



Developing Interdisciplinary Error Analysis Teaching Materials Integrating Linguistic and Islamic Values

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ABSTRACT

Error Analysis (EA) plays a pivotal role in language education, yet students often perceive it as tedious and challenging. This study addresses this issue by developing innovative EA teaching materials that merge linguistic theory with Islamic values, reflecting the Integrative-Prismatic paradigm unique to Universitas Islam Negeri (UIN) Raden Intan Lampung. Employing the ADDIE (Analysis, Design, Development, Implementation, Evaluation) model within a Research and Development (R&D) framework, this research focuses on the first three stages: Analysis, Design, and Development. Data were collected through comprehensive questionnaires distributed to third-semester students and English Language Education program lecturers. The needs analysis revealed a strong demand for engaging and contextually relevant materials. Consequently, five thematic chapters were developed, each integrating theoretical insights with practical applications and Islamic perspectives. Expert validation confirmed the materials' relevance and quality, leading to further refinements. The findings indicate a significant potential for these interdisciplinary materials to transform EA education by making it more engaging and culturally resonant. This approach enhances linguistic understanding and enriches students' educational experience by aligning with their cultural and religious contexts. Future research will focus on the implementation and evaluation phases to assess the practical impact of these materials on student learning outcomes.

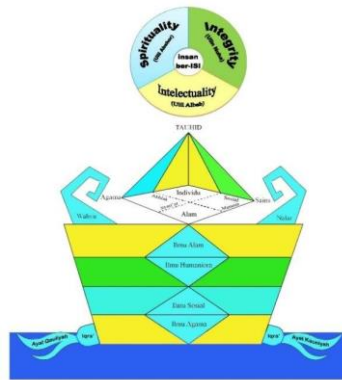
INTRODUCTION

The goal of learning a language is to communicate. However, the language itself is always undergoing some kind of evolution (Pradana, 2017; Yudha, 2023). In an ever-changing world, it is imperative that students need to be given a foundation that they can hold themselves into. This is especially true in an Islamic university, where the students are not only expected to master the four language skills but also integrate those skills with Islamic values (Brown & Lee, 2015). As well as the six competencies that Murcia (2007) proposed for a student to communicate: linguistic,

strategic, sociolinguistic/socio-cultural, formulaic, interactional, and discourse competencies.

Alongside paradigm change following the promotion of IAIN Raden Intan Lampung to UIN Raden Intan Lampung, improving the quality of human resources (HR) and strengthening the scientific epistemological base is highly important (Henzell-Thomas 2018). In this regard, UIN Raden Intan Lampung introduced the 'Ark of Integrative-Prismatic Science'. In simpler terms, this is an integration of science and Islamic values.

Figure 1. the Ark of Integrative-Prismatic Science



The ultimate goal of the integration of Prismatic Science is the realization of people who have the characteristics of intellectuality (*Ulil Albab*), spirituality (*Ulil Abshar*), and integrity (*Ulin Nuha*). Raden Intan University has initiated systemic integration, which includes integrated units and communities, contributing and supporting in seeking the integration of knowledge consisting of Ma'had al-Jami'ah, ITC, Student Center, Library, Language and Culture Centre, Research and Social Service Centers, and other units that all support the learning process in classrooms and virtual classes, to realize the vision and goals of education (Bagas, 2023; Erlina et al., 2022).

Returning to integrating language skills and competencies with Islamic values, explained in the Ark of Integrative-Prismatic Science, Error Analysis is one of those

skills and competencies. However, the lack of Error Analysis materials regarding this issue is a prominent problem that the researchers want to address. For this reason, this research aims to reformulate the Error Analysis teaching materials developed in the English Language Education study program, Tarbiyah, and Teacher Training Faculty, UIN Raden Intan Lampung. It is so that they are in line with the Ark of Integrative-Prismatic Science model, which has become the distinctive identity of UIN RIL (Erlina et al., 2022).

The ability to spot language errors is an important skill to have. There are two main approaches to studying language errors: Error Analysis (EA) and Contrastive Analysis (CA). EA focuses on structural errors in the target language (Corder, 1983). Irawansyah (2017) identifies four EA types that aid in understanding and avoiding language errors: linguistic category taxonomy, surface strategy taxonomy, comparative taxonomy, and communicative effects taxonomy (Irawansyah, 2017). Frijuniarsi's (2016) research shows that most errors in translating Indonesian to English involve grammatical and socio-cultural misunderstandings. Silalahi (2014) identifies ten common grammatical errors: prepositions, articles, spelling, word choice, subject-verb agreement (SVA), auxiliary verbs, plural forms, verb forms, capital letters, and meaningless sentences. Furthermore, Fauziati (2016) states that grammatical errors fluctuate and can be corrected with proper strategies.

A range of studies have explored the development of English materials based on Islamic values. Setiowati (2019) and Anshari (2020) emphasize the importance of needs analysis in this process, with Setiowati focusing on speaking materials and Anshari on speaking skill materials. Berlin (2022) and Nafiah (2020) highlight integrating Islamic values into reading and English modules. Berlin focuses on e-modules for Islamic reading texts and Nafiah on integrating Islamic values and local wisdom in English modules. These studies collectively underscore the significance of understanding the needs of learners and integrating Islamic values in the development of English materials.

Of the various studies related to the development of Error Analysis teaching materials that have been carried out, there are still very limited studies that develop interdisciplinary Error Analysis teaching materials, especially in the PTKIN environment. Therefore, this study aims to fill this gap by designing interdisciplinary Error Analysis teaching materials and testing them on students to determine their effectiveness. Apart from that, this study is also urgent to be carried out, especially within the UIN Raden Intan Lampung environment, because there are still very limited efforts to develop interdisciplinary teaching materials in accordance with the scientific paradigm of each PTKIN.

RESEARCH METHOD

This research adopts the Research and Development (R&D) methodology, specifically utilizing the ADDIE model. The model comprises five stages: Analysis, Design, Development, Implementation, and Evaluation. Due to constraints, this study focuses on the first three stages. Participants included third-semester students (n=90) and lecturers (n=12) from the English Language Education Study Program at UIN Raden Intan Lampung during the 2022-2023 academic year. Data were collected through online questionnaires distributed via WhatsApp groups. The questionnaire for lecturers comprised seven core items, while the student questionnaire included ten items. Responses were measured using a Likert scale (1-5), with higher scores indicating greater agreement or perceived necessity.

Table 1. the Validity Score Criteria

No	Score	Criteria	Validity
1.	5	Strongly agree	Valid
2.	4	Agree	
3.	3	Doubtful	Invalid
4.	2	Don't agree	
5.	1	Strongly disagree	

Then, the average validity score obtained is interpreted using the category table below to determine the validity category.

Table 2. Validity Level

No	Score	Category
1.	4-5	Very Valid
2.	3-4	Valid
3.	2-3	Half Valid
4.	1-2	Invalid
5.	0-1	Very Invalid

The validation sheet given to the validator is also equipped with a column for criticism and suggestions regarding the product being developed with the aim that this interdisciplinary Error Analysis teaching material can be improved into better teaching material.

In addition, the first step to determining the urgency of developing interdisciplinary error analysis teaching materials is to conduct a needs analysis. The range of score data for needs analysis uses the following average level.

Table 3. Analysis of Teaching Material Needs Error Analysis

Average Score	Category
$4.00 < x < 5.00$	It is necessary
$2.00 < x < 3.00$	Need
$1.00 < x < 2.00$	No need

FINDING AND DISCUSSION

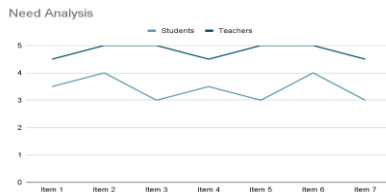
Findings

Analysis Stage

The needs analysis involved gathering data on the current state of EA teaching and the perceived need for new interdisciplinary materials. Lecturer responses averaged 169|English Education: Jurnal Tadris Bahasa Inggris Vol. 17 (01): 165-176 (2024)

a score of 4.75, indicating a strong consensus on the necessity of the new materials. Student responses averaged 3.8, reflecting a general agreement on the need for more engaging and comprehensible teaching methods.

Figure 1. the Error Analysis Stage



Based on the needs analysis, it is clear that developing interdisciplinary Error Analysis teaching materials based on the Integrative-Prismatic paradigm is essential. This development is crucial not only due to the lack of innovation in current Error Analysis materials but also to support a holistic approach aligned with the Integrative-Prismatic scientific paradigm at UIN Raden Intan Lampung, particularly for online learning.

Design Stage

Based on the needs analysis, the researchers reviewed existing syllabi and identified key themes for the new EA materials. The redesigned curriculum includes five core chapters:

Chapter I. Reinterpreting Language Errors

This chapter clarifies the difference between errors and mistakes, which language learners often misunderstand. Errors occur when a learner doesn't know the language rules and can't correct the mistake even when pointed out. Mistakes are made accidentally, and learners can correct them once they realize they're wrong (Kelly et al., 2022; Zha and Liu, 2023).

Chapter II. Error Analysis in Phonological Aspects

This chapter focuses on phonological errors, which are mistakes in pronunciation. These errors arise from not knowing how to sound out phonemes correctly, often due to first-language interference or lack of phonetic knowledge. Mispronunciation

can change or obscure meanings, making communication difficult (Calafato and Simmonds, 2023).

Chapter III. Error Analysis in Morphological Aspects

This chapter examines morphological errors, which involve mistakes in word formation, such as affixation, suffixation, and composition. Understanding morphology helps learners grasp how words are formed and identify errors in this process, enhancing both written and spoken language skills (Aronoff and Fudeman, 2005; Suriaman et al., 2023).

Chapter IV. Error Analysis in Syntactic Aspects

This chapter deals with syntactic errors, including mistakes in the structure of words, phrases, clauses, and sentences. Syntax is crucial for proper sentence construction and meaning. Errors often result from first language influence and a lack of grammar knowledge (Milner, 2002; Chaer, 2005; Suryanti Tambunan, Sari, and Rasmitadila, 2022).

Chapter V. Error Analysis in Paragraph Aspects

Finally, this chapter covers errors in paragraph construction, such as coherence, cohesion, and punctuation. Effective paragraphs contain a main topic, supporting sentences, and a conclusion. Errors in structuring paragraphs can obscure the writer's intended message, making it hard for readers to understand (Suryanti Tambunan, Sari, and Rasmitadila, 2022).

Development Stage

An English Professor at UIN Raden Intan Lampung, who has advanced scientific discipline in his field, validated the development of interdisciplinary error analysis teaching materials. This validation is needed to ensure the suitability standards of the teaching materials being developed.

There are several key takeaways from the validations. First, adding more examples and case studies, to make the materials more engaging and practical, additional real-

life examples and case studies were incorporated. Enhancing cultural relevance by integrating more culturally relevant examples and islamic values to make the content more relatable for students. Improving clarity and accessibility, to simplifying complex theoretical explanations, and ensuring the language used was accessible to all students.

Based on the expert feedback, several revisions were made. Expanded examples and case studies. Additional examples and case studies were added to each chapter, providing a wider range of contexts and applications.

Table 4&5. the Examples of Phonological Case Studies

<u>Text Analysis</u>			
<p>It is a well-established fact that the dialectics of 'revealed' and 'hidden'—of matters that can be known by all people, and matters that are known only to God who, at His discretion, may share some of them with His Select—is an essential part of the theology of the Koran.” Yet, the Koran is characterized by a noticeable predominance of revealed over "hidden" knowledge. Accessible knowledge, <i>ilm</i>, is a ubiquitous topic already in the early Suras, and the Quranic instigation to seek knowledge, as well as the appeal to use one's God-given gift of understanding in order to acquire knowledge, continuing to be the focus of Quranic paraenetics until the end of the divine proclamation. The hidden, esoteric knowledge reserved to God Himself is, however, dwelt upon rather rarely. The hidden is usually expressed with the term <i>ghayb</i>, which literally means absence, but as transcribed from its Quranic antonym <i>shahāda</i>, “the apparent,” the attested it is connoted with visuality, and thus comes close to the unseen, the arcane.</p> <p style="text-align: center;"><i>(Text quoted from Angelika Neuwirth, “Arcane Knowledge Communicated in The Qur'an).</i></p>			

No	Speech	Transcription	Pronunciation error
1.	Dialectics		
2.	Revealed'		
3.	God		
4.	Theology		
5.	Predominance		
6.	Accessible		
7.	Paraenetics		
8.	Divine		
9.	Esoteric		
10.	Transpired		

Cultural and religious integration are also added. More content connected linguistic concepts with Islamic teachings and local cultural practices. Moreover, theoretical content was simplified and made more accessible, with clear definitions and straightforward explanations.

Discussion

Integrating language skills with Islamic values is a critical aspect of education at UIN Raden Intan Lampung, especially in the Ark of Integrative-Prismatic Science context. This approach aims to develop students who embody intellectuality, spirituality, and integrity. The need to enhance Error Analysis (EA) teaching materials to align with this paradigm is evident, given the lack of resources that effectively combine linguistic competencies with Islamic principles.

Our findings underscore the importance of Error Analysis in identifying and addressing structural language errors. Research by Irawansyah (2017) and others has highlighted common errors and the benefits of understanding them to improve language proficiency. By reformulating EA teaching materials, we aim to provide a holistic learning experience that addresses linguistic errors and integrates cultural and religious contexts relevant to the students.

The development of these materials involved extensive needs analysis, expert validation, and pilot testing. The revised materials now include practical examples, case studies, and culturally relevant content, making them more engaging and effective for learners. The incorporation of Islamic values into these materials not only supports language learning but also reinforces the students' cultural and religious identity.

CONCLUSION

In conclusion, the interdisciplinary Error Analysis teaching materials developed in this study significantly improve existing resources. They align with the Integrative-Prismatic paradigm of UIN Raden Intan Lampung, providing a comprehensive

framework that supports both language proficiency and the integration of Islamic values. Future research should continue to refine these materials and explore their impact on student outcomes across different contexts within the PTKIN environment.

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