. Therefore, the clarity of explanations, familiar topics, and simple structure of the module reflect the principles of effective learning materials.

Furthermore, the repetition of the material and its connection to daily life helped students process information more easily and retain their understanding. Observations also showed that students' ability to understand the material varied; some understood quickly, while others required more time.

Regarding difficulties, most students (S1–S3) reported no significant obstacles in understanding the module. However, some students (S4–S6) experienced challenges related to vocabulary, especially with complex or unfamiliar words that occasionally caused confusion. This variation indicates the need for additional language support, such as glossaries or explanations of difficult terms, to ensure that all students can fully engage with the learning process. According to Pol et al. (2010), appropriate scaffolding is essential to help learners overcome challenges that are slightly beyond their current ability. Moreover, despite these minor vocabulary-related challenges, all students (S1–S6) agreed that the material was interesting to learn. Factors contributing to this interest included the relevance of the content to daily life, the discussion of familiar topics such as food and drinks, the use of easily recognizable images, and the module's attractive design (S3, S5). These findings are in line with Mei et al. (2025), who emphasize the importance of attention and relevance in motivating students to engage actively in learning. When learning materials are meaningful and visually appealing, students' motivation and participation increase, leading to more effective learning outcomes. These findings suggest that although the module was generally well-received by students, its effectiveness was not

optimal for all learners. Therefore, based on a combination of positive feedback and several suggestions for improvement, the data are categorized as moderate.

However, the interview results also revealed that students rated the module as good and interesting, even though some parts were considered difficult. This finding is consistent with previous research by Hafaris (2023). Thus, it can be concluded that although the module is effective in improving learning outcomes, improvements in material presentation are still needed to ensure that students do not feel overwhelmed.

Compared to previous studies that integrated Islamic values into English language teaching, such as those conducted by Rohmana (2020), Nurpahmi et al. (2022), and Hassim and Aziz (2021), this research differs because it does not directly emphasize the incorporation of religious values in the learning materials. Moreover, the developed module focused on a specific topic, namely asking for and giving information about food and drinks. Nevertheless, the objective of this research remained the same: to present English learning that is contextual, meaningful, and character-oriented. However, the module still requires improvement, particularly in integrating Islamic values, which are still relatively minimal and almost absent in the material. In terms of design, the module also lacks consistency in the use of colors and fonts. Additionally, the provided vocabulary list is incomplete and needs further expansion. Despite these shortcomings, the module still received positive responses and was well-accepted by the students

4) CONCLUSIONS

This research aimed to assess the implementation effects of the English module by gathering information about the food and drink unit for ninth-grade students at MTs Madani Alauddin Pao-Pao. The effect of the implementation of the ELT module "Asking for and giving information about food and drink" unit showed a significant improvement in student learning outcomes. The average score rose from 50 to 72, based on a comparison of pre-test and post-test results. Additionally, the module had a positive impact on student comprehension, as indicated by a gain score of 0.5780. The results of this study have implications for students, namely providing opportunities to gain more meaningful learning experiences through the use of teaching materials that are contextual and relevant to everyday life. In addition, this study can serve as a reference for teachers in developing more innovative learning strategies and media that are tailored to the needs of students. For future

researchers, the results of this study can be used as a reference and basis for conducting further research focused on the development and evaluation of similar teaching materials in different educational contexts or levels.

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