

Exploratory of Islamic Studies Corpus: A Need Analysis

Sardian Maharani Asnur, Mansur Akil, Haryanto, Abd. Halim

¹English Department, Universitas Negeri Makassar, Indonesia

²English Department,,Universitas Negeri,Makassar, Indonesia

³English Department, Universitas Negeri Makassar, Indonesia

Abstract. Indonesian EFL students in Islamic university who are learning English for Islamic Studies (EIS) may have lack of knowledge in this field of study, so making sense of Islamic studies terminology can be a problem to them. There is thus a need to identify Islamic terms which could pose difficulty to students when they read Islamic textbooks or articles. The objectives of this study is to find out the the topics of English for Islamic Studies that is needed to be learn by the first year students, especially in Islamic institution. This research applied mixed method research design to answer the problem stated. There were sixty students involved in the study as well as three English lecturers and 3 expert in Islamic Studies. The finding shows that there are six main topics which becoming the concern in English for Islamic Studies. The topics are The Qur'an & Hadith, The Faith of Believes, Pillars of Islam, *Fiqh*, Moral Believes, and Islamic History and Culture. These main topics consist of several sub-topics to meet the necessity of the subject. It is implied that there is necessity of students to learn English for Islamic Studies; therefore it is recommended to provide them an English material contain Islamic Studies. It is strongly suggested to provide the students with the list of vocabulary for each topic to support the students in understanding the Islamic studies terms.

Keywords: Need analysis, Islamic Studies, Corpus, Indonesian students

Date of Submission: 04-09-2019

Date of Acceptance: 19-09-2019

I. INTRODUCTION

In order to learn and spread the teachings of religion throughout the world, people need to have good language mastery that is used worldwide. English as one of global language may become one of language to spread the religion especially Islam. Students who study in Islamic institutions become one expectance to disseminate religious teachings of Islam through such fields as technology, science, humanities, arts, or any other fields. Thus, they need to have capability in integrating those certain field with Islamic studies. The necessity will entail them to read compulsory textbooks of Islamic studies both in English and Indonesian. The textbooks of Islamic study especially in English written text may carry terminologies that are not familiar with and this can affect their reading comprehension. As points out by Read in Pachler (2014, p.67) that learners are normally conscious about the fact that lack of vocabulary knowledge can and does hamper effective communication and their reading comprehension. Moreover, Marks, et.al. (1974, p.262) say that the unacquaintedness of specific words in a sentence may render meaningless an entire sentences which may inhibit the comprehension of the meaning of subsequent sentences in the same passage.

To assist the students in comprehending a specialized text or communicate effectively using special terms, accordingly they need to employ specialized dictionary. Nevertheless, Indonesian students may find it difficult to find the right meaning of Islamic term in common dictionary, while Islamic terminology dictionary in English-Indonesia is not easily found, even not available at all. There are only dictionary of English-Arabic written by Alkhuli (1989), El- Maliki (1997), and Al-Khudrawi (2004). Based on this thought, it suggested some specialized Islamic studies terms in Islamic Studies textbooks need to be compiled. Therefore, there seems to be a need to familiarize the students with Islamic studies terms in English to facilitate reading the textbooks. Williams in Shamsudin, et al. (2013) says that students' improvement in such field of subject determined by their capacity to apprehend the terminology and ideas of that subjects.

To achieve that upbringing need, the terms should be identified in advance then we can familiarize students with the relevant Islamic studies terms in English or further we call it English for Islamic Studies. The students may not have background knowledge in this field of study, so making sense of English for Islamic Studies terminology can be a problem to them. This problem can be compounded by the fact that some writers are not helpful when writing their textbooks. Textbook writers are people who are often expert in their field, so specialized terms which are new to the students may not appear to be such difficult to the writers. In order to identify English for Islamic Studies terms, it is consider that the researchers should first identify the Islamic

Studies topics that first year students should know. It can be assumed that these topics found in the textbooks may carry English for Islamic Studies terms which could be unfamiliar to students. This study therefore gains to identify the English for Islamic Studies topics that are necessary to learn by the first year Indonesian students in Islamic institution. From the topics identified as important by the students and lecturers, the researchers expected to investigate the English for Islamic Studies terms which could ultimately be employed to extend a glossary of English for Islamic Studies terms for first year students.

II. THEORETICAL BASIS

2.1. English for Islamic Studies

English for Islamic studies means that learning Islam religion and culture using English language. EIS focus is in how to use English in Islamic studies not to learn the Islamic concept. Nevertheless, it will enable the students to learn English and at the same time develop their knowledge about Islam. English for Islamic Studies deals with the topics that are more academic, for example the skills needed for reading the history of Islam, listening to lectures on Islamic themes, discussing the beliefs and practices of Islam, and writing scholarly articles about Islam. However, this course does not only focus in academic nature. It also can play role on others area such as helping students learn common Islamic terms, understand the English translation of Holy Qur'an, and read the Islamic journal articles. The English for Islamic Studies must comprises the four skills; listening, speaking, reading, and writing. It is also focuses on content areas or the elements of English such as vocabulary, pronunciation, and grammar. Furthermore, the primary focus of the EIS is on English language skills related to reading, while a more advanced goal is the application of these skills to the learning of Islamic concept and vocabulary.

2.2. Specialized vocabulary

Specialized vocabulary is words that are specifically recognized for topics, fields, or disciplines (Nation, 2001, p.198). Acquiring specialized vocabulary is important for learners to achieve academic literacy and to become part of their chosen academic discourse communities. Studies on specialized vocabulary have helped to define exactly what determines whether a word is specialized and how much-specialized vocabulary is found in textbooks.

There are several ways that suggested by Coxhead (2013) to identify the vocabulary in ESP, they are: consultation with experts in a particular field and working with specialized dictionaries, developing rating scales, and using techniques from corpus linguistics.

2.3. Need Analysis

Brown (2016, p.7) identifies the term needs analysis (also called needs assessment) as the activities involved in gathering the information that will serve as the basis for developing a curriculum which meets the learning needs of a particular group of students. In language programs, the needs are language related. Once identified, needs could be stated in terms of goals and objectives which, in turn, can serve as the bases for developing tests, materials, teaching activities, and evaluation strategies. The purpose is to fill the "gap" of what a language program "lacks." This definition draws a line between needs analysis and evaluation. Needs analysis aims at determining the needs for a defined group of people, while an evaluation determines to what extent a program meets these needs. Furthermore, Soriano (1995, p.21) indicates that needs analysis collects and analyzes data to determine what learners "want" and "need" to learn, while an evaluation measures the effectiveness of a program to meet the needs of the learners.

III. RESEARCH METHODOLOGY

This research applied mixed-method research design as a procedure for collecting, analyzing, and combining quantitative and qualitative data to understand the research problem (Creswell, 2012, p.535). To Identify the topics that necessary, several steps are taken. First the researcher identified the Islamic Studies textbooks that are commonly used as textbooks for the first year students by asking English lecturers who have had experience teaching the first year students. However the lecturers revealed that they did not use any English for Islamic Studies textbooks in the program, but they know several textbooks that could be useful for the students. After consultation with the lecturers. There are ten textbooks related to Islamic Studies written in English. The topics included in the textbook were then analyzed and consult to the lecturers.

3.1. Participants

The research is conducted at UIN Alauddin Makassar, started on April 2018 – January 2019. The subjects of this research were the second semester students of academic year 2017/2018 and the lecturers. This research applied the purposive sampling technique in taking the subjects. The criteria for the prospective respondents are the students who have followed PIBA program especially the English course, the

lecturers/trainers who taught in the course, and the lecturers who have the ability in both English and Islamic Studies.

3.2 Research Instruments

The data were collected from the selected respondents until all the objectives were achieved. In this research, the data reached the saturation and did not need additional subjects after collecting data from 60 students, three trainers of English in PIBA and two experts of Islamic Studies who also know/speak English well. The instrument is a questionnaire of need analysis contains of two sections, part A which seeks demographic information consists of seven items and Part B which is a combination of dichotomous and open-ended items which seeks information on the possible topics deemed useful or necessary for the students consists of eight items. The Part A require the respondents to provide their personal particulars such as their names (which will be anonymously), course(s) taught, department, faculty, number of years teaching experience, level of education and gender. As for Part B require the respondents to tick and/or answer the open ended questions related to the topics as well as their teaching experience.

Meanwhile, the questionnaire given to the students were adopted from Nation and Mcalister (2010:26), but here the researcher only disposed of for finding out the topics needed to be learned by them, thus the researcher particularly focusing on the language and Ideas instead of Skills and text. Nevertheless the researcher also includes questions that related to skills and text.

Data from the dichotomous questions in the questionnaire were analyzed using frequency count, whereas data from open-ended questions were analyzed through content analysis.

IV. RESULTS AND DISCUSSION

There were sixty students involved in answering the questionnaire regarding the topics of English for Islamic Studies. They came from a different department, namely Faculty of Medicine and Health Science, Faculty of Education and Teaching, Faculty of Adab and Humanities, Faculty of Ushuluddin, Faculty of Technology and Science, and Faculty of Da'wah and Communication. Here below is the result of topics stated by them as important topics to be included in English learning:

Table 4.1. Topics stated by students as important topics to be included in English for Islamic Studies

No	Topics	Priority	Important	Un-important
1	Introduction to Islam	47%	53%	0%
2	Pillars of Islam	82%	18%	0%
3	Faith of Beliefs	83%	17%	0%
4	Islam and Science	57%	33%	10%
5	The Basis of Islamic Law	3%	28%	55%
6	Islamic Culture and Civilization	3%	20%	15%
7	Moral Beliefs	23%	35%	25%
8	Woman in Islam	80%	20%	0%
9	Children in Islam	43%	47%	10%
10	Jurisprudence of Worship	43%	47%	10%
11	Jurisprudence in Jinayah	40%	47%	13%
12	Marriage in Islam	38%	42%	20%
13	Visiting	47%	40%	13%
14	The Mosque	0%	0%	0%
15	Accompanying the Janazah	33%	33%	33%
16	Festival and Practices of Islam	0%	0%	0%
17	The Holy Qur'an	0%	0%	0%
18	The Hadith	33%	53%	13%

Based on the result, it has found that there were five priority topics that stated to be learned by the students namely The Pillars of Islam, Faith of Believe, Moral Believe, Islam and Science, and Marriage in Islam. In addition, there are six more topics that claimed important to be learned by them; namely Introduction to Islam that stated by thirty two of them, while thirty four students also conveyed The Holy Qur'an as topics of their need; Law of Worship, Woman in Islam, Children in Islam, and The Hadith are also claimed to be important by twenty eight students. *Fiqh Jinayah* (law of prohibited actions) is also necessary to know as claimed by twenty five students; beside that, there are also additional topics added by several students, those are the law of buying and selling, transactions, and trade as substantial topics to be learned.

After relating and rechecking the data from the lecturers of Islamic studies and English Lecturers, the relevant and needed topics by students to be included as content in English course at PIBA are about Introduction to Islam, Pillars of Islam, Faith of Believes, Law of Worship (*fiqh ibadah*), Moral believes, and Quranic science. Based on the data of the questionnaire of students, three of six topics are also given by students as the priority content to be studied in the English course. For the topics Introduction to Islam, Law of Worship, and Quranic science students claimed it as important topics instead of priority one, where the students give priority to Marriage in Islam as well as Islamic and Science as topics. Furthermore, the topic on The Science of hadith also given by L1, L2 and EL2; where it is also pointed out by 28 of 60 students as an important topic. Meanwhile, EL2 and EL3 also stated interpretation of short verses in al-Qur'an as additional topic.

Moreover, the researcher also made a clarification to the lecturers of Islamic Studies regarding the topics that stated as priority topics by the students, namely Marriage in Islam and Islamic and Science. Based on the interview, the researcher implied that the topic of marriage in Islam could be included as a sub topic of *fiqh*. In addition, the topic of Islam and Science can also be included as a topic in learning English for Islamic Studies, but only talk about the basic things about it. Additionally, the lecturers also agree on the topic of Women and Children, they stated that we might take it as a topic in English for Islamic Studies since it is also studied in Islamic studies.

Referring to the description above by doing the triangulation, the researcher claimed that there were seven topics identified as students' necessities. Here below, the researcher listed those topics based on their importance; it means the lists were arranged according to the topics mostly stated by the students and lecturers. Here are the topics of Islamic studies that need to be learned by the students in an English course.

- a) The Qur'an and Hadith
- b) Faith of Believes
- c) Pillars of Islam
- d) *Fiqh*
- e) Moral Believes
- f) Islamic history and Culture

In this research it was found that the topics needed by students in accordance with the results of need analysis were fairly basic topics in Islamic studies and its cover the topics provided by them. Some of the topics relevant to their topics are Pillars of Islam is relevant to the topic of The Hajj in Bedri's and Kardimin's. In addition, there is also a topic about Law of Worship which is relevant to the topic of Marriage provided by both Bedri's and Kardimin's. Meanwhile Topics about Moral Believes in this research seems applicable to the topics delivers by Kardimin (2013), namely The Prophet; it is also related to the topics of Bedri et al (2013) about The Propethood of Muhammad. The last topic in this research is about Qur'an and Hadith is significant with the topic offered by Bedri (2013) about the interpretation of Qur'an and Kardimin (2013) about The Qur'an, but none of them talk about hadith. In conclusion, relating the topics given by Bedri et al (2013) and Kardimin (2013) with the finding of this research, it can be found that some topics were the same and the other was different.

Since both of Bedri and Kardimin did not divide the topics into sub topics, so here the researcher only showed the subtopics need to be learned by students based on the analysis of this research. Those are:

- 1) Qur'an and hadith
- 2) The faith of Believes: Faith to Allah swt, Faith to the Books of Allah, Faith to Angel, Faith to prophet and Messenger, Faith to the day of judgement, & Faith to God's divine Decree
- 3) Pillars of Islam: Shahadah, Salah/Salat, Fasting, Zakah, Hajj
- 4) Fiqh: Purify, Vow, Marriage, Food and Drink, Holy War, Funeral, Testament and Inheritance, Women and Children in Islam
- 5) Moral Believes
- 6) Islamic History and Culture

Concerning to the topics given by Bedri and Kardimin with the result of this research, it can be found that some of subtopics found in this research were the same with their topics and the other was different. The same subtopics are Fasting, Zakah, Hajj, Food and Drink, and Marriage. Related to the topic of Moral believe, it is also found several subtopics were the same as topics provided by Bedri (2013) and Kardimin (2013), such as the Prophet, Faith to The Day of Judgement and Commendable Moral. Moreover, the subtopics of The Holy Qur'an and interpretation of Qur'an are also relevant to the topics of Bedri's.

Subtopics found in this research are mostly popular matters in Islamic Studies. Nevertheless there are three subtopics mention by students that the English lecturers said to be the students want, not what they need and those selected by students and teachers.

When they were next asked whether there is a need for a glossary of English for Islamic Studies terminology for Indonesian Islamic students, 87% of the students and all lecturers agree that the idea of having a glossary is necessary to facilitate the learning of English for Islamic Studies. Furthermore, it can develop strong background knowledge in their specialized field subjects. The students said that they need a glossary of Indonesian-English translation for they can directly find the English translation and use it in writing text or English discussion and even in delivering a speech. There are many reasons by the respondents who agree that it will be useful. To sum up, the respondents think that a glossary of Islamic Studies will familiarize the students with the terms that are essential to their study, it will facilitate the learning of those terms when undertaking the program, it also equip them for further reading, it will enable them to apply terms' meanings in Islamic studies discussion, as well as to enable them to always refer to the glossary whenever they find problems with Islamic Studies terms in English.

II. CONCLUSION

Need analysis is very important to be conducted as the initial stage of compiling glossary of Islamic Studies in English-Indonesia. In corpus-based study, this is the first stage of getting target material or topics needed to be included in the material of learning. The study reveals that there are six main topics which becoming the concern in English for Islamic Studies. The topics are The Qur'an & Hadith, The Faith of Believers, Pillars of Islam, *Fiqh*, Moral Believers, and Islamic History and Culture. Those main topics consisted of some sub topics, as follows: a) Qur'an and hadith; b) Faith of Believers: Faith to Allah swt, Faith to the Books of Allah, Faith to Angel, Faith to prophet and Messenger, Faith to the day of judgement, & Faith to God's divine Decree; c) Pillars of Islam: Shahadah, Salah/Salat, Fasting, Zakah, Hajj; d) *Fiqh*: Purify, Vow, Marriage, Food and Drink, Holy War, Funeral, Testament and Inheritance, Women and Children in Islam; e) Moral Believers; and f) Islamic History and Culture.

Referring to the result of this research which show the necessity of students to learn English for Islamic Studies; therefore it is recommended to provide them an English material contain Islamic Studies. It is strongly suggested to provide the students with the list of vocabulary for each topic to support the students in understanding the Islamic studies terms. To the policy makers in the institution where the research was conducted, the researchers suggest to conduct need analysis before deciding the syllabus or curriculum used for English as a specific purpose. It is also suggested to provide Islamic Studies dictionary English-Indonesian and Indonesian-English, to make both students and English lecturers easier to deliberate terms or specialized vocabulary in Islamic studies.

REFERENCES

- [1]. Al-Hilali, Muhammad Taqi-ud-Din & Muhammad Muhsin Khan. (2018). Translation of the meanings of The Noble Qur'an (in the English language). King Fahd Complex . Madinah, K.S.A.
- [2]. Alkhuli, M. A. (1989). A Dictionary of Islamic Terms: English-Arabic and Arabic-English.
- [3]. Al-Khudrawi, D. (2004). Dictionary of Islamic Terms English-Arabic & Arabic English. Al Yamamah, Damascus Beirut & Darussalam.
- [4]. Alqahtani, Mofareh. (2015). "The Importance of Vocabulary in Language Learning and How to be Taught". International Journal of Teaching and Education, Vol. III, No. 3 / 2015, p.21-34.
- [5]. Asari, H. (2007). Islamic higher education in Indonesia: A survey of institutional development. *Analytica Islamica*, 9(1), p.1-18.
- [6]. Bedri, Amna. Fiona McGarry & Tony Waterson. (2013). English for Islamic Studies (Teacher's Book). Garnet Inc.
- [7]. Besthia, Windy. (2018). "A Survey on Vocabulary Learning Strategies: A Case of Indonesian EFL University Students". Journal of Research & Method in Education, Volume 8, Issue 5 Ver. III. (Sep. - Oct. 2018), p.29-34.
- [8]. Bin Baki, R., & Kameli, S. (2013). The impact of vocabulary knowledge level on EFL reading comprehension. *International Journal of Applied Linguistics and Literature*, 2(1), p.85-89. <https://doi.org/10.7575/ijalel.v.2n.1p85>
- [9]. Brezina, V., & Gablasova, D. (2015). Is there a core general vocabulary? Introducing the new general service list. *Applied Linguistics*, 36, p.1-22. <https://doi.org/10.1093/applin/amt018>
- [10]. Brown, J. D. (2016). Introducing needs analysis and English for specific purposes. Routledge.
- [11]. Creswell, J. W. (2012). Educational research: planning, Conducting, and Evaluating.
- [12]. Coxhead, A. (2011). The academic word list 10 years on: Research and teaching implications. *TESOL Quarterly*, 45(2), p.355-362. <https://doi.org/10.5054/tq.2011.254528>.
- [13]. Coxhead, Averil. (2013). Vocabulary and ESP. In B. Paltridge & S. Starfield (Eds), *The Handbook of English for Specific Purposes*. UK: John Wiley & Sons, Inc.

- [14]. Edwards, N. (2000). Language for Business: Effective Needs Assessment, Syllabus Design and Materials Preparation in a Practical ESP Case Study. *English for Specific Purposes*, 19, 291- 296.
- [15]. Fulford, H., (2001). Exploring terms and their linguistic environment in text: A domain-independent approach to automated term extraction. *Terminology* 7, p.259–279
- [16]. Marks, C. B., Doctorow, M. J., & Wittrock, M. C. (1974). Word frequency and reading comprehension¹. *The Journal of Educational Research*, 67(6), p.259-262.
- [17]. Martines, I.A., Beck, S. C., & Panza, C.B. (2009). Academic Vocabulary in Agricultural Research Article: A Corpus-based Study. *English for Specific Purposes* 28, 183-198.
- [18]. Nation, I. S. (2001). *Learning vocabulary in another language*. Ernst Klett Sprachen.
- [19]. Nation, I.S.P. & j. Macalister. (2010). *Language Curriculum Design*. New York: Routledge
- [20]. Rohmah, Z. (2012). Incorporating Islamic Messages in the English Teaching in the Indonesian Context. *International J. Soc. Sci. & Education* 2012 Vol. 2(2).
- [21]. Shamsudin, S., Husin, N., & Manan, A. A. (2013). Exploring fundamental engineering word list for engineering students: A literature review. *Procedia-Social and Behavioral Sciences*, 70, p.1275-1281. doi: 10.1016/j.sbspro.2013.01.187
- [22]. Sutarsyah, C., Nation, P., & Kennedy, G. (1994). How useful is EAP vocabulary for ESP? A corpus based study. *RELC Journal*, 25(2), p.34–50
- [23]. Swales, J. M. (2000). Language for specific purposes. *Annual Review of Applied Linguistics*, 20, p.59-76.
- [24]. West, R. (1994). Needs Analysis on Language Teaching. *Language Teaching*, 27(1).
- [25]. Yang, H. 1986. A new technique for identifying scientific/technical terms and describing scientific texts. *Literary and Linguistic Computing*, 1 (2) (1986), pp. 9-103

Sardian Maharani Asnur . " Exploratory of Islamic Studies Corpus: A Need Analysis." *IOSR Journal of Humanities and Social Science (IOSR-JHSS)*. vol. 24 no. 09, 2019, pp. 26-31.