

CHAPTER I

INTROUCTION

In this chapter, the researcher presents the background of study, research focuses, research objectives, definition of key terms, significance of study, previous study, as well as related literature.

A. Background of Study

As time goes by, the accelerating factors of globalization have also made the global competition more competitive. In the increasingly competitive global competition, many things are required, both in terms of high educational standards, professional experience and language acquisition. Mastering English language are important to establish national and international communication. English is an international language spoken by almost all countries in the world. Therefore, mastering English skills is very important and evolves from time to time. Although English is a foreign language in our country, there are quite a few people who are fluent in English because English can also be used to communicate with foreigners and in business, teaching, and learning processes.

In earlier years, English was mainly used in oral and non-verbal communication. Unfortunately, non-oral communication is applied to formal letters, emails, and even job advertisements. However, English was used in

many things as part of life will continue.¹ Speaking of language usage, English usually be used in business, general and education field.

Due to the importance of English and sufficiently needed at this time, English lessons in the teaching and learning process are taught in elementary school, junior high school, senior high school, and university. However, English teaching at university differs from what was taught in previous schools. Therefore, two lessons of English will be taught, namely General English and English for Specific Purposes. General English is learning taught in general, but in English Specific Purpose, learning will be more specific to the significant subject.

According to Hutchinson & Waters, English for Specific Purpose is an approach to language teaching in which all content and method are based on the learner's reason for learning.² While Robinson state that the main feature of English for Specific Purpose that distinguishes it from general English is learning pointed toward specific goals, especially in science and the profession. In the meantime, the substance of English for a specific purpose is designed and developed based on the concept of needs analysis. This concept aims to connect what learners need in academic and professional fields. Therefore, English for Specific Purposes emphasizes learners at the academic or higher education level

¹ Yasmi Adriansyah, Fadhilah Wiriatma, and Jaime Berrill, *English for Business and Diplomacy: Sebuah Panduan Bahasa Inggris Untuk Para Pelaku Bisnis, Kalangan Profesional, Dan Praktisi Hubungan Antarbangsa* (Jakarta: Kencana, 2020), 2.

² Tom Hutchinson and Alan Waters, *English for Specific Purposes*, Cambridge Language Teaching Library (Cambridge: Cambridge University Press, 1987), 19, <https://doi.org/10.1017/CBO9780511733031>.

and the professional or workplace level.³ Applying English for a specific purpose is important because the English teacher's lesson is something students need. Unlike general English, all English learning is generally taught, even though the students do not need it. Therefore, English for Specific Purposes focuses on higher education for a specific lesson, so teachers can quickly figure out what lesson students need to learn.

Each learner or learning group needs learning materials different from other groups. In addition, the demand for learning materials this year also differed from the demand for learning materials last year.⁴ Learning material are the curriculum content that students must master according to essential competencies to achieve competency standards for each subject in a given academic unit. The material is the most important part of the learning process, even in the classroom, which focuses on the learning material.⁵ Therefore, it requires topics suitable for the students to learn efficiently in accordance with the material needed for them.

Based on the explanation, the researcher is interested in analyzing the English learning materials at Sharia Economic Program of Islamic Economic and Business Faculty of IAIN Madura. This research is not new in another university, but the research about learning materials is new especially in IAIN Madura. The researcher intended to know the content of the English Learning

³ Dyah Aju Hermawati, "Analisis Kebutuhan (Need Analysis) Untuk Pembelajaran Bahasa Inggris Khusus (ESP) Pada Kelas Manajemen Agroindustri" Vol. 15 No.2 (July 21, 2016): 1, <https://doi.org/10.25047/jii.v15.45>.

⁴ Reni Kusumaningputri, "Need Anaysis Dalam Matakuliah" Vol. 8 No.2 (December 2011): 324.

⁵ Wina Sanjaya, *Perencanaan dan desain sistem pembelajaran* (Jakarta: Kencana, 2008), 142.

Materials and the suitability with the ESP of Sharia Economic. Based on the background and the theory above, the researcher wants to conduct a study about **“The Analysis of English Learning Materials at Sharia Economic Program of Islamic Economic and Business Faculty of IAIN Madura.”**

B. Research Problems

Research problems are the educational issues, controversies, or concerns that guide the need for conducting a study.⁶ Based on the research context as described above, this research is focused on the formulation of the problems as follow:

1. How is the content of English learning materials at Sharia Economic Program of Islamic Economic and Business Faculty of IAIN Madura?
2. How is the suitability between English learning materials at Sharia Economic Program of Islamic Economic and Business Faculty of IAIN Madura with the ESP of Sharia Economic?

C. Research Objectives

Research objective is the main purpose or objective of the research used to address the problem, which is also related to the research focus.⁷ In addition, the research objective reveals the objective to be achieved in the study.⁸

Based on the research problem above, the research objective as follow:

⁶ John W. Creswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*, 4th ed (Boston: Pearson, 2012), 59.

⁷ Creswell, 60.

⁸ Tim Penyusun, *Pedoman Penulisan Karya Ilmiah* (Pamekasan: Institut Agama Islam Negeri Madura, 2020), 19.

1. To explain the content of English learning materials at Sharia Economic Program of Islamic Economic and Business Faculty of IAIN Madura.
2. To describe the suitability between English learning materials at Sharia Economic Program of Islamic Economic and Business Faculty of IAIN Madura with the ESP of Sharia Economic.

D. Significance of Study

Significance of the study describes usefulness or urgency of the research, either scientific use (theoretical) as well social use (practical).⁹ So, significance of study is an explanation that explain the benefits of research, especially for education, students, teachers, further researcher and researcher itself.

The significance of the study in the practical contribution is:

1. Theoretical Significance

The result of this study will help provide contributions and information about education, especially in the language field. Furthermore, it will be an alternative reference to enrich knowledge about material development of English learning materials.

2. Practical Significance

a. For English lecturers

To contribute to English lecturers' attempts to successfully determine suitable English learning materials for the students at Sharia

⁹ Penyusun, 38.

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Madura.

b. For the students

This research will help the lecturers in attempting to determine the suitable materials, so that the students will be taught with the suitable materials for their work or educational purpose.

c. For the other researcher

This research will be the previous study for the next researcher to conduct further research dealing with the related problem.

d. IAIN Madura

It will be a new reference for IAIN Madura and enrich the references in increasing college students' quality.

E. Definition of Key Terms

Defining key terms is needed to avoid differences in understanding or unclear meanings. The terms needed to explain are those concerned with the main concepts in a thesis.¹⁰ To avoid misunderstanding and word difficult for the readers in clarifying about the key terms, the researcher wants to provide an explanation of terms, as follow:

1. Materials Development is the study and practice of developing materials for the teaching of language, including the principles and processes of designing, and evaluating materials.

¹⁰ Creswell, *Educational Research*, 82.

2. Sharia Economic Program is one of several programs at Islamic Economic and Business faculty of IAIN Madura, this program basically a field of study that studies about knowledge, theory and economic resources to meet the needs of human life, especially from an Islamic perspective.
3. English Learning Material is a textbook that used to teach by the English lecturer at Sharia Economic Program of Islamic Economic and Business faculty of IAIN Madura.
4. ESP of Sharia Economic is Economic English material based on Sharia Economic system that designed especially for economic students in the university.

F. Previous Study

There are several researchers who conduct the same research. The previous study, Heni Fatmawati, entitled "Need Analysis in English for Specific Purpose at Vocational School". In that thesis, the researcher can find out that the study investigated the learners' need to learn English at Vocational School. There was only one research focus in her thesis: How is the need in English for Specific Purposes of the eleventh-grade students of marketing major at SMK Negeri 1 Demak in the academic year of 2016/2017? The objective of her research was to describe the need for English for Specific Purposes of the eleventh-grade students of marketing major at SMK Negeri 1 Demak in the academic year of 2016/2017. She used the descriptive qualitative method in conducting her research, also a classroom observation checklist and

questionnaire as the data collection procedure of her research.¹¹ The similarity between her research and this research is both are using qualitative research approach. The difference between this thesis and her thesis are the data collection procedure. This research uses observation, and documentation, while her thesis used observation and questionnaires.

Another previous study was conducted by Riana Putri entitled "The Analysis of Learners' Needs of English Learning Materials for Bilingual Program of Nursing Students at University of Muhammadiyah Banjarmasin". In that thesis, the researcher can find out that the study investigated the learners' need to learn English nursing students. There were two research questions in her research, those were: "What are the Nursing students' needs in learning English at the University of Muhammadiyah Banjarmasin?" and "How are the English teaching-learning materials for Nursing students at the University of Muhammadiyah Banjarmasin?". The objective of her research was to describe the Nursing students' needs in learning English at the University of Muhammadiyah Banjarmasin, and to explain the English teaching and learning materials for Nursing students at the University of Muhammadiyah Banjarmasin. She used the qualitative method to conduct her research, also interview and documentation as the data collection procedure of her research.¹²

The similarity between her thesis and this thesis is the research approach, both

¹¹ Heni Fatmawati, "Need Analysis in English for Specific Purposes at Vocational School" (Semarang, Walisongo State Islamic University, 2017).

¹² Riana Putri, "The Analysis of Learners' Need of English Learning Materials for Bilingual Program of Nursing Students at University of Muhammadiyah Banjarmasin" (Banjarmasin, Antasari State Islamic University, 2021).

are using qualitative research approach, both of the thesis explains about the English teaching Learning materials, also the data collection procedure from both of the research are using documentation. The difference between this thesis and her thesis are the subject of the study, her research analyses learners' needs for English learning materials for a bilingual program of Nursing students at the University of Muhammadiyah Banjarmasin, while this research analyses the English learning materials at Sharia Economic Program of Islamic Economic and Business Faculty of IAIN Madura.

G. Review of Related Literature

Creswell explains that a literature review is a written summary of journals, articles, books and other documents that describe the past and current state of information on the topic of our research study. The following study will explain the theory that is related to the study.¹³ It means that the literature review is a theory that related with the topic of research study which can be taken from some source such books, journal, articles etc.

1. Material Development

a. Definition of Materials

Material is the important factors in the learning process.

Tomlinson stated that material is anything which is used to help teaching language to the learners. It can be the form of textbook, workbook, a

¹³ Creswell, *Educational Research*, 623.

cassette, a video, a newspaper, etc.¹⁴ it means that the terms of materials not only coursebook, but broader than that.

b. The definition of materials development

According to Tomlinson, materials development refers to anything which is done by writers, teachers or learners to provide sources of language input and to exploit those sources in way which maximize the likelihood of intake, in other words the supplying of information about and/or experience of the language in ways designed to promote language learning.¹⁵

Moreover, Graves explain that for teacher, materials development means creating, choosing or adapting, and organizing materials and activities so that the students can achieve the objectives that will help them reach the goals of the course.¹⁶ The teachers are materials developers in that they are involved every day in matching the materials to the needs of their learners. They customize the materials as proper as possible.

c. Materials evaluation

In order to make successful, properly selecting, adapting developing, or designing their own materials, teachers should be able to

¹⁴ Brian Tomlinson, *Materials Development in Language Teaching* (Cambridge University Press, 1998), 2.

¹⁵ Kathleen Graves, *Designing Language Course: A Guide for Teachers* (Heinle & Heinle; 1st edition, 1999), 149.

¹⁶ Graves, 150.

evaluate the materials. Point out that materials evaluation involves measuring the value (or potential) of a set of learning materials by making judgements about the effect of the materials on the people using them, the materials evaluation should be based on principles. There are two aspects that should be considered in developing the principles. They are evaluator's every theory of learning and teaching and learning theory. There are three types of materials evaluation. The first is 'Pre-Use' evaluation. This type involves making predictions about the potential value of materials for their users. Often it is impressionistic, subjective and unreliable. The second type is 'Whilst-Use' evaluation. It involves measuring the value of materials whilst using them being used. It can be reliable and objective than pre-use evaluation as it makes use of measurement rather than prediction. The last type is "post-use" evaluation. It is the most valuable type of evaluation as it can measure the actual effects of the materials on the users. The ways of measuring the post-use effects of materials include: tests of what has been taught, tests of what the students can do, examinations, interviews, questionnaires, criterion referenced evaluations by the users, post-course diaries, etc.¹⁷

¹⁷ Brian Tomlinson and Hitomi Mashura, *Developing Language Course Materials RELC Portfolios Series II* (Singapore: SEAMEO Regional Language Centre, 2004), 1.

d. The criteria of effective materials

There are some criteria of effective materials based on Tomlinson. The first criterion is that the materials should achieve impact. It means that the materials have a noticeable effect on the learners. Secondly, materials should help learners to feel at ease, for example make learners feel more comfortable with the materials. The third criterion is materials should help learners to develop confidence and make them feel they can do the tasks. The materials can help the learners to feel successful by asking them to use simple language to accomplish easy tasks. The fourth criterion of good materials is what is being taught should be perceived by learners as relevant and useful. Then, the next criterion is the materials should require and facilitate learner self-investment, learners must be ready to acquire the points being taught, materials should expose the learners to language in authentic use, the learners' attention should be drawn to linguistic features of the input, materials should provide the learners with opportunities to use the target language to achieve communication purposes, materials should take into account that the positive effects of instruction are usually delayed, materials should take into account that learners differ in learning styles, materials should take into account that learners differ in affective attitudes, materials should permit a silent period at a beginning of instruction, materials should maximize learning potential by encouraging intellectual, aesthetic and emotional

involvement which stimulates both right and left brain activities, materials should not rely too much on controlled practice, and materials should provide opportunities for outcome feedback.¹⁸

Also, Hutchinson and Waters propose that good materials will contain interesting texts, enjoyable activities which engage the learners' thinking capacities, opportunities for learners to use their existing knowledge and skills, content which both learner and teacher can cope with. They also state that good materials should provide a clear and coherent unit structure which will guide teacher and learner through various activities in such a way to maximize the chances of learning.¹⁹

e. Selecting and developing materials

Frendo state that all the teacher has to do is find those that best fit the needs and aims of their learners. Coursebooks are popular all over the world, and there are very good reasons for this. A coursebook provides a solid framework to work with, which is particularly useful for the less experienced teacher or one who is under time pressure. Many of the pedagogic decisions, such as course content and methodology, are already made. Most coursebooks look professional, which is normally important with business English learners. In addition, many coursebooks come as part of a package that includes comprehensive teacher's guides and resources, supplementary materials for the

¹⁸ Tomlinson, *Materials Development in Language Teaching*, 7–22.

¹⁹ Hutchinson and Waters, *English for Specific Purposes*, 107.

students, self-study materials, audio and video resources, and so on. For certain types of courses, and particularly those for pre-experienced groups, they may also provide a window on the business world.²⁰

f. Principles of materials development

One thing that needs to consider before developing the material is the principles of materials development. Here are the principles stated by Richards:²¹

1) The material must be based on sound theoretical learning principles

The learning principle, especially in language learning, that can be understood by the teacher is that there is an instructional activity in which involves the language skills required. It also should have an aim to reach and achieve language learning.

2) Meet the learners' need and background

Materials should take any attention into the learners' need since it becomes the important thing should be considered before the development. The learners need can be obtained by asking the teacher or conducting the observation. It can be also done by looking at the syllabus used. In addition to learners' background, learners have different learning styles in which it needs teachers' awareness

²⁰ Evan Frenco, *How to Teach Business English*, 4th ed. (Pearson Education Limited, 2005), 43.

²¹ Jack C. Richards, *Curriculum Development in Language Teaching* (New York: Cambridge University Press, 2001), 23.

in the development of the material. The learning style here includes visual, audio, kinesthetic, etc.

In this case, one student may have a visual learning style in which they prefer to see the content material to listen to the material. Furthermore, the student may have an auditory learning style in which they prefer to listen to the material to see the object or do something. On the other hand, some students may have kinesthetic learning styles in which they prefer to do something physically to listen or see the material.

3) Provide examples of language use

A good material should give many examples of language use. Learners will get the ease of the learning language if they are given more examples of the use of the language which relevant to their life. The examples can be in the form of texts and illustrations which closely happened around the learners' life.

4) Provide meaningful activities

Meaningful activities mean that the activities will give learners a real experience in using the language so that they can get the meaning of learning the language. The activities may come from the instruction and task that require students to do something physically by using the context of language use. The material should

not be only explaining without considering the activities the learners can do.

Materials development is an effort to develop their own teaching materials. To carry out the development of teaching materials themselves, a teaching material developer must carry out the stages of the process in developing materials.

2. Sharia Economic Program

a. Definition of Sharia Economic

In general, the concept of economics is one of the social sciences that studies human activities related to the production, distribution, and consumption of goods and services. In Indonesia, the use of the term Islamic economy is sometimes used interchangeably with the term sharia economic. Included in the use of the term in courses or study programs in higher education. Some call Islamic Economy, some call it Sharia Economic. This is because the understanding of Islamic economic is also similar to the understanding of Sharia Economics.²²

b. Sources of Sharia Economic law

As part of the teachings of Islamic Sharia, Sharia Economics has the same sources of law as sources of law in Islam in general, namely:

²² Juhaya S Praja, *Ekonomi Syariah* (Bandung: Pustaka Setia, 2012), 56.

1) Al-Qur'an

Al Qur'an is the first and the main source of Sharia Economic, where we can find things that we have to do with the economy and also with the law. As the first and most important source of law, Al Qur'an of Muslims should be added together in order to find and attract laws. The verses of the Qur'an must come first when it comes to answering the problem from outside the Qur'an as long as the law and the answer are found in the ayah of Qur'an.²³ The number of verses of Sharia Economic law in the Qur'an is only about 3% to 4% of all verses in the Qur'an.

2) Hadith

Hadith, or often referred as Sunnah, is the second source in Islamic legislation. In it we find the typical rules of the Islamic Economy.²⁴ The number of hadiths with legal content is very limited and still controversial. Some argue that Ahkam Hadith, is 3000 hadiths, others argue that there are 1200 hadiths, other say that the number is 500 hadiths.²⁵

3) Ijtihad

The door of ijtihad for the master of Fiqh is wide open, arguing that the laws in nash are finite, while human activity is

²³ Fathurrahman Djamil, *Hukum Ekonomi Islam: Sejarah, Teori, dan Konsep* (Jakarta: Sinar Grafika, 2013), 8.

²⁴ Mardani, *Hukum Ekonomi Syariah* (Bandung: Refika Aditama, 2011), 8.

²⁵ Yoyok Prasetyo, *Ekonomi Syariah* (Penerbit Aria Mandiri Group, 2018), 6.

infinite, therefore it is impossible to bring the infinite back to the finite. It is this source of Ijtihad that plays a very important role in the development of Islamic Fiqh, especially in the field of Islamic Economy (muamalah). It would not be too much to say that the most needed source of ijthad is necessary in Sharia Economic law.²⁶

c. Sharia Economic principles

In its implementation, Islamic Economics must carry out the following principles:

- 1) Various resources are seen as gifts or entrusted by Allah.²⁷ So that the humans cannot be arbitrary with existing resources.
- 2) Islam recognizes private ownership within certain limits, so it is not absolute individual ownership.
- 3) The main driving force of the Islamic economy is cooperation. The principles of congregation, togetherness and mutual assistance are also the basic foundations of Islamic Economics.
- 4) Sharia Economics rejects the accumulation of wealth that is controlled by only a handful of people, meaning that Islamic Economics emphasize the principle of equal distribution of wealth, so that there are no striking disparities.

²⁶ Ibrahim Hosen, *Asas-Asas Hukum Muamalat (Hukum Perdata Islam)* (Yogyakarta: UII Press, 2000), 13.

²⁷ Rozalinda, *Ekonomi Islam: Teori Dan Aplikasinya Pada Aktivitas Ekonomi*, Edisi 1, Cetakan ke-5 (Depok: Rajawali Press, 2019), 16.

- 5) A Muslim must fear Allah and the day of determination in the hereafter, so that consideration of decisions in sharia economics is not solely for worldly gains. Zakat must be paid for wealth that has met the limit (*hishab*), meaning that not all Muslims are subject to the obligation to pay zakat, but those who have certain assets are required to pay zakat.
- 6) Islam prohibits usury in all forms, where currently there are many variations of usury that we need to avoid.²⁸

From the explanation above, we know that Sharia Economic Program is a social science that studies economic problems and behavior from Islamic point of view. So, within the Sharia Economic Program, students will study existing economic theories and practices to be reviewed according to the Islamic point of view.

3. English Learning Materials

Allwright argues that learning material should teach students to learn, that they should be resource books for ideas and that they should give teachers rational for what they do. Learning materials used to help transfer information and skills to others. These are used in teaching at places like schools, colleges, and universities. These can include course books, videos, graded readers, flash cards, games, websites and mobile phone interactions, though, inevitably, much of the literature focuses on printed materials. The

²⁸ Prasetyo, *Ekonomi Syariah*, 8.

common characteristics of all of them are that they should enhance teaching in meaningful, interesting way.²⁹

English learning materials that used in the class of Sharia Economic Program is a book namely “English for Islamic Studies: A Contextual Reading Text Based”, this book compiled by some lecturers in IAIN Madura whose are: Eva Nikmatul Rabbianty; Abd. Ghofur; Lasmi Febrianingrum, this book published by Pustaka Bening. General English is the background of them in compiling this book, which means the book is designed to teach the basics of English skills for everyday communication and in an Islamic context.³⁰

4. ESP of Sharia Economic

ESP of Sharia Economic is English material based on Sharia Economic system that designed especially for economic students in the university. The material is designed through the process of specific needs analysis, so that, the material is expected to be suitable for the students’ needs and levels.

Syamsul Una state that, in the aspects of language skills, economic English based on Sharia Economic system is to apply integrated skills namely:

²⁹ Syamsul Una, *Developing Economic English Intructional Material Based on Shariah Economy System* (Pekalongan: PT. Nasya Expanding Management, 2021), 37.

³⁰ Eva Nikmatul Rabbianty, Abd. Ghofur, and Lasmi Febrianingrum, *English for Islamic Studies: A Contextual Reading Text Based* (Pamekasan: Language Unit State Institute of Madura, 2019).

- a. Listening, students should be able to understand and identify the arguments and the points of someone talks.
- b. Speaking, students should be able to participate effectively in speech such as speaking individually, being a presenter at the seminar, and including how to develop an argument in the discussions.
- c. Reading, students can understand various of texts that are from textbooks, articles, newspaper, and the internet.
- d. Writing, students can produce understandable and well-structured writing, and also the students should have ability to paraphrase and use phrases appropriately.

According to Syamsul Una, in the aspect of content, Economic English based on Sharia Economic system uses vocabulary, sentence, theme, title that are used in teaching and learning related to Sharia Economy practice. In this case, the students are given the complete explanation so that they can analyze various economic problems. Through this study, students are expected to be able to participate in a variety of functions in businesses and public sectors. Students are prepared to be a financial analyst, economic consultant, human resource managers, policy advisers, researchers, etc.³¹

³¹ Syamsul Una, Djamiah Husain, and Abd. Halim, "The Attitude of Economic Students and Lecturers toward Economic English Material Based on Shariah Economy System," *Journal of Language Teaching and Research*, July 2017, 698.