

Methodology of Teaching and Learning Reading Using English Translation of Holy Quran as an Authentic Material Resource

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Abstract: Authentic materials is samples of spoken and written language that have not been specifically produced for the purpose of language teaching. However, they play important roles in English Language Teaching (ELT). There are some considerations of choosing the English translation of Holy Quran as authentic materials for reading purposes. First, Holy Quran is believed as the source of any knowledge and science in the world. Second, Holy Quran contains various genres of text such as narative, descriptive, expository, etc. which is useful for reading purposes. Third, most of Indonesian people are moslems who are familiar with Holy Quran because it is a source of daily reading, so that, most of them have background knowledge about Holy Quran. Fourth, it is accessible through online or offline. Fifth, it is possible to apply in Indonesian schools because education institutions in Indonesia apply school-based management which makes them provide teaching and learning activities based on the local values that is Islamic values. Based on the facts above, the objectives of this research are; to describe the procedure of teaching and learning reading using English translation of Holy Quran as an authentic material resource; to investigate the problems of the implementation of teaching and learning reading using English translation of Holy Quran as an authentic material resource and to provide the solutions of the problems of the implementation of teaching and learning using English translation of Holy Quran as an authentic material. The research design used to collect and analyze the data is qualitative. The instruments used were observation and document analysis.

Key words: Authentic materials, reading, English translation of Holy Quran, resources, analysis, science

INTRODUCTION

Material development is one of the central issues discussed and debated in conferences on English Language Teaching (ELT). Mazgon and Stefanc (2012) point out that teaching materials are indispensable in the teaching process because it helps teacher to explain and provide independent learning activities for students. Furthermore, Ikhsanudin (2015) claims that some scholars argue that the most important aspect of teaching and learning to consider is teaching materials, since, teacher would not be able to teach or implement their teaching techniques well if the materials are not available. In contrast, teachers often get stuck to develop teaching materials or construct artificial materials for ELT purposes. For this reason, people start thinking about using authentic materials.

Wallace defines authentic materials as real life texts which are not written for pedagogic purposes. They are created with some real-life goal which is generally for native speakers (Berardo, 2006; Polio, 2014). It is

therefore, they are not produced for instructional purposes and particularly for the teaching of second language learners (Peacock, 1997; Kilickaya, 2004). The examples are magazine ads, movie reviews, television shows, train schedule, nutrition labels, newspapers, poems and songs and so on. However, they have been used worldwide for language teaching and learning.

Scholars have examined the use of authentic materials for ELT. The results show that they provide effective and powerful influences for language learners. Currents researches indicate that authentic materials have marked a positive effect on the attitudes and ability of students towards English course (Kilic and Ilter, 2015; Azizah, 2016). They are effective to increase the classroom motivation of learners and arouse their interest (Peacock, 1997; Azri and Rashdi, 2014). Students could be more excited and motivated in learning English, since, they were exposed to things that were directly connected to their preferences and interests (Azizah, 2016). In addition, Berardo (2006) found that they are highly motivating, giving a sense of achievement when

understood and encourage further reading. Besides, they provide a wide variety of text types, they are also very versatile (they can be used in different ways to promote different skills) and can be used more than once as well as be updated. Wilfred also found that they can improve student's language abilities and interest after the use of TV news as authentic materials in teaching students in Hongkong.

Interestingly enough, authentic materials provide reliable source as students can learn real English for the real life in the world (Azri and Rashdi, 2014; Akbari and Razavi, 2015). Real English means that English expressions available in the authentic materials are truly used in daily life by English native speakers. This circumstance leads the students easily learn and practice using english.

Tamo (2009) explains more detail about their advantages that they can encourage reading for pleasure because they have a lot of topics which attract the interest of learners, support a more creative approach to teaching, expose real discourse to students as in videos of interviews with famous people have a positive effect on learner motivation, keep students well informed about what is happening in the world, produce a sense of achievement, e.g., a brochure on England given to students to plan a visit. In conclusion, authentic materials are valuable aspect to consider for ELT.

Since, authentic materials are mostly available in form of written text, they are possible to improve students reading ability. Setyaningrum *et al.* (2014) found 20 kinds of authentic materials that teachers utilized to

teach English for young learners. Unfortunately, among those teaching materials the use of authentic printed materials in form of old scripture is limited. It is therefore, the writer is interested in conducting research on the use of English translation of Holy Quran as an authentic materials to improve reading ability.

There are some considerations of choosing the English translation of Holy Quran as authentic materials for reading purposes. First, Holy Quran is believed as the source of any knowledge and science in the world. Second, Holy Quran contains many genres of text such as narrative, descriptive, expository, etc. That is useful for reading purposes. Third, most of Indonesian people are moslems who have already familiar with Holy Quran because it is a source of daily reading, so that, most of them have background knowledge about Holy Quran. Fourth, it is accessible through online and offline. Fifth, it is possible to apply in Indonesian schools because education institutions in Indonesia apply school-based management which makes them provide teaching and learning activities based on the local values that is Islamic values.

In addition, the result of research road map-the position of this current research and some other previous researches related-indicates that after conducting review of related literature, the researcher does not find any research related to methodology of teaching and learning reading using English translation of Holy Quran as an authentic material resource (Fig. 1).

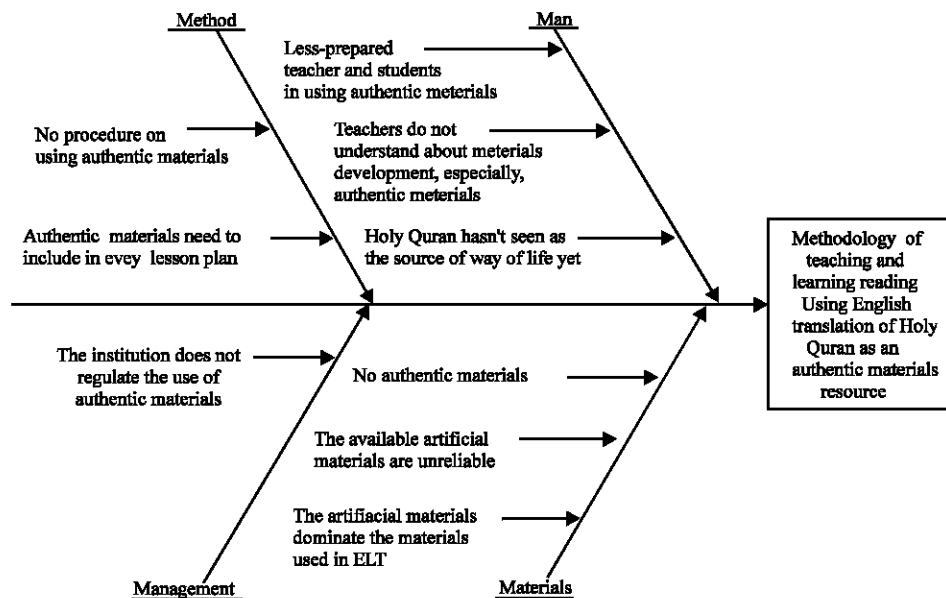


Fig. 1: Fish bone flow chart of research on English translation of Holy Quran as an authentic material to teach reading

The product of this study is methodology. People usually get difficulty to differentiate between method and methodology. Kumaravadivelu (2006) points out:

Method (refers) to established methods conceptualized and constructed by experts in the field,..., methodology (refers) to what practicing teachers actually do in the classroom in order to achieve their stated or unstated teaching objectives.

The similar description is also presented by Thornbury that methodology is a term to describe classroom practices that a teacher is doing regardless the use of a certain method. Classroom practices are then elaborated by Tamura who defines teaching methodology as a science which covers what to teach, the aims of teaching and how to teach. Hullen points out the role of methodology is to play at the level of how to teach and learn to whom and why.

From the various definitions above in this study the researcher uses the term of methodology of teaching and learning to refer to classroom practices that teacher does which cover the objectives of teaching and learning, the materials (what) to teach and learn and the procedure to teach and learn.

Research objectives: Based on the background of the study above, the objective of the research is to describe the methodology of teaching and learning reading using English translation of Holy Quran as an authentic material resource which covers the objectives of teaching and learning, the materials (what) to teach and learn and the procedure to teach and learn.

MATERIALS AND METHODS

Qualitative research design was applied, since, it was intended to get the picture about the implementation of English translation of Holy Quran as an authentic material to teach reading. The subjects of the study are 30 students and a lecturer of Reading III in English Department of University of Muhammadiyah Malang. The instruments used were observation and document analysis (Table 1).

Table 1: The data and instrument of research

Kinds of needed data	Source of data	Research instrument
Teaching objectives	Lesson plan	Document analysis
Teaching materials	Lesson plan	Document analysis
Procedure of teaching and learning	Lesson plan and fieldnote	Document analysis and observation

RESULTS

The results of the research are presented according to the research objectives which cover the objectives of teaching and learning, the materials (what) to teach and learn and the procedure to teach and learn.

The objectives of teaching and learning reading: The objectives of teaching and learning reading using English translation of Holy Quran as an authentic material resource is:

It is designed to give students comprehension about different types of texts in Holy Quran and the main ideas/topics, details, relationships between sentences and paragraphs as well as the rhetorical structure of the texts, so that, they are able to distinguish and explain kinds of text as well as comply the content of Holy Quran.

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The materials of teaching and learning reading: The materials of teaching and learning reading are texts of the English translation of Holy Quran which are translated from Arabic into English by Abdullah Yusuf Ali. As the objective is to understand different types of text, some materials which have already used are presented in the Table 2.

The procedure of teaching and learning reading: Here, are the procedure of teaching and learning reading using English translation of Holy Quran as an authentic material resource.

The lecturer decides the version of English translation of the Holy Quran which will be used. There have been dozens of English translations of the Quran in the world. It is therefore, crucial to determine the version used in teaching learning, so that, lecturer and students have the same resource and do not confuse with the various translations.

The researcher stipulated two criteria of English translation of the Quran which is used. First, it is widely used by Muslims and also scholars both in English and non-English speaking countries. Second, it includes old Englishes because Holy Quran as an ancient scripture

Table 2: Samples of text types available in Holy Quran

Types of text	Topic	Chapters	Surah	Verses
Narrative	History of first assassination in the world	6	Al-Maidah	72-32
Descriptive	Description of Heaven	1	Al-Baqarah	25
		27	Ar-Rahman	56 and 70
		30	Al-Ghasiyah	8-16
Expository	Procedure of taking ablution	6	Al- Maidah	6
Argumentative	The importance of qisas	1	Al-Baqarah	178-179

which has already been existed for 14 centuries should also be translated using old Englishes. The use of old Englishes would enrich student's vocabulary.

Based on those two criteria, the lecturer decided to use Abdullah Yusuf Ali Version an English Translation of Holy Quran Translated by Abdullah Yusuf Ali. However, it is possible for students to read the other version of English translation of the Quran as a comparison in understanding the meaning and also to enrich vocabulary, since, different translator usually uses different terms or vocabulary.

The students are equipped with English translation of the Holy Quran (Yusuf Ali Version). To equip the students with English translation of the Holy Quran (Yusuf Ali Version) and to easily access the English translation of Holy Quran, the students are encouraged to install an application Quran for Android which is available in Play Store. In the installed Quran for Android, students then choose English Translation Version which is translated by Yusuf Ali. In addition to English Version of Yusuf Ali, the students can also choose Bahasa Indonesia Translation or other English Translation versions. For those who do not have any gadget which supports the electronic version, they can download at www.streathammosque.org/uploads/quran/english-quran-yusuf-ali.pdf and access it through computer or print it. Among these three choices, students prefer to install application of Quran for Android in Play Store as it provides much conveniences and easiness.

The lecturer explains genre of text. It is believed that the Holy Quran provides various genre of texts and the main objective of this model is to improve and provide powerful encouragement to students to read, the lecturer explains in details about the definition and also the characteristics of 4 genres of text; narrative, descriptive, argumentative and expository. In addition to the definition and characteristics, they are supplied with some examples of each genre which the lecturer obtained from various books and also the Holy Quran.

Regardless the change of curriculum, those four genres are always taught at schools-junior and also senior high schools-and university level. Consequently, the feature of the Holy Quran which is presented to teach is related to genre of text.

Here, is the schedule of the activities (explaining, presenting and giving feed back) for each genre of text (Table 3).

A class divided into a group of 3 students. Each group should read a different chapter of Holy Quran translation and classify them according to the four types of text. As the Holy Quran consists of 30 chapters, ±6236 verses and ±600 pages, it would be time consuming, tiring and also hard to do for students to read as well as understand the whole text within one semester. Hence, the class is divided into some small groups in which a group of three students.

Each group should read the English translation of the Holy Quran and identify the genre of text. In addition, to read the translation, the lecturer suggests the students recite the Holy Quran, so that, they can get knowledge and also, merit from God upon reciting the Holy Quran. To easily identify the genre of text, the lecturer provides an identification or analysis form as shown in Table 4.

Each group presents the result of their project and other groups as well as the lecturer give feedback on it. Upon completion on the work assigned to the students, each group presents it in front of the class. To attract others group attention, they should take notes and provide feedback to the presenters. The points of feedback refer to Table 2. Identification form of genre text. In short, the other groups give feedback whether or not the findings are correct according to the theory. In addition, other groups also comment on the lesson they get after understanding the texts because every single verse in the Holy Quran always provides lesson for the reader. Sometimes the lesson that reader gets is different based on their background knowledge and experiences.

For structured individual and independent learning, the students should read one day one page. The Holy Quran is not only used as a source for teaching and learning in a class but also out of class for individual learning activity. The learning activity can be structured and unstructured. For unstructured it depends on the students.

Meanwhile, for structured lecturer designs as well as controls the learning activity. In this case, the lecturer created a group in WhatsApp named One Day One Page

Table 3: The schedule of the activities (explaining, presenting and giving feed back) for each genre of text

Meeting	Activities
1st	The lecturer explains descriptive text and its characteristics Each group is assigned to read and understand a different chapter Then, they should find descriptive texts in that chapter
2nd and 3rd	Each group presents their research Other groups give feedback on the research presented The lecturer gives feedback on the presenter's research
4th	The lecturer explains narrative text and its characteristics Each group is assigned to read and understand a different chapter Then, they should find narrative texts in that chapter
5 and 6th	Each group presents their research Other groups give feedback on the research presented The lecturer gives feedback on the presenter's research
7th	The lecturer explains expository text and its characteristics Each group is assigned to read and understand a different chapter Then, they should find expository texts in that chapter
8 and 9th	Each group presents their research Other groups give feedback on the research presented The lecturer gives feedback on the presenter's research
10th	The lecturer explains argumentative text and its characteristics Each group is assigned to read and understand a different chapter Then, they should find argumentative texts in that chapter
11 and 12th	Each group presents their research Other groups give feedback on the research presented The lecturer gives feedback on the presenter's research

Table 4: Example of Identification form of genre text

Chapter/ verse	Quotation of the translation	Characteristics	Genre Lesson
Narrative 2/49-60	And remember, we delivered you from the people of Pharaoh: They set you hard tasks and punishments, slaughtered your sons	Using past tense Characters: Pharaoh Pharaohs's people and Moses Setting: Red Sea	God's promises always come true

Plus. He invited all students to join the group. Everyday each student should recite one page of the Holy Quran and also understand the meaning in English. They should report in the group that they finish reciting and understanding before 6 pm. The report is then followed by 2 important comments; the lesson they got after understanding the Holy Quran and the difficult or new words they found while reading the English translation. The lecturer then gives feedbacks-rewards, comments, answer-on their comments.

DISCUSSION

Regarding the objective and also procedure of teaching and learning activity, they have already

students-centered. Students centered-objective indicated by the objectives which stated: "It is designed to give students comprehension". It means that students are planned to be the main actor in teaching and learning. Besides, student-centered learning indicated by the facts found in the field that teaching-learning activities in the classroom encouraged students to do something instead of teacher did something. The facts as they were shown in the teaching procedure stated in number 4-6 such as: a class divided into a group of 3 students in which each group should read a different chapter of Holy Quran translation and classify them according to the four types of text, each group presents the result of their project and other groups as well as the lecturer give feedback on it for structured individual and independent learning, the students should read one day one page.

Student-centered learning helps students to be autonomous learner and do not depend on their teacher all the time. When they are in difficulty, they could ask the teacher for advice but only after they have tried to solve the problem among themselves (Jones, 2007). They are taught to solve their own problems and conflicts (Garrett, 2008). It means that they should work together to overcome their problems. Zhuang (2010) says that the existence and implementation of students-centered learning depends alot on social relations among students. In the early stages of teaching, however, it is not easy to apply this method of teaching. Overby reminds teachers that students may become frustrated as they do not get a clear and satisfying answer to a problem they face when they are working at higher levels of critical thinking. A teacher is then demanded to work hard on this stage in which he/she should be able to keep encouraging students to find the answer or solution so that they do not easily become frustrated and give up.

The objective of teaching and learning reading using Holy Quran as an authentic material has met the criteria of instructional objective. Morrison (2011) for example, classify the components of instructional objectives into three domains; cognitive, psychomotor and affective. For the cognitive domain the objective is to give students comprehension about different types of texts in Holy Quran and the main ideas/topics, details, relationships between sentences and paragraphs as well as the rhetorical structure of the texts. For the psychomotor domain, the objective is the students are able to distinguish and explain kinds of text. For the affective domain, the objective is to make students comply the content of Holy Quran.

The first two domains, cognitive and psychomotor, are easily and directly assessed by the lecturer after the teaching and learning process. Oral and written tests could identify their understanding and ability to

distinguish various texts, so that, the results could be directly recognized. Unfortunately, the affective domain is hard to assess within a short time. It takes time to assess the alteration of student's attitude after understanding the texts. Behavioral changes could not be assessed by giving any kind of test, it should be observed from time to time. The features that teacher can assess in behavioral changes could refer to the way how the students comply to do good deeds and avoid bad deeds as the Holy Quran states.

In addition to the good deeds, Ministry of National Education of Indonesia has already stipulated 18 noble characters that students should have and teacher should develop in teaching and learning. These 18 noble characters which are derived from religion, Pancasila (five basic principles) and national education goals, namely, religious, honesty, tolerance, discipline, hard work, creative, independent, democratic, curiosity, the spirit of nationalism, patriotism, respect for achievement, friendship/communicative, peace-loving, love to read, care for the environment, social care and responsibility.

In relation to the role of Islam, whose main reference is The Holy Quran, as the source of the 18 noble characters, Mazumi (2012) study showed that Madrasah as an Islamic-based schools provides a positive and significant contribution to the development of the nation character. Thus, utilizing texts of the Holy Quran is the best way to internalize noble characters to students.

These three domains (cognitive, psychomotor, affective) and 18 noble characters do reflect multiple intelligences skills; Intelligence Quotient (IQ), Emotional Quotient (EQ) and Spiritual Quotient (SQ). IQ tends to be similar on the cognitive aspect which emphasizes the ability to comprehend something. While EQ and SQ may refer to the affective domain which requires wisdom.

In regard to the materials in form of texts, not all texts which teacher used are ordered in sequence according to the order of verse, surah and chapter. They are arranged according to the topic and type of text as it was in descriptive text which describes about Heaven. The description of Heaven is mentioned in more than one surah in different chapter namely Al-Baqarah (Chapter 1), Ar-Rahman (Chapter 27), Al-Ghasiyah (Chapter 30). Frequent appearances of the same topic and type of text in different surah or chapter could make students get frequent same language exposure there by students easily memorize understand vocabulary.

The frequent appearances in language teaching may be identified as drilling technique. It emphasizes on repeating structural patterns through oral practice

(Swanto and Din, 2014). Drilling, however, does not only mean that students should repeat after teacher but also they could repeat many times without any guidance from teacher. Drilling has been developed for many years as one of the features of audio-lingual method. Freeman (1990) indicates language learning is a process of habit construction in which it could be correct habit through positive reinforcement. This correct habit is then able to construct through drilling. However, for a better holistic achievement drilling should not only re-reading similar texts. Ota (2010) implies that drilling must involve the learner's semantic and grammatical processing. In other words, meaningful learning activity is one of the requirements for successful drilling.

CONCLUSION

The stipulated objectives and executed teaching learning activities related to the use of English translation Version of the Holy Quran as authentic materials have already involved the knowledge and attitudes should students possess. They are possible to develop multiple intelligences; IQ, EQ and SQ and also, the 18 noble characters. It is therefore, the availability of ELT materials is crucial as they could, minimize teacher's workload in preparing the lesson, stimulate students to produce language, supply immersion-like language exposure, help students to continue studying even they are outside of class time, offer entertainment, thereby engage and motivate the students. The more varied available text could provide choices to student to read based on their interest.

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