

Developing English Speaking Teaching Material Based on Project Based learning Spiritual Approaches at Senior High School Student of Islamic Boarding School Ulun Nuha Medan

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ABSTRACT

An effort made in the era of globalization in an Islamic boarding school is to prepare English language skills for students by developing their English speaking skills. However, in reality, the English speaking skills of students are very low, especially at Islamic Boarding School Ulun Nuha Medan, even though they have studied for years. The Researcher tries to provide a solution by using Islamic-themed English teaching materials by using teaching materials based on Project-based Learning spiritual approaches so that students are motivated and more confident in communicating in English, because the teaching materials presented are in accordance with the environment and conditions of the boarding school which is an Islamic environment, so that the interest of students in learning English increases and English communication is created and what is expected by the author and the boarding school is achieved, namely the formation of an English-speaking environment every day.

Keywords: Islamic Speaking English Teaching Materials, Project-Based Learning

I. INTRODUCTION

Language is a tool used to communicate, both verbally and in writing" (Puskur, 2006) for many years, communication of students using English has not been so apparent, because of the interest in learning English, especially in speaking English in the Islamic Boarding School's environment; in particular, there are a number of factors that make students' interest not optimal in learning English to practice English. Among the factors are teaching materials that have not made students interested and enthusiastic about learning English. (Harmer, 2015) Argues "emphasizes the importance of variation in teaching materials to maintain student interest.

Learning using Islamic project-based learning materials for Islamic boarding school children is very important, because it adapts to environmental conditions and learning that are generally Islamic in nature. Therefore we need to create Islamic teaching materials based on project-based learning, so that students are asked to be creative and active. Even applied linguistics experts (Nunan, 2004) emphasize the importance of contextual and communicative language learning. PBL provides opportunities for students to use English in real-world contexts through meaningful projects.

In previous studies, I saw many focused only on strategies, motivation, and vocabulary development so that students could speak English, all of which are also important. However, it is very important to pay attention to how the teaching materials make students creative and feel passionate so that their interest in learning English increases, and English communication will automatically be created with their peers, juniors, teachers, and all residents of the Islamic boarding school. Thus, to facilitate and obtain the maximum results in this study, we took a sample of class XI students at the Ulun Nuha boarding school. It is based on an Experiential Learning Foundation. (Kolb, 1984) "emphasizes that learning is a cyclical process in which students learn by experiencing, reflecting, conceptualizing, and applying knowledge" and (Dewey, 1938) "believes that learning must be centered on direct experience and problem solving. He emphasized the importance of learning that is relevant to students' real lives".

II. METHODS

This section describes the methods used in this study. This chapter introduces the methodology for finding answers to the research questions discussed in the first chapter. This chapter contains a research plan and procedures as well as a process for actualizing the research plan. Therefore, it is necessary to describe the research design in terms of research settings, research participants, data collection techniques and instruments, data analysis, and a general description of the research setting.

A. Desain of The Research

The research was conducted using the development method, also known as the Research and Development (R & D) method. This method is used to produce a product and perform product testing, as stated by Sugiono (2016), namely, a method based on adjustments to a procedure. (Syaodih, Sukmadinata, 2009) stated that the R&D R method is a process for developing a new process to perfect an existing product. The spiritual approach can provide motivation, creativity, and character and can provide self-awareness so that it can be active and easily understood according to what is expected from an independent curriculum based on projects. This involves studying the research findings related to the product to be developed, developing the product based on the findings, conducting field tests in an environment where it will eventually be used, and making revisions that can be corrected during the field test phase (Sari & Dwikurnaningsih, 2025).

B. Data and Data Sources

This research was conducted in Ulun Nuha Boarding School Medan. This Boarding school, especially senior high schools, is located at Jl. Seroja raya Gg Seroja, Kec, Medan Tuntungan, Medan - Sumatra Utara. The Islamic Boarding School has three classes. The auspices of the Medan City Education Department at this time were the students of Senior High School as Population. The researcher used puposive sampling because there were some requirements for participants. The participants of this study were 68 male Senior High school students.

They are selected based on purposive sampling to conduct data collection; therefore, this research employs multiple data sources by inviting learners and teachers of Ulun Nuha Boarding School and experts as validators. To be more detail, the research subjects are elaborated as follows:

- a. Students: Twenty students will get the test three common pictures and one topic of common conversation (pre-test) Islamic pictures and one topic of Islamic conversation (post-test). They became the subject or people to whom this development was addressed, as well as the practitioner.
- b. Teacher (practitioner): 1 teacher
- c. Experts: 3 Experts as the validator media, material, and language to test the feasibility and ensure the appropriateness of the teaching materials. They were lecturers at the University of Pasca Sarjana Muslim Nusantara Al Washliyah Medan.

C. Techniques for Collecting the Data

The data collection in this study encompassed both qualitative and quantitative data obtained through the analysis of teaching material products. Qualitative data included suggestions, criticisms, comments, and written responses to expert evaluations, which the researcher described in detail below. Quantitative data, on the other hand, were processed using various formulas to facilitate a clear presentation to others. This analytical approach aligns with the four key steps of data analysis: data collection, data reduction, data display, and drawing conclusions, followed by verification (Arikunto, 1998).

D. Technique of Analyzing Data

To find out the problem of the low interest of students in learning English, especially their ability to speak English, even though their environment is a senior high school student boarding school Ulun Nuha's environment, the formula of person product moment is applied as follows:

III. RESULTS AND DISCUSSION

A. Research Result

The following data were the results of the pre-test and post-test. The pre-test test is a question of pictures and conversations related to general matters; here, we see how they know words and understand general English. While the post-test test is a question of pictures and conversations related to Islamic matters, the researcher wants their knowledge of words, sentences, and Islamic understanding to be more prominent, so that this can later stimulate their interest and motivation in speaking English, because it is in accordance with their current environment, namely, in Islamic boarding schools.

Table I. The students' score of Pre test

NO	INITIAL NAME	VALUE
1	AB	7
2	FL	8
3	FZ	8
4	MA	8
5	MD	8
6	MF	8
7	MI	8
8	MFS	9
9	MFA	6
10	MR	8
11	MB	7
12	MFZ	8
13	RN	7
14	SA	8
15	SAL	8
16	TR	8
17	ZB	8
18	MN	8
19	MAF	9
20	MFI	8
TOTAL		157

The data used to obtain the results of the students' post-test, are shown in the following table.

Table 2. The students' score of post test

NO	INITIAL NAME	VALUE
1	AB	8
2	FL	9
3	FZ	9
4	MA	9

5	MD	8
6	MF	8
7	MI	8
8	MFS	9
9	MFA	7
10	MR	8
11	MB	8
12	MFZ	8
13	RN	8
14	SA	8
15	SAL	9
16	TR	9
17	ZB	8
18	MN	8
19	MAF	9
20	MFI	9
TOTAL		167

Having been known the sum of the value of students' ability to speak English in the pre-test and post-test, the next task was to calculate the correlation coefficient using a spiritual approach method based on Islamic and general teaching materials in the pre-test and post-test.

Table 3.

NO	X	Y	X ²	Y ²	XY
1	7	8	49	64	56
2	8	9	64	81	72
3	8	9	64	81	72
4	8	9	64	81	72
5	8	9	64	81	72
6	8	8	64	64	64
7	8	8	64	64	64
8	9	8	81	64	72
9	6	9	36	81	54
10	8	7	64	49	56

11	7	8	49	64	56
12	8	8	64	64	64
13	7	8	49	64	64
14	8	8	64	64	64
15	8	8	64	64	64
16	8	9	64	64	72
17	8	9	64	64	72
18	8	8	64	64	64
19	9	8	81	81	72
20	8	9	64	64	72
	157	167	1.241	1.452	1.246

The next duty is to calculating the data to move work on analyzed to prove there is a possitive correlation between the students' pre test and post test.

It has been stated above that the researcher would like to analyze the correlation between the mastery of pre test (X variable) and post test (Y variable). To determine the correlation between students' mastery of the common teaching material as a free variable and students' ability in Islamic teaching material as a bound variable.

To calculate the free variable (X) and variable (Y), the formula of Pearson teaching material is applied as follows:

$$R_{xy} = \frac{\sum X.Y - N.\sum XY}{\sqrt{\{(N.\sum X^2) - (\sum X)^2\} \cdot \{(N.\sum Y^2) - (\sum Y)^2\}}}$$

$$R_{xy} = \frac{157.167 - 20.1.246}{\sqrt{\{(20.1241) - (157)^2\} \cdot \{(20.1452) - (167)^2\}}}$$

$$R_{xy} = \frac{26.219 - 24.920}{\sqrt{\{(24.820) - (24.649) \cdot (29.040) - (27.889)\}}}$$

$$R_{xy} = \frac{1.299}{\sqrt{\{(171) \cdot (1.151)\}}}$$

$$R_{xy} = \frac{1.299}{\sqrt{196.821}}$$

$$R_{xy} = \frac{1.299}{443645}$$

$$R_{xy} = 0,003$$

IV. CONCLUSIONS

The conclusion is that the use of a spiritual approach with project-based learning in research on developing teaching materials for English-speaking skills is very effective when applied in the Ulun Nuha Islamic Boarding School at the high school level. The pre-test results showed that the lowest average score was 67%. From the average score, it can be concluded that students were less interested in the conventional approach. Based on the pre-test results, the researcher wanted to determine the effectiveness of the spiritual approach in developing teaching materials for English-speaking skills. After a post-test was conducted on high school students at Ulun Nuha Islamic Boarding School in Medan, when they received teaching materials using a spiritual approach, their scores (grades) increased significantly. This can be seen from the average score of their post-test, which was 85%. This phenomenon proves the influence of the spiritual approach to project-based learning on the effectiveness of teaching materials. The level of eligibility of the teaching material content in the pre-test was 63.6%, and in the post-test, it increased to 88.2%; the feasibility of teaching

materials in the pre-revision was 0.63%, and in the post-revision it increased to 0.85%. Thus, it can be concluded that the spiritual approach influences the effectiveness of teaching-material development. It is suggested that students' English-speaking skills increased slightly because of the Islamic environment and habits.

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