ABSTRACT

Fadillah, Nadya. 2025. *Developing an Islamic-Based English Textbook for Grade 7 at A Madrasah Tsanawiyah in Jambi City*. Thesis, English Education Study Program, Language and Literature Department, Faculty of Teacher Training Education of Universitas Jambi. Supervisors: (I) Drs. Saharudin, M.Ed., M.App.Sc, Ph.D., (II) Muhammad Fauzan, S.Pd., M.Pd.

Keywords: *Islamic-Based, English Textbook, Research and Development*

This study developed an Islamic-based English textbook focused on descriptive text for seventh-grade students at Madrasah Tsanawiyah Negeri 6 Jambi City. The participants included one English teacher, 28 students, and two expert validators. Using the ADDIE model (Analysis, Design, Development, Implementation, Evaluation), the research collected data through interviews, document analysis, and questionnaires.

The result showed that 1) the stages of this development started from the analysis phase, which involved analyzing the teacher's needs through an interview, students' needs through a questionnaire, and document analysis. Then designing the product based on the analysis phase, developing the product step-by-step, implementing the Islamic-based English textbook to the one-on-one, small group, and field group, and lastly, evaluation that is gathered from each phase. 2) This textbook had validated and showed high scores of 93,75% (material and content) and 97,5% (media and instructional design). The textbook had been implemented, and the scores were also strong, which were 96,25%, 83% (small group), and 90% (field group). The result showed that the textbook is highly valid and decent.

This textbook can support both student self-learning and teachers in teaching descriptive text. Future researchers are encouraged to test its effectiveness further.

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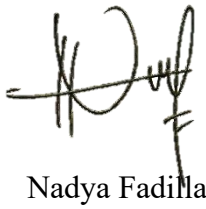

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CHAPTER I

INTRODUCTION

1.1 Background of the Research

In attempting to meet the distinctive needs of students' education in Madrasah Tsanawiyah, one important approach is the implementation of Islamic principles in English teaching materials. In this regard, Rahmadany et al. (2021), Cahyo et al. (2019), and Alfian et al. (2022) have emphasized that the production of such material is necessary to support both learning objectives and the development of Islamic faith. The process for developing the material itself, by and large, involves needs analysis, material development, validation, evaluation, and revision. However, those challenges remain because of the limited availability of such tailored materials for effectiveness in targeted educational settings. The present study attempts to fill in these lacunae by devising an Islamic-based English textbook for Grade 7 at a Madrasah Tsanawiyah in Jambi City.

Although many studies have explored this area, Madrasah Tsanawiyah still faces a shortage of English materials that integrate Islamic values. Research has shown that such integration positively affects students' language skills, motivation, and confidence. Therefore, this study focuses on creating materials that help students learn English and strengthen their Islamic identity through content that reflects their religious and cultural values.

Research on English language teaching (ELT) based on Islamic values in Indonesia explores how Islamic principles are embedded in teaching English

through various methods, such as using Islamic stories, songs, and literature. These approaches have been successful in helping students understand the language, whether it's through studying Quranic verses or famous Islamic texts, while also maintaining their Islamic identity. This study is expected to help address the need for teaching materials that are educationally effective and culturally relevant to the students.

One major concern in existing studies is the disconnect between available teaching materials and the actual needs of students in Madrasah Tsanawiyah. Many current resources are not suited to their language proficiency and often contain unclear instructions that hinder comprehension. In response, this research proposes the development of a supplementary textbook designed to support more effective English teaching materials aligned with the Merdeka Curriculum and Islamic values.

The gaps identified highlight the urgent need for English materials that reflect Islamic traditions and are culturally and linguistically appropriate for Grade 7 students at Madrasah Tsanawiyah in Jambi City. Existing resources fall short in this regard, resulting in less meaningful learning experiences. This study aims to design and validate improved teaching tools that not only strengthen students' language skills but also foster a deeper connection with their faith and identity.

1.2 Limitation of the Problem

This study focuses on designing an Islamic-oriented English textbook on descriptive text for Grade 7 students at Madrasah Tsanawiyah Number 6 in Jambi City. Tailored specifically for this level and topic, the material does not cover other

grades or areas of the English curriculum. The research is limited to a single school and educational stage, which may restrict the generalizability of the findings. Additionally, the evaluation addresses only short-term outcomes, without examining long-term effects.

1.3 The Specification of the Product

The product developed in this research is an English textbook for Grade 7 students at Madrasah Tsanawiyah as a supplementary learning resource. It is designed with the following features:

a. Available in both digital (PDF) and printed formats.
b. Aligned with the Kurikulum Merdeka, supporting national education standards, and emphasizing flexible, student-cantered learning.
c. Focuses on developing students' skills in reading, writing, and presenting.
d. Organized into 8 chapters, each with a different theme.
e. Contains only Islamic-themed descriptive texts.
f. Includes targeted language features to help students write simple descriptive paragraphs.
g. Instructions are provided in both English and Bahasa Indonesia to support independent use.
h. Offers a variety of exercise formats to reinforce learning.
i. Equipped with a word box and reading strategies section to support reading comprehension.
j. Integrates QR codes linking to relevant Quranic verses and short videos related to the reading texts.

k. Each chapter includes Hadiths or Quranic verses to strengthen connections to Islamic values.
l. Features a reflection section to encourage cognitive engagement and self-assessment.

1.4 Research Question

To address the issues outlined in the background of the research, the following research question is formulated: How is the Islamic-based English textbook for seventh-grade Madrasah Tsanawiyah students developed?

1.5 Research Purpose

This study aims to develop an Islamic-based English textbook for seventh-grade Madrasah Tsanawiyah students, focusing on descriptive texts incorporating Islamic values.

1.6 Significance of the Research

The result of this research is expected to help students in Madrasah Tsanawiyah improve their English skills, confidence, and motivation by connecting the lessons with Islamic values. It also offers teachers a clear and structured sequence of materials that is easy to use. In addition, this research supports better education by combining language learning with Islamic teachings. It may also be useful for other researchers who wish to continue or develop this study further.

1.7 Definition of Key Terms

To avoid misunderstanding and misinterpretation, the researcher presents the definition of key terms applied in this research. The key terms are explained in the following points:

a. **Islamic-Based** refers to educational content, values, or approaches that are guided by Islamic teachings and principles. In this study, it means that the English materials are designed to reflect and support Islamic values.
b. **Textbook** is a structured learning resource that contains a sequence of English lessons. It is used by teachers and students as the main material in the teaching and learning process.