

# PROCEEDINGS OF THE 1<sup>ST</sup> ANNUAL INTERNATIONAL CONFERENCE ON ENGLISH LANGUAGE TEACHING (AICELT)

Mataram, Indonesia, 7 - 8 June 2023 Available at <https://proceeding.uinmataram.ac.id/index.php/aicelt/index>  
English Language Education Study Program, Faculty of Tarbiyah and Teacher Training, State Islamic University of Mataram

## LOVELYA.JBI: MORE THAN LEARNING A LANGUAGE

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### Abstract

Learning English is such as an urgency in the 21st century because the increasing prevalent in todays interconnected world such as for global communication, educational opportunities, career advancement, access to information and resources, cultural exchange and entertainment as well as personal development to connect with others and broaden horizons. After the pandemic, there were numerous of English courses being conducted online. It is well acknowledged that students have the distinct advantage of being able to study in their own time and at their own pace when they take English classes online particularly for non-English major students. Lovelya.jbi is one of the English online course, it is a private English course specifically for women that provides the study more than learning a language. They integrate islamic value and material into the lesson. This article introduce the overview background of lovelya.jbi and present how the English teaching and learning process in their classroom. The data is collected based on interview and observation, then is explained by using descriptive analysis. The findings of this study demonstrate that students are more engaged in their English studies when they are exposed to Islamic values and material.

Keywords: *English learning course; ESP; Islamic value and material; Lovelya.jbi*

### INTRODUCTION

English is the most widely spoken language in the world and the globalization's lingua franca. It is also a language that reflects the culture and values of the Western world, which has attempted to impose its political, moral, and cultural values on the world through a process of contentment and deception (Elahi, 2021). Learning English in the twenty-first century can be both a challenge and an opportunity for Muslim students. On the one hand, learning English can assist Muslim students in communicating with others, gaining access to information, and participating in a variety of disciplines of knowledge and activity. On the other hand, learning English may expose them to various worldviews, ideologies, and lifestyles that may conflict with Islamic teachings and principles. However, as stated by Adiantika (2019) in his research, the implementation of English as a foreign language in non-native speakers, particularly in an Islamic context, could potentially contribute to a problematic situation. The existence of English as an international language in every aspect of life, including the Islamic context, will result in two possible outcomes: either students will fail to maintain or even lose their cultural background, or they will be able to integrate English with their cultural background, or vice versa. Consequently, learning English necessitates striking a balance between acquiring linguistic abilities and preserving Islamic identity and values.

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One way to achieve that balance is to view English learning as a means to an end, rather than an end in and of itself. Learning English should not be viewed as a means to assimilate to Western culture or compromise one's faith, but rather as a means to increase one's knowledge and benefit others. According to Ibn Majah, "the Prophet Muhammad (peace be upon him) told us that seeking knowledge is obligatory for every Muslim". Learning English can enable a Muslim student to pursue knowledge from a variety of sources, including Islamic ones, and to share it across linguistic and cultural boundaries. In accordance with Islamic values and ethics, learning English can also enable a Muslim student to contribute to the development and progress of humanity in various disciplines, such as science, technology, education, health, etc. According to Sabiq et al. (2022), English can be useful for their future education and vocations, as well as for socializing and communicating Islamic values to the international community.

This balance can also be achieved by viewing English study as a form of worship and service to Allah. Learning English should be viewed as an act of obedience and devotion to Allah, who created languages and bestowed them on humans as a blessing and a sign of His wisdom and mercy. According to Allah's words in the Quran, among His signs are the creation of the heavens and earth, as well as the variety of your languages and hues. Indeed, there are indications in that for the knowledgeable (30:22). Furthermore, Farid & Lamb (2020) in (Sabiq et al., 2022) discovered that Muslim students tie their target language motivation to spiritual vision as a method for Islamic.

However, the majority of research on integrating Islamic values and material into the teaching and learning process, particularly in teaching and learning English, has shown positive effects on students. In the process of teaching English, Islamic values were being firmly established in the school environment alongside school activities (Jamaris, 2017; Zaitun & Wardani, 2019). According to Yuliana (2021), students' interest in learning English has increased since the introduction of Islamic values, as they are very enthusiastic about listening to the material provided by the teacher. This is due to the fact that the lessons they despise, such as English, have numerous benefits, one of which is the improvement of their personality. However, the teacher must make an effort to inculcate Islamic values into the English curriculum. Djambjuri et al., (2022) found additional evidence that Islamic materials can significantly improve students' performance.

Therefore, there is an Instagram account known as "Lovelya.jbi" It is an online English course designed specifically for women that provides an Islamic approach to English learning that is consistent with their faith and values. In order to investigate this phenomenon, the researcher is motivated to analyze this English course's pedagogical practices in integrating the

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Islamic value and content into ELT.

## *Online English learning*

After the pandemic, there were numerous online English classes offered. Djamburi et al. (2021) describe online learning as a pedagogical technology that makes the students study in a more active, individualized and collaborative manner. It is widely acknowledged that students who take English classes online have the distinct advantage of being able to study on their own time and at their own tempo, particularly non-English majors. A shift from offline to online learning, particularly for English classes, is another effective method supported by Rifiyanti (2020). English online learning also provides advantages such as the ability to remain at home, a smaller budget for study, greater time flexibility, and access to online materials (Thamri et al, 2022).

According to Islam M. (2011) and T. Murtiningsih's (2020) research, online English learning is able to enhance English proficiency. Furthermore, the authors explain the positive aspects of self-directed English study on the Internet. In addition, students can discover different learning disciplines that interest them, such as English for a specific purpose in this case. From a student's perspective, Djamburi et al. (2021) discovered the effectiveness of using Islamic materials in teaching English in assisting students comprehend the materials.

## *English Language Teaching*

The purpose of teaching English is to aid in the development of students' intellectual, social, and emotional skills, as well as to play a central role in the academic accomplishment of all subjects. The purpose of teaching English is to enable students to communicate verbally and in writing with politeness and courtesy for a variety of purposes. Teaching the foundation of interaction that must be maintained is the application of civility principles in a civilized society. In addition, they include tolerance, regard for the other person, the capacity to collaborate, confidence, diligence, creativity, tenacity, and the capacity to adapt to kindness and honesty (Djamburi et al., 2021).

According to Annisa and Hadijah (2017), the teaching English as a Foreign Language (TEFL) is more relevant if the teachers are able to combine not only the culture in the society where the students live but also the local wisdom such as the values in the students' religion. It serves both the aim of life and of interacting with other people. According to Rambe and Salminawati (2019), the integration of religion and science, more specifically the language, appears to be a challenging task that requires significant effort. This is due to the fact that genuine science is the product of observation, experimentation, and work ratios, whereas religion, specifically Islam, is on the other hand. However, it is possible to accomplish this study using English; it is not an impossible task.

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## *English for Specific Purpose*

According to Annisa and Hadijah (2017), it is more relevant if the teachers are able to incorporate not only the culture in the society in which the students live but also the local wisdom such as the values in the students' religion in the context of teaching English as a Foreign Language. As is common knowledge, English is a language that is used in a number of different countries, including the United Kingdom, the United States of America, Australia, and a few other places. There is a significant gap between the values and culture that are observed in these countries and those that are observed in Indonesia. In fact, some of the values and culture that are practiced in these countries are diametrically opposed to the values and culture that the majority of the people in Indonesia, who are Muslims, have adopted. Because of this, there is a fear that "more English, less Islam," which means that the more a student knows about English, the fewer Islamic values they will have. This has formed the basis for contemplation for many different parties, particularly among educators, concerning how Islamic ideals might be applied in English language instruction to eliminate the term contradiction that exists between religious science and general science.

A person who teaches ESP ought to be capable of performing a number of functions, such as those of a teacher, researcher, collaborator, and evaluator, as well as course creator and provider of course materials. It is possible for English professors to ensure that they are teaching ESP in an effective way to their students. According to Rambe (2019), in order to successfully integrate Islamic principles into English language lectures, there were numerous different aspects that needed to be merged. These aspects include approach, curriculum, teaching material, and lecture methods, all of which will be explored in more detail below.

## *Approach*

The teaching approaches may substantially increase students' interest and passion, and they have achieved the goal of increasing the ability to utilize English language and communicate with one another in English. (Xu Le-Feng et al, 2007). There are several approaches that can be used to teach English while including Islamic material and values, including CLIL (Content and Language Integrated Learning), multimodal approaches, communicative or CLT approaches, and scientific approaches.

According to the literature review that has been gathered, the study from Djamjuri et al. (2021) found that the use of a multimodal approach in online EFL classes using Islamic learning materials was very interesting, effective, and helped them to improve their English language skills. This conclusion is based on the fact that the teacher has collected the relevant literature.

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Additionally, the students favored using media from YouTube for English learning through a multimodal approach, and they selected Zoom and Telegram as communication mediums for English learning. CLIL, which stands for Content and Language integrated Learning, is another research about approach that has been used in the teaching of English. This approach has shown that not only can teachers benefit from effective language-pedagogical approaches, but that language teachers can also benefit from effective CLIL approaches and experiences as well. This is due to the fact that CLIL can be more useful than traditional language teaching in terms of promoting proficiency in a foreign language (Graaff, et al., 2007). Because of this, CLIL is seen as potentially useful in the field of teaching foreign languages (Fedotova et al., 2022). However, the communicative method is the one that is most well regarded in the specific environment in which Auguirre (2005) conducted his research. This is due to the fact that the goals of the approach itself are for English language teachers to share this control and "facilitate" learning rather than disseminate information.

## *Curriculum*

In some studies it is suggested that teachers should be creative in integrating Islamic messages into their English teaching to build up students' Islamic character while still maintaining the context of teaching English (Elfi, 2016). There are the characteristic for teachers in teaching :

1. Integrating the receptive and productive skills of language skills
2. Language is functional and dictated by the context of the subject
3. Language is approached lexically rather than grammatically
4. Lessons are based on reading or listening texts/passage
5. The language focus in a lesson does not consider structural grading
6. Learner styles are taken into account in task types.

## *Teaching Material*

In teaching, the teachers may use the material that related to the content or topic that are being discussed. Authentic material is one of the various material that teacher can use in English language teaching which refers to real-life materials that are utilized to expose students to the language as it is genuinely utilized by native speakers in authentic circumstances. These materials can include a wide variety of resources such as newspapers, periodicals, books, podcasts, films, songs, websites, and social media posts.

There are numerous advantages to use authentic resources in language instruction and learning. According to the findings of the research conducted by Rao (2019) and Nusantari et al. (2018), authentic materials play an important part in fostering the learning of learners and in

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generating interests among learners to learn the English language in a natural way with the appropriate amount of motivation. Therefore, teachers of English should make use of these authentic materials in their day-to-day instruction. It helps students develop their listening, reading, speaking, and writing skills in a way that is more meaningful and relevant by exposing them to real-world language use and giving them opportunities to practice these skills. Learners benefit from this because it enables them to comprehend a variety of contexts and register changes, as well as exposing them to a variety of cultural elements that are ingrained within the language.

Learners can be motivated by authentic materials because these resources provide a look into real-life situations and themes that are intriguing and relevant to their lives. This can be an effective way to motivate students to learn. Learners can also gain techniques for dealing with unexpected vocabulary, idiomatic expressions, and linguistic elements that are typically utilized in natural language with the help of these activities. According to Elfi (2016), educators are able to make use of a wide variety of resources, including real materials like the internet, television, and radio as well as English textbooks that incorporate Islamic messages. The goal of the curriculum and the syllabus should guide the selection of the right book as well as any other material that will be used in the classroom. They should exercise discretion while selecting the content by taking into account the level of the students, the topics that interest the students, and the goals of the English subject. Teachers in Islamic schools can create Islamic material with Islamic messages while also assisting students in mastering the skills and components of the English language that are specifically targeted.

## *Teaching Method*

The difference between a method and an approach in terms of teaching is that the method refers to the process, while the approach refers either to the direction or the angle. In English Language Teaching (ELT), the approaches that are needed are a combination of ways that enable students to acquire the four English basic abilities, significant training for language teachers who are competent, and a diversity of subjects that appeal to the learners' attitudes and background.

The methods used to instruct students in ESP are likewise distinct from those used to instruct students in General English. Students participating in the ESP get instruction that teaches them to be more accountable for their own learning and to be more autonomous. This training is tailored to meet the specific requirements of each student. In addition, the Islamic principles that are going to be instilled in the students should be addressed and agreed upon between the teacher and the students in order to ensure that the ESP course that is part of

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Islamic Higher Education is successful. (Hendriani, 2016).

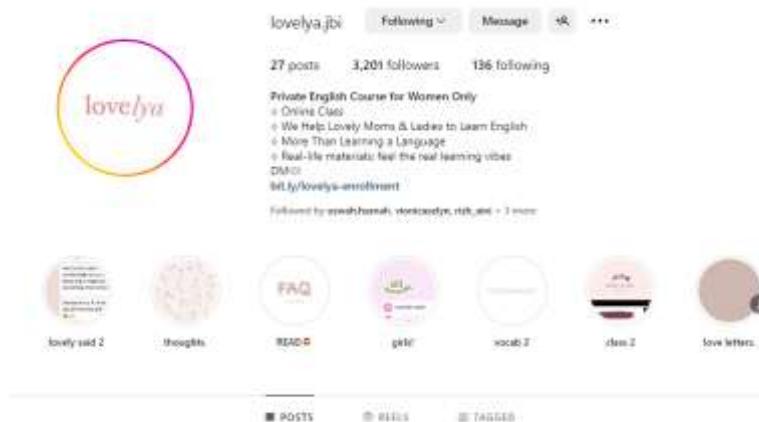
The findings of research by Djambjuri and Maeleli (2021) In addition to establishing teaching methods that are frequently used in English classes, such as communicative language teaching and collaborative learning, etc., the teachers are also expected to apply the way of learning that is applied in Islamic education. This is a must. The method of mutual education, educational methods based on instructional methods, and educational methods based on the research. There are also some of the approaches that can be applied in the context of teaching English by incorporating Islamic content and values. Methods of repentance and forgiveness, methods of targieb and tarhieb, methods of giving examples, methods of discussion, methods of answering questions, methods of methodology (giving parables), methods of guidance and counseling, and last but not least, the method of acquisition (self-education), explanation, and exposition (instructions).

## METHOD

The method used in this research is descriptive by using qualitative approach. The descriptive qualitative method intended in this study is to explain all aspects of Lovelya.jbi as an online English course and how the implementation of Islamic materials and Islamic values in English Language Teaching. So the focus of the research will be more on the source of information and data from the parties, key informants and stakeholders are directly related.

## FINDINGS AND DISCUSSION

Lovelya.jbi is an Instagram account that belongs to a private English course for women only. The account has 2,661 followers, 137 following and 28 posts as of December 2021. The account posts pictures and videos related to English learning, such as vocabulary, grammar, tips, quotes, etc. The account also promotes its course programs and offers discounts and bonuses for its students.



Picture 1. Lovelya.Jbi's instagram page

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Lovelya.Jbi is based in Jambi so that 'Jbi' stand for Jambi. The owner has graduated form English Teacher Training and Education program in one of the University in Jambi. The first motivation of the reason why the owner really make the specification in teaching English by using Islamic content and values is to spread the awareness and to do da'wah as Islam is the purpose of life. As she stated in the interview "*my motivation is I don't want only teach English like a usual method I mean I also want to spread the Sunnah or sweet Islamic knowledge around around the people*"- interview May 29<sup>th</sup>.

This course has offered an online class there are divided into three classes which handled by three tutors there are; a. Conversation class, b.TOEFL and IELTS preparation class, and c.English for Specific Purpose. After almost 3 years developing the course, now the students that has been registered to the course it is approximately around 400 students comes all over Indonesia, and not all the registered student have got the chair in the class, some of them need to wait in the waiting list for that.

The students itself comes from in various fields. Start from Junior high school, Senior High School, Bachelor degree, carrier woman even the housewife in the age of 48 years old. So, basically the require to become the student of this course is women.

In their teaching and learning process, the researcher found out really interesting process. in line with Rambe (2019) in integrating Islamic values in English language, there were several aspects that needed to be combined, including approach, curriculum, teaching material, and lecture methods would be analyse in this context.

## *Approach*

In this particular class, the CLIL method has been utilized as the instructional strategy. Since it stands for Content and Language Intergrated Learning, we can deduce that the content being referred to in this instance is Islamic in nature. Because of this, a CLIL lesson is not a language lesson, nor is it a topic lesson delivered in a foreign language. An effective CLIL lesson, as outlined by the 4Cs curriculum, should combine aspects of the following (CLIL: A lesson Framework, n.d.):

### **a. Content**

It refers to the progression in knowledge, skills and understanding related to specific elements of a defined curriculum. Islamic content is the focus of this course. They provide the topic based on the Al-Quran and hadist that related in every aspects of life that can be seen from their instagram posts and stories.

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Picture 2. Lovelya.Jbi's class activities

## b. Communication

Using language to learn whilst learning to use language, that is what makes Lovelya.jbi is different to other courses.

## c. Cognition

Developing thinking skills which link concept formation whether it is abstract or concrete understanding and language. In this course they provide eight meetings in a month for each classes so that in a week they have two meetings. For the first meeting they conducted the general English language teaching and learning such as the English grammar and other components then for the second meeting they apply the language aspect in the islamic content. From the interview she said:

*"in a week we have two times...twice in a week yeah the classes and then one or one session is for regular regular method you know like Tenses Grammar or the exact one yeah from English Source itself then the second session would be about Islamic sources I mean take all the grammar all the tenses into the real life material" - interview May 29<sup>th</sup>.*

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Picture 3. Lovelya.Jbi's class activity

## d. Culture

Exposure to alternative perspectives and shared understandings, which deepen awareness of otherness and self. Because most of Indonesian have the background of knowledge on Islam so that in teaching and learning process, the teacher does not have difficulties in immersing the culture of Islam.



Picture 4. Lovelya.Jbi's class activity

A CLIL lesson is therefore comparable to an English Language Teaching integrated skills lesson in many ways; the key differences are that a CLIL lesson incorporates the investigation of language, is presented by a teacher who is knowledgeable in CLIL methodology, and is based on material that is directly related to a content-based subject. During a CLIL class, students investigate not only the subject matter but also the language. It aims to direct language processing and supports language production in the same way that an English Language Teaching course would by teaching techniques for exploiting reading or listening texts and structures for supporting spoken or written language. This is done in the same way that an English Language Teaching course would. As a result of the characteristic, it is possible to

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determine, in accordance with the idea of CLIL, how the teaching and learning of English in Lovelya.Jbi classes are carried out.

CLIL intends to direct language processing and “support language production in the same way as ELT by teaching strategies for reading and listening as well as structures and lexis for spoken or written language.” This is accomplished by teaching students reading and listening techniques as well as structures and lexis. According to Khoiriyah et al. (2022), the CLIL technique is considered to be a promising way to increase students’ learning results in terms of both topic comprehension and foreign language ability.

## *Curriculum*

From the approach the course has the focus on the four skills of the language that to be concerned in their curriculum. In a CLIL lesson, all four language skills should be combined. The skills are seen thus:

- a. Listening, in the listening section they got from listen to the lectures that found in Youtube pages that related to the topic that is been discussed at that time and they elaborate it into the English aspect.
- b. Reading, this section is applied with the article that they get from the sunnah websites. Vocabulary enrichment is also be part of this section because most of the students are not familiar with Islamic term that used in English.
- c. Speaking focuses on fluency particularly in the conversation class. Most of the students are really engaged by this class because they can show up and practice the productive skill.
- d. Writing is a series of lexical activities through which grammar is recycled.

## *Teaching material*

The teacher use the authentic material in teaching English with Islamic material. as we know that Al-Quran and Hadist are the fundamental sources in Islam. So the teacher took a lot of the material that related to the students life and sometimes it is discussed the topic that has been

*“It is from real life materials here so maybe I got it from YouTube or Sunnah websites some websites that I ask my friends who know that better it is authentic or not because some of the lectures maybe we couldn’t serve that to the students because of sometimes the hadist isn’t shahih yeah this is weak or sometimes it is Palsu so I’m really afraid of the case like that then I need to be careful of finding a authentic website”* - interview May 29<sup>th</sup>.

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Picture 5. Lovelya.Jbi's class activity

## Teaching method

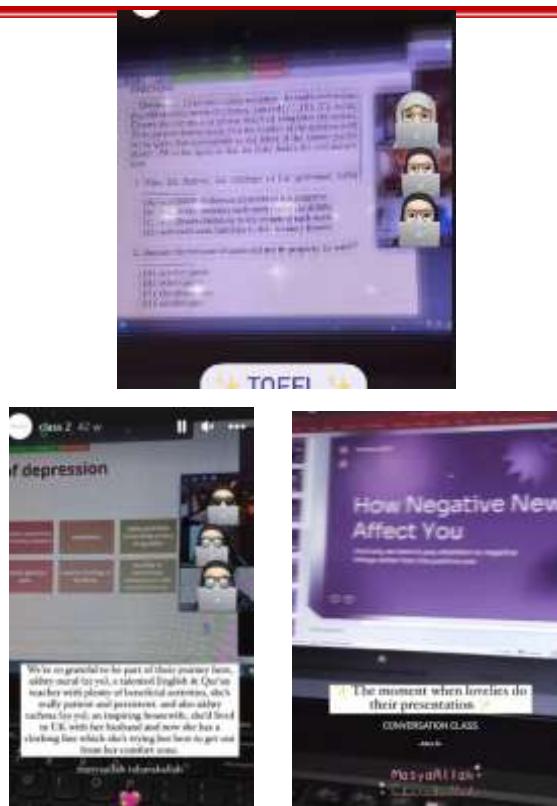
The researcher found out that in teaching and learning English in Lovelya.jbi is in so much interesting. The teachers or tutors give much of effort in giving the material that is delivered in the class. There are some activities that have been concluded by the researcher based on the data collection from the documentation and interview. Using gamification such as kahoot, quizz, guessing game (asking the student to decribe and the other student guessing the word), would you rather game. To enrich the vocabulary the tutors provide the game by quiz and test the level of vocabulary.

In speaking class, they have also the moment of the students do the presentation about a thing that they are expert or have the aknowlegde of it. It is called TMA teaching me about, It is the time to shine to practice their English in conversation class. It challenged the student to become confident in practicing their language.

Listening, reading section for the TOEFL and IELTS preparation, the tutors used the common way because they have a specific purpose, they prepared the material from the audio and the passage based on the practical listening and reading for TOEFL and IELTS test.

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Picture 5. Lovelya.Jbi's class activity

## CONCLUSION

The researcher came to the conclusion based on the data from the interview and observation of the document that Lovelya.Jbi is the English private course specifically for women that has used the Islamic content and values in their teaching and learning process. It is also found out also how the teaching and learning of English in Lovelya.Jbi is processing in their class in line with the notion by (Yuliana, 2021). This is found out by looking at the characteristics by approach, curriculum, teaching method and teaching material. The student also developed an interest in learning English through Islamic content, and Islamic lectures served as their preferred source of motivation, since these lectures served to remind them of the need of upholding their own personal beliefs. There are many approaches to education that have been tried out in the classroom over the years.

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