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Needs Analysis of Indonesian Language Books Using Stories From Quran: New Innovation in Language Learning

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Abstract— **The problem in this study is the incompatibility of teaching materials used nowadays with the needs of VII grade students and teachers of Indonesian Language. The teaching materials used only contain two of the four core competencies, namely the competence of knowledge and skills. While spiritual and social competencies are not contained. For that reason, one solution is to present stories in the Quran for the integrative learning of Bahasa. This writing is the result of research that contains alternatives on how the stories in the Quran can be the main text in learning Bahasa. In addition, the discussion in this paper also integrates four language skills at once with all subjects. All of them are put together under one theme. This research uses Research and Development (R and D) method. Through stories in the Quran with the Content and Language Integrated Learning approach.**

Keywords— needs analysis, teaching materials, **and** *stories from Quran*

I. INTRODUCTION

The existence of teaching materials is very necessary in an effort to support the effectiveness of learning. However, teaching materials that are in accordance with the interests and needs of students, especially those that integrate the four components of Core Competence in the 2013 Curriculum (hereinafter referred to as K 13) are very difficult to be found.

From the results of observations and interviews conducted as preliminary research, it is known as Indonesian Language subject (Bahasa) from grades VII to grade IX in this Madrasah Tsanawiyah (Islamic Secondary School), teachers use Indonesian Language textbooks published by Erlangga, Jakarta [1]. One sample of the contents of this book at a glance has described Core Competencies 2, 3 and 4. Unfortunately, the side of spiritual competence is not raised.

In addition to the things stated above, through interviews with two Bahasa teachers at Madrasah Tsanawiyah MuqimusSunnah Palembang, it is known that the teaching materials used today have not been able to make students interested in learning Bahasa. Similarly, the teaching materials used should be high quality and "close" to students' lives [2], [3].

To support the achievement of spiritual, social, knowledge competency and skill competency aspects in an integrated manner, researchers design and create texts for teaching materials Bahasa in the form of texts derived from stories in the Quran.

The chosen approach is the Content and Language Integrated approach (further abbreviated as CLIL) because it can improve language competence. It is proved that learning with the CLIL approach can improve the quality of learning and increase students' activity [4].

The formulation of the problem in this study is, how is the need for Class VII Indonesian teaching materials in Madrasah TsanawiyahMuqimusSunnah Palembang?

1.3Theory Foundation
1.3.1 Analysis of Teaching Material Needs

Regarding needs analysis, it is revealed that [5]:

"Need analysis is directed mainly at the goals and content of a course. It examines what the learners know already and what they need to know. Need analysis makes sure that the course will contain relevant and useful things to learn. Good need analysis involves asking the right questions and finding the answers in the most effective way."

Students' needs into two are divided into target needs and learning needs. Target needs analysis includes three aspects, namely: (1) aspects of necessities, (2) aspects of lack, and (3) aspects of desire (want) [6].

1.3.2 Content and Language Integrated Learning (CLIL)

Language learning and integrated content is not new [7], [8], [9]. This perspective is somehow true because the emphasis on integrated learning has been developed in developed countries for a long time. CLIL is a language learning and integrated content. This is an approach to teach subject matter through language as media or vice versa. There are four components of CLIL, namely 1) content, 2) communication, 3) cognition, and 4) culture.

1.3.3 Stories in the Quran

There are more than 1600 Qur'anic verses which contain stories that are a means to convey the value of the teachings. In the Qur'an God states,

And each [story] We relate to you from the news of the messengers is that by which We make firm your heart. And there has come to you, in this, the truth and an instruction and a reminder for the believers.(surah Hud 11: 120).

It is supported the statement that what is stated in the Quran is true [10], [11], [12]. In the past the Companions felt faithful with the revelations descended by Allah, namely the Quran. At present, there are many

technological and scientific discoveries that prove the truth of the Quran. the Quran is able to be a spirit/driving force for the advancement of human life.

II. METHOD

This research was designed by using a combined approach, namely qualitative and quantitative. The method used is the Research and Development (R and D) method. In the field implementation, the R and D method is equipped with (1) observation, (2) documentation, (3) interviews, and (4) questionnaires.

III. RESULTS AND DISCUSSION

To find out the needs of students and teachers for grade VII toward Bahasa teaching materials, researchers distributed questionnaires given to 151 students and 4 Bahasa teachers.

Questions asked in the questionnaire related to the needs of students and teachers regarding teaching materials consist of fifteen parts, namely (1) teaching materials needed by students and teachers in general, (2) theme/ topic, (3) listening skills, (4) material of speaking skills, (5) material of reading skills, (6) material of writing skills, (7) literary material, (8) cultural material, (9) tasks based on number of students, (10) tasks/ training needed, (11) type of training/ practice, (12) evaluation material, (13) type of evaluation, (14) evaluation based on the number of students, and (15) form of evaluation questions.

3.1 Analysis of Teaching Material Needs in General

The following is a percentage analysis of the average teaching materials needed by teachers and students in general and their categories. It is known that the percentage of teacher needs is 100%. Meanwhile, the percentage of student needs is above 75%. It means that, teachers and students desperately need teaching materials sourced from stories in the Quran with the CLIL approach.

3.2 Theme

There are thirteen themes designed for Indonesian language teaching materials, namely (1) introductions, (2) dishes, (3) animal worlds, (4) calamities and disasters, (5) cultural diversity, (6) wealth, (7) explore the world, (8) families, (9) professions, (10) health, (11) education, (12) technology, and (13) hobbies.The average teacher score is 3.08 and the student's is 2.98. So, the average score for both is 3.03, which means that it is needed.

3.3 Analysis of Listening Skills Material

There are seven items offered in this listening skill, namely: (1) dialogue / conversation, (2) news, (3) interviews, (4) songs, (5) poetry, (6) stories, and (7) drama. The mean score for the seven items of teacher is 3.39 and 3.01 of student's. The mean score for both is 3.2 which indicates the category needed.

3.4 Analysis of Speaking Skills Material

There are seven kinds of speaking skills offered in the design of the VII grade teaching material model which are all related to the stories in the Quran. The seven things are

(1) dialogue, (2) telephone calls, (3) reading news, (4) interviews, (5) reading poetry, (6) telling stories, and (7) playing drama. The mean score for the teacher is 3.46 and 3.02 for the students. The average score of both is 3.24, meaning that it is in the needed category.

3.5 Analysis of Reading Skills Material

There are eleven kinds of texts on reading material, namely (1) dialogue, (2) news, (3) interviews, (4) songs, (5) poetry, (6) stories, (7) drama, (8) procedures, (9) reports, (10) letters, and (11) descriptions. The mean score for teachers is 3.05 and students are 2.96. The average score of both is 3,005, which means that it is needed.

3.6 Analysis of Writing Skills Material

There are eleven parts of writing skills designed for Indonesian language teaching materials, namely: (1) dialogue, (2) news, (3) interviews, (4) songs, (5) poetry, (6) stories, (7) drama, (8) procedures, (9) reports, (10) letters, and (11) descriptions. The mean score for teachers is 2.93 and for students is 2.93. The average score of both is 2.93 with the required category.

3.7 Analysis of Literature Material

There are three kinds of literary material, namely poetry, prose, and drama. The average teacher score is 3.33 and students are 3.17. The mean score for both is 3.25, which means that it is needed.

3.8 Analysis of Cultural Materials

Cultural material has three parts, namely (1) Indonesian customs and culture, (2) Indonesian people's art, and (3) international customs and culture. The mean score for teachers is 3.43 and students are 2.87. So, the average score of both is 3.15 which means that it is needed.

3.9 Task/Exercise Analysis Based on Number of Students

The tasks/exercises given to students are divided in three parts, namely (1) individual assignments/exercises, (2) group assignments/ exercises, and (3) assignments/exercises that vary between individuals and groups. The mean score for the teacher is 3.58 and the student is 3.17. The average score of both of them is 3,375 which means that it is needed.

3.10 Analysis of Task/Exercise Material.

The task/ training material consists of five types, namely: (1) listening and answering the listening questions, (2) the practice of speaking, (3) reading the text, (4) writing, and (5) literature. The mean score for the teacher is 3.4 and the student is 3.07. The average score of both is 3.235 which means it is needed.

3.11 Types of Exercises/Practices.

There are three types of exercises/ practices needed, namely exercise/ practice (1) in class, (2) in real place, and (3) variation in class and in real place. The mean score of teacher is 3.17 and the students is 3.21. The average score of both is 3.19 which means it is needed.

3.12 Evaluation Material

There are three kinds of evaluation needed by students, namely (1) independent / individual, (2) groups, and (3) variations between individuals and groups. The mean score of teacher is 3.5 and the student is 3.08. The average score of both is 3.29, which means that this material is needed.

3.13 Type of Evaluation

There are three types of evaluation offered, namely (1) practice in the classroom, (2) practice in a real place, and (3) variation between in class and in a real place. The average score of the teacher is 3.58 and the student is 3.23. The average score of both of them is 3,405 which means this material is needed.

3.14 Evaluation Based on Number of Students

This evaluation is divided into three, namely (1) independent / individual, (2) groups, (3) variations between individuals and groups. The mean score of the teacher is 3.5 and the student is 3.21. The average score of both of them is 3,355 which means it is very needed.

3.15 Forms of Evaluation Problems

Forms of questions, namely (1) short answers, (2) descriptions, (3) words/sentences cloze type, (4) True - False, (5) crossword puzzles, (6) finding the words, (7) yes or no, (8) continuing the story, (9) re-arranging jumbled words/sentences, (10) Finding the traces, and (11) composing. The mean score of the teacher is 3.36 and the student is 2.9. The average score of both is 3.13 which means it is needed.

IV. CONCLUSION

The conclusion of this study is that Bahasa teaching materials grade VII from stories in the Quran with CLIL approaches are needed by teachers and students.

Of the fifteen units contained in the questionnaire, it is known that first, in the general needs analysis section, the percentage of teacher and student statements is above 75%. Second, in the more detailed analysis section, it was found that out of the fourteen units contained in the questionnaire, ten sections showed in agree category. While the rest, the other four parts are in the category of much needed.

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