

# The Use of Commercial Transactions Hadith in Learning English for Business

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## The Use of Commercial Transactions Hadith in Learning English for Business: A Students' Perspective

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**Abstract:** This paper aims at investigating the students' perspectives on hadith on commercial transactions in English for business. This research applied a qualitative survey. There were 20 students who took an English subject in Sharia Business Management Study Program, Islamic and Business Faculty, State Islamic Institute of Kudus, Central Java, Indonesia which contributed as the subject of this study. We used a questionnaire in collecting the data of this research. We invited the students to fill the questionnaire which was given via Google Form. In analyzing the data, the researcher applied the Likert Scale. A positive students' perspective was showed by the result toward hadith on commercial transactions in English for Business.

**Keywords:** commercial transactions, *hadith*, English for business, students' perspectives

### 1. Introduction

English is really important for everyone in every major of study. By mastering English, people will get various benefits. In academic life, they will be able to read many resources which are written in English. Besides, they will also be easier in spreading their thinking to the world.

So, English has been a compulsory subject which must be taken by university students. It also demanded sharia business management study program students to master English. They should take an English subject in the early semester. Besides, in this study program, they learn about commercial transactions. Khan et al. (2014) [1] and Bashir (1999) [2] said that business and commerce play an important role in human life. So, the English lecturer should provide the specific materials which are suited to their major. One of them is about commercial transaction which based on al-Qur'an and hadith. It is because, as stated by Mukayat and Anshori (2015) that a spirit of spiritual (Islamic values must characterize) [3]. As an example, one of principles of commercial transactions is free mutual consent. It is based on a hadith which was narrated by Sunan Ibn Majah number 2245. It was narrated as follows "the contract of sale is valid only by mutual consent" [4]. Additionally, English is also the essential medium in business and trade [5]. Accordingly, learning hadith on commercial transactions in English

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will be really useful for the students. Besides, it will also make them easier in explaining about commercial transactions in Islam to foreigner.

There was some research which discussed the value of Islam in English learning materials. Lubis (2016) was one of the researchers who analyzed the Islamic value in English learning at an Islamic middle school in Padangsidempuran city [6]. The result shows that every English teacher in each Islamic middle school did not have learning sources integrated with Islamic values yet. This shows the least sources of English materials which have Islamic value or discussion.

In conducting English learning process, an English lecturer needs to know the students' responses. It can become an evaluation for him/her, so the next learning process can be better. So, the researcher tried to gather the information by conducting an online survey. This survey knows the students' perspectives toward hadith on commercial transactions in English for Business.

### 1.1 Introduction subheadings optional

Section headings should be left-justified, bold, with the first letter capitalized and numbered consecutively, starting with the Introduction. The introduction can be split into several subheadings if the author finds the need to organize the information into several subtopics. Sub-section headings should also be in the same style as the headings, numbered 1.1, 1.2, etc, and left-justified, but unbolded. All headings should have a minimum of three text lines after them before a page or column break.

### 1.2 Additional introduction subheadings

Subheadings in the introduction are usually limited to 2-3 topics. Contents should be brief; more detailed information should be discussed in the methodology section. The subheadings should not go beyond the second level.

## 2. Materials and Methods

This research was conducted in the Faculty of Islamic Business and Economic Faculty, State Islamic Institute of Kudus. A qualitative survey was applied in this study. There were 20 students of sharia business management study program which become the respondent in this research. A purposive sampling method was applied in determining the respondents. It was used because the researcher would like to know the perceptions of two categories of students' background. There were students which have Islamic last education background and some of them have general last education background. They were invited to fill a questionnaire.

A questionnaire was used by researcher to collect the data of students' perspectives toward the use of hadith on commercial transactions in English for Business. The researcher provided ten statements on the questionnaire which contained some statements about their perspectives toward the use of hadith on commercial transactions in English for Business. As stated by Brown (2001 in Dörnyei 2010) questionnaire is a number of questions to find information about personal statements [7]. Besides, according to Brace (2008), questionnaire is the medium of communication between the researcher and the subject [8].

A Likert Scale was implemented by the researcher in analyzing the collected data. It was applied in obtaining the data on the perspectives of sharia business management study program students toward the use of hadith on commercial transaction in English for Business. Five statements of range were used in determining their perspectives, they are: Strongly Agree (SA), Agree (A), Neutral (N), Disagree (D), and Strongly Disagree (SD).

The data which were collected would be describe narratively by the researcher. However, before describing it, the researcher applied some procedures in analyzing the data from the Likert Scale. Firstly, each item in the scale was given a score by the researcher. The scores were: 5 (SA), 4 (A), 3 (N), 2 (D),

and 1 (SD). After that, the range score of each questionnaire set was calculated by the researcher. 1000 was the maximum score. It was used a calculation as follow:  $20 \times 5 = 100 \times 10 = 1000$ . Then, 200 was the minimum score. It was calculated from  $20 \times 1 = 20 \times 10 = 200$ . 800 would be the score range, it was calculated from the maximum score minus the minimum score,  $1000 - 200 = 800$ . The criteria of interpretation of score for each questionnaire was determined as described in the following table.

Table 1. Interpretation of the Score

Score	Interpretation
1000 - 801	Strongly Agree
800 - 601	Agree
600 - 401	Neutral
400 - 201	Disagree
200	Strongly Disagree

Meanwhile, the data were described narratively after the data calculation finished. In addition, a table and a chart were also used in displaying the data.

### 3. Results and Discussion

The results and discussion section presents data and analysis of the study. This section can be organized based on the stated objectives, the chronological timeline, different case groupings, different experimental configurations, or any logical order as deemed appropriate.

#### 3.1 Results

Results can be presented in the form of tables, figures, charts, diagrams or other suitable formats. If required, raw data that is too lengthy to be put in this section can be moved to the appendix.

After processing the data calculation, the researcher was able to know the result of this research. It showed a positive perspective of students toward the use of hadith on commercial transactions in English for Business.

Table 2

Students' perceptions toward incorporating Qur'anic interpretation into course materials of English for Business

No	Item	SD	D	N	A	SA	HS	I
1	Hadith on commercial transactions is an interesting material in English course.	-	-	2	11	7	440	N
2	I do not mind learning Hadith on commercial transactions in English.	-	-	1	14	5	560	N

3	I enjoy learning English which contain Hadith on commercial transactions.	-	-	4	12	4	480	N
4	I like to learn Hadith on commercial transactions in English.	-	-	7	11	2	440	N
5	I am excited to learn more about Hadith on commercial transactions in English.	-	-	5	12	3	480	N
6	Learning Hadith on commercial transactions in English is challenging.	-	-	2	10	8	400	N
7	I can learn many new vocabularies by learning Hadith on commercial transactions in English.	-	-	1	9	10	500	N
8	By learning Hadith on commercial transactions in English I can improve my English skill.	-	-	1	14	5	560	N
9	By learning Hadith on commercial transactions in English I can improve my knowledge.	-	-	-	9	11	550	N
10	Learning Hadith on commercial	-	-	3	11	6	440	N

transactions in English support my major.				
Score	26	113	61	
(S)				
S x Option Value	78	532	305	
Total Score			915	SA

Note: HS = Highest Score; I = Interpretation

The data on the table shows that there were two items which stated strongly agreed by most of the students. They stated that they could learn many new vocabularies by learning hadith on commercial transactions in English and by learning hadith on commercial transactions in English they can improve their knowledge.

Meanwhile, the rest of the statements were agreed by most of students. Those statements are: hadith on commercial transactions is an interesting material in English course, they did not mind learning hadith on commercial transactions in English, they enjoyed learning English which contains hadith on commercial transactions, they liked to learn hadith on commercial transactions in English, they were excited to learn more about hadith on commercial transactions in English, learning hadith on commercial transactions in English was challenging, by learning hadith on commercial transactions in English they could improve their English skill, and learning hadith on commercial transactions in English support their major. The total of questionnaire result was 915. This score is interpreted as strongly agree. It was obtained by multiplying each score with the option value and then the researcher summed it up.

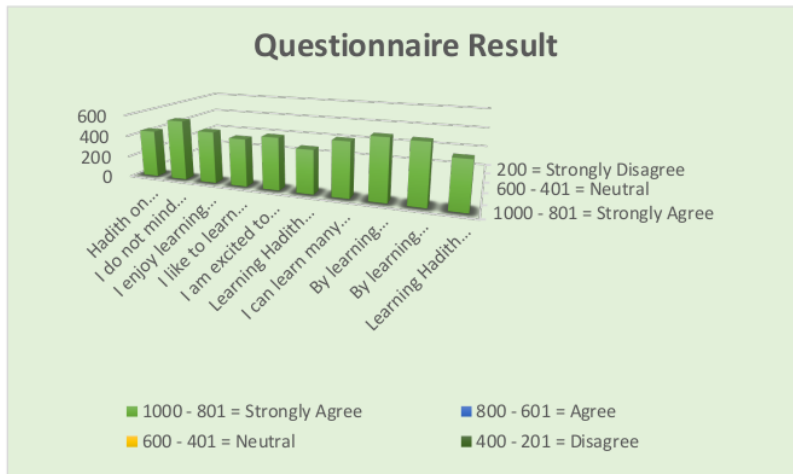


Figure 1. The highest score of each statement in the questionnaire.

In obtaining the highest score of the questionnaire, the researcher calculated the result score then multiply the highest number of students' responses with the option value. After that, it was multiplied with ten. It can be seen in the score of the first questionnaire statement, hadith on commercial transactions is an interesting material in English course. This statement was strongly agreed by seven students, agreed by eleven students, and two students chose to be neutral. Then, to obtain the highest score -as it was seen on the table, that the highest score of the first questionnaire statement was 11- it was calculated as follow  $11 \times 4 = 44$ ;  $44 \times 10 = 440$ . Based on the table of interpretation (Likert Scale), 440 was interpreted as neutral.

From the data of the highest score, there were two questionnaire statements which strongly agreed by the students. The statements are: they could learn many new vocabularies by learning hadith on commercial transactions in English and by learning hadith on commercial transactions in English they can improve their knowledge.

Meanwhile, the eight of the statements were agreed by most of the students. They stated that hadith on commercial transactions is an interesting material in English course, they did not mind learning hadith on commercial transactions in English, they enjoyed learning English which contains hadith on commercial transactions, they liked to learn hadith on commercial transactions in English, they were excited to learn more about hadith on commercial transactions in English. It is a good point in conducting an English learning process. As stated by Derbyshire (2003) that excited students are motivated students [9]. When the students are being motivated, the learning objectives will be gained easier.

In addition, they agreed that learning hadith on commercial transactions in English was challenging, by learning hadith on commercial transactions in English they could improve their English skill, and learning hadith on commercial transactions in English support their major. The questionnaire result total was 915. This total score is interpreted as strongly agree. It was gained by multiplying each score with the option value and then it was summed up.

### **3.2 Discussions**

Students of sharia business management study program showed positive perspectives toward hadith on commercial transactions in learning English for Business. It is based on the questionnaire's total score, which raised 915. On the interpretation table, it was interpreted as strongly agree.

There were two statements which were chosen by most of the students as the highest score, they were the second and the eighth questionnaire statements. It was indicated that the students did not mind learning hadith on commercial transaction in learning English for business. Then, they are also aware that by learning hadith on commercial transactions in English can improve their English skill.

In addition, it gained the second highest score by the ninth statement. It was showed that the students aware that by learning hadith on commercial transactions, they could improve their knowledge. Besides, someone also was stated it in the seventh statement that they were aware they could learn many new vocabularies by learning hadith on commercial transactions in English.

Their same highest choice described enjoy and excited about learning hadith on commercial transactions in English. It was in the third and fifth statements. Enjoyment and excitement are really important in the learning process. Without them, the learning process is meaningless.

It gained the next three statements the same score. They were the first, the fourth, and the tenth statements. It was indicated that they enjoyed learning hadith on commercial transactions in English. They also supposed that it was interesting and support their major. Putra and Ridianto (2016) stated that in determining course materials, the lecturer should consider the students' need [10]. So, something suited it with interpreting the result of the questionnaire score. The last statement is the sixth statement. It was showed that they aware of challenge in learning hadith on commercial transactions in English.

### **4. Conclusion**

In summary, a positive perspective toward the use of hadith on commercial transactions in learning English for Business was showed by the students of sharia business management study program. It was indicated by the questionnaire result score, it was 915. Based on the questionnaire interpretation score, this score interpreted as strongly agreed by the students.

### Acknowledgement

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