DEVELOPING ENGLISH LEARNING MATERIALS FOR LAW CONSTITUTIONAL STUDY PROGRAM AT STATE ISLAMIC INSTITUTE PALOPO

A Thesis

Presented as Partial Fulfillment for the Attainmnt of S.Pd Degree in English Education Study Program Tarbiyah and Teacher Training Faculty State Islamic Institute of Palopo

By

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TARBIYAH AND TEACHER TRAINING FACULTY
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2021

THESIS APPROVAL

This thesis entitled "**Developing English Learning Material for Constitutional Law Study Program at IAIN Palopo**" which is written by **Ika Atmi Ramdhani, Reg. Number 1602020088**, S1 English Education Study Program of Tarbiyah and Teacher Training Faculty at State Islamic Institute of Palopo, has been examined and defended in **MUNAQASYAH** session which is carried out on **Tuesday, May 4rd 2021**, coincided with **Ramadhan 22nd 1442 H**. It is authorized and accepted as partial fulfillment for S.Pd. degree in English Language Teaching.

Palopo, May 4rd 2021

Ramadhan 22nd 1442 H

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Palopo, 4th may 2021

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بسم الله الرحمن الرحيم

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The researcher also would like to express her respect and thankful toward her father Rajamuddin and her mother Aswati for all the sacrifices, prayers, motivation, and financial-supports so that the researcher could finish her thesis in time.

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ABSTRACK

IKA ATMI RAMDHANI, 2021. " Developing English Learning Materials for Law Constitutional Study Program at State Islamic Institute of Palopo". **A thesis of English Study Program, Tarbiyah and Teacher Training Faculty, State Islamic Institute of Palopo. Under supervisor Dr. Sahraini, M.Hum as the first consultant and Muhammad Iksan, S.Pd., M.Pd as the second consultant.**

This research aims to develop the English Learning Materials for Law Constitutional Study Program at IAIN Palopo. Then the researcher involved 70 students of third semester students in Law Constitutional study program as the subject of this research. Futhermore, the research applied Research and Development (R&D) method with using Borg & Gall model to analyze the students problems toward their English learning materials and their learning needs. The data were analyzed qualitative descriptive approach. Besides, the instruments of the research were four quetionnaire applied to the data they are : 1) Questionnaire of Need Anaysis. 2) Expert jJudgement Questionnaire for Instrument 3) Expert Judgment Questionnaire for Learning Material. Questionnaire for Students Perception. Futhermore, the findings indicated that all students were at the basic level. Then the researcher designed English for Law Constitutional book that consist of four units. The learning material consist of 4 units, they are : 1) Islamic Political Party 2) Violation of The Law 3) Concept of Islamic state 4) Trial Procedure. The learning future is about Pronoun, To be, Conjunction, Interrogative sentence, WH-Question, Simple Present, Simple Past, Expression and Vocabulary. The value from expert's judgment validation in learning material showed that the layout was 3.84 that included as the good category, the material expert was 4.20 and language expert was 4.25, and the category was very good. The result of the student's perception answered *Strongly Agree* 4.25 and *Agree* 4.

Keywords : *Basic English, English Learning Material, Law Constitutional students.*

CHAPTER I

INTRODUCTION

A. Background

English Specific Purpose (ESP) is an approach rather than a product.[1] ESP is a term that refers to teaching or studying English for a particular career (like Law, medicine) or business in general.[2] ESP is an enterprise involving education, training, practice, and drawing upon the significant realism of knowledge, namely language, pedagogy, and students/participants specialist area of interest.[3]

English is one of the learning resources that almost all non-English majors can study at IAIN Palopo. The majority of learning materials provided to non-English students are not tailored to the specific needs of each major. When the researcher visited the class, the researcher assumed that most of the students did not understand general English content and that communicating or having a conversation with anyone was difficult for them. On the other hand, the students have a limited vocabulary. In this case, such vocabularies are irrelevant to their communicative function, and as a result, they are unable to comprehend the meaning of the text.

Another problem that the researcher encountered was that the students did not understand how to construct a good sentence based on the structure. They also struggled to comprehend what the instructor said while explaining the content.

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[1] A Hutchinson, T. & waters, *English for Specific Purpose.* (London: Cambridge university press, 1987).

[2] ISFET (International Society for Educational Technology), "ADDIE Model" (2019).

[3] Pauline C. Robinson, "Working with Language: A Multidisciplinary Consideration of Language Use in Work Contexts" (Hywel Coleman, 1989).

This research is significant because it can aid in the development of a better teaching and learning method by defining learning materials. The instructor should have content that is appropriate for law students. On the other hand, students must learn the Law in English, and the instructor must teach the Law in English.

Some of the same theses as the researcher in Halina Sieroka showed that the learning material aimed to provide a useful service for legal English teachers as the number of teaching materials on Legal English increased. The findings of this study could improve students' language skills, help them meet course goals, and boost their motivation.

Since it is necessary to help students focus on learning a language, the learning material for Law has been designed. In particular, they were providing learning materials that are appropriate for students' needs. It is critical to improving students' English learning quality, especially among IAIN Palopo's Constitutional Law students. All the students viewed that the English materials are too difficult for the beginner, and the students could not express their idea. Therefore, they cannot have a complete understanding of their material well. As an effect, they are unable to have a full understanding of their content. Furthermore, some things need to be created, such as the English book references for the Constitutional Law study program and others.

Furthermore, the composing of English material from the basic low up to the specific purpose for Constittutional Law students must be considered by the lecturer. This research was essential. The lecturer and the students of

Constitutional of Law who has been teaching and learning in Indonesia were expected to perform effectively in English.

B. Identification of the Problem

The problem identification of this research are :

1. Most of the students got difficulty in learning the materials.

2. The English materials are too general.

3. The student has limited vocabulary in learning English.

C. Delimitation of The Problem

The delimitation of this problem focuses on developing English learning materials for Law Constitutional students in the second semester of the State Islamic Institute of Palopo. The researcher limits the materials that will be given to the student based on the system and the needs analysis of the students.

D. Formulation of The Problem

The researcher to formulate the problem as a research question as follow: "What is the appropriate English Learning material for the Law Constitutional Study Program of IAIN Palopo?"

E. The objective of The Research

The research objective was to develop the specific English material for the Law Constitutional Study Program of IAIN Palopo, especially English I in the

second semester. The learning materials were designed in the form of students' books.

F. Specification of The Research

The researcher has produced an English Learning Material for Law Constitutional Study Program of IAIN Palopo in the form of a textbook. The learning material was integrated with 4 skills. The material consists of Vocabulary for Law, teaching media, learning a skill, learning activities, teaching technique, and worksheet/exercise about.

G. The Significances of The Research

This study will give an insight into:

1. Students will have a students' book that can help them increase their English material for law skills.
2. The lecturer can manage and arrange an appropriate class.
3. The researcher will be able to make a helpful student book appropriate for Law Students of IAIN Palopo that can be a reference for the next researcher in designing the following product.

H. Assumption and Delimitation of The Research

It assumes this research was given a product of English material for the Law Constitutional Study Program. This is based on the reason that Law students learn

English. The existing materials book about Law Constitutional Study from the previous research will support designing English materials in this research.

I.   Operational Definition

1. English Specific Purpose: ESP is a structured curriculum to provide learners with specific learning based on their major. The Developing English Learning Materials for Law Constitutional Study Program will conduct this study.

2. English learning material: The complete set of materials required by a teacher, tutor, or lecturer to carry out teaching and learning activities. It may be in the form of written or spoken materials. The written material includes an analysis of the article's content, a mission, and vocabulary, while the spoken material includes a self-interview, a presentation, and a conversation.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Study

There are some relevant studies related to the learning material design that will be explained here. They are Ermyna Seri (2017) with the title "Developing English for Students of Law."[4] This study showed the students' need to use English and convey meaning effectively in a law context, so after graduation, the students will be able to communicate with clients and professionals functionally and interactively. The researcher developed the material from various resources. As a result, the students will improve their English by using the learning material.

Halina Sieroka (2012) with the title of the research "Developing ESP Materials for Legal Professionals."[5] This research used the R&D method in developing their product. The target of this learning material is the group of first and second-year law students who are communicative in general English. The learning material also aimed to provide valuable support for legal English teachers as the number of teaching resources on Legal English. The benefits of this research can be enhancing students' language competence, achieving the course objectives, and increasing motivation. This research has 23 chapters, and it different from this research because there are four chapters.

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[4] E Seri, "English for Students of Law," *English for Students of Law*, no. February 2017 (2012).
[5] Halina Sierocka, "Developing LSP / ESP Materials For Legal Professionals" (University of Byalistok Poland, 2012).

Febriyani Asih Rahayu (2014) with the title of research "Developing English Learning Materials for Grade XI Students of Fishery Study Program."[6] This study discusses Developing English Learning Materials for Students of Fishery Study Program. The subject of this study is the students of the Fishery Study Program. This study aims to know the student's target, learning needs and develop the English learning materials. This study showed the students get the vocabulary related to their needs and all the materials consist of Speaking, writing, grammar, and the vocabulary list. This study has the same methodology as the study above, and it is an R&D method. The analysis above has the same instrument as this research, and it is used as a questionnaire to identify the target need and the students' learning needs. This study used two questionnaires to collect the data. The first questionnaire was used to collect data in need analysis, while the second questionnaire was used to manage the data about the materials' appropriateness by expert judgment.

Miftahul Khair Nur Ali Mubar (2015) with the title "Developing English Learning Materials for Young Learners Based On Need Analysis At MTSN Model Makassar."[7] The objective of this study is to develop English speaking materials especially speaking, as additional learning sources. The subject of this study is the third-grade students of MTSN Model Makassar. This study used the R&D method in developing the materials. This study's result is the researcher made English speaking materials that consist of six rules as the main topic and

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[6] F.A Rahayu, "Developing English Learning Materials for Grade XI Students of Fishery Study Program" (Yogyakarta State Univeristy, 2014).

[7] M. K. N. A Mubar, "Developing English Learning Materials for Young Learners Based on Needs Analysis at MTSN Model Makassar," 2015.

eighteen activities to improve students speaking ability. The study above has the same model as this research in developed the materials. It used the ADDIE design model that consists of Analysis, Design, Development, Implementation, and Evaluation. The study above only made the materials using one skill. It is different from this research because this research will use the fourth skill in learning English to develop the learning materials.

Dedy Nureffendhi (2013) with the title of the research "Developing English Learning Materials for Grade Ten Students of Culinary Arts Study Program at SMK Muhammadiyah Wonosari In The Academic Year of 2012-1013".[8] This study aims to find out the target, learning needs and develop the appropriate English learning materials. The subject of this study is the Culinary Arts Study Program students at SMK Muhammadiyah Wonosari. It used R&D Method. This study aims to develop learning materials consisting of six parts: introduction, lead-in, main activities, evaluation, reflection, and summary. This study has the same method and purpose as the study above in developing the appropriate learning materials. The study above only used a questionnaire to collect the data, while this research will use the questionnaire to collect the data and interview to know the student's perception of the learning materials.

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[8] D. Nurefendhi, "Developing English Learning Materials For Grade Ten Wonosari Students of Culinary Arts Study Program at SMK Muhammadiyah" (Yogyakarta State University, 2013).

B. Pertinent Ideas

1. English for Specific Purpose (ESP)

ESP methodology has two aspects: all ESP teaching should represent the methodologies of the disciplines and professions it represents.[9] ESP is also commonly used by English language learners who are studying general English, not only by adults who have mastered a basic level of English proficiency or who are learning English for a particular reason.

The characteristics of ESP can be divided into two classes. First and foremost, ESP is designed to meet the specific needs of learners, and it is focused on language (grammar, lexis, register), discourse, and genres that are suitable for these activities. Second, ESP and other Variable Characteristics may be related to or built for specific disciplines, and ESP may use a different approach in particular teaching situations than General English. Adult learners, whether enrolled in a postsecondary institution or working, are likely to benefit from ESP. It could, however, be for learners at the secondary school level, ESP is generally designed for intermediate or advanced students, and Most ESP courses assume some basic knowledge of the language systems.[10]

In ESP, language is learned not for its own sake or for the sake of gain a general education but to smooth the path to entry or greater linguistic efficiency in academic, professional, or workplace environments.[11] ESP is

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[9] M. J Dudley-Evans, T., St John, M. J., & Saint John, *Developments in English for Specific Purposes: A Multi-Disciplinary Approach* (Cambridge university press, 1998).

[10] Ibid.

[11] H. Basturkmen, *Developing Course in English for Specific Purposes* (New York: Palgrave M, 2010).

goal-directed; it is an approach to language teaching based on learners' goals and reasons for learning a language, as summarized.[12]

a. Target Need Analysis

Needs must be stated in terms of goals and objectives, which can serve as the basis for developing tests, materials, teaching activities, and evaluation strategies.[13]

Nunan (2004) proposed six elements of task components. They are a goal, input and procedures, setting, the student's role, and the teacher's role.[14]

According to (Iwai: 1999), the term needs analysis generally refers to the activities involved in collecting information that will serve as the basis for developing a curriculum that will meet the needs of a particular group of students.

According to West 1994, stated the point of target needs analyze are[15] :

1). Necessities are the skills that a student sees as being relevant to himself or herself.

2). Lack is the difference between the student's present competence and desire competence.

3). Wants are those needs on which students put a higher priority in the available and limited time.

b. Learning Need Analysis

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[12] Hutchinson, T. & waters, *English for Specific Purpose.*

[13] H.D. Brown, *English of Language Teaching and Learning. (5thed* (New York: Pearson Education, 2007).

[14] D Nunan, *Task-Based Language Teaching* (Cambridge: Cambridge university press, 2004).

[15] R West, "Needs Analysis in Language Teaching. Language Teaching" (1994).

This type of need analysis has to do with the strategies the learners employ to learn another language. This aims to determine how learners want to learn rather than what they must learn. An analysis of the learners' learning needs will reveal what they must do to understand.[16]

Based on all of the experts' principles, the researcher believes that the learning requirements are. It was critical to research to decide what the students need and the best learning system and materials for them.

2. The Curriculum

What is taught and studied in schools is referred to as the curriculum. The word 'curriculum' comes from the Latin word curricula, which means 'course' or 'track.' The most obvious meaning of the word curriculum in the sense of education, where learning is the core activity, sees it as a course learning plan.'.[17] The curriculum used in the Law Constitutional Study Program is the curriculum for 2019. It shows that students in the second semester of Law Constitutional study English. There was no specific topic in the curriculum for English learning materials. As a result, appropriate learning resources should be given to students.

3. Syllabus Design

The syllabus is often the first point of contact between teachers and their students. It is crucial in engaging students and inspiring them to learn.[18] According to research, more engaging, visually stimulating, and student-

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[16] Hutchinson, T. & waters, *English for Specific Purpose.*

[17] H Taba, *Curriculum Development: Theory and Practice* (New York: NY: Harcourt, Brace & World, 1962).

[18] K Harnish, R. & Bridges, *Effect of Syllabus Tone: Students' Perceptions of Instructor and Course.* (Social Psychology of Education, 2011).

centered syllabi improve student perception of a course and desire to interact with their teacher.[19]

Syllabus design is the process of defining the material to be learned and arranging it into a teaching syllabus comprised of relevant learning units. It involves requirements such as (a) moving from known to unknown matter, (b) appropriate teaching unit size, (c) appropriate variety of operation, (d) teachability, and (e) giving students a sense of purpose.[20]

The researcher presents the syllabus for the Constitutional Law Study Program that was used in IAIN Palopo. One of the subjects that students can study in the second semester in English. There were some topics on the syllabus about which students were supposed to be knowledgeable, but it was not the final topic that the students desired. The students expected to :

a. Understanding how to introduce ourselves,

b. Understanding the personal pronoun

c. Understand the kinds of grammar

d. Memorize the vocabulary for Law

C.   Material Development

Developing English materials for Constitutional Law students at IAIN Palopo is unavoidable if suitable English materials are found. Any points should be

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[19] S Ludy, M., Brackenbury, T., Folkins, J., Peet, S., & Langendorfer, "Student Impressions of Syllabus Design: Engaging Versus Contractual Syllabus," *International Journal for the Scholarship of Teaching and Learning* (2016).

[20] J. Munby, *Communicative Syllabus Design* (Cambridge: Cambridge university press, 1987).

included in the creation of materials. The following are the points that should be implemented.[21] :

a. Introduce different people and their perspectives and viewpoints from a variety of ethnic groups (e.g., books, essays, news reports) and British and American perspectives.

b. Provide opportunities for language/culture/critical knowledge that enable learners to focus on their own and others' use of language (Material 6 Culture corner and Language Awareness sections seemed to me to be an attempt in this direction)

c. Explore different varieties of language (e.g., social, ethnic, gender, age)

d. Provide opportunities to think about meaningful ways of engaging with people from a variety of perspectives and values.

e. Assist teachers and students in realizing that there is no such thing as a neutral, right, or ideal language consumer.

Anything that is used to assist language learners in learning is considered material. The materials may be in the form of a textbook, CD-ROM, film, or handout.

D. English for Law

The study and analysis of constitutional Law is an important area of legal research and study. The majority of universities have a well-regarded

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[21] H. & Tomlinson Masuhara, *Research for Materials Development in Language Learning* (Metropolitan University, 2010).

constitutional law program. Furthermore, since there are many different types of occupations for Law Constitutional, such as legal practitioners, attorneys, law advisors, constitutional law academics, and so on, it is easy to find employment.

One of the essential skills that students must possess is the ability to communicate in English. Apart from being a foreign language that facilitates contact with others, it may also assist students in locating a variety of learning resources. There are several different types of references that use English in today's world. Learning English for Law will also help students advance their careers by dealing with international clients. It will be easy to get the predicate as a professional lawyer.

English is an important topic in the Constitutional Law study program at IAIN Palopo since students learn English in the third semester. Furthermore, the students are taught general English. Students must learn English based on the traditional basic competence, according to the Law Constitutional curriculum. So, the students must get the appropriate English learning materials about the Law constitutional such as politics, democracy, constitution, election, state institutions, and the presidential institution.

E. Task-Based Language Teaching (TLBT)

Task-Based Language Teaching is a language teaching method that uses activities as the primary preparation and instruction unit.[22] The mission is the

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[22] T.S Richard, J. & Rodgers, *Approaches and Methods in Language Teaching* (New York: Cambridge university press, 2006).

primary focus of classroom activity, and language is the tool that students use to complete it.

The challenge is a language-based activity in which students use language to accomplish a goal. Tasks are not a new phenomenon in the classroom; in reality, teachers have been using them for hundreds of years. The job was a piece of translation, mainly from a literary source, in the days of grammar-translation. Tasks were visible in vocational training practices in the 1950s. Projects for creating posters, brochures, pamphlets, oral presentations, radio plays, videos, websites, and dramatic performances can come to mind when we think of tasks nowadays. "However, describes a task as a "classroom operation in which learners comprehend, manipulate, produce, or communicate in the target language while their attention is primarily based on meaning rather than production rather than form".[23]

The tasks are fundamental to the learning activity in task-based instruction. The theory behind TBLT is that students learn more effectively when their minds are focused on the task at hand rather than the language they are using. Learners concentrate on the meaning and are free to use whatever language they like in the activity, representing real life. Playing a game, solving a problem, or sharing information or experiences can all be considered relevant and authentic tasks.

Task-based language teaching shares the nature of language teaching underlying Communicative Language Teaching.[24] This activity promotes learning

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[23] Nunan, *Task-Based Language Teaching*.
[24] Richard, J. & Rodgers, *Approaches and Methods in Language Teaching*.

by requiring real communication, completing meaningful activities, and using meaningful language to the learner.[25]

The principle affirms that tasks should provide both input and output processing necessary for language acquisition; it cannot guarantee the learners' full language development. There must be adequate opportunities for productive use of language.[26] Task provides full opportunities for both input and output requirements which are believed to be a key process in language learning. Further, Richards and Rodgers declare that the assignment increases learner enthusiasm and, as a result, learning. The learner will be introduced to authentic language in several formats and operations as part of the challenge. Tasks most often include physical exercises, include partnership and cooperation, and draw on the learner's prior experiences.

F. Instructional Design Model

There are instructional design models in the literature that are often used in research. The architecture models of Borg and Gall, as well as Hannafin and Peck, are among them.

a. Borg & Gall Design Model

Borg & Gall creates a method for creating learning materials that include several steps. These actions can be divided into three categories. Pre-study is the first phase, which includes testing and information gathering. The development process consists of four stages. They are preparing, designing the

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[25] Nunan, *Task-Based Language Teaching*.
[26] Richard, J. & Rodgers, *Approaches and Methods in Language Teaching*.

preliminary product, revising the main product, and revising the operational product. Final product revision is the final steps in validating a product.[27]
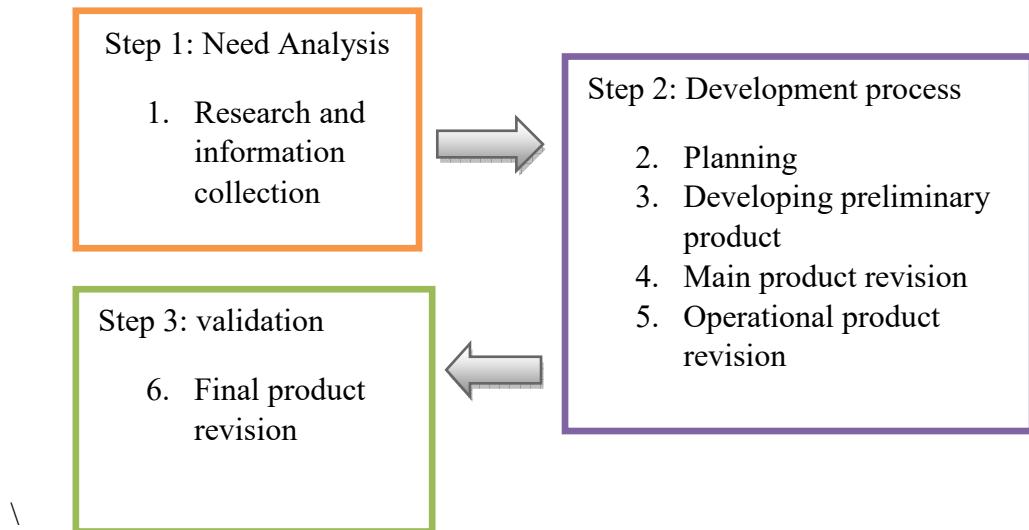
b. Hannafin and Peck Design Model

The Hannafin and Peck design model are distinct from the previous design model in that it employs a three-phase process. In the first step, a need assessment is carried out. After that, there is a design phase and then phase three, where the instructions are developed and implemented. A method of evaluation is included in each step.[28]

Hannafin and Peck design model of materials development can be seen on the chart as follows :

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[27] Borg & Gall, *Education Research: An Introduction* (London: Longman, 1983).

[28] K Hannafin, M., & Peck, *The Design, Development, and Evaluation of Instructional Software.* (New York : Macmilan, 1988).
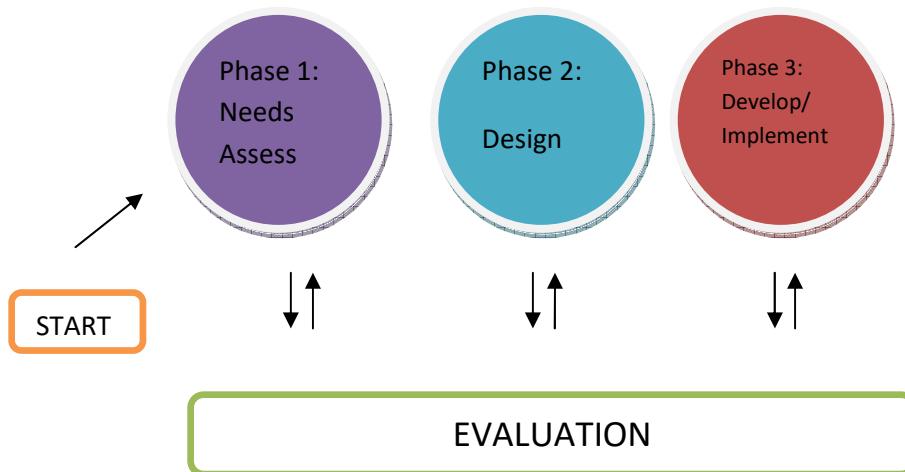
c. ADDIE

This model of developing the product by Raiser & Mollenda in 1990 stands for five words. They are analysis (needs, requirements, assignments, and participants' current abilities), design (learning goals, delivery format, activities, and exercises), development (create a prototype, develop course content, examination, and pilot session), implementation (training implementation, tools in place, and observation), and Evaluation (training implementation, tools in place, and observation) (awareness, knowledge, behavior, and result).
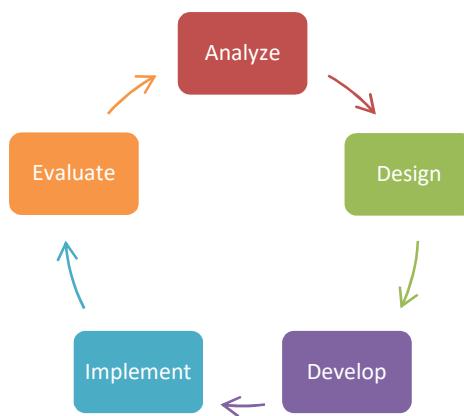
G. Conceptual Framework

The researcher in this study chose the Borg &Gall design model to develop the learning material. The researcher chose this design model because it is simple to understand, and it can be used in a variety of product development models. It is also suitable for this study.

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┌─────────────────────────────────────┐
│   Research & Collecting Information  │
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┌─────────────────────────────────────┐
│         Development Proccess         │
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┌─────────────────────────────────────┐
│              Validating              │
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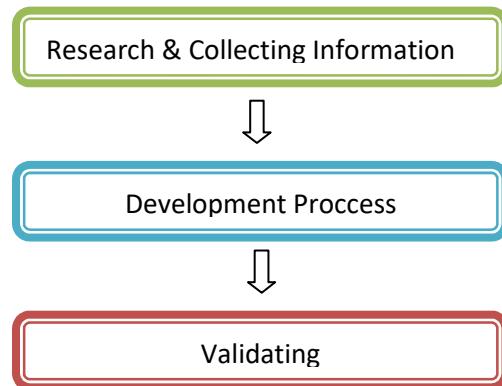
1. Research and Collecting Information

The other phases of instructional design are built based on the analysis process. You must define the problem, determine the source of the problem, and determine potential solutions during this process. This phase's outputs also include instructional targets and a list of tasks to be taught. The Design process will use these outputs as inputs.

2. Development Proccess

This step aims to create lesson plans and materials. It will create the instruction, all of the media included in the teaching, and any supporting documentation during this process.

The researcher must detail how to achieve the instructional objectives defined during the Analyze process and extend the instructional base during this phase. Writing a target demographic overview, performing a learning analysis.

3. Validating

The purpose of this phase is to know the quality of the product by collecting the expert instrument and material. This phase measures the appropriate learning material by using students perception.

CHAPTER III

RESEARCH METHOD

A. Research and Development Model

In this research, the researcher used the R&D method. Research and development is a process used to develop and validate the educational product.[29] Research and development was a research design used in order to improve the quality of education.[30] The researcher adopted the Borg & Gall design model because it provided an iterative instructional design process. The researcher adopted the Borg & Gall design model that stands for three steps. This research focused on developing the design of the learning material of Constitutional Law students and for the next step will be continue by other researcher.

B. Procedure of Development

The development model used to develop the design of learning materials for Constitutional Law Study Program is the Borg & Gall design model. This model has three core phases such as :

a. Research and Collecting Information

This step the researcher using a questionnaire to collecting the analysis of the student's needs, desires, and requirements during the study process. The questionnaire also sought to determine the student's English for Constitutional

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[29] Borg & Gall, *Education Research: An Introduction*.
[30] & Sukirman Madehang, "Developing a Proposed Syllabus of Morphology and Syntax Course for Undergraduate Studets of English Education Department at Institut Agama Islam Negeri Palopo," *Asian EFL Journal Research Articles* 21, no. 22 (2019).

Law proficiency. The need analysis technique took into account which would be the subject of the need analysis and decided what data would be collected. The data was then obtained using suitable instruments that had been prepared. The instruments (questionnaire) were then distributed to the students.

b. Development Process

This phase is all about developing the material. The researcher will create design of the learning materials based on the data about the student's goal and need in learning English. The researcher wrote all of the product's components as a final result of this process.

c. Validating

In this step, the design of the students' book had been validate by experts. The researcher will conduct an assessment in this process, such as validating the questionnaire and learning materials using expert judgment. The researcher often assesses the learning materials by relying on students' interpretations of them.

This way aimed to find out the appropriate design of the learning materials for the Constitutional Law students of IAIN Palopo by using student perception about the learning material.

C. **Respondent and Expert Judgement**

1. Respondent

The respondent of this research was 135 students of Constitutional Law Study Program. The researcher took 69 students as the data.

2. Expert Judgement

There are two kinds of expert judgment. First, expert judgment on an instrument that consists of experts for learning material was the lecture of Law Constitutional and expert for the language was the English lecture taught in the Constitutional Law study program. Second, expert judgment on learning material that consists of expert for the layout was the English lecturer, expert for the learning material was the lecture of Law Constitutional, and expert for the language was the English lecture who teach in Law Constitutional study program.

D. The instrument of the research

a. Questionnaire

In this research, the data was collected by using three kinds of questionnaire as follow :

1). Questionnaire of need analysis to collect the data of need, want, and lack of the students.

2). A questionnaire of expert judges will be given to five validators. The validators check the questionnaire's data and the learning materials before the researcher apply it to the students.

3). Questionnaire of student's perception about the learning material.

b. Documentation

In this research, the documentation includes the design of the English learning materials, Curriculum, and Syllabus to prove the data.

E. The technique of Data Analysis

The researcher tries to explain the data taken from the questionnaires. First, the researcher will give students some questionnaires to know the students' target needs and learning needs. The second is questionnaires for expert judgment, and the last is the try-out (Students' perception about the learning materials).

1. Data Analysis in Questionnaire

The data analysis used descriptive, which was analyzed by calculating the percentage of the answer. The result of the need analysis from the questionnaire used the pattern below:

$$X = \underline{\Sigma x} \text{ X } 100\%$$
$$N$$

X = Score **Σx**=The same answer of students **N** = Total number of students

Students' choices (necessity, lack, and desire) are becoming a researcher history in the creation of the student book. An example of a table of need analysis is shown below.

No.	The Item of Questions	Respond	Percentage (%)

2. Data Analysis of expert judgment and Students' perception

This analysis used Likert-Scala as a measurement. The results of the questionnaires used a pattern by Suharto (2006:52-53)

$$R = \frac{Xh - Xl}{5}$$

5R = Range

Xl = The lowest Score

Xh= The highest score

5   = The Range of Likert-scale

Then, the result of the data was converted into a descriptive analysis. The indicator in measuring the result is the Mean (X). The mean will be used through conversion pattern data:

$$Mn (X) = \frac{\Sigma fx}{n}$$

Data Conversion Table (Suharto, 2006:52-53)

Scales	Interval	Descriptive Categories
1	$1.0 < X \leq 1.7$	Very Poor
2	$1.8 < X \leq 2.5$	Poor
3	$2.6 < X \leq 3.3$	Fair
4	$3.4 < X \leq 4.1$	Good
5	$4.2 < X \leq 5.0$	Very Good

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter consists of the research show of the result of the data analysis and then discusses them in the discussion section research.

A. Research Findings

1. The Result of Need Analysis

In this need analysis, the researcher observed the material in Law constitutional by asking the law constitutional lecturer. Then, the researcher made a questionnaire and research through Google Form, which provided the result of need analysis of Law Constitutional of IAIN Palopo.

a. Target Need

Chart 4.1 The percentage of the students using English for Law

- while studying english for law
- when talking with teacher and clasmates in the learning process
- when reading a book about law
- when talking with friends outside the class
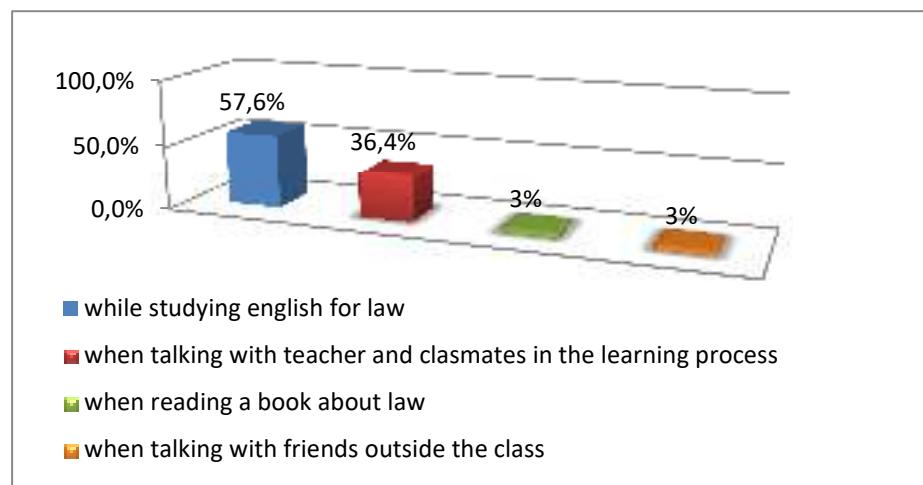
The bar chart shows the percentage of the student's when they are using English for Law. There are four options in this question that the students have to choose. The highest option that the students choose to use English for Law is when they are studying English for Law and chart shows the percentage of this option got (57,6%). Based on the observation, most of the students did not have any place or community to learn English except when they were learning English in the classroom.

Chart 4.2 The percentage of students' need in learning English
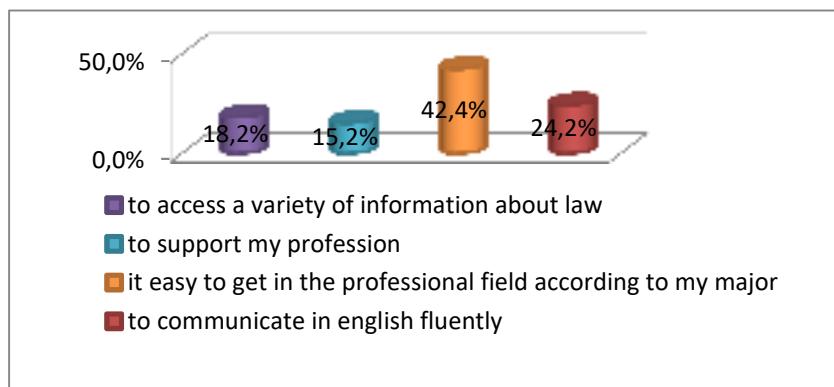
The bar chart explains the students' need to learn English based on the need analysis questionnaire. There are four means in this option. According to the students ' major, the high percentage is easy to get in the professional field with a percentage (42,4%). Most of the students want to get a good preparation before joining into the work-life to make sure that they can compete in the professional field.

b.   Lack

Chart 4.3 The percentage of the students' level ability

81,8%

15,2%

0%

3%

0%

100,0%

0,0%

- Basic (Lower) Knows a little practical vocabularies and expression, limited grammar mastery, and the pronunciation is strongly affected by mother tongue

- Basic (upper) Can communicate well in several topics with short conversation, still has some difficulties in vocabulary, grammar and pronunciation stil affected by mother tongue

- Intermediate (Lower) can communicate well in a certain topics but have difficulties in other topics , still have some difficulties with vocabulary, grammar and pronunciation

- Intermediate (Upper) althought there are still difficulties in vocabulary, grammar and pronunciation, but it still able to engage the conversation on a familiar topics.

- Advance, Able to communicate fluently in most of topics with little difficulty with grammar, vocabulary, grammar adn pronunciation

The bar chart depicts the percentage of the students' level ability. The problem of the students got in learning English was the students only know a little vocabulary about Law and they were not learning English based on their capacity. From the question, most of the respondents have basic English, as shown on the chart with a percentage (81,8%).

c.   Learning Material

Chart 4.4 The percentage of the students' learning material in Reading skill

72,7%

9,1%   6,1%   6,1%   3%

100,0%

50,0%

0,0%

■ Islamic Political Party

■ Constitution (HTN and Siyasah)

■ The role of state istitution

□ The story of constitutional changes
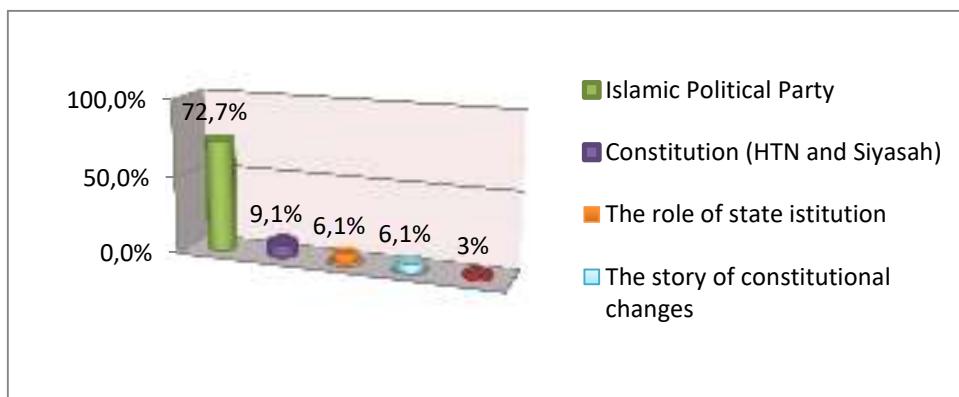
The bar chart shows the percentage of the students' learning material in reading skills. There are four means of materials in reading skills presented in the graph. There is one other option from the respondent, Law, and Authority. But the highest percentage is the first option about Functional of political parties and got (72,7%). The researcher only prefers to use the learning material that the students choose with the highest point based on the data. It because there was four material that the students have to choose based on every skill.

Chart 4.5 The percentage of the students' learning material in listening
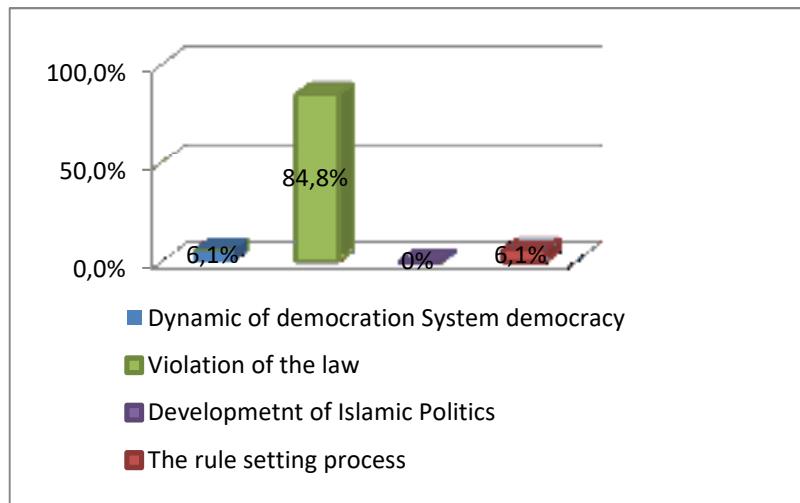
The bar chart illustrates the percentage of the students' learning material in listening. There are five means of materials in listening skills presented in the graph. Most of the respondents prefer the cases of violation of the Law as the listening skill material that got the high percentage (84,8%). Based on the observation data, the students prefer to learn English from listening and watching a video or some cases, in Law.

Chart 4.6 The percentage of the student's learning materials in Speaking.
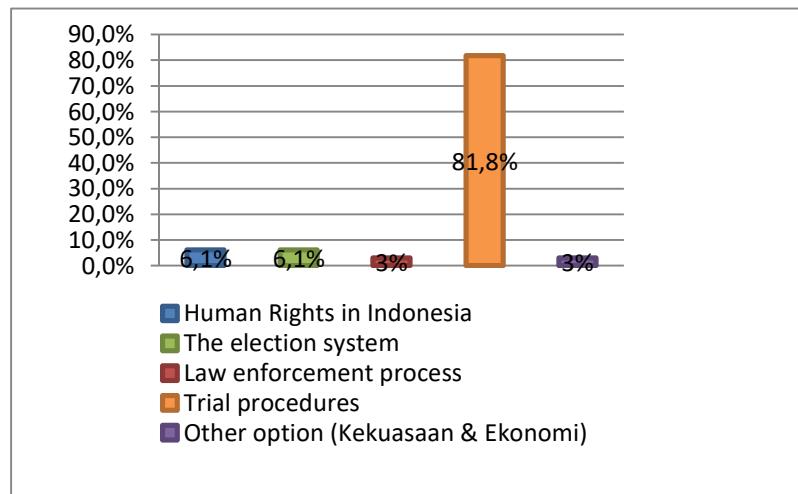
The bar chart indicates the percentage of the students' learning material in speaking. There are four options shown in the chart, and there is one other option from the respondent, which is about economics and Authority. The chart presented that respondents' high percentage as the learning material in Speaking is about Trial Procedures (81,8%). The researcher found that most of the students want to practice their English speaking skills by using some dialog to support their work in the professional field.

Chart 4.7 The percentage of the students' learning material in writing
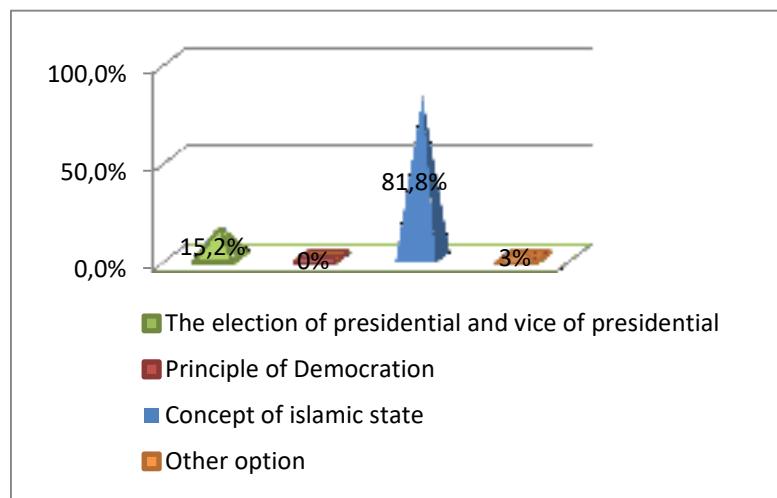
The bar chart shows the percentage of the students' learning material in writing skills. There are three options. From the bar chart, most of the respondents prefer to choose the principle of democracy with a percentage (81,8%). This would be the foundation for making the writing material in Law because most of the students still have a basic writing skill level.

d. Activity

Charts 4.8 The percentage of students' activity in reading

18,2%

3%

78,8%

■ Read a short text
■ Identify reading topics in text
■ Translating the legal terms in reading
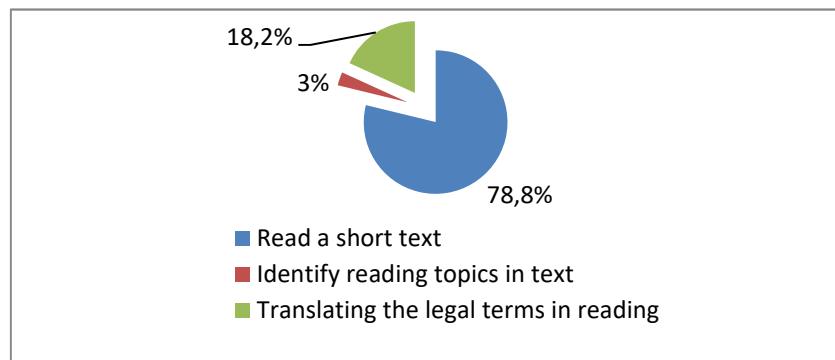
The bar chart indicates the percentage of the students' activity in learning reading. The students also need to improve their reading skills with a good understanding. So, the researcher put some options in an action of learning reading. Most students prefer to read a short text with a percentage (78,8%) based on the three options.

Chart 4.9 The percentage of the students' activity in Listening

3%

33,3%

60,6%

3%

■ Observe and listen to the vidio then identify the important points in the vidio
■ Listen to the audio while observe the text filling in the blanks in the audio text
■ The teacher read the text then the students write it down
■ Other option (Figuring out and make it relate to the law)
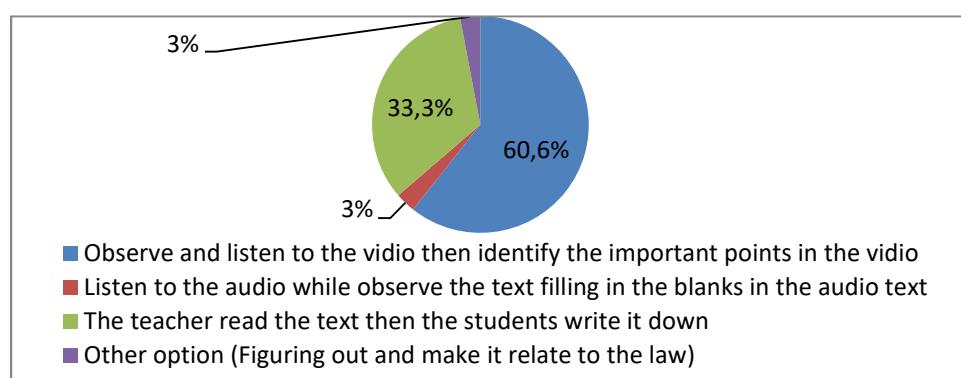
The bar chart illustrates the percentage of the studentss' activity in listening skill, and there is one other option that the researcher got, that was figuring out and make it relate to the Law. Eventually, the respondent prefers to observe and listen to the video then identify the important point in the video, with a percentage (60,6%). It because the respon of the students like to listen or watch some video to improve their English.

Chart 4.10 The percentage of the students' activity in speaking skill
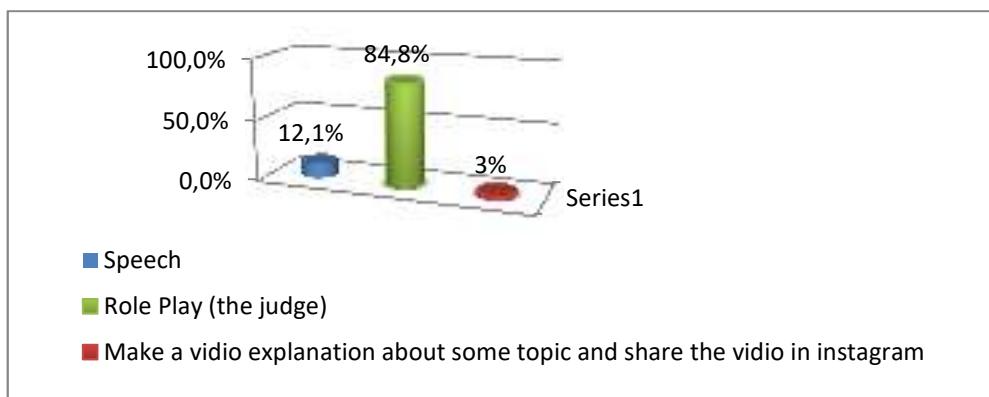
There are three points that the researcher put. The respondent prefers to do the roleplay (84,8%) as the activity in learning speaking skills. This roleplay would help the students to improve their speaking skills through the practicum of the trial.

Chart 4.11 The percentage of the students' activity in writing skill
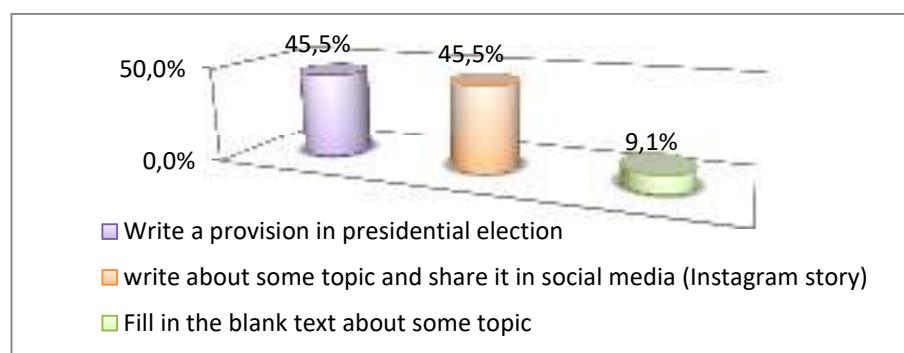
The bar chart explains the percentage of the students' activity in writing skills. There are three options, but two options have the same percentage: the first point about writing a provision in the presidential election. The second point was writing about some topic and sharing it with social media (Instagram story) with a percentage (45,5%). The students prefer to use social media because it was suitable for this era because most people use social media in this modern era.

Chart 4.12 The percentage of the students' media in reading skill
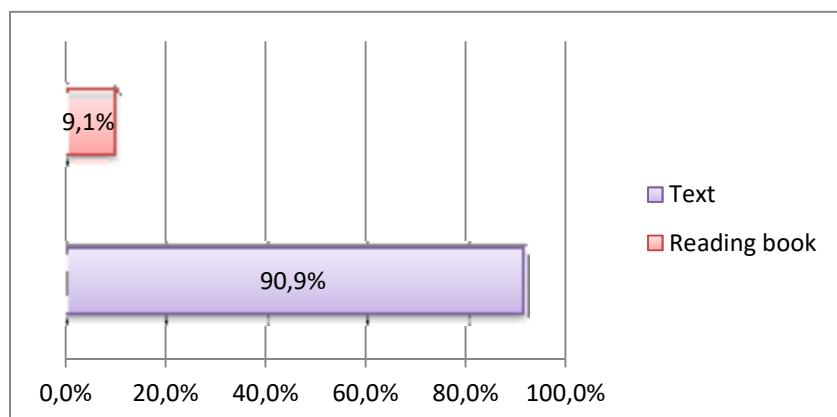
The bar chart presents the percentage of the students' media in reading. Two means shows in the chart, which is text and reading book. The respondents answer that the high percentage is (90,9%) and the reading book as the media in learning reading because it is easy to get a reading book.

Chart 4.13 The percentage of the students' media in Listening skill

The bar chart explains the percentage of the students' media is listening. The chart shows that the lowest point is using the reading book in listening and the high point that the researcher got is (60,6%), and it uses video as the media in listening skills. It because the students more interested when they are listening and watching videos while learning English.

Chart 4.14 the percentage of the students' media in Speaking skill
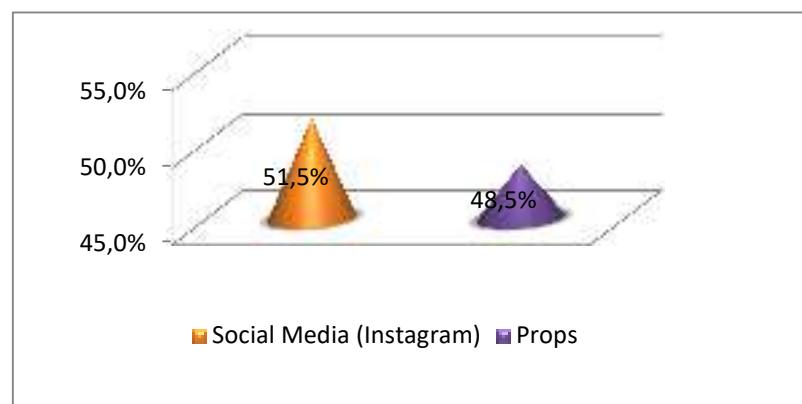
The bar chart presents the percentage of the students' media in speaking. There are two means which are social media (Instagram) and Props. The lowest point is props, and the high point is the social media (Instagram) as the media in speaking with percentage (51,5%). And it also suitable with the condition of this modern era.

Chart 4.15 The percentage of the students' media in Writing skill
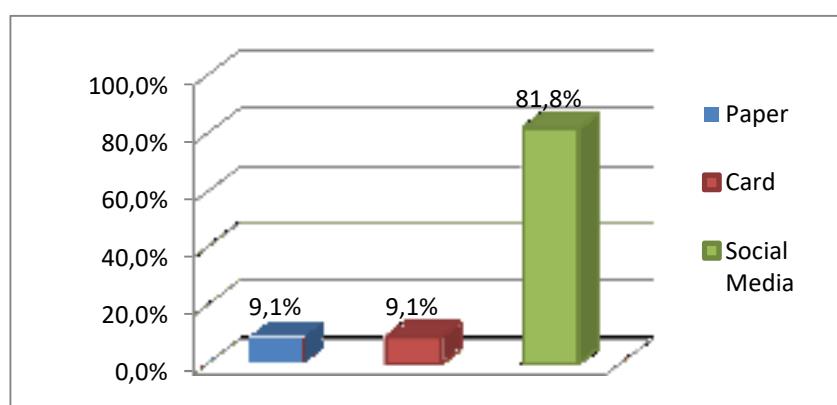
The bar chart shows the percentage of the students' media in writing skills. There are three means which are paper and card have the same point, but it was the lowest point, and the high point is the social media as the media in writing with percentage (81,8%). And it also suitable for the students' condition right now.

Chart 4.16 The percentage of the students' important aspect in vocabulary

- Know the meaning of each vocabulary in english
- Be able to use english vocabulary according to the context
- Be able to know the kinds of word clases (adjective,verb,noun,etc)
- Be able to pronunce th english vocabulary correctly
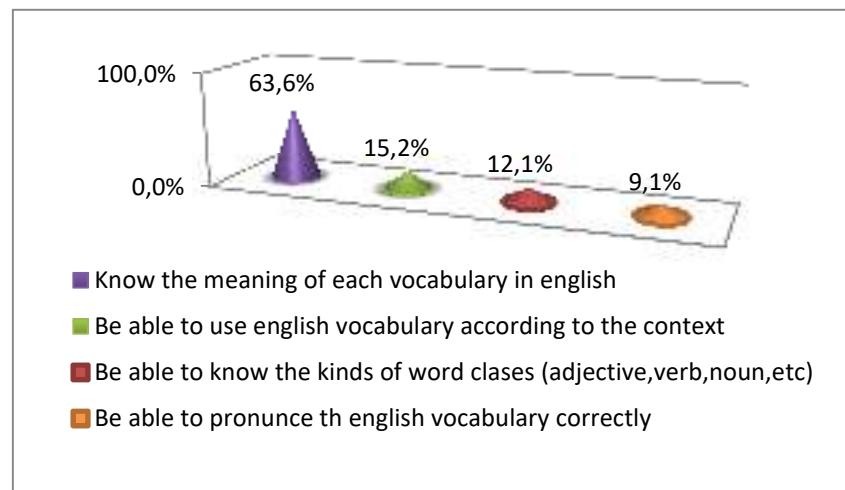
The bar chart presents the percentage of the students' important aspects in vocabulary. There are four means, and the high point is (63,6%) know the meaning of each vocabulary in English. Based on the observation, the students also have a limited vocabulary that is suitable to their major.

Chart 4.17 The percentage of the students improve vocabulary

- Rewrite the vocabulary about law that found in reading some text
- Translate the vocabulary about law
- Looking for an english vocabulary that related to the law
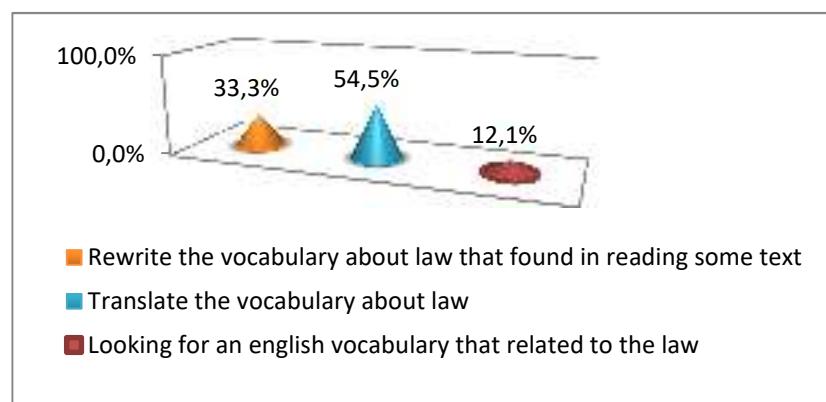
The bar chart shows the students' improve vocabulary. There is three option that the researcher put to the question. Eventually, the respondents prefer to rewrite the vocabulary about Law that found in reading some text (54,5%) because the students have a limited vocabulary and need to improve their skill to understand each meaning of the vocabulary.

Chart 4.18 The percentage of the students improve skill in learning grammar
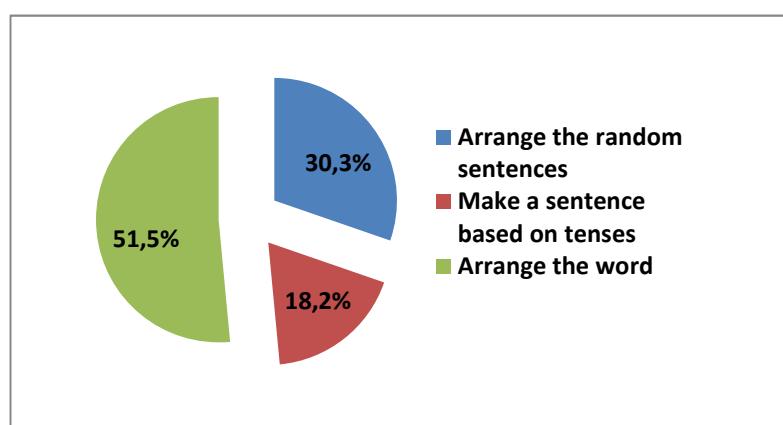
The bar chart shows the percentage of the students' improve skills in learning grammar. There are three means. The high percentage is the last option, and it is arranged the word (51,5%) to support the skill of the students in learning grammar.

Chart 4.19 The percentage of the students' important aspect in pronunciation
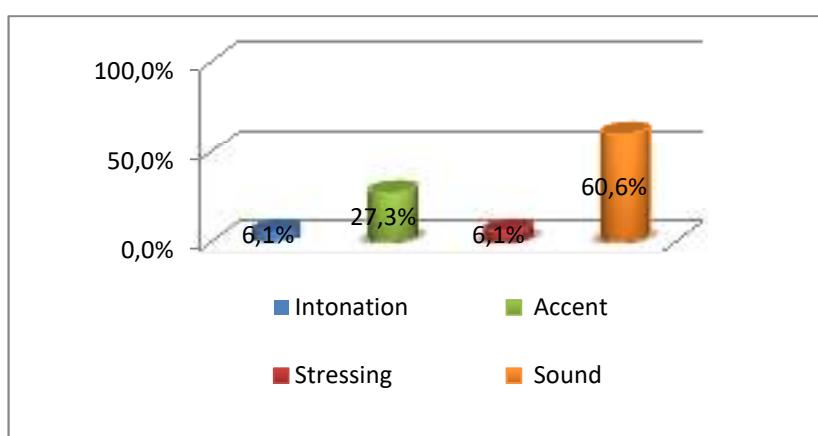
The bar chart explains the student's important aspect in pronunciation. There are four means of pronunciation in the chart. Eventually, the respondents more selecting option sound that important in pronunciation with a percentage (60,6%). Based on the observation, most of the students did not speak with the right pronunciation.

e.   Setting

Chart 4.20 The percentage of the doing task that the students' like
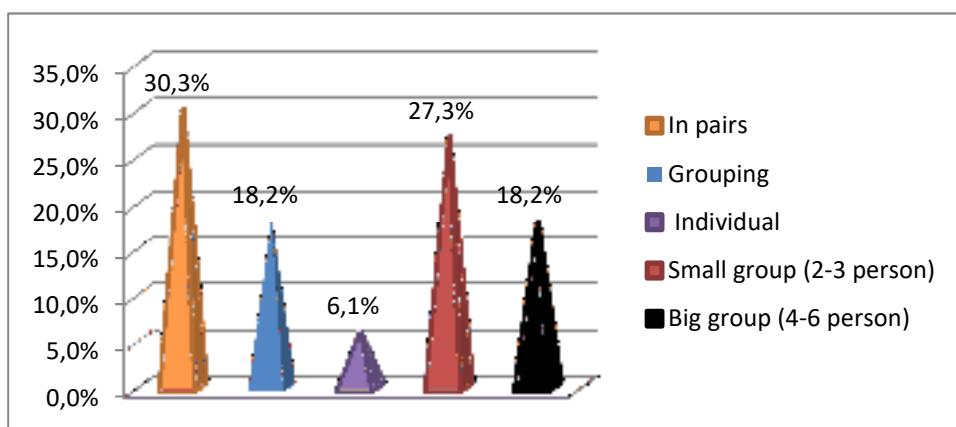
The bar chart explains the percentage of the doing task that the students like. There are five means in the chart: In pairs, Grouping, Individual, small group (2-3 person) and big group (4-6 person). The respondent more prefers to doing their task in pairs with a percentage (30,3%).

Chart 4.21 The percentage of the place that students alike in learning English
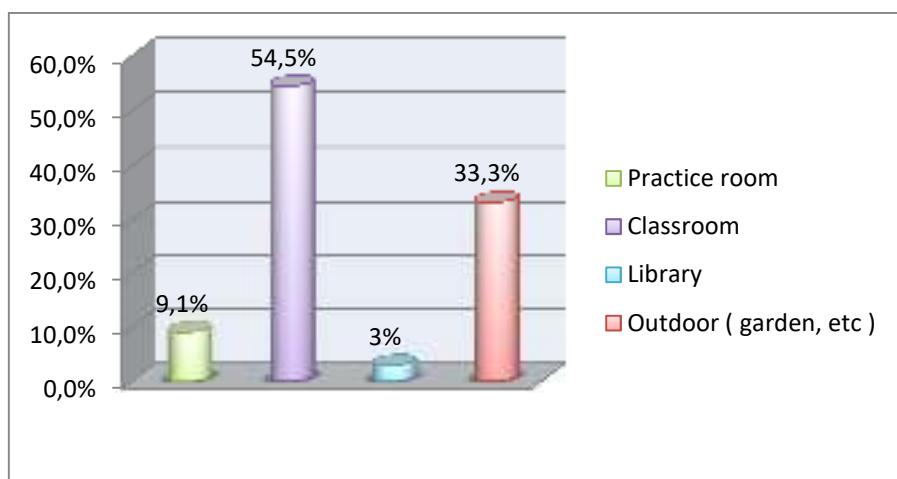
The bar chart shows the percentage of the place that students' like in learning English. There are four means which are practice room, classroom, library and outdoor. The highest percentage that the researcher gets from the respondent is (54,5%) and shows that the students like to learn English in the classroom. It because the students did not have another place to learn English.

Chart 4.22 The percentage of the students role

- listen to the lecturer and follow the instruction
- do the precentation and which is interspersed with discussion
- looking for information about law from many kinds of references
- do the practicum
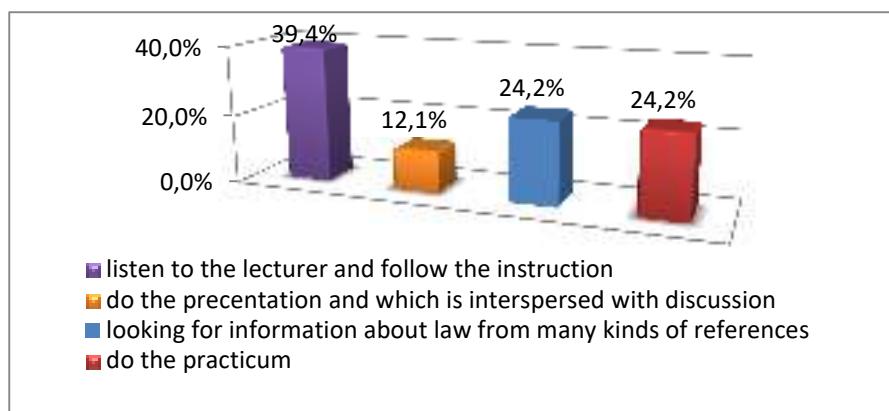
The bar chart explains the students' roles. There are four options. The high score is listening to the lecturer with a percentage (39,4%). Because most of the students only prefer to listen to their teacher when they are learning.

Chart 4.23 The percentage of the teacher role

- involve the students in managing the class activities
- using english as a language of nstruction
- give an appreciation for the students work
- provide the facility assistance to improve the language skill of the students
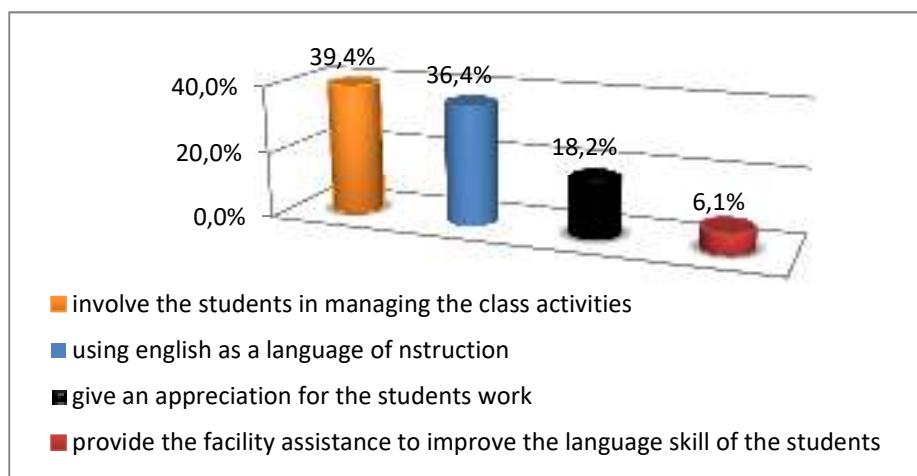
The bar chart depicts the percentage of the teacher's role. Sometimes the students got chance to manage the class from the teacher. The same with the data above showed the respondent prefers to involve the students in managing the class activities with a percentage (39,4%).

2. The Course Grid

The coarse grid is the guidance to develop the learning materials for Law Constitutional Students of IAIN Palopo. It is also made based on the previous need analysis.

This course grid was also consisting of four units. The topic of this learning material is about Islamic Political Party, Violation of The Law, Concept of Islamic State, and Trial Procedure that integrated four English skills such as listening, speaking, reading, and writing.

3. The First Draft of Material

The researcher made the material based on the coarse grid, consisting of 4 units and six tasks in units 1 and 2 and five tasks in units 3 and 4. The goals of each unit are :

a. Unit 1 (Islamic Political Party)

Unit 1 consists of Law Constitutional material and English material. Law Constitutional materials such as a political party of Islam and word of Law. The English learning materials such as Political party in Islam, Pronoun, Self-introduction, and The leadership after Rasulullah Saw era and Conjunction.

Students are needed to know the law wordlist and improve their skills through exercise.

b. Unit 2 (Violation of The Law)

Unit 2 consists of Law constitutional material and English material. The Law material such as wordlist and news of the violation of the Law. The English material consists of Criminal cases, nouns, Verb, and Interrogative sentences. The students should know the kinds of vocabulary (Verb and Noun) and know to make an interrogative sentence.

c. Unit 3 (Concept of Islamic State)

This unit, consisting of 5 tasks and is about law material and English material. The law material is an Islamic state, the kinds of the profession in Law, and wordlist of Law. The English material consists of the simple present, simple past, and WH-Question. Students need to know how to make a sentence using simple present, simple past, and WH-Question.

d. Unit 4 (Trial Procedure)

In unit 4 also consist of five tasks, and it is about law material and English material. The law material consists of a word list of law and trial practicum. The English materials are Procedure of the Trial and Expression. The students have to know the procedure in making the trial, the trial rules, and the students have to know the expression related to the Law.

4. Material Validation

a. Expert Judgement

There are five experts who validated the instrument and learning material. Those experts are *Layout, Language,* and *Material Expert.*

1) Expert Judgement on Instrument

a. Material Expert

Based on an expert assessment by overall material, the student's worksheet got a total score of 49 with an average of 4.08, which included a "Good" category. The researcher got some suggestions to change the option material in every skill from the Constitutional of Law study program teacher.

Table 4.1 Average score by expert material on every aspect.

Question Number	Score	Question Number	Score
1	4	7	5
2	4	8	3
3	4	9	4
4	4	10	4
5	5	11	4
6	4	12	4
Total Score			49

$$\text{Mean} : \frac{49}{12} = \textbf{4,08}$$

b. Language Expert

The table below shows that the instrument designed by the researcher is already qualified to take the sample in the Law Constitutional class. It proved that the Language Expert score gave a score of 55 with an average of 4.58, which included a **"Very Good"** category. The researcher made some corrections to add some topics of English to the learning material.

Table 4.2 Average score by expert language on every aspect.

Question Number	Score	Question Number	Score
1	3	7	5
2	4	8	3
3	5	9	4
4	4	10	4
5	4	11	4
6	5	12	5
Total Score		=	50

$$\text{Mean} = \frac{50}{12} = \textbf{4,16}$$

2) Expert Judgement on Learning Material

a. Layout Expert

Based on the expert assessment, the student's worksheet's overall design got a total score of 150 with an average of 3.84, which included a "***Good***" category.

Table 4.3 Average score by expert design on every aspect.

Question Number	Score	Question Number	Score	Question Number	Score	Question Number	Score
1	4	11	4	21	4	31	4
2	4	12	4	22	4	32	3
3	4	13	4	23	4	33	4
4	4	14	4	24	4	34	4
5	4	15	4	25	4	35	3
6	4	16	4	26	4	36	4
7	4	17	4	27	4	37	3
8	4	18	4	28	3	38	4
9	4	19	4	29	3	39	4
10	4	20	4	30	3		
		Total Score	**=**				**150**

$$\text{Mean} = \frac{150}{39} = \textbf{3,84}$$

b. Material Expert

Based on the expert assessment, the student's worksheet's overall material gets a total score of 164 with an average of 4.20, which is included as a "*Very Good*" category.

Table 4.4 Average score by expert material on every aspect.

Question Number	Score	Question Number	Score	Question Number	Score	Question Number	Score
1	4	11	4	21	4	31	5
2	4	12	5	22	4	32	4
3	4	13	4	23	4	33	4
4	5	14	4	24	5	34	5
5	4	15	5	25	4	35	4
6	5	16	4	26	4	36	5
7	4	17	4	27	4	37	4
8	4	18	4	28	4	38	4
9	4	19	4	29	4	39	4
10	4	20	4	30	4		
		Total Score	**=**				**164**

$$\text{Mean} = \frac{164}{39} = \textbf{4,20}$$

c. Language Expert

Based on the expert assessment, the students' worksheet's overall language gets a total score of 166 with an average of 4.25, which included a "*Very Good*" category.

Table 4.5 Average score by expert language on every aspect

Question Number	Score	Question Number	Score	Question Number	Score	Question Number	Score
1	4	11	5	21	4	31	5
2	4	12	4	22	5	32	4
3	5	13	5	23	4	33	5
4	4	14	4	24	4	34	4
5	4	15	5	25	5	35	4
6	5	16	4	26	4	36	4
7	4	17	5	27	4	37	5
8	4	18	4	28	4	38	4
9	4	19	5	29	4	39	5
10	5	20	4	30	4		
		Total Score	**=**				**170**

$$\text{Mean} = \frac{170}{39} = \mathbf{4{,}35}$$

5. The Second Draft of The Learning Material

Validation of the second draft material, then the researcher got some correction from the experts. Therefore, the final product of the material can saw in the appendix.

a. Material Expert Correction

Table 4.6 Revision of the materials.

Part of The Unit	Point to Revise	Revision
List of the material	The arrangement of the material.	The list of the material should start from the easiest to the difficult.

b. Language Expert Correction

Table 4.7 Revision of the language material

Part of The Unit	Point to Revise	Revision
Unit 4: Task 3	The activity of translating the sentence.	It should change to be making a dialogue with using expression
Unit 3: Task 2	The activity about finds out the other kinds of the profession in Law.	It should change to make a match the profession with right function of that

		profession.

c. Layout Expert Correction

Table 4.8 Revision of the design

Part of The Unit	Point to Revise	Revision
Picture	Layers and colors of shape.	The color should be colorful.
Cover Book	Adding cover book	Give a cover book for a better look.
Material design	Font and Space	It should consider the font and space.

d. Students Perception of Learning Materials

The students' perception was conducted to ensure that the material is appropriate to apply to the student of the Law Constitutional study program. The result of student perception as follows:

Table 4.9 Result of Students Perception

NO	Statement	Means	Description of Agreement
1	Materi yang disajikan sesuai untuk	3,91	Agree

	level *basic lower*		
2	Materi telah sesuai dengan bidang dan kebutuhan mahasiswa Hukum Tata Negara	3,80	Agree
3	Materi ini mampu meningkatkan kemampuan bahasa inggris mahasiswa di bidang Hukum Tata Negara	3,91	Agree
4	Input materi secara keseluruhan beragam	4,04	Agree
5	Input materi menarik dan mudah dipahami	4,08	Agree
6	Topic input materi telah sesuai dengan bidang kebutuhan mahasiswa yaitu bidang Hukum Tata Negara	4,25	Strongly Agree
7	Panjang dan sumber input teks keseluruhan sesuai dengan kebutuhan mahasiswa Hukum Tata Negara	3,94	Agree
8	Kegiatan keseluruhan unit beragam	4,03	Agree
9	Latihan-latihannya tersusun dengan baik yaitu dari mudah kesulit	4	Agree
10	Perintah dalam keseluruha4,2n unit mudah dipahami	4,17	Agree
11	Latihan dalam unit meliputi latihan	4,2	Strongly

	individu, berpasangan, dan kelompok		Agree
12	Kegiatan dalam unit mendorong mahasiswa berpartisi aktif dalam kelas	4,13	Agree

The data showed that the English learning materials that designed by the researcher are already qualified for the class. It proved from the students' perception which answers *Strongly Agree* 4,25 and *Agree* 4. Then, the average mean is **4.03.** In the interval, this category got **"Good."**

B. Discussion

This research focused on developing English Learning Materials for Constitutional of Law students' in IAIN Palopo. The purpose of this research was to develop appropriate English learning materials for Constitutional of Law students of IAIN Palopo.

The method that used in this research is the Research and Development (R&D) method. The population was the third-semester students of Constitutional of Law at IAIN Palopo with a total of a class is 4 and 31 students in each class. The researcher took the number of samples with 15 students in every class. This English learning material was developed by using the Borg and Gall design model. It consists of three steps. The first step was research and collecting information. In ths phase, the researcher was analyzed by conducting the students'

needs, lacks, and wants by using a questionnaire. The second was Development proccess. In this phase, the researcher makes the product through several measurements such as English proficiency, topic, students target, activities, setting, and input of the materials. The third was the validating proccess, the researcher conducting the product validation by three experts of design, language, and material to see the quality of the learning material that will apply in the learning system in the Constitutional Law study program based on the aspect of validity. The validation is used to make sure that the product has a good quality. After being revised by the experts, the experts assessed the questionnaire provided. The book's questionnaire for the expert consists of three aspects: layout, the language of the student's book, and learning materials.

Assessing the feasibility of the English learning material for Law Constitutional students showed the following: 1) The Lay-out expert gave an average score of 3.84, which include in the Good Category, 2) The Language expert gave an average score of 4.25, which include as the Very Good category, and 3) The material expert gave an average score of 4.20, which include to the Very Good category. This can be seen from the assessment by expert judgment with a value of 4.13, which includes the Very Good category. An average score of the student's perception is 4.03, which includes the Good category. Based on the data from students' perception, the English learning materials for Law Constitutional of IAIN Palopo are suitable for use in learning English for a specific purpose.

Among five previous related kinds of research, all of the findings show that the students used the five of the research. The previous research that has similarities with this research is about developing English learning material. Such as, Febriani Asih Rahayu (2014). In her research, she develops the English learning material for Fishery students. Dedi Nurefendhi (2013) develop English learning material for Culinary Arts students with the result of materials consist of six parts, Choirul Rohmah (2015) develop English learning materials for Marketing students, Miftahul Khair Nur Ali (2015) develop the learning materials for young learners at MTSN model Makassar, and Etty Septiana (2013) develop English learning materials for Kindergarten with using Learning to Learn concept. And this research shows the specific purpose of developing the English Learning material for Law Constitutional students.

The appropriate English learning material for Constitutional of Law students consist of some point, they are: 1) Students need analysis 2) an explanation for the learning material 3) Have an example to did the exercise 4) Having supporting picture and many vocabularies 4) Consisting of individual, in pairs and a group assignment 5) Arranging from the easiest to the most difficult, Last 6) Integrated into four skill of English.

This book was created to facilitate Constitutional Law students in learning English in a specific form by adjusting the needs of the Constitutional of Law students at IAIN Palopo. This book has material that is easy to understand, adjusted to the level of the student's ability. In addition, in the book, there are also various practice questions that are interesting and make it easier for students to

understand the English learning materials for Law. Based on the data, the researcher expects to help the Law Constitutional students learn English with a specific purpose.

The design of the learning material of English for Constitutional Law causes absence basic book English material, and there was no material of English for Constitutional Law specifically. As a result, the students were not proficient communicating English for Law while the students need in the future. The limitation of the study are :

1. This research was carried out only focused on the design of the textbook.

2. Test implementation and evaluation on the students book only performed on second semester that is Constitutional Law study program of IAIN Palopo.

3. Almost the researcher used google form.

4. The students perception used google form and only 69 subejct of the research.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

This research aims to develop the design of English Learning Material for Constitutional Law Study Program at IAIN Palopo. The researcher adopted the Borg & Gall model that consists of an analysis of the students' needs, Development Proccess, an Evaluating. Based on the data, the design of English book for Constitutional Law students was valid.

The appropriate English learning material for Constitutional of Law students consist of 1) Students need analysis 2) an explanation for the learning material 3) Have an example to did the exercise 4) Having supporting picture and many vocabularies 4) Consisting of individual, in pairs and a group assignment 5) Arranging from the easiest to the most difficult, Last 6) Integrated into four skill of English.

B. Suggestion

1. To the Lecturer

The researcher hopes this learning material book for Constitutional Law can motivate the teacher to make a better learning material relevant to the student's wants and needs.

2. To the Readers

The researcher hopes that the readers who read the book will give them an easy way to understand the English learning material for Law Constitutional. The readers will also get a new learning material of Engish for Law Constitutional with any kind of exercise and practice.

3. To Other Researcher

The researcher hopes that this research can be continue by another researcher and they can make the English material apply into the appropriate major with more exciting materials.

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ENGLISH FOR

CONSTITUTIONAL LAW

Ika Atmi Ramdhani | 1602020088

TABLE OF CONTENT

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UNIT 1

ISLAMIC POLITICAL PARTY
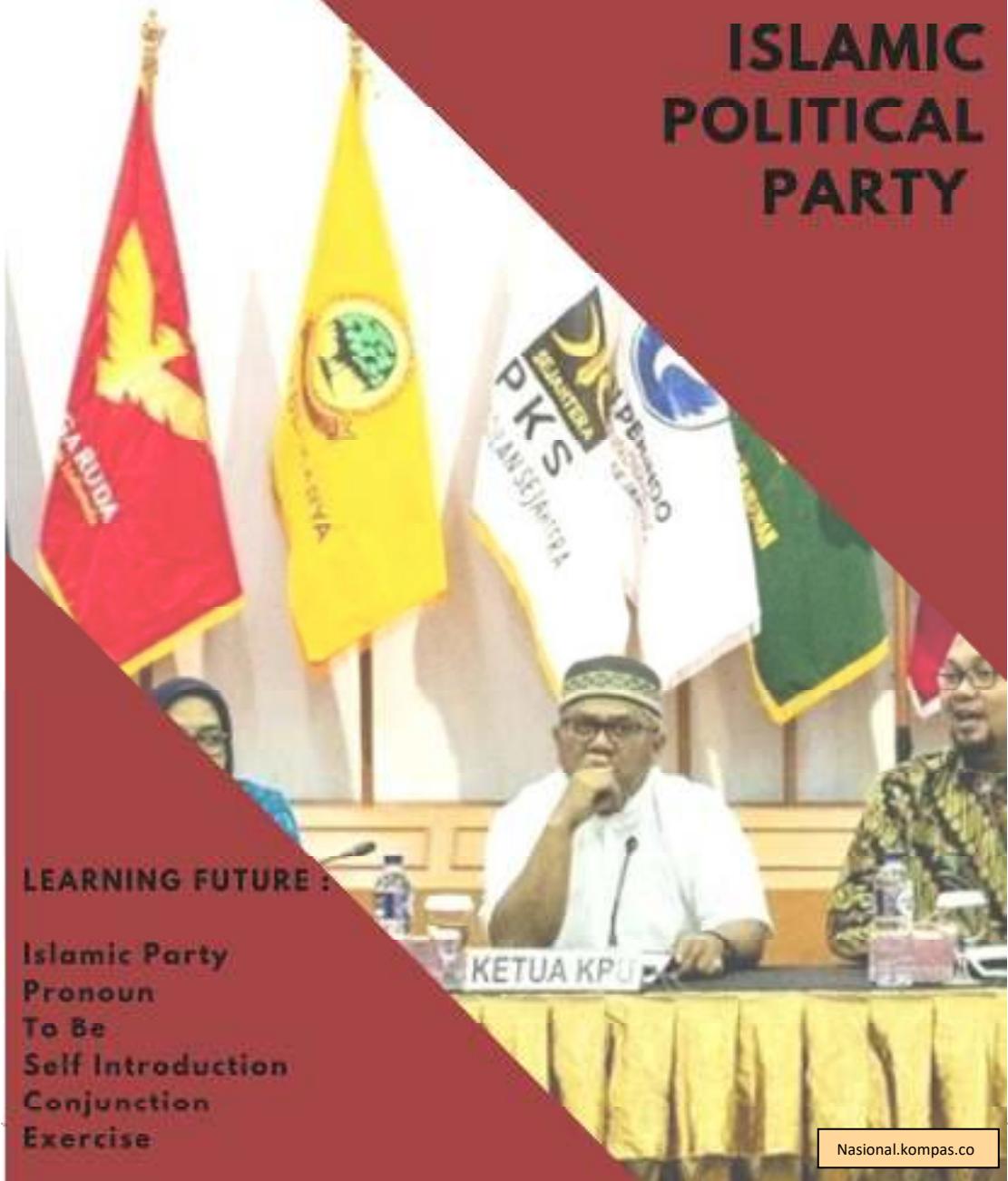
LEARNING FUTURE :

Islamic Party
Pronoun
To Be
Self Introduction
Conjunction
Exercise

KETUA KPU

Islamic Political Party

Political party is a tool for human person or group of people to reach the power that can be set in accordance with the provisions of the country in the political parties. Originally Islam does not recognize political parties in determining the executive and state power, but in tune with the times difficult for Muslims who inhabit countries today to not wear a political party in control and manage the state.

Islamic political experts differ between one another with respect to whether or not the state should Muslim majority wear and use political parties as one of the attributes of the state, they allow and others do not. Eventought conditions and situations often affect to something new that matters dealing with Islam and Muslims.

In this age where the world is ruled by non-Muslim world institutions of the United Nations (UN) then be mistaken for Muslims not to accept and use the political

parties in the Muslim majority country. The most important note in the atmosphere as it is the practice of the Muslims belong to a party must not follow the practice of non-Muslims who justify the means. Islamic Ummah must maintain originality of morality in politics so that the political party that sponsored the non-Muslims in Muslim practice became Islamic.

Exercise

➢ **Write down the unfamiliar word and find the meaning of the word that you got from the text.**

Exercise

➢ Find out the the answer of the question below and explain it in front of the class.
1. What is the political party ?
2. How the political parties in Islam ?

> **Match the word with the right meaning below.**

English	Meaning
a. **Party**	• Pemerintah
b. **Government**	• Kekuasaan
c. **Politic**	• Bangsa
d. **Authority**	• Partai
e. **Nation**	• Politik
f. **Legislation**	• Undang-Undang

PRONOUN

Definition : Any of small set of words in a language that are used as subtitutes for noun and nun phrase.

ENGLISH	MEANING	PRONUNCE
I	Saya	/aɪ/
YOU	Kamu	/juː/
WE	Kita	/wiː/
THEY	Mereka	/ðeɪ/
HE	Dia (Laki-laki)	/hiː/
SHE	Dia (Perempuan)	/ʃiː/
IT	Itu (Hewan/Benda)	/ɪt/

➢ **Make in English of the sentences below.**

1. Saya pergi ke sekolah
2. Jeni makan apel
3. Ica suka membaca
4. Mereka tertawa bersama
5. Kami memanjat pohon

TO BE

I	**Am**	SHE	
YOU		HE	**Is**
WE	**Are**	IT	
THEY			
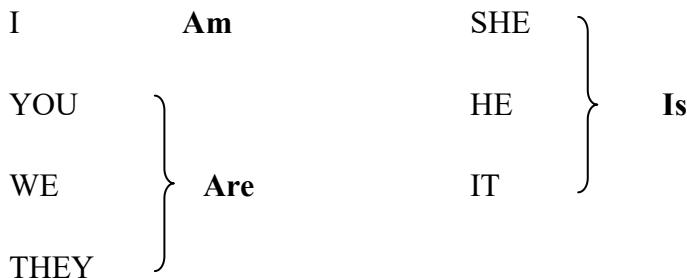
Exercise

➤ **Choose the correct answers.**

1. I and my friends .... in the classroom.

   a. Is   c. Are

   b. Am   d. Have

2. Wana .... a lawyer.

   a. Is   c. Am

   b. Are   d. Not

3. Today, Ica goes to Bali. It .... amazing.

   a. Am   c. Is

   b. Was   d. Are

Self Introduction

Formal Introduction

You may used the sentence below to begin your introduction :

I'd like to introduce my self

Allow me to introduce my self

Let me introduce my friend

Example :

Ika   : Hello, May i know your name ?

Jeni   : Oh Hello. Allow me to introduce my self, my name is Jeni Ramadhani but you can call me Jeni.

Ika   : Oh Hello Jeni, My name is Ika. Nice to meet you.

Jeni   : Nice to meet you too Ika.

Make a video about introducing yourself and
post the video in your instagram.

TASK
1

The Leadership of Abu Bakar As-Siddiq

Abu Bakar As Siddiq was the first leader after the death of Rasulullah Muhammad SAW. Abu Bakar As-Siddiq lead the Muslims for two years from 632-634 M. He was the most beloved friends of the Prophet Muhammad SAW.After the Prophet died and was waiting to be buried, the Muslims held a meeting at Safiqah (town hall) Bani Saidah.They talked about who was the right figure to replace the Prophet Muhammad SAW.

Finally, Abu Bakar was chosen as the first leader after Rasulullah Muhammad SAW. The reasons for choosing Abu Bakar are because he is the most senior companion of the prophet, Always close to Rasulullah so that he knows how to lead the people and the country, he is generous so that the wealth he has can be used for the struggle of the people, respected from Quraish for being firm, smart and willing to work hard, have been replaced the Prophet as the prayer leader when the Prophet was ill.

During his short leadership, Abu Bakar resolved the divisions in the Arab tribes.Abu Bakar died on August 23, 534 M, in Medina. He was buried next to the tomb of the Prophet in the Masjid an-Nabawi.Before his death, Abu Bakar bequeathed to Umar bin Khattab. So, Umar was chosen to replace Abu Bakar as the leader.

➤ **Write down the unfamiliar word from the text and find the meaning.**

1. Who is the first leader after the Rasulullah Muhammad SAW. ?
2. When Abu Bakar As-Siddiqdied ?
3. Who is the leader after Abu Bakar As-Siddiq ?

➢ In group. There are 3 students in every group. Every group should make a structure of the leadership of Abu Bakar As-Siddiq with using the tools below.

Scissor   **Paper**   **Marker**

CONJUNCTION

Definition : **a word used to connect clauses or sentences or to coordinate words in the same clause.**

F	A	N	B	O	Y	S
For	And	Nor	But	Or	Yet	So
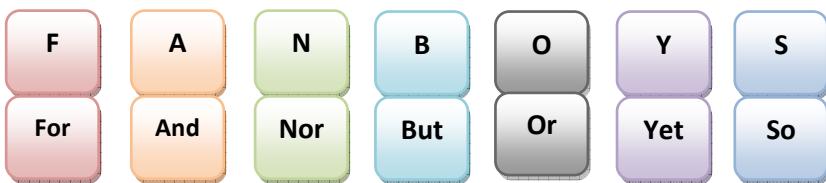
English	Meaning	Pronounce
For	**Karena**	**/fə:(r)/**
And	**Dan**	**/ænd/**
Nor	**Tidak juga**	**/nɔ:(r)/**
But	**Tapi**	**/bʌt/**
Or	**Atau**	**/ɔ:(r)/**
Yet	**Namun**	**/jet/**
So	**Sehingga**	**/səʊ/**

Example :

Tiara is smart

Elin is diligent

➢ Formalize the following sentence

Tiara is smart **And** Elin is diligent

➢ **Fill in the blank text with the correct conjuction.**

Ika likes reading____listening to music in the weekend,___prefers watching movies ____doing sports on workdays. Tomorrow Ika will have an exam **but** she would not take the exam,___she was not prepared for it. So, she will stay at home,___ she will not join the exam..
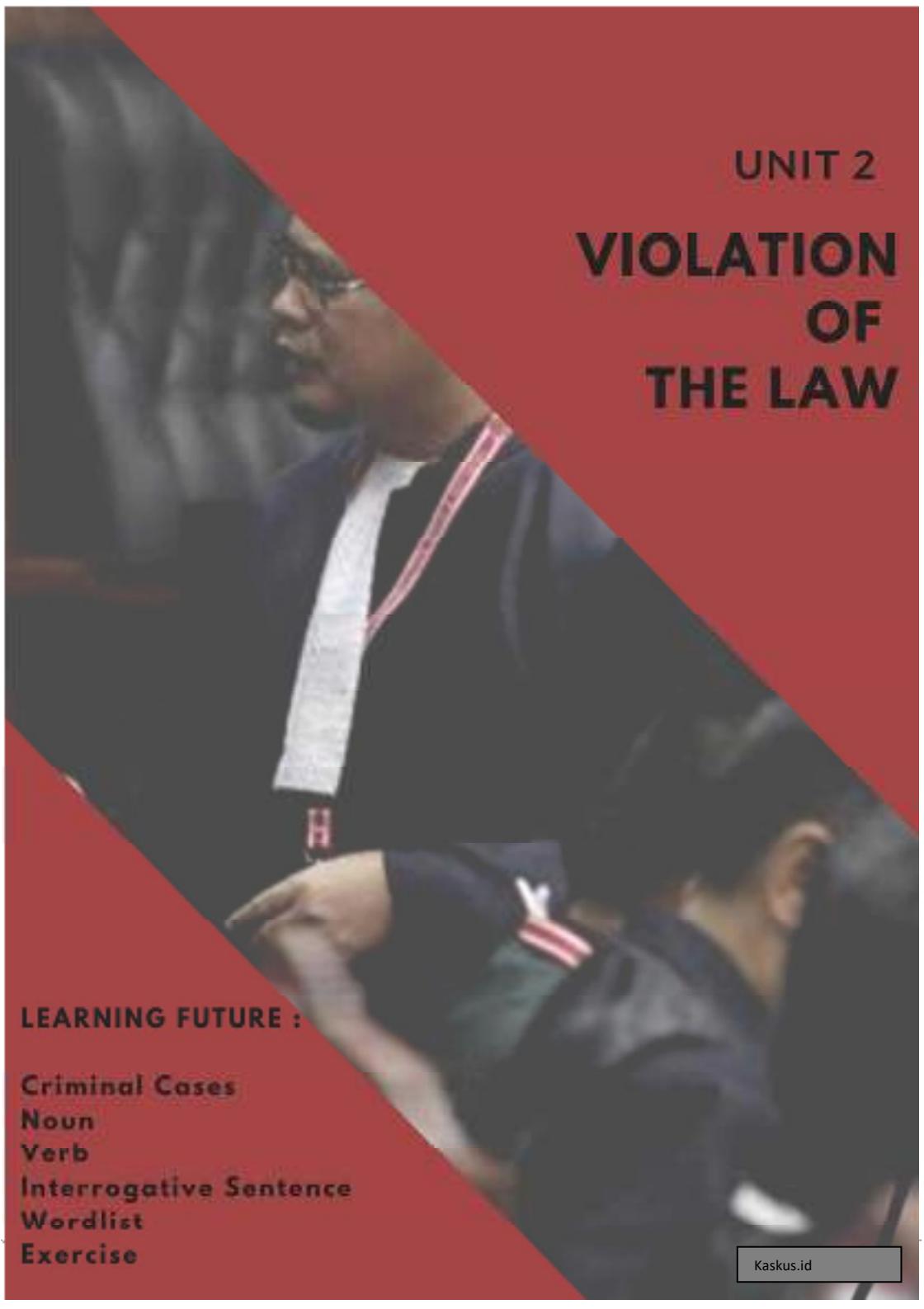
UNIT 2

VIOLATION OF THE LAW

LEARNING FUTURE :

Criminal Cases
Noun
Verb
Interrogative Sentence
Wordlist
Exercise

TASK 1

>> **Listen and Repeat**

English	Pronunce	Meaning
Suspect	/səˈspekt/	**Tersangka**
Crime	/kraɪm/	**Kejahatan**
Pedophilia	/ˌpiːdəˈfɪliə/	**Pedofilia**
Victim	/ˈvɪktɪm/	**Korban**
Abuse	/əˈbjuːs/	**Penyalahgunaan**
Incriminate	/ɪnˈkrɪmɪneɪt/	**Memberatkan**
Nabbed	/næb/	**Tertangkap**
Suspicious	/səˈspɪʃəs/	**Mencurigakan**
Demand	/dɪˈmɑːnd/	**Tuntutan**
Action	/ˈækʃ(ə)n/	**Tindakan**

➤ **Read the word list above in front of the class with the right pronounce and mention the meaning.**

➤ **Read the text below.**

Police in Jakarta has arrested an American national suspected of pedophilia, in a case that disclosed the existence of a prostitution ring preying on minors. The spokesman of Jakarta Metropolitan Police, Yusri Yunus said that the police nabbed Russ Albert Medlin during a raid on his residence in Brawijaya Street, Kebayoran Baru, South Jakarta. "We launched the operation to arrest Medlin after we were tipped off by suspicious locals. He admitted to having intercourse with an underage girl, including a trio prior to the raid," said Yusri.

Accomplices for his crimes Yusri added that Medlin used a woman to procure his victims. "We identified [Medlin's accomplice] as a 20-year-old woman, whom we identify as A," he said. "Medlin asked A to procure underage girls, and the latter did so. She also introduced the suspect to one of his first victims, 15-year-old SS." Also read: KPK Demands 10 Year Sentence For Disgraced Former Minister "Transcripts of Medlin's chats with SS on WhatsApp showed that he asked her to bring her friends," Yusri added. "SS brought two of her friends, each of whom was promised a payment of Rp. 2 million (USD 140.97)." According to Yusri, Medlin incriminated himself in more ways than one. "Medlin chronicled his actions

by recording them on his cell phone. He orders his victims to take turns recording him as he takes turns abusing them." Yusri said that the police is pursuing A, who is still at large.

1. Where is the crime happened ?
2. What kinds of crime that happened ?
3. Who did the crime ?

TASK 3

➤ Identify the name of the case from the picture below.

Wur.nlKP

KPK

kompas.com

| 1. | 2. | 3. |

LAW VOCABULARY

NOUN

Definition : Refers to a thing, a person, an animals, a place, a quality, or an idea.

VERB

Definition : Words that show an action, occurence, or state of being

Noun	Meaning	Verb	Meaning
Evidence	Bukti	Adjudicate	Mengadili
Felon	Penjahat	Arrest	Penangkapan
Defense	Pembelaan	Acquit	Membebaskan
Trial	Persidangan	Appeal	Naik banding
Lawsuit	Gugatan	Steal	Mencuri

> **In group, each group should be 3 people. Every group should listen to the audio and identify the word that include to the Verb and Noun.**

Youtube : by CNA

TASK 5

> In pairs. Discuss with your partner to find out the answer of the question below.
1. What kind of crime that happened in the audio ?
2. Who did the crime ?
3. Where is the crime happened ?

TASK 6

> Fill in the blank of the text with using the word below.

(bag, wallet, knife, walk, work, go, slice)

Everyday, I wake up early at five o'clock. After that i **go** to the bathroom to take a bath. After i take a bath, i go to kitchen and take a ___ to ___ an apple for breakfast. So, when i finish to dress up, i prepare my self for breakfast and ready to go to office. I usually check my bag to make it sure that i do not forget something. In my ___ there are some books, pen, cellphone and ofcourse my ___ for pay the transportation. Before get a taxi, i have to ___ for about 500 meters from my home. Usually, i arrive in my office at eight o'clock and ready to___.

➤ **Match the word with the right meaning below.**

English	Meaning
Intimidate	○ Menolak
Knock	○ Peraturan
Resist	○ Ruangan
Weapon	○ Mengetuk
Regulation	○ Mengancam

TASK 8

Interrogative Sentence

Example :

1. (+) She stole the car

   (?) Is she stole the car ?

2. (+) They are a thief

   (?) Are they a thief ?

3. (+) You are a smart girl

   (?) Are you a smart girl ?

>> Change the following sentences into the questions.

1. We are in trouble.

   _____ ?

2. She is a judge.

   _____ ?

3. The tall man is the suspect.

   _____ ?

4. Ayu and nining are the witness.

_____ ?

5. You are on trial.

_____ ?

➢ **Make a questions from the video below.**

By : CNA

List of questions :

1. _____?
2. _____?
3. _____?
4. _____?
5. _____?

TASK 10

Reflection :

Make a short conclusion video about the learning materials in this unit.
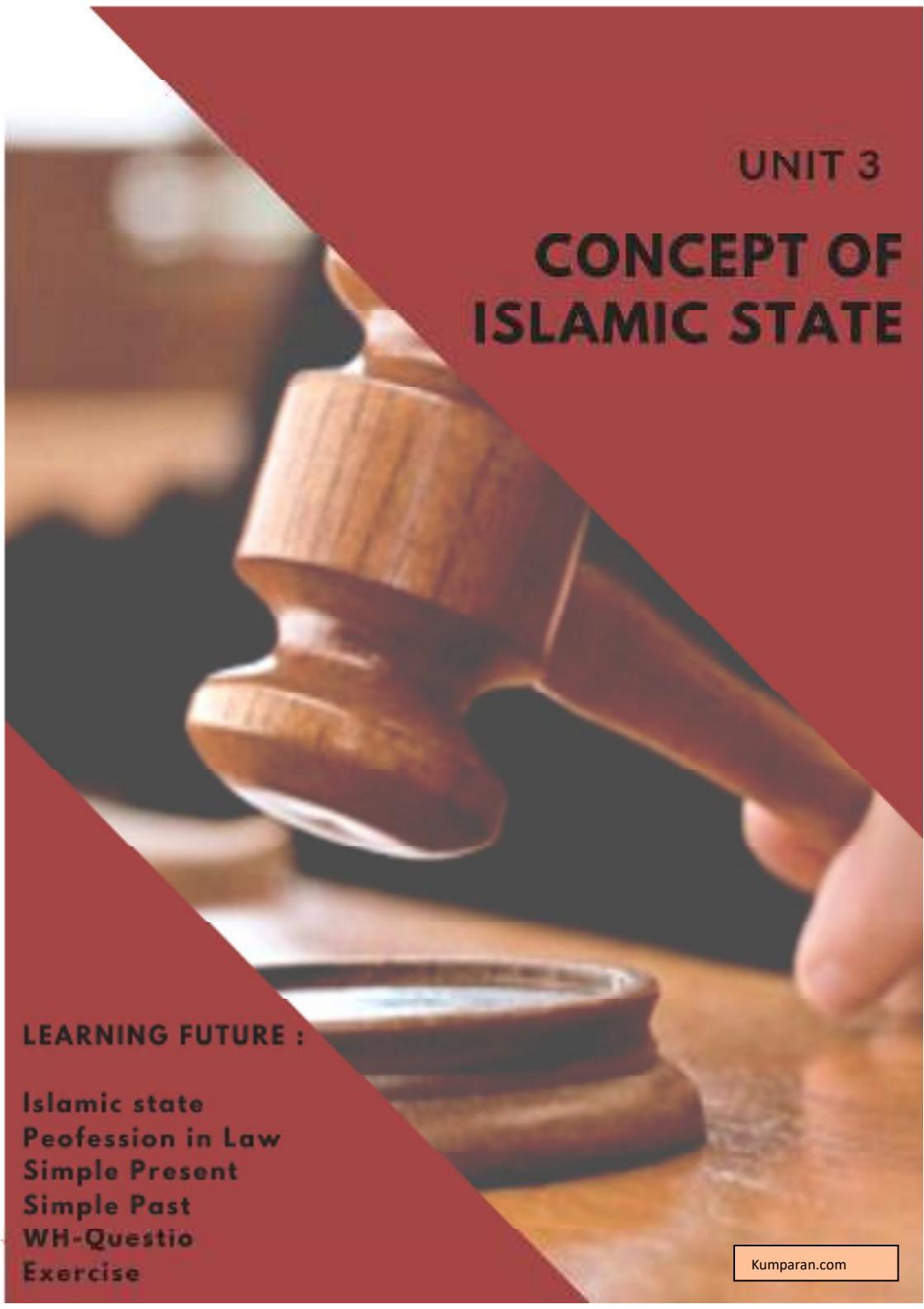
CONCEPT OF ISLAMIC STATE

LEARNING FUTURE :

Islamic state
Peofession in Law
Simple Present
Simple Past
WH-Questio
Exercise

Islamic State

An islamic state is a form of government based on Islamic law. As a term, it has been use to describe various historical polities and theories of governance in the Islamic world. The concept of the modern islamic state has been articulated and promoted by ideologues such as Abul A'la Maududi, Israr Ahmed, Sayyid qutb or Hassan-Al Banna. Implementation of islamic law plays an important role in modern thories.

The first Islamic state was the political entity established by Muhammad in Medina in 622 CE, under the constitution of Medina. It represented the political unity of the Muslim *Ummah* (nation).

Today, many muslim countries have incorporated islamic law in part into their legal system. Certain muslim states have declared islam to be their state religion in their constitution, but do not apply islamic law in their courts.

Islamic states which are not monarchies are usually referred to as islamic republics such as Afghanistan, Iran, Pakistan and Mauritania.

➢ **Find out the unfamiliar word from the text and find the meaning.**

TASK 2

QUESTIONS

1. What is the Islamic state ?
2. Who is the first founder of the political entity ?
3. How the condition about the islamic law today ?
4. Where the political entity launched ?
5. How many country that used islamic law ? mention it !

ADJECTIVE

Definition : An Adjective is a word that describes a Noun.

Listen to the audio

Youtube : English Mastery

OLD

YOUNG

DIRTY

GUILTY

ADJEC TIVE

SMALL

POOR

UGLY

WEAK

SUBJECT		ADJECTIVE
The robber	Is	Guilty
The victims	Are	poor

ADJECTIVE		NOUN
They are a Young		Lawyers
He is a New		litigator

Exercise

➢ **Fill in the blanks of the sentences with using the Adjective below**

(Tall, Weak, Old, Strong, Guilty **)**

a. The _____ man is stand in front of me.

b. The victim has an _____ face.

c. He did not have a _____ evidence.

d. I am so _____ with this problem.

e. What makes her knees _____ ?.

PROFESSION

Definition : **is an occupation founded upon specialized educational training.**

➢ **Listen to the teacher and repeat.**

English	Pronunce	Meaning
Lawyer	/ˈlɔːjə(r)/	Pengacara
Judge	/dʒʌdʒ/	Hakim
Prosecutor	/ˈprɒsɪkjuːtə(r)/	Jaksa
Investigator	/ɪnˈvestɪˌɡeɪtə(r)/	Penyidik
Notary	/ˈnəʊtəri/	Notaris

➢ **Find the name of profession from each picture below.**

cnn Indonesia   kompas.com

| 1. | 2. |

| 3. | 4. | 5. |

➢ **Attach the profession with the right function. Disscuss the answer with your classmate.**

| Profession | Function |

| | • To ascertain the methods, motives, identities of the victim and interogate witnesses. |
| a. **Legal Officer** | |

b. Arbiter	• Listen to the client problem, discuss an option, take instruction and help to give an understanding how the law applies to the case.
c. Investigator	• Responsible for monitoring all legal affairs within their organization.
d. Lawyer	• Responsible to maintaining public order and safety, enforcing the law, and prefenting, detecting and investigating criminal activities.
e. Police	• Responsible to assuring the law and also read through court documents may research legal issues.
f. Judge	• Mediator to resolve disputes outside the judiciary courts.

Simple Present Tense

Definition : **Use the simple present to tell or ask about habits, customs, and things that happen again and again.**

Nominal	S + To be + ANA
Verbal	S + Verb 1 (s/es) + O/C

Example :

1. Nominal
   - I am smart
   - Tirta is a lawyer
   - They are in the office
2. Verbal
   - She goes to police office
   - The cat runs to the garden
   - We make a cake

- **Choose the correct answer.**

1. Fani .... at school.
   a. Studying   c. does
   b. Studies   d. study
2. I .... bike to the office.
   a. Ride   c. do
   b. Rides   d. Riding
3. My mother .... a cake.
   a. Give   c. Giving
   b. Gave   d. Gives

TASK 7

➤ **Fill in the blanks with the simple present form of the verbs listed.(Study, acquit, work, read, stop, finish)**

1. The investigator always _____ the case every monday.
2. I usually _____ a law book in the library.
3. We_____ law together every night.
4. She _____ twenty four hours everyday.

5. The Police usually _____ 2 people every week.

6. They never _____ to finish this case.

Simple Past Tense

Definition : Used to talk about a completed action in a time before now. In other words, it started in the past and ended in the past.

Nominal	S + Was, Were + 3C
Verbal	**S + V2 + (O + Adv.)**

Example :

1. Nominal
   - This case was very confusing
   - They were my client

- He was a corruptor
2. Verbal
    - I finished this case
    - We stopped this case two months ago
    - She did a crime last week

➢ **Choose the correct answer.**

1. I .... to the school alone yesterday.
    a. Walk   c. Walked
    b. Walks   d. Walking
2. You .... diligent.
    a. Are   c. Was
    b. Were   d. Is
3. He .... a book last night.
    a. Reading   c. Reads
    b. Read   d. Readed

- **Make 3 verbal sentence and 3 nominal sentence about Law.**

1.	
2.	
3.	
4.	
5.	

WH-Question

- **Who** ⟶ Siapa ?
- **What** ⟶ Apa ?
- **When** ⟶ Kapan ?
- **Where** ⟶ Dimana ?
- **Why** ⟶ Kenapa ?
- **How** ⟶ Bagaimana ?

Example :

1. <u>Where</u> are they going ?
2. <u>Who</u> is your lawyer ?
3. <u>How</u> do you know him ?
4. <u>What</u> do you think about this crime ?
5. <u>Why</u> do you steal the book ?

Exercise !

>> Read the text below !

The essence or guiding principles of an Isalmic government or islamic state is the concept of al-Shura. Al-shura is an Arabic world for consultation. Several scholars have different understandings or thoughts with regard to the concept of al-shura. However, most of Muslim scholars are have the opinion that Islamic al-shura should consist of the following :

- Meeting or consultation that follows the teachings of Islam.
- Consultation following the guidelines of the Quran and Sunnah.
- There is a leader elected among them to head the meeting.
- The discussion should be based on mushawarah and mudhakarah.
- All members are given fair opportunity to voice out their opinions

- The issue should be of maslahah ammah or public interest.
- The voices of the majority are accepted, provided it does not violate the teachings of the Quran or Sunnah.

Muhammad himself respected the desicion of the shura members. He is the champion of the nation of al-shura, and this was illustrated in one of the many historical events.

➢ **Find out the unfamiliar word from the text and find the meaning.**

TASK 11

➢ **Make 5 questions with using WH-Question based on the text above.**

1. _____ ?
2. _____ ?
3. _____ ?
4. _____ ?
5. _____ ?
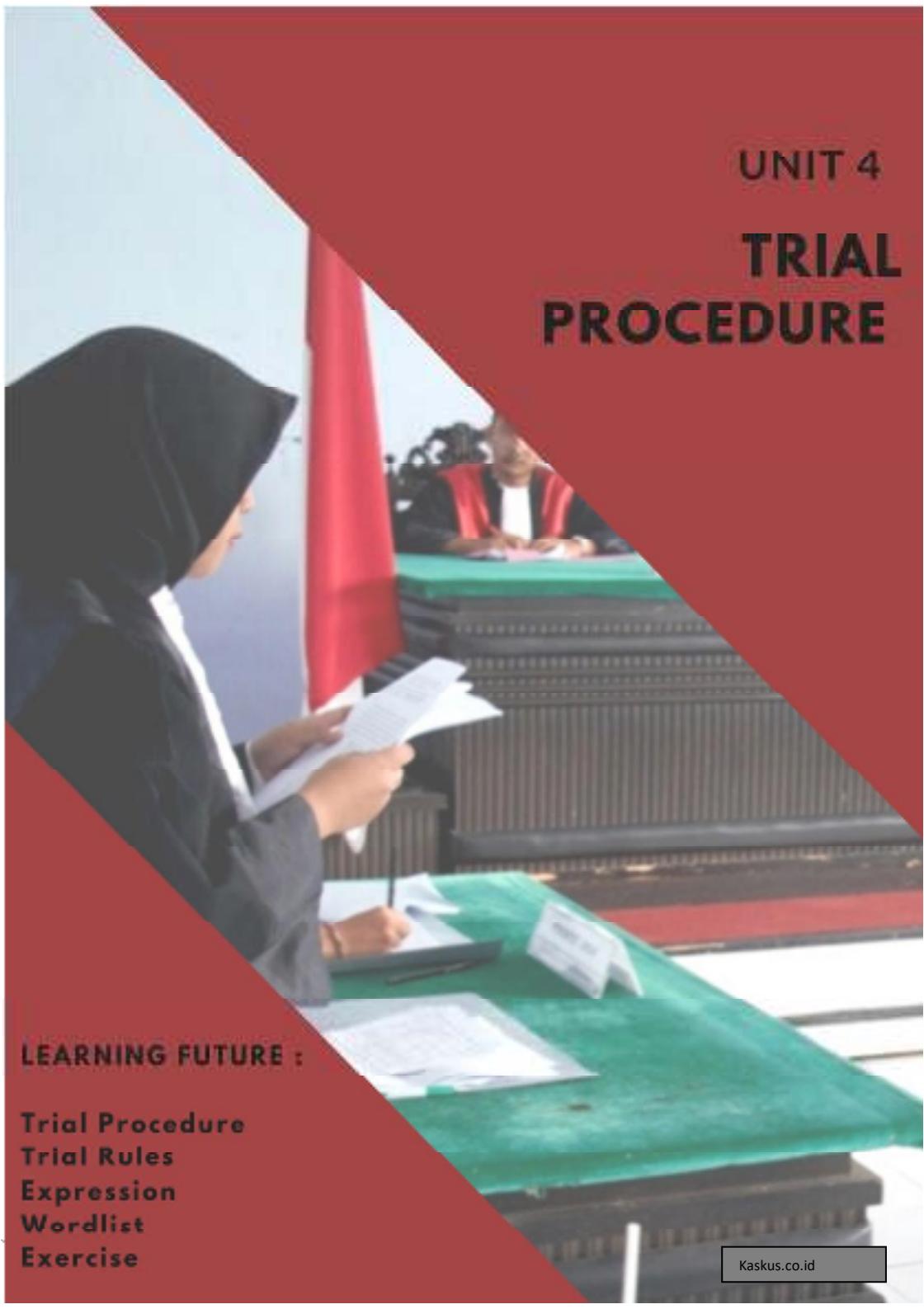
UNIT 4

TRIAL PROCEDURE

LEARNING FUTURE :

Trial Procedure
Trial Rules
Expression
Wordlist
Exercise

Scan the barcode and listen carefully !

Source : Youtube by Ramli Alnar

➢ **Write and memorize 20 words that you got from watching the video.**

> **The procedure below is in random position.**

Procedures For Criminal Case

1. The identity of the defendant was asked whether he had received a copy of the indictment;

2. The PU is order to bring the defendant before the trial in free condition.

3. A trial is declared to be opened and open to the public (except a certain case that is declared closed to the public).

4. The identity of the defendant was asked whether he had received a copy of the indictment;

5. If the defendant / PH submits an exception, it is given the opportunity and the trial is postponed.

6. The defendant is also asked whether he is in good health and is willing to be examined before the trial.

7. It is continue with reading the indictment;

8. If there is an exception, iw will be continue the prosecutor's to response to the exception (replik).

9. Then the interlocutory decision is read out by the Judges.

10. If the exception is rejected, then proceed with the main examination of the case (Verification)

11. Replicates from PU;

12. Examination of witnesses submitted by PU (starting with the victim witnesses).

13. Followed by other witnesses.

14. Duplic

15. If there are witnesses who provide evidence, it will be examined too, expert witnesses (Witness / expert)

16. Examination of the accused.

17. Demands (requisitoir).

18. Defends (pledoi).

19. At the reading of the indictment, the defendant (PH) will asked whether to file an exception or not.

20. Decisions by the Panel of Judges.

Exercise

➢ In pairs, translate the procedure text above.

TASK 3

➢ Write down the Law Vocabulary that you got from the text.

English	Meaning
Decision	Keputusan

TASK 4

➢ **Arrange the procedure of the trial above into the right step 1-20.**

TASK 5

Expression of Warning

Definition

Expression : The process of making known one's thoughts or feelings.

Expression of warning : Giving information of the danger or unexpected situation.

Example :

English	Meaning
Do not leave me alone !	Jangan tinggalkan saya sendirian
Make sure you did your job!	Pastikan anda mengerjakan pekerjaan anda
Do not blame her !	Jangan salahkan dia
Do not talk too loud in the library !	Jangan berbicara terlalu keras didalam perpustakaan
Be carefull with this tool !	Hati-hati dengan alat ini

➤ **Make a short dialogue that consist of expression of warning with your partner.**

A : _____

B : _____

A: _____

B : _____

➤ **Match the picture with the right Expression.**

1. Make sure you did your homework !

2. Watch out !

3. No Smoking !

4. Quiet Please !

www.kaskus.id

www.parenting.co.id

a.	b.

www.safetysign.co.id

www.kaskus.id

c.	d.

Suggestion

Definition :   Suggestion is an idea, plan or action that is suggested.

Example :

English	Meaning
Let's go to office	Ayoe pergi ke kantor
I suggest you to stay at home	Saya menyarankan anda untuk tetap dirumah
Would you like to make a cake for him ?	Apakah kamu maum membuat sebuah kue untuk ku ?
I think we should do it this way	Saya pikir kita harus melakukannya dengan cara ini
How about going to the victim's home ?	Bagaimana kalau pergi kerumah korban

Exercise

➢ **Scan the barcode below and find out the suggestion from watching the video.**

Youtube :

Anang Dwi Prasetyo

➢ **In pairs, make a short dialog with using suggestion**

A : _____

B : _____

A : _____

B : _____

➢ **Read the text and match the word below with the right meaning.**

TRIAL RULES

1. When the panel of judges entered and left the room, all the people in the room have to give an honor.
2. During the trial, all the audiences have to sit politely and orderly in their places and maintain order in the court room.
3. All the visitors of the trial are prohibited to drinking, eating, smoking, or taking actions that can interfere the trial (not allow to receiving calls in their phone / have to turn ofthe phone).

4. In the court room all the people are obliged to show the respect to the court.
5. Anyone is prohibited from carrying firearms, sharp weapons, explosives, or tools that may endanger the security of the trial. If anyone bring all that kind of tools, they have to put it to the junior criminal registar.
6. Evrything that is ordered by the chairman of the trial to maintain order in the trial, must be carried out promptly and accurately.
7. Without a warrant, the court security officer due their job and they may conduct the body search to ensure the safety of the trial.
8. Take a permission from the judge to taking photos, sound recordings or TV recordings.
9. Anyone in the court session has a bad attitude that is not accordance to the dignity of the court and does not comply with the trial procedure, they will get a warning from the head of judge until the prosecution can be carried out.

English	Meaning	Pronunce
Prohibited	• Sopan	/pəˈlaɪt/
Interfere	• Tepat	/ˈprɒmptli/
Polite	• Keamanan	/ˈseɪfti/
Maintain	• Terlarang	/prəʊˈhɪbɪt/
Promptly	• Mengganggu	/ˌɪntə(r)ˈfɪə(r)/
Safety	• Mempertahankan	/meɪnˈteɪn/

1. What is the text about ?
2. What kinds of item should not be carried to the court room ?
3. Is it allowed to take a photo or sound recording in the court room ?

➢ In pairs. Make a dialog about the lawyer and the client.

A : _____

B : _____

A : _____

B : _____

> **In group, there are 6 people for each group. Every group have to do the role play of the trial judicary. You should show the position below :**
>
> 1. Judge
> 2. The defendant
> 3. Plaintiff
> 4. 2 people as the Lawyer

GLOSSARY

A

Abduction	: Penculikan
Accusation	: Tuduhan
Acquit	: Membebaskan
Appeal	: Naik banding
Argue	: Membantah
Assault	: Serangan
Attachment	: Sita jaminan
Attorney General	: Jaksa Agung

B

Bail	: Uang jaminan
Bar	: Jeruji
Bribe	: Menyuap

C

Circular	: Surat edaran
Clause	: Pasal
Court	: Pengadilan

Contract   : Kontrak
Code   : Kitab Undang-undang
Closing Adress   : Penuntutan
Complaint   : Pengaduan
Court judgement   : Putusan Pengadilan
Custody   : Tahanan
Conspiracy   : Komplotan

D

Deceive   : Menipu
Dissolution   : Pembubaran
District Court   : Pengadilan Negeri
Deadlock   : Kebutuhan Rapat
Duress   : Paksaan
Detention   : Penahanan
Defendant   : Terdakwa

E

Evidence   : Bukti
Expropriation   : Pengabilalihan Paksa

F

Fraud	: Penipuan
Fine	: Denda
Felon	: Penjahat

G

Guilty	: Bersalah

H

Hijeck	: Membajak

I

Indictment	: Tuduhan Pidana
Iindonesian Criminal Court	: KUHP
Investigatin	: Investigasi
Investigator	: Penyidik
Inheritance	: Warisan
Innocent	: Tidak Bersalah

J

Judge   : Hakim

Judges Decision : Keputusan Hakim

Judicature   : Keadilan

K

Kidnap   : Menculik

L

Legal   : Sah

Legislation   : Undang-Undang

Legal Advisor   : Penasehat Hukum

Life Imprisonment : Hukuman Seumur Hidup

Lawyer   : Pengacara

Lawsuit   : Gugatan

Legal Services   : Pelayanan Hukum

M

Murder   : Membunuh

P

Prosecutor	: Jaksa
Parole	: Perkara
Pickpocket	: Mencopet
Police Investigator	: Penyidik Pembantu
Pretrial Hearing	: Praperadilan
Punishment	: Hukuman

R

Rehabilitation	: Rehabilitasi
Report	: Laporan
Religious Court	: Pengadilan Agama
Rob	: Merampok
Rape	: Memperkosa
Right	: Hak
Rule	: Aturan
Regulation	: Peraturan

S

Search Warrant	: Penggeledaan

Smuggle	: Menyelundupkan
Steal	: Mencuri
Seizure Orders	: Penyitaan
Suspect	: Tersangka

T

Trial	: Persidangan
Tie Vote	: Suara Seimbang
Thief	: Maling

V

| Victim | : Korban |
| Violence | : Kekerasan |

W

| Witness | : Saksi |

English for Constitutional Law

Ika Atmi Ramdhani

Kurikulum HTN 2019 Yang Sekarang

No	Kode Mata Kuliah	Mata Kuliah	SKS	Semester	Prodi
1	MKF230201	FIQHI MUAMALAH	2	1	HTN
2	MKF230202	HUKUM ADAT	2	1	HTN
3	MKF230203	PENGANTAR FIQHI	2	1	HTN
4	MKF230204	PENGANTAR ILMU HUKUM	2	1	HTN
5	MKF230205	PENGANTAR KOMPUTER	2	1	HTN
6	MKF230206	USHUL FIQHI	2	1	HTN
7	MKI19230207	PENDIDIKAN KEWARGANEGARAAN	2	1	HTN
8	MKI19230208	KEWIRAUSAHAAN	2	1	HTN
9	MKI19230209	TAUHID	2	1	HTN
10	MKI19230210	PENGANTAR FILSAFAT	2	1	HTN
11	MKI19230211	TEORI DAN PRAKTIK DAKWAH	2	1	HTN
12	MKI19230212	STUDI ISLAM DAN KEARIFAN LOKAL	2	1	HTN

1	MKI19230201	BAHASA INDONESIA	2	2	HTN
2	MKI19230202	BAHASA ARAB	2	2	HTN
3	MKI19230203	BAHASA INGGRIS	2	2	HTN
4	MKI19230204	METODE BACA TULIS AL-QURAN	2	2	HTN
5	MKI19230205	ULUMUL QURAN	2	2	HTN
6	MKI19230206	ULUMUL HADIS	2	2	HTN
7	MKF230207	METODE PENULISAN KARYA ILMIAH	2	2	HTN
8	MKF230208	FILSAFAT HUKUM	2	2	HTN
9	MKF230209	HUKUM PERDATA	2	2	HTN
10	MKF230210	HUKUM PIDANA	2	2	HTN
11	MKF230211	QAWAIDUL FIQHIYAH	2	2	HTN
12	MKHTN201	HUKUM DAN PEMBANGUNAN	2	2	HTN

1	MKF230212	FIQHI JINAYAH	2	3	HTN
2	MKF230213	FIQHI MAWARIS	2	3	HTN
3	MKF230214	FIQHI MUNAKAHAT	2	3	HTN
4	MKF230215	HUKUM ACARA PERDATA	2	3	HTN
5	MKF230216	HUKUM ACARA PIDANA	2	3	HTN
6	MKF230217	MAGANG I	2	3	HTN
7	MKF230218	METODE PENELITIAN HUKUM	2	3	HTN
8	MKF230219	PEMIKIRAN MODERN DALAM ISLAM	2	3	HTN
9	MKF230220	SOSIOLOGI HUKUM	2	3	HTN
10	MKHTN302	HUKUM TATA NEGARA ISLAM	3	3	HTN
11	MKHTN303	ILMU NEGARA	3	3	HTN

1	MKF230221	HUKUM PAJAK	2	4	HTN
2	MKF230222	PERANCANGAN KONTRAK	2	4	HTN
3	MKF230223	ILMU FALAK	2	4	HTN
4	MKF230224	HUKUM INTERNASIONAL	2	4	HTN
5	MKHTN204	POLITIK HUKUM ISLAM DI INDONESIA	2	4	HTN
6	MKHTN206	HUKUM PEMILU DAN PARTAI POLITIK	2	4	HTN
7	MKHTN207	ILMU DAN TEORI PERUNDANG-UNDANGAN	2	4	HTN
8	MKHTN305	HUKUM TATA NEGARA	3	4	HTN
9	MKHTN308	TAFSIR AYAT HUKUM TATA NEGARA	3	4	HTN
10	MKHTN309	HADIS HUKUM TATA NEGARA	3	4	HTN

1	MKHTN211	HUKUM PEMERINTAHAN DAERAH	2	5	HTN
2	MKHTN212	HUKUM KEUANGAN NEGARA	2	5	HTN
3	MKHTN213	HUKUM ACARA MAHKAMAH KONSTITUSI	2	5	HTN
4	MKHTN310	HUKUM ADMINISTRASI NEGARA	3	5	HTN
5	MKHTN314	PERBANDINGAN HUKUM TATA NEGARA	3	5	HTN

6	MKHTN315	HUKUM KONSTITUSI ISLAM	3	5	HTN
7	MKPHTN201	ETIKA PROFESI HUKUM	2	5	HTN
8	MKPHTN202	KOMUNIKASI POLITIK	2	5	HTN
9	MKPHTN203	ALTERNATIF PENYELESAIAN SENGKETA	2	5	HTN

1	MKF230225	STUDI PENGELOLAAN ZAKAT	2	6	HTN
2	MKF330226	PRAKTIK PERADILAN	3	6	HTN
3	MKHTN218	KEPENGACARAAN	2	6	HTN
4	MKHTN316	POLITIK HUKUM	3	6	HTN
5	MKHTN317	HUKUM ACARA PTUN	3	6	HTN
6	MKHTN319	PEMIKIRAN POLITIK DAN KETATANEGARAAN	3	6	HTN
7	MKPHTN204	KAPITA SELEKTA HUKUM TATA NEGARA	2	6	HTN
8	MKPHTN205	HUKUM DAN PENDIDIKAN ANTI KORUPSI	2	6	HTN

1	MKF230230	PRAKTIK PENGALAMAN LAPANGAN	2	7	HTN
2	MKI19230213	UJIAN KOMPREHENSIF	2	7	HTN
3	MKI19430214	KULIAH KERJA NYATA	4	7	HTN

1	MKI19430215	SKRIPSI	4	8	HTN

	RENCANA PEMBELAJARAN SEMESTER (RPS)				
	PROGRAM STUDI HUKUM TATA NEGARA (IAIN) PALOPO				
MATA KULIAH	**KODE**	**RUMPUN**	**BOBOT (SKS)**	**SEMESTER**	**TANGGAL PENGESAHAN**
BAHASA INGGRIS UNTUK HUKUM TATA NEGARA	-	-	2	3	-
OTORISASI	**Dosen Pengemban RPS**		**Koordinator RMK**		**ka PRODI**
	-		-		-

CP-Prodi / CPL

1. **(N1)** Bertakwa kepada tuhan Bertakwa kepada Tuhan Yang Maha Esa dan mampu menunjukkan sikap religious.
2. **(P4)** menguasai pengetahuan dan langkah – langkah dalam mengmbangkan pemikiran kritis, logis, kreatif, inovatif dan sistematis serta memiliki keingintahuan intelektual untuk memecahkan masalah pada tingkat individual dan kelompok dalam komunitas akademik dan non akademik.
3. **(KU2)** mampu menunjukkan kinerja mandiri, bermutu, dan terukur.
4. **(KU5)** mampu mengambil keputusan secara tepat, dalam konteks penyelesaian masalah di bidang keahliannya berdasarkan hasil analisis informasi dan data.
5. **(KU11)** mampu berkolaborasi baik lisan maupun tulisan dengan menggunakan bahasa arab dan inggris dalam perkembangan dunia akademik dan dunia kerja
6. **(K1)** Mampu mengolah data dan informasi serta menggunakan teknologi terkait dengan pelaksanaan hukum Islam dalam negara Pancasila;
7. **(K5)** Mampu memberikan advokasi, mediasi, arbitrase dan rekonsiliasi terkait dengan masalah hukum Islam dalam masyarakat;

CAPAIAN PEMBELAJARAN

	Capaian Pembelajaran Mata Kuliah (CPMK) 1. Mahasiswa mampu memperkenalkan diri (*Introducing)* dan mendeskripsikan (*Describing)* seseorang dalam bahasa inggris. 2. Mahasiswa mampu menyusun kalimat menggunakan kalimat pengubung (*Conjunction*). 3. Mahasiswa mampu membedakan dan mengelompokkan kosakata yang masuk dalam *Verb* dan *Noun*. 4. Mahasiswa mampu membuat kalimat tanya sederhana *(Interrogative Sentence)*. 5. Mahasiswa mampu membuat kalimat menggunakan *Simple Present* dan *Simple Past.* 6. Mahasiswa mampu bertanya menggnakan kalimat tanya *(WH-Question)* 7. Mahasiswa mampu menyusun *Procedure Text.* 8. Mahasiswa mampu menggunakan *Expression of Warning*dalam percakapan. 9. Mahasiswa mampu melakukan praktikum mengenai *Trial Procedure* menggunakan bahsa inggris.
Deskripsi Singkat MK	Mata kuliah Bahasa Inggris untuk HTN ini merupakan mata kuliah mata kuliah program studi pendidikan S1 dengan status mata kuliah wajib. Mata kuliah ini diberikan kepada siswa HTN pada semester 3. Mata kuliah ini membahas mengenai penggunaan Bahasa Inggris (*basic*) dalam pembelajaran Hukum Tata Negara. Keterampilan yang diajarkan meliputi keterampilan membaca, mendengar,menulis dan berbicara. Sedangkan komponen bahasa pendukung keterampilan berbahasa yang diajarkan adalah kosakata dan tata bahasa. Seluruh keterampilan disajikan dalam setiap pertemuan secara terintegrasi agar mahasiswa memiliki kemampuan yang mumpuni setelah lulus.

Bahan Kajian	1. **Islamic Political Party**
	   - Pronoun
	   - To be *(am,is,are)*
	   - Self Introduction
	   - Describing people
	   - Conjunction "FANBOYS" *(For, And, Nor, But, Or, Yet, So).*
	2. **Violation of The Law**
	   - Kosa kata yang digunakan dalam kasus hukum
	   - *Noun* and *Verb* (Definisi dan contoh)
	   - *Interrogative Sentence*
	3. **Concept of Islamic State**
	   - Adjective (Definisi dan contoh)

	- Profession - *Simple Present* (Verbal & Nominal) - *Simple Past* (Verbal & Nominal) - *WH- Question* (5W + 1H) **4. Trial Procedure** - Kosakata yang berkaitan dengan sistem persidangan - Procedure Text *(Teks Tata Cara Persidangan)* - *Expression* - Role Play (Trial)
Pustaka	Utama :
	Pendukung : Youtube: 1. CNA (https://www.youtube.com/watch?v=Pqc3UFCWAUI) 2. Youtube by Ramli Alnar (https://www.youtube.com/watch?v=98YYn4YB_Pc) Text : Ayubi, Nazih N.; Hashemi, Nader; Qureshi, Emran (2009). *"Islamic State"*. In Esposto, John L. (ed.). The Oxford Encyclopedia of the Islamic World. Oxford: Oxford University Press.

MediaPembelajaran	Perangkat Lunak:		Perangkat Keras:	
	Internet, E-Learning, Video, Audio		Laptop, LCD.	
TimTeaching				
MataKuliahSyarat	Mata Kuliah Wajib			

Minggu Ke-	Sub CP-MK (Kemampuan akhir yang diharapkan)	Indikator	Kriteria dan bentuk penilaian	Metode Pembelajaran (Estimasi Waktu)	Materi Pembelajaran	Bobot Penilaan (%)
(1)	(2)	(3)	(4)	(5)	(6)	(7)
I	Mahasiswa mengetahui mekanisme perkuliahan, proses pembelajaran dan penilaian.		_	Ceramah & Tanya Jawab (100menit)	**Kontrak Perkuliahan**	-
II	*Reading :* Mahasiswa memahami informasi bahasa inggris dan Kosakata bahasa inggris dalam sebuah teks bacaan yang berkaitan dengan Partai Politik Islam.	*Reading :* Mampu memahami istilah informasi bahasa inggris dan Kosakata bahasa inggris dalam sebuah teks bacaan yang berkaitan dengan Partai Politik Islam.	*Reading :* • Mengidentifikasi informasi penting dan menyesuaikan kosakata bahasa inggris dengan makna yang benar.	*Reading :* • Scanning • Match (25 menit)	**Islamic Political Party**	

	Listening: Mahasiswa memahami makna kosakata/istilah bahasa inggris tentang partai politik islam	*Listening :* Mahasiswa mampu memahami makna kosakata/istilah bahasa inggris.	*Listening :* Ketepatan dalam melafalkan kosakata/istilah bahasa inggris yang berkaitan dengan partai politik islam.	*Listening :* • Listen and Repeat (25menit)		
	Writing : Mahasiswa menuliskan kosakata bahasa inggris yang berkaitan dengan partai politik islam	*Writing :* Mahasiswa mampu menuliskan kosakata bahasa inggris dengan arti yang tepat yang berkaitan dengan partai politik dalam islam	*Writing :* Ketepatan dalam menulis kosakata bahasa inggris dan makna dari kosakata yang sesuai dengan partai politik islam	*Writing :* • Write the difficult word (25menit)		
	Speaking : Mahasiswa menjelaskan informasi bahasa inggris yang ditemukan dalam teks yang berkaitan dengan partai politik.	*Speaking :* Mahasiswa mampu menjelaskan informasi yang sulit yang ditemukan dalam teks bahasa inggris yang berkaitan dengan partai politik islam.	*Speaking :* Keetpatan siswa dalam menjelaskan informasi yang ditemukan dalam teks bahasa inggris tentang partai politik islam.	*Speaking :* • Presentation (individu) (25menit)		
III	*Reading:* Mahasiswa memahami makna kosakata bahasa inggris tentang hukum.	*Reading:* Mampu memahami makna kosakata bahasa inggris yang berkaitan dengan hukum.	*Reading:* Ketepatan dalam mengidentifikasi makna dari setiap kosakata yang tersedia dalam bahasa inggris tentang hukum.	*Reading:* • Scanning and identifying (25menit)	**Self Introduction**	

	Listening: Mahasiswa memahami kosakata bahasa inggris yang berkaitan dengan perkenalan diri menggunakan *Pronoun* yang didengarkan.	*Listening:* Mahasiswa mampu memahami kosakata yang didengarkan yang berkaitan dengan *pronoun*.	*Listening:* Ketepatan dalam memahami kosakata yang didengarkan pada audio.	*Listening:* • Listen and repeat (25menit)		
	Writing: Mahasiswa menulis kalimat mbahasa inggris menggunakan pronoun dan To be (am,is,are)	*Writing:* Mahasiswa mampu membuat kalimat bahasa inggris menggunakan *Pronoun* dan *To be (am,is,are)*.	*Writing:* Ketepatan membuat kalimat bahasa indonesia menjadi kalimat bahasa inggris menggunakan yang berkaitan dengan penggunaan *Pronoun* dan *To be*.	*Writing:* • Translate and Writing (25menit)		
	Speaking: Mahasiswa memperkenalkan diri dalam bahasa inggris	*Speaking:* Mahasiswa mampu memperkenalkan diri dalam bahasa inggris.	*Speaking:* Mahasiswa memperkenalkankan diri melalui vidio singkat di sosial media.	*Speaking:* • Introducing (25menit)		
IV	*Reading:* Mahasiswa memahami teks bahasa inggris tentang masa kepemimpinan Abu Bakar As-Siddiq dan melengkapi teks kalimat tentang *Conjunction*.	*Reading:* Mahasiswa mampu memahami teks bahasa inggris tentang masa kepemimpinan Abu Bakar As-Siddiq dan melengkapi teks kalimat tentang *Conjunction*.	*Reading:* Ketepatan dalam mengidentifkasi informasi dalam text masa kepemimpinan Abu Bakar As-Siddiq dan mengisi kata yang hilang dalam teks. (*Conjunction*).	*Reading:* • Scanning • Fill in the blank (25menit)	**Conjunction**	

	Listening : Mahasiswa memahami penjelasan teks bahasa inggris dengan pengaplikasian pronoun dan To be tentang *Describing people* serta *Conjunction*	**Listening :** Mahasiswa mampu memahami teks bahasa inggris dalam tentang *Describing People* serta *Conjunction*	**Listening :** Ketepatan dalam mengidentifikasi teks bahasa inggris tentang *Describing People* dan memahami kalimat yang menggunakan (Conjunction).	**Listening:** • Listen and Identify • Listen and Repeat (25menit)	
	Writing : Mahasiswa menuliskan struktur kepemimpinan Abu Bakar As-Siddiq .	**Writing :** Mahasiswa mampu menuliskan struktur masa kepemimpinan Abu Bakar As-Siddiq.	**Writing:** Ketepatan dalam membuat karya tentang Struktur kepemimpinan Abu Bakar As-Siddiq.	**Writing:** • Writing structure • Fill in the blank (25menit)	
	Speaking : Mahasiswa mendeskripsikan tentang seseorang melalui pengaplikasian Pronoun dan To be.	**Speaking :** Mahasiswa mampu mendeskripsikan seseorang melalui pengaplikasian pronoun dna To be.	**Speaking:** Mahasiswa mendeskripsikan masa kepemimpinan Rasulullah SAW.	**Speaking:** • Describing (25menit)	

V	Reading : Mahasiswa memahami teks bahasa inggris tentang pelanggaran hukum dan kosakata bahasa inggris yang berkaitan dengan teks tersebut.	Reading : Mahasiswa memahami teks bahasa inggris tentang kasus pelanggaran hukum dan kosakata bahasa inggris yang berkaitan dengan teks bahasa inggris tersebut.	Reading : Ketepatan dalam memahami kosakata dan informasi bahasa inggris yang berkaitan dengan teks tentang kasus pelanggaran hukum.	Reading : • Scanning • Identifying	Violation of The Law	
	Listening: Mahasiswa memahami kosakata yang didengarka yang berkaitan dengan hukum.	Listening: Mahasiswa mampu memahami kosakata yang didengarkan yang berkaitan dengan hukum.	Listening: Ketepatan dalam memahami kosakata dalam bahasa inggris yang didengarkan dan maknanya.	Listening: • Listen and understanding (25menit)		
	Writing: Mahasiswa menulis informasi penting yang berkaitan dengan text tentang kasus pelanggaran hukum.	Writing : Mahasiswa mampu menuliskan informasi penting dalam teks bahasa inggris tentang kasus pelanggaran hukum.	Writing: Ketepatan menulis informasi penting yang dibuat dalam suatu kesimpulan dari teks bahasa inggris tentang kasus pelanggaran hukum.	Writing: • Writing information (25menit)		
	Speaking: Mahasiswa menyebutkan kosakata bahasa inggris tentang hukum .	Speaking: Mahasiswa menyebutkan kosakata bahasa inggris tentang hukum dan melakukan diskusi mengenai teks pelanggaran hukum.	Speaking: Ketepatan dalam menyebutkan satu persattu kosakata bahasa inggris beserta artinya dan ketepatan dalam melakukan diskusi menggunakan bahasa inggris di dalam kelas.	Speaking: • Mention word (25menit)		

VI	Reading: Mahasiswa emahami kosakata bahasa inggris yang terdiri atas (*Noun and Verb*).	Reading: Mahasiswa memahami kosakata bahasa inggris yang berkaitan tentang *(Noun and Verb).*	Reading: Ketepatan dalam meahami perbedaan kosakata bahasa inggris tentang hukum (*Noun and Veb*)	Reading: • Understanding (25menit)	Noun and Verb	
	Listening: Mahasiswa memahami kosakata yang didengarkan yang berkaitan tentang kasus pelanggaran hukum.	Listening : Mahasiswa mampu memahami informasi yang di dengarkan dalam audio bahasa inggris.	Listening: Ketepatan dalam mendengarkan dan mengidentifikasi informasi dan kosakata tentang kasus pelanggaran hukum .	Listening: • Listen and Identifying (Noun & Verb) • Listening information (25menit)		
	Writing: Mahasiswa menuliskan informasi tentang kasus pelanggaran hukum dan menuliskan kosakata bahasa inggris yang terdiri atas Noun dan Verb.	Writing: Mahasiswa mampu menuliskan informasi bahasa inggris tentang kasus pelanggaran hukum dan ampu menuliskan kosakata bahasa inggris yang terbagi atas Noun dan Verb.	Writing: Ketepatan menuliskan informasi dari berita kasus pelanggaran hukum dan ketepatan dalam mengkalasifikasikan kemudian menuliskan kosakata hukum (Noun dan Verb)	Writing: • Rewriting • Clasifying (25menit)		

		Speaking: Mahasiswa mengemukakan informasi yang didapatkan dalam teks bahasa inggris.	*Speaking:* Mahasiswa mampu mendiskusikan informasi yang didapatkan dalam dalam teks kasus pelanggaran hukum.	*Speaking:* Ketepatan dalam mendiskusikan informasi dari berita yang didengarkan.	*Speaking:* • In Pairs, discussion (25menit)		
VII		*Reading***:** Mahasiswa memahami penggunaan interrogative sentences.	*Reading***:** Mahasiswa mampu menggunakan kalimat tanya (Interrogative sentence) dalam pembuatan kalimat.	*Reading:* Ketepatan dalam memahami kalimat interrogative atau kalimat tanya.	*Reading:* • Read and Understanding (25menit)	**Interrogative Sentences**	
		Listening: Mahasiswa memahami informasi dari audio ang didengarkan.	*Listening:* Mahasiswa mampu memahami informasi dari audio bahasa inggris yang didengarkan	*Listening*: Ketepatan dalam mendengarkan informasi untuk membuat pertanyaan (Interrogative Sentences).	*Listening:* • Listen • Identifying (25menit)		
		Writing: Mahasiswa menulis kalimat bahasa inggris tentang *Interrogative Sentence.*	*Writing:* Mahasiwa mampu membuat kalimat bahasa inggris tentang *Interrogative Sentence.*	*Writing:* Ketepatan dalam menulis kalimat bahasa inggris. Dari kalimat positif menjadi kalimat tanya (*Interrogative Sentence).*	*Writing:* • Identify and write. (25menit)		

		Speaking: Mahasiswa mengemukakan materi pembelajaran dalam bahasa inggris yang telah dipelajari.	*Speaking:* Mahasiswa mampu mengemukakan materi pembelajaran bahasa inggris yang telah di pelajari sebelumnya.	*Speaking:* Ketepatan dalam mengemukan refleksi pembelajaran sebelumnya yang terdiri atas Violation of the law, Noun and Verb, dan Interrogative Sentence dalam bentuk short vidio.	*Speaking:* • Presentation (25menit)		
VIII	Middle Test :						
IX		*Reading* Mahasiswa memahami makna dari kosakata yang sulit dan mengidentifikasi informasi penting dalam teks bahasa inggris.	*Reading*: Mahasiswa memahami makna kosakata yang sulit dan memahami informasi penting dalam teks bahasa inggris.	*Reading:* Ketepatan dalam menemukan kosakata yang sulit dan mendapatkan infromasi dari membaca suatu teks bahasa inggris tetang konsep negara islam.	*Reading:* • Scanning (25menit)	**Concept of Islamic State (Profession)**	

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		Listening: Mahasiswa memahami makna kosakata bahasa inggris yang didengarkan dan berkaitan dengan *Profesi.*	*Listening:* Mahasiswa mampu memahami makna kosakata bahasa inggris yang didengarkan yang berkaitan dengan profesi.	*Listening*: Ketepatan dalam memahami makna dari koskata yang didengarkan dalam bahasa inggris tentang jenis profesi dalam bidang hukum.	*Listening:* • Listen • Understanding (25menit)		
		Writing: Mahasiswa menuliskan jenis kasus pelanggaran hukum.	*Writing:* Mahasiswa mampu memahami dan menuliskan jenis kasus pelanggaran hukum.	*Writing:* Ketepatan menulis dan mengklasifikasikan jenis profesi yang benar (Using picture).	*Writing:* • Identifying picture. (25menit)		
		Speaking: Mahasiswa mengemukakan informasi yang benar tentang fungsi profesi.	*Speaking:* Mahasiswa mampu mengemukakan informasi yang benar tentang fungsi suatu profesi.	*Speaking:* Ketepatan dalam mengemukakan fungsi dari beberapa jenis profesi.	*Speaking:* • Discuss (25menit)		
X		*Reading:* Mahasiswa memahami definisi dan beragam contoh adjective.	*Reading :* Mahasiswa mampu memahami definisi dan berbagai kosakata Adjecive	*Reading :* Ketepatan dalam menemukan berbagai kosakata yang ditampilkan dalam suatu vidio mengenai kosakata Adjective	*Reading :* • Scanning		

				Adjective
Listening : Mahasiswa memahami bergai macam jenis kosataka Adjective	*Listening :* Mahasiswa mampu memahami berbagai macam jenis kosakata Adjective	*Listening :* Ketepatan mahasiswa dalam mendengarkan audio tentang Adjective.	*Listening :* • Listen and understanding	
Writing : Mahasiswa menggunakan kosakata adjective dalam suatu kalimat.	*Writing :* Mahasiswa mampu memahami penggunaan Adjective dalam suatu kalimat	*Writing :* Kemampuan mahasiswa dalam memahami penggunaan kosakata Adjective melalui *Fill in the blank* dalam suatu kalimat dan membuat suatu dialog	*Writing :* • Fill in the Blank • Make a sentence	
Speaking : Mahasiswa menggunakan kalimat suggestion dalam suatu percakapan	*Speaking :* Mahasiswa mampu melakukan percakapan menggunakan kalimat suggestion	*Speaking :* Ketepatan mahasiswa dalam melakukan percakapan menggunakan kalimat suggestion	*Speaking :* • Dialog	

XI	**Reading:** Mahasiswa memahami makna dan fungsi setiap kosakata tentang (*Profession).*	**Reading:** Mahasiswa mampu memahami makna dan fungsi dari setiap kosakata tentang *(Profession).*	**Reading:** Ketepatan dalam mencocokkan kosakata tentang profesi dan fungsinya masing-masing.	**Reading:** • Searching • Match (25menit)		
	Listening: Mahasiswa memahami makna dari *Simple Preset Tense* dan *Simple Past Tense.*	**Listening:** Mahasiswa mampu mendengarkan penjelasan dan memahami makna dari *Simple Present dan Simple Past*	**Listening:** Ketepatan dalam memahami makna dan penggunaan *Simple Present dan Simple Past.*	**Listening:** • Listen and Understanding (25menit)	**Simple Present** **&** **Simple Past**	
	Writing: Mahasiswa mampu menuliskan kalimat bahasa inggris melalui pengaplikasian *Simple Present dan Simple Past.*	**Writing:** Mahasiswa mampu menuliskan kalimat bahasa inggris melalui pengaplikasian *(Simple present & Simple Past).*	**Writing:** Ketepatan dalam menyesuaikan kosakata bahasa inggris yang tersedia kedalam suatu kalimat *Simple present* dan ketepatan dalam menbuat kalimat menggunakan *Simple Past.*	**Writing:** • Match • Write sentence (25menit)		
	Speaking: Mahasiswa mengemukakan informasi yang telah didapatkan dalam suatu teks bahasa inggris.	**Speaking:** Mahasiswa mampu mengemukakan infromasi yang benar yang telah didapatkan dalam suatu teks bahasa inggris.	**Speaking:** Ketepatan dalam mengemukakan informasi dan mendiskusikan nya dalam kelompok kecil.	**Speaking:** • Discuss (25menit)		

XII	Reading: Mahasiswa memahami teks bahasa inggris yang berkaitan dengan pembuatan kalimat menggunakan WH-Question.	Reading: Mahasiswa mampu memahami teks bahasa inggris yang berkaitan dengan kalimat tanya (WH-Question).	Reading: Ketepatan dalam memahami infromasi dalam sebuah tekas yang akan dibatkan suatu pertanyan menggunakan WH-Question.	Reading: • Scanning (25menit)	WH-Question	
	Listening: Mahasiswa memahami kosakata yang berkaitan dengan kalimat tanya (WH-Question).	Listening: Mahasiswa mampu memahami kosakata yang berkaitan tentang kalimat tanya (WG-Question).	Listening: Ketepatan dalam memahami makna kosakata yang digunakan dalam pembuatan kalimat tanya (WH-Question).	Listening: • Listen and Repeat (25menit)		
	Writing: Mahasiswa paham dalam membuat kalimat melalui pengaplikasian kalim tanya menggunakan WH-Question.	Writing: Mahasiswa mampu membuat kalimat tanya menggunakan (WH-Question).	Writing: Ketepatan dalam membuat kalimat tanya yang menggunakan (WH-Quetsion).	Writing: • Writing sentence (25menit)		

	Speaking: Mahasiswa mengemukakan informasi yang telah didapatkan dalam suatu teks bahasa inggris.	*Speaking:* Mahasiswa mampu mengemukakan informasi yang telah didapatkan dalam suatu teks bahasa inggris.	*Speaking:* Ketepatan dalam mengemukakan infromasi yang ditemukan dalam suatu teks bahasa inggris.	*Speaking:* • Discuss (25menit)		
XIII	*Reading*: Mahasiswa memahami langkah-langkah dari teks procedure dalam bahsa inggris tentang tata carapersidangan dan peraturan persidangan.	*Reading*: Mahasiswa mampu langkah-langkah procedure dalam persidangan dan memahami peraturan persidangan.	*Reading:* Ketepatan dalam menganalisis tahapan dalam persidangan (*Trial Procedure).* Ketepatan dalam mencocokkan gambar dengan Expression of Warning yang sesua i.	*Reading:* • Analyze procedure text • Match picture (25menit)	**Expression of Warning**	
	Listening: Mahasiswa memahami kosakata tentang hukum dalam bahsa inggris.	*Listening:* Mahasiswa mampu memahami dana menghafalkan kosakata yang berkaitan tentang hukum.	*Listening:* Ketepatan dalam mendengarkan dan memahami kosakata bahasa inggris dengan cara mengfal kosakata yang didengarkan.	*Listening:* • Listen • Memorizing (25menit)		
	Writing: Mahasiswa menuliskan kosakata yang brkaitan tentang hukum dan menuliskan Expression of warning dalam dialog.	*Writing:* Mahasiswa mampu menuliskan kosakata bahasa nggris yang berkaitan dengan hukum dan menuliskan kalimat Expression of warning dalam dialog	*Writing:* Ketepatan menulis kosakata dan maknanya dari suau audio yang berkaitan dengan hukum. Ketepatan dalam membuat dialog menggunakan *Expresion of Warning.*	*Writing:* • Rewrite • Making dialogue (25menit)		

		Speaking: Mahasiswa melakukan percakapan dari suatu dialog yang telah dibuat.	Speaking: Mahasiswa mampu melakukan percakapan menggunakan *Expresiion of Warning.*	Speaking: Ketepatan dalam berdialog melalui pengaplikasian *Expression of Warning.*	Speaking: • Dialogu (25menit)		
XIV		Reading : Mahasiswa memahami deinisi suggestion	Reading : Mahasiswa mampu memahami definisi kalimat suggestion	Reading : Ketepatan mahasiswa dalam memahami suggestion	Reading : • Understanding	Suggestion	
		Listening : Mahasiswa memahami penggunaan kalimat suggestion	Listening : Mahasiswa mampu memahami penggunaan kalimat suggestion	Listening : Ketepatan mahasiswa dalam mendegarkan audio percakapan yang menggunakan sugestion	Listening : • Listen • Understanding		
		Writing : Mahasiswa memahami penggunaan suggestion dalam suatu kalimat	Writing : Mahasiswa mampu memahami penggunaan suggestion dalam suatu kalimat	Writing : Ketepatan mahasiswa menggunakan suggestion dalam suatu kalmat	Writing : • Writing sentence		
		Speaking : Mahasiswa memahami penggunaan suggestion dalam percakapan	Speaking : Mahasiswa mampu memahami penggunaan suggestion dalam suatu percakapan	Speaking: Ketepatan mahasiswa dalam melakukan percakapan dengan mengaplikasikan suggestion dalam suatu dialog	Speaking : • Dialog		

XVI	Reading: Mahasiswa memahami langkah-langkah dari teks procedure dalam bahsa inggris tentang tata carapersidangan.	Reading: Mahasiswa mampu langkah-langkah procedure dalam persidangan.	Reading: Ketepatan dalam menganalisis tahapan dalam persidangan (Trial Procedure).	Reading: • Analyze procedure text (25menit)	**Trial Procedure**	
	Listening: Mahasiswa memahami informasi dari setiap orang dalam pesridangan	Listening: Mahasiswa mampu memahami berbagai informasi yang disampaikan dalam persidangan.	Listening: Ketepatan dalam menagkap informasi yang disampaikan oleh beberapa orang yang berperan dalam persidangan.	Listening: • Listen and Repeat (25menit)		

		Writing: Mahasiswa membuat teks untuk melakukan persidangan dengan mengaplikasikan beberapa materi pada pelajaran sebelumnya.	*Writing:* Mahasiswa mampu membuat teks untuk persidangan dengan mengaplikasikan beberapa materi pembelajaran sebelumnya	*Writing:* Ketepatan daam menuliskan sebuah dialog menggunakan *Expression of Warning.*	*Writing:* • Text Dialogue (25menit)		
		Speaking: Mahasiswa mengemukakan pendapat dalam proses persidangan	*Speaking:* Mahasiswa mampu mengemukakan pendapat dalam persidangan.	*Speaking:* Ketepatan mahasiswa melakukan percakapan dalam Role Play persidangan.	*Speaking:* • Role Play (Trial) (25 menit)		
XV		Final Test :					XV

Palopo,..........................

Dosen Penyaji,

(..)

QUESTIONNAIRE

"English for Law Constitutional Study Program"

A. Data Responden

Nama   :   (boleh diisi atau tidak)

Usia   :

Jenis Kelamin   :

B. Petunjuk Pengisian

Berilah tanda (√) pada pilihan yang sesuai dengan yang paling menggambarkan keadaan anda saat ini, serta sesuai dengan yang anda butuhkan atau yang Anda inginkan terkait dengan pembelajaran Bahasa Inggris. Boleh memilih lebih dari satu.

1. Kapan anda menggunakan Bahasa Inggris untuk Hukum ?
   a. Pada saat mata kuliah bahasa inggris untuk hukum
   b. Pada saat berbicara dengan guru dan teman kelas dalam proses pembelajaran di kelas
   c. Pada saat membaca buku bahasa inggris untuk hukum
   d. Pada saat berbicara dengan teman diluar kelas
   e. Lain-lain (tuliskan bila ada)

2. Apa manfaat bahasa Inggris bagi anda jika lulus nanti ?
   a. Untuk mengakses ragam informasi tentang hukum
   b. Untuk menunjang profesi saya
   c. Memudahkan untuk memasuki bidang profesional sesuai jurusan saya
   d. Untuk dapat berkomunikasi dalam bahasa inggris dengan baik
   e. Lain-lain (tuliskan bila ada).................

3. Bagaimana tingkat penguasaan bahasa Inggris anda saat ini ?
   a. *Basic (Lower):* mengetahui sedikit kosakata dan ungkapan praktis, penguasaan grammar terbatas, pelafalan sangat dipengaruhi oleh bahasa ibu
   b. *Basic (Upper):* dapat berkomunikasi secara baik pada beberapa topik dengan percakapan pendek, masih mengalami beberapa kesulitan pada kosakata, grammar dan pelafalan masih dipengaruhi oleh bahasa Ibu
   c. *Intermediate (Lower):* dapat berkomunikasi secara baik pada topik tertentu namun masih menemui kesulitan untuk topik-topik yang lain, masih mengalami beberapa kesulitan pada kosakata, grammar dan pelafalan.

d. *Intermediate (Upper):* meskipun msaih terdapat kesulitan dalam kosakata, grammar, dan pelafalan, tapi mampu terlibat dalam percakapan pada topik-topik yang diketahui

e. *Advanced:* mampu berkomunikasi dengan lancar pada sebagian besar topik, hanya mengalami sedikit kesulitan pada kosakata, grammar, dan pelafalan

4. Materi apa yang anda senangi dalam pembelajaran membaca (Reading)...

   a. Partai politik (Praktek Islam)

   b. Konstitusi (Pandangan HTN dan Siyasah)

   c. Dinamika struktur lembaga negara

   d. Sejarah perubahan UUD

   e. Lain-lain (tuliskan bila ada)....

5. Aktivitas apa yang anda senangi dalam pembelajaran membaca (Reading)...

   a. Membaca teks pendek

   b. Mengidentifikasi topik bacaan dalam teks

   c. Menerjemahkan isltilah-istilah hukum dalam bacaan

   d. Lain-lain (tuliskan bila ada)....

6. Media apa yang anda senangi dalam pembelajaran membaca (Reading)...

   a. Teks bacaan

   b. Buku bacaan

   c. Lain-lain (tuliskan bila ada).....

7. Materi apa yang anda senangi dalam pembelajaran mendengarkan (Listening)...

   a. Dinamika sistem demokrasi

   b. Kasus-kasus pelanggaran hukum

   c. Perkembangan politik islam

   d. Proses penetapan aturan

   e. Lain-lain (tuliskan bila ada)....

8. Aktivitas apa yang anda senangi dalam pembelajaran mendengarkan (Listening)...

   a. Mengamati dan mendengarkan vidio kemudian mengidentifikasi poin-poin penting dalam vidio yang ditayangkan

   b. Mendengarkan audio sambil mengamati teks, kemudian mengisi bagian-bagian yang kosong dalam teks audio tersebut

   c. Guru membacakan teks kemudian siswa menuliskannya kembali

   d. Lain-lain (tuliskann bila ada)....

9. Media apa yang anda senangi dalam pembelajaran mendengarkan (Listening)...

a. Vidio

b. Audio

c. Buku bacaan

d. Lain-lain (tuliskan bila ada)....

10. Materi apa yang anda senangi dalam pembelajaran berbicara (Speaking)...

   a. HAM di Indonesia

   b. Sistem pemilu

   c. Praktek penegakan hukum dan hukum islam

   d. Tata cara persidangan

   e. Lain-lain (tuliskan bila ada)....

11. Aktivitas apa yang anda senangi dalam pembelajaran berbicara (Speaking)...

   a. Pidato

   b. Role Play (persidangan)

   c. Membagikan vidio penjelasan suatu topik di sosial media Instagram

   d. Lain-lain (tuliskan bila ada)....

12. Media apa yang anda senangi dalam pembelajaran berbicara (Speaking)...

   a. Sosial Media Instagram

   b. Alat Peraga

   c. Lain-lain (tuliskan bila ada)....

13. Materi apa yang anda senangi dalam pembelajaran menulis (Writing)...

   a. Pemilihan presiden dan wakil presiden

   b. Konsep negara islam

   c. Prinsip demokrasi

   d. Lain-lain (tuliskan bila ada)....

14. Aktivitas apa yang anda senangi dalam pembelajaran menulis (Writing)...

   a. Menuliskan ketentuan dalam pemilihan presiden dan wakil presiden

   b. Membagikan tulisan yang dibuat tentang penjelasan suatu topik di sosial media (Instagram story)

   c. Mengisi teks kosong yang dibagikan tentang suatu topik

   d. Lain-lain (tuliskan bila ada).......

15. Media apa yang anda senangi dalam pembellajaran menulis (Writing)...

   a. Kertas

   b. Card

   c. Sosial media

d. Lain-lain (tuliskan bila ada)....

16. Aspek Vocabulary yang ingin anda kuasai nanti adalah......

    a. Memahami arti dan maksud dari setiap kosakata dalam Bahasa Inggris

    b. Mampu menggunakan kosakata bahasa inggris sesuai denan konteksnya

    c. Mampu mengenal berbagai jenis kelas kata (Kata benda,kata sifat, kata kerja, dsb)

    d. Mampu melafalkan kosakata bahasa inggris dengan baik dan benar

    e. Lain-lain (tuliskan bila ada)

17. Aktivitas apa yang dapat membantu anda meningkatkan kosakata (Vocabulary) anda dalam belajar bahasa inggris....

    a. Menulis kembali kosakata tentang hukum yang didapatkan dalam suata bacaan

    b. Menerjemahkan kosakata tentang istilah hukum

    c. Mencari kosakata yang berkaitan tentang hukum

    e. Lain-lain (tuliskan bila ada).......

18. Kegiatan apa yang dapat membantu meningkatkan kemapuan anda dalam mempelajari grammar ....

    a. Menyusun kalimat acak

    b. Membuat kalimat berdasarkan tenses

    c. Menyusun kata

    d. Lain-lain (tuliskan bila ada).......

19. Dalam pengucapan (pronunciation) kosakata dalam bahasa inggris, hal apa yang penting menurut anda.....

    a. Intonasi

    b. Logat (accent)

    c. Tekanan

    d. Bunyi

20. Ketika belajar bahasa Inggris, anda lebih suka mengerjakan dengan cara apa?

    a. Berpasangan

    b. Berkelompok

    c. Individu

    d. Kelompok Kecil (2-3 orang)

    e. Kelompok Besar (4-6 orang)

    f. Lain-lain (tuliskan bila ada)..............

21. Tempat pembelajaran bahasa Inggris yang anda sukai adalah...

a. Ruang Praktek Hukum Peradilan

b. Ruang Kelas

c. Perpustakaan

d. Luar ruangan (taman, dll)

e. Lain-lain (tuliskan bila ada)............

22. Dalam pembelajaran bahasa inggris, anda lebih suka jika....

a. Mendengarkan penjelasan dosen dan mengikuti instruksinya

b. Melakukan presentasi diselingi diskusi

c. Melakukan pencarian informasi mengenai hukum dari ragam referensi

d. Melakukan praktikum

e. Lain-lain (tuliskan bila ada)

23. Dalam pembelajaran bahasa inggris anda lebih suka jika dosen....

a. Melibatkan siswa dalam mengatur aktivitas belajar

b. Menggunakan bahasa inggris sebagai bahasa pengantar

c. Memberikan apresiasi terhadap hasil kerja siswa

d. Memberikan bantuan fasilitas untuk meningkatkan kemampuan berbahasa siswa

LEMBAR VALIDASI INSTRUMEN EVALUASI UNTUK AHLI BAHASA

Judul : Developing English Learning Material for Law Constitutional Study Program of IAIN Palopo.

A. Petunjuk Pengisian

1. Lembar penilaian kelayakan ini meliputi aspek pendahuluan, isi, bahasa.
2. Berilah tanda (✓) pada kolom angka yang sesuai dengan penilaian yang Anda berikan.
3. Pedoman skala penilaian adalah sebagai berikut:
   1: tidak layak
   2: kurang layak
   3: cukup layak
   4: layak
   5: sangat layak
4. Anda dimohon kesediaanya untuk memberikan saran-saran perbaikan pada bagian akhir lembar ini.

B. Penilaian Kelayakan

NO	URAIAN	Kelayakan				
I	Aspek Isi	1	2	3	4	5
	a. Tujuan penelitian dinyatakan dengan jelas					
	b. Tujuan kuesioner dinyatakan dengan jelas					
	c. Petunjuk pengisian kuesioner mudah dipahami					
II	Aspek Cakupan (Isi)					
	a. Butir-butir kuesioner mencakup data yang berhubungan dengan cakupan isi materi memadai.					
	b. Butir-butir kuesioner mencakup data yang berhubungan dengan penggunaan bahasa di dalam					

	materi baik dan benar. c. Butir-butir kuesioner mencakup data yang berhubungan dengan aktifitas pembelajaran memadai. d. Butir-butir kuesioner mencakup data yang berhubungan dengan input materi memadai. e. Butir-butir kuesioner mencakup data yang berhubungan dengan kegrafikan memadai.						
III	Aspek Bahasa					
	a. Butir-butir kuesioner dirumuskan dalam bahasa Indonesia yang baik dan benar. b. Butir-butir kuesioner dirumuskan dalam bahasa Indonesia yang efektif. c. Butir-butir kuesioner dirumuskan dalam bahasa Indonesia yang efisien. d. Butir-butir kuesioner dirumuskan dalam bahasa yang mudah dipahami sesuai tingkat kemampuan berbahasa responden.						

C. Komentar

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D. Saran

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E. Kesimpulan

Instrument kuesioner ini (lingkari salah satu pilihan):
1. Tidak dapat digunakan
2. Dapat digunakan
3. Dapat digunakan dengan perbaikan sebagai berikut

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Palopo, ………………
Penilai Kelayakan

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KUESIONER EVALUASI UNTUK AHLI MATERI

A. Data Responden

Nama :

Umur :

Jenis kelamin :

Pendidikan : ☐ S1 ☐ S2 ☐ S3 ☐ Professor

Pengalaman mengajar : 0-2 tahun ☐ 2-4 tahun ☐ 4-6 tahun ☐ ≥6 tahun ☐

B. Tabel Evaluasi

Isilah table berikut ini dengan memberikan tanda centang (√) pada kolom yang telah tersedia.

Keterangan: Range Poin :

SS : Sangat Setuju (5)

S : Setuju (4)

R : Ragu-ragu (3)

TS : Tidak Setuju (2)

STS : Sangat Tidak Setuju (1)

No	Pernyataan	SS	S	R	TS	STS
A. Isi						
1.	Cakupan isi materi dalam bahan ajar *English for Law Constitutional* sesuai dengan kebutuhan mahasiswa jurusan Hukum Tata Negara.					
2.	Kedalaman materi dalam bahan ajar *English for Law Constitutional* memadai.					
3.	Keaslian isi materi dalam bahan ajar *English for Law Constitutional* memadai.					

4.	Isu-isu terbaru di dalam bahan ajar *English for Law Constitutional* dibahas secara menarik.					

Rangkuman kualitatif:

B. Bahasa

1.	Bahasa yang digunakan dalam bahan ajar sesuai dengan kemampuan mahasiswa.					
2.	Bahasa yang disajikan komprehensif dan sesuai dengan tingkat perkembangan kognitif mahasiswa.					
3.	Ekspresi yang digunakan sesuai dengan tata bahasa yang benar.					
4.	Bahasa yang disajikan dalam bahan ajar mudah dipahami.					

Rangkuman kualitatif:

C. Aktifitas

1.	Kegiatan dalam *task* banyak melibatkan mahasiswa.					
2.	Kegiatan dalam *task* bervariasi.					
3.	Kegiatan dalam *task* sesuai topic.					
4.	Kegiatan dalam *task* menarik bagi mahasiswa.					
5.	Kegiatan dalam *task* dapat memotivasi mahasiswa untuk belajar bahasa inggris.					

6.	Kegiatan dalam *task* berguna bagi kehidupan nyata mahasiswa.					
7.	Kegiatan dalam *task* membantu pemahaman materi.					
8.	Kegiatan disusun berurutan dari mudah ke agak sulit.					
9.	Kegiatan melibatkan siswa untuk dapat bekerja secara individu dan berpasangan.					
Rangkuman kualitatif:						
D. Input						
1.	Instruksi dalam setiap *task* mudah dipahami.					
2.	Input materi berbentuk gambar dan teks relevan.					
3.	Input materi berbentuk gambar dan teks sesuai dengan kemampuan mahasiswa.					
4.	Input materi berbentuk gambar dan teks menarik.					
5.	Input materi berbentuk gambar dan teks sesuai dengan kemampuan berbahasa mahasiswa.					
6.	Input materi mencakup struktur bahasa yang benar.					
7.	Input berbentuk gambar membantu mahasiswa untuk memahami materi.					
8.	Input materi dapat menambah wawasan mahasiswa.					

9.	Input materi dapat menambah kosa kata mahasiswa.					
10.	Input materi membantu mahasiswa dalam berbahasa.					
11.	Input dan *task* seimbang.					
12.	Pilihan topic sesuai dengan karakteristik mahasiswa.					
13.	Contoh dan ilustrasi membantu pemahaman mahasiswa.					
Rangkuman kualitatif:						
E. Desain dan Layout						
1.	Tampilan materi jelas.					
2.	Tampilan materi menarik.					
3.	Ukuran huruf sesuai.					
4.	Jenis huruf sesuai.					
5.	Jarak spasi sesuai.					
6.	Penggunaan tanda baca benar.					
Rangkuman kualitatif:						
F. EvaluasiUmum						
1.	Sistematika penyajian runtut.					
2.	Keseluruhan materi sesuai dengan kemampuan berbahasa mahasiswa.					
3.	Penilaian sesuai dengan input yang diberikan.					

Rangkuman kualitatif:

Kesimpulan:

Secara umum, pendapat Bapak/Ibu terhadap materi yang dikembangkan:

a. Layak

b. Layak dengan perbaikan

c. Tidak layak

Palopo,   2021

Penilai Kelayakan

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KUESIONER EVALUASI UNTUK PENGGUNA (MAHASISWA)

A. Data Responden

Nama   :   (boleh diisi atau tidak)

Jenis Kelamin   :

B. Tabel Evaluasi

Isilah table berikut ini dengan memberikan tanda centang (√) pada kolom yang telah tersedia

Keterangan:

1   : Sangat Tidak Setuju

2   : Tidak Setuju

3   : Ragu-ragu

4   : Setuju

5   : Sangat Setuju

No	Pernyataan	SS	S	R	TS	STS
Keseluruhan Unit 1 sampai Unit 4						
1	Materi yang disajikan sesuai untuk level *basic lower*					
2	Materi telah sesuai dengan bidang dan kebutuhan mahasiswa Hukum Tata Negara					
3	Materi ini mampu meningkatkan kemampuan bahasa inggris mahasiswa di bidang Hukum Tata Negara					
4	Input materi secara keseluruhan beragam					
5	Input materi menarik dan mudah dipahami					
6	Topic input materi telah sesuai dengan bidang kebutuhan mahasiswa yaitu bidang Hukum Tata Negara					
7	Panjang dan sumber input teks keseluruhan sesuai dengan kebutuhan mahasiswa Hukum Tata Negara					
8	Kegiatan keseluruhan unit beragam					
9	Latihan-latihannya tersusun dengan baik yaitu dari mudah kesulit					

10	Perintah dalam keseluruhan unit mudah dipahami					
11	Latihan dalam unit meliputi latihan individu, berpasangan, dan kelompok					
12	Kegiatan dalam unit mendorong mahasiswa berpartisi aktif dalam kelas					

Masukan lain:

LEMBAR VALIDASI INSTRUMEN EVALUASI UNTUK AHLI BAHASA

Judul : Developing English Learning Material for Law Constitutional Study Program of IAIN Palopo.

A. Petunjuk Pengisian

1. Lembar penilaian kelayakan ini meliputi aspek pendahuluan, isi, bahasa.
2. Berilah tanda (✓) pada kolom angka yang sesuai dengan penilaian yang Anda berikan.
3. Pedoman skala penilaian adalah sebagai berikut:
   1: tidak layak
   2: kurang layak
   3: cukup layak
   4: layak
   5: sangat layak
4. Anda dimohon kesediaanya untuk memberikan saran-saran perbaikan pada bagian akhir lembar ini.

B. Penilaian Kelayakan

NO	URAIAN	Kelayakan				
		1	2	3	4	5
I	Aspek Isi					
	a. Tujuan penelitian dinyatakan dengan jelas			✓		
	b. Tujuan kuesioner dinyatakan dengan jelas				✓	
	c. Petunjuk pengisian kuesioner mudah dipahami					✓
II	Aspek Cakupan (Isi)					
	a. Butir-butir kuesioner mencakup data yang berhubungan dengan cakupan isi materi memadai.				✓	
	b. Butir-butir kuesioner mencakup data yang berhubungan dengan penggunaan bahasa di dalam				✓	

	materi baik dan benar.				
	c. Butir-butir kuesioner mencakup data yang berhubungan dengan aktifitas pembelajaran memadai.				✓
	d. Butir-butir kuesioner mencakup data yang berhubungan dengan input materi memadai.				✓
	e. Butir-butir kuesioner mencakup data yang berhubungan dengan kegrafikan memadai.			✓	
III	Aspek Bahasa				
	a. Butir-butir kuesioner dirumuskan dalam bahasa Indonesia yang baik dan benar.			✓	
	b. Butir-butir kuesioner dirumuskan dalam bahasa Indonesia yang efektif.			✓	
	c. Butir-butir kuesioner dirumuskan dalam bahasa Indonesia yang efisien.			✓	
	d. Butir-butir kuesioner dirumuskan dalam bahasa yang mudah dipahami sesuai tingkat kemampuan berbahasa responden.				✓

C. Komentar

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E. Kesimpulan
Instrument kuesioner ini (lingkari salah satu pilihan):
1. Tidak dapat digunakan
2. Dapat digunakan
3. Dapat digunakan dengan perbaikan sebagai berikut

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Palopo, ...2021
Penilai Kelayakan
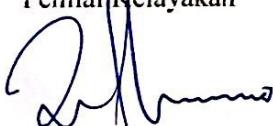
DR . MASRUDDIN, SS , M.HUM

LEMBAR VALIDASI INSTRUMEN EVALUASI UNTUK AHLI BAHASA

Judul : Developing English Learning Material for Law Constitutional Study Program of IAIN Palopo.

A. Petunjuk Pengisian

1. Lembar penilaian kelayakan ini meliputi aspek pendahuluan, isi, bahasa.
2. Berilah tanda (✓) pada kolom angka yang sesuai dengan penilaian yang Anda berikan.
3. Pedoman skala penilaian adalah sebagai berikut:
   1: tidak layak
   2: kurang layak
   3: cukup layak
   4: layak
   5: sangat layak
4. Anda dimohon kesediaanya untuk memberikan saran-saran perbaikan pada bagian akhir lembar ini.

B. Penilaian Kelayakan

NO	URAIAN	Kelayakan				
		1	2	3	4	5
I	Aspek Isi					
	a. Tujuan penelitian dinyatakan dengan jelas				✓	
	b. Tujuan kuesioner dinyatakan dengan jelas				✓	
	c. Petunjuk pengisian kuesioner mudah dipahami				✓	
II	Aspek Cakupan (Isi)					
	a. Butir-butir kuesioner mencakup data yang berhubungan dengan cakupan isi materi memadai.				✓	
	b. Butir-butir kuesioner mencakup data yang berhubungan dengan penggunaan bahasa di dalam					✓

No		1	2	3	4	5
	materi baik dan benar.					
	c. Butir-butir kuesioner mencakup data yang berhubungan dengan aktifitas pembelajaran memadai.				✓	
	d. Butir-butir kuesioner mencakup data yang berhubungan dengan input materi memadai.					✓
	e. Butir-butir kuesioner mencakup data yang berhubungan dengan kegrafikan memadai.			✓		
III	Aspek Bahasa					
	a. Butir-butir kuesioner dirumuskan dalam bahasa Indonesia yang baik dan benar.				✓	
	b. Butir-butir kuesioner dirumuskan dalam bahasa Indonesia yang efektif.				✓	
	c. Butir-butir kuesioner dirumuskan dalam bahasa Indonesia yang efisien.				✓	
	d. Butir-butir kuesioner dirumuskan dalam bahasa yang mudah dipahami sesuai tingkat kemampuan berbahasa responden.				✓	

C. Komentar

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D. Saran

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E. Kesimpulan

Instrument kuesioner ini (lingkari salah satu pilihan):

1. Tidak dapat digunakan
2. Dapat digunakan
3. Dapat digunakan dengan perbaikan sebagai berikut

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Mengganti beberapa materi yang berkaitan tentang ....
hukum tata negara. ....
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Palopo, ... 2021
Penilai Kelayakan
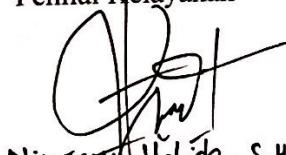
Nirwana Halide, S.HI., M.H
NIP. 19890106 201903 2 007

KUESIONER EVALUASI UNTUK AHLI MATERI

A. Data Responden

Nama   : DR. MASRUDDIN, SS, M. HUM

Umur   :

Jenis kelamin   :

Pendidikan   : ☐ S1 ☐ S2 ☐ S3 ☐ Professor

Pengalaman mengajar : 0-2 tahun ☐ 2-4 tahun ☐ 4-6 tahun ☐ ≥6 tahun ☐

B. Tabel Evaluasi

Isilah table berikut ini dengan memberikan tanda centang (√) pada kolom yang telah tersedia.

Keterangan:

1   : Sangat Tidak Setuju

2   : Tidak Setuju

3   : Ragu-ragu

4   : Setuju

5   : Sangat Setuju

No	Pernyataan	1	2	3	4	5
A. Isi						
1.	Cakupan isi materi dalam bahan ajar *English for Law Constitutional* sesuai dengan kebutuhan mahasiswa jurusan Hukum Tata Negara.				√	
2.	Kedalaman materi dalam bahan ajar *English for Law Constitutional* memadai.				√	
3.	Keaslian isi materi dalam bahan ajar *English for Law Constitutional* memadai.					√

No.	Pernyataan					
4.	Isu-isu terbaru di dalam bahan ajar *English for Law Constitutional* dibahas secara menarik.				✓	

Rangkuman kualitatif:

B. Bahasa

No.	Pernyataan					
1.	Bahasa yang digunakan dalam bahan ajar sesuai dengan kemampuan mahasiswa.				✓	
2.	Bahasa yang disajikan komprehensif dan sesuai dengan tingkat perkembangan kognitif mahasiswa.					✓
3.	Ekspresi yang digunakan sesuai dengan tata bahasa yang benar.				✓	
4.	Bahasa yang disajikan dalam bahan ajar mudah dipahami.				✓	

Rangkuman kualitatif:

C. Aktifitas

No.	Pernyataan					
1.	Kegiatan dalam *task* banyak melibatkan mahasiswa.				✓	
2.	Kegiatan dalam *task* bervariasi.					✓
3.	Kegiatan dalam *task* sesuai topic.					✓
4.	Kegiatan dalam *task* menarik bagi mahasiswa.				✓	
5.	Kegiatan dalam *task* dapat memotivasi mahasiswa untuk belajar bahasa inggris.					✓

No.	Pernyataan				✓	
6.	Kegiatan dalam *task* berguna bagi kehidupan nyata mahasiswa.				✓	
7.	Kegiatan dalam *task* membantu pemahaman materi.					✓
8.	Kegiatan disusun berurutan dari mudah ke agak sulit.				✓	
9.	Kegiatan melibatkan siswa untuk dapat bekerja secara individu dan berpasangan.					✓

Rangkuman kualitatif:

D. Input

No.	Pernyataan					
1.	Instruksi dalam setiap *task* mudah dipahami.				✓	
2.	Input materi berbentuk gambar dan teks relevan.					✓
3.	Input materi berbentuk gambar dan teks sesuai dengan kemampuan mahasiswa.				✓	
4.	Input materi berbentuk gambar dan teks menarik.				✓	
5.	Input materi berbentuk gambar dan teks sesuai dengan kemampuan berbahasa mahasiswa.					✓
6.	Input materi mencakup struktur bahasa yang benar.				✓	
7.	Input berbentuk gambar membantu mahasiswa untuk memahami materi.				✓	
8.	Input materi dapat menambah wawasan mahasiswa.					✓

No.	Pernyataan					
9.	Input materi dapat menambah kosa kata mahasiswa.				✓	
10.	Input materi membantu mahasiswa dalam berbahasa.				✓	
11.	Input dan *task* seimbang.				✓	
12.	Pilihan topic sesuai dengan karakteristik mahasiswa.				✓	
13.	Contoh dan ilustrasi membantu pemahaman mahasiswa.				✓	

Rangkuman kualitatif:

E. Desain dan Layout

No.	Pernyataan					
1.	Tampilan materi jelas.					✓
2.	Tampilan materi menarik.				✓	
3.	Ukuran huruf sesuai.					✓
4.	Jenis huruf sesuai.				✓	
5.	Jarak spasi sesuai.				✓	
6.	Penggunaan tanda baca benar.				✓	

Rangkuman kualitatif:

F. EvaluasiUmum

No.	Pernyataan					
1.	Sistematika penyajian runtut.					✓
2.	Keseluruhan materi sesuai dengan kemampuan berbahasa mahasiswa.				✓	
3.	Penilaian sesuai dengan input yang diberikan.					✓

Rangkuman kualitatif:

Kesimpulan:

Secara umum, pendapat Bapak/Ibu terhadap materi yang dikembangkan:

a. Layak

b. Layak dengan perbaikan

c. Tidak layak

Palopo,   2021

Penilai Kelayakan

DR. MASRUDDIN, SS, M.HUM

KUESIONER EVALUASI UNTUK AHLI MATERI

A. Data Responden

Nama : Fadhlidah Rahmah Muin, M.Pd.

Umur :

Jenis kelamin :

Pendidikan : ☐ S1 ☑ S2 ☐ S3 ☐ Professor

Pengalaman mengajar: 0-2 tahun ☐ 2-4 tahun ☐ 4-6 tahun ☐ ≥6 tahun ☐

B. Tabel Evaluasi

Isilah table berikut ini dengan memberikan tanda centang (√) pada kolom yang telah tersedia.

Keterangan:

SS : Sangat Setuju

S : Setuju

R : Ragu-ragu

TS : Tidak Setuju

STS : Sangat Tidak Setuju

No	Pernyataan	SS	S	R	TS	STS
	A. Isi					
1.	Cakupan isi materi dalam bahan ajar *English for Law Constitutional* sesuai dengan kebutuhan mahasiswa jurusan Hukum Tata Negara.		✓			
2.	Kedalaman materi dalam bahan ajar *English for Law Constitutional* memadai.		✓			
3.	Keaslian isi materi dalam bahan ajar *English for Law Constitutional* memadai.		✓			

4.	Isu-isu terbaru di dalam bahan ajar *English for Law Constitutional* dibahas secara menarik.		✓			

Rangkuman kualitatif:

B. Bahasa						
1.	Bahasa yang digunakan dalam bahan ajar sesuai dengan kemampuan mahasiswa.		✓			
2.	Bahasa yang disajikan komprehensif dan sesuai dengan tingkat perkembangan kognitif mahasiswa.		✓			
3.	Ekspresi yang digunakan sesuai dengan tata bahasa yang benar.		✓			
4.	Bahasa yang disajikan dalam bahan ajar mudah dipahami.		✓			

Rangkuman kualitatif:

C. Aktifitas						
1.	Kegiatan dalam *task* banyak melibatkan mahasiswa.		✓			
2.	Kegiatan dalam *task* bervariasi.		✓			
3.	Kegiatan dalam *task* sesuai topic.		✓			
4.	Kegiatan dalam *task* menarik bagi mahasiswa.		✓			
5.	Kegiatan dalam *task* dapat memotivasi mahasiswa untuk belajar bahasa inggris.		✓			

6.	Kegiatan dalam *task* berguna bagi kehidupan nyata mahasiswa.		✓			
7.	Kegiatan dalam *task* membantu pemahaman materi.		✓			
8.	Kegiatan disusun berurutan dari mudah ke agak sulit.		✓			
9.	Kegiatan melibatkan siswa untuk dapat bekerja secara individu dan berpasangan.		✓			

Rangkuman kualitatif:

D. Input

1.	Instruksi dalam setiap *task* mudah dipahami.		✓			
2.	Input materi berbentuk gambar dan teks relevan.		✓			
3.	Input materi berbentuk gambar dan teks sesuai dengan kemampuan mahasiswa.		✓			
4.	Input materi berbentuk gambar dan teks menarik.		✓			
5.	Input materi berbentuk gambar dan teks sesuai dengan kemampuan berbahasa mahasiswa.		✓			
6.	Input materi mencakup struktur bahasa yang benar.		✓			
7.	Input berbentuk gambar membantu mahasiswa untuk memahami materi.		✓			
8.	Input materi dapat menambah wawasan mahasiswa.		✓			

No.	Pernyataan					
9.	Input materi dapat menambah kosa kata mahasiswa.		✓			
10.	Input materi membantu mahasiswa dalam berbahasa.		✓			
11.	Input dan *task* seimbang.			✓		
12.	Pilihan topic sesuai dengan karakteristik mahasiswa.			✓		
13.	Contoh dan ilustrasi membantu pemahaman mahasiswa.			✓		

Rangkuman kualitatif:

E. Desain dan Layout

No.	Pernyataan					
1.	Tampilan materi jelas.		✓			
2.	Tampilan materi menarik.			✓		
3.	Ukuran huruf sesuai.		✓			
4.	Jenis huruf sesuai.		✓			
5.	Jarak spasi sesuai.		·	✓		
6.	Penggunaan tanda baca benar.		✓			

Rangkuman kualitatif:

F. EvaluasiUmum

No.	Pernyataan					
1.	Sistematika penyajian runtut.			✓		
2.	Keseluruhan materi sesuai dengan kemampuan berbahasa mahasiswa.		✓			
3.	Penilaian sesuai dengan input yang diberikan.		✓			

Rangkuman kualitatif:

Kesimpulan:

Secara umum, pendapat Bapak/Ibu terhadap materi yang dikembangkan:

a. Layak

b. Layak dengan perbaikan

c. Tidak layak

Palopo,   2021

Penilai Kelayakan

Fadhlidah R Muin

KUESIONER EVALUASI UNTUK AHLI MATERI

A. Data Responden

Nama   : Nirwana Halide, S.H., M.H

Umur   :

Jenis kelamin   : Perempuan

Pendidikan   : ☐ S1 ☑ S2 ☐ S3 ☐ Professor

Pengalaman mengajar : 0-2 tahun ☐ 2-4 tahun ☐ 4-6 tahun ☐ ≥6 tahun ☐

B. Tabel Evaluasi

Isilah table berikut ini dengan memberikan tanda centang (√) pada kolom yang telah tersedia.

Keterangan: Range Poin :

SS   : Sangat Setuju   (5)

S   : Setuju   (4)

R   : Ragu-ragu   (3)

TS   : Tidak Setuju   (2)

STS   : Sangat Tidak Setuju (1)

No	Pernyataan	SS	S	R	TS	STS
	A. Isi					
1.	Cakupan isi materi dalam bahan ajar *English for Law Constitutional* sesuai dengan kebutuhan mahasiswa jurusan Hukum Tata Negara.		√			
2.	Kedalaman materi dalam bahan ajar *English for Law Constitutional* memadai.		√			
3.	Keaslian isi materi dalam bahan ajar *English for Law Constitutional* memadai.		√			

4.	Isu-isu terbaru di dalam bahan ajar *English for Law Constitutional* dibahas secara menarik.	✓				

Rangkuman kualitatif:

B. Bahasa						
1.	Bahasa yang digunakan dalam bahan ajar sesuai dengan kemampuan mahasiswa.		✓			
2.	Bahasa yang disajikan komprehensif dan sesuai dengan tingkat perkembangan kognitif mahasiswa.	✓				
3.	Ekspresi yang digunakan sesuai dengan tata bahasa yang benar.		✓			
4.	Bahasa yang disajikan dalam bahan ajar mudah dipahami.		✓			

Rangkuman kualitatif:

C. Aktifitas						
1.	Kegiatan dalam *task* banyak melibatkan mahasiswa.		✓			
2.	Kegiatan dalam *task* bervariasi.		✓			
3.	Kegiatan dalam *task* sesuai topic.		✓			
4.	Kegiatan dalam *task* menarik bagi mahasiswa.	✓				
5.	Kegiatan dalam *task* dapat memotivasi mahasiswa untuk belajar bahasa inggris.		✓			

6.	Kegiatan dalam *task* berguna bagi kehidupan nyata mahasiswa.		✓			
7.	Kegiatan dalam *task* membantu pemahaman materi.	✓				
8.	Kegiatan disusun berurutan dari mudah ke agak sulit.		✓			
9.	Kegiatan melibatkan siswa untuk dapat bekerja secara individu dan berpasangan.		✓			

Rangkuman kualitatif:

D. Input

1.	Instruksi dalam setiap *task* mudah dipahami.		✓			
2.	Input materi berbentuk gambar dan teks relevan.		✓			
3.	Input materi berbentuk gambar dan teks sesuai dengan kemampuan mahasiswa.		✓			
4.	Input materi berbentuk gambar dan teks menarik.		✓			
5.	Input materi berbentuk gambar dan teks sesuai dengan kemampuan berbahasa mahasiswa.		✓			
6.	Input materi mencakup struktur bahasa yang benar.		✓			
7.	Input berbentuk gambar membantu mahasiswa untuk memahami materi.	✓				
8.	Input materi dapat menambah wawasan mahasiswa.		✓			

9.	Input materi dapat menambah kosa kata mahasiswa.		✓			
10.	Input materi membantu mahasiswa dalam berbahasa.		✓			
11.	Input dan *task* seimbang.		✓			
12.	Pilihan topic sesuai dengan karakteristik mahasiswa.		✓			
13.	Contoh dan ilustrasi membantu pemahaman mahasiswa.		✓			

Rangkuman kualitatif:

E. Desain dan Layout

1.	Tampilan materi jelas.	✓				
2.	Tampilan materi menarik.		✓			
3.	Ukuran huruf sesuai.		✓			
4.	Jenis huruf sesuai.	✓				
5.	Jarak spasi sesuai.		✓			
6.	Penggunaan tanda baca benar.	✓				

Rangkuman kualitatif:

F. EvaluasiUmum

1.	Sistematika penyajian runtut.		✓			
2.	Keseluruhan materi sesuai dengan kemampuan berbahasa mahasiswa.		✓			
3.	Penilaian sesuai dengan input yang diberikan.		✓			

Rangkuman kualitatif:

Kesimpulan:

Secara umum, pendapat Bapak/Ibu terhadap materi yang dikembangkan:

a. Layak
b. Layak dengan perbaikan
c. Tidak layak

Palopo,   2021

Penilai Kelayakan

Nirwana Halide , S.HI ,.M.H
NIP.19880106 201903 2 007

KUESIONER KEBUTUHAN MAHASISWA HUKUM TATA NEGARA DALAM PEMBELAJARAN BAHASA INGGRIS UNTUK HUKUM TATA NEGARA

Jawablah pilihan yang sesuai dengan yang paling menggambarkan keadaan anda saat ini, serta sesuai dengan yang anda butuhkan atau yang Anda inginkan terkait dengan pembelajaran Bahasa Inggris. Boleh memilih lebih dari satu !

Nama *

Muh. Aqsal

Semester *

2

Jenis Kelamin *

Laki-laki

1. Kapan anda menggunakan Bahasa Inggris untuk Hukum ? *

◉ a. Pada saat mata kuliah bahasa inggris untuk hukum

◯ b. Pada saat berbicara dengan guru dan teman kelas dalam proses pembelajaran di kelas

◯ c. Pada saat membaca buku bahasa inggris untuk hukum

◯ d.Pada saat berbicara dengan teman diluar kelas

◯ d. Lain-lain (tuliskan bila ada)

◯ Other: ....

2. Apa manfaat bahasa inggris bagi anda jika lulus nanti ? *

◯ a. Untuk mengakses ragam informasi tentang hukum

◉ b. untuk menunjang profesi saya

◯ c. Memudahkan untuk memasuki bidang profesional sesuai jurusan saya

◯ d. Untuk berkomunikasi

◯ d. Lain-lain (tuliskan bila ada)

◯ Other: ....

3. Bagaimana tingkat penguasaan bahasa Inggris anda saat ini ? *

⦿ a. Basic (Lower): mengetahui sedikit kosakata dan ungkapan praktis, penguasaan grammar terbatas, pelafalan sangat dipengaruhi oleh bahasa ibu

◯ b. Basic (Upper): dapat berkomunikasi secara baik pada beberapa topik dengan percakapan pendek, masih mengalami beberapa kesulitan pada kosakata, grammar dan pelafalan masih dipengaruhi oleh bahasa Ibu

◯ c. Intermediate (Lower): dapat berkomunikasi secara baik pada topik tertentu namun masih menemui kesulitan untuk topik-topik yang lain, masih mengalami beberapa kesulitan pada kosakata, grammar dan pelafalan.

◯ d. Intermediate (Upper): meskipun msaih terdapat kesulitan dalam kosakata, grammar, dan pelafalan, tapi mampu terlibat dalam percakapan pada topik-topik yang diketahui

◯ e. Advanced: mampu berkomunikasi dengan lancar pada sebagian besar topik, hanya mengalami sedikit kesulitan pada kosakata, grammar, dan pelafalan

◯ d. Lain-lain (tuliskan bila ada)

◯ Other:

4. Materi apa yang anda senangi dalam pembelajaran membaca (Reading) .... *

⦿ a. Partai politik (Praktek Islam)

◯ b. Konstitusi (PAndangan HTN dan Siyasah)

◯ c. Dinamika struktur lembaga negara

◯ d. Sejarah perubahan UUD

◯ e. Lain-lain (tuliskan bila ada)

◯ Other:

5. Aktivitas apa yang anda senangi dalam pembelajaran membaca (Reading)... *

◉ a. Membaca teks pendek

◯ b. Mengidentifikasi topik bacaan dalam teks

◯ c. Menerjemahkan istilah-istilah hukum dalam bacaan

◯ d. Lain-lain (tuliskan bila ada)

◯ Other: _____

6. Media apa yang anda senangi dalam pembellajaran membaca (Reading)... *

◉ a. Teks bacaan

◯ b. Buku bacaan

◯ c. Lain-lain (tuliskan bila ada)

◯ Other: _____

7. Materi apa yang anda senangi dalam pembelajaran mendengarkan (Listening)... *

○ a. Dinamika sistem demokrasi

◉ b. Kasus-kasus pelanggaran hukum

○ c. Perekmbangan politik islam

○ d. Proses penetapan aturan

○ c. Lain-lain (tuliskan bila ada)

○ Other: _____

8. Aktivitas apa yang anda senangi dalam pembelajaran mendengarkan (Listening)... *

◉ a. Mengamati dan mendengarkan vidio kemudian mengidentifikasi poin-poin penting dalam vidio yang ditayangkan

○ b. Mendengarkan audio sambil mengamati teks, kemudian mengisi bagian-bagian yang kosong dalam teks audio tersebut

○ c. Guru membacakan teks kemudian siswa menuliskannya kembali

○ d. Lain-lain (tuliskan bila ada)

○ Other: _____

9. Media apa yang anda senangi dalam pembelajaran mendengarkan (Listening)... *

○ a. Vidio

⦿ b. Audio

○ c. Buku bacaan

○ d. Lain-lain (tuliskan bila ada)

○ Other:

10. Materi apa yang anda senangi dalam pembelajaran berbicara (Speaking)... *

○ a. HAM di Indonesia

○ b. Sistem pemilu

○ c. Praktek penegakan hukum dan hukum islam

⦿ d. Tata cara persidangan

○ e. Lain-lain (tuliskan bila ada)

○ Other:

11. Aktivitas apa yang anda senangi dalam pembelajaran berbicara (Speaking)... *

○ a. Pidato

◉ b. Role Play (Persidangan)

○ c. Membagikan vidio penjelasan suatu topik di sosial media Instagram

○ d. Lain-lain (tuliskan bila ada)

○ Other:

12. Media apa yang anda senangi dalam pembelajaran berbicara (Speaking)... *

○ a. Sosial Media (instagram)

◉ b. Alat Peraga

○ c. Lain-lain (sebutkan bila ada)

○ Other:

13. Materi apa yang anda senangi dalam pembelajaran menulis (Writing)... *

○ a. Pemilihan presiden dan wakil presiden

◉ b. Konsep negara islam

○ c. Prinsip demokrasi

○ d. Lain-lain (tuliskan bila ada)

○ Other:

14. Aktivitas apa yang anda senangi dalam pembelajaran menulis (Writing)... *

○ a. Menuliskan contoh kasus pelanggaran hukum

○ b. Membagikan tulisan yang dibuat tentang penjelasan suatu topik di sosial media (Instagram story)

◉ c. Mengisi teks kosong yang dibagikan tentang suatu topik

○ d. Lain-lain (tuliskan bila ada)

○ Other:

15. Media apa yang anda senangi dalam pembelajaran menulis (Writing)... *

○ a. Kertas

○ b. Card

◉ c. Sosial media

○ d. Lain-lain (tuliskan bila ada)

○ Other:

16. Aspek vocabulary yang ingin anda kuasai nanti adalah .... *

◉ a. Memahami arti dan maksud dari setiap kosakata dalam bahasa inggris

◯ b. Mampu menggunakan kosakata bahasa inggris sesuai dengan konteksnya

◯ c. mampu mengenal berbaga jenis kelas kata (kata benda, kata sifat, kata kerja, dsb)

◯ d. mampu melafalkan kosakata bahasa inggris dengan baik dan benar

◯ e. Lain-lain (tuliskan bila ada)

◯ Other:

17. Aktivitas apa yang dapat membantu anda meningkatkan kosakata (vocabulary) anda dalam belajar bahasa inggris.... *

◯ a. Menulis kembali kosakata tentang hukum yang didapatkan dalam suata bacaan

◉ b. Menerjemahka kosakata tentang istilah hukum

◯ c. Mencari kosakata yang berkaitan tentang hukum

◯ d. Lain-lain (tuliskan bila ada)

◯ Other:

18. Kegiatan apa yang dapat membantu meningkatkan kemapuan anda dalam mempelajari grammar ...... *

◯ a. Menyusun kalimat acak

◯ b. Membuat kalimat berdasarkan tenses

⦿ c. Menyusun kata

◯ d. Lain-lain (tuliskan bila ada)

◯ Other: _____

19. Dalam pengucapan (pronunciation) kosakata dalam bahasa inggris, hal apa yang penting menurut anda..... *

◯ a. Intonasi

◯ b. Logat (accent)

◯ c. Tekanan

⦿ d. Bunyi

◯ e. Lain-lain (tuliskan bila ada)

◯ Other: _____

20. Ketika belajar bahasa Inggris, anda lebih suka mengerjakan dengan cara apa? *

◉ a. Berpasangan

◯ b. Berkelompok

◯ c. Individu

◯ d. Kelompok Kecil (2-3 orang)

◯ e. Kelompok Besar (4-6 orang)

◯ f. Lain-lain (tuliskan bila ada)

◯ Other:

21. Tempat pembelajaran bahasa Inggris yang anda sukai adalah... *

◯ a. Ruang Praktek Hukum Peradilan

◉ b. Ruang Kelas

◯ c. Perpustakaan

◯ d. Luar ruangan (taman, dll)

◯ e. Lain-lain (tuliskan bila ada)

◯ Other:

22. Dalam pembelajaran bahasa inggris, anda lebih suka jika.... *

◉ a. Mendengarkan penjelasan dosen dan mengikuti instruksinya

◯ b. Melakukan presentasi diselingi diskusi

◯ c. Melakukan pencarian informasi mengenai hukum dari ragam referensi

◯ d. Melakukan praktikum

◯ e. Lain-lain (tuliskan bila ada)

◯ Other:

23. Dalam pembelajaran bahasa inggris anda lebih suka jika dosen.... *

◉ a. Melibatkan siswa dalam mengatur aktivitas belajar

◯ b. Menggunakan bahasa inggris sebagai bahasa pengantar

◯ c. Memberikan apresiasi terhadap hasil kerja siswa

◯ d. Memberikan bantuan fasilitas untuk meningkatkan kemampuan berbahasa siswa

◯ e. Lain-lain (tuliskan bila ada)

◯ Other:

Google Forms

KUESIONER KEBUTUHAN MAHASISWA HUKUM TATA NEGARA DALAM PEMBELAJARAN BAHASA INGGRIS UNTUK HUKUM TATA NEGARA

Jawablah pilihan yang sesuai dengan yang paling menggambarkan keadaan anda saat ini, serta sesuai dengan yang anda butuhkan atau yang Anda inginkan terkait dengan pembelajaran Bahasa Inggris. Boleh memilih lebih dari satu !

Nama *

Nurfadillah

Semester *

2

Jenis Kelamin *

Perempuan

1. Kapan anda menggunakan Bahasa Inggris untuk Hukum ? *

○ a. Pada saat mata kuliah bahasa inggris untuk hukum ⦿

○ b. Pada saat berbicara dengan guru dan teman kelas dalam proses pembelajaran di kelas

○ c. Pada saat membaca buku bahasa inggris untuk hukum

○ d.Pada saat berbicara dengan teman diluar kelas

○ d. Lain-lain (tuliskan bila ada)

○ Other:

2. Apa manfaat bahasa inggris bagi anda jika lulus nanti ? *

○ a. Untuk mengakses ragam informasi tentang hukum

○ b. untuk menunjang profesi saya

⦿ c. Memudahkan untuk memasuki bidang profesional sesuai jurusan saya

○ d. Untuk berkomunikasi

○ d. Lain-lain (tuliskan bila ada)

○ Other:

3. Bagaimana tingkat penguasaan bahasa Inggris anda saat ini ? *

⦿ a. Basic (Lower): mengetahui sedikit kosakata dan ungkapan praktis, penguasaan grammar terbatas, pelafalan sangat dipengaruhi oleh bahasa ibu

◯ b. Basic (Upper): dapat berkomunikasi secara baik pada beberapa topik dengan percakapan pendek, masih mengalami beberapa kesulitan pada kosakata, grammar dan pelafalan masih dipengaruhi oleh bahasa Ibu

◯ c. Intermediate (Lower): dapat berkomunikasi secara baik pada topik tertentu namun masih menemui kesulitan untuk topik-topik yang lain, masih mengalami beberapa kesulitan pada kosakata, grammar dan pelafalan.

◯ d. Intermediate (Upper): meskipun msaih terdapat kesulitan dalam kosakata, grammar, dan pelafalan, tapi mampu terlibat dalam percakapan pada topik-topik yang diketahui

◯ e. Advanced: mampu berkomunikasi dengan lancar pada sebagian besar topik, hanya mengalami sedikit kesulitan pada kosakata, grammar, dan pelafalan

◯ d. Lain-lain (tuliskan bila ada)

◯ Other:

---

4. Materi apa yang anda senangi dalam pembelajaran membaca (Reading) .... *

⦿ a. Partai politik (Praktek Islam)

◯ b. Konstitusi (PAndangan HTN dan Siyasah)

◯ c. Dinamika struktur lembaga negara

◯ d. Sejarah perubahan UUD

◯ e. Lain-lain (tuliskan bila ada)

◯ Other:

5. Aktivitas apa yang anda senangi dalam pembelajaran membaca (Reading)... *

◉ a. Membaca teks pendek

◯ b. Mengidentifikasi topik bacaan dalam teks

◯ c. Menerjemahkan istilah-istilah hukum dalam bacaan

◯ d. Lain-lain (tuliskan bila ada)

◯ Other:

6. Media apa yang anda senangi dalam pembellajaran membaca (Reading)... *

◉ a. Teks bacaan

◯ b. Buku bacaan

◯ c. Lain-lain (tuliskan bila ada)

◯ Other:

7. Materi apa yang anda senangi dalam pembelajaran mendengarkan (Listening)... *

○ a. Dinamika sistem demokrasi

◉ b. Kasus-kasus pelanggaran hukum

○ c. Perekmbangan politik islam

○ d. Proses penetapan aturan

○ c. Lain-lain (tuliskan bila ada)

○ Other: ....

8. Aktivitas apa yang anda senangi dalam pembelajaran mendengarkan (Listening)... *

◉ a. Mengamati dan mendengarkan vidio kemudian mengidentifikasi poin-poin penting dalam vidio yang ditayangkan

○ b. Mendengarkan audio sambil mengamati teks, kemudian mengisi bagian-bagian yang kosong dalam teks audio tersebut

○ c. Guru membacakan teks kemudian siswa menuliskannya kembali

○ d. Lain-lain (tuliskan bila ada)

○ Other: ....

9. Media apa yang anda senangi dalam pembelajaran mendengarkan (Listening)... *

◯ a. Vidio

⦿ b. Audio

◯ c. Buku bacaan

◯ d. Lain-lain (tuliskan bila ada)

◯ Other:

10. Materi apa yang anda senangi dalam pembelajaran berbicara (Speaking)... *

◯ a. HAM di Indonesia

◯ b. Sistem pemilu

◯ c. Praktek penegakan hukum dan hukum islam

⦿ d. Tata cara persidangan

◯ e. Lain-lain (tuliskan bila ada)

◯ Other:

11. Aktivitas apa yang anda senangi dalam pembelajaran berbicara (Speaking)... *

○ a. Pidato

◉ b. Role Play (Persidangan)

○ c. Membagikan vidio penjelasan suatu topik di sosial media Instagram

○ d. Lain-lain (tuliskan bila ada)

○ Other:

12. Media apa yang anda senangi dalam pembelajaran berbicara (Speaking)... *

○ a. Sosial Media (instagram)

◉ b. Alat Peraga

○ c. Lain-lain (sebutkan bila ada)

○ Other:

13. Materi apa yang anda senangi dalam pembelajaran menulis (Writing)... *

○ a. Pemilihan presiden dan wakil presiden

◉ b. Konsep negara islam

○ c. Prinsip demokrasi

○ d. Lain-lain (tuliskan bila ada)

○ Other:

14. Aktivitas apa yang anda senangi dalam pembelajaran menulis (Writing)... *

○ a. Menuliskan contoh kasus pelanggaran hukum

○ b. Membagikan tulisan yang dibuat tentang penjelasan suatu topik di sosial media (Instagram story)

● c. Mengisi teks kosong yang dibagikan tentang suatu topik

○ d. Lain-lain (tuliskan bila ada)

○ Other: _____

15. Media apa yang anda senangi dalam pembelajaran menulis (Writing)... *

○ a. Kertas

○ b. Card

● c. Sosial media

○ d. Lain-lain (tuliskan bila ada)

○ Other: _____

16. Aspek vocabulary yang ingin anda kuasai nanti adalah .... *

◉ a. Memahami arti dan maksud dari setiap kosakata dalam bahasa inggris

◯ b. Mampu menggunakan kosakata bahasa inggris sesuai dengan konteksnya

◯ c. mampu mengenal berbaga jenis kelas kata (kata benda, kata sifat, kata kerja, dsb)

◯ d. mampu melafalkan kosakata bahasa inggris dengan baik dan benar

◯ e. Lain-lain (tuliskan bila ada)

◯ Other:

17. Aktivitas apa yang dapat membantu anda meningkatkan kosakata (vocabulary) anda dalam belajar bahasa inggris.... *

◯ a. Menulis kembali kosakata tentang hukum yang didapatkan dalam suata bacaan

◉ b. Menerjemahka kosakata tentang istilah hukum

◯ c. Mencari kosakata yang berkaitan tentang hukum

◯ d. Lain-lain (tuliskan bila ada)

◯ Other:

18. Kegiatan apa yang dapat membantu meningkatkan kemapuan anda dalam mempelajari grammar ...... *

○ a. Menyusun kalimat acak

○ b. Membuat kalimat berdasarkan tenses

◉ c. Menyusun kata

○ d. Lain-lain (tuliskan bila ada)

○ Other: _____

19. Dalam pengucapan (pronunciation) kosakata dalam bahasa inggris, hal apa yang penting menurut anda..... *

○ a. Intonasi

○ b. Logat (accent)

○ c. Tekanan

◉ d. Bunyi

○ e. Lain-lain (tuliskan bila ada)

○ Other: _____

20. Ketika belajar bahasa Inggris, anda lebih suka mengerjakan dengan cara apa? *

◉ a. Berpasangan

◯ b. Berkelompok

◯ c. Individu

◯ d. Kelompok Kecil (2-3 orang)

◯ e. Kelompok Besar (4-6 orang)

◯ f. Lain-lain (tuliskan bila ada)

◯ Other:

21. Tempat pembelajaran bahasa Inggris yang anda sukai adalah... *

◯ a. Ruang Praktek Hukum Peradilan

◉ b. Ruang Kelas

◯ c. Perpustakaan

◯ d. Luar ruangan (taman, dll)

◯ e. Lain-lain (tuliskan bila ada)

◯ Other:

22. Dalam pembelajaran bahasa inggris, anda lebih suka jika.... *

🔘 a. Mendengarkan penjelasan dosen dan mengikuti instruksinya

⭘ b. Melakukan presentasi diselingi diskusi

⭘ c. Melakukan pencarian informasi mengenai hukum dari ragam referensi

⭘ d. Melakukan praktikum

⭘ e. Lain-lain (tuliskan bila ada)

⭘ Other:

23. Dalam pembelajaran bahasa inggris anda lebih suka jika dosen.... *

🔘 a. Melibatkan siswa dalam mengatur aktivitas belajar

⭘ b. Menggunakan bahasa inggris sebagai bahasa pengantar

⭘ c. Memberikan apresiasi terhadap hasil kerja siswa

⭘ d. Memberikan bantuan fasilitas untuk meningkatkan kemampuan berbahasa siswa

⭘ e. Lain-lain (tuliskan bila ada)

⭘ Other:

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KUESIONER EVALUASI UNTUK PENGGUNA (MAHASISWA)

Isilah pilihan yang tersedia berikut ini dengan memilih poin yang sesuai dengan keterangan sebagai berikut :

1   : Sangat Tidak Setuju
2   : Tidak Setuju
3   : Ragu-ragu
4   : Setuju
5   : Sangat Setuju

Nama *

Muh. Ahyar

Kelas *

2B

Materi yang disajikan sesuai untuk level basic lower *

	1	2	3	4	5	
Sangat tidak setuju	○	○	○	◉	○	Sangat Setuju

Materi telah sesuai dengan bidang dan kebutuhan mahasiswa Hukum Tata Negara *

	1	2	3	4	5	
Sangat tidak setuju	○	○	○	○	◉	Sangat Setuju

Materi ini mampu meningkatkan kemampuan bahasa inggris mahasiswa di bidang Hukum Tata Negara *

	1	2	3	4	5	
Sangat tidak setuju	○	○	○	◉	○	Sangat Setuju

Input materi secara keseluruhan beragam *

	1	2	3	4	5	
Sangat tidak setuju	○	○	○	◉	○	Sangat Setuju

Input materi menarik dan mudah dipahami *

	1	2	3	4	5	
Sangat tidak setuju	○	○	○	○	◉	Sangat Setuju

Topic input materi telah sesuai dengan bidang kebutuhan mahasiswa yaitu bidang Hukum Tata Negara *

	1	2	3	4	5	
Sangat tidak setuju	○	○	○	◉	○	Sangat Setuju

Panjang dan sumber input teks keseluruhan sesuai dengan kebutuhan mahasiswa Hukum Tata Negara *

	1	2	3	4	5	
Sangat tidak setuju	○	○	○	◉	○	Sangat Setuju

Kegiatan keseluruhan unit beragam *

	1	2	3	4	5	
Sangat tidak setuju	○	○	○	◉	○	Sangat Setuju

Latihan-latihannya tersusun dengan baik yaitu dari mudah kesulit *

	1	2	3	4	5	
Sangat tidak setuju	○	○	○	◉	○	Sangat Setuju

Perintah dalam keseluruhan unit mudah dipahami *

	1	2	3	4	5	
Sangat tidak setuju	○	○	○	◉	○	Sangat Setuju

Latihan dalam unit meliputi latihan individu, berpasangan, dan kelompok *

	1	2	3	4	5	
Sangat tidak setuju	○	○	○	○	◉	Sangat Setuju

Kegiatan dalam unit mendorong mahasiswa berpartisi aktif dalam kelas *

	1	2	3	4	5	
Sangat tidak setuju	○	○	○	◉	○	Sangat Setuju

Masukan lain :

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KUESIONER EVALUASI UNTUK PENGGUNA (MAHASISWA)

Isilah pilihan yang tersedia berikut ini dengan memilih poin yang sesuai dengan keterangan sebagai berikut :

1   : Sangat Tidak Setuju
2   : Tidak Setuju
3   : Ragu-ragu
4   : Setuju
5   : Sangat Setuju

Nama *

Ratna Sari

Kelas *

2A

Materi yang disajikan sesuai untuk level basic lower *

	1	2	3	4	5	
Sangat tidak setuju	○	○	○	◉	○	Sangat Setuju

Materi telah sesuai dengan bidang dan kebutuhan mahasiswa Hukum Tata Negara *

	1	2	3	4	5	
Sangat tidak setuju	○	○	○	◉	○	Sangat Setuju

Materi ini mampu meningkatkan kemampuan bahasa inggris mahasiswa di bidang Hukum Tata Negara *

	1	2	3	4	5	
Sangat tidak setuju	○	○	○	○	◉	Sangat Setuju

Input materi secara keseluruhan beragam *

	1	2	3	4	5	
Sangat tidak setuju	○	○	○	○	◉	Sangat Setuju

Input materi menarik dan mudah dipahami *

	1	2	3	4	5	
Sangat tidak setuju	○	○	○	○	◉	Sangat Setuju

Topic input materi telah sesuai dengan bidang kebutuhan mahasiswa yaitu bidang Hukum Tata Negara *

	1	2	3	4	5	
Sangat tidak setuju	◯	◯	◯	◉	◯	Sangat Setuju

Panjang dan sumber input teks keseluruhan sesuai dengan kebutuhan mahasiswa Hukum Tata Negara *

	1	2	3	4	5	
Sangat tidak setuju	◯	◯	◯	◉	◯	Sangat Setuju

Kegiatan keseluruhan unit beragam *

	1	2	3	4	5	
Sangat tidak setuju	◯	◯	◯	◯	◉	Sangat Setuju

Latihan-latihannya tersusun dengan baik yaitu dari mudah kesulit *

	1	2	3	4	5	
Sangat tidak setuju	◯	◯	◯	◉	◯	Sangat Setuju

Perintah dalam keseluruhan unit mudah dipahami *

	1	2	3	4	5	
Sangat tidak setuju	○	○	○	◉	○	Sangat Setuju

Latihan dalam unit meliputi latihan individu, berpasangan, dan kelompok *

	1	2	3	4	5	
Sangat tidak setuju	○	○	○	○	◉	Sangat Setuju

Kegiatan dalam unit mendorong mahasiswa berpartisi aktif dalam kelas *

	1	2	3	4	5	
Sangat tidak setuju	○	○	○	◉	○	Sangat Setuju

Masukan lain :

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BIOGRAPHY

Ika Atmi Ramdhani, was born in Palopo on December 26th 1998. She is a daughter of Rajamuddin and Aswati, she is the first child from 2 siblings. She is live in Camar street No.177 Palopo. She was graduated from SDN 90 Rampoang in 2010, and then she was study in Junior High School No.8 Palopo until 2013.

After that she was graduated in Senior High School No. 1 Palopo in 2016, and she continue her study in State Islamic Institute of Palopo as the English Departement student. She has an experriences in some organisation and community such as English Students Association of IAIN Palopo, IPEDS (IAIN Palopo English Debating Society), BIG@art HMPS BIG, and KUN (Komunitas Koin Untuk Negeri).