Students' Perception of Using Islamic Material in English Grammar Teaching for English Education Department Students

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Abstract:
The objectives of this article are to investigate (1) the forms of students' perception of using Islamic materials in teaching English grammar, (2) factors of having perception, and (3) the implication of using Islamic material in teaching English grammar. This article used qualitative research, which used 26 English Education Departments Students. The data were collected through questionnaires. The result of the study showed that the students had positive and more positive perceptions. These positive perceptions are because the Islamic material in teaching English grammar helped them remember Islamic teaching. It also made them easy to understand the English grammar. Besides that, the students felt that the teaching and learning are more challenging. The implication of using Islamic material in teaching English grammar was that their motivation is increasing. Further research should be conducted using more participants to make the result of the study more comprehensive.
Keywords: English Grammar, Higher Education, Islamic Material, Perception

1. INTRODUCTION

Perception plays a vital role in people's tendency to do something. The people do everything enthusiastically because of their perception of the target things. Appropriate English grammar materials in the teaching and learning process are crucial things in the teaching and learning process (Artika et al., 2020; Olawale, 2013; Pham, 2022). The material suitable to the students' background knowledge will make them easier to understand. The Islamic materials in teaching grammar will give them an excellent opportunity to internalize the materials. It happened because they had prior knowledge of the materials. They are Muslims, so they are not strange to learn grammar examples from Islamic teaching. Developing English language materials is essential for English teachers (Bateman, 2014).

The research on the perception of using audiovisual materials shows that teacher has a positive perception of using these materials (Make & Yonas, 2018). It also analyzed the perception of using utilization materials in teaching social studies; the result is that instructional material is necessary for teaching and learning (Ogbaji, 2017). In addition, the perception is also studied from the availability of the materials, with the result is that audio materials were rare, visual materials were much available, and audiovisual materials were rare (Dahiru et al., 2021). Besides that, the impact of instructional materials in teaching and learning is that the competent grade of teachers helps the students in assessment and materials selection (Amos et al., 2022). Other researches focused on developing Islamic

content based on teaching vocabulary (Putra, 2017), reading (Berlin et al., 2022), and orientation of Islamic reading materials (Nur & Noorbani, 2019).

This article is to complete the existing research on the perception of the materials from the teachers' point of view. This article is to investigate (1) the students' perception towards the use of Islamic materials in teaching English grammar, (2) the reasons why they have their perceptions, and (3) the implication of using Islamic material to learning English grammar.

The article about the perception of the use of Islamic material in teaching English grammar depends on the argumentation that every student, as the participants, has a similar perception to the use of Islamic material in teaching English grammar that impacts their learning. They use their prior background in Islam to see the benefit of Islamic material for teaching English grammar. Their experience in understanding Islam teaching ad their experience in practicing those Islamic values give positive results on English language grammar. A good and positive perception of the use of Islamic material will provide more value to the success of the teaching and learning process. The previous researches were analyzed the development of Islamic material in teaching vocabulary, the orientation of Islamic reading materials, the importance of using material. Based on the previous researches, it can be stated that there was no research on the use of Islamic material in teaching grammar, so the current research is to analyze the Islamic materials in teaching grammar.

Perception is defined as the reception and organization of sensory information about people or social situations. Perception has the following characteristics:

1. Perception is immediate. It means that perception is direct reception to the people or situation. It does not need long responses to seen and felt objects. There is no apparent delay in the process of awareness.
2. Perception is selective. It means that the attention focuses only on a few objects out of multitudes within the people's sensory range.
3. Perception is structured. Perception is that although people receive light waves of various frequencies and degrees of brightness, the people organize that complex stimulation into an intricate pattern of color, shape, and size.
4. Perception is stable. It means that perception is illustrated by people's experience of constancies of perception. Object size, shape, and color appearance remain constant even though they are viewed from different angles and distances and in various numbers of lights.
5. Perception is meaningful. This perception reveals that to interpret a pattern of stimuli as someone, the people have already imparted the meaning to the sensory experience, but they do not only stop at this point. They immediately integrate all aspects of their facial features, body build, hairstyles, and so on, and people perceive them as female and male, tall, short, thin, black, or white. Similarly, people perceive animals as lions, panthers, cats, dogs, and objects understood as boxes, rules, and houses. This perceptual experience is categorized into meaningful categories (Oskamp & Schultz, 2005).

Material is everything that can be used to help learners in teaching and learning, including language teaching. Teachers can use many kinds of materials to help learners. They can be in the form of a workbook, a cassette, a textbook, a photocopy handbook, a CD-ROM, a newspaper, a video, a paragraph written on a whiteboard: anything that informs or presents about language being learned by language a learner (Tomlinson, 2011). Material is anything used to facilitate language learning, including coursebooks, flashcards, YouTube, food packages, games, videos, websites, and mobile phones (Mohseni & Rahmanpanah, 2020). This definition reveals two kinds of instructional materials: printed and non-printed (Donkor, 2010; Onajite et al., 2019). Printed materials are text-book, pamphlets, magazines, and inventory books. Non-printed materials are auditory materials, Video, and DVDs, radio broadcasts, tape recorders, etc.

Material is crucial in teaching and learning (Tuimur & Chemwei, 2015; Zainuri et al., 2022). Material instruction in the teaching and learning process makes the learners easier to capture the objective of the teaching and learning process (Ridhwan et al., 2019). The students taught without using the material instruction are poor in their school performance achievement (Ajoke, 2017; Effiong & Igiri, 2015; Nsa et al., 2013). Moreover, when the material is developed based on the students' backgrounds (Eripuddin et al., 2022; Umar, 2022). It can be said that students from Islamic backgrounds should be given Islamic materials. Islamic materials in language teaching, which is meant in this article, are used for facilitating, consisting of books and other forms. These course books are taken from Islamic moral teaching and values.

Grammar is a science that teaches us how to speak and write correctly. Listeners and readers cannot understand the speech and any writing forms without using correct grammar. Grammar is related to language structure (Gelderen, 2010). English grammar means the structure of the English language (Jespersen, 2006). This definition reveals that grammar focuses on how the words are structured in a pleasing arrangement so that the listeners or the readers can understand the arrangement. The expression "Home computers are now much cheaper" is acceptable for the native of the English language. This construction is an English language structure. It is different from this construction "Home computers now much are cheaper. Such a structure is not an English language structure because this construction does not follow the English regulation. The position of the word "much" is not in the proper position in the second example (Nelson & Greenbaum, 2016).

2. METHOD

This study used a qualitative approach to investigate the students' perception of using Islamic materials in teaching English grammar. The data of the current research are the utterances related to the focus of study stated in the objective of the research. The data that were needed in this study were in relation to (1) the forms of students' perception towards the use of Islamic materials in teaching English grammar, (2) factors affect their perception of the use of Islamic materials in teaching grammar, (3) the implication of their perception towards their English grammar in teaching English grammar.

The researcher used questionnaire distributed through google form to collect the data. The google forms were chosen to make the participants free to answer the questions. Consequently, they could answer the question without having pressure from everyone surrounding them. The questionnaire consisted of questions related to the perception of the use of Islamic materials in teaching English grammar. The questions are (1) Do you agree with the use of Islamic material in teaching English grammar, (2) Why do you agree or disagree with the use of Islamic material in teaching English grammar, and (3) What is the implication of the use of Islamic material in teaching English grammar.

This study was conducted one of Universities in Lampung. The participants are the students of the English Study Program who took English grammar as one of their compulsory courses. They consisted of the semester 1 of the academic year of 2022-2023. The total number of participants is 26 participants. It consisted of 20 females and 6 males. The participants were chosen purposively. The data which were collected from the participants, then they were analyzed through the following steps. The steps are (1) data reduction of the data that were taken from the questionnaire of the students, (2) data display, (3) data conclusion, and data verification.

3. FINDING AND DISCUSSION

Based on the questionnaires distributed to the participants, it can be seen that they have a positive perception of using English material in teaching English grammar. The findings of the study are presented in Tables 1, 2, and 3 as follows. Table 1 is to answer the question about whether or not they agree with the use of Islamic materials in teaching English grammar, table 2 is to answer the question about the reason why they agree with the use of Islamic materials in teaching English grammar, and table 3 is to present the implication of the use of Islamic materials in teaching English grammar.

Perception of the use of Islamic materials

Table 1. Participants' perception towards the Use of Islamic Material in Teaching Grammar

Participants	Perceptions	Category of Perception
1	Strongly Agree	More positive
2	Strongly Agree	More positive
3	Strongly Agree	More positive
4	Strongly Agree	More positive
5	Strongly Agree	More positive
6	Strongly Agree	More positive
7	Strongly Agree	More positive
8	Strongly Agree	More positive
9	Strongly Agree	More positive
10	Strongly Agree	More positive
11	Strongly Agree	More positive
12	Agree	Positive
13	Agree	Positive
14	Agree	Positive
15	Agree	Positive
16	Agree	Positive
17	Agree	Positive
18	Agree	Positive
19	Agree	Positive
20	Agree	Positive
21	Agree	Positive
22	Agree	Positive
23	Agree	Positive
24	Agree	Positive
25	Agree	Positive
26	Agree	Positive

Table (1) above reveals that the participants have a positive and more perception of using Islamic materials to teach English grammar. The positive perception of using Islamic materials is based on the participants' answers. The participants answered "strongly agree" and "agree" to the questionnaire distributed through google forms. Participants 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, and 11 have strongly with the use of Islamic materials in teaching English grammar. Other participants, namely participants 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, and 26, agree with the use of this material in teaching English grammar. The total number of participants with "strongly agree" is 11, and those with an "agree" choice is 16.

The reason why participants have a positive perception

Table 2. The reason why the participants have a positive perception

Participants	Reasons	Main Point
1	It makes me easier to remember and implement it in my daily life.	Easier to remember
2	It is easier to understand the Islamic example (in teaching English grammar) because it is always done every day as a habitual action.	Easier to understand
3	I agree with the use of Islamic material in teaching grammar like in doing five obligatory prayers. Giving example in daily activities using five obligatory prayers makes me easier to understand the material of English grammar in using the simple present tense.	Easier to understand
4	It is easier to understand the material of English grammar using Islamic materials.	Easier to understand
5	It is better to use Islamic material in teaching English grammar. It is a good example for the Moslem.	Easier to understand
6	Using Islamic material in teaching English grammar as the example of simple present tense can motivate the Moslem to do five obligatory prayers.	It motivates the Moslem to do Islamic obligations
7	Value can be derived from many aspects of human's live including from Islamic material in teaching English language.	It gives more value to the Moslem
8	Islamic material also teaches the Islamic rules	Teaches Islamic rules
9	Besides learning English grammar, I can learn the Islamic terms in English such as five obligatory prayers.	Learning English grammar and Islamic teaching
10	I can understand English grammar more easily.	Easier to understand
11	I understand English grammar and Islamic teaching	Understanding English grammar and Islamic teaching
12	I can learn English grammar and Islamic teaching	Understanding English grammar and Islamic teaching
13	Because it can teach me English grammar and also Islamic teaching together	Understanding English grammar and Islamic teaching
14	Learning English grammar using Islamic material makes me easy to understand. I know the routine activities in simple present	Easy to understand English grammar and Islamic teaching

	tense after knowing the Islamic routine activities such as *Jum'at* prayers.	
15	Besides teaching English grammar, it can be used to introduce Islamic teaching to many people.	Introducing Islamic teaching for many people.
16	It makes me easy to understand English grammar	Easy to understand grammar
17	It is easier to know English grammar by using Islamic material	Easy to understand grammar
18	I can understand Islamic teaching and English grammar	Understanding English grammar and Islamic teaching
19	It helps me more in understanding English grammar	Easier to understand
20	I can learn English grammar together with remembering Islamic materials	Understanding English grammar and Islamic teaching
21	Learning English grammar through Islamic material gives me more knowledge and it is easy to understand. It is because I have been familiar with the Islamic teaching such as habitual action of doing fasting of Ramadhan. This is habitual action which is done every year	Easy to understand.
22	I can estimate the English grammar explanation through Islamic material	Easier to understand
23	Understanding English grammar materials is easier when it is conducted through Islamic materials. I can predict the content of English grammar explanation and examples through my understanding of religious teaching	Easier to understand
24	Because it can be used to introduce the Islamic teaching for many people. They know the teaching of Islam through Islamic materials in grammar.	It can be used to introduce Islamic teaching.
25	It is good to use Islamic material in teaching English grammar especially for Islamic students. This material helps the learners in understanding English grammar.	It helps learners to understand
26	Because I can get more benefits from Islamic material.	Getting more benefit.

Based on Table (2) above, it can be seen that there are various factors of having positive and more positive perceptions. It can be seen that factors that lead to the positive perceptions are easy to remember the material (participant 1), easy to understand (P2, 3, 4, 10, 14, 15, 16, 17, 19, 21, 22, 23,25), understanding English grammar and Islamic teaching

simultaneously (P18, 20), motivation to do Islamic teaching (P 6,24), getting more benefit (P26).

The Implication of Using Islamic Material in Teaching English Grammar

Table 3. Implication of using Islamic material toward the participants' grammar mastery

Participants	Implication	Main point
1	Teaching and learning processes are more interesting	The class is more interesting
2	The class is more religious	The class is more religious
3	My score in grammar is increasing	The score is increasing
4	The class becomes more challenging	Faster to understand
5	It is interesting	Easier to understand
6	The class is interesting	Understand
7	I like to join the class	Know more Islamic knowledge
8	I like to join the class	Easy to understand Islam
9	I like to learn English grammar	Like to learn English
10	I am interested in joining the English grammar	It is interesting
11	The teaching of grammar is more interesting	More interesting
12	I like to join English grammar by using Islamic material. I can guess the meaning from Islamic material	More interesting
13	I feel that it is motivating me in joining the class	It is motivating
14	As the Moslem, I can join the English grammar enthusiastically. I can compare English grammar and Islamic materials	More enthusiast to join the class
15	My English score is better	Score is better
16	I enjoy the material	The material is enjoyable
17	The class is more interesting	
18	The material motivates me to learn English grammar	The material is motivating
19	I enjoy learning process of grammar	The teaching and learning process are enjoyable
20	I am interested in joining the class	The class is more interesting
21	I like to learn English grammar	
22	Teaching and learning English classes become more religious	The class is more religious
23	My score is increasing	The score is increasing
24	The class is challenging	The class is challenging
25	The class is more interesting in teaching English grammar	
26	I get a good score	The score is increasing

The table (3) above reveals that using Islamic material in teaching grammar has implications for the participants in joining the English grammar. The participants feel that English grammar is like the Islamic class (P 2, 22). The participants also like to join the English grammar (P 7, 8, 9, 10). The class becomes more interesting (P 11, 12, 14, 18). Teaching English through Islamic material can increase the participants' scores (P3, 15, 23, 26). Teaching English grammar is also challenging for the participant (4). The participants enjoyed the teaching and learning process in the class (P 13, 16, 19). The participant becomes more spirit to join the class (P14). Some participants feel that they are interested in joining the English grammar (P 1, 5, 6, 17, 20, 24, 25).

Discussion

This study shows a positive perception of using Islamic material in teaching English grammar. There are two positive perception types that can be stated in this study. The first group is "agree" with the use of Islamic material in teaching English grammar, and the second group is "strongly agree". This positive perception is due to the benefit of the Islamic material in teaching English grammar. The use of English material in teaching English makes them easy to learn. It also has the advantage to make the participants easier to memorize and understand English grammar. The Islamic material is the participants' Islamic routine lives, so they will be more familiar with the use of Islamic material. This Islamic material brings them to a more exciting atmosphere in their teaching and learning process. Islam is their real life. It is easier to learn through their real life (Gufron & Azmin, 2022).

A positive perception of using Islamic material in teaching English grammar is because of the previous participants' backgrounds. The Muslim language learner needs Islamic material to teach English (Zaitun Qamariah, 2015). The students as the participants backgrounds are Moslem. Islamic material can stimulate and recall prior knowledge in Islamic teaching (Shing & Brod, 2016; Studies, 2014). The Islamic material makes them easier to understand English grammar materials. Previous experiences in doing Islamic duties are the media in understanding upcoming knowledge. To understand the material in simple present tense use, for example, there are actions that are done regularly every day. One of them is the Moslem obligatory prayers that have to be done five times every day. By using this example, it is easier to understand one of the uses of the simple present tense. Good perception depends on prior knowledge of Islam. This view has the implication that it is easier to understand English grammar material through Islamic materials (Anggarini et al., 2022).

The positive perception of using Islamic materials is also due to the motivation to do Moslem obligations. It is known that many Islamic obligations have to be done every day, every week, and every year. This Islamic teaching can be used as a stimulus to do those obligations. By using Islamic materials in teaching English grammar, routine Islamic activities can attract motivation. This material also can be used as the facilitator to do the Moslems duties. This perception implies that motivation to do the Islamic obligations can be achieved through values and obligations stated in English grammar. Therefore, learning English grammar through Islamic materials becomes the motivation to learn harder for

language learners (Naralita & Azis, 2020). Motivation is essential in learning the language (Lamb, 2017).

A positive perception of using Islamic material in teaching English grammar makes the teaching and learning process more enjoyable. The learners will feel convenient when the class is not stressful. The convenient atmosphere makes it easy for the learners to catch the materials. They have a high effort to do everything when they have problems. These problems do not make them frustrated. Frustration in learning knowledge will lose the learners' willingness to become skillful. This frustration can make the learners stop to understand what they want to know. They have no desire to learn what they want to know anymore. Therefore, a positive perception towards the material has a very crucial thing in building the learners' willingness to learn. This condition causes teaching and learning more effective (Bavi, 2018).

The positive perception of using Islamic materials in teaching English grammar is because it can be used as a reminder to do the Moslem regulations. The Islamic materials can remind the forgotten regulations of Islam. By using Islamic materials in teaching English grammar, they can remember that these actions are the God's roles that have to be done by the Moslems. The Moslems, as human beings, are the place of mistakes and forgetfulness. It is very valuable for the teachers to use Islamic material in teaching English materials, including English grammar. (Alfian et al., 2021). Teaching English using Islamic material is more effective (Herawati et al., 2020; Widayanti & Muntaha, 2018).

A positive perception of using Islamic material in teaching grammar can also be used to introduce Islamic for many people worldwide. Introducing the Islamic teaching can use the Islamic material in teaching English grammar. By learning English grammar, they know the Islamic education. The people who have not been familiar with the Islamic teaching and values, they will know the Islamic teaching. They will be familiar with the Moslem's daily activities and other activities related to the Moslem's routine activities (Djamdjuri et al., 2022).

4. CONCLUSION

Positive perception towards the use of Islamic material in teaching English grammar for the higher education has good impact towards the English language learners. The use of Islamic material in teaching English grammar makes the language learners more familiar with the material. They have learnt the Islamic teaching through the Islamic studies. By having the prior knowledge in Islamic teaching, the language learners will feel that learning English is easy. The easy feeling in learning English language will cause the language learners addictive to learn. Further research should be conducted in more participants to make the result of the research more comprehensive.

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