Needs Analysis of Developing Interactive Teaching Materials for Ramadan Glossary for Junior High School Students

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ABSTRACT

The focus of this research is to determine 8th-grade junior high school students and teachers' learning and teaching perspectives about English and their learning and teaching needs for short functional text (SFT) for developing interactive video for Ramadan Glossary. Utilizing the initial step of Borg and Gall research development processes, this study was carried out a junior high school in Malang – East Java province and two junior high schools in Riau islands Sumatera. A total of 60 students and five English teachers participated in this research and voluntarily filled up questionnaires to meet the objectives of this study. The findings revealed that all students and teachers believed that SFT should be presented interactively. They suggested that interactive was suitable to be developed to meet the students and teachers' needs of teaching materials about Ramadan Glossary which were divided into three groups: Ramadan Preparation, During Ramadan, and After Iftar. The interactive video is suggested due to its potential to enhance students' engagement in learning English skills using SFT. Therefore, the findings of this research provide valuable insights into effective English teaching practices.

Keywords: *English teaching material; Material Development; Ramadan Glossary*

ABSTRAK

Fokus penelitian ini adalah untuk mengetahui prespektif siswa kelas 8 SMP dan gurunya dalambelajar dan mengajar bahasa Inggris melalui Teks Fungsional Pendek serta kebutuhan akan materi pembelajaran dalam bentuk video interaktif tentang Kosakata Ramadan. Penelitian ini merupakan penelitian awal yang menggunakan tahap pertama dari langkah penelitian pengembangan yang disampaikan oleh Borg dan Gall. Data penelitian ini dikumpulkan dari satu SMP di Malang Jawa Timur dan dua SMP di Kepuluan Riau Sumatera. Sebanyak 60 orang siswa dan 5 orang guru bahasa Inggris yang menjadi partisipan penelitian ini untuk mengisi kuesioner untuk mendapatkan data sesuai dengan tujuan penelitian. Temuan penelitian ini menunjukkan bahwa siswa dan guru menilai pentingnya pembelajaran interaktif pada teks fungsional pendek dalam mempelajari kosa kata Ramadan. Mereka meyakini bahwa video interaktif harus dibuat sesuai dengan analisa kebutuhan siswa dan guru tentang kosakata Ramadan yang sesuai dengan hasil penelitian ini dibagi dalam tiga kelompok yaitu: Persiapan Ramadan, Selama Ramadan, dan Setelah Buka Puasa. Video interaktif ini diharapkan dapat meningkatkan keterlibatan siswa dalam mempelajari ketampilan berbahasa Inggris menggunakan Teks Fungsional Pendek. Selanjutnya, penelitian ini akan

berkontribusi pada pengetahuan baru tentang pembelajaran bahasa Inggris yang efektif sesuai dengan kebutuhan belajar dan mengajar.

Kata Kunci: *Materi ajar Bahasa Inggris; Glosarium Ramadan; Pengembangan materi*

INTRODUCTION

Teaching materials are resources and tool used by teachers to support and facilitate student learning. They can include a wide range of materials, such as textbooks, handouts, worksheets, videos, games, and other resources that are used to present information and facilitate learning in the classroom. Effective teaching materials should be well-organized, engaging, and aligned with the curriculum and learning goals. They should also be appropriate for the age, experience level, and other characteristics of the students. Teaching materials can play a key role in the success of a lesson or course, as they provide the resources and support the students need to understand and retain new information. It is important for teachers to carefully select and use teaching materials to ensure that they are effective in supporting student learning. Additionally, they should be innovative and correspond to the 21st century' s language learning (Yunus, 2018).

Teaching material is a type of learning program that is extremely beneficial to the learning process. Teaching materials, according to Hamdani (2011), are materials developed to assist teachers in teaching and carrying out teaching and learning activities in order to establish an environment or climate that helps students to learn. Majid (2011) states that teaching materials are items used to assist teachers in teaching and carrying out teaching and learning activities.

In many schools, some teachers are able to give students the right materials, while others are unable to do so because material development is a practical process of creating that starts in during university days. In a case of Indonesia, text book is primary source of learning and the quality of the English as a Foreign Language (EFL) published materials have not provided extra or supplementary materials, feasible for the students learning needs (Hanifa, 2018). That was why Chapelle (2001) mentioned that material development is still largely a practitioner-led process. Some teachers, in reality, did not grow up in a comparable setting. Without a doubt, they lose confidence and motivation in designing teaching or learning materials.

It is important for instructional resources to be designed and used in such a way that meets the needs and goals of the students, the curriculum, and the learning environment. This can ensure that the resources are effective in helping students learn and reach their full potential. Teaching materials must be provided in accordance with the curriculum's expectations, which is a culmination of National Education Standards' content, process, and graduation competence standards. The target attributes are then tailored to the surroundings, abilities, interests, and backgrounds of the students.

A good learning design and creative teachers who use effective teaching resources can facilitate faster and easier learning for students. This highlights the importance of teachers in incorporating engaging media, techniques, and content in

their instruction to increase student involvement and improve academic achievement (Primadona & Prastiyowati, 2018). Therefore, the researchers in this study have employed interactive videos to engage the students in learning about the Ramadan Glossary.

Students can learn deeply through interactive videos that incorporate interactive learning opportunities. Students are given several opportunities to actively engage in and contribute to the learning process through the use of interactive video. By increasing learner-content interaction, the interactive video may inspire students and enhance learning efficiency. Through active engagement with interactive video, it encourages learners to pay close attention to the lesson content. By modifying and editing movies, interactive learning experiences may be made that encourage students to halt and participate in a specific learning activity (Zhang et al., 2006).

A technology called interactive video combines interaction with linear film/video. Therefore, using interactive video in the teaching-learning process is a method that employs video as the media to impart the lesson and encourage student participation. Using interactive videos can be a great way to motivate students, as they can engage them through multiple senses and provide role models who are native English speakers. Students are given the chance to take part in more active learning experiences and maximize their skills through interactive video resources (Ma'rifah, 2013).

Students may be more motivated to understand and achieve better learning outcomes when watching interactive videos. The interactive video for this study includes short functional text that uses the Ramadan Glossary as a vocabulary resource. It is anticipated that the creation of this material will improve students' comprehension of the information presented in class. Additionally, the creation of this content has focused on teaching vocabulary related to Ramadan Glossary.

There are four skills – listening, speaking, reading, and writing - that must be learned when learning English as a foreign language. In addition, learners should master vocabulary, grammar, and pronunciation in order to acquire the four skills. Many students are challenged by the fact of which should be mastered vocabulary and grammar. *Where do I begin?* One of the most crucial components of learning a language is developing vocabulary.

According to Nurbaya (2014), pupils cannot write, read, or communicate in English if they do not understand the meaning of the terms. Of course, teaching vocabulary first can help pupils read, talk, and write in English more efficiently. As vocabulary a crucial part of all language skills, including listening, speaking, reading, and writing (Fitriana & Maro, 2018), understanding and improving vocabulary is critical for students learning a language since the more vocabulary they know, the better they can understand the meaning of the terms (Lelawati et al., 2018). According to this view, as vocabulary is the foundation of a language, it is crucial for students to learn the vocabulary of the target language. However, because the student's vocabulary is lacking, teaching vocabulary is often challenging, especially in junior high school.

Putri and Wahyuni (2019) synthesized Nation's (2000) argument about numbers of vocabulary to achieved by particular language learners. 3,000 words are required for the reader to be able to read and understand the uncomplicated content. Additionally, 2,000 to 3,000 words of vocabulary, along with certain academic terminology or written content are required for the essay's purpose. When students experience betterment in vocabulary, they will get the wider opportunities to utilize that vocabulary in various contexts, such as speaking, writing, or understanding texts.

Vocabulary is a word that people can understand and use to produce an active conversation. A vocabulary is a group of words that learners know and use to construct sentences (Nurbaya, 2014, Jayanti & Norahmi, 2015). Vocabulary is a collection of words that can be employed in a language and are known by their meaning. Someone's vocabulary is described as a collection of all words that individuals understand, or that may be used to construct a new sentence. One of the purposes of teaching English as a foreign language is to improve students' vocabulary. As a result, students should be provided ample opportunities to grasp language by learning to remember lipids in their long-term memory in a simple manner. In specific setting like in Islamic school, vocabulary related to Islamic values was also introduced to get the students familiar with English vocabulary related to religious activities at school (Khoiriyah et al., 2022). Therefore, the English teacher should be creative and able to play a vital role in making the English lessons more engaging and functional.

There are two different text types in English: short functional text and long functional text. A functional text is one that offers knowledge on a topic that is relevant to daily life. Text that is functional because it can be used for specific purposes. According to Nasution and Siregar (2021), a brief piece of writing with forms, functions, and a specific message for the audience is referred to as a short functional text.

Short functional text (SFT) is one of the media used to teach vocabulary. The medium is used in accordance with some notions of brief functional text. As a result, students have a variety of options to improve their English vocabulary through activities that are fun for them and can help students memorize and pay attention when studying vocabulary. Students are also given knowledge so that they are not tired of adopting the word they are supplied with. According to Prasetyarini (2016), short functional texts are meant to help readers understand the texts quickly, and they are usually distinguished by the use of clear, simple, and consistent sentences, visuals or symbols, and the use of certain words or letters. In daily life, short functional texts could be found in new mobile phone or electronic devices manual instructions as well as train and flight information.

In his earlier research on producing short functional texts utilizing interactive multimedia in SMPN 4 Yogyakarta, Nahar (2016) focused on English material production. Based on the learning needs analysis of the students he revealed in his R&D research, his finding shows that learning SFT through a new text-related interactive multimedia is more effective than normal for both the students and the teachers. However, while utilizing interactive multimedia is a good approach, the

content and context of the material often misaligned with our student's interest and perspective.

Based on the findings of a needs assessment conducted in three designated schools, the majority of students want to learn English, particularly with a focus on developing vocabulary skills. They are also interested in learning about the vocabulary related to Ramadan in short functional texts that are connected to their daily lives and using interactive materials in the learning process. In addition, the students reported a desire to improve their vocabulary skills through short functional texts that are related to virtual life, and to learn through visual mediums such as animated films. The needs assessment also revealed that the English teachers at these schools believe that short functional text is interesting and should be taught to students using engaging and easy-to-understand multimedia and examples that are relevant to the student's daily lives.

Teaching Ramadan vocabulary can be important for a number of reasons, particularly in the context of teaching short functional texts. Some potential benefits of teaching Ramadan vocabulary include Improved language proficiency: Teaching vocabulary is an important part of language learning, and learning new words and phrases can help students become more proficient in a second language. Teacher can enhance students' language skills by focusing on vocabulary related to Ramadan. Exploring the terminology and traditions associated with Ramadan can also help students develop awareness and appreciation of Muslim culture, which is a significant cultural and religious celebration of Muslims. Teachers can foster greater engagement and efficacy in learning process by providing examples and resources that are relevant and significant to student' lives. Through teaching Ramadan vocabulary in the framework of SFT, teachers can assist students in linking the language they are learning to their own experiences and areas of interest.

The current teaching materials for Ramadan primarily consist of videos explaining individual words without any context of connection to the other content. This results a monotonous and tiresome learning experience that mainly relies on rote memorization. To address this issue and offer additional educational resources on Ramadan, the focus is on creating short functional texts and vocabulary. This research aims to achieve two objectives: first, to identify the students and teachers' perspectives about learning and teaching English and their needs of SFT for developing interactive video for Ramadan Glossary. The research questions that guide this study as as follows.

1) What are the students' perspectives on learning English by SFT and their needs on learning materials for Ramadan Glossary?
2) What are the teachers' perspectives on teaching English by SFT and their needs on teaching materials for Ramadan Glossary?

METHOD
Research Design

This study was carried as the initial part of educational research and development (R & D). According to Borg and Gall (2003), educational research and development is an industry-based development paradigm in which research

findings are utilized to build new educational goods and procedures, which are then rigorously field-tested, reviewed, and revised until they meet specified effectiveness, quality, or other criteria. There are 10 steps to follow, namely (1) need analysis, (2) planning, (3) developing a preliminary form of the product, (4) preliminary field testing, (5) revising the main product, (6) playing field testing, (7) operational product revision, (8) operational field testing (9) the final product revision and (10) dissemination and implementation. According to Siburian (2020), development research is a research method that is effective enough to improve learning processes in order to generate new products or improve existing products so that they can be accounted for. However, this study only follows the first step of Borg and Gall's idea of teaching material development, as the most and crucial step to develop the most appropriate teaching materials.

Data Collection and Analysis
To obtain the data of the students' perspectives on English learning and their needs of SFT materials for Ramadan Glossary, two questionnaires were distributed to 60 students from three schools. They were about the students' perspective about learning English and their needs SFT for Ramadan Glossary. Additionally, two questionnaires were also distributed to eight English teachers from the same schools in order to provide the data about the teachers' perspectives about teaching English and their needs of SFT teaching materials related to Ramadan Glossary. The data from the questionnaires were analyzed to get the input of the students and teachers' perspectives about learning and teaching English and the most suitable learning and teaching materials in SFT regarding to Ramadan Glossary. To analyze the data from the questionnaires, descriptive statistics was utilized. According to (Ellis, 2012), descriptive statistics can provide information about the measures obtained from the whole investigated groups.

FINDINGS
This section discusses the research findings, including: 1) Students'perspectives about English learning by Short Functional Text (SFT) and their needs on SFT for Ramadan Glossary, and 2) Teachers' perspectives on teaching English through SFT and their needs of SFT on Ramadan Glossary.

The Students' Perspective on Learning English through SFT
The student perspective on learning English, specifically Short Functional Text, is shown the following table.

Table 1. The Students' Perspectives of English Learning Materials - Short Functional Text

No	Item	Strongly Agree (SA)	Agree (A)	Neutral (N)	Disagree (D)	Strongly Disagree (SD)
1	I want to expand my vocabulary.	18 30%	26 43%	7 12%	4 7%	5 8%
2	I want to improve my grammatical skills.	26 43%	21 35%	5 8%	2 3%	6 10%

3	I want to increase my writing abilities.	39 65%	16 27%	4 7%	1 2%	0 0%
4	I want to enhance my ability to listen.	29 48%	17 28%	13 22%	1 2%	0 0%
5	I want to boost my reading comprehension.	30 50%	16 27%	8 13%	0 0%	6 10%
6	I want to increase my public speaking abilities.	21 35%	24 40%	13 22%	2 3%	0 0%
7	I am interested in learning the materials related to my daily life	15 25%	21 35%	11 18%	8 13%	5 8%
8	I am interested in learning materials related to virtual world life, such as social media, YouTube, and gaming.	23 38%	20 33%	12 20%	5 8%	0 0%
9	I am interested in learning material related to the context that recently happens	18 30%	22 37%	17 18%	2 3%	1 2%
10	I'm interested in learning materials related to the subject I am interested	25 42%	16 27%	14 23%	3 5%	2 3%
11	I want to study short functional text by listening to the teacher explain it.	19 32%	22 37%	7 12%	6 10%	6 10%
12	I prefer watching videos to learn SFT.	11 18%	20 20%	24 40%	4 7%	1 2%
13	I like to study SFT through PowerPoint slides rather than from school books.	15 25%	20 33%	20 33%	4 7%	1 2%
14	I want to study SFT literature by playing games or through social media.	21 35%	18 30%	7 12%	7 12%	7 12%
15	I like watching animated videos to study SFT	19 32%	24 40%	9 15%	4 7%	4 7%
16	I want to learn short functional text in a one-on-one setting.	8 13%	21 35%	26 43%	3 5%	2 3%
17	I want to study short functional text through	13 22%	24 40%	16 27%	1 2%	6 10%

	conversation in a group setting.					
18	I want to study short functional text by doing it myself.	8 13%	12 20%	13 22%	19 32%	8 13%
19	I want project-based short functional text literature.	7 12%	15 25%	20 33%	16 27%	2 3%
20	I want to learn short functional text via student worksheets.	8 13%	20 33%	21 35%	8 13%	3 5%
	Mean Percentages	**31%**	**33%**	**22%**	**8%**	**5%**

From table 1, it is clarified that the majority of responses to comments about students' perspectives on English learning through SFT are positive, with 65% choosing strongly agree. This demonstrates that students are aware of the importance of learning English, and nearly all of them opt to enhance their writing skills. The least common response to items presented to pupils is 0% strongly disagree. The student responses were analyzed using descriptive statistics, as reported in the form of frequency and percentage, as follows.

Extracted from table 1, the following figure demonstrates that students prefer to study English through writing (65%) and reading (50%). Meanwhile, the outcome is encouraging in terms of learning about SFT and applying it to their daily lives, as well as using a variety of interactive materials in the learning process.
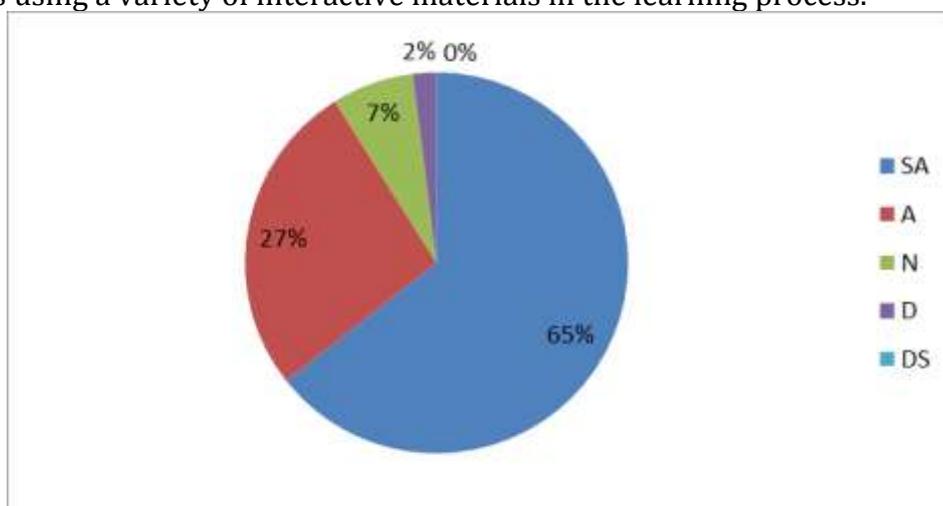

Figure 1. Students' expectations in learning short functional text

Furthermore, from general information about the students' perspectives of learning English, the following are the explanation.

a) *Topic to study in Short Functional Text*

Students are more interested in studying Short Functional Texts related to the virtual world of living with a percentage of SA = 39% (24 students) and also related to themes of interest with a larger percentage of SA = 42% (25 students),

according to data gathered from surveys. As a result, students in the SFT learning process are more interested in issues that are relevant to the virtual world living as well as subjects that they are interested in. It is elucidated by the following figure.
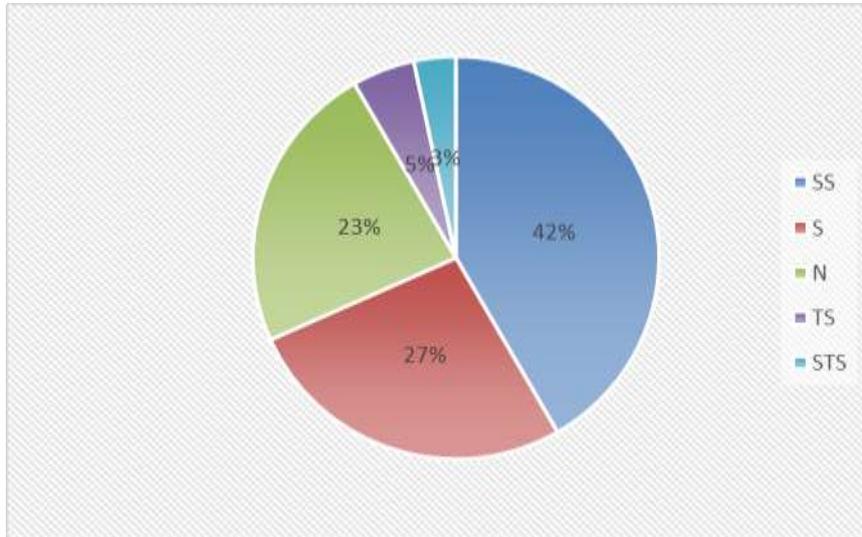

Figure 2. Students' perspectives about interest topics in learning short functional text

b) *Student's preference for Learning style in Learning Short Functional Text*
37% (41 students) want to learn a short functional text using an auditory learning approach, which involves simply listening to the teacher describe the material. However, a bigger percentage of students or responders, 40% (43 students), prefer to learn visually, such as through watching animated movies in SFT learning. As a result, a majority of students choose to learn by watching animated movies because they can better absorb the information this way. The following figure helps explain this point.
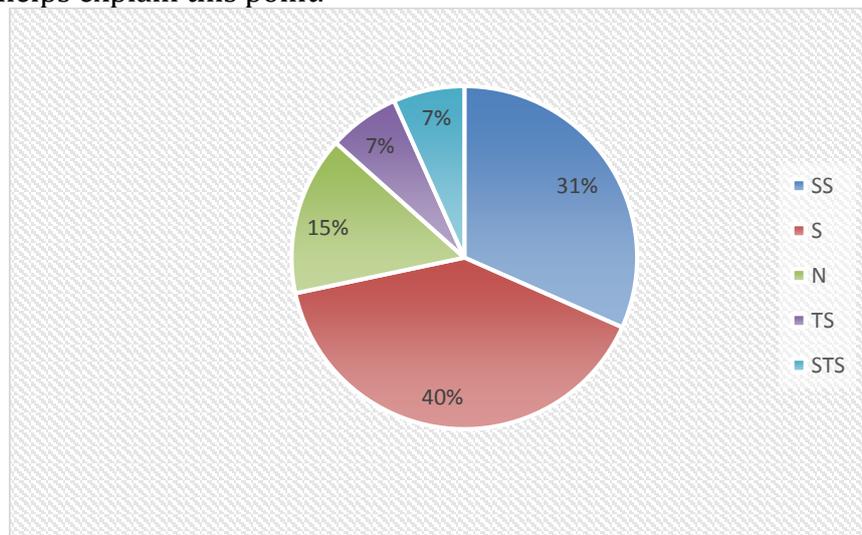

Figure 3. Students' perspectives about favorite learning technique in learning short functional text

c) Student's preference for Learning method for learning Short Functional Text
The majority of students prefer to study Short Functional Text (SFT) through discourse in a group context, with a high percentage of 40% (37 students) preferring to agree. This can help students absorb the content more easily as a group using their favorite learning technique. It is described by the following pie chart.
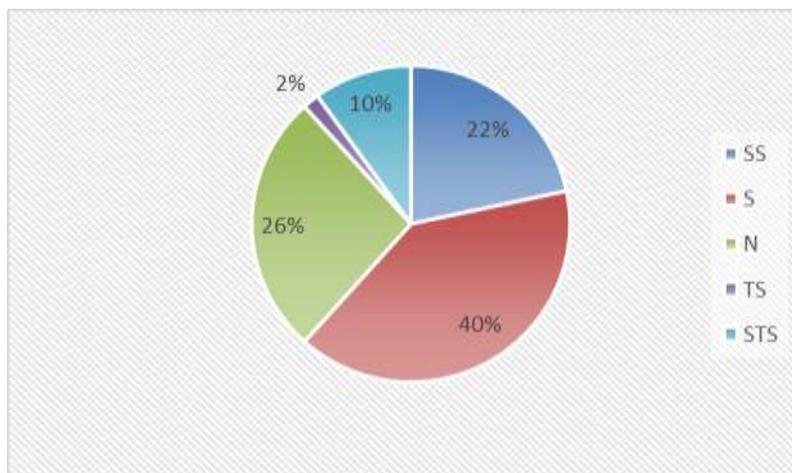

Figure 4. Student's preference for learning methods for learning short functional text

Students' Needs on SFT - Ramadan Glossary

Related to SFT related to Ramadan Glossary, Table 2 elucidates the data of the students' needs.

Table 2. Statistical data on students need analysis regarding the Ramadan Glossary

No	Item	Strongly Agree (SA)	Agree (A)	Neutral (N)	Disagree (D)	Strongly Disagree (SD)
1	I want to know the English terms for the month of Ramadan.	28 47%	15 25%	8 13%	7 12%	2 3%
2	I am very interested in short functional texts related to the month of Ramadan in the form of (caution/warning)/instructions/warnings	28 47%	23 38%	6 10%	2 3%	1 2%
3	I am very excited to learn about greeting cards or Ramadan greeting cards.	27 45%	24 40%	6 10%	2 3%	1 2%
4	I think the greeting card or holiday greeting card is very interesting.	27 45%	21 35%	10 17%	1 2%	1 2%

5	Making an advertisement about the menu for breaking the fast in English is more fun.	21 35%	23 38%	8 13%	7 12%	1 2%
	Mean Percentages	**43%**	**38%**	**13%**	**5%**	**2%**

Table 2 discloses two most common responses to the statement, both with 47% choosing strongly agree, make up this category. This demonstrates that students desire to learn the terms used during Ramadan in English and are enthusiastic about doing so. 1% of students chose strongly disagree with multiple items as their response to the least of the claims. Based on the data, the results of student responses on their needs for the Ramadan Glossary show two high percentages: SA = 47% (28 students), A = 38% (23 students), and SA = 45% (27 students), A = 40% (24 students), indicating that most students are more interested in short functional text related to the month of Ramadan in the form of "caution/warning" and students also like to learn SFT about greeting cards related to Ramadan Glossary.
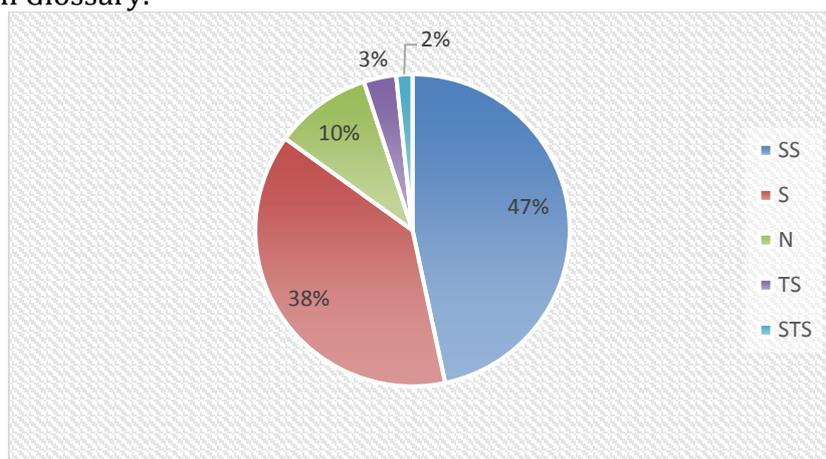

Figure 5. Student's Perspective on Ramadan Glossary

Teachers' Perspectives on Teaching English through SFT

The teacher's perspective on Teaching English, specifically Short Functional Text is shown in the following table.

Table 3. Statistical Data of Teachers Perspective on Teaching English - SFT

No	Item	Strongly Agree (SA)	Agree (A)	Neutral (N)	Disagree (D)	Strongly Disagree (SD)
1	Short functional text is an interesting material to be taught for eight grade students.	0% 0	75% 6	13% 1	13% 1	0% 0
2	Using an interesting media in teaching short functional text is helpful for eighth-grade students	50% 4	25% 2	13% 1	0% 0	13% 1

3	Teaching short functional text through video/interactive video can make students engage and increase their interest	38% 3	50% 4	0% 0	13% 1	0% 0
4	The Short Functional text information must be given via a range of engaging and enjoyable learning devices.	25% 2	50% 4	13% 1	0% 0	13% 1
5	Students are more engaged and grasp the content regarding Short Functional Text faster when it is presented as a video or animated film.	13% 1	63% 5	13% 1	13% 1	0% 0
6	The content distribution of process text must be supplemented by examples so that students may grasp the subject more easily.	50% 4	25% 2	13% 1	0% 0	13% 1
7	Students will understand procedure texts more easily if they incorporate anything familiar from their daily lives.	25% 2	63% 5	0% 0	13% 1	0% 0
8	The student should be able to produce something when doing an assignment related to Short Functional Text through Video	13% 1	38% 3	38% 3	0% 0	13% 1
9	The student should be able to produce something when doing assignments related to Short Functional Text through Posters or similar graphic design	13% 1	50% 4	13% 1	25% 2	0% 0
10	I prefer to use another external source other than our School-book	38% 3	25% 2	25% 2	0% 0	13% 1
	Mean Percentages	**26 %**	**46 %**	**14 %**	**7 %**	**6 %**

The teachers' responses were analyzed using descriptive statistics, which were reported in the form of frequency and percentage, as shown below. In the majority of the responses to comments on SFT, 63%, decided to agree. This demonstrates the teachers' awareness of the pupils' needs in learning English, particularly in relation to SFT. The data also justify the teachers' beliefs that employing videos or animated films and introducing something familiar into their daily lives will help pupils better understand the SFT. In addition, the data provided by the teachers should cross-checked with their comments on the learning materials that they developed. Therefore, in-depth interviews should be conducted.

Items 1 to 5 show teachers' agreement that teaching short functional text is interesting for students (75% in item 1), especially if it is supported by interesting

teaching media (50% in items 2 -4). Several teachers also assent that the material should be practical, easy, and flexible, especially if the objective of the lesson is to produce a product. Regarding the usage of technology, many focus on the advantage of it. However, researchers note several aspects that need to be considered when creating material, such as 1) they are hopeful to have an integrated worksheet to work alongside the material because it will be a hassle if they have to design a new assessment/assignment based on the material. 2) The teachers hope the material doesn't make students lose focus on the learning process because they have to watch a video multiple times in one sitting, especially if they can interact with it. And 3) whether an interactive video is the only material that will be provided to the student in the class. However, they agree that when creating an assignment, it is better to line it with their daily lives (63% in item 7), and the product itself should be in the form of video graphic design (50% in item 9). An alternative of creating the product in the form of a video is too much work and bothersome to be adequate to be done in the classroom.

Lastly, with the usage of traditional school books such as English textbooks, or modules, LKS are found to be boring and have a significant lack of interaction with the student (37% in item 10). However, it still had to be used as the primary source of learning in the school because everyone always has it and has easy access to the book.

Teachers' Needs Analysis on SFT – Ramadan Glossary

This teacher's need analysis for the Ramadan Glossary consists of five assertions about the Ramadan Glossary that were presented. Consists of the most common response to the statement, with 75% selecting strongly agree. This demonstrates that teachers wish to teach Ramadan greeting cards as a teaching tool to pique students' interest in studying. 0% of teachers chose strongly disagree with multiple things as their response to the least of the claims below.

Table 4. Statistical Data on teachers' needs analysis on SFT - Ramadan Glossary

No	Item	Strongly Agree (SA)	Agree (A)	Neutral (N)	Disagree (D)	Strongly Disagree (SD)
1	The material for Short Functional, which is about Ramadan, should be started by introducing the terms related to Ramadan.	4 50%	3 38%	1 13%	0	0
2	Composing short functional text materials related to Ramadan is very interesting and applicable	5 63%	1 13%	2 25%	0	0
3	Teaching material about Ramadan greeting cards makes students	6 75%	1 13%	1 13%	0	0

	enthusiastic about learning.					
4	Students will be more enthusiastic if I teach them to make Hari Raya greeting cards.	4 50%	1 13%	2 25%	1 13%	0
5	If I explain the advertisement for the iftar menu in English, the students are very enthusiastic and excited.	5 63%	2 25%	0	1 13%	0
	Mean Percentages	**60%**	**20%**	**15%**	**5%**	

The data presented by Table 4 show the needs of teachers regarding the analysis of the Ramadan Glossary. In item number 1, most teachers agree (50% strongly agree; 38% agree) that short functional material, namely about Ramadan, should begin by introducing terms related to Ramadan. The material is given with the aim that students are more familiar with vocabulary related to the Ramadan Glossary, and students can also make short functional texts. In addition, by designing interesting and applicable creative and innovative materials related to short functional text material about the Ramadan Glossary required by teachers, as shown in the table for item number 2 that most of the teachers agree with a total (63% strongly agree; 13% agree) related to designing interesting materials. At the same time, the other teachers chose the neutral option of 25 %. Item number 3 showed the teacher's perspective in teaching material about Ramadan greeting cards to make students excited to learn. Most teachers agree that teaching short functional text material, especially in making simple greeting cards related to the Ramadan theme, can make students more excited to learn and create in creating greeting cards. Because Ramadan itself is something that is very attached to students who attend madrasah. Knowing many words related to Ramadan makes them want to say even more simple greeting cards to their friends. In the table above, positive teacher perceptions agree with a total percentage of (75 % strongly agree, 13% agree, and 13% answered neutrally.

Item number 3 shows the percentage of the teacher's perspective on the level of student enthusiasm when given teaching materials about making holiday greeting cards. From the graph beside, it can be seen that 50% of teachers chose strongly agree, then 12% agree;25% neutral, and 13%disagree. but most teachers choose to agree with it. The last statement about the teacher's perspective on the Ramadan Glossary to teaching students showed that almost of the teacher agree (63% strongly agree;25% agree and 13%disagree) that explaining or providing advertising material about the iftar menu in English, and students are very enthusiastic and excited. Entering the words Ramadan and Eid Al-Fitr in learning English can make students more enthusiastic and enthusiastic about learning

because it is one of the interesting and creative materials that can also build the creativity of teachers and students themselves.

Ramadan Glossary Interactive Video Development
After collecting data about the views of students and teachers on the SFT, the researchers found that the Ramadan Glossary is relevant learning material. It is grouped into 3 parts as follows.

Table 5.Activity during Ramadan

Ramadan Preparation	During Ramadan	After Iftar
Bukber	Sleeping	Fast Break
Suhoor	Fasting	Happy Iftar
Takbiran	*Ngabuburit*	Taraweeh and Witr
Recite al Quran	Prayer	*Tadarus*

DISCUSSION
Teaching materials are a learning resource that is advantageous to use in the learning process. It is especially true in learning English. Setyawan et al. (2018) postulate that teaching materials are constructed visually and systematically, including learning material, procedure, and means of assessment, to achieve the learning objective with all its complexity in one instrument. Thus, it is imperative to establish explicit instruction for teachers to bolster the learning process. However, most teaching material used by teachers largely came from online sources such as YouTube, online learning sources, and many others. It falls into teacher creativity to ensemble a perfect lesson planning according to the student's needs, lacks, wants, learning goals, teaching strategies and the curriculum itself. Therefore, the needs for teaching resources aligned with the content of National Education Standards in Indonesia is imperative.

This study aims to create one such teaching resource. It relates to the theory from Lelawati et al. (2018) that understanding and improving student vocabulary knowledge and skills are critical in learning a language since the more vocabulary they know, the better they can understand the meaning of the terms. For this purpose, this research builds the foundation by discerning the student and the teacher's needs analysis. This analysis confirms that students wish to learn English in the form of vocabulary learning through SFT and teachers expectations to have suitable, in-context, and incorrect form teaching materials related to Ramadan Glossary rather than scrapping videos from several different sources. Further, they prefer to have the learning material as a video rather than reading a text. For

teaching the digital natives like secondary level students, the teacher should be creative and innovative in developing materials (Tomlinson, 2013). However, the teacher wishes to have an interactable video, which they can then control the learning process. Rather than having to pause the video, then continue again, they want students to be able to interact with the video and do assignments in the video itself.

Moreover, England and Finney (2002) stated that interactive media integrates digital media, including electric text, graphics, moving images, and sounds, into one structured digital computerized form, allowing people to interact with the data for appropriate purposes. Similarly, Deliyannis (2012) adds that interactive multimedia video implies the use of multiple forms of media to express and communicate the existence of dynamic user-state and content-altering capability. To accommodate the lack of unvaried learning material in learning the Ramadan Glossary through SFT, the developed materials provided numerous learning inputs such as manuscripts, images, and moving pictures. Therefore, making interactive teaching media as an easier and more practical step to help teachers and students in the learning process.

Similar research has been conducted by Nahar (2016), which focused on English material production through interactive multimedia to learn Short Functional Text, which incorporates text-related vocabulary and their daily lives. It showed that students have more motivation and get a better score when using interactive multimedia, which they can access through their smartphone whenever they want as long as they have the Adobe AIR application installed. On the contrary, the developed materials in this research are distributed with Google Sites, and the interactive video is created through the H5P website. The facts that this material created with Google Sites has proven to be very beneficial as it allows multiple integrations with other apps from Google, such as google classroom., Google Forms, Google Docs, Google Meet, and many others, thus giving the teacher flexibility on how to use this material in online or offline classes. These developed materials also have an assignment in the video and on the website, which can be traced using a similar system to google classroom.

CONCLUSION

A learning resource that is very helpful in the learning process is called teaching material. Some teachers are able to provide appropriate materials to students in many schools, but others are not. The necessity for teaching resources to be developed such that they are available in accordance with students' needs, curricular demands, target characteristics, and expectations for problem-solving learning.

It is also challenging for teachers because they have to develop the materials after generalizing the student and teacher needs analyses. In the meantime, pupils with limited English vocabulary and teachers with limited expertise in teaching approaches hampered teaching and learning activities. These restrictions should be lifted once teachers have received thorough training in teaching and creating English resources. English resources in the form of modules, textbooks, or workbooks should also be developed by researchers. Every student is different and may have their own

unique reactions and responses. However, there are some general considerations that might be helpful to keep in mind when designing and using interactive teaching materials with this type of content: Make sure the materials are age-appropriate and align with the interests and needs of the students. Clearly explain the purpose and relevance of the materials and how they fit into the overall language learning goals and objectives. Use a variety of interactive activities and methods (e.g., group work, games, role-plays, debates, etc.) to engage students and encourage active participation. Foster a respectful and inclusive learning environment where students feel comfortable expressing their own views and asking questions. Provide appropriate support and scaffolding to help students understand and apply the concepts and themes being introduced. Encourage students to make connections between the Islamic themes and perspectives being studied and their own lives and experiences. Overall, it is important to approach the use of these materials in a way that is sensitive to the student's cultural backgrounds and beliefs and that promotes mutual understanding and respect.

Further research in the following areas is recommended based on research on the development of Ramadan Glossary interactive teaching materials for junior high school students – the effectiveness of interactive teaching materials. It would be very useful if a study were conducted to evaluate the effectiveness of interactive teaching materials in increasing knowledge and understanding of concepts related to Ramadan among junior high school students. Comparison with traditional teaching methods is also recommended. To understand the relative effectiveness of interactive teaching materials, it is helpful to compare the results with those achieved through traditional teaching methods. Use of interactive teaching materials in different educational settings: Interactive teaching materials can be used in different educational settings, such as private schools, public schools, and online learning platforms. Further research is expected to investigate the effectiveness of the material in these different settings.

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