

## EMPOWERING MUSLIMAH STUDENTS' AWARENESS ABOUT THEIR COSTUME: DESIGNING ENGLISH MATERIAL FOR ISLAMIC HIGHER EDUCATION

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### Abstract

Arus globalisasi zaman sekarang telah banyak mengubah gaya hidup muslimah Indonesia, khususnya mahasiswa. Nilai-nilai Islam telah banyak ditinggalkan oleh mereka. Sebagai contoh, bisa kita lihat etika dalam berpakaian dan memakai jilbab yang sudah jauh dari syariah Islam. Sebagaimana sebuah ujaran mengatakan "berjilbab tapi telanjang". Banyak mahasiswa yang menggunakan hijab tetapi keindahan lekukan tubuhnya masih bisa dilihat oleh orang lain. Seolah-olah penggunaan jilbab sekedar mengikuti trend. Hal yang paling ditakutkan adalah ketika muncul konsep bahwa berjilbab bukanlah sebuah kewajiban bagi muslimah. Untuk menyingkapi hal ini, sebagai seorang pendidik, peneliti merasa berkewajiban untuk membawa kembali mahasiswa berjalan dan berlaku sesuai dengan ajaran Rasulullah kita, Muhammad SAW. Maka artikel ini merancang materi ajar Bahasa Inggris tentang cara berpakaian bagi seorang muslimah secara Islami. Metode penelitian ini pengembangan, namun terfokus pada tahap rancangan. Penelitian ini menghasilkan rancangan materi ajar Bahasa Inggris yang valid setelah divalidasi oleh pakarnya.

**Kata Kunci:** Hijab, bahan ajar bahasa Inggris, Kesadaran muslimah tentang pakaian Islami

### Abstrak

Today's globalization has changed the lifestyle of Indonesian Muslim women, especially in college. Some of Islamic values have been abandoned by them. For example, we can see the ethics in dress and wear of hijab that has been far from Islamic sharia. As a speech says "Hijabi but naked". Many muslimahs who use hijab but the beauty of body can still be seen by others. As if the use of hijab just follow the trend. The most feared thing is when the concept arises that the hijab is not an obligation for muslimah. To uncover this, as an educator, researchers feel obligated to bring back the muslimah students in accordance with the teachings of our prophet, Muhammad SAW. So this article designed the English materials about how to dress a muslimah based on Sunnah. This is developmental research, but focused on the design stage. The study resulted in the design of a valid English material after validated by the expert.

**Keywords:** Hijab, English material, Muslimah Awareness about their costume

### INTRODUCTION

Clothing as a differentiator of other creatures, clothing also serves to seal the loam for men. Clothing is a manifestation of the nature of the human base that has a shame, so man always wants to cover his body with clothes. The women of Irian Jaya Inland also

tried to cover their shyness by wearing a holin (*Koteka*)<sup>1</sup>. This means as simple as any culture

<sup>1</sup> Ahmad Fauzi, 'Pakaian Wanita Muslimah Dalam Perspektif Hukum Islam Pendahuluan', *Jurnal Ekonomi Syariah*, 1.1 (2016), 41–58 <<http://ejournal.alqolam.ac.id/index.php/iqtishodia/article/download/56/61>>.

of a nation, but humanely still has a shame and desires to cover his body.

In modern times today, many models of clothing we find. There are clothes that are closely related to religion, with local customs, also associated with culture. Whatever model of the outfit remains the purpose of closing the aurat. However, the model must uphold the values of religious norms, moral norms, and do not follow the current globalization that exempt Western culture in dress.

The Islamic scripture, the Qur'an, contains many rules of Allah, not only religious matters but social issues, ethics and dress. One of the issues that the Qur'an discusses is the ethics of dressing Muslim women such as wearing veil.<sup>2</sup> Any talk about women is interesting because women are unique creatures of God. Regarding the use of the veil, Allah says in the letter of Al-Ahzab verse 59, "O Prophet! Tell your wives, your daughters and the wives of the believers, that they should spread their veils all over their bodies. This is to make them more recognizable, so they are not disturbed. And Allah is Oft-Forgiving, Most Merciful."<sup>3</sup>

In a more specific interpretation, the veil functions to maintain the lust of men who usually rise by looking at the female genitalia. No wonder the hijab actually covers the whole body except the face and palms. Why, because a woman's entire body is aurat or can arouse male sexual desire.

But today, many Muslim women are found wearing the veil no longer in accordance with the guidance of the Qur'an or better known as "*Kudung gaul*" or modern veil. It is a form of expression of young people who demand freedom of dress. As Muslim women, they don't want to remove their headscarves,

but they also don't want to be obsolete or don't want to be called old-fashioned or backward. Furthermore modern clothing fashion is generally dominated by western styles, where fashion is identified with lifestyle as seen in Picture 1.



Picture 1. *Kudung gaul*

If the veil is identical with modern style, then the veil no longer functions as a protector of women from the temptations of men. Women are the center of attention and targets of bad boys. Of course this is due to violations committed by these women in dress. That's the reason, the real hijab protects women from the temptation of men as demanded by Surah Al-Ahzab verse 59.

Modern veil emerged as a result of infiltration or permeation of Western clothing culture of the younger generation of Islam. This is caused by several factors. First, the rise of television shows or speaking that is too oriented to Western mode. This is the most dominant factor. Second, the lack of children's knowledge of Islamic values as a result of reduced religious education hours in public schools. Third, the failure of family functions. Al-Ghifari said the emergence of modern veil illustrates the failure of the family's function as control of the motion of young children. The fourth is the role of designers who do not properly understand the principles of Islamic dress. The last is the appearance of mu'allaf among actress or new actress who wears the hijab. It can be concluded that the Islamic

<sup>2</sup> Ratna Wijayanti, 'Jilbab Sebagai Etika Busana Muslimah Dalam Perspektif Al-Qur'an', *Cakrawala: Jurnal Studi Islam*, 12.2 (2017), 151-70 <<https://doi.org/10.31603/cakrawala.v12i2.1842>>.

<sup>3</sup> Al-Ghifari, Abu. *Kudung Gaul: Berjilbab tapi Telanjang*. 2003. Bandung: Mujahid Press.

world, especially in Indonesia is suffering from ongoing moral degradation.<sup>4</sup>

Based on the phenomenon found in our life about *kudung gaul* or modern veil, therefore, the researcher was interested in developing English material for higher education especially for Islamic economic and business faculty students. It was also supported by the demand of integrated science applied in Islamic higher education. This research aimed at empowering woman students' awareness about Islamic costume.

### Value and Norm

People's lives are not separated from the boundaries in interacting. Each individual interacts to achieve the goal or have a certain meaning and meaning. Values can be used as a benchmark in people's lives if they provide alternatives, such as the value of living views on modesty, morality and togetherness.<sup>5</sup>

Value is used as a director in social life because each behavior has certain values. Among them the dominant value that always affects one's actions and the less dominant value that is always used in acting. The formation of social norms is a part of slow habits a solid life guideline in society. Life is not detached from the rules of the social environment consisting of norms, both religious norms, customs, social, and cultural norms. All will be realized in the form of life guidelines as a limitation to the harmony, togetherness according to mutual agreement because the social norm is a benchmark in behaviour.

<sup>4</sup> Al-Ghifari, Abu. *Kudung Gaul: Berjilbab tapi Telanjang*. 2003. Bandung: Mujahid Press

<sup>5</sup> Febrina, Yessa. 2014. *Fenomena Gaya Busana Muslimah Kekinian (Studi Kasus pada Komunitas Hijabers di Kota Bengkulu)*. <http://repository.unib.ac.id/9136/2/I%2CII%2CIII%2CI-14-yes-FS.pdf>

### The Meaning of Hijab in Islam

Human life is influenced by religion. Religious function is to overcome the problems that arise in society that can not be broken empirically because of limitations of ability and uncertainty. It can be concluded that religious function is education, lifesaver, social guidance, build brotherhood and transformative.

According to Mulhandy in Febrina (2014), hijab is defined as a spacious outfit and can close the woman's loam, except the face and the palms until the wrist is sprinkled. In Indonesia, hijab is often interpreted with veil. The current general definition of hijab is muslimah attire; Veil (simple Headscraft) or opaque loose clothing.<sup>6</sup>

The requirement of the hijab according to the sharia is to cover the entire body in addition to the face and palm, thick and invisible cloth, airy and not tight, there is no decoration on the clothes, do not resemble the heathen, clothes boys and do not Blatant. In sociological reality in society, the hijab does not symbolize anything, not a symbol of sincerity or steadiness. There is no guarantee that hijab wearers are salehah women, but women who do not wear hijab are not salehah women. Hijab is not synonymous with one's sincerity and steadiness.

### English for Specific Purposes (ESP)

ESP has been crucial area in English Foreign Language (EFL) teaching in which syllabus and teaching material are composed related to learners' need.<sup>7</sup> Thus ESP used to design syllabus and teaching material to meet

<sup>6</sup> Febrina, Yessa. 2014. *Fenomena Gaya Busana Muslimah Kekinian (Studi Kasus pada Komunitas Hijabers di Kota Bengkulu)*. <http://repository.unib.ac.id/9136/2/I%2CII%2CIII%2CI-14-yes-FS.pdf>

<sup>7</sup> Widya Syafitri and Hayati Syafri, 'CULTIVATING STUDENTS' LITERACY ABOUT BUS INESS MORALITY BY USING SCA MODEL IN DIGITAL SERVICES', in *3rd International Conference on Education*, 2018, III, 333–44.

learners' need. Evan and John in Syafitri (2018) tried to modify about ESP characteristics. He said that ESP focused on language, skill, discourse, and relevant genres to activity.

ESP is different from English for general purposes since ESP is taught based on any pre-ordained method. So, ESP implements different methodology among any other kinds of educational English. Mostly, ESP is designed for adult learner both at professional work situation or tertiary level institution.

### Need Analysis

In order to meet learners' need, the lecturer has to do need analysis first. Because, the lecturer knows the appropriate syllabus and teaching material as well by conducting need analysis. Thus, need analysis is a process to identify students' need and also to determine its priority.<sup>8</sup> It is a systematic process to get accurate teaching material for certain condition learners.

An effective teaching material is started through conducting need analysis. It can measure students' ability, what they need, and how they learn by appropriate technique. Huthinson (1987) classified the need become two parts. They are target need and learning need.<sup>9</sup> Target need is students' need toward language used in expected situation, then, learning need is need which requires solution through teaching learning. It shows from the beginning till getting the purpose.

#### 1. Target Need

Target need is a general term which practically hides amount of important

<sup>8</sup> Hilma Pami Putri, 'Analisa Kebutuhan Silabus Bahasa Inggris I Mahasiswa Perbankan Syariah', *JURNAL EKONOMIKA SYARLAH: Journal of Economic Studies*, 2.2 (2018), 111–24.

<sup>9</sup> Hutchinson, T., & Water, A. (1987). *English for specific purposes: a learning-centred approach*. Cambridge: Cambridge University Press

differences. Target need is divided 3 (three) parts; necessities, lacks, and wants.

#### a. Necessities

It is a need that is determined by wanted situation demand and by what should be known by learners in order to achieve expected situation effectively. For example, as an Islamic higher education, IAIN students need to know about Islamic dressing as Sunnah.

In order to find target need, there are 4 (four) questions should be applied toward learning English. The first, finding the learners' purpose in learning English. One of the purposes is to understand any kinds of vocabularies related to higher education to support their future work, in order to master written and oral English.

The second is learners' point of view related to English ability they should have. In this case, it is classified in to three levels; beginner, intermediate, and advanced. Beginner level means the learners can understand simple sentence and simple utterance that often find in daily life. Intermediate level means understanding complicated text and response to the text. The last is advanced level. The students are hoped to comprehend any kinds of text and understand implied meaning in a text.

The third question of necessities is about learners' knowledge toward their reading ability. The learners have to read a lot in their life. That's why the researcher needs such information. The last is about learners' perception about English skill should learners have as Islamic higher education students. They are listening, speaking, reading and writing.

#### b. Lack

A lecturer has to know about what learners have known and it is

hoped a lecturer recognize learners' weaknesses and help them to solve it. So far, a lecturer only meets objective of students need, mostly students learn passively whereas they have perception about their need. Richterich (1984)<sup>10</sup> stated that the need does not have in one's independence.

In point of lack, it will analyze learners' perception about their English ability level to support their higher education. Lack is divided in to three levels; beginner, intermediate, and advanced. Beginner level can understand simple sentences and simple utterances that they usually find in daily life. The second is intermediate level; the learner can comprehend the core from complicated text and give response to the text. The last is advance level. It means the learners are able to understand the implied meaning in a text.

c. Wants

Another term in target need is Want. It is learners' prime priority need that should be fulfilled. If the lecturer has recognized the learners' need and weaknesses, so their want must be prioritized.

Want is classified into some groups. Whether the learners want to master vocabulary or want to master grammar well. They want to be able to use every word, sentence and utterance in English or can differentiate formal and informal utterances in a certain text.

There are many ways to get information about target need. It can in form of questionnaire, interview, observation, collecting text, and informal consultation. A lecturer needs

these ways to gain information about learners' need toward language. Such as why the language is required and how it is used. The researcher used questionnaire in this case because it is easier and more valid to be analyzed.

## 2. Learning Need

Hutchinson and Waters (1987) define that learning need is a knowledge and ability which will be required by learners in order to have special skill on target situation.<sup>11</sup> It means the learners have ability as Islamic higher education students.

There are some considerations in implementing learning need: input, procedure, setting, teacher's role and students' role. These considerations are concluded in all skills of teaching English: speaking, listening, writing, and reading including pronunciation and grammar. All considerations aimed to meet students' learning need in order to actualize fun learning.

a. Input

Nunan (2004) stated that input refers to data in form of spoken, written and visual which are done by learner in accomplishing task.<sup>12</sup> A lecturer can get input from variety of sources.

In teaching learning of listening skill, a researcher will ask the learners about kind of listening text as what the students want the length of listening text that learners wish. The listening text can be monolog or dialog with picture included or authentic new vocabulary.

It is also important to ask about the length of text that students expect whether they want a long or short text.

<sup>11</sup> Hutchinson, T., & Water, A. (1987). *English for specific purposes: a learning-centred approach*. Cambridge: Cambridge University Press

<sup>12</sup> David Nunan. 2004. *Task-Based Language Teaching*. Cambridge: Cambridge University Press

<sup>10</sup> Richterich, R and Chancerei. 1984. Identifying the Needs of Adults Learning a Foreign Language. Council of Europe: Prentice Hall College

All consideration will be input for research to make decision in writing syllabus and teaching material.

b. Procedure

Procedure function is to explain what the learners should do toward the material to achieve certain skill.<sup>13</sup> Procedure refers to the teaching process of four skills: listening, reading, writing and speaking including pronunciation and vocabulary. It also refers to the way of doing task.

There are some activities that can be applied in listening session. Such text completion, writing important point, retelling text content by own word, identifying text through listening, identifying detail information after listening and answering provided questions.

Concerning speaking skill, there are much procedure that lecturer or researcher can implement. They are discussion, story telling, reading dialog, simulation, interview, role play, and so forth. The purpose of learning speaking is to improve student's communicative ability. By mastering this skill, the learner can express themselves and learn how to follow appropriate social and culture rules in communication.

Concerning to writing skill, teaching writing can be writing the same text as model. A lecturer gives text model which is in line to grammar and the correct structure of arranging sentences. Then the learners can also fill the incomplete sentences with suitable sentence. Another activity is composing sentences through arranging sentences to be correct paragraph. Then writing text based on picture, table, diagram, and graph.

Furthermore, there are also many activities that learners can do. Reading text followed by answering question related to the text, reading loud with correct pronunciation and intonation, arranging random in to correct order sentence is also important. Then, other activities are summarizing, discussing the text based on context. It can be applied by giving choices or analyzing students need toward reading material given during learning process.

Learning vocabulary is important too in learning English. Most of learners assume that their limitation of vocabulary cause their inability in English. In this case, researcher also wanted to know about student learning need about vocabulary. There are many activities that a lecturer can do for teaching vocabulary. Such as to find new vocabulary in a text and translate it or convert to target language based on context. In order to students' comprehension, a lecturer may ask them to complete sentence or paragraph with their background knowledge or by grouping new vocabulary in a table then convert them based on context in a text, the way to pronounce, type of word, synonyme, antonym and its usage.

Furthermore relating to pronunciation and the learners need it too much. Many activities can also be done. For example, looking for correct pronunciation dan how to pronounce it through consulting dictionary, and then reading loud and pay attention to how to pronounce it in dictionary, listening and imitating from lecturer, practicing to pronounce word with almost the same sound. It is done word by word. Practicing to pronounce every sentence with the stress and intonation included. Those activities are for increasing

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<sup>13</sup> Ibid

student's ability to get correct pronunciation. They can be students' choice.

c. Setting

Not only procedure but settings need to be considered too in this research. Setting refers to class arrangement which is implemented in teaching learning process.<sup>14</sup> It is divided in to two aspects. They are learners' perception about the better location of teaching learning take place and learners' about the better way to do exercise. Teaching learning process can be done in and out of class. If it is out of class, the lecturer can ask the learner to study in School Park, meeting hall, library, laboratory, and so forth. Furthermore, related to the way of doing task, the learners can do individually or in group.

Teaching learning process must be interesting and fun for students for both situations, in or out of class. There are principles should be paid attention in class management likes Enthusiasm, warmth, challenging, varied, and positive stressing, building self-dicipline.<sup>15</sup>

As classroom manager, a lecturer is a person who has strategic role. She/he plans the classroom activity in the class. Therefore, a lecturer will conduct the planned activity. A lecturer also becomes decision maker of strategic plan. It is recommended to run innovative classroom management approach. It is expected that all classroom resources condition will attract students' attention, motivation and responses toward teaching

materials. As subject of learning, the learners also involve in classroom management and self-management.

Students perception, whereas, toward lecturer's ability in teaching will in form of responses toward teaching learning process. The skill of teaching a small group or personal is the skill which put knowledge to a group of student of personally (Muhidin, 2011). Physically, this type of teaching consists of 3-8 learners for small group and single student for personally. Teaching in small group or personally may create friendly relationship between lecturer and students.

d. Teacher' role

As a professional educator, lecturers are asked to master a number of competences to run their responsibility well. Competence, in this case, relates to the lecturer's prime responsibility. They are educator, researcher, and society official.

Related to the function as an educator, a lecturer has some parts of teaching mastery. They are mastering her/his subject, creating learner's comprehension, and developing personality and professionalism.

In this research, lecturer's role tends to his role as an educator in teaching learning process and his social and interpersonal relationship among students as well.<sup>16</sup> This role involves lecturer's character in teaching. Among of that role is to motivate learners in accomplishing every item of exercises, support and guide learners' creativity, give suggestion, correction, comment toward each of learner's task, and create learning atmosphere in order to motivate and activate learners.

<sup>14</sup> David Nunan. 2004. *Task-Based Language Teaching*. Cambridge: Cambridge University Press

<sup>15</sup> Mulyasa, E. 2003. *Kurikulum Berbasis Kompetensi: Konsep Karakteristik dan Implementasi*. Bandung: PT. Remaja Rosdakarya

<sup>16</sup> David Nunan. 2004. *Task-Based Language Teaching*. Cambridge: Cambridge University Press

## e. Students' role

The learners can actualize language skill if there is good communication between speaker and listener. It means speaker and listener master the four skills of language. It is not an easy thing to be done by most of the learners. They need guidance.

Students' role refers to learners' obligatory in studying and social and interpersonal relationship among them as well.<sup>17</sup> In teaching learning process, a lecturer asks learners' opinion about their role. Whether they just want to listen lecturer explanation, guided in every exercise, or they want to apply their creativity in finishing task, asking question or active discussion in overcoming the problem. These all role will be a thought and analyzing to plan an English syllabus and teaching material for higher education students.

## Method

Due to the aim of this research was to develop English material, thus this study employed Research and Development (R and D). The researcher undertook 4-D (Defining, Designing, Development, Dissemination stages (Thiagarajan et al in Roza, 2017).<sup>18</sup> This research would develop educational product, English materials.

Actually, in detail, there must have ten steps in conducting this research: collecting information (need analysis), planning, developing product, field testing, revising product, main field testing, operational

product revision, operational product testing, revising final product and dissemination.<sup>19</sup>

Because the researcher had limited time, she simplified and focused only on the first D, designing product. The illustration is as follow:

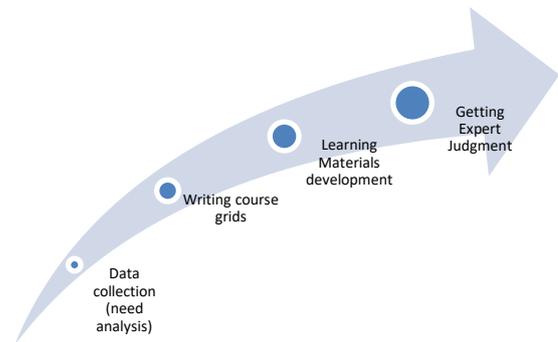


Figure 1 R&D simplified from Borg & Gall (1983)

Thus, this research only conducted 4 (four) steps adopted from Borg & Gall (1983). There were data collection (need analysis), writing course grids, learning material development, and getting expert judgment.

This study used two kinds of data. Qualitative data provided information related to students' need. While quantitative data gave information about questionnaires score. Before distributing the questionnaire, it must have checked validity and reliability.<sup>20</sup> Then related to sample, the students of IAIN Bukittinggi became the sample of this research. There were 40 (fourty) students in second semester.

The instrument which was in form of questionnaire was spreaded to the students to find their target need and learning need. The questionnaire consisted of 25 questions. The students' answers became reference in designing the English material.

<sup>17</sup> David Nunan. 2004. *Task-Based Language Teaching*. Cambridge: Cambridge University Press

<sup>18</sup> Veni ROZA and others, 'Textual Enhancement-Based Grammar Instructional Design for English Students', in *Advances in Social Science, Education and Humanities Research (ASSEHR), Volume 148 Sixth International Conference on Languages and Arts (ICLA 2017)*, 2017, CX, 1–7 <<https://doi.org/10.2991/iselt-17.2017.1>>.

<sup>19</sup> Borg, W.R & Gall, M.D. (1983). *Educational research: an introduction (4<sup>th</sup> ed.)* New York: Longman

<sup>20</sup> Farida Ariani Reflianto, 'Conscientiousness And Emotional Stability On Students' Speaking Ability Through Flipped Classroom', *Jurnal Educative: Journal of Educational Studies*, 3.2 (2018).

**Need Analysis Result**

**1. Target Need**

Item	Purpose	Percentage
The purpose of learning English	To be able to use spoken and written English for their future	84%
Learners' perception toward English they must have	Advanced: Understand various texts and comprehend inferent meaning of a text	77%
Learners' perception toward English skill they should master	Speaking	82%

Table 1 Necessities

In this case, need analysis is divided in to two parts; target need and learning need. Hutchinson and Waters (1987) states that Target needs involves some points. There are necessities, lacks and wants.<sup>21</sup> The result of need analysis showed in table 1 that the students learned English to be able to use spoken and written English for their future (84%), the level of English they need was advance; understand various texts dan comprehend inferent meaning of a text (77%), the most skill needed by the students was speaking (82%).

Item	Purpose	Percentage
The update students' English ability level	beginner; only understand the simple expression they found in daily activity	76%

Table 2 Lacks

Concerning to the students' lack, most of the students were still the beginner; only understand the simple expression they found in daily activity (76%).

<sup>21</sup> Hutchinson, T., & Water, A. (1987). *English for specific purposes: a learning-centred approach*. Cambridge: Cambridge University Press

Item	Purpose	Percentage
Learners want to study	To understand and to use each word, each sentence and utterances in English	69%

Table 3 Want

And related to wants, they wished to be able to understand dan use all words, sentences and expression in English (69%).

**2. Learning Need**

Item	Purpose	Percentage
Listening text want to learn	Monolog and Dialog text with pictures	57%
The length of listening text material that learners want	< 150 words (short)	62%
Speaking material type want to learn	Monolog and dialog with pictures	35%
The length of speaking material that learners want	150-200 words length	42%
Reading text type that learners want	Reading text with vocabulary included	26%
The length of reading	> 150-200 words	75%
Writing type that learners want	In form of sample of text model will be learned/used in writing	48%
The length of writing that learners can understand	150-200 words	54%

Table 4 Input

While for learning, there were five points in learning needs; input, procedure, setting, teacher's role and learners' role. In input point; the students wanted monolog and dialogue with pictures in listening lesson (57%) with less than 150 words length (62%), they needed monolog and

dialogue with picture in speaking lesson (35%) and 150-200 words length (42%), for reading material, students needed text with vocabulary included (26%) and less than 150-200 words length, they wished the example of text model which would be learnt and used in writing exercises (48%) with 150-200 words (54%).

Item	Purpose	Percentage
Listening procedure that learners want	Completing text	27%
Speaking procedure that learners want	Practicing model provided for dialog/monolog material	44%
Reading teaching procedure that learners want	Reading and answering question related to text	44%
Vocabulary teaching procedure that learners want	Grouping new vocabulary in a table then translating based on context, the way to pronounce, word type, synonym, antonym, and the example	39%
Writing teaching procedure that learners want	Writing the same text as model provided based on grammar and structure of composing of a paragraph	49%
Grammar teaching procedure that learners want	Doing exercises about grammar	44%
Pronunciation teaching procedure that learners want	Listening and imitating lecturer's pronunciation	30%

Table 5 Procedures

Concerning to procedures, most of the students wanted to have listening learning through completing uncomplete

text (27%), practicing dialog/monolog model available in book for speaking procedure (44%), reading text then answering related question in reading class (44%), grouping new vocabulary in to a table then finding translation in a text, the way to pronounce, looking for synonym, antonym, and the usage in vocabulary learning (39%). While for writing procedure, the students wanted to write the same text as model given (49%). They wished to do grammar practices in teaching grammar procedure. The last for pronunciation teaching procedure, the students wanted to listen dan imitate as their lecturer did (30%).

Next need analysis result was setting. Setting refers to classroom management applied in classroom.<sup>22</sup> Most of the students preferred studying in the class (78%). They liked studying in small group 3-4 students (45%). They expected lecturer could activate students in overcoming problems in doing exercises (31%). At last, 38% students needed to be guided in doing their task.

### Result of Development

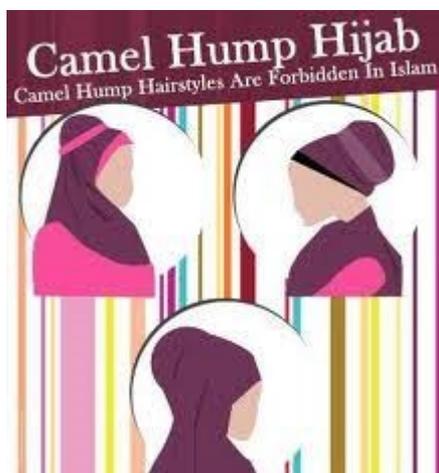
After identifying the target need and learning need, the next stage was composing the course grid. In this case, the finding of target need and learning need would become references in writing course grid. Course grid was used as a guideline in creating English learning material.

This study was done to develop English learning material for the second semester students of Economic Faculty students in IAIN Bukittinggi. It aimed at improving the students' ability both oral and written and it also aimed at reminding students about their costume as moslem/muslimah. In this research, course grid consisted of 10 (ten)

<sup>22</sup> Nunan, David. 2004. *Task-Based Language Teaching*. Cambridge: Cambridge University Press

elements; title, learning objective, warming-up, dialogue, useful expressions, reading, activity, discussion, reading, and vocabulary.

Title was the first element which showed the topic discussed. Researcher chose the topic related to the basic competence. It is followed by one until to paragraphs as greeting section. The next component is learning objective. It explained about the basic competence that should be achieved by the students. For Warming-up, the lecture will ask the students relate to a picture about hijab done by muslimah nowadays as picture 2. It can be in form of question to trigger students' schemata about topic they learn. This part will lead the learners to spoken and written cycle.



Picture 2 Camel Hump Hijab

After warming-up, there is dialogue provided for each topic. It provides the chance for students to practice their speaking and pronunciation well. The lecturer will guide and correct the learner's pronunciation. And then, there will have useful expressions, reading, activity, discussion, reading, and vocabulary. These entire course grids cover the four skills that must be mastered by learners.

The researcher consulted the first draft to the experts before she had material tried out. The assessment and suggestion from experts were employed to alter or revise to produce the better second draft.

## CONCLUSION

The need analysis consist of two parts; target need and learning need. The target need is divided in to necessities, lack and want. Furthermore, learning need consists of input, procedure, setting, teacher's role and students' role. Concerning the need analysis result, the students were expected the teaching material which enable them to learn their every day communicative situation. Based on those need analysis results, researcher produce teaching material which consisted of 10 (ten) course grid elements; title, learning objective, warming-up, dialogue, useful expressions, reading, activity, discussion, reading, and vocabulary. The first draft was assessed by experts to get validity and reliability to be better for the second draft of teaching material.

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