INTEGRATING ISLAMIC VALUES INTO ELT MATERIALS FOR THE ELEVENTH-GRADE STUDENTS OF MAHYAJATUL QURRA' ISLAMIC BOARDING SCHOOL TAKALAR

Sitti Nurpahmi[1], Nur Aliyah Nur[2], Dewi Rahayu[3], Suharti Apriani[4], Auni Batrisyia A.[5], Khairunnisa MR[6], & Muhammad Sahid Agil Al-Munawar[7]

[1,2,3,4,5,6,7]Universitas Islam Negeri Alauddin Makassar

Correspondence Email: rnd18author.uinam@gmail.com

ABSTRACT

This research is intended to develop an English textbook integrated with Islamic values in Islamic boarding schools to present more relevant material in the learning process to help the students learn meaningfully, achieve their learning goals effectively, and strengthen their Islamic characters. The researcher implemented the RnD method with the ADDIE model as the instructional design framework. Initially, needs analysis and interviews were conducted for 20 participants from grade XI of Mahyajatul Qurra' Islamic Boarding School Takalar, revealing students' target and learning needs. In the design phase, the researcher created a syllabus covering the essential components of the developed textbook. In the development phase, the researcher arranged the textbook integrated with Islamic values represented in Islamic names, pictures, verses of the Qur'an and hadith, Islamic messages in dialogue and text, general-moral messages, and tasks/activities. After several evaluations and improvements, the textbook was validated based on the four aspects of textbook feasibility proposed by BSNP. According to the validators, the textbook is declared very valid for content feasibility (4,74), valid for presentation feasibility (4,50), valid for language feasibility (4,50), and valid for graphic feasibility (4,50).

Keywords: Integrating Islamic values; English textbook; Research and Development; ADDIE model; TBLT

1. INTRODUCTION

Instructional material is the heart of English language teaching (Garton & Graves, 2014). Considering its fundamental role, it is highly important to choose or create the appropriate teaching and learning materials for the students. The appropriateness of materials can be seen through its relevancy with the students. Akker et al. (1993) mentioned that teaching and learning materials should be relevant to the characteristics, settings, and needs of the students. According to Elfi

(2016), more than 90% of students live in Islamic societies by using Islamic norms. It means that that the students in Islamic boarding (Pesantren) school or even in general school (SMA), cannot be separated with Islamic values, unexceptionally in their English learning process covering the materials that they use to learn. By considering the number of Muslims in Indonesian Islamic-based schools, it is crucial to develop a textbook based on Islamic context and values (Cahyo et al., 2019). The integration of Islamic values into English language teaching material is expected to lead the students learning in a meaningful way. The teaching process will be more meaningful if the teacher can integrate the values of religion because the students can get motivation by learning through a real example of their social life (Annisa & Hadijah, 2017).

Even though the inculcation of Islamic values into English teaching and learning material is obviously necessary, it is difficult to find any broad implementation of it. English material for Islamic schools is limited (Anshari et al., 2020). He added that the English teacher still uses general materials where the content is unrelatable with students' real-life environment such as their situation, culture, and ideas. This issue may lead to several disadvantages. First, as a result of using common books, the students cannot learn English meaningfully because it is not relatable to their real-life context (Purwati & Corebima, 2018). Second, English materials are highly related to the globalization which can bring secularism to the society (Cahyo et al., 2019).

Since this research is conducted in Mahyajatul Qurra' Islamic boarding school Takalar the researcher carried out a preliminary research and found that teacher is still using a book titled "Bahasa Inggris for grade XI" which is not integrated with Islamic values. Based on the gap between theories and realities, it is highly necessary to integrate the Islamic values into English teaching and learning materials for the eleventh-grade students of Mahyajatul Qurra' Islamic Boarding School Takalar. The integration is expected to bring a lot of advantages for the teacher and the students in achieving the educational goals, especially, to lead the students in improving their English proficiency and communicative competence equally with the improvement of Islamic characters.

Related to the integration of Islamic values into ELT materials, the researcher took some previous studies as a comparison and guidance for this study. Firstly, a research was conducted by Cahyo et al., (2019) entitled "Need Analysis of Islamic-based English Reading Material for the Muhammadiyah Junior High School". The research is intended to report the needs of students for Islamic-based English teaching materials for Muhammadiyah junior high school specifically on

reading skills. The next study was proposed by Anshari et al., (2020) entitled "Inculcating Islamic Values Contented in Qs. Luqman through English Speaking Materials". The research is purposed to develop teaching materials integrated with Islamic values, specifically for speaking subjects in a private junior high school in Yogyakarta. The researcher implemented R&D study with ADDIE Model to design a textbook. The third study came from Rohmana (2020) entitled "Immersing Islamic Values in English Language Teaching: A Challenge for English Teacher. The data in this study is collected through library research. The study is intended to describe the values, ethics, and sources of Islamic values. The result of the study mentions that the integration of Islamic values can be in the form of adding some task contained with Islamic values, using Islamic name, place, or events, and connecting the verses of the Qur'an or Islamic message with the materials.

The third literatures above basically focus on the integration of Islamic values into ELT materials but through different ways. Firstly, related to the method Cahyo et al., (2019) focuses only in the phase of analyzing students' need while Anshari et al., (2020) focuses on carrying out the ADDIE model holistically. Different from the two previous studies, Rohmana (2020) focuses in doing a library research. Moreover, the scope of the integration is different as well. One of them focuses on reading skill and the other focuses on speaking skill with the specific values. The other research covers the integration in wider way namely the values, ethics, and sources of Islamic values itself. From the related research findings, the researcher can draw two main novelty of this research namely on the side of research subject namely from senior high school student as well as the scope of the research which not focuses on specific skill but cover the 4 integrated English skill. Moreover, the result of the integration and several components in research phases are different in some extent.

In this research, it is highly important to understand the concept of Islamic values and the integration itself. Lubis et al., (2021) states that Islamic values are categorized into three types namely: faith *(Aqidah)* which is represented in Islamic law, the Qur'an, the right of parents, and so on; the values of worship *(Ibadah)* which can be represented in Reading Qur'an, prayer, fasting, paying zakat, and so on, and moral values; and *(Akhlak)* which can be represented in helping each other, caring, being honest, and giving charity. On the other hand, related to the integration of Islamic values, according to Rohmah (2012), integrating Islamic values in English textbooks can be done *directly* or *inclusively*. Direct way means explicitly mentioning Islamic topic e.g. 'How to Perform Wudhu' or 'Daily Muslim Activities' while in an inclusive way means including the message of Islam indirectly through images, names, buildings, activities, language, and message. Moreover, according to

Ekowijayanto (2020) integrating Islamic values into learning materials can be in the form of adding exercise which contains Islamic values in the related topic, including the name of Islamic people, places, or events, attaching the verses or Qur'an or hadith, and using Islamic expressions related to the materials.

2. METHODS

This research is classified as a research and development (R&D). According to Richey & Klein (2017), R&D is a systematic study, development, and evaluation to establish an empirical basis to create an instructional product. In developing the textbook integrated with Islamic values the researcher implemented the ADDIE model. It is an instructional design model consisting of five phases namely Analysis, Design, Development, Implementation, and Evaluation (Branch, 2009).

In conducting the research, the researcher purposively chose the participants which are classified into three namely: 20 students from the eleventh grade of Mahyajatul Qurra' Islamic Boarding School Takalar as main resources for need analysis and interview; an English teacher who teaches the materials in the eleventh grade and acts as the sources of data and the validator of the developed materials; and 2 validators who assess the result of need analysis result, validate the syllabus and the developed material.

In collecting the data from the research participants, three instruments were being used namely questionnaire, interview, and document. Firstly, the researcher used an open-form questionnaire in three ways namely to get the information of need analysis, to measure the validity of syllabus design, and to assess the validity of the developed materials. Second, the researcher used semi-structured interviews which enable the researcher to acquire any specific information needed. The first interview was conducted in the preliminary research to find out some information such as the students' and teachers' opinion regarding the integration of Islamic values into English teaching and learning materials while the second interview was conducted after getting the result of learning need to gain in-depth information and confirmation from the students regarding their answer towards the question. Third, documents such as the existing materials and syllabus were analyzed by the researcher. The intention is to find out some important information that is necessary for the development process such as the topic in the textbook, the basic competency, and the time allotment.

3. RESULTS AND DISCUSSION

1. The Result of Need Analysis Phase

In analysis phase, the grand theory that is implemented by the researcher is derived from Hutchinson & Waters (1987) related to Need Analysis covering the students' target and learning needs. Related to the target needs such as students' necessities, lacks, and wants, the researcher acquired the information from preliminary research through questionnaire.

Table 1. Students ability

Language Components	1 Poor	2 Fair	3 Good	4 Very Good	Respondent/ average
Speaking	1	7	11	1	2.6
Writing	1	12	5	2	2.4
Listening		8	10	2	2.7
Reading	1	7	11	2	2.7

0-1,50 = Poor
1.51 – 2.50 = Fair
2.51 – 3.50 = Good
3.51 – 4.00 = Very Good

The result of the table highlights the students' English proficiency in four macro skills. Students speaking is on good level (2.6), writing is on fair (2.4), listening is on good (2.7), and reading is on good as well (1.7). We can see that writing skill should be given more attention in the course than the other skills. Writing is considered as the basic element of intercultural communication (Nasser, 2018). Rao (2007) mentioned that writing can stimulate students' thinking skills, summarizing skill, organizing ideas as well as criticizing and analyzing something. Moreover, writing can lead the students to use the language to express their ideas by using their eyes, hand, and brain creatively.

Table 2. Students lacks

Language Components	1 Poor	2 Fair	3 Good	4 Very Good	Respondent/ average
Vocabulary	1	6	13		2.6
Pronunciation		11	9		2.5
Grammar	1	9	10		2.4
Understanding	1	9	9	1	3

0-1,50 = Poor
1.51 – 2.50 = Fair
2.51 – 3.50 = Good
3.51 – 4.00 = Very Good

The data indicates that students' vocabulary (2.6) and understanding (3) are in the good level while pronunciation (2.5) and grammar (2.4) are in the fair level.

Based on the data, it indicates that grammar and pronunciation should get more attention. According to Rossiter (2021), the lack of grammar will only lead the students to produce a very short language and not to produce a complex idea. He added that both native or foreign language learner need to master the principles and the rules of grammar. Besides grammar, it cannot be denied that pronunciation should also be given an attention in teaching. According to Aliaga García (2007) pronunciation is considered as the most difficult part in learning language and it possibly took much time to gain an improvement. Morley (1991) mentioned that pronunciation should be understandable. It is a demanded skill to reach a good communicative competence (Gilakjani, 2016).

Table 3. Students necessity

Preferred Basic Grammar Items	1 **Not Important**	2 **Less Important**	3 Important	4 **Very Important**	**Respondent/ average**
Concrete and Abstract Noun			10	10	3.5
Be verb		3	7	10	3
Adjective and possessive pronoun		4	9	7	3
Adverb of manner		1	10	9	3
Article		4	8	8	3
Adjective comparison		3	8	9	3
Passive Voice		2	9	9	3
Modal Verb		1	9	10	3
Conjunction		2	8	10	3.4
Preposition		1	8	11	3.4

0-1,50 = Not Important
1.51 – 2.50 = Less Important
2.51 – 3.50 = Important
3.51 – 4.00 = Very Important

The data indicates that the students' necessity in the components of grammar is in "important" and "very important" level. It means that the students consider that learning grammar is highly necessary. As for the participants, the highest component is abstract and concrete noun which reach very important level (3.5). From the result, the researcher considered to add those grammar components based on the relevancy of learning goals and the topic being learned.

Sitti Nurpahmi, Nur Aliyah Nur, Dewi Rahayu, Suharti Apriani,
Auni Batrisyia A., Khairunnisa MR, & Muhammad Sahid Agil Al-Munawar

Table 4. Students wants

Preferred Topics	1 Not Important	2 Less Important	3 Important	4 Very Important	Respondent/ average
Daily life			6	14	4
Islamic education			4	16	4
Government		2	4	14	4
Islamic education			4	16	4
Recent issue	1	1	2	16	4

0-1,50   = Not Important
1.51 – 2.50   = Less Important
2.51 – 3.50   = Important
3.51 – 4.00   = Very Important

Related to students wants for the topics of the integrated textbook, the students chose the all topics as very important (4) to be discussed. Those topics are integrated reasonably into the developed textbook based on the suitability with the learning goals.

Learning needs covers the components of task in TBLT proposed by Nunan (2004) namely input, procedure, teacher's role, learner's role, and setting. The questionnaires are intended to discover the need of the students, especially their task preferences for the developed materials.

Table 5. Learning needs in listening skill

Question	Percentage of answer
I prefer if the learning input in listening activities is in the form of. . .	Viewing original film (70%)
I prefer if the length of the input text for listening activities is . . .	2-3 minutes (45%)/ More than three minutes (55%)
In listening activities, I prefer…	Listening to songs and writing some sentences that have been heard, correctly (55%)

The result suggests that for listening input the students prefer to view an original film. According to students, original film contains the authentic, so it can bring them easier to learn how to speak naturally in daily communication. Moreover, the students expect to acquire some vocabulary more effectively through the English subtitles. According to Albiladi & Abdeen (2018) English movies can motivate the student to improve their language competencies. Khoshniyat & Dowlatabadi (2014) states that English movies can provide the language components e.g. vocabulary, structure of sentences which can help the student to improve their proficiency in

English. Furthermore, according to Abdullah & Rahman (2017) by watching more English movies, students' listening skill will be equally improved.

In listening procedure, the result reveals that most of students want to listen to a song then write down what they have heard. According to students, music can help them to remember words easily. In addition, they can test their understanding regarding word or expression by writing down what they have heard. Music can be a tool for verbal input comprehension (Kolinsky et al., 2009). They add that language delivered with melody can be easier to be understood. Moreover, music can trigger the students to activate their long-term retention and memory (Rainey & Larsen, 2002).

Table 6. Learning needs in writing skill

Question	Percentage of answer
I prefer if the learning input in writing activities is in the form of. . .	Short stories (40%) New vocabulary related to text (45%)
I prefer if the length of the input text for writing activities is . . .	50-100 words (60%)
In writing activities, I prefer…	Writing sentence/paragraph using correct vocabularies, structures, punctuations and spelling (40%) Arranging random words/sentences into a good sentence or paragraph (35%)
In increasing my English grammar, I prefer activities as…	Completing sentence structures which are not complete yet (50%) Making sentences using sentence structure or model which was learned before (40%)

The table indicates that for input in writing, the students prefer to learn from a short story and vocabulary which is related to the text that they write. According to Ranabumi et al., (2017) writing short story is one of skill that the student should have. Damayanti (2016) conveyed that story provides rich resources of literacy and linguistics for the student to learn language. Related to vocabulary relevancy in writing, Zahiroh, (2021) added that good capacity of vocabulary can help the students in enhancing their writing quality.

In addition, the table indicates that the most preferred writing activities by the students is writing sentence/paragraph by using appropriate word choice, structure, punctuation, and spelling. Related to word choice and vocabulary understanding, a study from Viera (2017) revealed that vocabulary can enhance students' language production as long as they can implement precise

vocabulary in their writing, so it is important for the teacher to improve student's vocabulary knowledge for the use in the target language. Not only word choice, grammar or structure is also taking an important role to lead the students in writing. According to Moses & Mohamad (2019) grammar is crucial in assisting the writer to convey the meaning effectively and to be understood by the reader. Furthermore, punctuation and spelling are also important. In writing there is a type of error called *substance error* covering capitalization, punctuation, spelling, and *lexical error* such as word formation and word selection (James, 1998). Those errors should be decreased and avoided in order to improve students' writing comprehension effectively.

Furthermore, related to learning grammar, for many students, by applying the concept in their writing in will help them to understand its usage appropriately. Some previous studies revealed that to facilitate the students to write grammatically is by asking them to write (Singh et al., 2017). By writing, the students can check their grammar use. By revising and editing the writing, the students are facilitated to recognize and correct the errors that they made (Chin, 2000).

Table 7. Learning needs in speaking skill

Question	Percentage of answer
I prefer if the learning input in speaking activities is in the form of. . .	Some models of monolog/dialog texts complete by picture (50%)
	Some model of monolog/dialog texts which are practiced (60%)
I prefer if the length of the input text for speaking activities is . . .	More than three minutes (50%)
In speaking activities, I prefer…	Practicing speaking by repetition what have been heard (45%)
	Practicing a presentation individually, in pair or in group (35%)
In increasing my English pronunciation, I prefer activities as…	Listening how to pronounce from the teacher (80%)

The results suggest that the student choose the input of speaking in the form of monologue/dialogue completed with pictures and monologue/dialogue to be practiced. As for the student, they mention that the input can help them to remember words more easily. Moreover, what they learn can be restored in their long-term memory because the learning is meaningful.

A monologue/dialogue can possibly be an effective tool for the students in improving their speaking skill. According to Pavlikova (2019) monologue in speaking can help student in enhancing their thinking ability and also give them space to practice the language use. Speaking through a

monologue enables the student to pass several important phases in learning such as receiving, processing, producing, and delivering information orally in a systematic way (Karpovich et al., 2021).

In addition, the data describes that in speaking activities the pupils prefer to practice by repetition and presentation. Regarding repetition, according to Kuliahana & Marzuki (2020) the technique may assist the students in improving their motivation, get them easier in learning process, and bring the students to be more focus on what should be achieved through their speaking. On the other hand, oral presentation can improve students' interest in learning and it leads them to have more participation and interaction to each other (Girard, et al. 2011). Furthermore, by oral presentation the student can perform their ability to use the complex language (Al-issa, 2007).

Related to pronunciation activity, the table shows that the most preferred ways to learn is by listening to the teacher. Peterson's (2002) stated that this strategy is the most used strategy among the learners. Therefore, through imitation the students may improve their pronunciation more easily and effectively.

Table 8. learning needs in Reading skill

Question	Percentage of answer
I prefer if the learning input in reading activities is in the form of. . .	Simple text completed with pictures (60%)
I prefer if the length of input text in reading activities is in the form of. . .	50 words-100 words (65%)
In reading activities, I prefer…	Matching words based on their meanings by checking them in dictionary (60%)
In increasing my English vocabulary, I prefer activities as…	Matching words with their meanings (70%)

In terms of input in reading, the students prefer to learn from a simple text completed with pictures. There are several advantages of picture in reading. According to Carney (2001), by using picture, the student can become more interested in learning and they will experience the clear nuance of the text which can help them to memorize more easily. Mustafa (2018) supported that statement by revealing that illustration can bring the process of reading comprehension more interesting.

In addition, the table shows that the most preferred reading activity is matching words based on the meaning. The students consider to match the words with the meaning to acquire new vocabulary and avoid misunderstanding. Matching word with the meaning in reading is coming to a strategy called vocabulary journal. Vocabulary journal refers to the process when the students write down the vocabulary on their personal notebook to strengthen their understanding on the meaning of sentence and internalize the meaning in their communication (Preszler, 1925). A research conducted by Juita (2019) revealed that vocabulary journal strategy had a large effect on students' reading comprehension. Furthermore, according to Irwanto & Nurpahmi (2017) make a match method is an effective way to improve students' reading skill.

Furthermore, in learning vocabulary, for many students, matching words with their meaning is the most preferred activity. According to Schmitt (1997), one of strategy in discovering a new word's meaning is called *determination*. This strategy will be effective to lead the students in using their existing knowledge and being independent in discovering the meaning of new words.

Table 9. Teacher and student role

Question	Percentage of answer
In doing English tasks in the class, I prefer if the teacher …	Often helps students by explaining their difficulties about materials and gives more Other examples (75%)
In English learning process, I prefer being…	Active in answering teacher's question spoken or written (75%) Silent and concentrated while doing tasks (60%)

Related to teacher's role, the students expect that the teacher can help them by directly explaining the difficult part in their learning and give more examples if they need it. Teacher has a role to assist the students in their learning and lead them to understand a concept correctly. That kind of interaction will possibly build a good connection between students and teacher and motivate the students to learn because they feel comfortable. Moreover, the role of a teacher in managing and handling the students is highly affecting the success of learning process itself (Aimah & Purwanto, 2019).

Related to student role, from the total respondents, 75% choose to be active in the classroom by answering teacher's question either spoken and written while 60% of them chose to be silent and listen to teacher explanation. This represents a balanced role of the students in the classroom.

According to them, besides being active in the classroom to build their understanding, they also need a time to listen to the teacher to understand a concept.

Basically, students centered learning provides an opportunity for the students to learn independently and to actively taking a part in learning process (Serin, 2018). This approach will give the pupils chance to improve self-confidence in using the language and also in showing their intelligence.

Table 10. Learning setting

Question	Percentage of answer
In learning activities, I prefer do it….	Outside of the class (70%)
In doing my Assignments/leaning English, I prefer do it…	In a small group (3-4 students) (70%)

Setting is related to mode and environment. Mode refers to with whom the students want to learn e.g. individually or in a group, while environment refers to the place where the students want to learn e.g. inside or outside the classroom.

Related to the learning mode, the table indicates that the student chose to learn in a small group. They believe that by doing the task in a small group, they will get a better understanding through discussion. According to Dehqan et al. (2017) collaborative learning leads the students to produce the language by doing a group task and enables them to check their language accuracy together. In addition, according to Serin (2018), cooperative learning gives a wider chance for the pupils to participate in the classroom, to set a goal and arrange ideas, to do a thoughtful discussion, to share different opinion and improve their learning.

Moreover, the data reveals that most of student want to learn outside the classroom. Learning outside the classroom has several positive sides namely: to reinforce the students to understand the concept that is being learned; to bring the students experience the real-life situation, to make the learning meaningful and enjoyable; to increase students learning interest; to improve students' teamwork and social skills and so on (Sulaiman et.al., 2010).

From the result of need analysis, the researcher arranged the need inventory based on the most frequent data. The need inventory is considered to formulate the learning outcomes and indicators by also considering the basic competency.

2. The Result of Design Phase

According to Cheung (2016) in design phase, the blueprint (syllabus design) for the teaching and learning materials is designed. The syllabus provides the important components that the researcher needs in developing the materials. In this research, the syllabus is arranged based on the result of need analysis, basic competency, and the learning indicators. The components of the syllabus are decided based on the combination of syllabus in Curriculum K13 and Task Based Syllabus. The researcher adapted the components with the final components of syllabus design namely: Unit Title represents the topic of the unit which is derived from the existing materials; Basic Competency which is derived from the existing syllabus; Indicators which are developed by the researcher based on the basic competency and the result of need analysis; Language Focus represents the related language components of the topic being learnt; Input represents the content of the materials; Type of Task represents the learning activities that should be accomplished by the students; and Time Allotment represents the number of meeting in a unit.

3. The Result of Development Phase

According to Cahyadi (2019) in development phase, the designer produces and revises the teaching materials as well as deciding the appropriate materials for the students to achieve the learning goals. In this phase, the researcher created the actual teaching and learning materials by objectifying the all components of syllabus design as well as designing the appearance of the materials.

Initially, in developing the materials, the researcher adapts the Task Based Language Teaching (TBLT) Approach proposed by (Nunan, 2004). According to Richards & Rodgers (2001), Task-Based Language Teaching (TBLT) is a language teaching method that uses tasks as a core unit to plan and compile instructional materials in language teaching. Task is playing an important role in instructional materials as the ways for the students' in achieving the learning goals. According to Willis (996) task refers to the activity in using the target language in communication to achieve the learning goals. Ellis (2003) mentioned that TBLT is an approach that will lead the students to use the authentic target language in accomplishing a meaningful task.

In arranging the task systematically, the researcher adapts the theory from Nunan (2004) proposes six steps in designing a unit namely: **Schema building** is the first step of exercise that

introduces the learning topic for the students, the context of the task, and some related vocabulary and expressions; Controlled practice is where the students will learn the key language structure, vocabulary, or language function. This phase in characterized with Audiolingual method; Authentic listening practice is where the students will be given an exposure of authentic listening; Focus on linguistics elements where the students will focus on learning the language form such as grammar or pronunciation; Providing freer practice where the task will lead the students to accomplish a more creative language work, for example through role play, information gap and so on; and Introducing pedagogical task where the activity will lead the students to implement the target language in a real context, however it is not always connected to real world.

Moreover, the important thing that should be emphasized in developing the materials is the form of Islamic values integration. In this research, the integration of Islamic values is through the inclusive way. In the integrated textbook, the researcher added several forms of Islamic values namely Islamic name, Islamic nuanced pictures, verses of Qur'an, Islamic message in dialogue, hadith, moral values in general, and Islamic values in task. These forms of integration were included by considering the appropriateness and the balance with the whole materials.

In the figures below, you can find several representations of the Islamic values integration in the developed textbook.
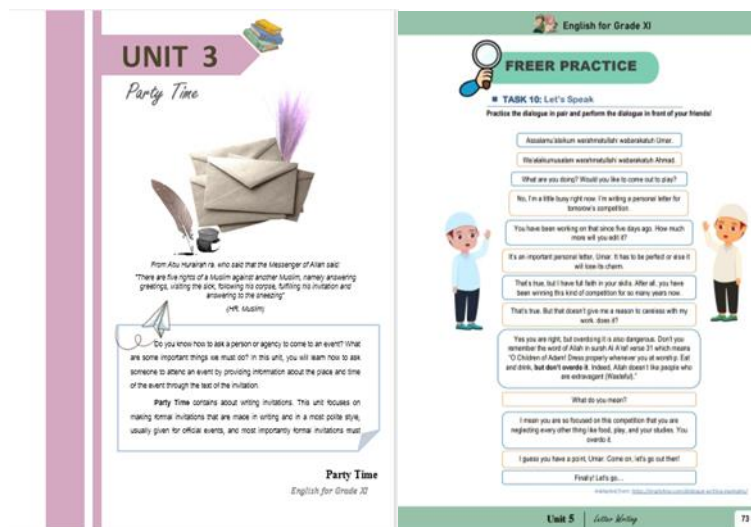

Figure 1. The developed textbook (left) and the developed textbook (right)

Figure 1 (left) is the cover page in the textbook unit 3 with the topic "Party Time". The integration of Islamic value can be seen in the meaning of Hadith from Abu Hurairah ra. narrated by HR. Muslims about the five rights of a Muslim against other Muslims, this is related to the invitation. The hadith is intended to give the student clear representation on the correlation of the topic with the Qur'an. On other hand, in figure 1 (right) the textbook unit 5 with the topic "Letter Writing", the integration is in the writing task where the students should perform the dialogue consist with Islam values that the students can get. Moreover, a Qur'an verse from QS. Al-A'raf (7:31) is also added to teach the value to not exaggerating (overdue) anything.
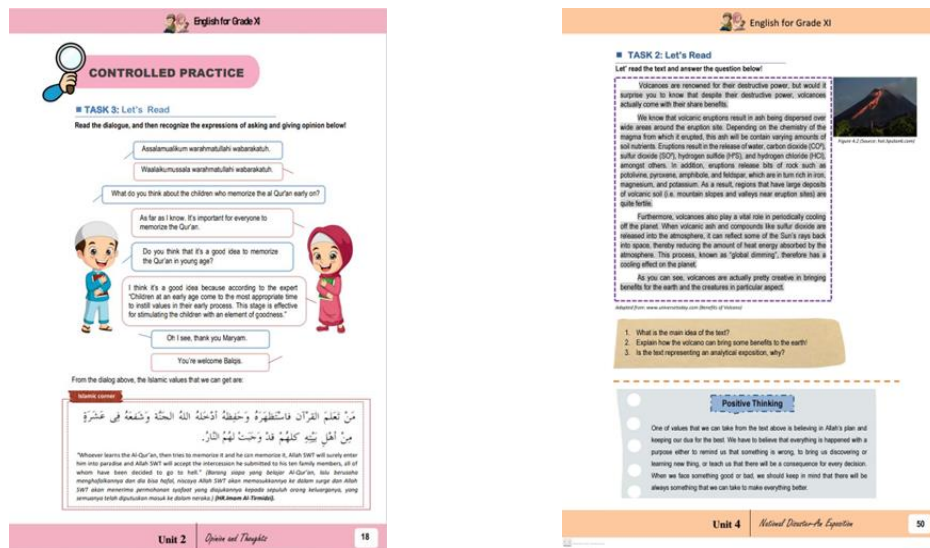

Figure 3. The developed textbook

In figure 3 (left) in the textbook unit 4 with the topic "National Disaster-An Exposition", the representation of Islamic values is in the general moral values namely positive thinking that can be leant from by reading the text with the topic the benefits of volcanos that can be found in the unit National Disaster-An Exposition. Moreover, figure 3 (right) in the textbook unit 2 with the topic "Opinion and Thoughts", there are several forms of Islamic values that can be seen namely: The Islamic name in the dialogue; Islamic message in the dialogue; and Islamic nuanced picture.

4. The Result of Evaluation Phase

Evaluation is a process of measuring the worth of the developed materials (Cahyadi, 2019). Aldoobie (2015) mentioned that evaluation in ADDIE Model refers to formative and summative

evaluation. *Formative evaluation* is a continuous process that is done since the researcher is working on each phase. In analysis phase, according to Dousay & Logan (2014), the conclusion of need analysis is given to the stakeholders to be assessed. In this research, the researcher gave the need analysis result to the supervisors to be evaluated. In design phase, the researcher gave the result of syllabus design to be validated and reaches valid level with score 4,41 after several improvements. Lastly, in development phase, it is highly important to assess the feasibility of the developed materials, so the researcher used the standard of textbook feasibility instrument from National Standard Education Council (BSNP). The developed textbook was being assessed and reaches very valid level in content feasibility (4,74) valid level in presentation feasibility (4,50), valid level in language feasibility (4,50) and valid level for graphic feasibility (4,50). Finally, through the systematic processes of developments and revision, the English textbook integrated with Islamic values reaches the level where the feasibility is approved by the validators.

The empirical results reported herein should be considered in the light of two limitations. First, the researcher implemented the ADDIE model in the process of materials development systematically. However, the *Implementation* phase is not possible to be carried out due to the limitation of time. As a result, the researcher limitedly describes the result of the research only in the term of textbook feasibility before being implemented not on the effectivity of the developed textbook in the learning process. Therefore, the further action namely implementation should be carried out to recognize the limitation of the textbook and measure the effectiveness in assisting the students in their learning process. Second, the researcher developed the materials only for the topics in the first semester. As a result, the students will only learn with the integrated textbook for one semester and continuing to use the existing textbook. It will possibly create such unbalanced context in learning. Therefore, the further researcher can develop the textbook for the second semester topics, so the students can learn meaningfully through the complete Islamic values integration in the textbook.

REFERENCES

Adu, L., Rijal, M., Rahawarin, Z. A., Adu, L., Rijal, M., & Rahawarin, Z. A. (2021). *The Inculcation of Islamic Values in Preschool Children*. *12*(4), 1574–1580.

Abdullah, U., & Rahman, I. F. (2017). The correlation between students' habit in watching movie and listening skill. *ETERNAL (English Teaching Journal)*, *3*, 97–107.

Aimah, S., & Purwanto, B. (2019). Eva luating Teachers ' Performance : A Need for Effective

Teaching. *A Journal of Culture, English Language Teaching, and Literature*, *19*(1), 2–5.

Akker, J. van den, Gravemeijer, K., McKenney, S., & Nieveen, N. (1993). *Educational Design Research*.

Al-issa, A. S. M. (2007). ELT at the College of Law - Muscat , Sultanate of Oman: Analyzing Needs and Understanding Problems. *Asian Journal of English Language Teaching*, *17*.

Albiladi, W. S., & Abdeen, F. H. (2018). *Learning English through Movies : Adult English Language Learners ' Perceptions*. *8*(12), 1567–1574.

Aldoobie, N. (2015). *ADDIE Model*. *5*(6), 68–72.

Annisa, & Hadijah, S. (2017). The integration of Islamic values in English teaching and learning process at MAN Model Palangka Raya. *INACELT (International Conference on English Language Teaching)*, 15–16.

Anshari, M. Z., Widyantoro, A., & Info, A. (2020). *Inculcating Islamic values contented in Qs . Luqman through english speaking materials*. *14*(1), 62–68. https://doi.org/10.11591/edulearn.v14i1.14285

Branch, R. M. (2009). *Instructional Design: The ADDIE Approach*. Springer.

Cahyadi, A. R. H. (2019). Pengembangan Bahan Ajar Berbasis ADDIE Model. *Halaqa: Islamic Education Journal*, *3*(1), 35–43. https://doi.org/10.21070/halaqa.v3i1.2124

Cahyo, S. D., Rijalul, M., Muslim, U., Rahman, A. N., & Pratolo, B. W. (2019). *Needs analysis of Islamic-based English reading material for the Muhammadiyah junior high school*. *8*(2), 286–292. https://doi.org/10.11591/ijere.v8i2.18647

Cheung, L. (2016). Using the ADDIE Model of Instructional Design to Teach Chest Radiograph Interpretation. *Journal of Biomedical Education*, *2016*, 1–6.

Damayanti, I. L. (2016). From Storytelling To Story Writing : The Implementation Of Reading To Learn (R2l) Pedagogy To Teach English As A Foreign Language In Indonesia. *Indonesian Journal of Applied Linguistics*, 232–245.

Dehqan, M., Amiri, M. M., & Branch, A. A. (2017). Journal of Teaching Language Skills (JTLS) 36(1),. *Journal of Teaching Language Skills (JTLS)*, *36*(1), 1–26. https://doi.org/10.22099/jtls.2017.22369.2030

Dousay, T., & Logan, R. (2014). *Analyzing and Evaluating the Phases of ADDIE Analyzing and Evaluating the Phases of ADDIE*. *August*. https://doi.org/10.13140/2.1.1715.5206

Ekowijayanto, M. (2020). *The integration of islamic values in implementation of learning english: islamic education students perspective*. *6*, 18–30.

Elfi. (2016). Integrating Islamic Messages In The English Teachingfor Moeslem Students In Indonesia ELFI. *Batusangkar International Conference I*, 15–16.

Hutchinson, T., & Waters, A. (1987). *English for Specific Purposes: A learning-centered approach*. Cambridge University Press.

Irwanto, & Nurpahmi, S. (2017). Using make- a match to improve the students' reading comprehension at mts guppi samata gowa. *ETERNAL (English Teaching Journal)*, *3*, 161–172.

James, C. (1998). *Errors in Language Learning and Use: Exploring Error Analysis* (C. N. Candlin (ed.)). Pearson Educaton Limited.

Juita, I. (2019). The Effect of Using Vocabulary Journal Strategy on Students ' Reading Comprehension at State Junior High School 1 Cerenti Kuantan Regency. *Indonesian Journal of Integrated English Language Teaching*, *5*(1), 44–60.

Karpovich, I., Sheredekina, O., & Krepkaia, T. (2021). *education sciences The Use of Monologue Speaking Tasks to Improve First-Year Students ' English-Speaking Skills*.

Khoshniyat, A. S., & Dowlatabadi, H. R. (2014). Using Conceptual Metaphors Manifested in Disney Movies to Teach English Idiomatic Expressions to Young Iranian EFL Learners. *Procedia -*

Social and Behavioral Sciences, *98*, 999–1008. https://doi.org/10.1016/j.sbspro.2014.03.510

Kolinsky, R., Lidji, P., Peretz, I., Besson, M., & Morais, J. (2009). Processing interactions between phonology and melody : Vowels sing but consonants speak. *Cognition*, *112*(1), 1–20. https://doi.org/10.1016/j.cognition.2009.02.014

Kuliahana, A., & Marzuki, A. G. (2020). Repetition Technique In An EFL Speaking Class In Islamic Higher Education In Indonesia. *Academic Journal Perspective: Education, Language, and Literature*, *8*(May), 20–28.

Lubis, L., Syaukani, Harahap, N. H. Z., & Siregar, M. F. S. (2021). Muslim Youths And Islamic Values : An Implementation In Tanah Enam Ratus Medan. *At-Tarbiyah: Jurnal Pendidikan Islam*, *4*(1), 14–21.

Moses, R. N., & Mohamad, M. (2019). *Challenges Faced by Students and Teachers on Writing Skills in ESL Contexts : A Literature Review.* 3385–3391. https://doi.org/10.4236/ce.2019.1013260

Mustafa, P. B. (2018). The Role of Illustration In Enhancing Reading. *Jurnal Ilmu Pendidikan Dan Pengajaran*, *5*(3).

Nasser, A. N. A. (2018). Teaching the writing skill to Yemeni EFL learners : The importance and Challange. *South-Asian Journal Multidisciplinary Studies (SAJSM)*, *3*(6).

Nunan, D. (2004). *Task-based Language Teaching.* Cambridge University Press.

Pavlikova, K. (2019). *Use of monologues , games and problem solving activities. 2019*(1), 83–92.

Preszler, J. (1925). *On Target : Strategies to Build Student Vocabularies* (p. 24).

Purwati, N., & Corebima, A. D. (2018). *Increasing Islamic Junior High School Students Learning Outcomes through Integration of Science Learning and Islamic Values. 11*(4), 841–854.

Rainey, D. W., & Larsen, J. D. (2002). The Effect of Familiar Melodies on Initial Learning and Long-term Memory for Unconnected Text. *Music Perception: An Interdisciplinary Journal*, *20*(2), 173–186.

Ranabumi, R., Rohmadi, M., & Subiyantoro, S. (2017). Improving Students ' Writing Short Story Skill through Time Token Learning and Video Media Improving Students ' Writing Short Story Skill through Time Token Learning and Video Media on grade VII Junior High School. *Journal of Education and Learning, November 2017.* https://doi.org/10.11591/edulearn.v11i4.6808

Richey, R. C., & Klein, J. D. (2017). *Design and Development Research Methods, Strategies, and Issues.* Lawrence Erlbaum Associates, Inc.

Rohmana, W. I. M. (2020). Immersing Islamic Value in English Language Teaching : A Challenge for English Teachers. *Jurnal of English Language Teaching*, *05*(01), 47–50.

Rossiter, A. (2021). *The importance of GRAMMAR It is sometimes claimed that teaching grammar is elitist . This.*

Serin, H. (2018). A Comparison of Teacher-Centered and Student-Centered Approaches in Educational Settings. *International Journal of Social Science & Educational Studies*, *5*(1), 164–167. https://doi.org/10.23918/ijsses.v5i1p164

Singh, C. K. S., Singh, A. K. J., Razaq, N. Q. A., & Ravinthar, T. (2017). Grammar Errors Made by ESL Tertiary Students in Writing. *English Language Teaching*, *10*(5), 16–27. https://doi.org/10.5539/elt.v10n5p16

Viera, R. T. (2017). *Vocabulary knowledge in the production of written texts : a case study on EFL language learners. 30*(Diciembre), 89–105.

Willis, J. (1996). *A Framework for Task-Based Learning.* Addison Wesley Longman Limited.