ANALYSIS OF INDONESIAN BOTTOM LANGUAGE REQUIREMENTS THAT RESULT FROM THE STORIES IN ALQURAN WITH CONTENT AND LANGUAGE INTEGRATED LEARNING APPROACH

Izzah*, Zainal Rafli**
Sriwijaya University
State university of jakarta
izzahzen@fkip.unsri.ac.id
zainalrafli@unj.ac.id

Abstract

The problem in this research is the incompatibility of teaching materials used with the needs of students and teachers of Indonesian class VII. Teaching materials should contain four language competencies, namely listening, speaking, reading, and writing in an integrative manner. In addition, Indonesian language learning should integrate with literature, culture, and religion. Thus, the demands of the 2013 curriculum that synergize between the core competencies 1 (KI 1) in the form of spiritual competence, Core Competence 2 (KI 2) in the form of social competence, Core 3 Competence (KI 3) in the form of knowledge competence, and Core Competence 4 (KI 4) in the form of skill competence can be done. For that, one solution is to display the story in the Qur'an as a raw material for learning Indonesian. Not just learners, parents also like the story. This paper offers how the story in the Qur'an can be the source text in Indonesian Language learning. In addition, the discussion in this paper also links various subjects. All of that is put together under one theme. Through the story in the Qur'an with CLIL approach Indonesian learning will be more interesting, actual, and dynamic because the story in the Qur'an is a true story that at the same time can teach the noble character.

Keyword:Teaching Materials, history in Al quran, CLIL Approach

There are several background problems in this research. In the Curriculum 2013 explicitly the four core competencies, namely 1) Core Competence 1 (KI 1) for the core competence of spiritual attitude, 2) Core 2 Competence (KI 2) for social attitude competence, 3) Core Competence 3 (KI 3) for core competencies of knowledge, and 4) Core Competence 4 (KI 4) for core skills competencies. These four core competencies seem unanswered and have not been reflected in the teaching materials used in the Madrasah Tsanawiyah Muqimus Sunnah. Meanwhile, Kurinasih and Sani (2013) revealed that the teaching materials should be composed with Basic Competence (KD) that integrates the four core competencies.Furthermore, in the background of the 2013 Curriculum for Indonesian Language subjects at Junior High School level or Madrasah Tsanawiyah it is said that language has a central role in intellectual, social, and emotional development of learners and is a support for success in studying all fields of study. Learning Indonesian is expected to help learners recognize themselves, their culture, other people's cultures, express ideas and feelings, participate in societies that use the language, and discover and use their own analytical and imaginative abilities.

This is in line with Richards and Renandya's (2003)view that language learning with communicative approach is encouraged to enable learners to communicate. Task-based language learning: serves to facilitate meaningful communication and interaction. Content-based teaching is a learning that focuses on real-world content, understanding and communication of information through language.To support the attainment of spiritual / religious, social, knowledge, and integrative skills,

researchers design and create texts for teaching material in Indonesian in the form of texts derived from stories in the Qur'an. The stories in the Qur'an are hyata stories that can be examples and lessons for students. In addition, these stories can also motivate and inspire students.

Qutb (2011.) states that the Qur'an is worth reading and bequeathed to every generation of Muslims with full awareness. The Qur'an deserves to be contemplated as a guide of life. The Qur'an was revealed to overcome the problems of all time. This book becomes the light of the way to the future. The Qur'an is not just a beautifully readable kalam, nor is it an archive of the past that was never present in every age, but the Qur'an remains relevant throughout the ages.The stories in the Qur'an are never obsolete. Quraish Shihab (2013) explained that when the wealthy Qarun showed off his wealth and felt that the treasure he earned was the result of his own efforts, he was reluctant to listen to counsel. He also does not want to share, both tithe and alms. Finally, God rebuked him with the words Fakhosafnaa bihii wa bidaarihil ardho 'So We immobilize him and his property into the earth (QS Alqoshosh: 81).

Two thirds of the content of the Qur'an presents history. The story in the Qur'an is not a fictional tale, but a true story recorded in historical ink. The stories can affect human reason, soul, and behavior.Based on the above considerations, it is deemed necessary to conduct research and development of teaching materials in accordance with the needs of Indonesian Language class VII originated from the stories in the Qur'an with the approach of Content and Language Integrated Learning (hereinafter abbreviated CLIL). CLIL is a learning concept that combines language and content (material).The formulation of the problem in this research is how the identification of Indonesian Class VII teaching materials that match the needs of students and teachers in Madrasah Tsanawiyah Muqimus Sunnah Palembang.The results of this study are expected to provide theoretical benefits in the form of thought contribution in the form of alternative teaching materials model that can be considered in an effort to improve the quality of education, especially by considering the needs of students.Practically, for VII grade students and teachers in Madrasah Tsanawiyah Muqimus Sunnah Palembang or Junior High School / equivalent model of this teaching materials contribute to the needs of students and teachers.

2.1 Needs Teaching Material

One of the basic assumptions in the development of teaching materials is that educational programs should be based on student needs analysis. The procedures used to gather information about student needs are known as need analysis. Needs analysis as different phases and important / necessary in learning planning.The purpose of needs analysis in language learning is 1) To know what language skills needed by students in order to appear for certain roles; 2) To help determine whether an ongoing learning leads sufficiently to the needs of potential students; 3) To determine which of the students of a group of students who are in desperate need of specific language skills training; 4) To recognize a change of direction that is considered important by a group of people being addressed; 5) To identify the distance between what students can do and what they need to be able to do something; 6) Gather information about certain problems experienced by students

Hutchinson and Waters (1987) share student needs into target needs and learning needs. Target needs with regard to what the learners need to do in order to be able to do the target situation, while the need to learn what the learners need to do to learn. Target needs analysis focuses on three aspects, namely: necessities, lack of aspect, and desire aspect.

The necessities are the kinds of needs that are characterized by the demand for target citation, which is what the student should know to function effectively within the target situation.Lacking is a type of need with respect to what the student already knows, so that the educator can decide on which

part should be mastered by the students. From these shortcomings, it becomes an input for teachers to help students provide early insight knowledge before the activities are given.

Desire (want) is the view of students about what they want. In the analysis of necessity and deficiency, students do not have an active role on the determination of the results of analysis, whereas in the analysis of desire, students are the determinants of the results of the analysis.In analyzing the teaching materials that will be used by students, at least some steps are done in a sustainable manner. These steps are 1) determining the information collected and the reasons; 2) determine the best way to gather information, time and resources; 3) gather information; 4) establish information; 5) take action with that information, and 6) evaluate the effect and effectiveness.

2.2 Communicative Approach in Language Learning

The communicative approach in language teaching stems from the theory of language as a communication tool. According to Richards and Rodgers (2005), the purpose of language teaching is to develop, which in Hymes is called "communicative competence".

According to him there are three principles of communicative approach theory in language learning, namely (a) the principle of communication; (b) the principle of task, and (c) the principle of meaningfulness. The principle of communication beroreantasi on activities that enable the occurrence of communication that increase teaching and learning activities. The principle of task refers to the activities of language pemaiakan utuk improve teaching and learning activities. While the principle of meaningfulness as the basis that the language meaningful for students will be a driver of the learning process.Language must be viewed holistically, not shale (part by part). The communicative approach is essentially also in line with the principles in paragmatics.The teaching and learning strategy in this communicative approach is based on the students' own activeness techniques to find out what they want to learn through their learning experiences rather than the presentation of the teacher. In other words, this communicative approach is more focused on the students themselves, and not the teachers.

suggesting that communicative language teaching appears more humanistic ie the centrality of more learner-centered-rather teacher-centered activities, and teachers in the process only as facilitators, students given greater freedom, autonomy, responsibility and creativity in the learning process. However, this does not mean that the teacher does not play any role in the learning process, the teacher still has a function. This means that as a teacher facilitator coordinates the activities of the students and should ensure the activities of the class goes well

2.3 An Integrative Approach to Language Learning

Integrative learning has several advantages. Trianto's superiority is 1) the possibility of understanding between fields of study, 2) motivating students in learning, and 3) paying attention to other areas at the same time.

2.4 *Content and Language Integrated Learning (CLIL)*

Naves (2010) stated that integrated learning of language and content (CLIL) is not new. The integration of language teaching with other subject matter has been popular all over the world. This view is true because the emphasis of integrated learning has basically been developed in developed countries. However, the term used is not CLIL, but using other terms, such as content-based language learning, cooperative learning, and student centered learning.Points out that as opposed to sheltered insturction, through CLIL a second language learner can improve language skills, without sacrificing other subject matter. CLIL is an integration of foreign languages and teaches nonlinguistic content, ie language and content play a role together.Integrated language and content learning (CLIL) can be described as a cross-

cutting approach. For example, Indonesian subjects are associated with science, social studies, mathematics, and even religious subjects.

2.5 Material Selection Criteria
Nunan (1996) proposes some of the criteria used in selecting teaching materials for use in language classes. These criteria are sorted from the most important. The criteria are as follows.
  (a) The material makes a clear connection between the class and the outside world.
  (b) Material contributes to the development of independent learning.
  (c) Materials make learners focus on the learning process.
  (d) Material is easily available.
  (e) Material in accordance with the needs expressed by learners.
  (f) Materials may be used on more than one difficulty level.
  (g) Materials contain clear pedagogical purposes.

2.6 Stories in the Qur'an
In the past, scholars such as Alfarabi, Arrazi, Ibn Sina, Ibn Khaldun, and Imam Ghazali also mastered science, philosophy, and technology. Essentially, a Muslim is a khalifah. For that, he not only understands science. He must also understand about the Qur'an. If you want to synergize between science and religion, then a Muslim must be based on the Koran. According to him, the 2013 curriculum has a spiritual spirit. However, the implementation is still far from the fire. For example, in science learning is formulated that by learning science students will be more faithful and cautious to God. His spirit is there, but scientists who will work on teaching materials to get to that direction are still not visible. Maghfirah (2015.) supports it. What is in the Qur'an is true. In the past the Companions were convinced of the revelation that Allah revealed, namely the Qur'an. They say sami'na wa atho'na 'we hear and we believe in it'. Today there are many technological and scientific discoveries proving the truth of the Qur'an. Perhaps if they live today they will cry to see how the Qur'an is a great revelation and guidelines that synergize science and religion.Cheating during a test or National Examination, lack of courtesy to parents and teachers, and brutal student actions are a phenomenon that arises today. This, according to Marzuki, is caused by the harmony of learning between belief (belief), sharia (law, worship, and muamalah), and morals. For that, it is the Qur'an that can bridge it in learning.

To understand the Qur'an is not only by reading the meaning alone. Nowadays there have been many Qur'anic interpretations that can guide readers to understand the Qur'an. For example, the book Kompedium Alquran. This book classifies the Qur'an thematically (maudhu'i). Relating to Physics and Geography (495 pages), Botany and Zoology (228 pages), Biology and Medicine (390 pages), Law (761 pages), and Economics (250 pages). There are also related to the stories in the Qur'an, Heaven and Hell, and the set of prayers in the Qur'an.There is not a single verse in the Qur'an that is contrary to science, science, and technology. In a hadith, the Holy Prophet declared, "The Qur'an is the Lord's Supper". Rugilah people who do not attend and enjoy the Lord's meal. There are no stories in the Qur'an that are repeated many times unless there is some addition of new materials.

METHOD
This study was designed using a combined approach, namely qualitative and quantitative. The method used is Research and Development (R and D) method. In the field implementation, the R and D method is complemented by (1) observation, (2) the questionnaire, and (3) the interview.To find out the needs of students and teachers of class VII Indonesian language teaching materials, researchers

distributed questionnaires given to Indonesian students and teachers. Students who were given this questionnaire were students of Madrasah Tsanawiyah class before 2017/2018, ie students of class of 2014/2015 and 2015/2016. These students were selected as respondents because they had followed Indonesian language subjects during class VII. The number of student respondents is 151 people. Meanwhile, the number of Indonesian teachers as many as four people who became respondents.Questions raised in the questionnaire related to the needs of students and teachers about teaching materials consist of fifteen sections, namely (1) teaching materials required by students and teachers in general, (2) themes / topics, (3) listening skills, (5) literacy materials, (7) literary materials, (8) cultural material, (9) tasks based on number of students, (10) required tasks / exercises, (11) type of training / practice, (12) evaluation materials, (13) type of evaluation, (14) evaluation based on number of students, and (15) evaluation form.

DISCUSSION

The following are presented one by one about the needs of students and teachers based on a questionnaire analysis completed with observations and interviews.

4.1 General Needs Analysis of Materials

Here is the table of percentage analysis of the average teaching materials required by teachers and students in general and its category. Based on this table it turns out that teachers and students desperately need instructional material that is compiled sourced from the stories in the Qur'an with CLIL approach.

No.	Question	Agreement Statement		Category
		Teacher	**Student**	
1	Appreciate if the teaching material is prepared from sources in the Qur'anic story with CLIL approach	100%	89,40%	Very needed
2	Are students expected to master the four skills of language in an integrative, ie listening, speaking, reading, and writing	100%	79,47%	Very needed
3	Are students expected to master the literary material in an integrative manner	100%	79,47%	Very needed
4	Do students need national cultural materials that integrate with Indonesian language subjects	100%	76,82%	Very needed
5	Do students need international cultural material that integrates with Indonesian language subjects	100%	94,04%	Very needed
6	Do class VII students need Bahasa Indonesia learning materials sourced from the stories in the Qur'an	100%	88,08%	Very needed

7	Do students need Indonesian language lessons that integrate with religious subjects, such as Akidah Akhlak, Al Qur'an Hadith, and History of Islamic Culture	100%	98,01%	Very needed
8	Do students need Indonesian language lessons that integrate with other learning materials, such as Natural Sciences, Social Sciences, and Mathematics	100%	90,07%	Very needed

The results of this data analysis are clearly visible through the very large percentage / required percentage of the target needs and learning needs that must be followed when the preparation of teaching materials by the author of the material, so this support with James (1995) said, learning needs consist of necessities, lack and want. So for making the target needs and learning needs.

4.2 Theme

There are thirteen themes designed for class VII Indonesian language teaching materials. The themes are (1) introductions, (2) dishes, (3) animal world, (4) disaster and disaster, (5) cultural diversity, (6) wealth, (7) exploring the world, (8) family, (9) professions, (10) health, (11) education, (12) technology, and (13) hobbies. Based on this graph it can be stated that the thirteen themes are categorized as needed, even highly needed, the average score according to the teacher is 3.08 and the student is 2.98. Thus, the mean score for both is 3.03. This figure is above 2.51 which means required. Here's a graph of the theme needs analysis by teacher and student.
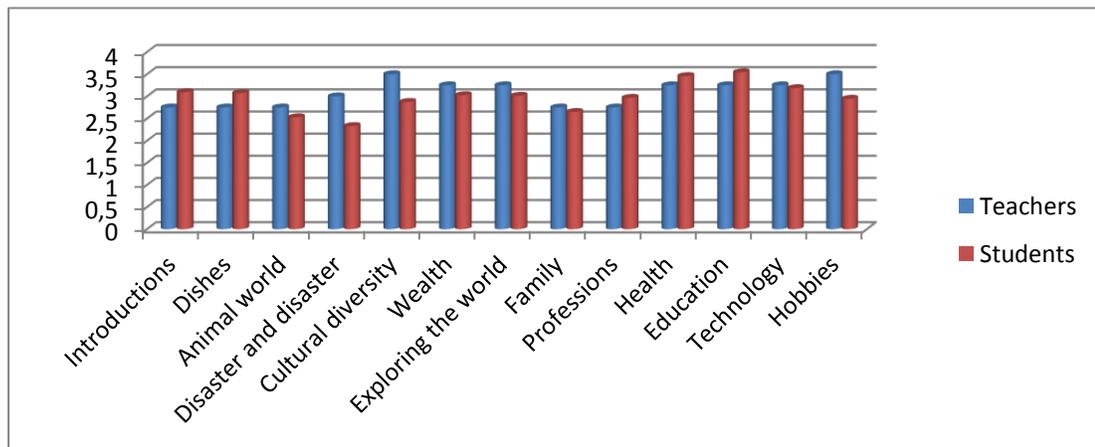

Figure 2: Average graph of the needs of the teacher and student themes

4.3 Analysis of Listening Skills Content

There are seven items offered in listening skills in class VII, which are: (1) dialogue / conversation, (2) news, (3) interviews, (4) songs, (5) poems, (6) stories, and (7)) drama. The average score for the seven points of the statement is 3.39 for teachers and 3.01. The average score for both is 3.2 indicating the required category. Here is the graph.
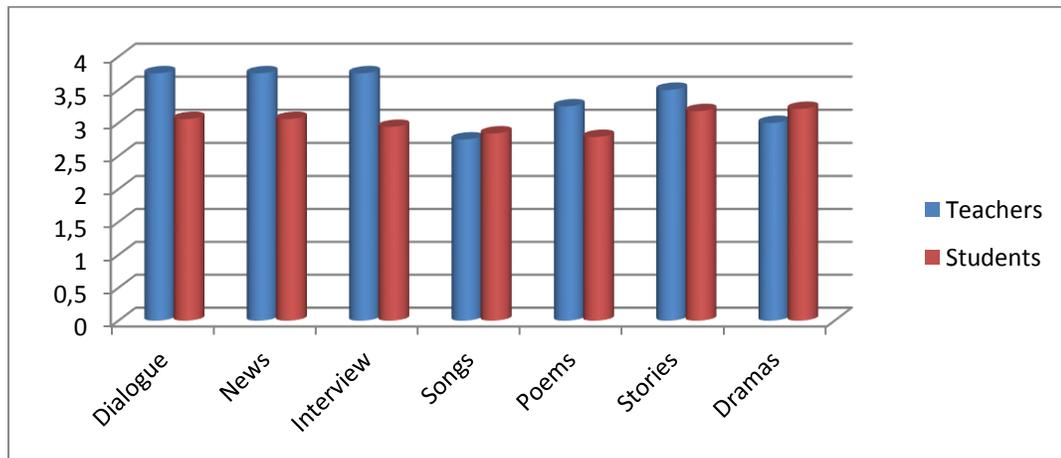
Figure 3: Average graph of the need to listen to teachers and students

From the analysis of themes offered, it seems clear there are 7 themes that are familiar with the needs of learners, the teacher's keativity in determining the material greatly affects the success of learners learn, Buck (2002: 156) Teachers can create material according to the level (level) of learners and topics . this is in accordance with Brown's opinion (2007: 299), Listening Competence is a competence that first mastered than the competence of speaking. Next. So the creativity of teachers determine teaching materials and intelligence of teachers understand the level of needs of learners of teaching materials will have a positive impact on the success of learners in learning.

4.4 Analysis of Speech Skills Content

There are seven kinds of speaking skills offered in the design of the class VII teaching materials. The seven kinds of things are (1) dialogue, (2) on the phone, (3) reading the news, (4) interviewing, (5) reading poetry, (6) storytelling, and (7) playing drama. The mean score for teachers is 3.46 and students 3.02. The average score of both is 3.24. These seven kinds of skills are required, even very much needed. Here is the graph.
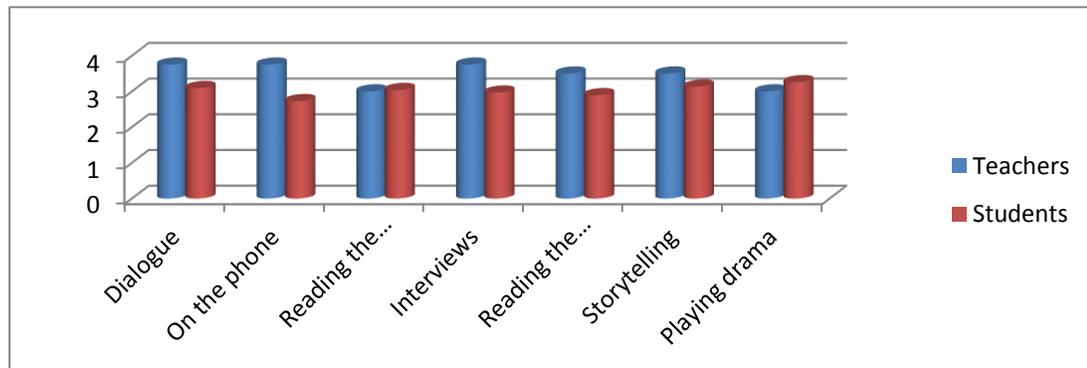

Figure 4: The average graph of the speaking needs of teachers and students

From the presentation of the analysis of speaking skill material there are seven themes offered to learners is needed, it shows that the creativity of the teacher determines the material / theme / task of speaking focus on the seven points to be developed in various display. This is in accordance with the opinion of Ur (2009: 131-132) said that the tasks for speech skills can be 1) interactional talk; 2) long turns of telling stories, describing a person or place in detail, telling a plot of a movie, giving a short

lecture or talk, arguing a case or maintaining a proposal; 3) variations with the game including dialogue, role playing, and playing cards. Speech material is developed based on the results of needs analysis then learning outcomes [eserta on the skills of speaking will be interesting and fluent because developed based on the needs, shortcomings and desires of learners.

4.5 Reading Material Skills Analysis

The literacy materials are divided into eleven text related to the curriculum, ie text (1) dialogue, (2) news, (3) interviews, (4) songs, (5) poems, (6) stories, (7) dramas, (8) procedures, (9) reports, (10) letters, and (11) descriptions. The average score for teachers is 3.05 and students are 2.96. The average score of both is 3.005. These eleven kinds of reading skills are categorized as required by teachers and students. Here is the graph.

Figure 5: Graph of average reading needs of teachers and students

Based on the results of reading material analysts, there are nine themes offered all have grades that the average required students, but there are three themes that are very familiar with learners, namely poems, stories and letters. Become the focus of learning material development. The intelligence of the teacher determines the reading material will have a positive impact on the learning achievement read also, this is in aminkan by Smith (2004: 2) To interpret the situation, he needs knowledge and everything in the world is coherent, consistent, and immediately (immediate), then strengthened by the Nation (2009: 6), The materials read a broad coverage (extensive). Thirdly, reading should be used as a way of developing language proficiency. Learners should read with 98% of the vocabulary in the text and the remainder (2%) predictable from the context. Reading materials familiar to the initial knowledge [learners will have a positive impact on the learning process and reading learning outcomes.

4.6 Writing Material Skills Analysis

Eleven writing skills are: (1) dialogue, (2) news, (3) interviews, (4) songs, (5) poems, (6) stories, (7) dramas, (8) procedures, (9) (10) letters, and (11) descriptions. The mean score for teachers is 2.93 and for students is 2.93. The average score of both is 2.93. The eleven sorts contained in this writing skill indicate an average score above 2.51 yag is required. Here's a graph on it.
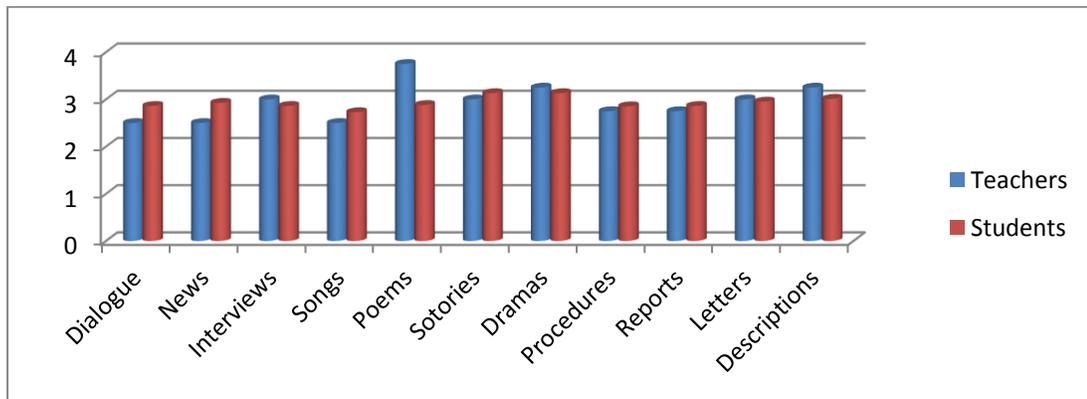
Figure 6: The average graph of the need to write teachers and students

The result of the analysis of writing skill materials offered as many as eleven themes, all mendaptkan high average value (required) then there is one theme that is needed the poems, creativity and intelligence of teachers menetukan writing materials will provide stimulus and knowledge that motivates peseta learners develop talents / the potential to write to each learner. This is coupled with Brown's opinion (2007: 390 (stating that there are five activities that can be done: 1) imitative or writing down 'copies' 2) intensive or controlled' intensive or controlled ', 3) self-writing' self-writing ', 4) display writing' show off ', and 5) real writing' actual writing '

4.7 Analysis of Literary Material

There are three kinds of literary material, namely poetry, prose, and drama. The following graph analyzes the needs of teachers and students. The average teacher score is 3.33 and the student is 3.17. The average score for the three kinds of literary material shows the number of 3.25 which means the required category, both according to teachers and students. Here is the graph.
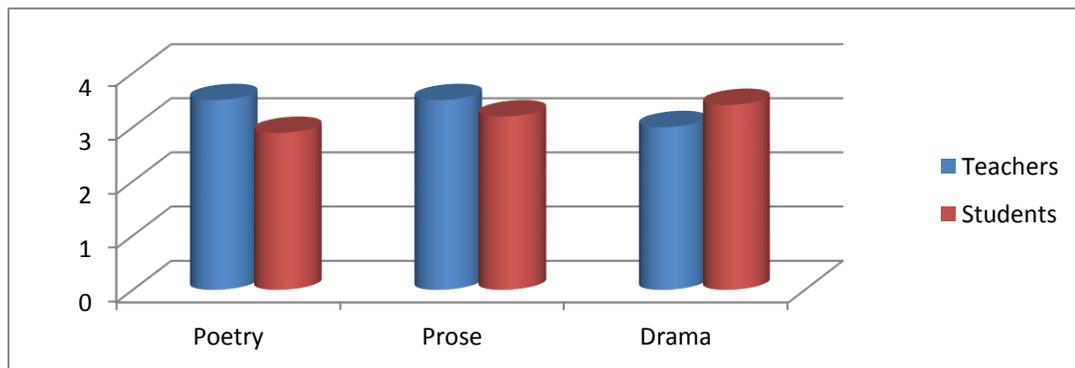

Figure 7: Average graph of literary and teacher literary material needs

4.8 Analysis of Cultural Material

Cultural materials that students need are three, namely (1) Indonesian customs and culture, (2) Indonesian art, and (3) international customs and culture. The mean score for teachers is 3.43 and the students are 2.87. The average score of both is 3.15 which means the required category. Here is the graph.
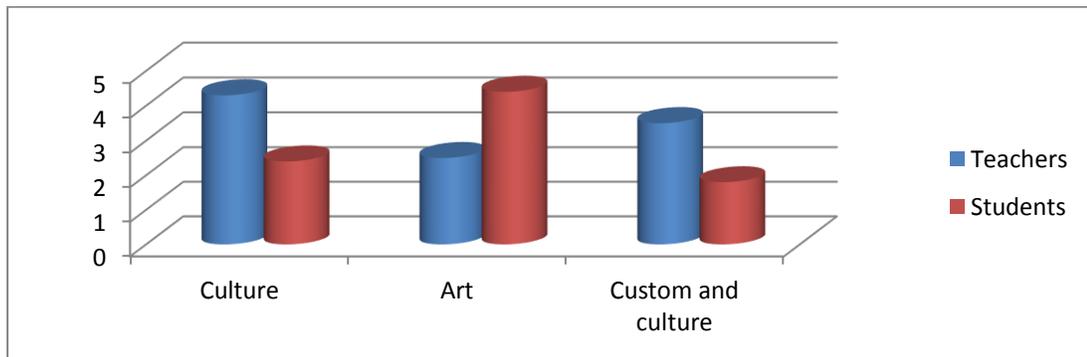
Figure 8: Average graph of teacher cultural and student cultural need

4.9 Analysis of Duties / Exercises by Number of Students

Tasks / exercises to be given to students are three, namely (1) individual tasks / exercises, (2) group assignments / exercises, and (3) tasks and exercises that vary between individuals and groups. The average score for teachers is 3.58 and the student is 3.17. The average score of both is 3.375 which means very dibuthkan. Here is the graph.

Figure 9: Average graph of task / exercise needs based on number of students

4.10 Analysis of Tasks / Training Materials

The task / training material consists of five types, which include: (1) listening and answering questions similiar, (2) speaking practice, (3) reading texts, (4) writing, and (5) literature. The mean score for teachers is 3.4 and the students are 3.07. The average score of both is 3,235 which means needed. Here is a graph of needs analysis by teacher and student.
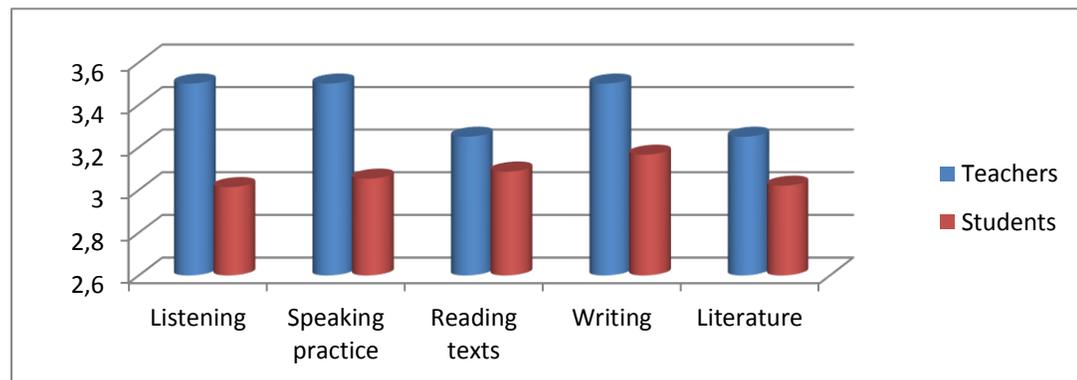

Figure 10: Average graph of teacher / student job / activity task needs

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4.11   Type of Exercise / Practice

The types of practice / practice required are three, namely practice / practice (1) classroom practice, (2) in real place, and (3) variations in class and in real place. The average teacher score is 3.17 and the student is 3.21. The average score of both is 3.19. This material is in the required category. Here is the graph.
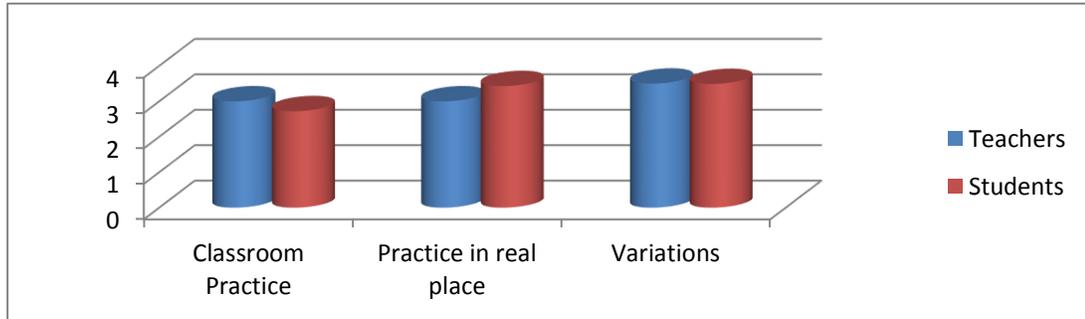

Figure 11: Average graph of need for practice / practice of teachers and students

4.12   Evaluation Material

Evaluation required seems to be students there are three kinds, namely (1) independent / individual, (2) groups, and (3) variations between individuals and groups. The teacher's mean score is 3.5 and the student is 3.08. The average score of both is 3.29 which means this material is needed. Here is the graph.
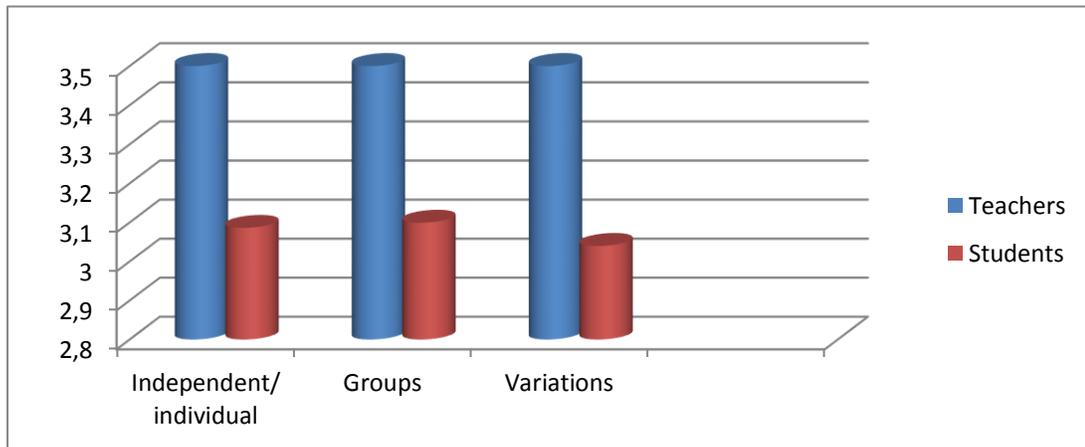

Figure 12: Average graph of teacher and student evaluation material needs

4.13   Type of Evaluation

The types of evaluations offered are three, namely (1) classroom practice, (2) practice in real places, and (3) variations between classes and in real places. The average teacher score is 3.58 and the student is 3.23. The average score of both is 3.405 which means this material is needed. Here is the graph.
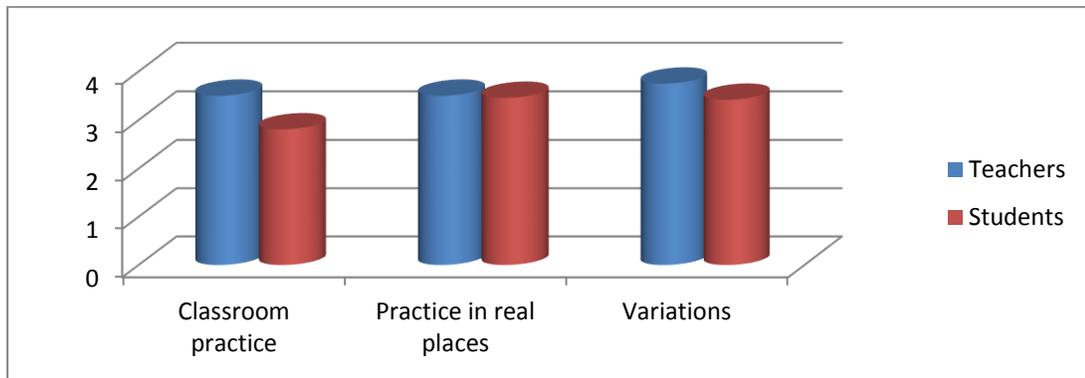
Figure 13: Average graph of the need for teacher and student evaluation types

4.14 Evaluation by Number of Students

This evaluation is divided into three, namely (1) independent / individual, (2) groups, (3) variations between individuals and groups. The mean score for teachers is 3.5 and the students are 3.21. The average score of both is 3.355 which means is needed. Here is the graph.
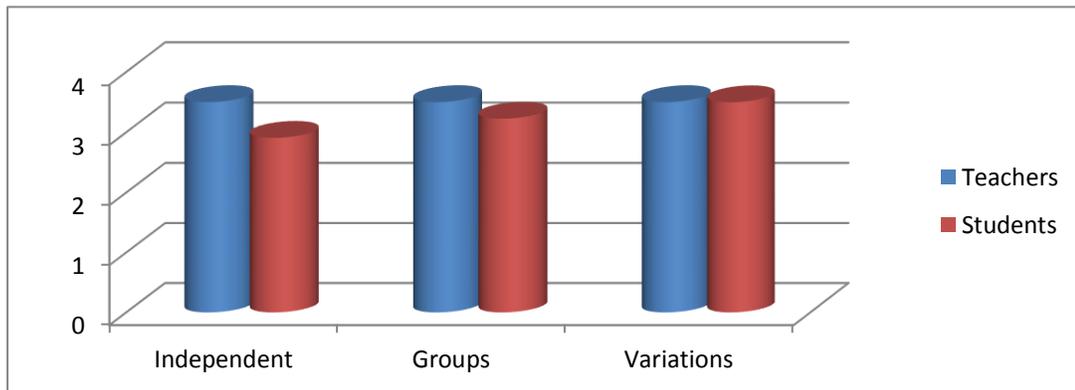

Figure 14: Average graph of evaluation needs based on the number of students

4.15 Forms of Evaluation

The form of questions, namely (1) short answers, (2) description, (3) words / sentences, (4) right-wrong, (5) crossword puzzles, (6) find words, (7) Yes or No, (8) continue the story, (9) sort, (10) search for traces, and (11) compose. The mean score for teachers is 3.36 and students are 2.9. The average score of both is 3.13 which means needed. Here is the graph.
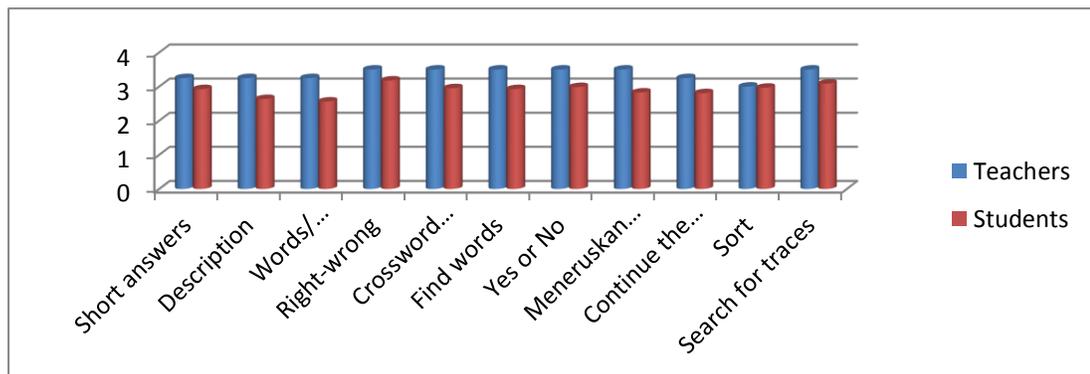
Figure 15: Average graph of need for evaluation form

4.16 Summary Recapitulation of Needs Score of Teachers and Students

The following is presented recapitulation of data analysis needs of teaching materials, either by teacher or based on student opinions. The full table is as follows.

Table Recapitulation of Average Needs of Teaching Materials

According to Teacher and StudentMenurut Guru dan Siswa

Needs	Guru	Siswa	Rerata	Kategori
Thema	3,08	2,98	3,03	Needed
Listening	3,39	3,01	3,2	Needed
Speak	3,46	3,02	3,24	Needed
Read	3,05	2,96	3,005	Needed
Writie	2,93	2,93	2,93	Needed
Literary material	3,33	3,17	3,25	Needed
Cultural material	3,43	2,87	3,15	Needed
Tasks / exercises based on the number of students	3,58	3,17	3,375	Very needed
Task / Exercise	3,4	3,07	3,235	Needed
Type of Exercise / Practice	3,17	3,21	3,19	Needed
Evaluation Material	3,5	3,08	3,29	Very needed
Type of Evaluation	3,58	3,23	3,405	Very needed
Evaluation by Number of Students	3,5	3,21	3,355	Very needed
Form of Evaluation	3,36	2,9	3,13	Needed

Based on the table it can be stated that thirteen kinds of themes, listening material, speaking, reading, writing, literature, culture, task / practice, type of practice / training, and in-kind evaluation forms are required. Meanwhile, the task / exercise material based on the number of students, evaluation materials, type of evaluation, and evaluation based on the number of students in the category is needed.

CONCLUSION

The conclusion of this research is that the need of teaching materials that comes from the stories in the Qur'an with CLIL approach is needed teachers and students in learning Indonesian class VII.In more detail the required categories are themes with a mean score of 3.03, listening 3.2, speaking 3.24, reading 3,005, writing 2.93, literature 3.25, culture 3.15, task/ exercise 3,235, type of practice / practice 3,29, and evaluation form 3.13. While the category is needed is the task / exercise based on the number of students 3.375, evaluation material 3.29, evaluation type 3.405, and evaluation based on the number of students is 3.355.

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