



## Development of Multimedia-Based and Islamic English Textbooks at IAIN Palopo Language Laboratory

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**Abstract:** *The purpose of this research is to develop multimedia-based English teaching materials for the language lab, integrating basic Islamic values to meet students' needs at IAIN Palopo. The goal is to ensure the teaching materials are valid, practical, and effective in enhancing English competence while reinforcing Islamic knowledge. This study investigates the profile of such English teaching materials, evaluating their validity, practicality, and effectiveness in the language lab with a multimedia system. The research employs the Research and Development (R&D) method using the modified ADDIE design model: Analyze, Design, Develop, Implement, Evaluate, simplified into six processes: Needs analysis, material development, expert validation, product revision, product trial, and final product. Based on needs analysis through questionnaires and interviews, the developed teaching materials support language lab learning and consist of six units: (1) Pillars of Islam, (2) The First Pillar: Shahada, (3) The Second Pillar: Prayer, (4) The Third Pillar: Zakat, (5) The Fourth Pillar: Fasting, (6) The Fifth Pillar: Hajj. Each unit follows a structured framework based on student needs. Students engage in activities like Puzzling, Rearranging, Matching, and Ordering, using multimedia elements such as images and text, and utilizing WhatsApp on mobile phones. This approach strengthens students' English and Islamic vocabulary, providing a foundation before core material. This study aims to support IAIN Palopo students by integrating Islamic content in English learning, enhancing both linguistic and religious understanding through innovative, multimedia teaching materials.*

**Keywords:** *English for Specific Purpose, Multimedia, Islamic Education*

### INTRODUCTION

In the world of Islamic education, English has a very important role, because with English, it can be likened to the key to mastering science. We can study science that uses the language of English. As we know, some Islamic educational references use Arabic as the language of instruction, for example, Ibn Sina's book on medicine, Al Jabar's book on mathematics, Ibn Khaldun's book on politics and history. Their books are currently taught in western countries such as Germany, England, Canada, or America. So that their Arabic books have been adopted and translated into English. By mastering English, we can also exchange information about Islam, science, or both, better known as Islamic Science. And we can preach by using

writings such as articles or compiling books in English containing Islamic studies, then we publish them on the internet. As we know that internet media is very effective as a means of disseminating information. And English is a language that is often used on the internet. So, it can be understood that English is very important in the world of Islamic education.

In connection with the problem of language laboratory management, multimedia facilities, various previous studies provide an overview of a very strategic function in providing strengthening and development of students' foreign language skills in higher education. one aspect that greatly affects the existence of language laboratory functions as a language learning center. Kadek Yati Fitria Dewi (2017) revealed that the language laboratory is a foreign language learning media that facilitates teachers and learners to be able to learn and practice more effectively. This effectiveness is supported by the presence of audio-video facilities and multimedia computers, because learners get direct references from native speakers. Indeed, the language laboratory is a facility that is not only to support foreign language learning, but also for the purposes of deepening various fields of study through audio, video, and CD / DVD Rom. For maximum use, the language laboratory should use media and materials that are in accordance with the situation of the students, therefore it is necessary to find the right solution in order to improve the quality of English language learning so that students can more easily understand and comprehend it.

Research that focuses on laboratory development that focuses on the management and management of superior English language laboratories with multimedia systems has also been carried out by several other previous researchers who will support this research, among others: Yusman et al, Utilization of Multimedia Language Laboratory in Teaching Speaking Proficiency Class X at Sma Negeri 1 Malang which aims to obtain information about multimedia language laboratories so that it can be taken into consideration in its utilization. The results showed that multimedia language laboratories proved effective in increasing student motivation and achievement in speaking proficiency. Furthermore, Tanjung Mulyono who examined the utilization of Language Laboratories to Improve Learning Outcomes of English Listening Skills in Class X Students of SMA 13 Surabaya. He showed that the utilization of language laboratories in SMA Negeri 13 Surabaya which is oriented towards KTSP is not going well and has not fully aligned with the objectives and development principles of KTSP itself, thus affecting several aspects of the function of this learning resource which ultimately has a direct impact on the learning outcomes of English students listening skills. Another research that became the basis of this study was by Abdelaziz Mohammed, entitled The Role of Language Laboratory in English Language Learning. This study aims to determine the relationship between language laboratories and effective ways to master English. This study recommends the use of language labs in higher education.

Based on the results of observations at the language laboratory at IAIN Palopo, conducted in March 2019, it was found that the language laboratory has not been maximally utilized the function and role of the language laboratory in improving English language learning by all students with various Islamic-based

scientific backgrounds and campus development. Furthermore, its presence has not been seen as something important and provides great support, therefore the use of the language lab needs optimization of learning that is integrated with Islamic knowledge of PTKIN students to support effective and optimal learning. Another problem that becomes an obstacle is the unavailability of teaching materials and worksheets that strengthen the existence of language laboratories based on Islamic content.

Therefore, the research team is interested in compiling teaching books that are multi-media based and have Islamic content. Furthermore, researchers will develop teaching materials for the availability of teaching materials, modules and worksheets based on Islamic materials that support laboratory services as an Islamic campus that can support basic Islamic knowledge and Islamic character of students according to student needs. In general, this research will try to realize the creation of superior language laboratory services in improving the English language of IAIN Palopo students who are characterized by Islamic material in the language laboratory. Problem formulation in this research is formulated in the form of questions, namely: What is the profile of valid, practical and effective English teaching materials that can be used during learning at the IAIN Palopo Language Laboratory with a multimedia system and has the content of strengthening Islamic values and basic knowledge in accordance with the needs of students to support the quality of English competence and at the same time strengthening the basic Islamic knowledge of IAIN Palopo students? What is the profile of teaching materials used during learning in the language lab that are valid, practical and effective?

## **LITERATURE REVIEW**

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This research focuses on the development of laboratories that focus on the management and management of superior English language laboratories with multimedia systems that can improve the quality of language laboratory use at IAIN Palopo as well as the development of English teaching materials in language laboratories that are multi-media based and contain Islamic values. There are several research studies that are relevant to this research, among others: (1) Yusman et al, Utilization of Multimedia Language Laboratory in Teaching Speaking Proficiency Class X at Sma Negeri 1 Malang. This study aims to obtain information about the multimedia language laboratory so that it can be taken into consideration in its utilization. The results showed that multimedia language laboratories have been used in teaching speaking, through the use of home theaters, televisions and satellite dishes, and wireless clip-on mics. The multimedia language laboratory proved to be effective in increasing students' learning motivation and achievement in speaking proficiency. (2) Tanjung Mulyono, Utilization of Language Laboratory to Improve Learning Outcomes of English Listening Skills in Class X Students of Sma 13 Surabaya. The results of this study indicate that the utilization of language laboratories in SMA Negeri 13 Surabaya which is oriented towards KTSP is not going well and has not fully aligned with the objectives and development principles of KTSP itself, thus affecting several aspects of the function of this learning resource which ultimately has a direct impact on student learning outcomes in English listening skills.

Based on the results of this study, it can be suggested that improvements be made to laboratory management oriented to KTSP, both organizationally and personnel. Also revamping the operational system of laboratory utilization. There are also several utilization formats that are proposed so that laboratory management is more synergized with KTSP as its orientation. (3) Abdelaziz Mohammed, entitled *The Role of Language Laboratory in English Language Learning*. This study aims to determine the relationship between language laboratories and effective ways to master English. This study recommends the use of language labs in higher education. (4) Chandradasa & Jayawardane, 2018 *The Role Of The Language Laboratory In Learning English As A Second Language In A University Context With Reference To Sri Lank* This study aims to analyze the role of language laboratories in English language learning. The results showed that the language laboratory plays a very big role. Students attend classes that are relaxed and provide opportunities to use the target language, more confident, highly individualized, interact and direct correction. The lab is the best place for listening and speaking. A well-considered approach will make language labs an excellent strategy for the long-term success of language learning.

The research has discussed the use of labs for education and various developments to improve the quality of the contribution of language laboratories to institutions and institutions at various levels. However, there are still few that focus on language laboratories by providing prototype teaching materials at PTKIN in Indonesia, especially in eastern Indonesia.

### **Multimedia Laboratory**

According to Richard E. Mayer (2009:3) multimedia is the presentation of material using words as well as images. Richard's definition is intended for "words" whose material is presented in verbal form, and "images" whose material is presented in the form of images. When multimedia is used as a noun, its meaning will refer to the technology for presenting material in verbal and visual form. As an adverb, multimedia can mean multimedia learning, multimedia message, multimedia instructional message. The author's focus in developing this learning media is the design of multimedia instructional messages or the design of multimedia instructional messages involving words and images aimed at improving multimedia learning. The most effective computer-based multimedia presentation is Concise Narated Animation (CNA) where it is explained that multimedia features include interrelated animation and narration, rather than narration alone.

### **Islam-based English Learning Materials**

Hutchinson & Waters state that English for Specific Purposes (ESP) is a language learning approach that emphasizes all decisions about the content and methods to be used based on the reasons of the learners or students (Hutchinson and Water, 1987). Meanwhile, Paltridge & Starfield stated that ESP is the process of teaching and learning English as a foreign or second language with the ultimate goal of the students being able to use the English they learn for specific domains.

## **RESEARCH METHOD**

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This research uses Research and Development (R&D) research, because researchers analyze a product that can be implemented in educational institutions (Borg & Gall). This research does not intend to test or verify the theory, but to identify student needs and further develop teaching materials that suit student needs, validate teaching materials developed by researchers and adapt to the learning styles of millennial students who utilize technology and the internet through blended learning.

### ***Development Model***

The development model used in this study uses the ADDIE design model and is modified with the ESP curriculum design model. There are several reasons why researchers use the ADDIE design model and the ESP curriculum design model, one of which is because the ADDIE design model is a design model that strongly underlies the development process to be developed, as well as the stages of the ADDIE design model in accordance with the development process expected by researchers, because the ADDIE design model does not require a long process like other development design models. Researchers chose to combine the ESP curriculum design model because, in this teaching material development research, developing English teaching materials for students of the Islamic Education Study Program of IAIN Palopo and IAIN Manado, therefore, the ESP curriculum design model is needed in this teaching material development research.

### ***Need Analysis***

Need analysis is intended to obtain information from students including needs analysis and students' target needs. At this stage, researchers gave questionnaires to students of the Islamic Education Study Program at IAIN Palopo and IAIN Manado. This questionnaire was designed to obtain some information about the design, input and learning activities to be used, in order to produce teaching materials that meet the needs of students of the Islamic Education Study Program of IAIN Palopo and IAIN Manado.

### ***Design***

After analyzing the needs of students, the next step is to determine the syllabus based on the results of the target needs analysis and student needs analysis. This syllabus is designed to determine the level of students, learning materials, material content, learning areas and sequences, and planning the content of learning materials. At this stage, preparing for the development of materials is also done by collecting and selecting terms or texts related to the Islamic Education Study Program of IAIN Palopo and IAIN Manado, which have the potential to engage students effectively and provide students with a lot of experience in language and useful in life.

### ***Development***

At this stage, the materials are developed according to those in the syllabus that has been developed previously based on the needs of students of Islamic Education Study Program IAIN Palopo and IAIN Manado. The syllabus that has

been designed is developed into tasks, making instructions, and layouts that have been designed. After the initial draft of the materials had been developed, the materials were validated by experts. Feedback from experts was used to revise the initial draft of the developed English teaching materials.

### ***Implementation***

The revised initial draft will be the second draft of the material. At this stage, the second draft of teaching materials was tested on PAI students of IAIN Palopo and IAIN Manado as research subjects to find out whether the teaching materials were appropriate for students of the Islamic Education Study Program of IAIN Palopo and IAIN Palopo. After conducting the trial, students filled out a questionnaire to get more information on the product developed, researchers also conducted interviews. Furthermore, the data was used to revise the second draft of teaching materials.

### ***Evaluation***

After conducting product trials, the second draft of teaching materials was evaluated. At this stage, feedback from students, English lecturers, and from researchers during the product trials provided valuable ideas in revising the teaching materials. The results of the evaluation of the second draft became the final draft of teaching materials that were ready to be used in English courses for students of the Islamic Education Study Program in Palopo and Manado.

## **FINDINGS**

### **Needs and Design of Islamic-Based Teaching Materials and Multimedia**

The target needs of IAIN Palopo students in learning English are to be able to communicate in English well, as well as reinforcement of English vocabulary or terms related to Islam. Students want to understand the recitation of prayers and short verses in English so as to be able to compose paragraphs with a certain number of words ranging from introduction to conclusion for writing competence.

Based on the results of the needs analysis through questionnaires and interviews, the teaching materials developed are in the form of teaching material books to support learning in the language laboratory. This book consists of six units, namely: (1) Pillars of Islam (2) The First Pillar of Islam: Syahadatain (3) The Second Pillar of Islam: Prayer (4) The Third Pillar of Islam: Zakat (5) The Fourth Pillar of Islam: Fasting (6) The Fifth Pillar of Islam: Hajj. Each unit developed in the English teaching materials for IAIN Palopo students has the same framework and structure, namely this teaching material book is prepared based on the results of the needs analysis of IAIN Palopo students. In the learning process, students do fun tasks such as Puzzling, Rearranging, Matching and Ordering activities. The media used in this material is multimedia, namely images, writing and using the whatsapp application on students' mobile phones. They get reinforcement of English Islamic Terms. This material can be a warming up and strengthening vocabulary of students at IAIN Palopo that can be used before entering the core material.

The results section is where you report the findings of your study based upon the methodology [or methodologies] you applied to gather information. The results section should state the findings of the research arranged in a logical sequence without bias or interpretation. A section describing results is particularly necessary if your paper includes data generated from your own research.

The results of research conducted by Boroujeni and Fard (2013) that speaking ability is something that should be owned by a student. In this case, speaking skills are needed by students because it can help students to increase self-confidence, as stated by Agusliana, et al (2016) which states that the development of speaking teaching materials must go through an initial needs analysis so as to produce effective speaking skills.

In addition to speaking skills, students also need language skills such as Grammar and Vocabulary and strategies in learning. For example, learning to learn skills, thinking skills, and problem-solving skills for students to be more effective. These learning strategies are broadly divided into six strategies, namely memory, cognitive, compensation, metacognitive, affective and social strategies. These language learning strategies become the foundation of language learning theory as an initial reference on how to learn more effectively.

### **Development of Teaching Materials for Learning in the Language Laboratory**

English language learning in public Islamic universities requires teaching materials that are not only relevant to international language standards but also in accordance with the Islamic context. Based on the results of the needs analysis conducted through questionnaires and interviews, it was found that the most needed teaching materials are those that can integrate Islamic values with English learning.

The main objective of developing teaching materials is to provide materials that can support learning in the language laboratory, so that students can master English better while deepening their understanding of the Pillars of Islam.

The textbook consists of six main units, each covering one aspect of the Pillars of Islam. Each unit is designed to be easily understood by students, with an interactive and contextual approach. 1.) The Five Pillars of Islam A general introduction to the five pillars of Islam. An explanation of the importance of the Five Pillars of Islam in the life of a Muslim, as well as basic English exercises related to the topic. 2.) First pillar of Islam: Shahadatain The meaning and importance of the two sentences of shahada. Discussion of how shahada is the doorway to Islam. Dialogs and conversation exercises on the pronunciation of the shahada in various situations. 3.) Second pillar of Islam: Prayer A guide to the procedure and importance of prayer. Vocabulary and phrases related to prayer in English, as well as writing and listening exercises focusing on instructions and descriptions of prayer. 4.) Third Pillar of Islam: Zakat About the concept of zakat and its types and financial vocabulary and terms related to zakat as well as how to apply zakat in daily life. 5.) Fourth Pillar of Islam: Fasting Information about the obligation of fasting, especially in the holy month of Ramadan, speaking and writing exercises about the experience of fasting and its benefits. As well as reading related to the theme of fasting. 6.) Fifth Pillar of Islam: Hajj Explanation of the Hajj

and its requirements. Vocabulary exercises related to the journey and rituals of Hajj, as well as simulated conversations and role plays about experiences when going on Hajj.

With the designed teaching materials, it is expected that students at public Islamic universities can develop their English skills more effectively while deepening their understanding of the Pillars of Islam. This integrated approach not only improves language skills but also supports students' character building and religious knowledge.

## RESULTS OF THE EXPERT ASSESSMENT QUESTIONNAIRE

All experts validated the researcher's product; Dr. Maghfirah Thayyib, S.S., M.Hum. as a material expert, Dewi Furwana, S.Pd.I., M.Pd as a language expert, Fadhliah Rahmah Muin, S.Pd.I., M.Pd as a design expert.

**Table 1.** *Results of Product Validation by Experts*

Not.	Criterion	Average	Description	information
<b>A. Content</b>				
1	The scope of the content of the material in the teaching materials is related to the needs of IAIN Palopo.	4	Excellent	Can be used without revision.
2	Sufficient depth of material in the material.	3	Good	Can be used with slight revisions.
3	Authenticity of material content in adequate materials	3	Good	Can be used with slight revisions.
4	The latest issues in the teaching materials are interesting	4	Excellent	Can be used without revision.
<b>B. Indonesian</b>				
5	The language used in the teaching materials is according to the student's ability	4	Excellent	Can be used without revision.
6	The language presented comprehensively on and according to the level of cognitive development of the student	4	Excellent	Can be used without revision.
7	Expressions used according to correct grammar	4	Excellent	Can be used without revision.
8	The language presented in the teaching materials is easy to understand	3	Good	Can be used with slight revisions.
<b>C. Design</b>				



9	The display of material on each unit is clear	3	Good	Can be used with slight revisions.
10	Interesting material display	3	Good	Can be used with slight revisions.
11	Font size fits	3	Good	Can be used with slight revisions.
12	Appropriate typeface	4	Excellent	Can be used without revision.
13	Spacebars are appropriate	4	Excellent	Can be used without revision.
14	Use of correct punctuation	4	Excellent	Can be used without revision.
D. General Evaluation				
15	Presentation	4	Excellent	Can be used without revision.
16	Materials according to the student's level	4	Excellent	Can be used without revision.
17	Form of assessment accordingly	3	Good	Can be used without revision.
Total Score		61		

The average value of the expert validation results is calculated below:

$$M=B/N=61/17=3.58$$

The percentage of expert validation results is calculated below:

$$X=M/N \times 100\%$$

$$X=3.58/4 \times 100\%=89\%$$

The expert validation results get an average score of 3.58 with a percentage of 89% which qualifies as “Good”. The results of expert validation indicate that this product can be used with minor revisions.

## FINAL DRAFT



Based on the assessment team's criticism of the book, the following is the final draft of the book. The use of books as course support in improving the ability to master Islamic vocabulary and terms. As well as the application of books in the form of multimedia is also very appropriate in improving the ability of students.

## CONCLUSION

The target needs of students in learning English are to be able to communicate in English well, and to be able to improve Islamic vocabulary and istikah well. The results of this research product are multimedia-based which is used in the laboratory with several items (1) The learning objectives of this book are as additional learning media and reinforcement. (2) This book contains some vocabulary and materials that are arranged based on the needs of the target and developed. (3) The research methodology is based on Borg and Gall (4) This book is a product that is included in visual media images and technology.

Based on the above conclusions, the researcher would like to make the following suggestions:

1. It is recommended for lecturers to use this product as a supporting media in teaching in the laboratory.
2. It is suggested to further researchers to continue this research to develop the book; hopefully further research can provide better and more progressive results.

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