Teaching Pronunciation and Islamic Education materials by Using Harry Potter Movie to Indonesian Students

Muhajir Muhajir [a][1] iD, Syafrizal Syafrizal [b] iD, Yahdinil Firda Nadhirah [c] iD,

Mochamad Mu'izzuddin [d] iD

[a,c,d] *Universitas Islam Negeri Sultan Maulana Hasanuddin Banten, Serang, Indonesia*
[b] *Sultan Ageng Tirtayasa University, Banten, Indonesia*

Abstract

English language instructing that simply underscored on punctuation and jargon adapting as opposed to elocution learning had basically held up the second semester understudies in Islamic schools. Understudies imagined that elocution is something hard to learn in light of the fact that they are infrequently shown articulation in the homeroom. Nonetheless, EFL instructor and religious teachers actually bring articulation issue behind syntax and jargon issues for teaching Islamic education materials. Understudies were simply duplicating how their educator saying words disregarding learning the standard elocution. Be that as it may, Pronunciation is a significant in showing talking abilities. Articulation is utilized to make an effective correspondence by giving less misjudging. To beat this issue, the Islamic school in Banten Indonesia took in their elocution capacity by utilizing Harry Potter movie. This exploration was expected to know how successful the strategy utilizing Harry Potter film influences the articulation capacity of the understudies especially when they learn Islamic education. The method required the understudies to acknowledge reasons for their articulation issues to discover fitting method of learning elocution. The after effect of this perception is that utilizing Harry Potter film is a compelling movement for a considerable length of time to get familiar with their elocution capacity and Islamic Education. Additionally, there are not many understudies who didn't show any premium to the movement of learning elocution utilizing video materials in the class.

Keywords: Pronunciation; Teaching Pronunciation; Islamic Education; Using Movie to Teach Pronunciation; Harry Potter Movie

1. Introduction

In this section, it presents the general account of the present research. It covers literature review and research question.

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[1] Corresponding author.
E-mail address: muhajir@uinbanten.ac.id

1.1. Literature review

English is the common vernacular in Indonesia. Therefore, Indonesians do not speak it as their first or second language. However, because English is the most widely spoken language and the method by which people from many countries communicate, the Indonesian government decided to make English one of the compulsory topics in junior and senior optional schools. EFL (English Foreign Language) understudies are now referred to as understudies in Indonesia who are learning English. This teaching is also combined with Islamic Education to enhance their understanding of English and the materials.

English explanation, according to a few fresh EFL understudies, isn't difficult to speak. They believe that English articulation is extremely difficult for them as a result of the separation between spelling and articulation. According to (Yates, 2009), articulation is a sound-based approach for generating meaning. We can deduce that articulation is the most fundamental component of language, deriving from the declaration, particularly of the linguistic work itself, in a similar way to correspondence. It will be difficult for the audience to understand the meaning of the speaker's figures of speech if he or she does not speak in a respectful manner. Besides, the content of materials conveyed by the religious teachers can be addressed to the students at Islamic schools. The concept of motivation has been generally defined as the favourable attitude or disposition that enables us to carry out a given task or responsibility (Kırkağaç & Öz, 2017: 96). In environments of education, motivation is a powerful tool that enables students to perform their missions successfully (Lustyantie and Aprilia, 2020:153). Therefore, those who receive good motivation are empowered to be more responsive to challenges.

Given how they are contradictorily shown verbalization in the homeroom, explanation is a difficult thing to pick up for Indonesian EFL understudies. Regardless, EFL teachers legitimately bring the topic of enunciation to the fore when it comes to sentence improvement and linguistic issues. Professional EFL instructors become less likely to display articulation, that often double-check that there's really no way to discern a heading in the courses texts and that the bound assignments aren't having the positive influence (Griffiths, 2004). As a result, several EFL understudies may not be able to communicate effectively in English. As a result, a wide range of EFL students experience "sound new" when they hear themselves speak to the beat of the English language. The reshaped region is another factor that makes verbalization difficult to learn. Because verbalization is both an arrangement and a skill, it necessitates practice and tendency improvement. In any case, when children consider practicing various skills, adults frequently discover that they are simply unwilling reluctant to do so and require cautious assistance ((Fraser, 2000). It can be a major hindrance for understudies and addressees.

In the current circumstances, teachers are working hard to find tactics and media that will be useful in assisting the review process in order to refresh understudies' enunciation cut off points in a non-exhaustive manner. To facilitate excellent learning, a medium that is both authentic and reasonable in terms of how the media is used in a survey was required. The review path is not actually above what many would assume doable without a media. There seem to be various techniques and media which pupils could have used to foster verbalization limit inside the Learning English, the other is to use current media, such as continental or new cinema media, because then pupils can go and notice personally what words in the Learning English are being said unequivocally and plainly, and thus understudies can get limit with the method of speaking in English definitively.

The following speculations were examined in light of the aforesaid research questions.

- Using a video Harry Potter film trimmed according to a general point of view has an effect on the conversation limit of EFL understudies at the Islamic school level.

- Using the Harry Potter films with English native speakers isn't effective in expanding EFL students' discourse range, especially to have Islamic Education learning.

1.2. Research questions

Aside from truly acknowledged concerns, significance of the agreement was to demonstrate what convincing video resources are on demonstrating procedure for passing on the Islamic school in Banten. The following examination questions were proposed for this audit to investigate the effect of using video materials on EFL understudies' explanation limit:

- Does the use of the Harry Potter films influence the verbalization limit of school-aged EFL students?

- How is the understudy evaluation of this appearance talk technique different from other appearance explanation systems, such as performing a public speaking test when they learn Islamic education?

2. Explanation

This chapter reviews theories of this study. Furthermore, it describes in details of the review on the pronounciation, phonetics, media of the research, and so on. This chapter also explores the writer's assumption.

2.1. Pronunciation Approach

Verbalization comes from the Latin language, which means "to explain." The method through the manner in which we create the sound of words is known as clarification (Cambridge). It is expected to convey significance. To put it another way, air is pushed from the lungs up through the vocal cords and throat, past the mouth and tongue, and out between the lips and teeth after a short time. Phonetics, often known as explanation assessment, is a method of assessing the improvement of speech sound. The improvement in which the immediate images the segmental phonemes, often known as talk sounds, exist and are used in language worked with in occurrences of term, tumult, and pitch is known as way of talking. Discourse is a turn of events, outlining the yield of the encoding stage, and an express, the outer appearance of the message and obligation to the delivering up stage in any diverse model of the correspondence framework in language encoding, message, unravelling—discourse is a turn of events, outlining the yield of the encoding stage, and an express, the outer appearance of the message and obligation to the delivering up stage in any diverse model of the correspondence framework in language—encoding when an appraisal is required, it is what the speaker does and what the audience observes and judges. It is so fundamental to language that it must be addressed in any complete examination of the topic. The topics can be varied based on the Islamic education materials focusing on the Islamic verses and dogmas from Islamic points of view.

A general point of view similar to that of another sound, with a mechanical party for producing apparent vibrations all around that sway the organs of data in the get-ear, together shows the advancement of discourse. Because the organs of discourse can change the shot at the sound created, as well as its pitch, noise, and length, the sound of speak differs from that of a commotion or a music-playing instrument. Perhaps different instruments were playing, one for ah, another for sh, and everyone, taking everything into account, smoothed out into an average stream for a few hundredths of a second.

Birds figure out how to drivel and sing, and this provides an explanation. Children will be persuaded by what their fathers and mothers say, but as they grow older, someone's way of speaking will change. Someone's altered environment or coaching levels will have an influence. This is considering how attestation correctness could also aid in chipping away at a person's social confirmation, as a distant underlining could be socially disapproved and contribute to negative summarizing of some second-language understudies, resulting in social or expert repression (Derwing, 2010).

2.2. Pronunciation and Its Purpose

Enunciation is utilized to create a useful relationship by providing less perplexing information. In a conversation, deceitful judgment will have the speakers' and audience's reactions were startling. For instance, consider the critical speaker said: "I ask him/PC-based data asks him/," and the accompanying speaker understood that the enormous speaker said, "I ax him." It would be an unpleasant shambles; similarly, address is the focal point of communication. A speaker might take a keen interest in a discourse by speaking in a respectable setting. Learning and practicing English is expected to help understudies appreciate and expand their speaking abilities in order to communicate in interesting ways (Handayani, 2014).

2.3. Phonetics

Phonetics Technique

Phonetics is a genuine basis that considers the language finer points (O'Connor, 1973). As with the production organs (Articulatory Phonetics), the sound wave (Acoustic Phonetics), and the perspective on that strong wave, Phonetics is concerned with the building and physiology of discourse (Auditory or Perceptual Phonetics) (Trujillo, 2002). One more master underlined the more prominent meaning of phonetics, expressing that phonetics is the investigation of how sounds are communicated and how the situation of the mouth might be adjusted to create shifted sounds (Avery, 1992). With those definitions in mind, the examiner realized that phonetics is the veritable foundations branch that assesses how sounds are produced.

Speech Sound Production

Most hints of all language, individuals accept, are framed with warm breath from the lungs. At the point when people take in, air passes from the nose or mouth, down the windpipe, into the two bronchi, lastly into the lungs. The discussion does not begin in the lungs, according to Rivière (Trujillo, 2002). The cerebrum is where it all starts. After the message has been improved in the cerebrum, the sound system must be depicted and numerous referring must be performed by talk organs in order to make the clarification. As a result, a phonetic methodology and an engine approach are required. Individuals make speech by blowing air from their lungs through their mouths and nasal torments around the windpipe.

2.4. Film based on the Harry Potter series

J.K. Rowling adapted J.K. Rowling's Harry Potter novel series into a film series. The Harry Potter film series consists of seven films. They all revolve around Harry Potter's battle with the vile creature known as Voldemort. Chris Columbus wrote the primary novel in 1997 and directed the standard film in 2001. Because the characters are clearly local English speakers, this fantasy film is appropriate for verbalization learning. Each of the activities in the Harry Potter films is British, and this film is a dependable depiction of adolescents, with the setting of this film matching the understudies' with the

goal of creating a series of comparable events between the film and the understudies. The plot of this picture is also noteworthy. The unmistakable plan can help the understudies understand the story. This explains why the Harry Potter films were chosen as the medium for learning verbalization.

When a close English speaker speaks, the majority of the understudy may be a little muddled. It isn't considering the understudies' lack of language or the speakers' developed feature structure, but it will largely be cultivated by the understudies' listening region English speakers voice. To understudy, the discussion between adjacent English speakers will sound strange or unfamiliar. Watching English films will familiarize understudies with English explanations, making learning address less difficult due to the fact that understudies can definitely imitate how the sole clear terms work.

2.5. Teaching Pronunciation by Using Movies

Film is a video-based learning instrument that permits understudy to put their sound and visual materials to use. Film can be a good choice for demonstrating verbalization because it includes real-life conversations with local English speakers, which can help understudies figure out how the characters communicate. Incredibly vivid scenes are a clever way to make someone appear even more self-evident – as long as the story is spread out by the images (Gallacher). As stated by (Van duzer, 1997), a selected film cut as an overall media improvement might refresh understudies' motivation in the learning process. Understudies revolve around reasonable and overpowering things for them that retain their high inspiration and consideration. As a result, educators must be careful to select a fantastic film cut that is appropriate for educational purposes.

2.6. Teaching Islamic Material in Islamic boarding schools in Banten

From the Islamic perspective occurred, it is highlighted that the students mostly imitate exactly what the verses say, it could be from the Hadith or Quran point of view. The benefit of Islamic students not only able to say Verses in English but they can be interpreted the meaningful activities from the movies especially those related to Islamic educational materials, such as the content of the story from the film, so the key points were to introducing the students with texts, following and imitating exactly the verses and implement them correctly. Because the majority of the obstacles experienced by Islamic boarding schools are that they are more dominant in using Arabic than English to study Islamic Religious Education materials. So that the students are more fluent in Arabic than English. The presence of the Harry Potter films is very helpful to solve these problems.

3. Method

This chapter presented an overview of the methodology of the research. It discusses the research design, research participants, and research instrument.

3.1. Designing an Exploration

As a mode of thinking, this assessment employs one-of-a-kind assessment. The significance of the hypothetical technique is emphasized since it seems to or is developed by a person in a lived social setting (Umanailo, 2019). The energetic evaluation is straightforward, with data collected in the form of words or pictures rather than numbers.

The data source for this assessment is the subjects from which data can be acquired. Reports, papers, and field notes were used to compile the data. This examination utilized a model of an unquestionable method, which is a research technique that endeavours to depict and loosen up how a film might be a companion for understudies' explanation limit in talking limit.

This critique begins with a clarification of how a film might assist understudies with their speaking style and ends with a more detailed explanation. It discovers a way a few different approaches of gathering data, such as designing, impedance, supporting data, and close, in the examination connection. The referencing is the gathering of data according to predetermined classes as demonstrated by the evaluation's explanations, followed by the appraisal's supporting data, which is wrapped up by reading some article continuously, come to a conclusion based on the appraisal's potential after effects, and finally, the data is impedance.

3.2. Members

There were 60 understudies at Islamic school watching out for little by bit practices class. Individuals were all Indonesian speakers who spoke English as a second language. Their ages ranged from 17 to 23, and their English language skills ranged from pre-fleeting to upper-by-and-large enthralling is shown in Figure 1.
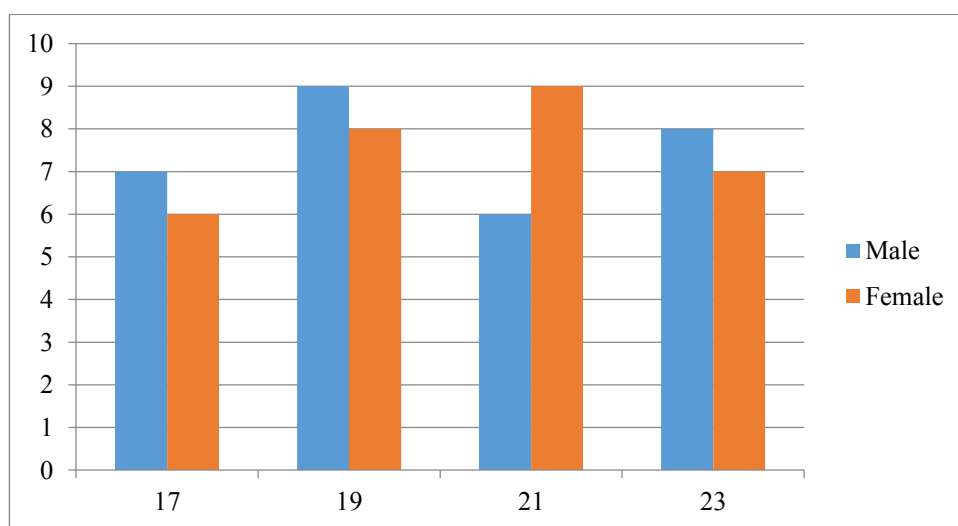

Figure 1. Participants of the result

3.3. Instruments

The component was given an overview by the master. The evaluation was based on a five-point Likert's scale with six requests that were near to completion. Three subjects were mentioned in the assertions, see table 1:

Table 1. Subjects of the result

Theme	Clarification
Understudies' benefit	Understudies were charmed to learn address by using Harry Potter film
	Understudies were appreciate to learn address by using Harry Potter film
Understudies' difficulties	Understudies were difficult to learn address by using Harry Potter film
	Understudies didn't procure data
Benefits of the media	Using Harry Potter film to learn address made the understudies familiar with English verbalization

	Using Harry Potter film to learn rhetoric let the understudies learn English step by step conversation

4. Results & Discussion

Speaking is one of the most difficult abilities that understudies should master while studying a language. Understudies should have the option of bringing their point of view to the table, expressing their preference in speaking completely or fearfully. Talking limitations are utilized for a variety of reasons, each of which combines multiple cut off points, such as to establish similarity or to participate in the assistants, to look for or present a perspective, to persuade someone about something, or to explain information." It has been demonstrated that understudies can't tone down while speaking because they couldn't convey a few words adequately, which can cause agitation. Because chatting is a show limit, understudies are unable to view what the educators do.

The Moslem students were able to convey the verses of the Qur'an and hadith as well as other materials such as fiqh, moral aqidah and Islamic cultural history in English very well, they could explore more the verses and understand to the others. By mastering English pronunciation to explore these Islamic Religious Education materials, the students will be able to spread Islam to the educated and also Westerners whose language is English. Practically, students of Islam and Islam themselves will advance.

Furthermore, in both educational approach and assessment, explanation is an important yet often overlooked subject in Second Language Acquisition. Understudies notice better nearby speakers and neighbourhood like speakers as a result of their speaking style, which erodes their capacity to converse with others, particularly in English. Finding out about address helps understudy recognize the worth in what is being delivered in language. When lucid is modified appropriately, the group can notice whether the speaker makes mistakes in several areas of language. Students learn English as a second language may have difficulties communicating because their comprehension isn't at a standard level. Likewise, understudies must practice speaking without the assistance of another person in order to comprehend how to express something properly. Additionally, teachers can provide appropriate guidance for express words and correct students when they incorrectly spell while speaking, especially in Islamic religious materials.

The problem in figuring out a way to express words from a slurred tongue is mental rather than physical. Furthermore, something related to the brutal powerful is mentioned or thought in conversation, particularly in standard presence. Despite the fact that a few understudies of English as a dark vernacular have basic difficulties with the strategy for passing on the words after a few long stretches of studying the English language, many of them have fundamental difficulties with the technique for passing on the words, Considering a specific breaking point standard, verbalization, not language or feature, is the need that most seriously impedes the correspondence cycle in English dim vernacular or English second language understudies. Due to the fact that some words in English have similar sounds but different meanings, understudies may express a few words incorrectly, changing the meaning of those phrases. The sounds explicit between the local language and the target language are one of the wellsprings of verbalization difficulties, according to the study "A Brief Comparison of the Current Approaches in Teaching Pronunciation and Islamic materials.

The significance of passing on in a language homeroom isn't comparable to that of a correspondence authority, but rather as a means for assisting with the acquisition of the target language and the study of insightful material. Ideally, during the activities of the planning learning procedure, the instructor should provide an opportunity for the understudies to provide data and examination, as

well as encourage each understudy to attempt to create a large number of dispersed verbalizations. One method for dealing with this issue is for the instructor to encourage some dazzling activities related to a group project that can help understudies discover semantic plans in their conversation and can also help understudies improve their ability to speak completely.

These days, understudies are obligated to learn with media because it allows them to see a few materials that they otherwise would not be able to see simply by concentrating on what the educators specifically explained. Learning style describes how students share, safeguard data, and react to changes in their learning environment. Both educators and understudies might benefit from an awareness of care in diverse learning methods. Instructors can plan and adjust teaching approaches that use media to better suit the specific scenario of learning styles in order to assist students learn more effectively.

Furthermore, while instructors should provide helpful instruction in the talking class, the idea of providing fair norms should not be overlooked in the homeroom when educators are learning about verbalization. Similarly, there are some significant advantages to utilizing media in the learning framework, such as the advancement of learning messages can be more standardized, learning can be truly amazing and instinctual, learning can be improved, the learning structure can additionally happen whenever and in any location required, and lastly, the raising of understudies' perspectives on learning materials and learning cycle can be improved (Kemp, 1985).

Film, with its own unique and enlightening aspect, may be a fantastic learning medium for understudies to improve their enunciation by watching how actors and performers communicate their words, and film makes understudies pay more attention. In all subjects, film is an effective medium to use, especially when teaching Islamic religious education material is very effective, because the majority of religious teachers teach without media and the method is also traditional, namely lectures, so it is boring. The presence of this film media creates new innovations in the teaching of Islamic Religious Education. Since the 1970s, teachers who have used a film as an appearance device have been queried about its social event by others. Some enticing parts of a picture can show up device and influence understudies to cherish to manage talking propensity, according to film shaping investigations.

The picture has its own distinct points of view, and filmmaking has allowed this medium to communicate verified quick and the board concept in an exceptionally astonishing approach that encourages understudies to concentrate on talking limit, particularly articulating words suitably. They converse or conduct a conversation in English in the meantime. Take note of how actors and actresses pronounce words throughout a discussion or while talking about something in a scene, and teachers with understudies can look at it once the film has finished. It also aids in the selection of another video to exhibit teachers' thoughts on topics of interest in English class and Islamic materials.

In a film that is a social discourse, social actors are more concerned with maintaining a social interaction than with transmitting real elements and information. For understudies altogether, these talks are quite flimsy, or these aspects may be involved, such as delivered accounts, released language, assessments, business connected chatter, ellipsis, and jest. Conversationalist affiliations have a certain number of elements that understudies should be aware of. The content of Islamic Religious Education 2/3 material is talking about social, as mentioned in the Qur'an and explained by many commentators, that social teachings in Islam dominate. When film content talks more about social life than others, it is in accordance with Islamic teachings, and this will be more interesting in teaching. The actualization of Islamic Religious Education teaching is very important related to the development of the film world, so that Islamic education will be dynamic.

The unexpected characteristics of a film are improving its correspondence power. Using focusing tactics, shifting the appearance of shots, camera focuses, sound, and conversation scenes, among other things, can assist a rule in suggesting an amazing articulation of a subject. Other than allowing a central to produce an experience of discovering that frequently goes beyond what understudies can acquire as a last alternative, these strategies enable a central to generate an experience of finding that routinely goes beyond what understudies can get. Understudies are unable to comment on the film, but they can observe how the performers or performer explain each word in the film.

Speaking is a class that isn't expected to be boring. So that understudies with diverse learning styles and frameworks can have nearly indistinguishable freedom to look into learning works out, the teacher should design various types of homeroom discussing execution to be done by understudies in the review corridor. Understudies, particularly children, require strategies or insight in order to duplicate the way words are explained or phrases are spoken with real strain and intonation. This type of imitation is done to zero in on unambiguous elements of the linguistic structure rather than for basic association. In addition, the video can assist understudies with their statements by duplicating the way the actors or performers enunciate each word during a conversation or in a scene including a discussion. Visual assistance with canning helps understudies with giving, according to the review "The usage of visual partners in extra creating understudies' talking limits" (Gistituati, 2019). It creates media using imagery, such as visual associates, accounts, and so on, that can assist understudies in reviving their talking cut off points and resolving a few issues with their talking limits. A film, particularly an American film, can be a medium that aids teachers by displaying discourse in speaking constraints, due to the fact that the performers or the performance is near speakers, and understudy can emulate the way they enunciate words.

Furthermore, educators had a responsibility to provide a model of how to express words while planning in the homeroom and to correct understudies who attempted to speak or pass on in English and Islamic teaching materials. Instructors use a video as a learning medium to help students improve their verbalization for the talking limit, they should choose a film that is appropriate for the students and demonstrate how each word, in this case are words related to Islamic Religious Education material is articulated well by the prepared competent. Instructors should be conscious of some aspects of a film that aren't important for students' learning, as these can cause unanticipated complications in the learning framework, thus educators should choose a film that suits a learning correspondence.

Individuals were given the opportunity to trade the film cut in any situation, according to the appearance structure. Second, people were focusing their attention on the Harry Potter film cut. The video would have been played thrice in total. Fourth, the teacher would have instructed students on how to express the words in the video they had just watched. Individuals practiced verbalization with their partners in the fifth step. Individuals had 5 minutes before the lesson to act out the discussion. There are many difficulties when a teacher associates with Islamic Religious Education material, because Harry Potter film content is indeed rare to contain such content. This is where the creativity of teachers in Islamic schools, especially boarding schools, is needed to take the value substance of the content in the film, then relate it to Islamic Religious Education materials. So that the film's content can be translated with Islamic values, and Islamic teachings themselves can be grounded by teaching through films

5. Conclusions

Verbalization is essential for speech limit and should not be overlooked because it is a fundamental component. Because it isn't the understudy's native tongue, articulation has its own set of advantages for EFL students. These activities were combined by two activities, learning pronunciation and

learning Islamic material for contents. Understudies may not smooth English words properly, or they may transmit it in an incorrect manner, causing a stir among those who hear it. As a result, instructors must determine the proper method or scenario, as well as a media, to display an address in a talking class. The media has evolved into a significant component that can assist the teacher in the classroom and entice understudies to participate in class discussions. Teachers can use media that is currently central to understudy life, such as cinema, online media, or other things that understudies enjoy. Moreover, the Islamic education can be conveyed and becomes more effective for teaching and educating the Islamic teaching material.

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AUTHOR BIODATA

Muhajir Muhajir was born on December 28, 1970, in Kebumen Central of Java, Indonesia, He graduated from Islamic Religion Education Department in IAIN Sunan Kalijaga Yogyakarta, Faculty of Tarbiyah, Indonesia, 1995. And continued for his master and Doctoral Degree at UIN Syarif Hidayatullah Jakarta and followed Training of spoken English at India, 2015. He had worked as Lecturer, Assistant Associate since 2003 in UIN

Sultan Maulana Hasanuddin Banten. Currently he is Associate Professor at Islamic Religion Education Department for S1 degree and Postgraduates Program. He has published arcticle in Islamic Eduation, Indonesian Favourite Islamic Curriculum Model, Based on Cultural Perspective. The effects of using whiteboard animation toward Indonesia students' vocabulary and grammer mastery.

Syafrizal Syafrizal was born on January 30, 1976, in Banjit, Lampung, Indonesia, He graduated from English Education Department in Lampung University, Faculty of Teachers Training and Pedagogical, Indonesia, 1999. And continued for his Master and Doctoral degree at State University of Jakarta and followed Sandwich Program in Ohio State University, USA to finish his dissertation in 2013. He had worked as Lecturer, Assistant Associate since 2001 in University of Sultan Ageng Tirtayasa. Currently he is Associate Professor at English Education Department for S1 degree and Postgraduates Program. He has published many articles in Language teaching and learning, especially teaching English as a Foreign Language (TEFL), Language assessments, education, etc.

Yahdinil Firda Nadhirah was born on October 18, 1977, In Jakarta, Indonesia. She graduated from Islamic Religion Education Departement at The State Institute for Islamic Studies Syarif Hidayatullah Jakarta, Faculty of Tarbiyah, Indonesia, 2000. And Continued for her Psychology master at University of Indonesia (UI), Depok, Indonesia, in 2006 and finished her Psychology Doctoral Degree at UPI YAI, Jakarta, Indonesia in 2021. She is associate professor since 2011 and had been working as lecturer from 2001 until now (2021) at The State Islamic Uniersity of Sultan Maulana Hasanuddin Banten.

Mochamad Mu'izzuddin was born on February 05, 1969, In Indramayu west Java, Indonesia. He graduated from Arabic Education Departement In IAIN Syarif Hidayatullah Jakarta, Faculty of Tarbiyah, Indonesia, 1993. And Continued for his master In IKIP Jakarta and Doctoral Degree at UIN Sunan Gunung Djati Bandung, 2018. He had worked as lecturer, assistant associate 2000 in UIN Sultan Maulana Hasanuddin Banten.