

# **DEVELOPING ENGLISH LEARNING MATERIALS FOR ISLAMIC EDUCATION STUDY PROGRAM AT IAIN PALOPO**

*A Thesis*

*Submitted to the English Education Program of Tarbiyah and Teachers Training Faculty  
Of State Islamic Institute of Palopo as Partial Fulfillment of  
Requirements for S.Pd Degree in English Education*



**Written By**

**ANNISA'UL MIFTAHUL JANNAH RUSDIN**

16.0202.0102

**IAIN PALOPO**

**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM  
TARBIYAH AND TEACHER TRAINING FACULTY  
STATE ISLAMIC INSTITUTE OF PALOPO  
2021**

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16.0202.0102

**IAIN PALOPO**

**Supervised by:**

- 1. Dr. Sahraini, M.Hum**
- 2. Dewi Furwana, S.Pd.I., M.Pd**

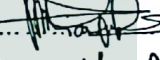
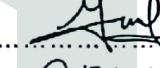
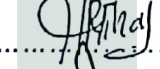


**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM  
TARBIYAH AND TEACHER TRAINING FACULTY  
STATE ISLAMIC INSTITUTE OF PALOPO  
2021**

## THESIS APPROVAL

This thesis, entitled "Developing English Learning Materials for Islamic Education Study Program at IAIN Palopo" written by Annisa'ul Miftahul Jannah Rusdin, Reg. Number 16 0202 0102, English Language Education S1 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 Thursday April 22<sup>nd</sup> 2021 M, coincided with Ramadhan 10<sup>th</sup> 1442 H. It is authorized and acceptable as partial fulfillment of requirement for S.Pd, degree in English language teaching.

Palopo, April 22<sup>nd</sup> 2021 M  
Ramadhan 10<sup>th</sup> 1442 H

### COMMITTEE OF EXAMINATION

1. Amalia Yahya, S.E., M.Hum	Trial Chairman	(  ...)
2. Muhammad Iksan, M.Pd	Examiner I	(  ...)
3. St. Hartina, S.Pd., M.Pd	Examiner II	(  ...)
4. Dr. Sahraini, M.Hum	Consultant I	(  ...)
5. Dewi Furwana, S.Pd.I, M.Pd	Consultant II	(  ...)

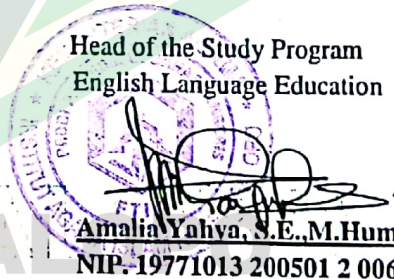
Approved by;

a.n Rektor IAIN Palopo  
The Dean of Tarbiyah and  
Teacher Training Faculty



Dr. Nurdin K. M.Pd  
NIP. 19681231 199903 1 014

Head of the Study Program  
English Language Education



Amalia Yahya, S.E., M.Hum  
NIP. 19771013 200501 2 006

## STATEMENT OF AUTHENTICITY

Who undersigned below:

Name : Annisa'ul Miftahul Jannah Rusdin  
Registration Number : 16.0202.0102  
Faculty : Tarbiyah and Teacher Training  
Study Program : English Education Study Program

Stating exactly that:

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If later this statement is not true, I am willing accept administrative sanctions for the act, then the academic degree that i have achieved can be revoked.

In the end, this statement is made truthfully and to be used in accordance with its purpose.

Palopo, April 2021

Regards,

  
  
(Annisa'ul Miftahul Jannah Rusdin)  
16.0202.0102



## NOTA DINAS PEMBIMBING

Hal : Skripsi

Lampiran : -

Kepada Yth

Dekan Fakultas Tarbiyah dan Ilmu Keguruan

Di-

Tempat

Assalamu' Alaikum Wr.Wb

Setelah melakukan bimbingan, baik dari segi isi, bahasa, maupun teknik penulisan terhadap skripsi mahasiswa tersebut di bawah ini :

Nama : Annisa'ul Miftahul Jannah Rusdin

Nim : 16.0202.0102

Prodi : Pendidikan Bahasa Inggris

Fakultas : Tarbiyah dan Ilmu Keguruan

Judul : Developing English Learning Material for Islamic Education Study Program at IAIN Palopo.

Menyatakan bahwa skripsi tersebut sudah layak diajukan untuk diujikan. Demikian untuk diproses selanjutnya.

Wassalamu 'Alaikum Wr.Wb.

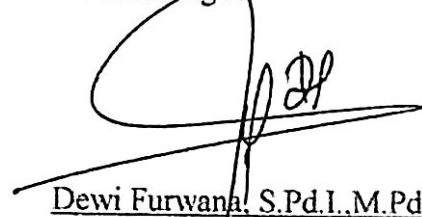
# IAIN PALOPO

Pembimbing I



Dr. Sahraini, M.Hum  
NIP 19691231 199903 2 001

Pembimbing II



Dewi Furwana, S.Pd.I., M.Pd  
NIP 19870831 2015 03 006

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Palopo,     Maret 2021

Annisa'ul Miftahul Jannah Rusdin

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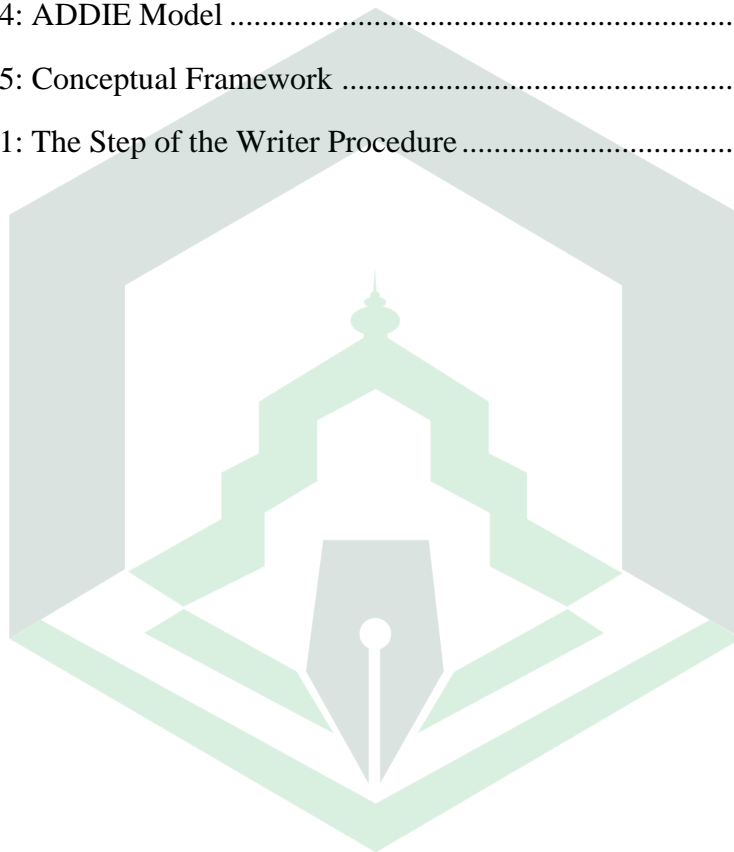


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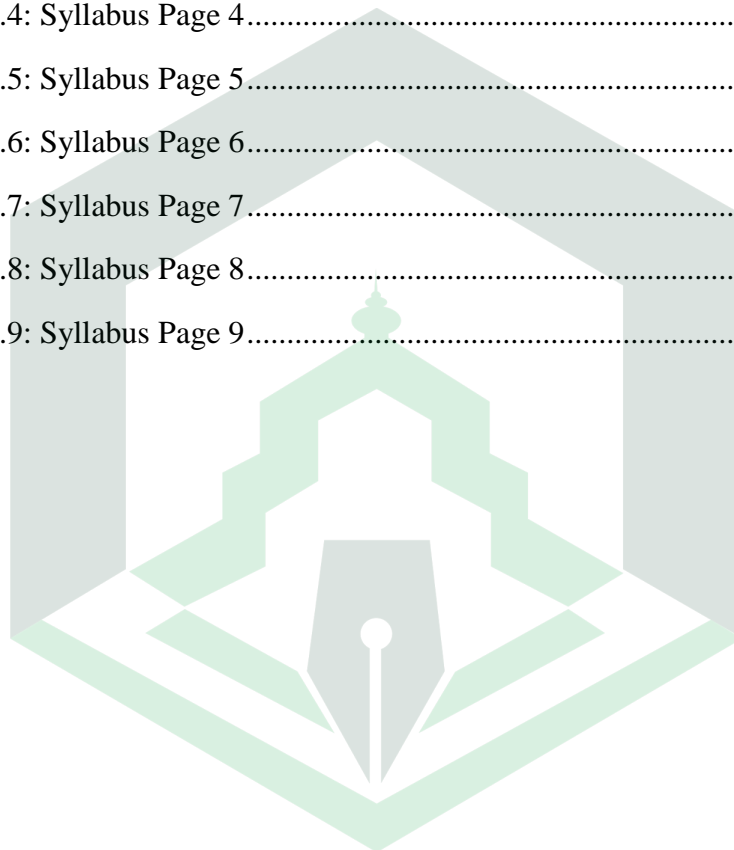
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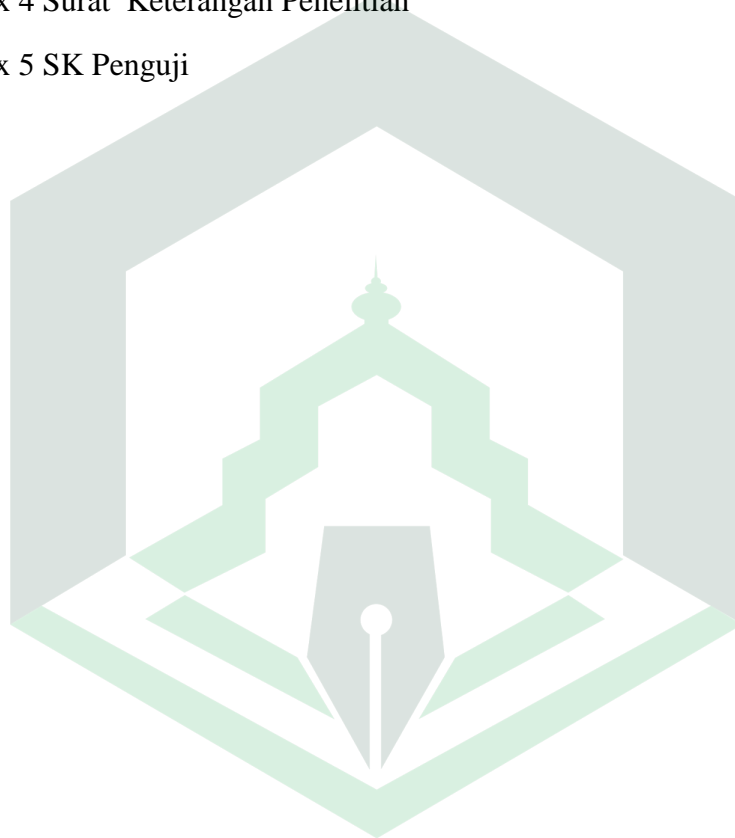
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## ABSTRACT

**ANNISA'UL MIFTAHUL JANNAH RUSDIN, 2021. "Developing English Learning Materials for Islamic Education Study Program at IAIN Palopo." A Thesis of English Study Program, Tarbiyah and Teacher Traingin Faculty, State Islamic Institute of Palopo, Under Supervisor Dr. Sahraini, M.Hum as the First Consultant and Dewi Furwana, S.Pd.I., M.Pd as the Second Consultant.**

This study aims to develop the English Learning Material for Islamic Education Study Program at IAIN Palopo. The research question of this study was "what is the appropriate English learning material for Islamic Education Study Program students of IAIN Paopo?". Related to the description above, the objective of the study was to develop an appropriate English learning material for Islamic Education Study Program students of IAIN Palopo. The design used by the writer in this study was Research and Development (R&D). The writer adopted ADDIE Model. This study is a continuation of previous research, "Reski Jayanti Sagita AP," where the previous writer designed the syllabus; therefore, the writer developed English Learning Material. Then, the writer designed an English for Islamic Education book that contains three units. The English material for Islamic Education appropriate for the first semester in Islamic Education students' studies consists of many components: 1) As Islamic students and Islamic Education teachers, the purpose of studying English for Islamic is to interact both orally and in writing using English, 2) Learning material: basic English and vocabulary including auxiliary verb (to be, to do and modals) are English materials, and the five pillars, how to perform ablution or wudhu, Muslim life and become a better Muslim are Islamic materials, 3) Tasked-based learning is the learning methodology, 4) Audio, picture, and social media are the learning media. In this study, the sample was the first semester. The instruments were used in this study was questionnaire for three experts validator and students' perceptions. The expert's validation value showed that the layout expert was 3.70, the language expert was 4.14, and the material expert was 4.0. Therefore, the average of the mean is 3.94, and this category was *good*. There were 103 students as respondents of 10 questionnaire questions. The result of the questionnaire in students' perception answered *Good* 3.89. Therefore, the result indicated that based on the experts validation and students' perception, the product of this study was appropriate to be applied for students of Islamic Education study program at the first semester as primary book for English course. This English learning material will be beneficial for English lecturer in teaching English for Islamic Education, students in studying English for Islamic Education especially for the first semester students, and self learning for Islamic Education.

**Keywords:** Developing, English Learning Materials, Islamic Education.

## CHAPTER I

### INTRODUCTION

#### A. Background

English is a language used in the Development of Science and Technology (IPTEK), so every human being should master English for progress and self-development. Each major is required to learn English. But many instructors who teach English are not following their student majors but use general English.

An E.S.P. approaches instead with an analysis of the learner's need. That is why having proper learning materials will help the students to be more focused on their majority. English for Specific Purposes (E.S.P.) exists as an approach in teaching language in which all the contents and the methods are based on the learner's reason for learning<sup>1</sup>. Materials designed based on the learners' needs may lead the learners to learn and achieve English autonomously.

English for Specific Purposes (E.S.P.), which means English for Specific Purposes, is used for the P.A.I. program. Material for E.S.P. should be prepared using several in-depth analysis processes, such as needs and situational analysis, which take a long time to complete from start to finish. The lecturers avoid a thorough method of planning E.S.P. content with complete steps that require a long time and complicated processes, resulting in a heavy workload and administrative tasks that must be completed. This study is a continuation of

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<sup>1</sup>Tom Hutchinson and Allan Waters, *English for Specific Purpose*, 1<sup>st</sup> ed. (Cambridge: Cambridge University Press, 1987), 19.



previous research (ReskyJayantiSagitaAp), where the previous study designed the syllabus. Therefore the writer will develop English Learning Materials. There was narrated by Prophet Muhammad *Sallallahu 'AlaihiWasalaam* giving a message to Mu'adz bi Jabalr.a when sending him to the land of Yaman.

لَأنَّ يَهْدِي اللهُ بِكَ رَجُلًا وَاحِدًا خَيْرٌ لَّكَ مِنَ الدُّنْيَا وَمَا فِيهَا

“And if because of your teaching, Allah *SubhanahuWata'ala* gives a hint to someone. Then, for you, it is better than the world and its contents.”

Based on the writer's observation, it was found that the learners got difficulty understanding English materials and communicating their ideas in a lesson. Therefore, the writer developed an E.S.P. material for the Islamic Education Study Program at IAIN Palopo based on the students' need to learn English<sup>2</sup>.

## **B. Research Question**

Related to the delimitation of the problem, the writer formulated the research question as follows:

“What is the appropriate English learning material for Islamic Education Study Program students of IAIN Palopo?”

---

<sup>2</sup>The observation carried out by the writer on September, 1<sup>st</sup> 2019 to Islamic Education students of IAIN Palopo. Located in IAIN Palopo.

### **C. The Objective of the Study**

Based on the formulation of the problem, the writer determined the objective is to develop an appropriate English material for Islamic Education Study Program students of IAIN Palopo.

### **D. The Specification of the Study**

In this study, the writer produced a product that refers to English for Islamic Education Students' materials book. It consists of a vocabulary list, life story, conversation, and task.

### **E. The Significances of the Study**

The result of this study expected to be useful as follows:

1. Theoretically contributes to the development of E.S.P. (English for Specific Purposes), especially English materials for the Islamic Education Study Program.
2. Practically, this study is helpful for:
  - a) The learners  
It is expected to use for the learners as the English material book to improve their English ability and increase their motivation to learn English.
  - b) The lecturers  
It is expected to use the lecturers as references in developing English teaching materials to improve teaching and learning quality.
  - c) The next writers  
It is expected to use by the following writers as one of the references for further writers.

## **F. The Assumption and Delimitation of the Study**

It was assumed that the study could be carried out in the first semester students of the Islamic Education Study Program at IAIN Palopo. This assumption has resulted from students' need to learn English from the first till the third-semester students of the Islamic Education Study Program at IAIN Palopo.

The development of English materials for Islamic Education Study Program students at IAIN Palopo has several assumptions as follow:

1. In Islamic Education Study Program at IAIN Palopo, the students learn English for three semesters. It starts from the first till the third semester. Therefore, the study can be carried out materials for the first-semester students of the Islamic Education Study Program at IAIN Palopo.
2. The existing materials book about Islamic Study from the previous studies will support designing learning materials in this study.

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## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Previous Studies

In this study, the writer observed several studies that aimed to develop instructional material. They are as follows:

1. ReskiJayantiSagita AP (2020) Designing English Syllabus for Islamic Education Study Program at IAIN Palopo<sup>3</sup>.

This study aims to design English syllabus for the first-semester in Islamic Education Study Program at IAIN Palopo. The research design used in this study was Research and Development (R&D) utilized 4D model. The English syllabus was designed referred to the Indonesian National Qualification Framework (INQF) and the students' need analysis results. The designed English syllabus for the first semester Islamic Education students at IAIN Palopo includes several components: 1) Learning goal is to communicate both oral and written using English in as Islamic students and Islamic Education teacher. 2) Learning materials: English material is basic English and vocabulary including part of speech, auxiliary verb (to be, to do, to have, and modals), question words, active and passive voice, asking and giving advice, showing prohibition, and asking and giving opinion. Islamic material including the five pillars of Islam, the six pillars

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<sup>3</sup>ReskiJayantiSagita AP, "Designing English Syllabus for Islamic Education Study Program at IAIN Palopo", (August, 2020).

of faith, how to perform thaharah and Islamic prayer, inspirational Islamic figure, UlulAzm prophet, Amrma'rufnahimungkar, haram and halal, and Islamic education in Indonesia. 3) Learning methodology is task-based learning. 4) Learning media are picture, video, and social media. The product was tryout to 25 of the second semester students of Islamic Education study program at IAIN Palopo. There are four English skills in this syllabus: 1) listening, 2) speaking, 3) reading, and 4) writing. The instrument were used in this study were questionnaire for need analysis and observation sheet for three experts validators and students' perception. The designed syllabus of this study will be beneficial for English lecturer in teaching English for Islamic Education especially for the first semester students.

This study is a continuation of the study above, where the study above designed the syllabus, therefore the writer will develop English learning materials for Islamic Education Study Program at IAIN Palopo.

2. MiftahulKhairNur Ali Mubar (2017) Developing English Learning materials for Young Learners Based on Need Analysis at MTsN Model Makassar<sup>4</sup>.

This study aims to create learning materials for third-grade students at MTsN Model Makassar, specifically for speaking. The needs analysis results revealed that the MTsN Model Makassar third-grade students want English materials, especially speaking materials. The population was the third grade students. There were 20 students as the respondents of 19 questionnaire questions.

---

<sup>4</sup>MiftahulKhairNur Ali Mubar, "Developing English Learning Materials for Young Learners Based on Needs Analysis at MTsN Model Makassar," *Vol 1*, no.2 (December, 2015).

The design used in this study was Researcher and Development (R&D). Finally, this study produced English learning materials for students called speaking materials, which have six guidelines as the main subject and 18 exercises to develop students' speaking abilities, all summarized in 24 pages.

The study above and this study have a lot in common when it comes to developing English materials. Simultaneously, the distinctions include studying specialized English materials for a ninth-grade instead of just focusing on speaking materials. On the other hand, this study would develop English materials for an Islamic education study program and empower four integrated skills.

3. ImaFitriyah (2018) Developing English Materials for Islamic Education Students of IAIN Kediri<sup>5</sup>.

This study aims to develop instructional materials for Islamic education students to solve the communication problem that undergraduate students at the State Islamic Institute of Kediri (IAIN Kediri) are experiencing. This study aimed to develop ESAP instructional materials for Islamic education students at IAIN Kediri using Contextual Teaching and Learning (CTL) concepts. This study carried out in a population of 394 students being in the second semester at IAIN Kediri. There are 40 students involved in this study. The result of the need review informs how the developer constructs instructional materials using CTL concepts. The materials' contents belong to the Islamic education package, divided into ten units for one semester.

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<sup>5</sup>ImaFitriani, "Developing English Materials for Islamic Education Students of IAIN Kediri," *vol* 9, no. 1 (2018).



The related study has some subjects for Islamic education students, but the instruction material, sample, and population are all different.

4. EkaRizkiAmalia (2018) Developing English Textbook Material for Islamic Primary Education Program: a Participatory Action Research<sup>6</sup>.

This analysis's findings illustrate the value of designing textbook material that is personalized to students' needs. The textbook material represents the context in which PGMI students and Islamic primary students. Many parties profit from this study. The creation of English textbooks for the PGMI program based on P.A.R. analysis is expected to support the PGMI program's accreditation on campus. The textbooks that have been prepared can serve as a reference and handbook for lecturers who will be teaching PGMI students, and the textbooks that have been prepared can serve as a reference and handbook for lecturers who will be teaching PGMI students. This study's method and analysis can be extended to any form of research. It is expected that in the future, there will be further research for other disciplines.

The similarity of the study above with this study is developing English material. Simultaneously, the differences are the study above developing English Material for Islamic Primary School and using the P.A.R. method. In contrast, this study will develop English Materials for Islamic Education Study Program and using ADDIE Model.

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<sup>6</sup>EkaRizkiAmalia“ Developing English Textbook Material for Islamic Primary Education Program: a Participatory Action Research,” *vol 1*, np. 2 (2018).

## B. Literature Review

### 1. English for Specific Purpose (E.S.P.)

#### a. Definition of E.S.P.

English for specific purposes (E.S.P.) refers to English as a second or foreign language teaching and studying where the learners aim to use English in a specific domain. In the beginning, the desire to connect through languages in trade and technology drove English teaching for particular purposes. According to Belcher, English for academic purposes (E.A.P.), English for occupational purposes (E.O.P.), English for vocational purposes (E.V.P.), English for medical purposes (E.M.P.), English for business purposes (E.B.P.), English for legal purposes (E.L.P.), and English for sociocultural purposes (ESCP) have also been added to the E.S.P. Characteristic of E.S.P.<sup>7</sup>

Dudley-Evans and St. John presented a modified E.S.P. definition that comprises both absolute and variable E.S.P. characteristics<sup>8</sup>. The fundamental characteristics are (1) E.S.P. is established to address unique learner needs; (2) E.S.P. uses the underlying methodology and practices of the discipline it serves; and (3) E.S.P. is based on language (grammar, lexis, register), discourse and genres appropriate to these activities. The variable of characteristics are (1) E.S.P. may be related to or designed for specific disciplines; (2) E.S.P. may use a different approach than general English in specific teaching situations; (3) E.S.P.

<sup>7</sup>Brian Paltridge and Sue Starfield, *The Handbook of English for Specific Purposes*, First edition (A John Wiley & Sons, Ltd., Publication, Inc, 2013), 2.

<sup>8</sup>T Dudley-Evans and MJ St. John, *Developing in English for Specific Purposes* (Cambridge: Cambridge University Press, 1998), 4.

is likely to be designed for adult learners, either at a tertiary level institution or in a professional work situation. It could, however, be aimed at high school students.

(4) Most E.S.P. courses assume some basic knowledge of the language system, but it can be used with beginners; (5) Most E.S.P. courses assume some basic knowledge of the language system, but it can be used with beginners.

## **2. Need Analysis in ESP**

ESP is started by considering the learners' needs and what they have to do in the target situation<sup>9</sup>. According to Hutchinson & Waters "any course should be based on an analysis of learner need", because it determines the reasons and procedures that should be used to achieve satisfactory results<sup>10</sup>. According to Basturkmen, Need analysis identifies the specific language and skills the group of language learners will need<sup>11</sup>.

### **a. Target Need Analysis**

Related to designing learning material for Islamic Education Study Program, the three aspects of the target need closely related to the Nunan's task component. Nunan (2004) proposed six elements of task components. They are the goal, input and procedures, setting, the teacher's role, and students' role. Goal refers to the necessities in the target needs; input refers to lack and wants.

<sup>9</sup>Benyelles R., "Teaching ESP at Past Graduae Level."Unpublished Doctorate Thesis: University of Tlemcen, 2009, 21.

<sup>10</sup>Hutchinson and Waters, *English for Specific Purposes*, 53.

<sup>11</sup>NununIndrasari, " English for Specific Purposes: A Need Analysis at The Second Semester of Physics Education Students of IAIN RadenIntan Lampung in The Academic Year of 2015/2016," *English Education: Jurnal Tadris Bahasa Inggris* 9. No. 1 (2016): 163

Meanwhile, the other four elements refer to the domain of learning need analysis.

The detailed orientation of the goal and input analysis framework are as follow:

- 1) A goal analysis framework
  - a) What is the purpose of studying English?
  - b) What skill is needed?
- 2) An input analysis framework
  - a) What level of proficiency are the students now?
  - b) What topics are they like?
  - c) How long texts do they like?
  - d) What is the significance of studying vocabulary for them?

#### **b. Learning Need Analysis**

Learning needs refer to what the learner needs to teach<sup>12</sup>. The learning need is closely related to activities that the learners need to do to achieve the learners' abilities to perform the required degree of competence in the target situation. It is necessary to assess the student's learning needs to determine an engaging teaching and learning process that the students need. This analysis is linked to activities, setting, the teacher's position, and the students' role. The other four task components are added to this study to fulfill the learning task's excellent composition. An analysis framework to find the activity

- a) What learning activities do the students think effective for studying English?

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<sup>12</sup>Nation & Macalister, *Language Curriculum Design* (New York: Routledge, 2010), 24.

- b) What is effective arrangement of activities do they prefer?
- c) What challenging activities do the students meet in studying English?
- 1) An analysis framework to find the setting
  - a) What setting of place do the students prefer?
  - b) What setting of activities would the students like to be entered?
  - c) How long the students want to per activities?
- 2) An analysis framework to find learners' role
  - a) What do the students want to be in the progress of teaching and learning?
  - b) An analysis framework to find teacher's role
  - c) What do the students with their teacher to be in progress of teaching and learning?

### **3. Task-Based Language Teaching (TBLT)**

#### **a. Theory of Language in TBLT**

TBLT is based on the structural, functional, and interactional language models rather than a single language model. In terms of structure, language is viewed as the less-to-more complex in fairly conventional respects when considering the parameters for deciding the tasks' linguistic sophistication. Furthermore, vocabulary has been known to play a more central role in second language learning in recent assumptions underlying TBLT. The term "vocabulary" is also used to refer to lexical phrases, sentence stems, prefab routines, and sentences as necessary linguistic, lexical, and language pedagogical

units. Communicative language teaching's underlying nature of language learning is shared Task-Based<sup>13</sup>.

#### **b. Language Learning Theory in TBLT**

Language learning's fundamental essence is shared by task-based language teaching and communicative language teaching<sup>14</sup>. According to Nunan, It involves open communication, completing meaningful tasks, and vocabulary that is meaningful to the learner to facilitate learning<sup>15</sup>.

Richards and Rodgers state that tasks improve learner motivation and therefore promote learning<sup>16</sup>. Through the task, the learner will be exposed to authentic language in various formats and operations. Besides, tasks typically include physical activities, partnerships, and collaboration, calling on the learner's past experiences.

#### **c. Learners and Teacher Role's in Task-Based Language Teaching**

Richard and Rodgers propose three primary teacher roles<sup>17</sup>. Teachers' functions in task-based language teaching include task selection and sequencing, task preparation, and conscious-raising. The teacher's primary function as a task selector and sequencer is to pick, adjust, and construct tasks, then arrange them into an instructional series based on the learners' desires, preferences, and skills.

<sup>13</sup>T.S Richard, J & Rodgers, *Approach and Methods in Language Teaching* (New york: Cambridge University Press, 2006), 226-228.

<sup>14</sup>*Ibid*, 228

<sup>15</sup>D Nunan, *Task-Based Language Teachin*(Cambridge: Cambridge University Press, 2004), 182.

<sup>16</sup>T.S Richard, J & Rodgers, *Approach and Methods in Language*. 229.

<sup>17</sup>T.S Richard, J & Rodgers, *Approach and Methods in Language*.235



Teachers should also use different method approaches to increase students' awareness, such as attention-focusing, pre-task exercises, text exploration, guided exposure to parallel assignments, and the use of highlighted materials.

#### **4. Curriculum in Islamic Education Study Program at IAIN Palopo**

Islamic Education Study Program at IAIN Palopo refers to the Indonesian National Qualification Framework (INQF) in developing curriculum. The Indonesian National Qualification Framework is one of the national references to improve the quality and competitiveness of Indonesian people in the human resource sector through the achievement of Indonesian human resource qualification produces by the education system and the national job training system, as well as the learning achievement equality assessment system<sup>18</sup>. National instruction that every study program at tertiary institution in Indonesia are required to prepare curriculum, implement, and evaluate curriculum implementation with reference to the Indonesian National Qualification Framework in the higher education sector included in the Regulation of the Minister of Education and Culture Number 73 of 2013 concerning the application of the Indonesian National Qualification Framework in the field of higher education. This ministerial regulation is a derivative of Republic of Indonesia Presidential Regulation No. 8 of 2012 explained that INQF, is a competency qualification gap framework that can juxtapose, equalize, and integrate between the education and work training field as well as work experience in the context of

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<sup>18</sup>Ali Akbar (Fakultas Tarbiyah dan Tadris IAIN Bengkulu) Jono, "Studi Implementasi Kurikulum Berbasis KKni Pada Program Studi Pendidikan Bahasa Inggris Di Lptk Se-Kota Bengkulu," *MANHAJ* 4, no.1 (2017); 148.

giving recognition work competencies according to the work structure in various sector.

## **5. Syllabus of Islamic Education Study Program**

In this part, the writer presents the Islamic Education Study Program syllabus according to the previous study – ReskiJayantiSagita AP. The writer developed English learning material from the syllabus designed from previous research. There are four English skills in that syllabus: 1) listening, 2) speaking, 3) reading, and 4) writing. The designed English syllabus for the first semester Islamic Education students at IAIN Palopo includes several components: 1) Learning goal is to communicate both oral and written using English in as Islamic students and Islamic Education teacher; 2) Learning materials: English material is basic English and vocabulary including part of speech, auxiliary verb (to be, to do, to have, and modals), question words, active and passive voice, asking and giving advice, showing prohibition, and asking and giving opinion. Islamic material including the five pillars of Islam, the six pillars of faith, how to perform thaharah and Islamic prayer, inspirational Islamic figure, UlulAzm prophet, Amrma'rufnahimungkar, haram and halal, and Islamic education in Indonesia; 3) Learning methodology is task-based learning; 4) Learning media are picture, video, and social media. The designed syllabus will beneficial for English lecturer in teaching English for Islamic Education.

## 6. Material Development

According to Tomlinson<sup>19</sup>, Materials development is an area of study and a practical project. It is a discipline that explores the concepts and procedures of language teaching materials design, application, and assessment. It refers to anything achieved by writers, teachers, or learners to provide a source of language feedback. Such sources can be used in ways that increase the probability of intake and promote purposeful production. Materials developers can write textbooks, vocabulary, material text about Islamic Education, and lessons.

## 7. Instructional Design Models

### a. Borg & Gall Design Model

The Borg and Gall model consist of ten process steps. The following are the details<sup>20</sup>: phase 1 entails conducting research, gathering information, and conducting a needs review. It contains a literature summary, classroom findings, and a state-of-the-art survey. Phase 2 and 3 include preparing and designing a sample of the device. Defining capabilities, stating goals, deciding course order, and performing small-scale feasibility tests are all part of the planning process. Prepare a rough version of the items, which contains instructional materials, handbooks, and testing devices. Phase 4 is to perform preliminary field research. It presents the interview, questionnaire results, and analysis from the school to a closer. Conduct primary product revision and preliminary field tests for phases 5

<sup>19</sup>Brian Tomlinson, *Materials Development in Language Teaching*, (New York: Cambridge University Press, 2001), 66.

<sup>20</sup>Borg and Gall, *Education Research: An Introduction* (London: Longman, 1983), 775

and 6. Quantitative evidence on subjects' courses was used to test significant product revisions. In phase 7, the operating product is updated in compliance with the main field-test findings. In phase 8 and 9 deal with operational field research and final product revision, respectively. Dissemination and execution are the final steps or step 10. It's a show of the commodity at technical seminars and magazines. Collaboration with a publisher that can manage commercial sales. To maintain quality management, keep an eye on the delivery.

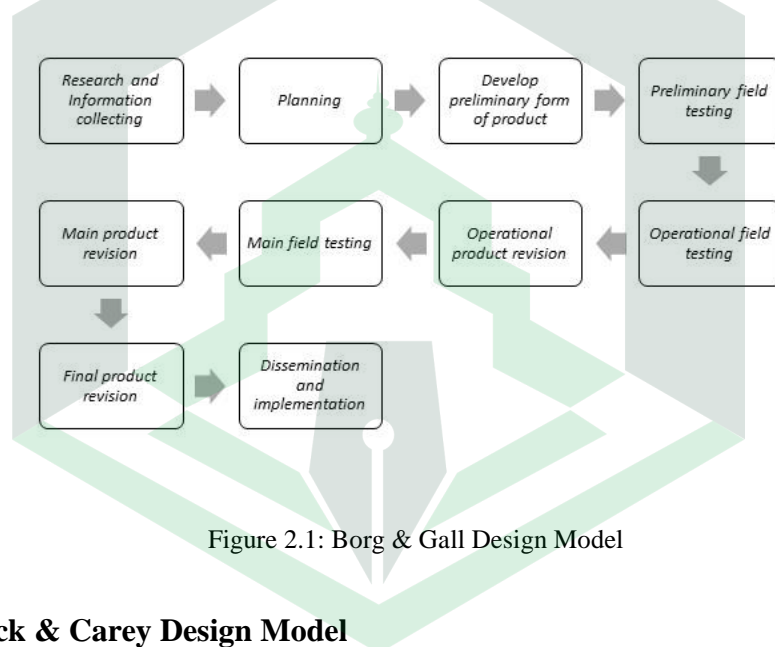


Figure 2.1: Borg & Gall Design Model

#### b. Dick & Carey Design Model

Dick and Carey's paradigm is methodical<sup>21</sup>. The model is a ten-step process with ten main process elements (nine basic steps in an iterative process and a final assessment of the instruction's efficacy).

<sup>21</sup>Walter Dick and Lou Carey, *The Systematic Design of Instruction*. 4<sup>th</sup> ed. (New York: Harper Collin, 1996)

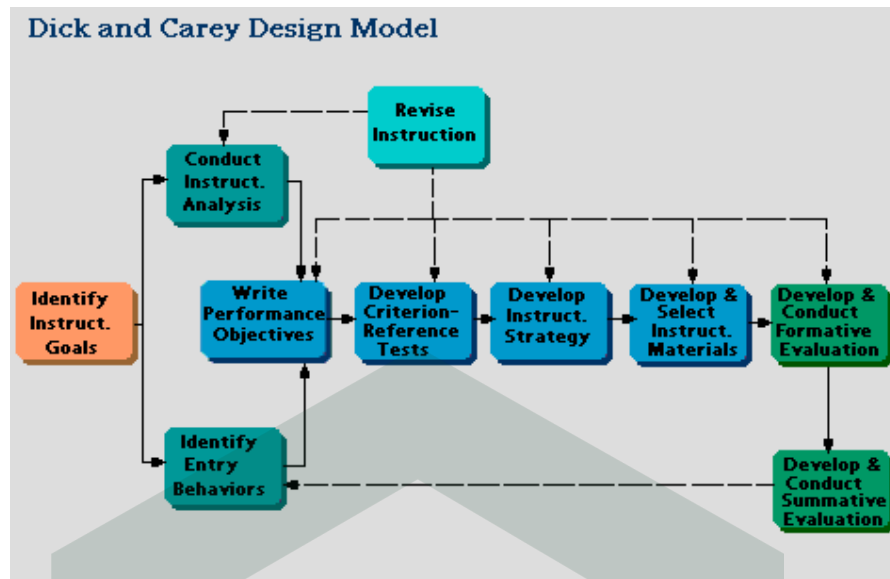


Figure 2.2: Dick&Carey Design Model

The nine components in an iterative cycle include:

- 1) Determine the instructional goal(s): determine what the learners are supposed to do after the course.
- 2) Conduct instructional analysis: evaluate what learners are doing step-by-step while completing the goal; determine what abilities and experience are needed.
- 3) Analyze learners and contexts: to identify learners' present skills, preferences, and attitude as well as the characteristics of the instructional setting; the valuable information about the target population includes entry behaviors, prior knowledge of the topic area, attitudes toward content, and potential delivery systems, academic motivation, attitudes toward the organization

- 4) Create success objectives: Describe what the learners would be able to do using statements of the abilities to be mastered, requirements, and parameters.
- 5) Create Evaluation Instruments: Create a criteria-based assessment that is in line with the success targets.
- 6) Create an instructional plan, including pre-instructional activities (motivation, goals, and entrance behavior), knowledge presentation (instructional series, information, and examples), learner engagement (practice and feedback), testing (pretest and posttest), and follow-up activities (remediation, enrichment, memorization, and transfer)
- 7) Create and choose curriculum: to create instruction using instructional techniques.
- 8) Build and enforce formative evaluation: gather data to decide ways to improve teaching.
- 9) Analyze the instructional study's relevance, learner and background analysis, achievement expectations, measurement tools, instructional methods, and teaching using the formative examination evidence.

The summative assessment, which assesses the lesson's importance, is the final step in the process.

#### **c. 4D Instructional Design Model**

The Four-Door (4D) is a simple instructional design model that directs the researcher through four steps: defining, designing, developing, and disseminating

the product<sup>22</sup>. The learner's needs will be assessed during the deciding process. The next step is to formulate a product that can be manufactured and created in response to the learner's needs. The next step will be developing a product with solid validity from expert judgments, lecturers, and students. The final step involves disseminating the product through a seminar, social media, a journal, and other means.

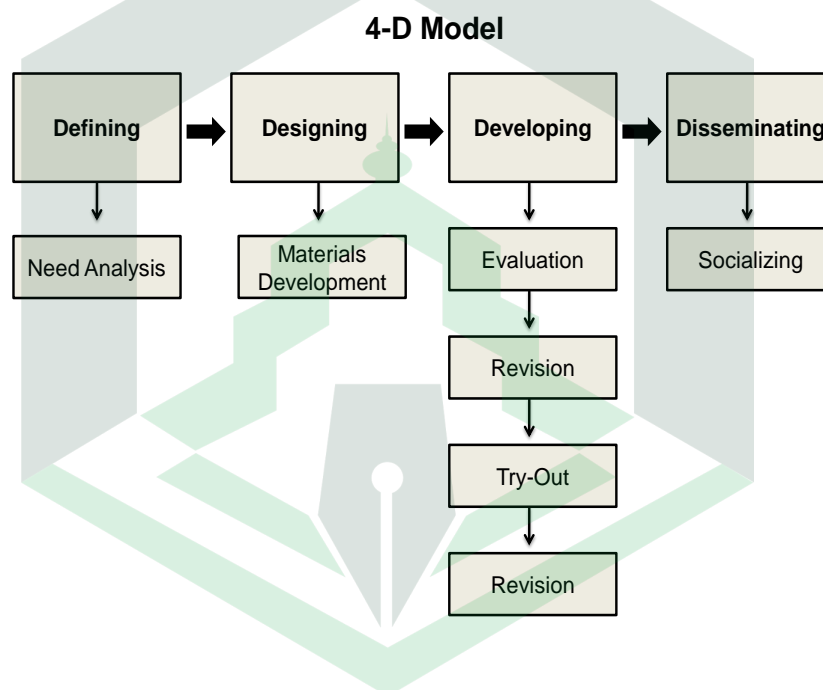


Figure 2.3: 4-D Model

<sup>22</sup>S. Thiagarajan, Dorothy S. Semmel, and Melvyn I. Semmel, *Instructional Development for Training Teacher of Expectation Children*, Special (Minneapolis, Minnesota: Leadership Training Institute University of Minnesota, 1974), 5-9.

#### d. ADDIE Model

This product design model is comprised of five words. They are: Analysis (needs, requirements, tasks, and current skills of participants), Design (learning objectives, implementation format, practices, and exercises), and Develop (create a prototype, develop course materials, review, pilot session), Implementation (Implementation, resources in place, and observation), and Evaluate (awareness, knowledge, behavior, and result).

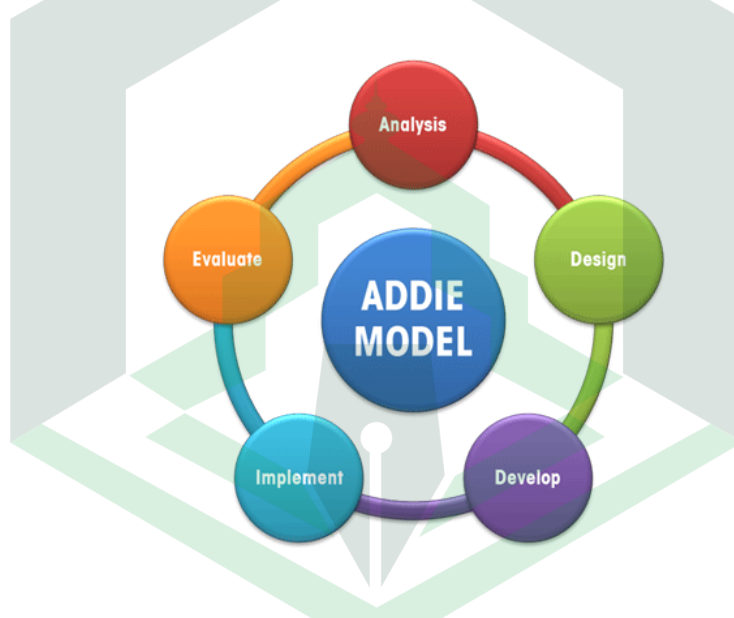


Figure 2.4: ADDIE Model

#### C. Conceptual Framework

Based on the previous examples of many design models, the writer concludes that the ADDIE Model better supports the materials developed in this study. The following conceptual framework will be used to explain it:



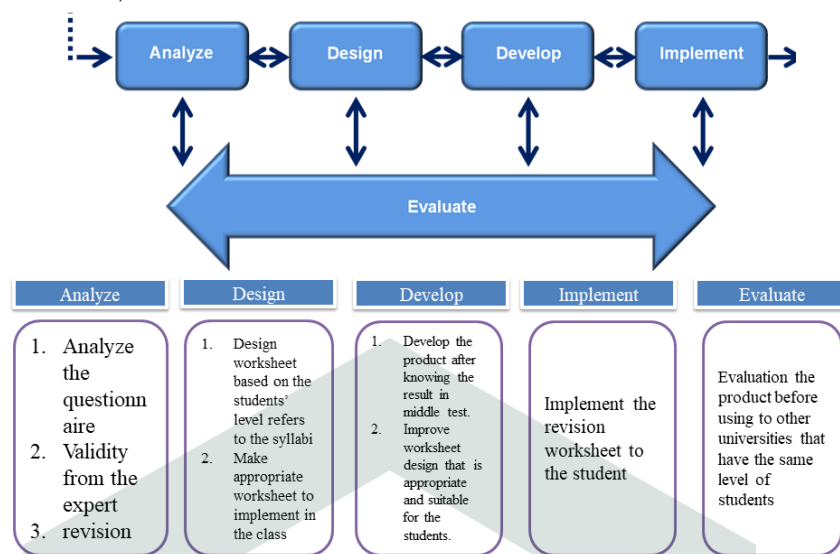


Figure 2.5: Conceptual Framework

### 1. Analyze

The analysis phases of instructional design are designed on the primary process. You must describe the problem, decide the source of the problem, and evaluate potential solutions during this process. Basic testing approaches such as needs analysis, job analysis, and task analysis can be used during this process.

### 2. Design

The design phase is used to plan to evaluate the processes of instructional design. During this method, you must identify the problem, determine the root of the problem, and assess possible solutions. Simple testing methods such as analysis, job analysis, and role analysis can be used during this method. Some of the Design Phase elements may include writing a target population description, conducting a learning analysis, writing objectives and test items, selecting a

delivery system, and sequencing the instruction. The outputs of the Design phase will be the inputs for the Develop phase.

### 3. Develop

The development phase builds on both the Analyze and Design phases. This process aims to create lesson plans and instructional materials. You can build the manual, all media used in the instruction, and all supporting documents during this process. It could consist of both hardware (such as simulation equipment) and software (e.g., computer-based instruction).

### 4. Implementation

Whether in a classroom, a lab, or on a computer, the instruction's actual execution is the Implementation process. This step aims to provide instruction in a manner that is both accurate and successful. This process should help students learn the curriculum, encourage their mastery of goals, and ensure that they translate their expertise from the instructional materials setting to a job.

### 5. Evaluate

This phase assesses the instruction's efficacy and effectiveness. Inside phases, between phases, and after Implementation, evaluation can occur during the instructional design process. The measurement may be either formative or summative.

Throughout and between phases, formative evaluation is carried out. This method of evaluation aims to enhance the lesson before it is applied in its final form.

Summative evaluation takes place after the final iteration of the lesson has been applied. This method of assessment determines the general success of the training. The Summative Evaluation results are often used to make instructional decisions (such as whether to buy an instructional kit or resume or stop instruction).



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### **CHAPTER III**

### **RESEARCH METHOD**

In this study, the writer utilized the Research and Development (R&D) method in developing English Learning Materials for Islamic Education students of State Islamic Institute of Palopo.

#### **A. Development Model**

This study is a continuation of previous research, “ReskiJayantiSagita AP – Designing English Syllabus for Islamic Education Study Program at IAIN Palopo,” where the previous research designed the syllabus; therefore, the writer will develop English Learning Material. In dealing with the development model, The ADDIE model was used to develop five steps in developing English materials for Islamic Education students, becoming the writer’s guide in developing the book. Analyze, Design, Develop, Implement, and Evaluate is for Analyze, Design, Develop, Implement, and Evaluate. The writer chose the ADDIE model because it is straightforward to understand and follow.

#### **B. Research Procedures**

The ADDIE model was used by the writer in this study to develop English learning materials for Islamic Education students.

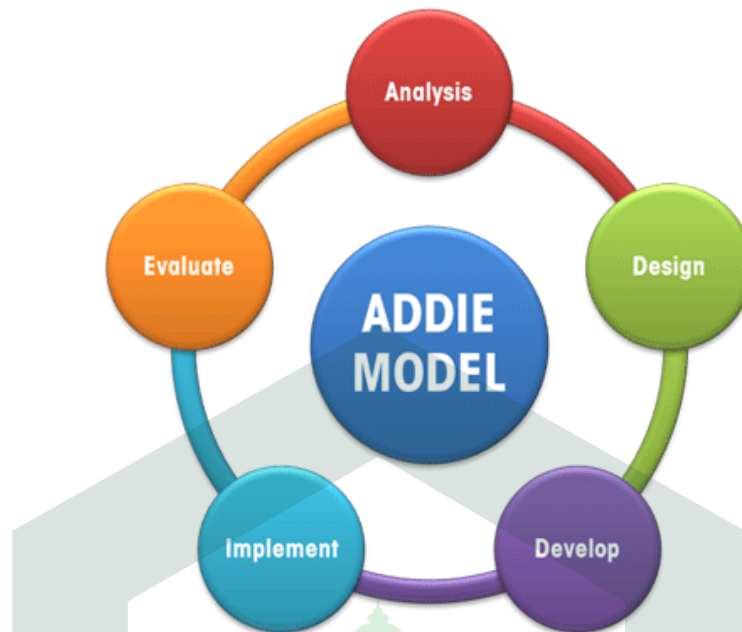


Figure 3.1: The step of the writer procedure

#### 1. Analysis

The analysis has been done by the writer along with previous researcher who has made a syllabus for Islamic Education Study Program at IAIN Palopo. In this stage, the writer and the previous researcher collecting the information about the learners' needs for learning English. The information was about target needs (needs, lack, and wants) and learning needs (activities and setting). The analysis was used to determine the suitable English for Islamic Education Study Program at IAIN Palopo.

#### 2. Designing

For Islamic Education, the writer designed a course grid to schedule learning and study in English. The student's specific skills, how the materials

were delivered, and how they knew about English were included in the course grid.

### 3. Developing

In this stage, the writer developed the English Learning Materials based on the Syllabus by the previous writer. This stage focuses on the material's growth.

1. Collecting material, 2. Arranging the English for Islamic Materials, 3. arranging the design using the TBLT (Teaching Based on Language Teaching) method. The exercise should be designed from the most basic to the most advanced stage. Illustrations, typing, photo-editing, layout, and coloring are all examples of design. 4. Validating, the validation used two ways, the first way using experts, and the second ways were students' perception.

### 4. Implementation

This stage, the students' book had been validated by experts. The students' book had been implemented in small number of students through a google form. This approach was used to assess the test book's effectiveness and interest.

### 5. Evaluation

There were two types of evaluations used by the writer. It was a combination of formative and summative evaluations. Formative evaluation is used to gather data at each stage of the research process. It aimed to provide reliable data to address the problems that appeared in this case. A summative

evaluation is completed at the end of a research study. It aimed to assess the effectiveness of the students' textbooks.

### **C. Design of the Material Try-out**

#### **1. Design of Try-out**

In this try out, the writer conduct the try out by collecting some students from Islamic Education study program. The topic taught by the writer was about the pillars of Islam, because time and conditions that do not allow to try out for all topics.

#### **2. The Subject of Try-Out**

The population in this study was all the students at the first semester of Islamic Education study program, Faculty of Tarbiyah and Teacher Training at State Islamic Institute of Palopo. There are five classes in the class of 2018 with amount of students is 181. The sample of this study was 103 students that had been conducting by using random sampling technique.

### **D. Technique and Data Collection**

In this study, the instrument used by the writer is a questionnaire. A questionnaire was used to gather data two times. The first questionnaire was for expert validation and the second was for Try-Out (students' perceptions of the English material).

#### **a. Data collection instruments for the experts validation**

The learning material was validated through observation sheets by three expert judgments (Islamic material expert, language expert, layout expert). Then, it revised again as a final draft of the product.

b. Data collection instruments for the students' perception

The data collection instrument for materials was the observation sheets about students' perception. Its item consisted of question about how feasible the learning material for Islamic students. The students' perception was conducted to ensure that the material is genuinely appropriate for the Islamic Education students.

**E. Data Analysis on Product Validation and Students' Perception**

The data were analyzed through central tendency. The central tendency can be defined as the propensity of a set of numbers to cluster around a particular value. The used measure of central tendency of this data is mean, which is more commonly called the average. The mean is the sum of all the values in a distribution divided by the number of values<sup>23</sup>. The formula is written as follows;

$$M = \frac{\sum x}{N}$$

M = The Mean

$\sum x$  = Total Score

N = Number of Values

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<sup>23</sup>Brown & Rodgers. *Doing Second Language Research*. (UK: Oxford, 2009), 128



Then, to put all the mean values in the categories, a range is used to classify the mean values in classes<sup>24</sup>. This class interval was calculated based on the following formula.

$$R = (H-L):5$$

H = High Number

L = Low Number

Based on the calculation, the class intervals were presented as follows;

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

The illustration of table Expert Validation as follows:

No.	indicator	Score	Expert Suggestion

<sup>24</sup>Widoyoko, EkoPutro. *Teknik Penyusunan Instrumen Penelitian*. (Yogyakarta: Pustaka Pelajar, 2013), 111.

The illustration of table Students' Perception

No.	indicator	Score	Category



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## CHAPTER IV


### FINDING AND DISCUSSION

This chapter consists of the writer's findings showing the result of the data analysis and then discussing them in the discussion section research.

#### A. Finding and Result

##### 1. Syllabus of Islamic Education Study Program

The need analysis has been done in advance along with the previous researcher. Based on the previous study Resky Jayanti Sagita AP "Designing English Syllabus for Islamic Education Study Program at IAIN Palopo" for the detail, the result of the designed syllabus as follows:

		RENCANA PEMBELAJARAN SEMESTER (RPS) PROGRAM STUDI PENDIDIKAN AGAMA ISLAM INSTITUT AGAMA ISLAM NEGERI (IAIN) PALOPO			
MATA KULIAH	KODE	RUMPUN	BOBOT (SKS)	SEMESTER	TANGGAL PENGESAHAN
BAHASA INGGRIS UNTUK PENDIDIKAN ISLAM	-	-	2	1	-
OTORISASI	Dosen Pengembang RPS		Koordinator RMK	Ka PRODI	
			-		
CAPAIAN PEMBELAJARAN	CP-Prodi/ CPL 1. (N1) Bertakwa kepada Tuhan Yang Maha Esa dan mampu menunjukkan sikap religius 2. (P3) Menguasai pengetahuan dan langkah-langkah berkomunikasi baik lisan maupun tulisan dengan menggunakan bahasa Inggris dalam perkembangan dunia akademik dan dunia kerja. 3. (P5) Menguasai pengetahuan dasar-dasar keislaman sebagai agama <i>rahmatan lil 'alamin</i> 4. (KU.1) Mampu menerapkan pemikiran logis, kritis, sistematis, dan inovatif dalam konteks pengembangan atau implementasi ilmu pengetahuan dan teknologi yang memperhatikan dan menerapkan nilai humaniora yang sesuai dengan bidang keahliannya; 5. (KU.2) Mampu menunjukkan kinerja mandiri, bermutu dan terukur. 6. (KU.11) Mampu berkomunikasi baik lisan maupun tulisan dengan menggunakan bahasa Inggris dalam perkembangan				

Picture4.1: Syllabus page 1

	<p>dunia akademik dan dunia kerja.</p> <p>7. <b>(KU.12)</b> Mampu berkolaborasi dalam team, menunjukkan kemampuan kreatif (creativity skill), inovatif (innovation skill), berpikir kritis (critical thinking) dan pemecahan masalah (problem solving skill) dalam pengembangan keilmuan dan pelaksanaan tugas di dunia kerja.</p> <p>8. <b>(KK.6)</b> Menerapkan pengetahuan dan keterampilan teknologi informasi dalam konteks pengembangan keilmuan dan implementasi bidang keahlian secara efektif dan berdaya guna.</p>
	<p><b>Capaian Pembelajaran Mata Kuliah (CPMK)</b></p> <ol style="list-style-type: none"> <li>1. Mahasiswa mampu mengemukakan Rukun Islam dan Rukun Iman menggunakan Bahasa Inggris.</li> <li>2. Mahasiswa mampu memahami dan menjelaskan tata cara (<i>how to do something</i>) thaharah dan shalat menggunakan Bahasa Inggris.</li> <li>3. Mahasiswa mampu mengemukakan aktivitas positif sebagai seorang muslim di kehidupan sehari-hari menggunakan Bahasa Inggris.</li> <li>4. Mahasiswa mampu mendeskripsikan (<i>describing</i>) tokoh-tokoh Islam inspiratif menggunakan Bahasa Inggris.</li> <li>5. Mahasiswa mampu membuat biografi singkat tokoh-tokoh Islam inspiratif menggunakan Bahasa Inggris.</li> <li>6. Mahasiswa mampu mengemukakan hal-hal yang berkaitan dengan upaya membangun generasi Islami. menggunakan Bahasa Inggris.</li> <li>7. Mampu membuat rencana (<i>planning</i>) menggunakan Bahasa Inggris.</li> <li>8. Mahasiswa mampu mengemukakan hal-hal yang berkaitan dengan pengamalan Rukun Iman menggunakan Bahasa Inggris.</li> <li>9. Mahasiswa mampu mengemukakan hal-hal yang berkaitan dengan kisah teladan rasul uhl azmi menggunakan Bahasa Inggris.</li> <li>10. Mahasiswa mampu memberi nasihat tentang amar ma'ruf nahi munkar menggunakan bahasa Inggris</li> <li>11. Mahasiswa mampu mengemukakan hal-hal yang halal dan haram (dilakukan dan dikonsumsi) bagi umat islam menggunakan Bahasa Inggris.</li> <li>12. Mahasiswa mampu mengemukakan pendapat tentang Pendidikan Islam di Indonesia menggunakan Bahasa Inggris.</li> </ol>
<b>Deskripsi Singkat MK</b>	<p>Mata kuliah Bahasa Inggris untuk PAI ini merupakan mata kuliah bidang studi pada program S-1 Program Pendidikan Agama Islam dengan status mata kuliah wajib. Mata kuliah ini diberikan kepada mahasiswa semester 1 dengan bobot mata kuliah 2 SKS. Mata kuliah ini membahas mengenai penggunaan Bahasa Inggris (<i>basic</i>) dalam pembelajaran Pendidikan Islam. Ketrampilan</p>

Picture4.2: Syllabus page 2

	<p>yang diajarkan meliputi keterampilan mengucapkan kata dalam bahasa Inggris, mendengar, berbicara, membaca, dan menulis. Sedangkan komponen bahasa pendukung ketrampilan berbahasa yang diajarkan adalah kosa kata dan tata bahasa. Seluruh ketrampilan dan komponen berbahasa tersebut disajikan dalam setiap pertemuan secara terintegrasi agar mahasiswa benar-benar memiliki kemampuan yang mumpuni setelah lulus.</p>
<b>Bahan Kajian</b>	<ol style="list-style-type: none"> <li>1. <b>The Five Pillars of Islam</b> <ul style="list-style-type: none"> <li>• <i>The Five Pillars of Islam</i></li> <li>• Kosa kata yang berkaitan dengan pengamalan rukun Islam (diutamakan <i>verb</i>)</li> <li>• <i>Pronoun</i> dan <i>Verb</i> (definisi dan contoh)</li> <li>• Penggunaan "<i>to do</i>" dalam menjelaskan tatacara bersuci (thaharah) dan sholat dalam Bahasa Inggris</li> </ul> </li> <li>2. <b>Muslim</b> <ul style="list-style-type: none"> <li>• Kosa kata yang berkaitan dengan aktivitas positif sebagai seorang muslim</li> <li>• "<i>Verb I + ing</i>" (definisi dan contoh)</li> <li>• To be (am, is, are) + Verb+ing (Definisi dan contoh)</li> </ul> </li> <li>3. <b>Muslim Generation</b> <ul style="list-style-type: none"> <li>• Kosa kata yang berkaitan dengan upaya membangun generasi Islami (diutamakan <i>verb</i>)</li> <li>• "Will + Verb I" (definisi dan contoh)</li> </ul> </li> <li>4. <b>Inspirational Islamic Figures</b> <ul style="list-style-type: none"> <li>• Kosa kata yang berkaitan dengan tokoh Islam inspiratif</li> <li>• <i>Adjective, noun, dan adverb</i> (definisi dan contoh)</li> <li>• Biografi singkat tokoh Islam inspiratif dengan menggunakan: <ul style="list-style-type: none"> <li>○ <i>To be (am, is, are dan was, were) + ANA (Adjective, noun, &amp; Adverb)</i></li> <li>○ <i>Verb I, Verb II, Verb III</i></li> <li>○ <i>Did</i></li> <li>○ <i>To Have</i></li> </ul> </li> </ul> </li> <li>5. <b>The Six Pillars of Faith</b> <ul style="list-style-type: none"> <li>• <i>The Six Pillars of Faith</i></li> <li>• Kosa kata yang berkaitan dengan pengamalan rukun Iman</li> <li>• <i>Active dan Passive Voice</i> (definisi dan contoh)</li> </ul> </li> </ol>

Picture4.3: Syllabus page 3

	<p><b>6. Ulu'l-Azm Prophets</b></p> <ul style="list-style-type: none"> <li>Kosa kata yang berkaitan dengan Rasul Ulu' Azmi</li> <li>Question words (5w+1H)</li> </ul> <p><b>7. Amar Ma'ruf Nahi Mungkar</b></p> <ul style="list-style-type: none"> <li>Kosa kata yang berkaitan dengan amar ma'ruf nahi mungkar</li> <li><i>Expressions of asking and giving advice</i></li> </ul> <p><b>8. Halal and Haram</b></p> <ul style="list-style-type: none"> <li>Kosa kata yang berkaitan dengan hal-hal yang halal dan haram dalam Islam</li> <li><i>Expressions of Showing Prohibition</i></li> </ul> <p><b>9. Islamic Education in Indonesia</b></p> <ul style="list-style-type: none"> <li>Kosa kata yang berkaitan dengan Pendidikan Islam di Indonesia</li> <li><i>Expressions of asking and giving opinion</i></li> </ul>
<b>Pustaka</b>	<p><b>Utama :</b></p> <ol style="list-style-type: none"> <li>DarwisDjamaluddin. 2010. <i>English for Islamic Studies</i>. Bandung: PT. RajagrafindoPersada.</li> <li>Arsyad,Azhar.2013. <i>Dasar-dasar Penguasaan Bahasa Inggris</i>. Yogyakarta: PUSTAKA BELAJAR</li> <li>Fadzillillah, N. A., Man, Y. B. C., Jamaludin, M. A., Rahman, S. A., &amp; Al-Kahtani, H. A. (2011). Halal food issues from Islamic and modern science perspectives. In <i>2nd International Conference on Humanities, Historical and Social Sciences</i> (Vol. 171, pp. 59-163).</li> <li>Zaenab, S. (2019). FAMILY'S MESSENGERS STORIES OF ULUL AZMI IN THE QURAN (A THEMATIC INTERPRETATION).</li> </ol> <p>Website:</p> <ol style="list-style-type: none"> <li>Wikihow.com</li> </ol> <p><b>Pendukung :</b></p> <p>Book:</p> <ol style="list-style-type: none"> <li>Suherman.2016. <i>Top Grammar</i>. Pare Kediri Jawa Timur: CV. Resonansi Ilmu</li> <li>English for Islamic Religious Education Students (Fikry)</li> </ol>

Picture4.4: Syllabus page 4

	Website: 1. Theislamicummah.org 2. Muslimconverts.com  Youtube: 1. Zulfy's World 2. Islamic Lessons Made Easy	
Media Pembelajaran	Perangkat Lunak: Slide Powerpoint, Internet, E-Learning, Video, Audio	Perangkat Keras: Laptop, LCD.
Tim Teaching		
Mata Kuliah Syarat	Mata Kuliah Wajib	

Minggu Ke-	Sub CP-MK (Kemampuan Akhir yang Diharapkan)	Indikator	Kriteria dan Bentuk Penilaian	Metode Pembelajaran [Estimasi Waktu]	Materi Pembelajaran [Pustaka]	Bobot Penilaian (%)
(1)	(2)	(3)	(4)	(5)	(6)	(7)
I	Mahasiswa mengetahui Mekanisme perkuliahan, proses pembelajaran, dan penilaian		-	Ceramah Tanya jawab (100 menit)	Kontrak Perkuliahan	-
II	<b>Reading:</b> Mahasiswa memahami kosa kata/ istilah bahasa Inggris dalam sebuah teks bacaan yang berkaitan dengan pengamalan rukun Islam	<b>Reading:</b> Mampu memahami makna kosa kata/ istilah bahasa Inggris dalam sebuah teks bacaan yang berkaitan dengan pengamalan rukun Islam.	<b>Reading:</b> ▪ Ketepatan dalam mencocokkan kosa kata/istilah bahasa Inggris tersebut dengan gambar.	<b>Reading:</b> ▪ Scanning ▪ Matching pictures  (25 menit)	The Five Pillars of Islam (I)	5%

Picture4.5: Syllabus page 5

	<b>Listening:</b> Mahasiswa memahami makna kosa kata/istilah bahasa Inggris yang berkaitan dengan pengamalan rukun Islam yang didengarkan.	<b>Listening:</b> Mahasiswa mampu memahami makna kosa kata/istilah bahasa Inggris yang berkaitan dengan pengamalan rukun Islam yang didengarkan.	<b>Listening:</b> Ketepatan dalam mencocokkan kosa kata/istilah bahasa Inggris yang berkaitan dengan pengamalan rukun Islam dengan terjemahannya.	<b>Listening:</b> <ul style="list-style-type: none"> <li>Listen and repeat</li> <li>True or False</li> </ul> (25 menit)		
	<b>Writing:</b> Mahasiswa menuliskan kosa kata (yang berkaitan dengan pengamalan rukun Islam) dan mengelompokkannya kedalam kelas kata <i>pronoun</i> dan <i>verb</i> .	<b>Writing:</b> Mahasiswa mampu menulis ulang kosa kata bahasa Inggris (yang berkaitan dengan pengamalan rukun Islam) dan mampu mengelompokkannya kedalam kelas kata <i>pronoun</i> dan <i>verb</i> .	<b>Writing:</b> Ketepatan dalam menulis ulang kosa kata bahasa Inggris (yang berkaitan dengan pengamalan rukun Islam) dan ketepatan mengelompokkannya kedalam kelas kata <i>pronoun</i> dan <i>verb</i> .	<b>Writing:</b> <ul style="list-style-type: none"> <li>Rewriting</li> <li>Classifying</li> </ul> (25 menit)		
	<b>Speaking:</b> Mahasiswa mengemukakan 5 Rukun Islam dalam bahasa Inggris.	<b>Speaking:</b> Mahasiswa mampu mengemukakan 5 Rukun Islam dalam bahasa Inggris.	<b>Speaking:</b> Ketepatan mengemukakan 5 Rukun Islam dalam bahasa Inggris.	<b>Speaking:</b> Presentation (Group) (25 menit)		
III	<b>Reading:</b> Mahasiswa memahami penggunaan "to do" dalam teks bahasa Inggris yang berkaitan dengan tata cara thaharah dan sholat	<b>Reading:</b> Mampu mengidentifikasi kalimat-kalimat yang menggunakan "to do" dalam teks bahasa Inggris tersebut	<b>Reading:</b> Ketepatan mengidentifikasi kalimat-kalimat yang menggunakan "to do" dalam teks bahasa	<b>Reading:</b> Scanning and identifying (25 menit)	The Five Pillars of Islam (II)	10%

Picture4.6: Syllabus page 6

	<b>Listening:</b> Mahasiswa memahami makna kalimat bahasa Inggris (yang berkaitan dengan tata cara thaharah dan sholat) yang didengarkan.	<b>Listening:</b> Mahasiswa mampu mencocokkan kalimat tersebut dengan gambar.	<b>Listening:</b> Ketepatan dalam mencocokkan kosa kata/istilah bahasa Inggris tersebut dengan gambar.	<b>Listening:</b> <ul style="list-style-type: none"> <li>Listen and matching</li> </ul> (25 menit)		
	<b>Writing:</b> Mahasiswa menulis kalimat bahasa Inggris menggunakan <i>pronoun</i> , <i>verb1</i> , dan <i>to do</i> (yang berkaitan dengan tata cara thaharah dan sholat)	<b>Writing:</b> Mahasiswa mampu menyusun kata acak ( <i>pronoun</i> , <i>verb1</i> , dan <i>to do</i> ) menjadi kalimat yang benar dalam bahasa Inggris (yang berkaitan dengan tata cara thaharah dan sholat)	<b>Writing:</b> Ketepatan menyusun kata acak ( <i>pronoun</i> , <i>verb1</i> , dan <i>to do</i> ) menjadi kalimat yang benar dalam bahasa Inggris (yang berkaitan dengan tata cara thaharah dan sholat)	<b>Writing:</b> <ul style="list-style-type: none"> <li>Arranging</li> </ul> (25 menit)		
	<b>Speaking:</b> Mahasiswa mengemukakan tata cara thaharah dan sholat dalam bahasa Inggris.	<b>Speaking:</b> Mahasiswa mampu mengemukakan tata cara thaharah dan sholat dalam bahasa Inggris.	<b>Speaking:</b> Ketepatan mengemukakan tata cara thaharah dan sholat dalam bahasa Inggris.	<b>Speaking:</b> <ul style="list-style-type: none"> <li>Presentation (Group)</li> </ul> (25 menit)		
IV	<b>Reading:</b> Mahasiswa memahami kosa kata/istilah bahasa Inggris dalam sebuah teks bacaan/ kalimat-kalimat yang berkaitan dengan aktivitas positif sebagai seorang muslim	<b>Reading:</b> Mampu memahami makna kosa kata/istilah bahasa Inggris dalam sebuah teks bacaan/ kalimat-kalimat yang berkaitan dengan aktivitas positif sebagai	<b>Reading:</b> Ketepatan dalam mencocokkan kosa kata/istilah bahasa Inggris tersebut dengan gambar	<b>Reading:</b> Scanning and Matching (25 menit)	Muslim	10%

Picture4.7: Syllabus page 7



		seorang muslim				
	<b>Listening:</b> Mahasiswa memahami makna kosa kata/istilah bahasa Inggris yang didengarkan (berkaitan dengan aktivitas positif sebagai seorang muslim)	<b>Listening:</b> Mahasiswa mampu memahami makna kosa kata/istilah bahasa Inggris yang didengarkan (berkaitan dengan aktivitas positif sebagai seorang muslim)	<b>Listening:</b> Ketepatan dalam mencocokkan kosa kata/istilah bahasa Inggris (yang berkaitan dengan aktivitas positif sebagai seorang muslim) yang di dengarkan dengan gambar.	<b>Listening:</b> ▪ Listen and Sequences (Pairs)  (25 menit)		
	<b>Writing:</b> Mahasiswa menulis kalimat bahasa Inggris menggunakan rumus <i>to be (am, is, are) + verb1+ing</i> dalam menulis sebuah kalimat yang berkaitan dengan aktivitas positif sebagai seorang muslim	<b>Writing:</b> Mahasiswa mampu menulis kalimat bahasa Inggris menggunakan rumus <i>to be (am, is, are) + verb1+ing</i> dalam menulis sebuah kalimat yang berkaitan dengan aktivitas positif sebagai seorang muslim	<b>Writing:</b> Ketepatan mengisi kata yang hilang ( <i>am/is/are/verb+ing</i> ) dalam sebuah kalimat. yang berkaitan dengan aktivitas positif sebagai seorang muslim	<b>Writing:</b> ▪ Fill in the missing words  (25 menit)		
	<b>Speaking:</b> Mahasiswa mengemukakan aktivitas positif sebagai seorang muslim dalam bahasa Inggris menggunakan rumus <i>to be (am, is, are) + verb1+ing</i>	<b>Speaking:</b> Mahasiswa mampu mengemukakan aktivitas positif sebagai seorang muslim dalam bahasa Inggris menggunakan rumus <i>to be (am, is, are) + verb1+ing</i>	<b>Speaking:</b> Ketepatan mengemukakan aktivitas positif sebagai seorang muslim dalam bahasa Inggris menggunakan rumus <i>to be (am, is, are) + verb1+ing</i>	<b>Speaking:</b> ▪ Giving orders (Group)  (25 menit)		
V	<b>Reading:</b> Mahasiswa memahami kosa kata/istilah bahasa Inggris dalam sebuah teks	<b>Reading:</b> Mahasiswa mampu memahami kosa kata/istilah bahasa Inggris	<b>Reading:</b> Ketepatan dalam mencocokkan kosa kata/istilah bahasa Inggris	<b>Reading:</b> Scanning and Matching	Muslim Generation	10%

Picture4.8: Syllabus page 8

	bacaan/ kalimat-kalimat yang berkaitan dengan upaya membangun generasi Islami	dalam sebuah teks bacaan/ kalimat-kalimat yang berkaitan dengan upaya membangun generasi Islami	tersebut dengan video	(25 menit)		
	<b>Listening:</b> Mahasiswa memahami makna kosa kata/istilah bahasa Inggris yang didengarkan (berkaitan dengan upaya membangun generasi Islami)	<b>Listening:</b> Mahasiswa mampu memahami makna kosa kata/istilah bahasa Inggris yang didengarkan (berkaitan dengan upaya membangun generasi Islami)	<b>Listening:</b> Ketepatan dalam mencocokkan kosa kata/istilah bahasa Inggris yang didengarkan (berkaitan dengan upaya membangun generasi Islami) dengan video	<b>Listening:</b> ▪ Listen and matching  (25 menit)		
	<b>Writing:</b> Mahasiswa menulis kalimat bahasa Inggris menggunakan rumus <i>will+verb1</i> yang berkaitan dengan upaya membangun generasi Islami	<b>Writing:</b> Mahasiswa mampu menulis kalimat bahasa Inggris menggunakan rumus <i>will+verb1</i> yang berkaitan dengan upaya membangun generasi Islami	<b>Writing:</b> Ketepatan menulis kalimat bahasa Inggris yang sesuai dengan gambar menggunakan rumus <i>will+verb1</i> (yang berkaitan dengan upaya membangun generasi Islami)	<b>Writing:</b> ▪ Matching  (25 menit)		
	<b>Speaking:</b> Mahasiswa mengemukakan kalimat yang berkaitan dengan upaya membangun generasi Islami menggunakan rumus <i>will+verb1</i>	<b>Speaking:</b> Mahasiswa mengemukakan kalimat yang berkaitan dengan upaya membangun generasi Islami menggunakan rumus <i>will+verb1</i>	<b>Speaking:</b> Ketepatan Mahasiswa mengemukakan kalimat yang sesuai dengan video yang berkaitan dengan upaya membangun generasi Islami menggunakan rumus <i>will+verb1</i>	<b>Speaking:</b> ▪ Brainstorming (Group)  (25 menit)		

Picture4.9: Syllabus page 9

## 2. The First Draft of Materials

The writer's material comprises 15 tasks in unit 1, 9 tasks in unit 2, and 9 tasks in unit 3 based on the syllabus. Here the writer used teaching techniques in designing the material. The method contains an explanation of the materials. Each part has different activities.

However, this Task Book consists of three units. Each unit was composed of some tasks that were classified into some different studies based on the skill. Besides, the goals of each unit are:

### a. Unit 1 (Five Pillar of Islam)

Unit 1 consists of Islamic material and English material. There are five pillars of Islam, ablution/wudhu and Islamic wordlist in Islamic material. There are To-Do (present) and Personal Pronouns in English material. Students are needed to know using To-Do (present) and Personal Pronouns in sentences or paragraphs, pronounce the common words and improve their ability through exercise. This unit consists of 2 meetings.

### b. Unit 2 (Muslim Life)

Unit 2 consists of Islamic material and English material. Muslim life wordlists, charity, volunteering, fundraising, donating, and Islamic wordlist is Islamic material. There is To Be (am, is, are) + verb1+ing in English material. Students are needed to know using To Be (am, is, are) + verb1+ing in sentence or paragraph.



c. Unit 3 (Muslim Generation)

Unit 3 consists of Islamic material and English material. There are some tricks to become a better or true Muslim in Islamic material. There are Will + verb1 in English material. Students are needed to know using will + verb1 in a sentence or paragraph.

1. Material Validation

a. Expert validation

Three experts validated the learning material. Those experts are Layout, language, and material Experts.

1) Layout Expert

Based on the experts' assessment, the overall design of the students' worksheet got a total score of 100, an average of 3.70, which included a "Good" category.

Table 4.1 Average score by expert layout on every aspect

No	Statement	Score
<b>A. Contents</b>		
1.	Scope of content in the English for Islamic Education book is accordance with the needs of students in Islamic Education Study Program	3
2.	The depth of the material in English for Islamic Education book is adequate.	3
3.	The authenticity of the content of the material in English for Islamic Education book is adequate.	5

4.	Activities in the task involve lot of students.	4
5.	Activities in the task varied.	3
6.	Activities in the task are accordance to the topic.	3
7.	Activities in the task are interesting for students.	3
8.	Activities in the task can motivate students to learn English.	3
9.	Activities in the task are useful for thereal lifen students.	5
10.	Activities are arranged sequentially from easy to somewhat difficult.	3
11.	Activities involve students being able to work individually and in pairs.	4
<b>B. Language</b>		
1.	The language used in the book corresponds to the correct grammar.	3
2.	The language presented is comprehensive and corresponds to the level of cognitive development of students.	2
3.	The language presented in the teaching materials is easy to understand.	4
4.	The entire material is in accordance with the student's language skills	5
<b>C. Input</b>		
1.	Material input in books helps students in language.	5
2.	Input material in the book is according to the ability of the student.	4
3.	The material input in the book is interesting.	5
4.	The input of materials in the book is in accordance with the student's language skills.	5
5.	The material input in the book includes the correct language structure.	3
6.	Choice of topics are according to student characteristics	3
7.	Material input in books can add insight to students.	4

### D. Design and Layout

1.	The appearance of the contents of the book is clear.	4
2.	The use of punctuation is correct.	4
3.	The arrangement of materials in book is systematic	2
4.	The source in the book is clear	3
5.	The spacing is appropriate.	4
<b>Total Score</b>		<b>100</b>

$$\text{Mean} = \frac{100}{27} = 3.70$$

### 2) Language Expert

Based on the experts' assessment, the overall language of the students' worksheet got a total score of 112 an average of 4.14, which included a "Good" category.

Table 4.2 Average score by expert language on every aspect

No	Statement	Score
<b>A. Contents</b>		
1.	Scope of content in the English for Islamic Education book is accordance with the needs of students in Islamic Education Study Program	5
2.	The depth of the material in English for Islamic Education book is adequate.	5
3.	The authenticity of the content of the material in English for Islamic Education book is adequate.	5
4.	Activities in the task involve lot of students.	4
5.	Activities in the task varied.	4
6.	Activities in the task are accordance to the topic.	4
7.	Activities in the task are interesting for students.	4

8.	Activities in the task can motivate students to learn English.	4
9.	Activities in the task are useful for thereal lifen students.	4
10.	Activities are arranged sequentially from easy to somewhat difficult.	4
11.	Activities involve students being able to work individually and in pairs.	4

### **B. Language**

1.	The language used in the book corresponds to the correct grammar.	4
2.	The language presented is comprehensive and corresponds to the level of cognitive development of students.	4
3.	The language presented in the teaching materials is easy to understand.	4
4.	The entire material is in accordance with the student's language skills	5

### **C. Input**

1.	Material input in books helps students in language.	4
2.	Input material in the book is according to the ability of the student.	4
3.	The material input in the book is interesting.	5
4.	The input of materials in the book is in accordance with the student's language skills.	4
5.	The material input in the book includes the correct language structure.	3
6.	Choice of topics are according to student characteristics	4
7.	Material input in books can add insight to students.	5

### **D. Design and Layout**

1.	The appearance of the contents of the book is clear.	4
2.	The use of punctuation is correct.	4
3.	The arrangement of materials in bookis systematic	3

4.	The source in the book is clear	4
5.	The spacing is appropriate.	4
<b>Total Score</b>		<b>112</b>

$$\text{Mean} = \frac{112}{27} = 4.14$$

### 3) Material Expert

Based on the experts' assessment, the overall material of the students' worksheet got a total score of 110 an average of 4.0, which included a "Good" category.

Table 4.1 Average score by expert material on every aspect

No	Statement	Score
<b>A. Contents</b>		
1.	Scope of content in the English for Islamic Education book is accordance with the needs of students in Islamic Education Study Program	4
2.	The depth of the material in English for Islamic Education book is adequate.	4
3.	The authenticity of the content of the material in English for Islamic Education book is adequate.	5
4.	Activities in the task involve lot of students.	3
5.	Activities in the task varied.	4
6.	Activities in the task are accordance to the topic.	4
7.	Activities in the task are interesting for students.	3
8.	Activities in the task can motivate students to learn English.	4
9.	Activities in the task are useful for thereal lifen students.	5
10.	Activities are arranged sequentially from easy to somewhat difficult.	4

11.	Activities involve students being able to work individually and in pairs.	3
<b>B. Language</b>		
1.	The language used in the book corresponds to the correct grammar.	4
2.	The language presented is comprehensive and corresponds to the level of cognitive development of students.	4
3.	The language presented in the teaching materials is easy to understand.	4
4.	The entire material is in accordance with the student's language skills	4
<b>C. Input</b>		
1.	Material input in books helps students in language.	3
2.	Input material in the book is according to the ability of the student.	4
3.	The material input in the book is interesting.	4
4.	The input of materials in the book is in accordance with the student's language skills.	4
5.	The material input in the book includes the correct language structure.	4
6.	Choice of topics are according to student characteristics	4
7.	Material input in books can add insight to students.	4
<b>D. Design and Layout</b>		
1.	The appearance of the contents of the book is clear.	4
2.	The use of punctuation is correct.	4
3.	The arrangement of materials in book is systematic	4
4.	The source in the book is clear	5
5.	The spacing is appropriate.	4
<b>Total Score</b>		<b>110</b>

$$\text{Mean} = \frac{110}{27} = 4.0$$

## 2. The Second Draft of Material

Validation for the second draft of material, then the writer obtained some corrections from the experts. These are the correction from Learning Material Experts. Therefore, the final product of the material can saw in the appendix.

### a. Layout Expert Correction

Table 4.4 Revision on the design book in material for Islamic Education

Part of the unit	Point to revise	Revision
Table of content	There is no table of content	Adding a table of content
Reference	There is no reference	Adding reference

### b. Language Expert Correction

Table 4.5 Revision on the grammar mistake material for Islamic Education

Part of the unit	Point to revise	Revision
Unit 1 Task 3	The instruction	It should change “fill the gap” become “fill in the gap.”

### c. Material Expert Correction

Table 4.6 Revision on the inconsistency of the material

Part of the unit	Point to revise	Revision
Unit 1,2 and 3 Listening skill	The QR Code	Some of the Q.R. Code was unidentified, and the writer had a recheck
	Audio Listening	The audio should use the writer's voice

### 3. Students' Perception of Learning Material

The students' perception was conducted to ensure that the material is genuinely appropriate for the Islamic education majority student. The result of students' perception can be seen as follows:

Table 4.7 Result of student perception of designed materials of English for Islamic Education

No.	Statement	Means	Description of Agreement
1	The materials are suitable for basic lower level	3.97	Agree
2	The material based on students' need in Islamic Education majority	4.02	Agree
3	The material can improve students' English skill in Islamic Education majority	3.75	Agree
4	The length and materials' sources based on student's need in Islamic Education majority	3.77	Agree
5	The materials input are engaging and understandable	3.92	Agree
6	The input materials are varied	3.95	Agree
7	The activities encourage the student actively in the classroom	3.82	Agree
8	The learning activities are varied	3.90	Agree
9	The exercises arranged from the easiest to the most challenging task	3.79	Agree
10	The exercises consisting of Individual, pairs, and group assignment	4.10	Agree

The data above showed that the writer's English learning material is already qualified to apply in the class. It proved from the score of the students' perception, which answered agree 3.89. in the interval, this category got "Good."



## B. Discussions

This study focused on developing English learning material for Islamic Education students and English learning materials developed by using ADDIE Model. It consisted of five steps. The writer does the first step was to analyze the syllabus.

The next stage is designing the product. Nation and Macalister<sup>25</sup>, An analysis is conducted to determine what the learner would do in the target case. The writer used the syllabus to design the materials, activity, and setting of the learning material.

The writer used the syllabus to construct English for Islamic Education material. The students' target needs are to make them understand the English material, so the vocabulary about Islamic almost available in every unit. Furthermore, they want to have a good competency in communicating their ideas, so every unit has the practice to make them communicate their ideas. For example, they can explain the material based on what they know about the material.

The next stage was developing the product. In this step, the writer created the book through several measurements such as English proficiency level, exciting topic, students' target, activities, setting, and input materials. Students' book has three units consisting of many tasks. Long (1985) states that a task is an ideal unit for specifying the content of a specific purpose course because it most closely reflects what the learning to do with the language.

---

<sup>25</sup> I.S.P. Nation and John Macalister. *Language Curriculum Design*, (New York and London: Routledge, 2010), 24-25

The next stage was conducting a product validation. The product validation was completed by three experts of layout, language, and material. The purpose of validation is to see the quality of the students' book based on the aspect of validity.

Finally, the draft result showed that the layout expert's score gave 100, the language expert gave 112, and the material expert gave 110. Then the average mean is **3.94**. in the interval, this category gets "good," although some revisions need to be improved to get a better task boo before applying the English material to the classroom.

The next stage was the implementation and evaluation of the product. The revised students' book based on the experts' assessment has to be tested or student perception in this stage. The trial was conducted to determine the quality of students' almost student perception of the design translated into Indonesia.

The next stage was a field trial. This stage is the last in the assessment process of the students' book. The object of this field trial was 103 students of the different semesters. The writer asked students as respondents to assess the students' book by filling out a provided questionnaire. The questionnaire of students' perception used consisted of 10 statements. The purpose of the field trial is to look at the quality of the students' book based on the aspect of validity.

The data above showed that the writer's English learning material is already qualified to apply in the class. Then, the average mean is 3.89. in the interval, this category got "good."

This study is a continuation of previous research by ReskiJayantiSagita AP “Designing English Syllabus for Islamic Education Study Program at IAIN Palopo.” In that syllabus, there are four English skills: listening, speaking, reading, and writing.

English for Islamic Education’s learning material causes the absence of essential book English material, and there was no English material for Islamic Education specifically. As a result, the students were not proficient in communicating English for Islamic Education while the students need in the future.

The limitations of the study are:

1. Test implementation and evaluation of the students’ book performed on the second, the fourth, and the sixth semesters that is Islamic Education study program.
2. Almost the writer used Google form.
3. The students’ perception used Google form.

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## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

#### **A. Conclusion**

This study aims to develop the English learning materials for Islamic Education Students at IAIN Palopo. The writer used the ADDIE Model to analyze, design, develop, implement, and evaluate the English material book. The English material for Islamic Education appropriate for the first semester in Islamic Education students' studies consists of many components: 1) As Islamic students and Islamic Education teachers, the purpose of studying English for Islamic is to interact both orally and in writing using English; 2) Learning material: basic English and vocabulary including auxiliary verb (to be, to do and modals) are English materials, and the five pillars, how to perform ablution or wudhu, Muslim life and become a better Muslim are Islamic materials; 3) Tasked-based learning is the learning methodology; and 4) Audio, picture, and social media are the learning media. The paper provides a case study with a mathematical micro world that demonstrates how the three requirements are taken into account in the design of the user-facing components of the system and outline the methodology for formative validation of the intelligent support.

The instruments were used in this study was questionnaire for three experts validator and students' perceptions. The expert's validation value showed that the layout expert was 3.70, the language expert was 4.14, and the material

expert was 4.0. Therefore, the average of the mean is 3.94, and this category was *good*. There were 103 students as respondents of 10 questionnaire questions. The result of the questionnaire in students' perception answered *Good* 3.89. Therefore, the result indicated that based on the experts validation and students' perception, the product of this study was appropriate to be applied for students of Islamic Education study program at the first semester as primary book for English course. This English learning material will be beneficial for English lecturer in teaching English for Islamic Education, students in studying English for Islamic Education especially for the first semester students, and self-learning for Islamic Education.

## **B. Suggestion**

### **1. To the Lecturer**

The writer hopes it will motivate the teacher to make a better learning material ahead, relevant to its needs. Otherwise, the lecturer can use this product for online or offline learning and teaching English to Islamic Education students in the first semester or English I.

### **2. To the other writer**

The other writer expected to design the English material, which has more exciting topics, and the researchers should be able to develop appropriate English learning material more creative.

### **C. Limitation of the study**

Due to the government had issued an online learning policy to minimize the spread of Covid-19, the try-out or student perception of the developed English learning material was carried out by distributing online the outline materials to Islamic Education students at IAIN Palopo. The students responded to the material by filling out the google form.



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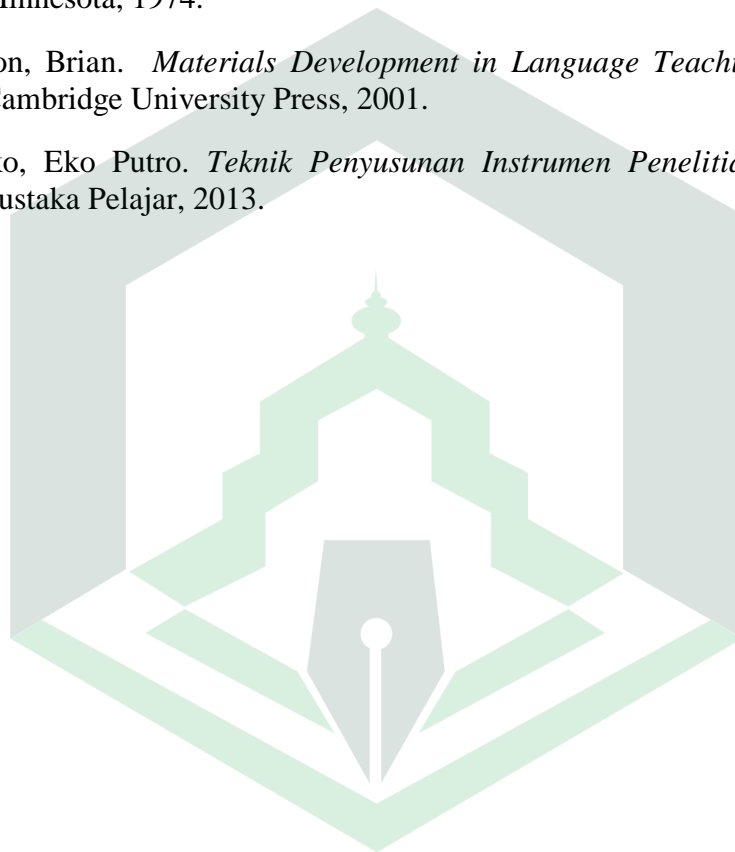
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# APPENDIXES

IAIN PALOPO

# ENGLISH FOR ISLAMIC EDUCATION

Annisa'ul Miftahul Jannah R  
1602020102

IAIN PALOPO

Supervised :

Dr. Sahraini, M.Hum  
Dewi Furwana, S.Pd.I., M.Pd

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The writer hopes this book can give some values to the students of Islamic Study Program. The writer admits that this book is not perfect, so that the writer will accept suggestion from the readers in order to make better. The writer hopes that this book would be beneficial to everyone.

Palopo, Maret 2021

**The writer**

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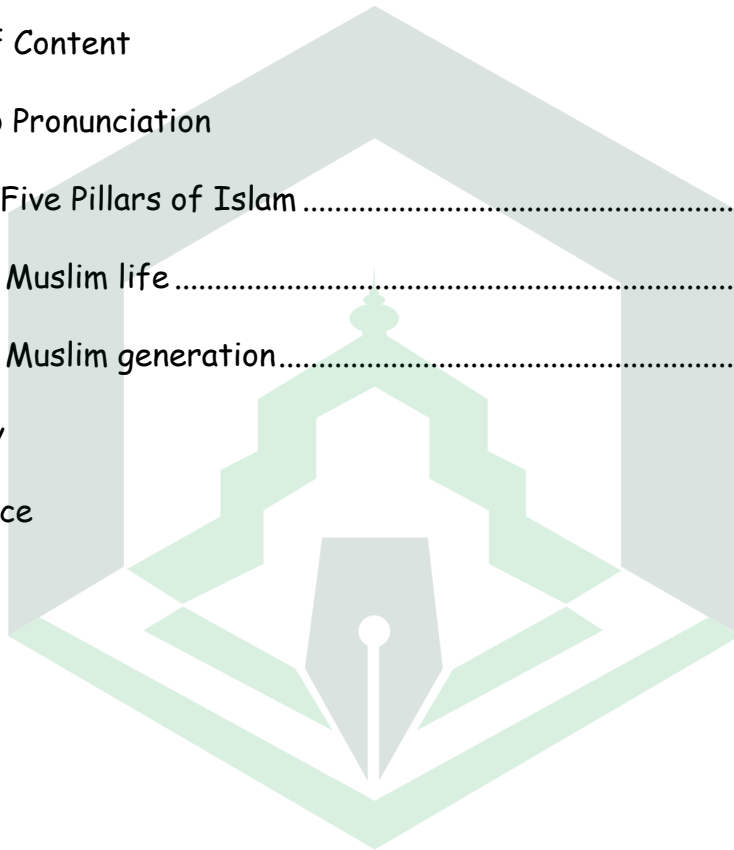
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# IAIN PALOPO

# GUIDE TO PRONUNCIATION

## + Vowel

Phonetics Symbols	Example	Pronunciation
i:	see	/si:/
i	happy	/'hæpi/
ɪ	sit	/sɪt/
e	bed	/bed/
æ	cat	/kæt/
ɑ:	father	/'fɑ:ðə(r)/
ɒ	got	/gɒt/ (British English)
ɔ:	saw	/sɔ:/
ʊ	put	/pʊt/
ʊ	actual	/'æktʃuəl/
u:	too	/tu:/
ʌ	cup	/kʌp/
ɜ:	fur	/fɜ:(r)/
ə	about	/ə'baʊt/
eɪ	say	/seɪ/
əʊ	go	/gəʊ/
aɪ	my	/maɪ/
ɔɪ	boy	/bɔɪ/
aʊ	now	/naʊ/
ɪə	near	/nɪə(r)/ (British English)
eə	hair	/heə(r)/ (British English)
ʊə	pure	/pjʊə(r)/ (British English)

## Consonants

Phonetics Symbols	Example	Pronunciation
p	pen	/pen/
b	bad	/bæd/
t	tea	/ti:/
d	did	/dɪd/
k	cat	/kæt/
g	get	/get/
tʃ	chain	/tʃeɪn/
dʒ	jam	/dʒæm/
f	fall	/fɔ:l/
v	van	/væn/
θ	thin	/θɪn/
ð	this	/ðɪs/
s	see	/si:/
z	zoo	/zu:/
ʃ	shoe	/ʃu:/
ʒ	vision	/ˈvɪʒn/
h	hat	/hæt/
m	man	/mæn/
n	now	/naʊ/
ŋ	sing	/sɪŋ/
l	leg	/leg/
r	red	/red/
j	yes	/jes/
w	wet	/wet/

Source: <https://www.oxfordlearnersdictionaries.com/>

# UNIT 1

## FIVE PILLARS OF ISLAM

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LANGUAGE FEATURES

- ~ PRONOUN
- ~ VERB
- ~ TO DO "PRESENT"



## TASK 1

Study the following vocabulary



Listen & Repeat

English	Pronunciation	Meaning
Faith	/feɪθ/	Kepercayaan
Shahadah	/ʃə'hɑ:də/	Syahadat
Salat	/sə'lɑ:t/	Shalat
Charity	/zə'kɑ:t/	Zakat
Sawm	/sɔ:m/	Puasa
Pilgrimage	/'pɪlgrɪmɪdʒ/	Haji

## TASK 2

Read the passage and then answer the questions.

### The Five Pillars of Islam

The most important Muslim practices are the Five Pillars of Islam. The Five Pillars of Islam are the five obligations that every Muslim must satisfy to live a good and responsible life according to Islam.

The Five Pillars consist of:

- **Shahadah:** sincerely reciting the Muslim profession of faith
- **Salat:** performing ritual prayers properly five times each day



- **Zakat:** paying an alms (or charity) tax to benefit the poor and the needy
- **Sawm:** not eating or drinking also self-control during the blessed month of Ramadan
- **Hajj:** a pilgrimage to Mecca

### **There are several important of Islam**

Carrying out these obligations provides the framework of a Muslim's life, and weaves their everyday activities and their beliefs into a single cloth of religious devotion.

No matter how sincerely a person may believe, Islam regards it as pointless to live life without putting that faith into action and practice.

Carrying out the Five Pillars demonstrates that the Muslims are putting their faith first, and not just trying to fit it in around their secular lives.

Source:

<https://www.bbc.co.uk/religion/religions/islam/practices/fivepillars>

### **Questions**

1. What is the meaning of the five pillars?
2. Mention the five obligation pillars of Islam!
3. Why are the pillars of Islam important?

### TASK 3

Fill in the gap with the correct word.



<https://www.bing.com>

Shahadah



[Onehealthclubs.com](http://Onehealthclubs.com)



[dubainews.tv](http://dubainews.tv)

## TASK 4

Study the following explanation.

### TO-DO (Present)

Subject	Present
I	Do
You	
They	
We	
She	Does
He	
It	

☞ Example :

- a. Untuk membuat kalimat affirmative.

S + V<sub>1</sub> (s/es) (+ O + Adv)

Contoh: My mother **wakes** me **up** to take prayer.

Selain itu penambahan to do dalam kalimat affirmative

dapat memberikan makna penekanan dalam kalimat tersebut.

S + do/does + V<sub>1</sub> (+ O + Adv)

Contoh: - My mother **does wake** me **up** to take prayer.

- I **do** take subuh prayer.

b. Untuk membuat kalimat negative.

S + do/does + not + V<sub>1</sub> (+ O + Adv)

Contoh: My mother does not wake me up to take a prayer

c. Untuk membuat kalimat interrogative.

Do/does + S + V<sub>1</sub> (+ O + Adv) ?

Contoh: Does your mother wake you up to take a prayer?

## TASK 5

Fill in the blank with the correct "To Do"

1. She does perform Hajj.
2. They \_\_\_\_\_ not forget fasting during Ramadhan.
3. \_\_\_\_\_ he study at Islamic Education study program?
4. We \_\_\_\_\_ take dzuhur prayer in the mosque.
5. \_\_\_\_\_ you bring your holy Qur'an?
6. Toni \_\_\_\_\_ not come to Islamic Boarding School next week.

## TASK 6

Scan the following QR code or copy the link. Then decide whether statements are true or false according to the audio. Correct the false statements.



<https://drive.google.com/file/d/1-mOHS4Qx5zCNwwteerupEH2vMONVNMY/view?usp=drivesdk>

Statement	True	False
There is no one worthy of worship except Allah, and that Muhammad is his final Messenger	✓	
The four daily prayers		
To give the yearly charity		
Siyam is fasting the month of Ramadhan		
Hajj is going to Mecca and performing the pilgrimage		

## **TASK 7**

Study the following explanation

### **TAHARAH AND SALAT(SHALAT)**

#### **What is taharah?**

Tahara following Islamic law is an act of purifying oneself from ritual impurity or even najis or filth until one is eligible to perform a particular ibadah for worshipping Allah *subhanahu wata'ala* i.e performing daily prayers etc. besides purifying the body, one must also purify his/her clothes and place(s). purification can be achieved by ablution, bathing, dry ablution, or ghusl. It is obligatory to be done by a Muslim who would like to perform any ibadah like prayers, tawaf, reciting the Qur'an, etc.

#### **What is Salat?**

One of the five pillars of Islam is salat. Salat is facing the Qibla(Ka'bah) one heart to Allah *subhanahu wata'ala* as worship, which is obligatory for every Muslim both male and female in the form of deeds/words, and based on certain conditions and pillars, which begin with *Takbir* and end with *salam*. As for what is the obligatory prayer for a Muslim is the five daily prayers which are performed five times a day at certain times. Compulsory prayers consist of; Fajr prayers (2 raka'at), Dzuhur prayers (4 raka'at), Ashar prayers (4 raka'at), Maghrib prayers (3 raka'at), and Isya prayer (4 raka'at).

Source: [Taharah in Islam | Taharah \(wordpress.com\)](#)  
[Shalat - DalamIslam.com](#)

## TASK 8

Scan the following QR Code or copy the link.  
Then list the images according to the audio

<https://drive.google.com/file/d/1-nM3YlnQXoGideX0ibUseT5d7fNG3r6D/view?usp=drivesdk>



## TASK 9

Arrange the following sentences to be right instructions of pillars of Salat.

There are thirteen pillars of Salat, they are:

1. Read the first salam
2. I'tidah with thuma'ninah
3. Reading intention/niah
4. Takbiratul ihram
5. Ruku' with thuma'ninah
6. Stand straight for those who are able, sitting or lying down for those who are sick
7. Orderly, sequential doing the pillars of salat
8. Read the final tasyahud
9. Sujud two times and thuma'ninah
10. Recite surah Al-Fatihah on each raka'at
11. Sit between two sujuds with thuma'ninah
12. Read the shalawat of the Prophet at the end of tasyahud
13. Sit final tasyahud with thuma'ninah

Source: [Shalat - DalamIslam.com](http://Shalat-DalamIslam.com)



**TASK 10**

Study the following explanation

Subject	Object	Adjective (+ noun)
I	Me	My <b>book</b>
We	Us	Our .....
You	You	Your .....
They	Them	Their .....
He	Him	His .....
She	Her	Her .....
It	It	Its .....

☞ Examples :

1. **My** religion is Islam.
2. **We** love to study.
3. **You** give **them** charity.
4. **He** is taking prayer with **his** wife.
5. **Her** holy Qur'an is beautiful.
6. **It** is **her** prayer rug.

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## TASK 11

Classifying the following sentences into the pronoun and verb.

1. Sometimes, I read some tafsir books.

Answer : Pronoun = I, Verb = Read

2. Tirta takes Subuh prayer in the mosque.

Answer : \_\_\_\_\_

3. Annisa and Jenni want to perform the pilgrimage.

Answer : \_\_\_\_\_

4. Ika buys a holy Qur'an for her sister.

Answer : \_\_\_\_\_

5. Ulvia always takes sunnah prayer.

Answer : \_\_\_\_\_

6. Nirwana brings a prayer rug.

Answer : \_\_\_\_\_

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**TASK 12**

Study the following vocabulary.



Listen &amp; Repeat

English	Pronunciation	Meaning
Suhoor	/su:'hɔ:r/	Sahur
Break the fast	/breɪk ðə fɑ:st/	Buka puasa
Ablution	/ə'blu:ʃən/	Wudu
Mosque	/mɒsk/	Masjid
Date	/deɪt/	Kurma

**TASK 13**

Arrange these following jumble words to correct sentences.

1. dhuha - Ikhsan - do - and - prayer - Ridwan

Answer: **Ikhsan and Ridwan do dhuha prayer.**

2. break - to - eats- her - Annisa - fast - dates

Answer: \_\_\_\_\_

3. before - Nurul - ablution - home - takes - always - leaving

Answer: \_\_\_\_\_

4. family - eat - for - I - suhoor - chicken - and - my

Answer: \_\_\_\_\_

5. their - Ahsan - in- break - fast - the - Arif - mosque - and

Answer: \_\_\_\_\_

6. join - I - in - recitation - course - Holy Qur'an - of - and -  
a - You - on

Answer : \_\_\_\_\_

## **TASK 14**

### **Speaking skill**

Make a small group, each group has two people. Every group should explain about five pillars.



## TASK 15

### Mini Project

1. Make a small group (each group has three people).
2. Make a short story about ablution/ wudhu.
3. Practice how to perform ablution/ wudhu.



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# UNIT 2

## MUSLIM LIFE



### LANGUAGE FEATURES

~ VOCABULARY

~ VERB 1 + ING

~TO BE + VERB1+ING

## TASK 1

Study the following vocabulary



Listen & Repeat

English	Pronunciation	Meaning
Read	/ri:d/	Membaca
Volunteer	/ˌvɒlənˈtiə(r)/	Sukarelawan
Fundraising	/ˈfʌndˌreɪzɪŋ/	Penggalangan Dana
Donate	/dəʊˈneɪt/	Menyumbang
Give	/gɪv/	Memberi
Collect	/kəˈlekt/	Mengumpulkan

## TASK 2

Read the passage and then answer the questions.

### HELPING OTHERS

Helping others is a great thing to do. You can learn new things and have fun. You can help people, animals, or the environment. It can make you feel good too! How can you help?

**Charities** are organizations that help others, for example, UNICEF or the World Wildlife Fund. You can help charities by giving your time, giving money, or giving things that you own. You can also help people or places you know.



**Volunteer** is when you give your time to help others. Some ways of volunteering are:

- Visiting old people to talk to them or help them
- Walking dogs at an animal shelter
- Cleaning up a park

**Fundraising** is when you collect money to help others. Some ways of fundraising are:

- Making cakes or biscuits to sell
- Doing a sponsored activity. For example, family and friends give you money if you finish a long walk.

**Donating** is when you give your things to help others. Some ways of donating are:

- Giving your old toys or clothes to a charity that helps sick children or people
- Giving your old books to a library.

Source: <https://learnenglishkids.britishcouncil.org>

### **Questions**

1. What is volunteering mean?
2. Mention three helpful activities you have done before.
3. Is helping others important? Why is helping others important?



## TASK 3

Match the sentences with the correct pictures.

Visiting old people



Giving your old toys  
to a charity



Medantribunnews.com

Making cakes or  
biscuits to sell



Cleaning up a park



Giving your old  
books to a library



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## TASK 4

Scan the following QR code or copy the link. Then match the audio with the correct picture.



1



<https://drive.google.com/file/d/1-tketDbJOifP6qDcJVAUEMIISVOyOvy/view?usp=drivesdk>

## TASK 5

Study the following vocabulary.



Listen & Repeat

English	Pronunciation	Meaning
Help	/help/	Menolong
Learn	/lɜ:n/	Belajar
Recite	/rɪ'saɪt/	Membaca
Mosque	/ma:sk/	Masjid
Clean	/kli:n/	Membersihkan

## TASK 6

Study the following explanation

TO BE [am, is, are] + V<sub>1</sub> + ING

Subject	To Be	Verb1 (V <sub>1</sub> )	V <sub>1</sub> +ing
I	am	Listen	Listening
You		Read	Reading
They	are	Recite	Reciting
We		Study	Studying
She		Help	Helping
He	is	Clean	Cleaning
It		Give	Giving

a. Untuk membuat kalimat affirmative

S + to be + V<sub>1</sub> + ing (+ O + Adv.)

Contoh: He is reading a novel.

b. Untuk membuat kalimat negative

S + to be + Not + V<sub>1</sub> + ing (+ O + Adv.)

Contoh: He is not reading a novel.

c. Untuk membuat kalimat interrogative

to be + S + V<sub>1</sub> + ing (+ O + Adv.)

Contoh: Is He reading a novel.

## TASK 7

Fill in the missing words and complete the sentence by using the following vocabulary with the correct "To Be + Verb + ing".

Tidy up

Recite

Do

Feed

Help

Clean

Listen

Write

Visit

Go

Collect

1. Jannah **is reciting** a holy Qur'an.
2. I \_\_\_\_\_ my bedroom.
3. \_\_\_\_\_ you \_\_\_\_\_ a letter?
4. Ahsan and Arif \_\_\_\_\_ not \_\_\_\_\_ to mosque.
5. \_\_\_\_\_ Zainab \_\_\_\_\_ the audio?
6. Faiz \_\_\_\_\_ his grandmother in the hospital.
7. All the students of Islamic Boarding School \_\_\_\_\_  
Jum'at praying in the mosque.
8. \_\_\_\_\_ Hasan & Husain \_\_\_\_\_ used book to donate?
9. Students \_\_\_\_\_ the schoolyard.
10. Zaakiyah \_\_\_\_\_ not \_\_\_\_\_ feral cats.
11. \_\_\_\_\_ Habibi \_\_\_\_\_ grandfather cross the street.

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## **TASK 8**

Speaking skill

**Make a short conversation using vocabularies on task 5 with the correct "to be + verb + ing"**



## **TASK 9**

Mini Project

**Make a short video about positive activities you ever did and briefly explain.**





# UNIT 3

---

## MUSLIM GENERATION

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LANGUAGE FEATURES

~ VOCABULARY

~ WILL + VERB 1

## TASK 1

Study the following vocabularies.



Listen & Repeat

English	Pronunciation	Meaning
Practice	/'præktɪs/	Mengamalkan
Believe	/bɪ'li:v/	Percaya
Respect	/rɪ'spekt/	Menghormati
Forgive	/fə'gɪv/	Memaafkan
Establish	/ɪ'stæblɪʃ/	Mendirikan/Menerapkan

## TASK 2

Read the following text and answer the questions.

### BECOME A BETTER MUSLIM

Being Muslim is the greatest blessing of Allah Almighty. We should know that being a better version of ourselves will help us to be more successful in this life and Hereafter too. To be a true Muslim, a person has to put Islam to practice and follow the instructions religiously. The lines below discuss are such vital tips that can help you become a better and true Muslim.

**Learn and Practice Islam:** To become a good Muslim, it is essential that a Muslim firstly knows about the attributes and features that a good Muslim possesses. The knowledge



of these key elements can only be obtained if the person starts learning about Islamic rules and principles.

**Believe in Allah:** The most important thing that is the heart of all the Islamic faith is to believe in Allah.

**Respect your Parents:** Every Muslim is aware of the fact that parents are one of the greatest gifts of Allah Almighty and they play a great role while parenting kids.

**Remembrance of Allah (Dhikr):** Dhikr refers to the remembrance of Allah Almighty. Allah is the creator and sustainer of life; therefore, for a Muslim, it is essential to remember Allah all the time.

**Sit in the Company of Good Muslims:** The person with which he/she sits or interacts have a great impact on the personality of a person, therefore, if Muslim wishes to become a good Muslim, it is necessary that he or she avoids the company of bad people and keeps the company of good Muslims.

**Be Kind to Others:** Ethics is one of the major teachings of Islam. For a Muslim religious life is of importance, yet, to be a true believer, the religious life needs to be complemented with kindness in the ethics domain as well.

**Forgive Others:** When someone hurts you, try to forgive them. It might be hard but just try to forgive. If you don't forgive them for whatever they did and hold that against them for the rest of your life, you'll just be hurting

yourself more because it's unhealthy to hold a grudge. It's a good step to becoming a better Muslim.

**Establish an Islamic Culture in the Home:** Make sure you and your family have Islamic culture in your home. Everyone in your home should have prayer beads, prayer rugs and should offer Salah regularly on time. You should do all those things in your home that come in Islamic culture.

**Should try to go to Mosque:** One of the major factors that can help you in becoming a good Muslim is by getting into the habit of going to a mosque for prayer. The mosque is the hub of Islamic preaching and a place where a Muslim can worship Allah Almighty.

**Establish daily Prayer:** If there is one single thing that represents Muslims these days or has been a representative of Muslims since Islam is the obligatory prayers. Muslims all over the world prostrate in front of Allah Almighty five times a day.

Source: <https://www.siasat.com/amazing-tips-become-better-muslim/>

### **Questions**

1. Mention 7 tips to become a better Muslim.
2. Explain one of ten tips to become a better Muslim.
3. What do you think about establishing an Islamic culture in the home?

### TASK 3

Match the following sentences with the correct picture.



Learn Qur'an

Forgive others



Sit in the company of good muslim



Dhzikir



Establish daily prayer



Be kind of others



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## TASK 4

Scan the following QR code. Then match the audio with the correct picture.



<https://drive.google.com/file/d/1-v0QRG79wvGfrgURKpSCdIatt8JkhcdP/view?usp=drivesdk>

1



Muslims Forum



لَا إِلَهَ إِلَّا اللَّهُ

www.merdeka.com



pzassyaamil.blogspot.com



**TASK 5**

Study the following vocabularies.



Listen &amp; Repeat

English	Pronunciation	Meaning
Build	/bɪld/	Membangun
Muslims Forum	/'mʊz.lɪmz fɔ:rəm/	Forum Muslim
Orphanage	/'ɔ:fənɪdʒ/	Panti Asuhan
Respect	/rɪ'spekt/	Menghormati
Parents	/'peərəntz/	Orang Tua

**TASK 6**

Study the following explanation.

**Will + Verb 1**

Subject	Present	Verb 1 (V <sub>1</sub> )
I	Will	Build
We		Go
You		Study
They		Recite
She		Join
He		Pray
It		Give

a. Untuk membuat kalimat affirmative

S + **will** + **V<sub>1</sub>** (+ O + Adv.)

Contoh: She **will** **build** a Mosque.

b. Untuk membuat kalimat negative

S + **will** + not + **V<sub>1</sub>** (+ O + Adv.)

Contoh: She **will** not (won't) **build** a Mosque.

c. Untuk membuat kalimat interrogative

**will** + S + **V<sub>1</sub>** (+ O + Adv.)

Contoh: **Will** she **build** a Mosque.

### **TASK 7**

Fill in the missing words with the correct "will + Verb1" using the following vocabulary.

Go

**Build**

Be

Visit

Join

Study

1. I **will build** an orphanage.
2. Yumna and Yusra \_\_\_\_\_ the Muslims forum.
3. Nadira \_\_\_\_\_ to Makkah.

4. Ghifari \_\_\_\_\_ a Hafidz Qur'an.
5. Humaira \_\_\_\_\_ in the Islamic Boarding School.
6. Rifqi \_\_\_\_\_ his friend in the hospital.

### **TASK 8**

Study the following dialogue. Then act it with your friend

**Nizam** : Assalamu'alaikum

**Baim** : Wa 'alaikumussalam warahmatullah

**Baim** : Where are you going with those boxes?

**Nizam** : I will go to the orphanage. We have small donations. Hopefully, these can help.

**Baim** : It's very kind of you.

**Nizam** : oo thank you, where are you going?

**Baim** : I will visit my classmate in the hospital.

**Nizam** : I hope he gets well soon.

**Baim** : Aamiin. Ok I'm leaving bro.  
Assalamu'alaikum

**Nizam** : Wa 'alaikumussalam waahmatullah

## TASK 9

Scan the following QR code or copy the link, and discuss with your friend about the topic. Then explain your discussion result.



[https://drive.google.com/file/d/18PPTpYmuyajDDesStU9M1\\_DGmLSGHrkJ/view?usp=drivesdk](https://drive.google.com/file/d/18PPTpYmuyajDDesStU9M1_DGmLSGHrkJ/view?usp=drivesdk)





## GLOSSARY

### A

**Ablutions** : Wudhu

### B

**Become** : Menjadi

**Begin** : Memulai

**Believe** : Percaya

**Benefit** : Manfaat

**Better** : Lebih Baik

**Break the Fast** : Buka Puasa

**Bring** : Membawa

**Build** : Membangun

**Buy** : Membeli

### C

**Charity** : Amal

**Clean** : Bersih

**Collect** : Mengumpulkan

**Correct** : benar, membenarkan

### D

**Demonstrate** : Menunjukkan

**Donate** : Menyumbang

### E

**Elbow** : Siku

**Establish** : Mendirikan, Menerapkan

## F

<b>Faith</b>	: Keyakinan, Kepercayaan
<b>False</b>	: Salah
<b>Feed</b>	: Memberi Makan
<b>Feral cats</b>	: Kucing Liar
<b>Fill</b>	: Isi, Mengisi
<b>Forget</b>	: Melupakan
<b>Forgive</b>	: Memafkan
<b>Fundraising</b>	: Penggalangan Dana

## G

<b>Give</b>	: Memberi
<b>Go</b>	: Pergi

## H

<b>Habit</b>	: Kebiasaan
<b>Help</b>	: Menolong

## I

<b>Important</b>	: Penting
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## J

<b>Join</b>	: Ikut, Menjadi Anggota
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## K

<b>Kind</b>	: Baik hati
-------------	-------------

## L

<b>Learn</b>	: Belajar
<b>Listen</b>	: Mendengarkan

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## **M**

<b>Memorize</b>	: Menghafal, Mengingat
<b>Mention</b>	: Menyebutkan
<b>Messenger</b>	: Nabi
<b>Mosque</b>	: Masjid
<b>Muslims Forum</b>	: Forum Muslim

## **O**

<b>Obligation</b>	: Kewajiban
<b>Orphanage</b>	: Panti Asuhan

## **P**

<b>Parents</b>	: Orang Tua
<b>Perform</b>	: Melaksanakan
<b>Pilgrimage</b>	: Berhaji
<b>Practice</b>	: Latihan
<b>Pray</b>	: Berdo'a
<b>Prayer beads</b>	: Tasbeih
<b>Prayer Rug</b>	: Sajadah

## **R**

<b>Read</b>	: Membaca
<b>Recite</b>	: Mengaji
<b>Regard</b>	: Menganggap
<b>Religion</b>	: Agama
<b>Remember</b>	: Mengingat
<b>Respect</b>	: Rasa Hormat
<b>Responsible</b>	: Tanggung Jawab

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## **S**

<b>Sawn</b>	: Puasa
<b>Schoolyard</b>	: Halaman Sekolah
<b>Sincerely</b>	: Sungguh;sungguh
<b>Speak</b>	: Berbicara
<b>Study</b>	: Belajar
<b>Suhoor</b>	: Sahur

## **T**

<b>Tidy up</b>	: Merapikan
<b>True</b>	: Benar
<b>Try</b>	: Mencoba

## **V**

<b>Visit</b>	: Menjenguk
<b>Vocabulary</b>	: Kosa kata
<b>Volunteer</b>	: Sukarelawan

## **W**

<b>Wipe</b>	: Mengusap
<b>Worship</b>	: Ibadah
<b>Wrist</b>	: Pergelangan Tangan
<b>Write</b>	: Menulis

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Resonasi Ilmu



# IAIN PALOPO



خَيْرُ جَلِيسٍ فِي الزَّمَانِ كِتَابٌ

"Sebaik-baik teman duduk setiap saat adalah buku".

Annisa'ul Miftahul Jannah R  
1602020102



**RENCANA PEMBELAJARAN SEMESTER (RPS)**  
**PROGRAM STUDI PENDIDIKAN AGAMA ISLAM**  
**INSTITUT AGAMA ISLAM NEGERI (IAIN) PALOPO**

MATA KULIAH	KODE	RUMPUN	BOBOT (SKS)	SEMESTER	TANGGAL PENGESAHAN
BAHASA INGGRIS UNTUK PENDIDIKAN ISLAM	-	-	2	1	-
OTORISASI	Dosen Pengembang RPS		Koordinator RMK		Ka PRODI
	-		-		
CAPAIAN PEMBELAJARAN	<b>CP-Prodi/ CPL</b> <div><div>1. (N1) Bertakwa kepada Tuhan Yang Maha Esa dan mampu menunjukkan sikap religius</div><div>2. (P3) Menguasai pengetahuan dan langkah-langkah berkomunikasi baik lisan maupun tulisan dengan menggunakan bahasa Inggris dalam perkembangan dunia akademik dan dunia kerja.</div><div>3. (P5) Menguasai pengetahuan dasar-dasar keislaman sebagai agama <i>rahmatan lil 'alamin</i></div><div>4. (KU.1) Mampu menerapkan pemikiran logis, kritis, sistematis, dan inovatif dalam kontek pengembangan atau implementasi ilmu pengetahuan dan teknologi yang memperhatikan dan menerapkan nilai humaniora yang sesuai dengan bidang keahliannya;</div><div>5. (KU.2) Mampu menunjukkan kinerja mandiri , bermutu dan terukur.</div><div>6. (KU.11) Mampu berkomunikasi baik lisan maupun tulisan dengan menggunakan bahasa Inggris dalam perkembangan</div></div>				

	<p>dunia akademik dan dunia kerja.</p> <p>7. <b>(KU.12)</b> Mampu berkolaborasi dalam team, menunjukkan kemampuan kreatif (creativity skill), inovatif (innovation skill), berpikir kritis (critical thinking) dan pemecahan masalah (problem solving skill) dalam pengembangan keilmuan dan pelaksanaan tugas di dunia kerja.</p> <p>8. <b>(KK.6)</b> Menerapkan pengetahuan dan keterampilan teknologi informasi dalam konteks pengembangan keilmuan dan implementasi bidang keahlian secara efektif dan berdaya guna.</p>
	<p><b>Capaian Pembelajaran Mata Kuliah (CPMK)</b></p> <ol style="list-style-type: none"> <li>1. Mahasiswa mampu mengemukakan Rukun Islam dan Rukun Iman menggunakan Bahasa Inggris.</li> <li>2. Mahasiswa mampu memahami dan menjelaskan tata cara (<i>how to do something</i>) thaharah dan shalat menggunakan Bahasa Inggris.</li> <li>3. Mahasiswa mampu mengemukakan aktivitas positif sebagai seorang muslim di kehidupan sehari-hari menggunakan Bahasa Inggris.</li> <li>4. Mahasiswa mampu mendeskripsikan (<i>describing</i>) tokoh-tokoh Islam inspiratif menggunakan Bahasa Inggris.</li> <li>5. Mahasiswa mampu membuat biografi singkat tokoh-tokoh Islam inspiratif menggunakan Bahasa Inggris.</li> <li>6. Mahasiswa mampu mengemukakan hal-hal yang berkaitan dengan upaya membangun generasi Islami. menggunakan Bahasa Inggris.</li> <li>7. Mampu membuat rencana (<i>planning</i>) menggunakan Bahasa Inggris.</li> <li>8. Mahasiswa mampu mengemukakan hal-hal yang berkaitan dengan pengamalan Rukun Iman menggunakan Bahasa Inggris.</li> <li>9. Mahasiswa mampu mengemukakan hal-hal yang berkaitan dengan kisah teladan rasul ulul azmi menggunakan Bahasa Inggris.</li> <li>10. Mahasiswa mampu memberi nasihat tentang amar ma'ruf nahi mungkar menggunakan bahasa Inggris</li> <li>11. Mahasiswa mampu mengemukakan hal-hal yang halal dan haram (dilakukan dan dikonsumsi) bagi umat islam menggunakan Bahasa Inggris.</li> <li>12. Mahasiswa mampu mengemukakan pendapat tentang Pendidikan Islam di Indonesia menggunakan Bahasa Inggris.</li> </ol>
<b>Deskripsi Singkat MK</b>	<p>Mata kuliah Bahasa Inggris untuk PAI ini merupakan mata kuliah bidang studi pada program S-1 Program Pendidikan Agama Islam dengan status mata kuliah wajib. Mata kuliah ini diberikan kepada mahasiswa semester 1 dengan bobot mata kuliah 2 SKS. Mata kuliah ini membahas mengenai penggunaan Bahasa Inggris (<i>basic</i>) dalam pembelajaran Pendidikan Islam. Keterampilan</p>



	<p>yang diajarkan meliputi keterampilan mengucapkan kata dalam bahasa Inggris, mendengar, berbicara, membaca, dan menulis. Sedangkan komponen bahasa pendukung ketrampilan berbahasa yang diajarkan adalah kosa kata dan tata bahasa. Seluruh ketrampilan dan komponen berbahasa tersebut disajikan dalam setiap pertemuan secara terintegrasi agar mahasiswa benar- benar memiliki kemampuan yang mumpuni setelah lulus.</p>
<b>Bahan Kajian</b>	<ol style="list-style-type: none"> <li><b>1. The Five Pillars of Islam</b> <ul style="list-style-type: none"> <li>• <i>The Five Pillars of Islam</i></li> <li>• Kosa kata yang berkaitan dengan pengamalan rukun Islam (diutamakan <i>verb</i>)</li> <li>• <i>Pronoun</i> dan <i>Verb</i> (definisi dan contoh)</li> <li>• Penggunaan “<i>to do</i>” dalam menjelaskan tatacara bersuci (thaharah) dan sholat dalam Bahasa Inggris</li> </ul> </li> <li><b>2. Muslim</b> <ul style="list-style-type: none"> <li>• Kosa kata yang berkaitan dengan aktivitas positif sebagai seorang muslim</li> <li>• “<i>Verb I + ing</i>” (definisi dan contoh)</li> <li>• To be (am, is, are) + <i>Verb + ing</i> (Definisi dan contoh)</li> </ul> </li> <li><b>3. Muslim Generation</b> <ul style="list-style-type: none"> <li>• Kosa kata yang berkaitan dengan upaya membangun generasi Islami (diutamakan <i>verb</i>)</li> <li>• “<i>Will + Verb I</i>” (definisi dan contoh)</li> </ul> </li> <li><b>4. Inspirational Islamic Figures</b> <ul style="list-style-type: none"> <li>• Kosa kata yang berkaitan dengan tokoh Islam inspiratif</li> <li>• <i>Adjective, noun, dan adverb</i> (definisi dan contoh)</li> <li>• Biografi singkat tokoh Islam inspiratif dengan menggunakan: <ul style="list-style-type: none"> <li>○ <i>To be (am, is, are dan was, were) + ANA (Adjective, noun, &amp; Adverb)</i></li> <li>○ <i>Verb I, Verb II, Verb III</i></li> <li>○ <i>Did</i></li> <li>○ <i>To Have</i></li> </ul> </li> </ul> </li> <li><b>5. The Six Pillars of Faith</b> <ul style="list-style-type: none"> <li>• <i>The Six Pillars of Faith</i></li> <li>• Kosa kata yang berkaitan dengan pengamalan rukun Iman</li> <li>• <i>Active dan Passive Voice</i> (definisi dan contoh)</li> </ul> </li> </ol>

	<p><b>6. Ulu'l-Azm Prophets</b></p> <ul style="list-style-type: none"> <li>• Kosakata yang berkaitan dengan Rasul Ulul Azmi</li> <li>• Question words (5w+1H)</li> </ul> <p><b>7. Amar Ma'ruf Nahi Mungkar</b></p> <ul style="list-style-type: none"> <li>• Kosakata yang berkaitan dengan amar ma'ruf nahi mungkar</li> <li>• <i>Expressions of asking and giving advice</i></li> </ul> <p><b>8. Halal and Haram</b></p> <ul style="list-style-type: none"> <li>• Kosakata yang berkaitan dengan hal-hal yang halal dan haram dalam Islam</li> <li>• <i>Expressions of Showing Prohibition</i></li> </ul> <p><b>9. Islamic Education in Indonesia</b></p> <ul style="list-style-type: none"> <li>• Kosakata yang berkaitan dengan Pendidikan Islam di Indonesia</li> <li>• <i>Expressions of asking and giving opinion</i></li> </ul>
<b>Pustaka</b>	<p><b>Utama :</b></p> <ol style="list-style-type: none"> <li>1. DarwisDjamaluddin. 2010. <i>English for Islamic Studies</i>. Bandung: PT. RajagrafindoPersada.</li> <li>2. Arsyad,Azhar.2013. <i>Dasar-dasar Penguasaan Bahasa Inggris</i>. Yogyakarta: PUSTAKA BELAJAR</li> <li>3. Fadzlillah, N. A., Man, Y. B. C., Jamaludin, M. A., Rahman, S. A., &amp; Al-Kahtani, H. A. (2011). Halal food issues from Islamic and modern science perspectives. In <i>2nd International Conference on Humanities, Historical and Social Sciences</i> (Vol. 171, pp. 59-163).</li> <li>4. Zaenab, S. (2019). FAMILY'S MESSENGERS STORIES OF ULUL AZMI IN THE QURAN (A THEMATIC INTERPRETATION).</li> </ol> <p>Website:</p> <ol style="list-style-type: none"> <li>1. Wikihow.com</li> </ol> <p><b>Pendukung :</b></p> <p>Book:</p> <ol style="list-style-type: none"> <li>1. Suherman.2016. <i>Top Grammar</i>. Pare Kediri Jawa Timur: CV. Resonansi Ilmu</li> <li>2. English for Islamic Religious Education Students (Fikry)</li> </ol>

		Website: 1. Theislamicummah.org 2. Muslimconverts.com  Youtube: 1. Zulfy's World 2. Islamic Lessons Made Easy				
Media Pembelajaran		Perangkat Lunak:		Perangkat Keras:		
		Slide Powerpoint, Internet, E-Learning, Video, Audio		Laptop, LCD.		
Tim Teaching						
Mata Kuliah Syarat		Mata Kuliah Wajib				
Minggu Ke-	Sub CP-MK (Kemampuan Akhir yang Diharapkan)	Indikator	Kriteria dan Bentuk Penilaian	Metode Pembelajaran [Estimasi Waktu]	Materi Pembelajaran [Pustaka]	Bobot Penilaian (%)
(1)	(2)	(3)	(4)	(5)	(6)	(7)
I	Mahasiswa mengetahui Mekanisme perkuliahan, proses pembelajaran, dan penilaian		–	Ceramah Tanya jawab  (100 menit)	Kontrak Perkuliahan	-
II	Reading: Mahasiswa memahami kosa kata/ istilah bahasa Inggris dalam sebuah teks bacaan yang berkaitan dengan pengamalan rukun Islam	Reading: Mampu memahami makna kosa kata/ istilah bahasa Inggris dalam sebuah teks bacaan yang berkaitan dengan pengamalan rukun Islam.	Reading: ▪ Ketepatan dalam mencocokkan kosa kata/istilah bahasa Inggris tersebut dengan gambar.	Reading: ▪ Scanning ▪ Matching pictures  (25 menit)	The Five Pillars of Islam (I)	5%

	<b>Listening:</b> Mahasiswa memahami makna kosa kata/istilah bahasa Inggris yang berkaitan dengan pengamalan rukun Islam yang didengarkan.	<b>Listening:</b> Mahasiswa mampu memahami makna kosa kata/istilah bahasa Inggris yang berkaitan dengan pengamalan rukun Islam yang didengarkan	<b>Listening:</b> Ketepatan dalam mencocokkan kosa kata/istilah bahasa Inggris yang berkaitan dengan pengamalan rukun Islam dengan terjemahannya.	<b>Listening:</b> <ul style="list-style-type: none"> <li>Listen and repeat</li> <li>True or False</li> </ul> (25 menit)		
	<b>Writing:</b> Mahasiswa menuliskan kosa kata (yang berkaitan dengan pengamalan rukun Islam) dan mengelompokkannya kedalam kelas kata <i>pronoun</i> dan <i>verb</i> .	<b>Writing:</b> Mahasiswa mampu menulis ulang kosa kata bahasa Inggris (yang berkaitan dengan pengamalan rukun Islam) dan mampu mengelompokkannya kedalam kelas kata <i>pronoun</i> dan <i>verb</i> .	<b>Writing:</b> Ketepatan dalam menulis ulang kosa kata bahasa Inggris (yang berkaitan dengan pengamalan rukun Islam) dan ketepatan mengelompokkannya kedalam kelas kata <i>pronoun</i> dan <i>verb</i> .	<b>Writing:</b> <ul style="list-style-type: none"> <li>Rewriting</li> <li>Classifying</li> </ul> (25 menit)		
	<b>Speaking:</b> Mahasiswa mengemukakan 5 Rukun Islam dalam bahasa Inggris.	<b>Speaking:</b> Mahasiswa mampu mengemukakan 5 Rukun Islam dalam bahasa Inggris	<b>Speaking:</b> Ketepatan mengemukakan 5 Rukun Islam dalam bahasa Inggris	<b>Speaking:</b> Presentation (Group)  (25 menit)		
III	<b>Reading:</b> Mahasiswa memahami penggunaan “ <i>to do</i> ” dalam teks bahasa Inggris yang berkaitan dengan tatacara thaharah dan sholat	<b>Reading:</b> Mampu mengidentifikasi kalimat-kalimat yang menggunakan “ <i>to do</i> ” dalam teks bahasa Inggris tersebut	<b>Reading:</b> Ketepatan mengidentifikasi kalimat-kalimat yang menggunakan “ <i>to do</i> ” dalam teks bahasa	<b>Reading:</b> Scanning and identifying  (25 menit)	<b>The Five Pillars of Islam (II)</b>	10%

			Inggris tersebut .			
	<b>Listening:</b> Mahasiswa memahami makna kalimat bahasa Inggris (yang berkaitan dengan tata cara thaharah dan sholat) yang didengarkan.	<b>Listening:</b> Mahasiswa mampu mencocokkan kalimat yang didengarkan tersebut dengan gambar.	<b>Listening:</b> Ketepatan dalam mencocokkan kosa kata/istilah bahasa Inggris tersebut dengan gambar.	<b>Listening:</b> ▪ Listen and matching  (25 menit)		
	<b>Writing:</b> Mahasiswa menulis kalimat bahasa Inggris menggunakan pronoun, <i>verb1</i> , dan <i>to do</i> (yang berkaitan dengan tata cara thaharah dan sholat)	<b>Writing:</b> Mahasiswa mampu menyusun kata acak (pronoun, <i>verb1</i> , dan <i>to do</i> ) menjadi kalimat yang benar dalam bahasa Inggris (yang berkaitan dengan tata cara thaharah dan sholat)	<b>Writing:</b> Ketepatan menyusun kata acak ( <i>pronoun</i> , <i>verb1</i> , dan <i>to do</i> ) menjadi kalimat yang benar dalam bahasa Inggris (yang berkaitan dengan tata cara thaharah dan sholat)	<b>Writing:</b> ▪ Arranging  (25 menit)		
	<b>Speaking:</b> Mahasiswa mengemukakan tata cara thaharah dan sholat dalam bahasa Inggris.	<b>Speaking:</b> Mahasiswa mampu mengemukakan tata cara thaharah dan sholat dalam bahasa Inggris.	<b>Speaking:</b> Ketepatan mengemukakan tata cara thaharah dan sholat dalam bahasa Inggris.	<b>Speaking:</b> ▪ Presentation (Group)  (25 menit)		
IV	<b>Reading:</b> Mahasiswa memahami kosa kata/ istilah bahasa Inggris dalam sebuah teks bacaan/ kalimat-kalimat yang berkaitan dengan aktivitas positif sebagai seorang muslim	<b>Reading:</b> Mampu memahami makna kosa kata/ istilah bahasa Inggris dalam sebuah teks bacaan/ kalimat-kalimat yang berkaitan dengan aktivitas positif sebagai	<b>Reading:</b> Ketepatan dalam mencocokkan kosa kata/istilah bahasa Inggris tersebut dengan gambar	<b>Reading:</b> Scanning and Matching  (25 menit)	Muslim	10%

		seorang muslim				
	<b>Listening:</b> Mahasiswa memahami makna kosa kata/istilah bahasa Inggris yang didengarkan (berkaitan dengan aktivitas positif sebagai seorang muslim)	<b>Listening:</b> Mahasiswa mampu memahami makna kosa kata/istilah bahasa Inggris yang didengarkan (berkaitan dengan aktivitas positif sebagai seorang muslim)	<b>Listening:</b> Ketepatan dalam mencocokkan kosa kata/istilah bahasa Inggris (yang berkaitan dengan aktivitas positif sebagai seorang muslim) yang di dengarkan dengan gambar.	<b>Listening:</b> ▪ Listen and Sequences (Pairs)  (25 menit)		
	<b>Writing:</b> Mahasiswa menulis kalimat bahasa Inggris menggunakan rumus <i>to be (am, is, are) + verb1+ing</i> dalam menulis sebuah kalimat yang berkaitan dengan aktivitas positif sebagai seorang muslim	<b>Writing:</b> Mahasiswa mampu menulis kalimat bahasa Inggris menggunakan rumus <i>to be (am, is, are) + verb1+ing</i> dalam menulis sebuah kalimat yang berkaitan dengan aktivitas positif sebagai seorang muslim	<b>Writing:</b> Ketepatan mengisi kata yang hilang ( <i>am/is/are/verb+ing</i> ) dalam sebuah kalimat. yang berkaitan dengan aktivitas positif sebagai seorang muslim	<b>Writing:</b> ▪ Fill in the missing words  (25 menit)		
	<b>Speaking:</b> Mahasiswa mengemukakan aktivitas positif sebagai seorang muslim dalam bahasa Inggris menggunakan rumus <i>to be (am, is, are) + verb1+ing</i>	<b>Speaking:</b> Mahasiswa mampu mengemukakan aktivitas positif sebagai seorang muslim dalam bahasa Inggris menggunakan rumus <i>to be (am, is, are) + verb1+ing</i> .	<b>Speaking:</b> Ketepatan mengemukakan aktivitas positif sebagai seorang muslim dalam bahasa Inggris menggunakan rumus <i>to be (am, is, are) + verb1+ing</i>	<b>Speaking:</b> ▪ Giving orders (Group)  (25 menit)		
V	<b>Reading:</b> Mahasiswa memahami kosa kata/ istilah bahasa Inggris dalam sebuah teks	<b>Reading:</b> Mahasiswa mampu memahami kosa kata/ istilah bahasa Inggris	<b>Reading:</b> Ketepatan dalam mencocokkan kosa kata/istilah bahasa Inggris	<b>Reading:</b> Scanning and Matching	Muslim Generation	10%

bacaan/ kalimat-kalimat yang berkaitan dengan upaya membangun generasi Islami	dalam sebuah teks bacaan/ kalimat-kalimat yang berkaitan dengan upaya membangun generasi Islami	tersebut dengan video	(25 menit)		
<b>Listening:</b> Mahasiswa memahami makna kosa kata/istilah bahasa Inggris yang didengarkan (berkaitan dengan upaya membangun generasi Islami)	<b>Listening:</b> Mahasiswa mampu memahami makna kosa kata/istilah bahasa Inggris yang didengarkan (berkaitan dengan upaya membangun generasi Islami)	<b>Listening:</b> Ketepatan dalam mencocokkan kosa kata/istilah bahasa Inggris yang didengarkan (berkaitan dengan upaya membangun generasi Islami) dengan video	<b>Listening:</b> ▪ Listen and matching  (25 menit)		
<b>Writing:</b> Mahasiswa menulis kalimat bahasa Inggris menggunakan rumus <i>will+verb1</i> yang berkaitan dengan upaya membangun generasi Islami	<b>Writing:</b> Mahasiswa mampu menulis kalimat bahasa Inggris menggunakan rumus <i>will+verb1</i> yang berkaitan dengan upaya membangun generasi Islami	<b>Writing:</b> Ketepatan menulis kalimat bahasa Inggris yang sesuai dengan gambar menggunakan rumus <i>will+verb1</i> (yang berkaitan dengan upaya membangun generasi Islami)	<b>Writing:</b> ▪ Matching  (25 menit)		
<b>Speaking:</b> Mahasiswa mengemukakan kalimat yang berkaitan dengan upaya membangun generasi Islami menggunakan rumus <i>will+verb1</i>	<b>Speaking:</b> Mahasiswa mengemukakan kalimat yang berkaitan dengan upaya membangun generasi Islami menggunakan rumus <i>will+verb1</i>	<b>Speaking:</b> Ketepatan Mahasiswa mengemukakan kalimat yang sesuai dengan video yang berkaitan dengan upaya membangun generasi Islami menggunakan rumus <i>will+verb1</i>	<b>Speaking:</b> ▪ Brainstorming (Group)  (25 menit)		

## KUESIONER EVALUASI UNTUK AHLI BAHASA

### A. Data Responden

Nama : DR. MASRUDDIN, SS, M.HUM  
Umur : 40  
Jenis kelamin : Pria  
Pendidikan : ☐ S1 ☐ S2 ☐ S3 ☐ Professor  
Pengalaman mengajar : ☐ 0-2 tahun ☐ 2-4 tahun ☐ 4-6 tahun ☐  $\geq 6$  thn

### B. Tabel Evaluasi

Isilah tabel 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
<b>A. Isi</b>						
1.	Cakupan isi materi dalam buku <i>English for Islamic Education Study Program</i> sesuai dengan kebutuhan mahasiswa jurusan Pendidikan Agama Islam	✓				
2.	Kedalaman materi dalam buku <i>English for Islamic Education Study Program</i> memadai.	✓				



3.	Keaslian isi materi dalam buku <i>English for Islamic Education Study Program</i> memadai.	✓				
4.	Kegiatan dalam <i>task</i> banyak melibatkan mahasiswa.		✓			
5.	Kegiatan dalam <i>task</i> bervariasi.		✓			
6.	Kegiatan dalam <i>task</i> sesuai topik.		✓			
7.	Kegiatan dalam <i>task</i> menarik bagi mahasiswa.		✓			
8.	Kegiatan dalam <i>task</i> dapat memotivasi mahasiswa untuk belajar bahasa Inggris.		✓			
9.	Kegiatan dalam <i>task</i> berguna bagi kehidupan nyata mahasiswa.		✓			
10.	Kegiatan disusun berurutan dari mudah ke agak sulit.		✓			
11.	Kegiatan melibatkan siswa untuk dapat bekerja secara individu dan berpasangan.		✓			
Rangkuman kualitatif:						
<b>B. Bahasa</b>						
1.	Bahasa yang digunakan dalam silabus sesuai dengan tata bahasa yang benar.		✓			
2.	Bahasa yang disajikan komprehensif dan sesuai dengan tingkat perkembangan kognitif mahasiswa.		✓			
3.	Bahasa yang disajikan dalam bahan ajar mudah dipahami.	✓				
4.	Keseluruhan materi sesuai dengan		✓			

	kemampuan berbahasa mahasiswa					
Rangkuman kualitatif:						
<b>C. Input</b>						
1.	Input materi dalam buku membantu mahasiswa dalam berbahasa.		✓			
2.	Input materi dalam buku sesuai dengan kemampuan mahasiswa.	✓				
3.	Input materi dalam buku menarik.		✓			
4.	Input materi dalam buku sesuai dengan kemampuan berbahasa mahasiswa.			✓		
5.	Input materi dalam buku mencakup struktur bahasa yang benar.		✓			
6.	Pilihan topik sesuai dengan karakteristik mahasiswa	✓				
7.	Input materi dalam buku dapat menambah wawasan mahasiswa.		✓			
Rangkuman kualitatif:						
<b>D. Desain dan Layout</b>						
1.	Tampilan isi buku jelas.		✓			
2.	Penggunaan tanda baca benar.			✓		
3.	Susunan materi dalam buku sistematis		✓			
4.	Sumber dalam buku jelas		✓			

5.	Jarak spasi sesuai.		✓			
Rangkuman kualitatif:						

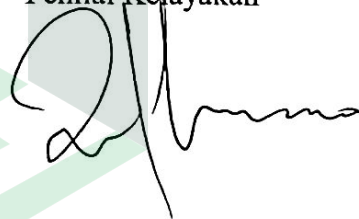
Kesimpulan:

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

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

Palopo, 08 Februari 2021

Penilai Kelayakan



IAIN PALOPO

## KUESIONER EVALUASI UNTUK AHLI MATERI

### A. Data Responden

Nama : Dr. Muhaemin, M.A  
Umur :  
Jenis kelamin :  
Pendidikan : ☐ S1 ☐ S2 ☒ S3 ☐ Professor  
Pengalaman mengajar : ☐ 0-2 tahun ☐ 2-4 tahun ☐ 4-6 tahun ☐  $\geq 6$  thn

### B. Tabel Evaluasi

Isilah tabel 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
<b>A. Isi</b>						
1.	Cakupan isi materi dalam buku <i>English for Islamic Education Study Program</i> sesuai dengan kebutuhan mahasiswa jurusan Pendidikan Agama Islam		✓			
2.	Kedalaman materi dalam buku <i>English for Islamic Education Study Program</i> memadai.		✓			

3.	Keaslian isi materi dalam buku <i>English for Islamic Education Study Program</i> memadai.	✓				
4.	Kegiatan dalam <i>task</i> banyak melibatkan mahasiswa.			✓		
5.	Kegiatan dalam <i>task</i> bervariasi.		✓			
6.	Kegiatan dalam <i>task</i> sesuai topik.		✓			
7.	Kegiatan dalam <i>task</i> menarik bagi mahasiswa.			✓		
8.	Kegiatan dalam <i>task</i> dapat memotivasi mahasiswa untuk belajar bahasa Inggris.		✓			
9.	Kegiatan dalam <i>task</i> berguna bagi kehidupan nyata mahasiswa.	✓				
10.	Kegiatan disusun berurutan dari mudah ke agak sulit.		✓			
11.	Kegiatan melibatkan siswa untuk dapat bekerja secara individu dan berpasangan.			✓		

Rangkuman kualitatif:

#### B. Bahasa

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



	kemampuan berbahasa mahasiswa					
Rangkuman kualitatif:						
<b>C. Input</b>						
1.	Input materi dalam buku membantu mahasiswa dalam berbahasa.			✓		
2.	Input materi dalam buku sesuai dengan kemampuan mahasiswa.		✓			
3.	Input materi dalam buku menarik.	✓				
4.	Input materi dalam buku sesuai dengan kemampuan berbahasa mahasiswa.		✓			
5.	Input materi dalam buku mencakup struktur bahasa yang benar.		✓			
6.	Pilihan topik sesuai dengan karakteristik mahasiswa	✓				
7.	Input materi dalam buku dapat menambah wawasan mahasiswa.	✓				
Rangkuman kualitatif:						
<b>D. Desain dan Layout</b>						
1.	Tampilan isi buku jelas.		✓			
2.	Penggunaan tanda baca benar.		✓			
3.	Susunan materi dalam buku sistematis	✓				
4.	Sumber dalam buku jelas		✓			

5.	Jarak spasi sesuai.		✓			
Rangkuman kualitatif:						

Kesimpulan:

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


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

Catatan:

- link QR Barcode  
dipriksa
- Semuanya menggunakan  
Suara Sudiri

Palopo, Februari 2021

Penilai Kelayakan

  
Dr. Muhaimin, MEd  
NIP 19790203 2001 1006

IAIN PALOPO

## KUESIONER EVALUASI UNTUK AHLI MATERI LAYOUT

### A. Data Responden

Nama : Devi Mardiana  
 Umur :  
 Jenis kelamin :  
 Pendidikan : ☐ S1 ☒ S2 ☐ S3 ☐ Professor  
 Pengalaman mengajar : ☐ 0-2 tahun ☐ 2-4 tahun ☐ 4-6 tahun ☐ ≥6 thn

### B. Tabel Evaluasi

Isilah tabel 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
<b>A. Isi</b>						
1.	Cakupan isi materi dalam buku <i>English for Islamic Education Study Program</i> sesuai dengan kebutuhan mahasiswa jurusan Pendidikan Agama Islam					
2.	Kedalaman materi dalam buku <i>English for Islamic Education Study Program</i> memadai.					

NOTE : Table copy  
 & Revisi



3.	Keaslian isi materi dalam buku <i>English for Islamic Education Study Program</i> memadai.		✓			
4.	Kegiatan dalam <i>task</i> banyak melibatkan mahasiswa.		✓			
5.	Kegiatan dalam <i>task</i> bervariasi.			✓		
6.	Kegiatan dalam <i>task</i> sesuai topik.			✓		
7.	Kegiatan dalam <i>task</i> menarik bagi mahasiswa.			✓		
8.	Kegiatan dalam <i>task</i> dapat memotivasi mahasiswa untuk belajar bahasa Inggris.			✓		
9.	Kegiatan dalam <i>task</i> berguna bagi kehidupan nyata mahasiswa.		✓			
10.	Kegiatan disusun berurutan dari mudah ke agak sulit.					
11.	Kegiatan melibatkan siswa untuk dapat bekerja secara individu dan berpasangan.					

Rangkuman kualitatif:

## B. Bahasa

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

	kemampuan berbahasa mahasiswa					
Rangkuman kualitatif:						
<b>C. Input</b>						
1.	Input materi dalam buku membantu mahasiswa dalam berbahasa.					
2.	Input materi dalam buku sesuai dengan kemampuan mahasiswa.		✓			
3.	Input materi dalam buku menarik.					
4.	Input materi dalam buku sesuai dengan kemampuan berbahasa mahasiswa.					
5.	Input materi dalam buku mencakup struktur bahasa yang benar.			✓		
6.	Pilihan topik sesuai dengan karakteristik mahasiswa			✓		
7.	Input materi dalam buku dapat menambah wawasan mahasiswa.		✓			
Rangkuman kualitatif:						
<b>D. Desain dan <i>Layout</i></b>						
1.	Tampilan isi buku jelas.		✓			
2.	Penggunaan tanda baca benar.					
3.	Susunan materi dalam buku sistematis				✓	
4.	Sumber dalam buku jelas			✓		

5.	Jarak spasi sesuai.		✓			
Rangkuman kualitatif:						

Kesimpulan:

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

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

Palopo, 16 Februari 2021

Penilai Kelayakan

DEVA S. SASTA

IAIN PALOPO

# KUESIONER EVALUASI UNTUK PENGGUNA (MAHASISWA)

Isilah tabel 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 Tida Setuju

Nama : \*

Afdinal Jumadi

Semester \*

2/PAI A

Materi yang disajikan sesuai untuk level basic lower \*

IAIN PALOPO

1

2

3

4

5

sangat tidak setuju



sangat setuju

Materi telah sesuai dengan bidang dan kebutuhan mahasiswa PAI \*

	1	2	3	4	5	
sangat tidak setuju	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	sangat setuju

Materi dalam buku mampu meningkatkan kemampuan bahasa Inggris mahasiswa di bidang PAI \*

	1	2	3	4	5	
sangat tidak setuju	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	sangat setuju

Topik input materi dalam buku telah sesuai dengan bidang kebutuhan mahasiswa yaitu bidang PAI \*

	1	2	3	4	5	
sangat tidak setuju	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	sangat setuju

Input materi dalam buku menarik dan mudah dipahami \*

	1	2	3	4	5	
sangat tidak setuju	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	sangat setuju

Input materi dalam buku secara keseluruhan beragam \*

	1	2	3	4	5	
sangat tidak setuju	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	sangat setuju

Kegiatan dalam buku mendorong mahasiswa berpartisipasi aktif dalam kelas \*

	1	2	3	4	5	
sangat tidak setuju	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	sangat setuju

Kegiatan keseluruhan unit beragam \*

	1	2	3	4	5	
sangat tidak setuju	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	sangat setuju

Materi yang terdapat didalam buku tersusun dengan baik yaitu mudah ke sulit \*

	1	2	3	4	5	
sangat tidak setuju	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	sangat setuju

Latihan dalam buku meliputi latihan individu, berpasangan dan kelompok. \*

	1	2	3	4	5	
sangat tidak setuju	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	sangat setuju

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## Forms



**IAIN PALOPO**

# KUESIONER EVALUASI UNTUK PENGGUNA (MAHASISWA)

Isilah tabel 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 Tida Setuju

Nama : \*

SUPRIADI

Semester \*

4

Materi yang disajikan sesuai untuk level basic lower \*

IAIN PALOPO

1

2

3

4

5

sangat tidak setuju

☐☐☐☐☒

sangat setuju



Materi telah sesuai dengan bidang dan kebutuhan mahasiswa PAI \*

	1	2	3	4	5	
sangat tidak setuju	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	sangat setuju

Materi dalam buku mampu meningkatkan kemampuan bahasa Inggris mahasiswa di bidang PAI \*

	1	2	3	4	5	
sangat tidak setuju	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	sangat setuju

Topik input materi dalam buku telah sesuai dengan bidang kebutuhan mahasiswa yaitu bidang PAI \*

	1	2	3	4	5	
sangat tidak setuju	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	sangat setuju

Input materi dalam buku menarik dan mudah dipahami \*

	1	2	3	4	5	
sangat tidak setuju	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	sangat setuju

Input materi dalam buku secara keseluruhan beragam \*

	1	2	3	4	5	
sangat tidak setuju	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	sangat setuju

Kegiatan dalam buku mendorong mahasiswa berpartisipasi aktif dalam kelas \*

	1	2	3	4	5	
sangat tidak setuju	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	sangat setuju

Kegiatan keseluruhan unit beragam \*

	1	2	3	4	5	
sangat tidak setuju	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	sangat setuju

Materi yang terdapat didalam buku tersusun dengan baik yaitu mudah ke sulit \*

	1	2	3	4	5	
sangat tidak setuju	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	sangat setuju

Latihan dalam buku meliputi latihan individu, berpasangan dan kelompok. \*

	1	2	3	4	5	
sangat tidak setuju	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	sangat setuju

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## Forms



**IAIN PALOPO**

# KUESIONER EVALUASI UNTUK PENGGUNA (MAHASISWA)

Isilah tabel 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 Tida Setuju

Nama : \*

Nurul ade irma

Semester \*

6

Materi yang disajikan sesuai untuk level basic lower \*

IAIN PALOPO

1

2

3

4

5

sangat tidak setuju

☐☐☐☐☒

sangat setuju

Materi telah sesuai dengan bidang dan kebutuhan mahasiswa PAI \*

	1	2	3	4	5	
sangat tidak setuju	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	sangat setuju

Materi dalam buku mampu meningkatkan kemampuan bahasa Inggris mahasiswa di bidang PAI \*

	1	2	3	4	5	
sangat tidak setuju	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	sangat setuju

Topik input materi dalam buku telah sesuai dengan bidang kebutuhan mahasiswa yaitu bidang PAI \*

	1	2	3	4	5	
sangat tidak setuju	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	sangat setuju

Input materi dalam buku menarik dan mudah dipahami \*

	1	2	3	4	5	
sangat tidak setuju	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	sangat setuju

Input materi dalam buku secara keseluruhan beragam \*

	1	2	3	4	5	
sangat tidak setuju	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	sangat setuju

Kegiatan dalam buku mendorong mahasiswa berpartisipasi aktif dalam kelas \*

	1	2	3	4	5	
sangat tidak setuju	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	sangat setuju

Kegiatan keseluruhan unit beragam \*

	1	2	3	4	5	
sangat tidak setuju	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	sangat setuju

Materi yang terdapat didalam buku tersusun dengan baik yaitu mudah ke sulit \*

	1	2	3	4	5	
sangat tidak setuju	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	sangat setuju

Latihan dalam buku meliputi latihan individu, berpasangan dan kelompok. \*

	1	2	3	4	5	
sangat tidak setuju	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	sangat setuju

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**IAIN PALOPO**



**PEMERINTAH KOTA PALOPO**  
**DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU**

Alamat : Jl. K.H.M. Hasyim No.5 Kota Palopo - Sulawesi Selatan Telpn : (0471) 326048

**ASLI**

**IZIN PENELITIAN**  
NOMOR : 114/IP/DPMPTSP/III/2021

**DASAR HUKUM :**

1. Undang-Undang Nomor 18 Tahun 2002 tentang Sistem Nasional Penelitian, Pengembangan dan Penerapan IPTEK;
2. Peraturan Mendagri Nomor 64 Tahun 2011 tentang Pedoman Penerbitan Rekomendasi Penelitian, sebagaimana telah diubah dengan Peraturan Mendagri Nomor 7 Tahun 2014;
3. Peraturan Walikota Palopo Nomor 23 Tahun 2016 tentang Penyederhanaan Perizinan dan Non Perizinan di Kota Palopo;
4. Peraturan Walikota Palopo Nomor 34 Tahun 2019 tentang Pendelegasian Kewenangan Penyelenggaraan Perizinan dan Nonperizinan Yang Menjadi Urusan Pemerintah Kota Palopo dan Kewenangan Perizinan dan Nonperizinan Yang Menjadi Urusan Pemerintah Yang Dibenkan Pelimpahan Wewenang Walikota Palopo Kepada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.

**MEMBERIKAN IZIN KEPADA**

Nama : ANNISAUL MIFTAHUL JANNAH RUSDIN  
Jenis Kelamin : Perempuan  
Alamat : Perum. Ratulangi Regency Kota Palopo  
Pekerjaan : Mahasiswa  
NIM : 16 0202 0102

Maksud dan Tujuan mengadakan penelitian dalam rangka penulisan Skripsi dengan Judul :

**DEVELOPING ENGLISH LEARNING MATERIAL FOR ISLAMIC EDUCATION STUDY PROGRAM AT IAIN  
PALOPO**

Lokasi Penelitian : KAMPUS INSTITUT AGAMA ISLAM NEGERI (IAIN) PALOPO  
Lamanya Penelitian : 08 Maret 2021 s.d. 08 April 2021

**DENGAN KETENTUAN SEBAGAI BERIKUT :**

1. Sebelum dan sesudah melaksanakan kegiatan penelitian kiranya melapor pada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.
2. Menaati semua peraturan perundang-undangan yang berlaku, serta menghormati Adat Istiadat setempat.
3. Penelitian tidak menyimpang dari maksud izin yang diberikan.
4. Menyerahkan 1 (satu) exemplar foto copy hasil penelitian kepada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.
5. Surat Izin Penelitian ini dinyatakan tidak berlaku, bilamana pemegang izin ternyata tidak menaati ketentuan-ketentuan tersebut di atas.

Demikian Surat Izin Penelitian ini diterbitkan untuk dipergunakan sebagaimana mestinya.

Diterbitkan di Kota Palopo

Pada tanggal: 09 Maret 2021

a.n. Kepala Dinas Penanaman Modal dan PTSP

Kepala Bidang Pengkajian dan Pemrosesan Perizinan PTSP

**ANDI AGUS MANDASINI, SE, M.AP**

Pangkat: Penata

NIP. 19780805 201001 1 014

**Tembusan:**

1. Kepala Badan Kesbang Prov. Sul-Sel;
2. Walikota Palopo
3. Dandim 1403 SWG
4. Kapolres Palopo
5. Kepala Badan Penelitian dan Pengembangan Kota Palopo
6. Kepala Badan Kesbang Kota Palopo
7. Instansi terkait tempat dilaksanakan penelitian





IAIN PALOPO

**SURAT KEPUTUSAN  
DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN  
INSTITUT AGAMA ISLAM NEGERI PALOPO**

**NOMOR : 0360 TAHUN 2021**

**TENTANG**

**PENGANGKATAN TIM DOSEN PENGUJI SKRIPSI MAHASISWA PROGRAM S1**

**DENGAN RAHMAT TUHAN YANG MAHA ESA**

**DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN INSTITUT AGAMA ISLAM NEGERI PALOPO**

- Menimbang** : a. bahwa demi kelancaran proses Pengujian Skripsi bagi mahasiswa Program S1, maka dipandang perlu dibentuk Tim Penguji Skripsi;
- b. bahwa untuk menjamin terlaksananya tugas Tim Dosen Penguji Skripsi sebagaimana dimaksud dalam butir a di atas, maka perlu ditetapkan melalui Surat Keputusan Dekan;
- c. bahwa yang tercantum namanya dalam Surat Keputusan ini dianggap memenuhi syarat untuk diangkat sebagai dosen Penguji Skripsi;
- Mengingat** : 1. Undang-Undang RI Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional;
2. Undang-Undang RI Nomor 12 Tahun 2012 tentang Pendidikan Tinggi;
3. Peraturan Pemerintah Nomor 4 Tahun 2014 tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
4. Peraturan Presiden RI Nomor 141 Tahun 2014 tentang Perubahan STAIN Palopo menjadi IAIN Palopo;
5. Peraturan Menteri Agama RI Nomor 5 Tahun 2015 tentang Organisasi dan Tata Kerja IAIN Palopo.

**MEMUTUSKAN**

- Menetapkan** : **KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN IAIN PALOPO TENTANG PENGANGKATAN TIM DOSEN PENGUJI SKRIPSI MAHASISWA PROGRAM S1**
- Kesatu** : Mengangkat mereka yang tersebut namanya pada lampiran Surat Keputusan ini sebagaimana Pemberian Kuasa dan Pendelegasian Wewenang Menandatangani Surat Penetapan Dosen Pembimbing dan Dosen Penguji Skripsi;
- Kedua** : Tugas Tim Dosen Penguji Skripsi adalah: mengoreksi, mengarahkan, menilai/mengevaluasi dan menguji kompetensi dan kemampuan mahasiswa berdasarkan Skripsi yang diajukan serta memberi dan menyampaikan hasil keputusan atas pelaksanaan Ujian Skripsi mahasiswa berdasarkan pertimbangan tingkat penguasaan dan kualitas penulisan karya ilmiah dalam bentuk Skripsi;
- Ketiga** : Surat Keputusan ini berlaku pada Ujian Seminar Hasil dan Ujian Munaqasyah Skripsi;
- Keempat** : Segala biaya yang timbul sebagai akibat ditetapkannya Surat Keputusan ini dibebankan kepada DIPA IAIN Palopo Tahun Anggaran 2021;
- Kelima** : Surat Keputusan ini berlaku sejak tanggal ditetapkannya dan berakhir setelah kegiatan Pengujian Skripsi selesai, dan akan diadakan perbaikan seperlunya jika terdapat kekeliruan di dalamnya;
- Keenam** : Surat Keputusan ini disampaikan kepada yang bersangkutan untuk dilaksanakan sebagaimana mestinya.

**Ditetapkan di  
Pada Tanggal**

**: Palopo  
: 01 April 2021**

**Dekan,**



**Tembusan :**

1. Rektor IAIN Palopo di Palopo;
2. Ketua Prodi Pendidikan Bahasa Inggris FTIK di Palopo;
3. Arsip.

LAMPIRAN : SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN IAIN PALOPO  
NOMOR : 0360 TAHUN 2021  
TANGGAL : 01 APRIL 2021  
TENTANG : PENGANGKATAN TIM DOSEN PENGUJI SKRIPSI MAHASISWA PROGRAM S1

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- I. Nama Mahasiswa : Annisa'ul Miftahul Jannah Rusdin  
NIM : 16 0202 0102  
Fakultas : Tarbiyah dan Ilmu Keguruan  
Program Studi : Pendidikan Bahasa Inggris
- II. Judul Skripsi : Developing English Learning Materials for Islamic Education Study Program at IAIN Palopo.
- III. Tim Dosen Penguji :
- |                 |                                |
|-----------------|--------------------------------|
| Ketua Sidang    | : Dr. Sahraini, M.Hum.         |
| Penguji (I)     | : Muhammad Iksan, M.Pd.        |
| Penguji (II)    | : St. Hartina, S.Pd., M.Pd.    |
| Pembimbing (I)  | : Dr. Sahraini, M.Hum.         |
| Pembimbing (II) | : Dewi Furwana, S.Pd.I., M.Pd. |



IAIN PALOPO

## BIOGRAPHY



**Annisa'ul Miftahul Jannah Rusdin**, was born in Belopa on November, 11<sup>th</sup> 1998. She is a daughter of Drs.Rusdin and Putiharni, S.Pd. She lives in Labuaja, Lamunre village, Belopa Utara district, Luwu Regency. She was graduated from SDN 34 Paconne in 2010, SMP Datok Sulaiman in 2013, MAN Palopo in 2016. When she was a senior high school student, she joined OSIS. She continued her study at English Education Department of IAIN (Institute Agama Islam Negeri) Palopo.



# IAIN PALOPO