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INTEGRATING ISLAMIC VALUES IN SPEAKING CLASS

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The teaching of English at Islamic schools is aimed at achieving two purposes. First, the students acquire the knowledge and skill of the language. Second, the students make use of the knowledge and skill of language for learning religion (Islam). Thus, teaching English in Islamic schools require extended creativity of the teachers especially in designing the learning activities. In the context of Islamic higher education, lecturers must be aware of the needs to incorporate Islamic values in teaching language skills. This paper is intended to share the experience of the writer in integrating Islamic values in speaking class. Within the theory of Content and Language Integrated Learning (CLIL), integrating Islamic values and learning speaking skill is possible. The integration includes some aspects such as the selection of topics and the choice of classroom activities. In selecting topics, some issues in Islam like differences in deciding the first day of Ramadhan, possibility of doing pilgrimage outside Dzulhijjah, doing good deeds to parents, and many other current issues are chosen for speaking activities. Meanwhile, the selection of classroom activities come to those in which religious topics can be discussed much such as speech, debate, and preach. By integrating Islamic values, it is expected that two purposes of teaching language can be achieved. Students can speak English as well as use it for learning religious matters.

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INTRODUCTION

The approach of Content and Language Integrated Learning (CLIL) has been mushrooming nowadays especially in the countries where English is used as foreign language. Integrating the teaching of language and various academic subjects is needed to respond the increase of awareness to preserve culture and values embedded in it. Heine (2010:2) states that in the CLIL or it is also called as *Bilingual Education* a foreign language is used a medium of instruction in a limited number of content subject in an L1 context. This approach emerges in a non- traditional language teaching in which linguistic competence is not the centre of syllabus. Rather, communicative competence is more emphasized. Naves (2009:27) contends that some studies report the various degrees of success in implementing CLIL as well as the various programs. Further, notice that in English and French have been the target language for French speaking and English speaking, respectively. In the USA, whose population is multilingual, the

target is all school children can use English, at least in academic context. In Europe and Asia, including Indonesia, the integration of language use and subject matters is to improve the quality of the teaching of English as a Foreign Language.

To improve the quality of teaching English in Indonesian Islamic schools, teachers are required to be more creative. However, it is of importance to revisit the purpose of teaching foreign language in Islamic schools context, first. Like the saying “killing two birds with a stone”, the teaching of English is intended at achieving two purposes simultaneously. As a language, English is taught for a purpose of improving language skills and knowledge of language components. The mastery of language is then used in learning religious books written in English. In this matter, students of Islamic schools, including those in English Department at State Institute of Islamic Studies (IAIN) Tulungagung, are expected to master the foreign language (read English) and use it for learning Islam. As a teacher of English in Islamic Institute, the writer is challenged to integrate Islamic values in the teaching of language, in this case speaking skill.

MODELS OF CONTENT AND LANGUAGE INTEGRATED LEARNING (CLIL)

Some success stories about the implementation of CLIL are provoking especially in the countries where English is used as foreign language (outer circle of English). According to Brinton et.al. (2003:14-17), at university level, the suitable models of CLIL are, at least, of three types, namely theme-based, sheltered content, and adjunct courses. Selecting the one fits to the purpose of teaching of English in Islamic schools is a must in order that the integration of Islamic values gain a success.

The first model of CLIL is theme-based language instruction. Theme-based or also recognized as topic-based language instruction is as a way to improve the use of foreign language in the classroom. In this model, language class is structured into several themes in which the topics develop the stem of the curriculum. As an illustration, in a semester consisting of 14 weeks, the language class is organized into several unrelated topics such as noise, heart disease, parents' affection, and so on. The topic might be presented in reading activity and vocabulary is presented through guided discussion. A theme-based language instruction offers a number of advantages. *One*, in a general traditional class themes (contents) are structured, it does not emphasize on the content. Yet, the emphasis is on improving students' language skills. In a theme-based language instruction, content is exploited and its use is maximized for teaching. *Two*, theme-based instruction is different from general traditional in which topics are

usually restricted to a single activity to such as reading or listening exercise. Meanwhile, in a theme-based instruction, the topic is integrated in the teaching of all skills.

The second model of CLIL is sheltered content instruction. The prominent feature of sheltered content instruction is the existence of a native speaker content area specialist (professor) who teaches in a foreign language classroom. Brinton (2003 :16) explains that sheltered content instruction put the students and teacher in the same linguistic “boat” which enables the students to take benefit from the adjustment and simplification made by native speaker teacher. The main difference between sheltered content instruction and theme- based instruction is that sheltered content instruction requires the existence of institutional framework such as high school or higher education. Sheltered content instruction requires certain modification made for the second language population. For example, the texts are carefully organized for clarity or the instructor makes some adjustments for listening. In addition, in a sheltered content instruction, receptive skills receive more emphasis rather than productive skills.

The third model of CLIL is adjunct instruction. In this model, students are connected concurrently -- language course and content course – with the idea that the two courses share the content base and complement each other. Second language learners are sheltered and integrated in the content course, where both native and nonnative English speaking students attend the same lecture. This model of CLIL requires a coordination to make sure that both interlocking curricula complement each other. To make it clear, the following is presented the summary of features of the three models of CLIL.

Table 1. Distinguishing Features of Three Models of CLIL (Brinton, 2003:19)

	Theme-Based	Sheltered Content	Adjunct
Primary Purposes	Help Students develop L2 competence within specific areas	Help students master content materials	Help students master content materials Introduce students to L2 academic discourse and develop transferable academic skills
Instructional format	ESL course	Content course	Linked content and SL course
Instructional responsibilities	Language instructor responsible for language and content instruction	Content instructor responsible for content instruction Incidental language learning	Content instructor responsible for content instruction Language instructor responsible for language instruction

Student population	Nonnative speakers	Nonnative speakers	Nonnative and native speakers integrated for content instruction
Focus of Evaluation	Language skills and function	Content Mastery	Content mastery (in content class) Language skills and functions (in language class)

Regarding the above features, a theme based language instruction is a suitable one to be adapted in Islamic schools because it is not an easy matter to hire native speaker expert to teach in Islamic schools. The problem of fund often becomes the hindrance for hiring native speaker expert.

RATIONALE FOR INTEGRATING ISLAMIC VALUES AND SPEAKING ACTIVITIES

Adapting Content and Language Integrated Learning theory is reasonable. Students will learn contents and language simultaneously. It shows that efficiency in language learning can be enhanced to this model. The following is the discussion about the rationales for integrating Islamic values and speaking activities:

1. Subject learning and language learning should take place ¹⁷ at the same time.

CLIL defines language learning as “subjects are taught through a foreign language with dual focused aims, namely the learning of content and the simultaneous learning of a foreign language” (Pulverness, 2005). So far it is assumed that the two subjects, content and language, are separate subjects. Because there is a clear cut of the materials, the teaching is also separated, meaning-focused and linguistics- focused. However, Heine (2010) states that language is the most dominant means of communication and instruction through which relation is developed and meaning is negotiated. In short, language occurs in the teaching of ⁶ content and language. Therefore, integrating the content and language is beneficial for language learners. In relation to the teaching of English in Islamic school, integrating Islamic values and English will help students learn both materials.

2. Integrated learning provides more exposure and input of English.

One of the factors contributing to students’ learning foreign language is the adequacy of input. In an integrated learning, students do not only learn ¹² English as a subject but also as a medium of instruction. As a medium of instruction, especially in speaking class, English is likely to be used more in performing academic tasks. This means that students will practice using the language more. In other words, they get potential source for language acquisition. As they get

vehicle for learning and communication, they will make significant gain in their language proficiency.

3. Integrated learning provides more language output.

Fauziati (2005) states that comprehensible input alone is not a sufficient condition for second language acquisition. Students should be encouraged to produce target language comprehensible output. The problem is sometimes they get stuck to very routine activities and limited topic in the classroom. However, through the integration of content and language subjects, students will get more exercises especially the ones with deal the topics of religious matter. For instance, when the students practice doing preach, they learn the content (topics of religion) at the same time with learning how to organize ideas and present it in a comprehensible output.

STRATEGIES IN INTEGRATING ISLAMIC VALUES AND SPEAKING SKILL

Regarding the necessity of integrating content and language in foreign language class, the writer attempts to integrate Islamic values and speaking class. The reason for integrating Islamic values and speaking skill is due to the fact that speaking is a productive skill through which students will get much inputs and exposure to the use of English in a more real situation. In other words, it is a speaking class with Islamic contents.

1. Selecting the Topics

In Indonesia, the formal education is not only held of the Ministry of National Education (MONE), but also the Ministry of Religious Affair (MORA). The quality of education should meet the standards set up by the MONE. For schools under the supervision of the MORA, there is an additional standard to be reached, that is to teach religious messages including Islamic higher education which enjoy more autonomy in carrying out teaching- learning process. Therefore, education in Islamic schools must be a “National Plus” where the standards of education are met plus the internalization of religious awareness.

To meet the aforementioned standard, the first step to do is developing syllabus. In addition to ordinary syllabus development, the syllabus is carefully designed by determining the religious topics to be included. For fourteen meetings, excluding mid-test and final-test, at least there are thirteen topics to be determined. It is so doing because at the first meeting usually the topic is not yet about religion. The variation of topics lays upon simple topic such as greetings according to Islam until a bit more difficult topic like the differences in deciding the first date of Ramadhan.

2. Selecting Classroom Activities

Along with selecting the topic, classroom activities are also determined by considering the compatibility with the topic. For instance, the topic of greeting will be carried out through conversations. In addition, the consideration for designing classroom activities is the complexity of the topic. The more difficult the topic is, the more complex the classroom activity will be.

The following is an example of classroom activities in which religious topics are integrated with speaking activities:

Table.2. Examples of Integrated Content and Language Classroom Activities

Objectives	Topic	Classroom Activities
Students can introduce themselves in a good manner	Greeting in Islam	<ul style="list-style-type: none"> • Pair work in which students are introducing to each other using Islamic manner of greeting like saying '<i>salam</i>': "<i>Assalamualaikum wa rahmatullahi wa barakatuh</i>" • Students discuss the implied meaning of their <i>salam</i> and the importance of doing it
Students prove a knowledge and understanding about respecting others	Doing good deeds to parents	<ul style="list-style-type: none"> • Role playing the story of Malin Kundang • Discussing moral values of the story
Students shows the feeling of sympathy to others	Natural Disaster according to the perspective of Muslims	<ul style="list-style-type: none"> • Speech with topic about natural disaster • Role play about natural disaster
Students can deliver an idea about religion through a speech	Differences in deciding the 1 st date of Ramadhan	<ul style="list-style-type: none"> • Preach in which students are assigned to deliver a speech in such topic viewed from different perspectives
Student can interpret the verses in al Qur'an and al Hadith through spoken language	Doing pilgrimage out of DzulHijjah according to al Qur'an and al Hadith	<ul style="list-style-type: none"> • Classroom debate

CONCLUSION

Since the teaching of English in Islamic schools is directed to achieve two purposes, for acquiring language skill and using the language skill to learn religion, integrating Islamic values is a must. In this case, the teacher is urged to be more creative in selecting the topics and classroom activities. The classroom activities should be designed in such a way that challenges

the students to use their thinking and reasoning capabilities. Delivering speech, preach, or debate about religious matters are strategies useful to achieve the abovementioned goals of teaching English in Islamic schools.

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