

AN UNDERGRADUATE THESIS

**DEVELOPING ENGLISH LEARNING MATERIALS FOR
STUDENTS OF HAJJ AND UMRAH MANAGEMENT (HUM)
DEPARTMENT OF IAIN METRO**

By:

Nurul Azizah

Student Number: 1501070198



Tarbiyah and Teacher's Training Faculty
English Education Department

**STATE INSTITUTE FOR ISLAMIC STUDIES
OF METRO 1440 H/2019 M**

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**DEVELOPING ENGLISH LEARNING MATERIALS FOR
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DEPARTMENT OF IAIN METRO**

Presented as a Partial Fulfillment of the Requirements
for the Degree of Sarjana Pendidikan (S.Pd)
in English Education Department

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**STATE INSTITUTE FOR ISLAMIC STUDIES
OF METRO 1440 H/2019 M**

**DEVELOPING ENGLISH LEARNING MATERIALS FOR STUDENTS OF
HAJJ AND UMRAH MANAGEMENT DEPARTMENT (HUM) OF IAIN
METRO**

ABSTRACT

**By:
NURUL AZIZAH**

This research was aimed at Developing English Learning Materials for Students of Hajj and Umrah Management Department it was due to the lack of the apropos materials for Hajj and Umrah Department. Conducted using research and development design this research including five main steps: Research and Information collecting, planning, developing, validating and revising.

To validate developed materials three validators were involved. The result of the validation shows that several aspects of the developed materials are proper according to the Aiken's V which is higher than 0.5. Those aspects covers: title suitability, size conformity, language and vocabulary, materials compatibility, materials depth, materials accuracy, materials update, conformity with the level of development of students, communicative, and demand and unity of ideas.

Furthermore, some other aspects need to be revise according to the validator assessment. They embraces: accuracy, presentation technique, presentation of learning, content layout, content illustration and typography of materials. After revising the product in accordance with the validator suggestions, it is conclude that the developed materials in this undergraduate thesis can be properly use for Department of Hajj and Umrah Management.

Keyword: *English materials, Hajj and Umrah Management, materials development.*

**PENGEMBANGAN MATERI PEMBELAJARAN BAHASA INGGRIS
UNTUK MAHASISWA JURUSAN MANAJEMEN HAJI DAN UMRAH
(MHU) IAIN METRO**

ABSTRAK

Oleh:

NURUL AZIZAH

Penelitian ini bertujuan untuk Mengembangkan Materi Pembelajaran Bahasa Inggris untuk Mahasiswa dari Jurusan Manajemen Haji dan Umrah karena kurangnya bahan pembelajaran terkait Manajemen Haji dan Umrah. Menggunakan desain penelitian dan pengembangan penelitian ini mencakup lima langkah: Penelitian dan pengumpulan informasi, perencanaan, pengembangan, validasi dan revisi.

Untuk memvalidasi produk ini telah melibatkan tiga validator. Hasil validasi menunjukkan bahwa beberapa aspek dari materi yang dikembangkan sesuai dengan Aiken's V yang lebih tinggi dari 0.5. Aspek-aspek tersebut meliputi: kesesuaian judul, kesesuaian ukuran, bahasa dan kosa kata, kompatibilitas materi, kedalaman materi, akurasi materi, kemutakhiran materi, kesesuaian dengan tingkat perkembangan siswa, komunikatif, dan keruntutan dan kesatuan gagasan.

Lebih lanjut, beberapa aspek lain perlu direvisi sesuai dengan penilaian/saran validator. Hal itu mencakup: akurasi, teknik penyajian, penyajian pembelajaran, tata letak isi, ilustrasi isi dan tipografi materi. Setelah merevisi produk sesuai dengan saran validator, dapat disimpulkan bahwa bahan yang dikembangkan dalam skripsi ini dapat digunakan dengan baik untuk jurusan Manajemen Haji dan Umrah.

Kata kunci: *Materi bahasa Inggris, Manajemen Haji dan Umrah, Pengembangan materi.*



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RATIFICATION PAGE

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Sudah kami setuju dan dapat dimunawaziyahkan. Demikian harapan kami dan atas perencanaannya kami ucapkan terimakasih.

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It has been agreed so it can be continued to the Tarbiyah Faculty in order to be discussed on the Munaqosyah. Thank you very much.

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Menyatakan bahwa skripsi ini secara keseluruhan adalah hasil penelitian saya kecuali bagian-bagian tertentu yang dirujuk dari sumbernya dan disebutkan dalam daftar pustaka.

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MOTTO

Only the one who are ready can get the opportunity

-Kim Yugyeom-

Take a deep breath, look up to the sky, smile, and enjoy your work. If you want to cry, then cry. Be strong, do not pretend to be strong.

DEDICATION PAGE

This undergraduate thesis is especially dedicated to:

My beloved parents Mr. Sodikin and Mrs. Tuti for their never-ending love, pray and support.

My one and only brother Abdul Rosid Sidik S.H for his patience in having such a fierce and fussy little sister.

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As human being the writer realize that this undergraduate thesis still has some weakness. The writer do apologizes for all mistakes she has made in writing. The writer hopes this undergraduate thesis can be beneficial for all reader.

Metro, ²⁴July 2019
Writer



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CHAPTER I

INTRODUCTION

A. Background of Study

English is an essential language in the globalizing world. The world nowadays developing a rapid growing in every aspect, interaction over countries is done in English, not a single country can exclude English as an international communication tool. English widely use as lingua franca that used in United Nation (UN) among five other languages (Arabic, Chinese, France, Russian, and Spanish) it shows the existence of English in global.

In order to declare its role as an international language, English must get into critical aspects such as education. English Language Teaching (ELT) such as Teaching English as Foreign Language (TEFL) and Teaching English as Second Language (TESL) draw big impacts in the globalizing world. English has its learning contexts such as an inner circle (English is used by everyone), outer circle (English used as a second language) and expanding circle (English is not used as a mother tongue or second language but as the most favorite language to learn). However, in teaching English there are several crucial points to pay attention such as learning context, how an instruction conducted based on its context, in this case Indonesia uses expanding the circle. Next, instruction adjusted to students' needs, students' ages and students' background. Moreover, learning materials should be adjusted to the previous points. Lastly, teaching method/teaching technique as the key point in implementing instruction as expected.

English is needed as well as the need for the staple in everyday life in every aspect notably education. In University, many of Departments that have no English content, but its prospect for the work will draw them to use English. One of them is Hajj and Umrah Management (HUM) Department.

Developing English materials for students of HUM will help them to build their English ability related to their field. Based on the result of interview with HUM English lecturer on 13 December 2018, in daily, students of this department are not thought English intensively and specifically, they only learn about the basics English as a freshman. Students' have less motivation in learning English and it also affects learning process. Students usually think that English as a complementary learning only.

In many cases students feel English were not very influential on the prospects of the Department they take. On the other hand, this Department will get the opportunity to engage with the global world like as when they make a team play in the field of management with other countries. There is an obvious difference between English that used in daily and English which is used in the field of management. The students of HUM must have a mind to English that will be their field (specific purpose) and get related materials.

With reference to TEFL within Indonesian context, developing English materials for HUM students is one of the crucial factors in terms to introduce English for the specific purpose.

B. Problem Identification

Based on the above phenomenon, some related problems are identified as follows:

1. the lack of ELT acquired by students of HUM Department which is only held at the first and second semester;
2. less motivation in learning English of students of HUM Department; and
3. developing English learning materials within HUM context can help HUM students in terms to seeking more about English within their purpose.

C. Problem Limitation

This research was focused on developing appropriate English learning materials that comply with the students specific needs of HUM Department.

D. Problem Formulation

The problem formulation of this research embraces:

1. what is the English learning needs of the students of HUM Department?;
2. what kind of the English learning materials for HUM Department students is like?; and
3. what is the internal validity of the developed the English learning materials for HUM Department students?

E. Purpose of the Study

The purposes of this study are:

1. to delineate the learning needs of students of HUM Department;
2. to develop appropriate English material for students of HUM Department; and
3. to figure out the internal validity of the developed English learning materials for HUM Department students.

F. Benefit of Product

The product will be beneficial for:

1. facilitate the students of HUM Departments in learning English for specific purpose.
2. enrich the availability of relevant and supporting English learning materials for students at Islamic higher institutions; and
3. provide stimulating information for further researches on TEFL within specific context like HUM Department.

G. Product Specification

1. The product of this research cover 3 units.
2. Each unit of the developed materials consist of: (a) related text, (b) language study, (c) tasks, (d) vocabulary corner, and (e) answer key.
3. Each unit equipped with relevant picture to enhance the illustration of the developed product.

CHAPTER II

LITERATURE REVIEW

A. Theoretical Review

To strengthen the arguments conveyed in relation to this study some theoretical principles are reviewed as the foundation.

1. Teaching English as a Foreign Language

English is a widely used language in the world. According to Broughton *et.al*, among 4.000 to 5.000 languages, English take the first in rank for the most used language. As the foreign language, English is being studied at school, often widely, but does not take a crucial role in society.¹ Moreover, Brown reports that English as Foreign Language (EFL) always refers specifically to English taught in countries where English is not major language of commerce and education.² Furthermore, Nunan holds EFL is used in contexts where English is neither widely used for communication, nor used as the medium of instruction.³

In addition, Patel and Jain state TEFL is the way to teach English to expanding circle countries. EFL is the language which is utilized by the general population of other nation or society. Foreign language is where the secondary environment is not commented and the people of other countries use such language.⁴

¹ Broughton et.al., *Teaching English as a Foreign Language*, New York: University of London Institute of Education. 2003-1

² Brown, *Teaching by Principles An Interactive Approach to Language Pedagogy* 2nd edition, 2000-3

³ Carter and Nunan, *The Cambridge Guide to Teaching English to Speakers of Other Languages*, New York: Cambridge University Press, 2001-2

⁴ Patel and Jain, *English Language Teaching (Methods, Tools & Techniques)*, Jaipur: Sunrise Publishers & Distributors, 2008-35

Nevertheless, Stern argues the term '*foreign language*' was most widely used in contrast to 'native language. In contrasting 'second' and 'foreign' language there is today consensus that a necessary distinction is to be made between a non-native language learnt and used within one country to which the term 'second language' has been applied, and a non-native language learnt and used with reference to a speech community outside national or territorial boundaries to which the term 'foreign language' is commonly given.⁵

Next, Maxom state many factors contribute to the market for Teaching English as a Foreign Language The historical factor offers the legacy of the old British Empire that took the language around the world. The political factor gives the current dominance of the USA. Science and technology have developed with English at the forefront. In addition, there's a need for a global language to make international communications smoother, and tools such as the worldwide web truly accessible around the world.⁶

Lastly, Littlemore and Law add that foreign language learners have the advantage over monolingual native speakers that they can call on knowledge and experience of other languages or language-use situations, but in other respects, they tend to face a more complex set of difficulties when it comes to figurative language.⁷

In line with the quotations above, it can be inferred that TEFL is English language teaching intended for non-English speakers who use English as particular communication and knowledge. Several factors are identified as contributing to the

⁵ Stren, *Fundamental Concept of Language*, Oxford University Press, 1983:15-16

⁶ Maxom, *Teaching English as a Foreign Language for Dummies*, England: John Wiley & Sons, Ltd, 2009-9

⁷ Littlemore and Low, *Figurative thinking and Foreign Language Learning*, Palgrave Macmillan, 2006-6

development of TEFL. English foreign learners get advantages and disadvantages in terms of ownership of information and experience.

2. Teaching English at Islamic University

According to Hidayati, Islamic education will always be chosen as long as it facilitates the demands of life nowadays. ELT in Islamic University must include Islamic values to fortify the threat of negative influences in the global era. ELT should be connected with Islamic values that embedded in the Muslim community to avoid issues such as missionaryism and westernization.⁸

Moreover, Syah argues Islamic University utilizes coordinated educational programs to cover the religious perspective and science in education. In the instructional practice, Islamic University encourages science in a religious setting and embedded some modernist path in showing religious information. English is one of the approaches to intercede these objectives.⁹ Irwansyah, Nurgianto, and Tou argue Teaching English with literature will be effective when it utilizes short story with various topics such as noble character, self-empowerment, freedom, code of conduct, and greed. The stories should be related to Islamic values and equipped with glosses of difficult words, phrases and expressions. Meanwhile, the learning needs showed that teachers should utilize literature, both simplified and original versions, to teach micro-skills, macro-skills, and values within the framework of CTL.

⁸ Hidayati, "English Language Teaching In Islamic Education in Indonesia: Challenges and Opportunities" *Englisia*. May 2016 Vol. 3, No. 2, 65-82.

⁹ Syah, "English Education for Islamic University in Indonesia: Status and Challenge", *Qudus International Journal of Islamic Studies* Volume 3, Issue 2, August 2015

Besides, the texts to be used should represent global, national, and Islamic cultural backgrounds.¹⁰

Furthermore, Irwansyah state that ELT within Islamic context ELT has its motives in Quranic revelation and prophetic tradition. Next, the Islamic epistemology and the Western epistemology ought to be interconnected rather than to be put within a contestation skeleton. Then, the Islamic epistemology should be combined, explicitly or implicitly, toward the curriculum, teaching materials, classroom situation, assessment, educational environment, and research policy. It is urged that ELT practitioners responsibly consider the concept of Qur'an as the basis of linguistics and language guidance, and creatively hold the issues of locality and particularity into their instructional activities.¹¹ Similarly, Hasan urges the text can also be presented by raising the issues of the globalizing world in Islamic perspective which provide up-to-date information that equips them with strong cultural influences.¹²

In line with the quotations above, it is safe to say that Islamic values cannot be abandoned in teaching English at Islamic University. English learning at the Islamic University is actually given to equip students to prepare themselves to face the world today. Moreover, the teacher or material developer of English at Islamic Education should be rolling out the Quranic content in order to insert the meanings contained in instructional activities.

¹⁰ Irwansyah, Nurgianto, and Tou, "Teaching with Literature: The Needs of Indonesian Islamic Universities", *International Journal of Applied Linguistics & English Literature*, Published: December 01, 2017 Volume: 6 Issue: 7

¹¹ Irwansyah, "Teaching English at Indonesian Islamic Higher Education: An Epistemological Perspective" *Dinamika Ilmu* Vol. 18 No. 1, 2018

¹² Hasan, "English Literary Studies: including Islamic Perspectives in Pedagogy Practice", *The American Journal of Islamic Social Sciences* 32:1

3. Materials Development

The materials are the main ingredient in every teaching and learning process, including the ELT. Furthermore, learning materials must be adapted to the needs of students and the times. Therefore developing material is something that is profoundly recommended. According to Bellù, development is essentially aimed as something positive or acceptable. When pertaining to society or to a socio-economic system, “development” regularly implies improvement, both in the general circumstance of the system or in any of its component portions. Development may happen due to some leisurely activity carried out by single doers or by some officials pre-ordered to obtain advancement, to favorable conditions in both. Development policies and individual investment, in all their forms, are parts of such things.¹³

On the other hand, Tomlinson urges that materials development is a possible effort including the production, evaluation, adaptation, and exploitation of materials designed to facilitate language acquisition and development. It is also a course of an academic study reviewing the principles and methods of the design, writing, implementation, evaluation, and analysis of learning materials. Ideally, materials development practitioners and materials development researchers communicate and acquaint each other through conventions, discoveries, and shared efforts. In the antiquity, materials development practitioners were either teacher with little experience of implemented linguistics or implemented linguists with little experience of teaching and learning. Now there are many materials development masters who have substantial experience and expertise as teachers, as materials

¹³ Bellù, *Development and Development Paradigms A (Reasoned) Review of Prevailing Visions*, EASYPol Module 102, May 2011

development practitioners, and as materials development researchers and there have been a number of conferences lately in which materials development principles and procedures have been both considered in theory and expressed in action.¹⁴

Nevertheless, Carter and Nunan conclude that the study of the design, development and exploitation of learning materials is an effective way of connecting areas of linguistics such as language acquisition, sociolinguistics, psycholinguistics, language analysis, discourse analysis and pragmatics, of developing teacher awareness of methodological options, and of improving the effectiveness of materials.¹⁵

Epalen, Siburian and Lubis state that The teaching material development like learning module is one of supported innovation that support Indonesia language learning because of having advantage such as by using module, student can follow learning activity based on speed and self-ability, module can be used everywhere, so learning activity can be increased, by using teaching material, student can know learning result themselves. If the success level is still low, student can learn the material that is understood yet. The module will be concept with thinking map.¹⁶ Furthermore, writes that materials development is a process of upgrading specification carried out by the instructor based on existing materials.¹⁷

¹⁴ Brian Tomlinson, *Materials development*, in Azarnoosh et.al., *Issues in Materials Development*, Rotterdam: Sense Publishers, 2016-2

¹⁵ Carter and Nunan, *The Cambridge Guide to Teaching English to Speakers of Other Languages*, New York: Cambridge University Press, 2001-71

¹⁶ Nopia Epalen, Tiur Asi Siburian and Malan Lubis, “*The Development of Teaching Material of Writing Complex Procedure Text based thinking map on x grade students of State Vocational School 7 Medan*”, *International Journal of Education, Learning and Development* Vol.6, no.1, pp.56-70, January 2018

¹⁷ Graves, *Designing Language Courses: A guide for Teachers*, Canada: Heinle&Heinle Publishers, 2000, p 149

Moreover, Tomlinson holds that some of the basic principles of second language acquisition relevant to the development of materials for the teaching of languages.¹⁸

- a. Materials should achieve impact.
- b. Materials should help learners to feel at ease.
- c. Materials should help learners to develop confidence.
- d. What is being taught should be perceived by learners as relevant and useful
- e. Materials should require and facilitate learner self-investment.
- f. Learners must be ready to acquire the points being taught.
- g. Materials should expose the learners to language in authentic use.
- h. The learners' attention should be drawn to linguistic features of the input.
- i. Materials should provide the learners with opportunities to use the target language to achieve communicative purposes.
- j. Materials should take into account that the positive effects of instruction are usually delayed.
- k. Materials should take into account that learners differ in learning styles.
- l. Materials should take into account that learners differ in affective attitudes.
- m. Materials should permit a silent period at the beginning of instruction.
- n. Materials should maximize learning potential by encouraging intellectual, aesthetic and emotional involvement which stimulates both right- and left-brain activities.

¹⁸ Brian Tomlinson, *Materials development in Language Teaching*, Second Edition, UK: Cambridge University Press, 2011,7-23

- o. Materials should not rely too much on controlled practice.
- p. Materials should provide opportunities for outcome feedback.

In line with the quotation above, it is worth noting that materials development is upgrading existing material through processes in order to cover students' need which has not been fulfilled in the existing material. The material developed should be tailored to the needs of students and the circumstances of the times. Learning materials are developed with the aim to facilitate students in the learning process. Materials play an important role in order to enrich students' insight and bounding teachers and students.

4. Curriculum Design

According to Forbes and Davis, Curriculum (or curriculum standards) to refer to the standards, benchmarks, and outcomes that delineate the content to be taught and learned in science classrooms.¹⁹ Furthermore, Nichols et al say that Curriculum is an area of education that is characterized by a lack of agreement about its definition and nature.²⁰

In addition, Nation and Macalister argue that Curriculum design can be seen as a kind of writing activity and as such it can usefully be studied as a process. The typical sub-processes of the writing process (gathering ideas, ordering ideas, ideas to text, reviewing, editing) can be applied to curriculum design, but it makes it easier to draw on current curriculum design theory and practice if a different set of parts is

¹⁹ Forbes and Davis in Kattington, *Handbook of Curriculum Development*, New York: Nova Science Publisher, 2010-210

²⁰ Nichols et al, *Managing Curriculum and Assessment: A Practitioner's Guide*, Ohio: Linworth Publishing, 2006-1

used.²¹ Moreover Nation and Macalister state Curriculum, or course, design is essentially a practical activity. The result is going to be experienced by teachers and learners in the classroom.²²

From the above literature review it is safe to state that curriculum design is a framework of materials that will be given to the students which is adjusted into student's learning needs and the way student's learn.

5. Activities and Tasks

According to Nunan, a pedagogical task is a piece of classroom work that involves learners in comprehending, manipulating, producing or interacting in the target language while their attention is focused on mobilizing their grammatical knowledge in order to express meaning, and in which the intention is to convey meaning rather than to manipulate form. The task should also have a sense of completeness, being able to stand alone as a communicative act in its own right with a beginning a middle and an end.²³

Next, Davis states activities, tasks or projects that reflect acknowledged assignments, or that take the acknowledged world into the classroom is "real life" actions and should also, be involved in the curriculum.²⁴ Furthermore, Willis argues that task is a goal-oriented communicative activity with a specific outcome,

²¹ Nation and Macalister, *Language Curriculum Design*, New York: Rotledge, 2010-1

²²Nation and Macalister, *Case studies in Language Curriculum Design*, New York: Routledge, 2011-1

²³ Nunan, *Task based Language teaching*, NY: Cambridge University Press, 2004-4

²⁴ Davis, *Multiple Voices in The Translation Classroom: activities Task and Projects*, Amsterdam: John Benjamin Publishing Company, 2004-19

where the emphasis is on exchanging meaning not producing specific language forms.²⁵

Moreover Brown states that a task is really a special form of technique. In some cases, task and technique may be synonymous (a problem solving task/technique; a role play task/technique for example). But in others cases, a task may be comprised of several techniques (for example, a problem solving task that includes, let's say, grammatical explanation, teacher initiated questions, and a specific turn-taking procedure). Tasks are usually bigger in their ultimate ends than techniques.²⁶

In addition, Nunan reports that that a minimum specification of task will include goals, input and procedures, and that these will be supported by roles and settings.²⁷

- a. Goals are the vague, general intentions behind any learning task. They provide a link between the task and the broader curriculum. They are more specific than Halliday's three macro-skills (interpersonal, transactional and aesthetic) mentioned in the last chapter, but are more general than formal performance objectives.
- b. Input refers to the spoken, written and visual data that learners work with in the course of completing a task. Data can be provided by a teacher, a textbook or some other source. Alternatively, it can be generated by the learners themselves.

²⁵Jane Willis, *A Framework for Task-Based Learning*, Addison Wesley Longman Limited, 1996-36

²⁶ Brown, *Teaching by Principles An Interactive Approach to Language Pedagogy* 2nd edition, 2000-50

²⁷ Nunan, *Task Based Language Teaching* NY:Cambridge University Press 2004, *op.cit* 41-70

- c. Procedure specifies what learners will actually do with the input that forms the point of departure for the learning task. In considering criteria for task selection (and, in the next section, we will look at what research has to say on this matter), some issues arise similar to those as we encountered when considering input.
- d. Task types. There are as many different task types as there are people who have written on task-based language teaching.
- e. Role refers to the part that learners and teachers are expected to play in carrying out learning tasks as well as the social and interpersonal relationships between the participants.
- f. Setting refers to the classroom arrangements specified or implied in the task. It also requires consideration of whether the task is to be carried out wholly or partly outside the classroom. A wide range of configurations is possible in the communicative classroom, although practical considerations such as class size can constrain what is possible in practice.

According to Willis, there are six types of task.²⁸

- a. Listing, the process involved are:
 - 1) brainstorming, in which learners draw on their own knowledge and experience either as class or in pairs/groups; and
 - 2) fact finding, in which learners find things out by asking each other or other people and referring to books, etc.

²⁸ Jane Willis, *A Framework for Task-Based Learning*, Addison Wesley Longman Limited, 1996, *op.cit* 26-27

b. Ordering and sorting

These tasks involve four main processes:

- 1) sequencing items, actions or events in a logical or chronological order;
- 2) ranking items according to personal values or specific criteria;
- 3) categories items in given groups or grouping them under given headings; and
- 4) classifying items in different ways, where the categories themselves are not given.

c. Comparing

Broadly, these tasks involve comparing information of a similar nature but from different sources or versions in order to identify common points and/or differences. The processes involved are:

- 1) matching to identify specific points relate them to each other;
- 2) finding similarities and things in common; and
- 3) finding differences.

d. Problem solving

Problem-solving tasks make demands upon people's intellectual and reasoning powers, and, though challenging they are engaging and often satisfying to solve. The process and time scale will vary enormously depending on the type and complexity of the problem.

e. Sharing personal experiences

These tasks encourage learners to talk more freely about themselves and share their experiences with others. The resulting interaction is closer to

casual social conversation in that it is not so directly goal oriented as in other tasks.

f. Creative tasks

These are often called projects and involve pairs or groups of learners in some kind of freer creative work. They also tend to have more stages than other tasks, and can involve combinations of tasks types: listing, ordering and sorting, comparing and problem solving. Out of class research is sometimes needed. Organizational skills and team work are important in getting the task done. The outcome can often be appreciated by a wider audience than the students who produced it.

Meanwhile, Prabhu states three types of task namely.²⁹

a. Information Gap Activity

Information gap activity includes a substitution of given data from one to another or from one form to different, or from one place to different generally calling for the decoding or encoding of information from or into a language. One example is partners work in which each member of the pair has a portion of the total information (for example an incomplete picture) and tries to convey it orally to the other. The activity frequently includes the selection of appropriate information as well, and students may have to meet the standards of completeness and correctness in making the substitution.

²⁹ Prabhu, N. *Second Language Pedagogy: a perspective*. Oxford: Oxford University Press. 1987-46

b. Reasoning Gap Activity

Reasoning gap activity includes acquiring some new information from given information by processes of inference, deduction, practical reasoning, or perception of relationships or patterns. One example is determining what course of action is best (for example cheapest or quickest) for a given target and within given constraints. The activity certainly includes understanding and carrying information, as in information-gap activity, but the information to be carried is not identical with that initially understood. There is a part of rationalizing which attaches the two.

c. Opinion Gap activity

Opinion gap activity includes acquiring some new information from given information by processes of inference, deduction, practical reasoning, or perception of relationships or patterns. One example is determining what course of action is best (for example cheapest or quickest) for a given target and within given constraints. The activity certainly includes understanding and carrying information, as in information-gap activity, but the information to be carried is not identical with that initially understood. There is a part of rationalizing which attaches the two.

From the quotation above, it is safe to state that tasks and activities in the learning process should be related to learning materials. Providing good tasks and related activities in delivering material will make students

feel at ease in order to receive the information. The instructors are required for being creative in providing students' tasks and activities. The activities must build students' confidence and understanding. Tasks and activities must have a purpose, in this case, the purposes are to make students receive information well and able to interpret the information based on their understanding.

6. Assessment

According to Richards and Schmidt assessment is a systematic approach to collecting information and making inferences about the ability of a student or the quality or success of a teaching course on the basis of various sources of evidence.³⁰ In similar, Brown states that assessment is an integral part of the teaching-learning cycle. In an interactive, communicative curriculum, assessment is almost constant.³¹ Moreover, Rahman urges that assessment in education must, first and foremost serve the purpose of effective learning. Assessment has an important role in a self-learning activity using self-learning material. It is a dynamic component of distance learning. Due to spatial and temporal separation between teachers and learners, assessment provides perhaps the only indication of the student progress in the learning process.³²

Then, Jones holds that assessment for Learning is all about informing learners of their progress to empower them to take the necessary action to improve their

³⁰ Richard and Schmidt, *Longman Dictionary of Language Teaching and Applied Linguistics*, London, Pearson Education Limited, 2002-35

³¹ Brown, *Teaching by Principles an Interactive Approach to Language Pedagogy* 2nd edition, 2000, *op.cit*, 420

³² Rahman, "Learning Assessment in a Self-Learning Material", *International Journal on New Trends in Education and their Implications*, July 2015 volume: 6 issue: 3

performance.³³ Next, Brindley argues that the term assessment refers to a variety of ways of collecting information on a learner's language ability or achievement. Although testing and assessment are often used interchangeably, the latter is an umbrella term encompassing measurement instruments administered on a 'one-off' basis such as tests, as well as qualitative methods of monitoring and recording student learning such as observation, simulations or project work.

Assessment is also distinguished from evaluation which is concerned with the overall language programs and not just with what individual students have learnt. Assessment is carried out to collect information on learners' language proficiency and/or achievement that can be used by the stakeholders in language learning programs for various purposes.³⁴ These purposes include:

- a. selection: to determine whether learners have sufficient language proficiency to be able to undertake tertiary study;
- b. certification: e.g. to provide people with a statement of their language ability for employment purposes;
- c. accountability: e.g. to provide educational funding authorities with evidence that intended learning outcomes have been achieved and to justify expenditure;
- d. diagnosis: e.g. to identify learners' strengths and weaknesses;
- e. instructional decision-making: e.g. to decide what material to present next or what to revise; and

³³ Jones, *Assessment for Learning*, London: Learning and Skills Development Agency, 2005-5

³⁴ Brindley in Carter and Nunan, *The Cambridge Guide to Teaching English to Speakers of Other Languages*, New York: Cambridge University Press, 2001, *op.cit.*, 137-138

f. motivation: e.g. to encourage learners to study harder.

From the above literature review, it can be concluded that assessment is needed to know the extent to which students can receive learning, what problems students face in the learning process and what treatments are suitable for them.

B. Relevant Studies

Various researchers had conducted research related to this study.

According to Gultom, who conducted his research about developing English Learning Materials for Nursing Students at Borneo University, in the needs analysis results, the learning needs were found in the activities, setting, and the teacher and students role. Most of students needed various activities for each skill in learning English. They are discussing the content of monologue and dialogue (40%), practicing dialogue (50%), reading the text correctly (50%), arranging words into right sentence (57%), matching words with the pictures (53%), and getting phonetic transcription for difficult words (67%).

These activities are needed to motivate them to learn English better and be more creative. In terms of setting, the most preferable and effective way for learning English based the students opinion was group discussion (57%). In fact, during the implementation of the materials, they were able to learn individually and in pairs. The last, most of students (63%) preferred the effective role of the teacher was a model.³⁵

Next, Nurwahida who conducted her research at STIE YPUP found that the Development of English Materials for Students of Management Department at STIE

³⁵ Gultom, "Developing English Learning Materials for Nursing Students of Borneo University of Tarakan", *LingTera*, Volume 3-Number2, October 2016, (224-234)

YPUP includes conceptual map, goals, materials sequence, English materials and worksheet, and additional task.³⁶ Furthermore, Suyadi had conducted his research at a State University in Jambi Province for the student of accounting at the university level. The findings revealed that the students of accounting program needs a specific material in learning English which has tight relationship with their Department. While English skills are need to be combined with the knowledge target of accounting, especially reading for enriching their vocabularies in accountancy. Writing is also needed to write some report and writing presentation papers.³⁷

On the other hand, Yunita and Pratiwi who conducted research for Elementary School Teacher Education Students at Yogyakarta State University urged that English is important especially in developing their knowledge in order to comprehend many references which are written in English.³⁸ Rohmah conducted her research at Marketing Department of SMK Muhammadiyah 2 Bantul stated that the students need English learning materials to support their future job which contain English expressions and the responses, technical terms, and simple business letters.³⁹

Nevertheless, Cahyaningsari and Saleh in their research developing English materials using English-Indonesian mixed song lyrics to teach vocabulary noted some important point that the students need an attractive textbook to guide them because the school provides limited facilities and media in teaching. The writer

³⁶ Nurwahida, *Developing English Materials for Students of Management Department: Export-Import & Banking at STIE YPUP*, A Thesis: Tarbiyah and Teaching Science Faculty Alauddin State Islamic University of Makassar, 2017

³⁷ Suyadi. "English for Specific Purposes for Accounting Students". *IJIRES*. 2016. Vol.3, no. 1

³⁸ Yunita and pratiwi, "Developing English program for Elementary School Teacher Education Students", *International Journal of Learning and Teaching* Vol. 3, No. 3, September 2017

³⁹ Rohmah, *Developing English Learning Materials for Grade X Students of marketing Department at SMK Muhammadiyah 2 Bantul*, A Thesis: English Education Department, Faculty of Languages and Arts, Yogyakarta State University, 2015

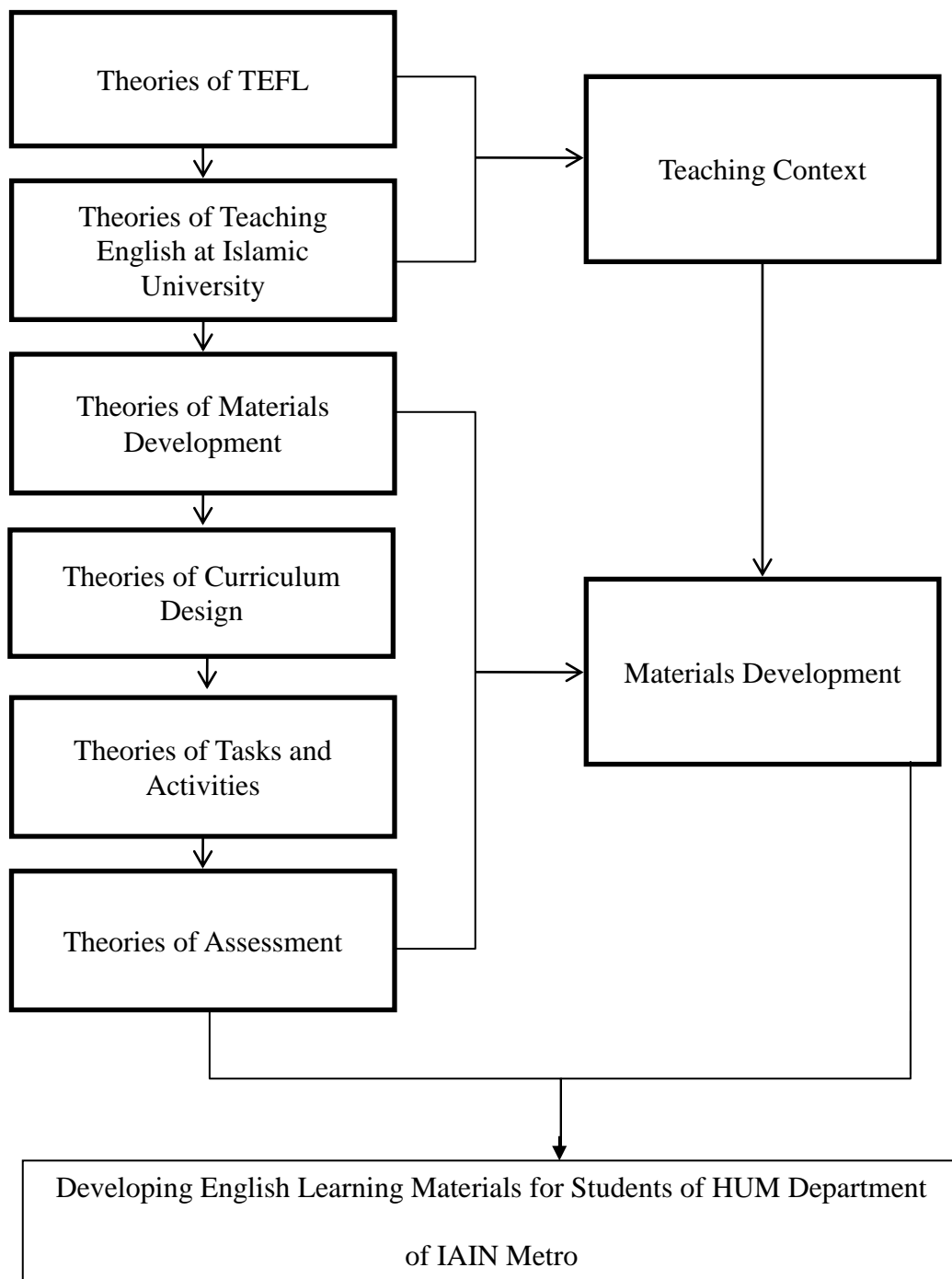
thought that the use of various media would attract the students' attention, and motivate them in learning English.⁴⁰

From all the quotation above, it is worth to note that developing English learning materials is necessary. The existing materials are not fully cover students' need. Need analysis is used in order to find out what kind of materials, environment, media, methods, techniques, and strategies that students want to encourage their learning enthusiasm. English not only studied by students who enrolled in the English department but also students from other departments. That is why English learning materials should exist and develop adjusted to students' field in order to cover their need.

⁴⁰ Cahyaningsari, V.&M.Saleh. 2016. "Developing English Materials Using English-Indonesian Mixed Song Lyrics to Teach Vocabulary".*Language Circle: Journal of Language and Literature*, XI/1

C. Framework

This system illustrates the framework of relevant theories used in this research.



CHAPTER III

RESEARCH METHOD

A. Type of Research

The research type used in this study was Research and Development (R&D). According to Borg and Gall, this research aimed at developing and validating educational product in this research the educational product implies to learning materials.⁴¹ Moreover, Sugiono states R & D is a research method to produce certain product and examine the product.⁴² Sudarsono et al., write that R & D is a research that produces the educational product. The process this research involve: (a) preliminary study, was about what product that will be developed, displayed out in contextual conditions, and where will the research take place; (b) design product; and (c) validating product by expert judgment, main field testing, and operational field testing. In R & D, the educational product can be learning materials, instructional tool, educational media, instrument assessment or instructional model.⁴³

From the quotation above, it is safe to say that R & D is one of research methodology which is used in the educational field. This research aims to develop and validate the educational product in order to overcome the students' need that has not been filled.

⁴¹ Gall and Borg, *Educational Research An Introduction*, Seventh Edition, USA: Pearson Education. 2003

⁴² Sugiyono, *Metode Penelitian Kualitati, Kuantitatif dan R&D*, Bandung: Alfabeta. 2014. 297

⁴³ Sudarsono et al., *Metode Penelitian Pendidikan*, Editor Siti Irene Astuti Dwi ningrum, UNY Press., ISBN 978-602-7981-00-3, Maret 2013, 186.

B. Research Procedure

This research implies the model of Research and Development proposed by Borg and Gall. This research actually has ten steps to be applied. As the research conducted in a limited period of time, only a few steps that used in this research.⁴⁴

1. Research and Information collecting which covers review of the literature, classroom observations, and preparation of the report of state of art.
2. Planning which embraces defining skills, stating objectives, determining course sequence, and small-scale feasibility testing.
3. Developing a preliminary form of product which involves preparation of instructional materials, handbooks, and evaluation devices.
4. Validating which includes expert and practitioners judgment of developed learning materials.
5. Revising which cover rewriting the learning materials based on the result of expert and practitioners judgment of the developed learning materials in order to be the appropriate learning materials.

C. Research Subject

The subjects of the research will be the students of the second semester of HUM Department of IAIN Metro in academic year 2018/2019. Not all students will involve as the research subject. Only 6 until 10 students will be involved as the representative.

⁴⁴Borg and Gall, *Educational Research An Introduction*: Seventh Edition, ESA: Pearson Education, Inc. 2002-573

D. Data Collection Technique and Instrument Research

Interview, questionnaire, and documentation were used in this research to collect the data. The type of questionnaire in this research was needs analysis questionnaire.

Need analysis questionnaires were distributed to the students to identify the needs of the students, weakness, and the strength of the students.

The table below show the data collection technique and instrument research.

Table 1. Data collection technique and instrument research

No	Phases	Research Instrument
1	Planning	Needs analysis questionnaire Interview guide
2	Validating	Product evaluation sheet
3	Revising	Focus group discussion or interview

E. Data Analysis Technique

The questionnaires in the stage of needs analysis were analyzed by Likert scale. In a Likert scale, the respondent is asked to respond to each of the statements in terms of several degrees, usually five degrees (but at times 3 or 7 may also be used) of agreement or disagreement. For example, when asked to express opinion whether one considers his job quite pleasant, the respondent may respond in any one of the following ways: (i) strongly agree, (ii) agree, (iii) undecided, (iv) disagree, (v) strongly disagree.⁴⁵

⁴⁵C.R. Kothari, *Research Methodology: Methods & Techniques*, New Delhi: New Age International (P) Ltd., Publishers, 2000, 84.

CHAPTER IV

RESEARCH AND DEVELOPMENT RESULT

A. Result of the Development of Existing Product

1. The needs of English Learning Materials for Students of HUM

The needs of English learning materials for HUM were known through data collection. Data collection was done in the following way.

a. Interview

Interview was conducted on December 13, 2018, with Agus Trioni Nawa M.Pd as an English lecturer for the HUM department as a respondent. The results of the interview stated that.

- 1) There were still many HUM students who have less motivation to learn English as a necessity, but only as a college requirement.
- 2) This department is still new, the preparation of the curriculum has not been resolved.
- 3) Teaching materials that reach the realm of management, Islam and matters relating to Hajj and Umrah are expected to exist in English learning for HUM students.
- 4) English learning in Islamic higher education should involve Islamic values to show that it has different characteristic.

Picture 1. Interview with English lecturer of HUM



b. Questionnaire

The questionnaires were distributed to students of HUM department who are in their second semester on July 7, 2019, by using Google form with 13 statements and 8 students as respondents. The respondents asked to respond the questionnaires by five degrees. (1) Strongly disagree, (2) Disagree (3) Neutral (4) Agree (5) Strongly agree. Below is the percentages' picture of the questionnaire result. (for more details see the appendix)

Table.1 Percentages of questionnaires result

No	Statements	1	2	3	4	5
1	I study English for the purpose of learning (school)	0%	12.5%	12.5%	37.5%	37.5%
2	I study English for work	0%	0%	0%	50%	50%
3	I study English for daily activity	0%	25%	12.5%	25%	37.5%
4	I study English for (exams, status, promotions)	0%	0%	37.5%	25%	37.5%
5	English learning for non-English study programs require listening materials	0%	0%	25%	37.5%	37.5%
6	English learning in non-English study programs require speaking materials	0%	0%	25%	37.5%	37.5%
7	English learning in non-English study programs require reading materials	0%	0%	25%	37.5%	37.5%
8	English learning in non-English study programs require writing materials	12.5%	12.5%	25%	25%	25%
9	English learning material for making phone calls (work)	12.5%	37.5%	12.5%	12.5%	25%
10	English language learning material to do face to face interaction	12.5%	12.5%	12.5%	25%	37.5%
11	in learning English I don't need a dictionary	50%	12.5%	25%	0%	12.5%
12	learning material tailored to the department/study program taken	0%	0%	12.5%	25%	62.5%
13	Learning material embrace Islamic values	0%	0%	12.5%	37.5%	50%

The data above shows the percentage of statements given to the respondents.

- 1) The percentage of statement “I study English for the purpose of learning (school)” shows that 37.5% strongly agree, 37.5% agree. It is worth to note that 75% of the respondents agree with the statements.
- 2) The percentage of statement “I study English for work” shows that 50% agree and 50% strongly agree. It is safe to state that 100% of the respondents agree with the statements.

- 3) The percentage of statement “I study English for daily activity” shows that 62.5% agree.
- 4) The percentage of statement “I study English for (exams, status, promotions)” shows that 57.5%.
- 5) The percentage of statements 5 until 8 show that the respondents need the 4 basic skills of English.
- 6) The percentage of statement “English learning material for making phone calls (work)” shows that 37.5% agree, 12.5 neutral and the rest are disagree.
- 7) The percentage of statement “English language learning material to do face to face interaction” shows that 57.5% agree.
- 8) The percentage of statement “in learning English I don't need a dictionary” shows that 65% disagree.
- 9) The percentage of statement “Learning material tailored to the department/study program taken” shows that 87.5% agree.
- 10) The percentage of statement “Learning material embrace Islamic values” shows that 87.5% agree.

From the results above, it worth to note that the needs of learning materials of HUM students should embraces 4 basics English skills, related materials to department, involve Islamic values and use simple word in order to support their level (intermediate).

2. English Learning Materials for students of HUM

English learning materials for students of HUM covers three units with the following details.

- a. Each unit is embraces four basics English skills (listening, speaking, reading and writing).
- b. Each unit is beginning with verse/hadith to materials to be delivered.
- c. Each unit is equipped with illustrations that illustrate the materials to be studied.
- d. Each unit is equipped with learning outcomes as students' achievements.
- e. Each unit has a language study as the main learning.

The table bellows show the details of developed product.

Table 1. Table of Contents of English Learning Materials for Students of HUM

Unit	Title	Listening	Speaking	Reading	Writing	Language Study
1	Is there anything I can Help? P 1-10	Listen to the conversation read by lecturer	Practice the conversation	Hajj	Make a simple sentence about administration	Asking and giving recommendation
2	Tell me P 11-18	Listen to the conversation read by lecturer	Make and practice a short conversation by using expression of making and responding complaint	Indonesia's Smart Hajj App Makes Pilgrimage easier.	Make a reply for complaint letter	Making and responding complaint
3	Flight log P 19-26	Listen to the conversation read by lecturer	Practice the conversation	Saudi envoy discusses Makkah with Indonesian Officials	Comparing two airlines	Comparative degree

3. Internal Validity of the Developed English Learning Materials for Students of HUM

The internal validity is the process of product validation by validators. The developed product was validated/assessed by three English lecturers of TBI (tadris bahasa Inggris) of IAIN Metro. Dr. Umi Yawisah, M.Hum, Dr. Dedi Irwansyah, M.Hum and Ahmad Madkur, M.Pd. Two of them have doctoral degrees and have published books with ISBNs.



Picture 3. Process of Product Validation

The validation results were processed using the Aiken's V validity formula to determine the content validity coefficient based on the results of the assessment from the validators' panel. The recapitulation of the Aiken's V values is presented in the following table.

Table 3. Result of Aiken's V English Learning Materials for Students of HUM

No	Assessment criteria	Aiken's V	Remarks
1	Title suitability	0.78	
2	Size conformity	0.56	
3	Language and vocabulary	0.56	
4	Material compatibility	0.56	
5	Material depth	0.56	
6	Material accuracy	0.56	
7	Material update	0.56	
8	Conformity with the level of development of students	0.56	
9	Communicative	0.56	
10	Accuracy	0.44	Revise accordingly
11	Demand and unity of ideas	0.56	
12	Presentation technique	0.33	Revise accordingly
13	Presentation of learning	0.33	Revise accordingly
14	Content layout	0.33	Revise accordingly
15	Content illustration	0.44	Revise accordingly
16	Typography of material	0.44	Revise accordingly

Table 3. above shows that the developed materials are proper according to Aiken's V which is higher than (<0.5). The table also shows the things that must be revise from this product are. (a) Accuracy; (b) Presentation technique; (c) Presentation of learning; (d) Content layout; (e) Content illustration; and (f) Typography of material.

Furthermore, the validators gave some suggestions for the developed materials, as follows.

- a. Yawisah suggested to add more materials about management and the difference between hajj and umrah to get more engage.
- b. Irwansyah suggested to revise the title of the coursebook to reach larger audience.

- c. Madkur suggested to align the illustrations with topic, tidy up the writing, font using, spacing and adding vocabulary corners in each unit in order to make the product friendly reader.

The suggestions from the validators are very good, but not all of the suggestion can be properly apply in the product. Furthermore, the validated/assessed product revised accordingly.

B. Product Revision

Product revisions are adjusted to the suggestions given by validators. The suggestions are awesome and acceptable unless the addition of materials about the differences between hajj and umrah and also about the management itself. It is considering that the product developed only cover three units.

The product revision only embraces the title of the coursebook in order to reach larger audience, align the illustrations with topic, tidy up the writing, font using, spacing and a vocabulary corners addition in each unit. After revised the product looks more friendly reader.

C. Research Limitations

Research limitations mainly occur in aspects of validity and quality. Validation has not been done by experts in the field of writing English teaching materials for HUM Department students. Besides, product quality has not fully met the criteria both in terms of content and presentation.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion of the Product

Here are some conclusions related to the product English Learning Materials for Students of Hajj and Umrah Management.

1. The product has been developed in line to the needs of HUM Department students.
2. The product intensifies materials related to the HUM Department.
3. The product represents direct instruction learning where students practice directly the given theory.

B. Suggestion for Using Products

The products of English Learning materials for Students of HUM Department are.

1. Suitable for HUM students in their first year in Islamic-based colleges.
2. Able to use to enrich students prior knowledge
3. Able to use as reference in order to develop more proper learning materials.

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APPENDICES

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KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIIYAH DAN ILMU KEGURUAN

Jalan Ki Hajar Dewantara Komplek ISA Inggimulyo Metro, Timur K.M. Metro Lampung 34111

Telp: (0725) 41407-1 (Kantor) (0725) 41298; Website: www.tarbiyah.iainmetro.ac.id - email: tarbiyah@iainmetro.ac.id

Nomor : B-3448/rt.28.1/J/TI.00/10/2018
Lampiran :
Perihal : **IZIN PRA-SURVEY**

Kepada Yth.
DEKAN FEBI IAIN METRO
di
Tempat

Assalamu'alaikum Wr. Wb.


Dalam rangka penyelesaian Tugas Akhir/Skripsi, mohon kiranya Saudara berkenan memberikan izin kepada mahasiswa kami:

Nama : **NURUL AZIZAH**
NPM : 1501070198
Semester : 7 (Tujuh)
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Pendidikan Bahasa Inggris
Judul : **DEVELOPING ENGLISH LEARNING MATERIALS FOR STUDENTS OF HAJJ AND UMRAH MANAGEMENT OF IAIN METRO**

untuk melakukan *pra-survey* di FEBI IAIN METRO

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya *pra-survey* tersebut, atas fasilitas dan bantuan serta kerjasamanya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 31 Oktober 2018
Ketua Jurusan
Pendidikan Bahasa Inggris

Ahmad Subhan Roza, M.Pd.
NIP. 19760610 200801 1 014



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS EKONOMI DAN BISNIS ISLAM**

Jalan Ki Hajar Dewantara Kampus 15 A Binmulya Metro Timur Kota Metro Lampung 34111
Telepon (0725) 415807, Faksimili (0725) 47295.

Nomor : B-0835/In. 28.3/D/TL.00/04/2019
Sifat : Biasa
Lampiran : -
Perihal : Izin Pra Survey

10 April 2019

Kepada
Yth. Ketua Jurusan Tadris Bahasa Inggris
Fakultas Tarbiyah dan Ilmu Keguruan IAIN Metro

Menindaklanjuti surat Ketua Jurusan Tadris Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro, Nomor : B-344/In.28.1/JJ/TL.00/16/2018, tanggal 31 Oktober 2018, Perihal : Izin Pra-Survey pada Fakultas Ekonomi dan Bisnis Islam IAIN Metro, maka dengan ini kami memberikan izin kepada :

Nama : Nurul Azizah

NPM : 1501070198

Jurusan : Pendidikan Bahasa Inggris

Fakultas : Tarbiyah dan ilmu Keguruan IAIN Metro

dalam rangka melakukan pra survey pada Jurusan Manajemen Haji dan Umroh Fakultas Ekonomi dan Bisnis Islam IAIN Metro.

Demikian surat ini kami sampaikan dan untuk dapat dipergunakan sebagaimana mestinya terima kasih.

Dekan,

Dr. Widhiya Ninsiana, M. Hum
NIP. 197209232000032002



Nomor : B-1227 /In.28.1/JPP.00.9/5/2019
Lamp : -
Hal : **BIMBINGAN SKRIPSI**

06 Mei 2019

Kepada Yth:
1. Dr. Dedi Inwansyah, M.Hum (Pembimbing I)
2. Syahreni Siregar, M.Hum (Pembimbing II)
Dosen Pembimbing Skripsi
Di -
Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka menyelesaikan studinya, untuk itu kami mengharapkan kesediaan Bapak/ Ibu untuk membimbing mahasiswa dibawah ini.

Nama	: Nurul Azizah
NPM	: 1501070198
Fakultas	: Tarbiyah dan Ilmu Keguruan
Jurusan	: Tadris Bahasa Inggris
Judul	: Developin English Learning Materials For Students Of Hajj and Umrah Management Departemen Of IAIN Metro

Dengan ketentuan sebagai berikut.

1. Dosen Pembimbing, membimbing mahasiswa sejak penyusunan proposal sampai dengan penulisan skripsi, dengan ketentuan sbb:
 - a. Dosen pembimbing 1 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan mengoreksi skripsi Bab I s.d Bab IV setelah dikoreksi pembimbing 2
 - b. Dosen Pembimbing 2 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan mengoreksi skripsi Bab I s.d Bab IV sebelum dikoreksi pembimbing 1
2. Waktu menyelesaikan skripsi maksimal 4 (empat) semester sejak SK pembimbing skripsi ditetapkan oleh Fakultas.
3. Diwajibkan mengikuti pedoman penulisan karya ilmiah/skripsi edisi revisi yang telah ditetapkan oleh IAIN Metro.
4. Banyaknya halaman skripsi antara 40 s.d 60 halaman dengan ketentuan sebagai berikut:
 - a. Pendahuluan \pm 1/6 bagian
 - b. Isi \pm 2/3 bagian
 - c. Penutup \pm 1/6 bagian

Demikian surat ini disampaikan untuk dimaklumi dan atas kesediaan Bapak/Ibu diucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.





**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBİYAH DAN ILMU KEGURUAN**

Jalan K. Hajar Dewantara Kampus 15 A Inggimulyo Metro Timur Kota Metro Lampung 34111

Telpon (0725) 41507; Faksimil (0725) 47286; Website: www.tarbiyah.metrouiniv.ac.id; e-mail: tarbiyah@metrouiniv.ac.id

Nomor : B-1400/In.28/D.1/TL.00/05/2019
Lampiran : -
Perihal : **IZIN RESEARCH**

Kepada Yth.,
DEKAN FEBI IAIN METRO
di-
Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor B-1399/In.28/D.1/TL.01/05/2019, tanggal 13 Mei 2019 atas nama saudara:

Nama : **NURUL AZIZAH**
NPM : 1501070198
Semester : 8 (Delapan)
Jurusan : Pendidikan Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di FEBI IAIN METRO, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "DEVELOPING ENGLISH LEARNING MATERIALS FOR STUDENTS OF HAJJ AND UMRAH MANAGEMENT DEPARTMENT OF IAIN METRO".

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya tugas tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 13 Mei 2019
Wakil Dekan I.,

Dra. Isti Fatonah MA
NIP. 19670531 199303 2 003



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO

Jalan 41, Kota Baru Kertajaya, Kecamatan Kertajaya, Kabupaten Lampung Utara

LEMBAR DISPOSISI FAKULTAS No. 0407

Indeks Jenis: Penelitian Pendidikan	Kode: TL-00
Tanggal Nomor Asal Sesringkas	13 Mei 2019 / - Nurul Azzah / NPM. 1501070198 Din Research
Diterima tanggal	27 Juni 2019
Tanggal penyelesaian	
Isi disposisi: Dapat diberi akses dan info- masi bila yg di antarkas. 28/06/2019. <i>[Signature]</i> Mau di fasilitasi dan di koordinasikan dgn yss. <i>[Signature]</i> 28/06/19	Disposisi kepada: 28/06/2019 1. Wakil 2. Kabag 3. Kabubag Adm. Umum
Semula dijumpai dan harap dibarengkan	
Kepada	
Tanggal	



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jalan Ki. Hajar Dewantara Kampus 15 A Jemberuyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507, Faksimili (0725) 47296, Website: www.tarbiyah.metro.iainmetro.ac.id, email: tarbiyah.iain@metro.iainmetro.ac.id

SURAT TUGAS

Nomor: B-1399/In.26/D.1/TL.01/05/2019

Wakil Dekan I Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro,
menugaskan kepada saudara

Nama : NURUL AZIZAH
NPM : 1501070198
Semester : 8 (Delapan)
Jurusan : Pendidikan Bahasa Inggris

- Untuk :
1. Mengadakan observasi/survey di FEBI IAIN METRO, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "DEVELOPING ENGLISH LEARNING MATERIALS FOR STUDENTS OF HAJJ AND UMRAH MANAGEMENT DEPARTMENT OF IAIN METRO".
 2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

Kepada Pejabat yang berwenang di daerah/instansi tersebut di atas dan masyarakat setempat mohon bantuannya untuk kelancaran mahasiswa yang bersangkutan, terima kasih.

Dikeluarkan di : Metro
Pada Tanggal : 13 Mei 2019

Mengetahui,
Pejabat Setempat,
Kampus Adm. Utama & Karyawan
Rizka Fitriana
Rizka Fitriana
NIP. 197112212000031003

Wakil Dekan I,
Isti Fatimah MA
Dra. Isti Fatimah MA
NIP. 19670531 199303 2 003

Appendix 5

Hasil interview untuk skripsi: Developing English Learning Materials for Students of Hajj and Umrah Management Study program of IAIN Metro.

Interviewer: Nurul Azizah (mhs)

Narasumber: Agus Trioni Nawa (dosen bahasa Inggris MHU)

1. Bagaimana pembelajaran bahasa Inggris di perguruan tinggi yang berbasis islam seperti IAIN ini?

Pembelajaran bahasa Inggris di universitas sebaiknya menyentuh nilai-nilai keagamaan atau keislaman, karena bagaimana pun perguruan tinggi umum dan kampus kita ini memiliki karakteristik yang berbeda.

2. Apakah ada kesulitan dalam mengajar bahasa Inggris pada Mahasiswa non-English Department?

Tentu ada, bahkan di mahasiswa IBI pun pasti tetap ada kesulitan. Kesulitannya adalah seringkali mahasiswa non-English department menerima pembelajaran bahasa Inggris dengan niat hanya sebagai syarat mata kuliah (yang penting lulus).

3. Faktor-faktor apa saja yang harus diperhatikan?

Banyak, salah satunya motivasi siswa.

4. Bagaimana dengan materinya?

Sejauh ini saya mencoba untuk menyampaikan materi-materi yang ada kaitannya dengan keislaman dan juga materi yang ada hubungannya dengan jurusan.

5. Dari mana materi pembelajaran diambil?

Internet dan buku.

6. Metode yang digunakan?

Memberikan materi yang berisi percakapan, di mana mahasiswa harus menghafal setiap paragrafnya. Selain itu mahasiswa diberi nomor urut, jadi mereka maju dan berpasangan secara random.

7. Jika materi pembelajaran ini dikembangkan?

Bagus, sangat setuju malah. Karena saya pun masih mencari-cari materi yang sesuai dengan jurusan. Tentu itu sangat membantu saya rasa.

8. Kira-kira, materi seperti apa yang nantinya harus keluar jika materi ajar dikembangkan?

Berbau islami, dan selaras dengan jurusan: MIU. Hal-hal yang berhubungan dengan transportasi haji, baiknya sesuai dengan visis-misi dan tujuan jurusan.

Angket penelitian pembelajaran bahasa inggris untuk mahasiswa MHU

Di bawah ini terdapat beberapa pernyataan yang berkaitan dengan pembelajaran bahasa Inggris di program studi Manajemen Haji dan Umrah Fakultas Ekonomi dan Bisnis Islam IAIN Metro Lampung. Isilah angket dibawah ini dengan angka 1 (sangat tidak setuju), 2 (tidak Setuju), 3 (netral), 4 (Setuju) 5 (Sangat setuju)

Nama

Suci alifa

NPM

1804011015

Program Studi

Manajemen Haji dan umroh

No Hand phone

089653945367

Jenis Kelamin

Perempuan

I study English for the purpose of learning (school) *

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

I study English for work *

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

I study English for daily activity *

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

I study English for (exams, status, promotions) *

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

English learning for non-English study programs require listening materials *

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

English learning in non-English study programs require speaking materials *

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

English learning in non-English study programs require reading materials *

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

English learning in non-English study programs require writing materials *

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

English learning material for making phone calls (work) *

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

English language learning material to do face to face interaction *

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

in learning English I don't need a dictionary *

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

learning material tailored to the department/study program taken

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

Learning material embrace Islamic values *

1

2

3

4

5



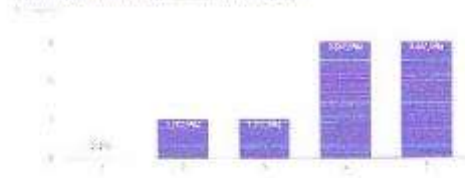
Konten ini tidak dibuat atau didukung oleh Google

Google

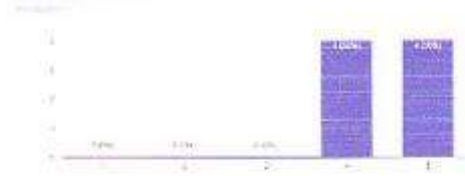
Appendix 7

Percentage of questionnaires result

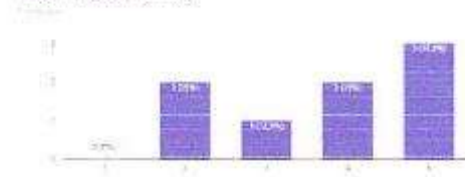
I study English for the purpose of learning (school)



I study English for work



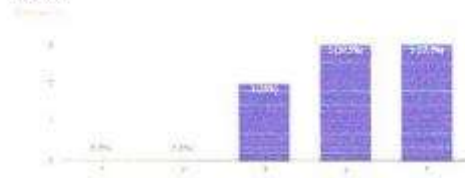
I study English for daily activity



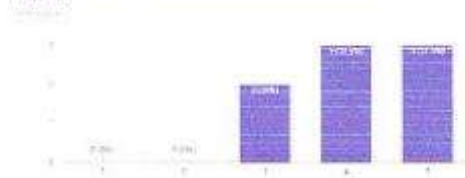
I study English for (visa, status, promotions)



English learning for non-English study programs require listening materials



English learning in non-English study programs require speaking materials



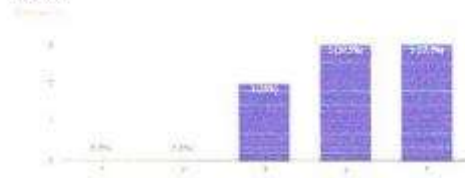
English learning in non-English study programs require reading materials



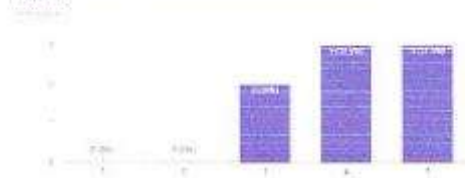
English learning in non-English study programs require writing materials



English learning for non-English study programs require listening materials



English learning in non-English study programs require speaking materials



English learning in non-English study programs require reading materials



English learning in non-English study programs require writing materials



Appendix 8



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jalan Ki Hajar Dewantara Komplek 15 A Inramula Metro Timur Kota Metro Lampung 34111
Telepon: (0725) 41507, Faksimili: (0725) 41296, Website: www.tarbiyah.metroin.ac.id, e-mail: tarbiyah.iain@metrouniv.ac.id

Nomor : Istimewa Juli 2019
Hal : Izin Validasi

Yth. Ahmad Maekur, M.Pd
Dosen IAIN Metro

Kami mohon dengan hormat, Bapak/Ibu bersedia menjadi validator instrumen *need analysis* bagi mahasiswa:

Nama : Nurul Azizah
NPM : 1501070198
Prodi : Tadris Bahasa Inggris
Sponsor : 1. Dr. Dedi Irwansyah, M.Hum. 2. Syahreni Siregar, M.Hum.
Judul : *Developing English Learning Materials for Students of Hajj and Umrah Management Department of IAIN Metro*

Kami sangat mengharapkan Bapak/Ibu dapat mengembalikan hasil validasi paling lama 2 (dua) minggu. Atas kerjasama yang baik dari Bapak/Ibu kami ucapkan terima kasih.

Ketua Jurusan

Ahmad Subhan Roza, M.Pd
NIP. 1975061020080110114



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jalan Ki. Hajar Dewantara Kampus 15 A Ingguyu Mezo Timur Kota Metro Lampung 34111

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Nomor : Istimewa

Juli 2019

Hal : Izin Validasi

Yth. Dr. Dedi Irwansyah, M.Hum

Dosen IAIN Metro

Kami mohon dengan hormat, Bapak/Ibu bersedia menjadi validator instrumen *need analysis* bagi mahasiswa:

Nama : Nuni Azizah

NPM : 1501070198

Prodi : Tadris Bahasa Inggris

Sponsor : 1. Dr. Dedi Irwansyah, M.Hum. 2. Syahreni Siregar, M.Hum.

Judul : *Developing English Learning Materials for Students of Hajj and Umrah Management Department of IAIN Metro*

Kami sangat mengharapkan Bapak/Ibu dapat mengembalikan hasil validasi paling lama 2 (dua) minggu. Atas kerjasama yang baik dari Bapak/Ibu kami ucapkan terima kasih.

Ketua Jurusan

Ahmad Subhan Roza, M.Pd
NID. 1975061020080110114



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBİYAH DAN ILMU KEGURUAN

Jalan Ki. Haji Dewantara Kampus 15 A Inggilaya Metro Timur Kota Metro Lampung 34151

Telepon (0725) 415107, Faksimil (0725) 47289; Website: www.tarbiyah.metro.iaii.ac.id; e-mail: tarbiyah.iaii@metrometro.ac.id

Nomor : Istimewa

Juli 2019

Hal : Izin Validasi

Yth. Dr. Umi Yawisih, M.Hum

Dosen IAIN Metro

Kami mohon dengan hormat, Bapak/Ibu bersedia menjadi validator instrumen *need analysis* bagi mahasiswa:

Nama : Nurul Azizah

NPM : 1501070198

Prodi : Tadris Bahasa Inggris

Sponsor : 1. Dr. Dedi Irwansyah, M.Hum. 2. Syahreni Siregar, M.Hum.

Judul : *Developing English Learning Materials for Students of Hajj and Umrah Management Department of IAIN Metro*

Kami sangat mengharapkan Bapak/Ibu dapat mengembalikan hasil validasi paling lama 2 (dua) minggu. Atas kerjasama yang baik dari Bapak/Ibu kami ucapkan terima kasih.

Ketua Jurusan

Alhamdulillah Subhan Roza, M.Pd
NIP. 1975061020080110114

Appendix 9



English for Students of Hajj and Umrah Management of IAIN Metro



BY NURUL AZIZAH
Prepared for under graduate thesis program

Unit Contents Chart

No	Title	Listening	Speaking	Reading	Writing	Language study
1	Is there anything I can help	Listen to the conversation read by lecture	Practice the conversation	Hajj	Make a simple sentence about administration	Asking and Giving Recommendation
2	Tell Me	Listen to the conversation read by lecture	Make and practice a short conversation by using expression of making and responding complaint	Indonesia's Smart Hajj App makes pilgrimage easier	Make a reply for complaint letter	Making and responding complaint
3	Flight Log	Listen to the conversation read by lecture	Practice the conversation	Saudi envoy discusses Makkah route with Indonesian officials	Comparing airlines	Comparative Degree

Page!

UNIT 1

IS THERE ANYTHING I CAN HELP?



The picture taken from
<https://kabar24.bisnis.com/read/20190929/11/904812/rua-penyelenggara-haji-dan-umrah-disatukan-12-poin-ketertuaan-banung>

Learning Outcomes

After learning this unit, students will be able to:

1. Use expression of asking and giving recommendation;
2. Understand basics information of Hajj;
3. Enrich vocabularies; and
4. Write a simple sentence.

Page!

1. Is There Anything I Can Help?



عزيمه حقيقيه - بتسألني وبتسألني وبتسألني

"Bersungguh-sungguhlah (bersenangalah) untuk mendapatkan apa yang bermanfaat bagimu dan mintalah pertolongan kepada Allah (dalam segala urusanmu) serta janganlah sekali-kali engkau merasa lemah." (HR. Muslim)

The illustration is taken from <http://jogja.tribunnews.com/2016/01/19/masyarakat-dilinkan-tak-tergub-gaya-umrah-murah>

I LANGUAGE STUDY: Asking and Giving Recommendation

Asking and giving recommendation adalah ungkapan-ungkapan dalam Bahasa Inggris yang digunakan saat akan meminta dan memberi rekomendasi kepada orang lain.

Asking recommendation expression

What should I do?	Apa yang harus aku lakukan?
Do you have any ideas?	Apa kau ada ide untukku?
Do you have any suggest for me?	Apa kau punya saran untukku?
Will you give me any suggestion please?	Maukah kau memberikan beberapa saran?
Any idea?	Ada ide?
What do you recommended?	Apa yang dapat kau rekomendasikan?
Please tell me what should I do	Kumohon katakan apa yang harus aku lakukan

Giving recommendation expression

I suggest that you ...	Saya sarankan anda ...
I recommend that you ...	Saya sarankan anda ...
You really should/ought to ...	Anda benar-benar harus seharusnya
(I would say that) You would better ...	(Saya akan mengutarakan) anda sebaiknya ...
If I were you, I would ...	Jika saya menjadi anda, saya akan ...
How about ... ?	Bagaimana dengan ... ?
Maybe you should ...	Mungkin anda harus ...
I think you should/ought to ...	Saya pikir anda harus seharusnya ...

Accepting a recommendation	
Yes, I'd like/love to.	<i>Ya, saya suka setuju</i>
That sounds like a good idea.	<i>Itu terdengar seperti ide yang bagus.</i>
Thank you.	<i>Terima kasih</i>
Why didn't I think of that?	<i>Konapa saya tidak memikirkan terpikirkan hal itu?</i>
Refusing a recommendation	
I tried that, but...	<i>Saya mencobanya, tapi...</i>
That is a good idea, but...	<i>Itu ide yang bagus, tapi...</i>
No, I would rather...	<i>Tidak, saya lebih suka...</i>
Sorry, I cannot...	<i>Maaf, saya tidak bisa...</i>
Examples	
Do you have any suggest for me?	<i>Apakah kau punya saran umrahku?</i>
I suggest that you to take standard package	<i>Saya sarankan anda untuk mengambil paket standar</i>
That sounds like a good idea	<i>Itu terdengar seperti ide yang bagus.</i>
That is a good idea, but I prefer to take VIP	<i>Itu ide yang bagus, tapi saya lebih memilih VIP</i>
2. LISTEN TO ME!	
Listen to following conversation between customer and customer service officer. The lecturer will demonstrate to the conversation.	
Cst	: Assalamualaikum
Cso	: Waalaikumsalam, please sit down.
Cst	: Thank you
Cso	: Is there anything I can help?
Cst	: Yes please. I want to register for an Umrah trip.
Cso	: Well Mr, what's your name?
Cst	: Mohamad Salah.
Cso	: Have you ever done an Umrah trip before?
Cst	: Not yet
Cso	: Okay Mr. Salah here we Al-Hasanah tour and travel provide several choices of Umrah packages ranging from the cheapest to the most expensive prices or VIP including: Istiqal at a cost of 19 million, Quba 23 million and Nabawi 27 million. Which one will you choose?
Cst	: Which one you recommend?
Cso	: I recommend that you should take Nabawi Package.
Cst	: Can you explain the difference between Quba and Nabawi?
Cso	: Quba package or standard package at the official price of 23 million has 3 star hotel facilities. In addition, the distance between the hotel and the mosque is only around 200 - 250 meters. While the Nabawi package of 27 million will get the best facilities compared to other packages, namely round-

- trip airplane tickets, 5-star hotels, the distance to the Grand Mosque is very close, and pilgrims get some Umrah equipment and so on.
- Cst : Both sounds good. I would love to take the Nabawi package.
- Cso : For Nabawi packages you have to pay an advance of 7 million rupiah.
- Cst : Can I pay 5 million first?
- Cso : Sorry Mr. Salah, but this has become company's provision.
- Cst : Alright then.
- Cso : Please complete the required forms and personal data in accordance with the conditions stated.
- Cst : Okay.
- Cso : Well thank you for trusting Al-Hasanah tour and travel, for the time to pay off the fees and ritual later we will let you know via Whatsapp.
- Cst : You're welcome, I hope Al-Hasanah tour and travel always maintain a good mandate.

Task-1

After listening the conversation, now your turn to practice the conversation with your partner. Make a role play, and take the characters in turn!

READ ME!

Read the following article. The purpose of this reading are:

- to give students basic information about hajj; and
- to enrich students' vocabularies.

HAJJ



The illustration is taken from <https://resources.bimuaran.uk/hajj-guide-perform/>

1. Hajj is the annual pilgrimage to Mecca during the month of Dhu al-Hijjah. Approximately two million Muslims worldwide participate annually. Performance of the hajj is one of the five pillars of Islam, and all adult Muslims are required to perform it at least once in their lives if they are physically and financially able.

2. The hajj consists of the reenactment of a series of events in the lives of Abraham (Ibrahim), Hagar , and Ishmael (Ismail). It begins with the tawaf, seven circumambulations of the Kaaba, which imitates the angels circumambulating God's throne in heaven.
3. Many pilgrims approach the corner of the Kaaba that holds the Black Stone, saluting, touching, or kissing it as a gesture of their renewed covenant with God and for purification from sin.
4. The tawaf is followed by the say (sa'i), or running back and forth seven times between two small hills near the Kaaba in imitation of Hagar's search for water for Ishmael after being abandoned there by Abraham. The climax is the procession to the plains of Arafat on the ninth of Dhu al-Hijjah. The pilgrims gather in tents, praying and conversing from just after noon until shortly after sunset.
5. Promptly after sunset, the pilgrims travel through the mountain pass of Muzdalifa, where they spend the night under the open sky.
6. The complete lack of accommodations at Muzdalifa makes this one of the most ascetic and inspiring phases of the hajj for many pilgrims.
7. At sunrise on the tenth day, the pilgrims proceed to the valley of Mina, where they reenact Abraham's rejection of Satan's temptation to disobey God's command to sacrifice his son, Ishmael, by throwing seven pebbles at a tall stone pillar (jamarah).
8. Afterward, each pilgrim offers an animal sacrifice (qurban), commemorating the sheep that God accepted in place of Ishmael.
9. During the following two or three days, the pilgrims shuttle back and forth between Mina and Mecca, performing at least six more stonings in Mina and at least one more tawaf and say in Mecca.
10. National or local dress is gradually resumed, symbolizing the gradual return to the profane world.
11. Properly performed, the hajj absolves the pilgrim from all previous sins. However, the hajj is valid only if God accepts it—a judgment that cannot be known with certainty.
12. A valid pilgrimage requires the sincere intention (niyah) of coming closer to God.
13. The hajj often serves as a rite of passage, coinciding with life events such as adulthood, marriage, career change, retirement, illness, or death. It may serve as an initiation for new converts to Islam or as spiritual rejuvenation after a personal crisis or loss.
14. The hajj links pilgrims with Muslims around the world symbolically, ritually, and politically.

(The text is taken from <http://www.oxfordclassicsstudios.com/article.php?id=1256771>)

Task 2

Open your dictionary and work in a small group. Find out the meaning of vocabularies in the following table!

Word	Meaning
Abandoned	
Absolves	
Annually	
Approximately	

Ascetic	
Circumambulation	
Command	
Commemorating	
Conversing	
Covenant	
Disobey	
Pebbles	
Promptly	
Reenactment	
Saluting	
Sin	
Spiritual rejuvenation	
Stonings	
Temptation	
Worldwide	

TASK 3

Answering the Questions That Cover the Keys Details of The Story.

1. What is hajj?
2. How the pilgrims do sa'i?
3. Where is the place the pilgrims spend the night under the open sky?
4. When the pilgrims do stonings?
5. Why people do hajj?

4 MEET ME-Administrative vocabularies

- **Budget/anggaran:**
hadjæt
Example
The budget for the pilgrimage this year is increasing.
Anggaran naik haji tahun ini meningkat.
- **Coordinate/ Koordinasi:**
ko'orda nest
- **Coordinator/ Koordinator:**
ko'orda nestæ
Example:
Ustadz Farjon is the coordinator of the Metro Hajj group this year.
Ustadz farjon adalah koordinator kelompok haji kota Metro tahun ini

<ul style="list-style-type: none"> Facilitate/ Memudahkan: fa'sila, tait To facilitate/Memfasilitasi: ta fa'sila, tait Example: Negotiation/perundingan: ni goofii' eifan Example 	<p><i>mempermudah dan membantu sesuatu berjalan lebih lancar.</i></p> <p><i>BP'H facilitates pilgrims with the best facilities, dokasi formal untuk sampai pada keputusan yang disetujui semua pihak.</i></p> <p><i>BP'H is negotiating with the airline.</i></p> <p><i>BP'H sedang bernegosiasi dengan pihak maskapai.</i></p>
<ul style="list-style-type: none"> Priority/Prioritas: prai' arafi Prioritize/Memprioritaskan: prai' ara' tuz Example: 	<p><i>berurutan dengan hal-hal sesuai urutan kepentingan atau urgensinya.</i></p> <p><i>The ministry of religion always prioritizes older pilgrims.</i></p> <p><i>Kementerian Agama selalu memprioritaskan jamaah haji yang lebih tua.</i></p>
<ul style="list-style-type: none"> Process/Proses: 'pru ses Processing/Pemrosesan: 'prasisng Example: 	<p><i>serangkaian tindakan dan langkah yang diperlukan untuk menghasilkan hasil tertentu</i></p> <p><i>The process of obtaining a visa for pilgrims went smoothly.</i></p> <p><i>Proses pengurusan visa jamaah haji berjalan lancar.</i></p>
<ul style="list-style-type: none"> Schedule/Jadwal: skedjol To schedule/Menjadwalkan: ta skedjol Example: 	<p><i>merencanakan acara (seperti rapat, panggilan konferensi, dan pengiriman) yang akan berlangsung pada waktu dan tempat tertentu</i></p> <p><i>The scheduled departure of pilgrims begins in July.</i></p> <p><i>Jadwal keberangkatan jamaah haji dimulai bulan juli.</i></p>

TASK 4

Open your dictionary, mention five more vocabularies about administration, then make into simple sentences!

1.
2.
3.
4.
5.

UNIT 2: TELL ME

Learning outcomes

After learning this unit hope that the students are able to:

1. use expressions of making and responding complaint;
2. understanding the text and speak their thought, and
3. write and reply a complaint letter



The picture is taken from <https://www.liputan.com/news/read/20091018/100-000-ab-kaffale-cinelo-ku-blah-akan-serabkan-diri-jika>

2 TELL ME

وَلِلَّذِينَ آمَنُوا وَعَمِلُوا الصَّالِحَاتِ خَيْرٌ مِمَّا كَانُوا يَعْمَلُونَ

"Dan, sesungguhnya Kami akan memberi balasan kepada orang-orang yang sabar dengan pahala yang lebih baik dari apa yang mereka kerjakan"
[An-Nahl:96]



The picture taken from <https://maha.com/pelegram-singapore-sda-until-dari-kompleks-pelangan>

1 LANGUAGE STUDY - Making and Responding Complain

Making and responding complain adalah ungkapan "ketidaksenangan" dalam menanggapi tindakan yang didapatkan sebagai hal yang tidak menguntungkan. Berikut adalah beberapa ekspresi yang digunakan untuk mengungkapkan rasa tidak puas begitupun responnya dalam bahasa Inggris

Expression of Making Complain - Ekspresi membuat keluhan

I am sorry to say this but ...	Maaf untuk mengatakan hal ini tapi...
There seems to be a problem with...	Tampaknya ada masalah dengan...
Sorry to bother you but...	Maaf mengganggu tapi
I am not satisfied with...	Saya tidak puas dengan...
I was expecting... but...	Saya mengharapkan... tapi
I want to complain about...	Saya mengajukan keluhan tentang...
Excuse me but there is a problem...	Maaf, tapi ada masalah dengan...

Expression Responding Complain - Ekspresi merespon keluhan

I am so sorry, but this will never happen again.	Maaf, ini tidak akan pernah terjadi lagi.
I am sorry, we promise never to make the same mistake again.	Maaf, kami berjanji tidak mengulangi kesalahan yang sama.
I cannot tell you how sorry I am.	Saya sangat menyesal.
I wish it never happened	Saya berharap ini tidak pernah terjadi

Expression of rejecting Complains/Ekspresi menolak complaint (keluhan)	
Sorry, there is nothing we can do about it.	<i>Maaf, tidak ada yang dapat kami lakukan tentang itu.</i>
Sorry but it is not our fault.	<i>Maaf, tapi ini bukan kesalahan kami.</i>
I am afraid there is not much we can do about it.	<i>Saya khawatir tidak banyak yang bisa kami lakukan tentang itu.</i>
EXAMPLE	
Sorry to bother you but I had a bad service from the hotel	<i>Maaf mengganggu, tapi pelayanan hotel ini kurang memuaskan</i>
I am sorry, we promise never to make the same mistake.	<i>Maaf, kami berjanji untuk tidak mengulangi kesalahan yang sama.</i>
Sorry, there is nothing we can do about it.	<i>Maaf, tidak ada yang bisa kami lakukan.</i>
2 LISTEN TO ME -conversation	
Listen to the following conversation. The lecturer will demonstrate the conversation and you have to repeat!	
Customer Service	: Hallo Assalamualaikum. This is Fauziyah speaking
Customer	: Waalaikumsalam. Excuse me Ms. Fauziyah.
Customer Service	: Yes, sir. Is there anything I can help?
Customer	: Yes, I have some complain about the accommodation
Customer Service	: What it is, sir?
Customer	: I have been in Makkah for two days, but the accommodation that I got is not in accordance with the package I took.
Customer Service	: May I know what package you took?
Customer	: Nabawi, V.I.P package. But what I get here does not match what you have offered.
Customer Service	: I am sorry sir, but I am sure it is in accordance with the package you took.
Customer	: If you do not believe me you can check it yourself. I cannot believe this company does not treat their customer well.
Customer Service	: I am very sorry, sir. I believe you. I will see what we can do for you.
Customer	: I want you to solve this problem as soon as possible.
Customer Service	: I am terribly sorry. We will work to resolve the problem immediately.
Customer	: Well, thank you for the response.
Customer Service	: Do not mention it sir. Please let me know if there is anything else we can do to help you.
Task-1 pair work	
After listening to the conversation above. Work in pair and make a short conversation by using expression of making and responding complaint.	

3 READ ME!

Read the following article. The purpose of this article are:

1. to inform the students about hajj technology; and
2. to improve students reading skill.

Indonesia's Smart Hajj app makes pilgrimage easier

Jakarta. Tech-conscious Indonesian pilgrims this year can count on their smartphones to make the pilgrimage easier by using the updated Smart Hajj application launched by the Ministry of Religious Affairs.

Available only to Android smartphone users since 2016, the app is available on Google Play Store and has been updated from its earlier version with more features on its menu.

"We have added more detailed information about the pilgrimage," ministry spokesman Mastuki told Arab News.

Pilgrims can get information about their hotels, modes of transport, and a menu of the food they will eat throughout the journey by logging in the app, he added.

By entering the code of their flight group, pilgrims can find out which hotel they will stay at in Makkah and Madinah, along with the map and online directions to get to the hotel and information on the facilities the hotel provides.

The pilgrims can also get information on the kind of food on the menu prepared for them on a specific day during their stay.

Mastuki said this is an updated feature which previously only showed an example of a menu for the pilgrims.

Other features include weather prediction, flight schedule, prayer times, currency exchange rate, a Hajpedia which provides a glossary of Hajj terms, an Indonesian-to-Arabic translation service for simple, everyday phrases pilgrims will need to get around the holy sites and tutorial videos on how they can use the services provided during the pilgrimage.

The app has been downloaded more than 10,000 times and has received mixed reviews from 395 users, of which 240 gave the app five stars.

"Pilgrims can also submit complaints on problems they found during this year's pilgrimage by logging in to the feature using their passport numbers," said Sri Ikhma Lubis, the ministry's director for Hajj services, during the app launch on July 15.

Mastuki said in future the government plans to integrate data from the ministry's Hajj management system portal as well as data from the smart wristband containing the personal information of each pilgrim to the application.

According to data from the ministry, 81,618 Indonesian pilgrims had already arrived in Saudi Arabia on Saturday and 13 have died.

Up to 221,000 pilgrims are expected to depart from Indonesia this year and the last Hajj departure will be on Aug. 14.

The text is taken from <http://www.arabnews.com/node/1348321/science-technology>

Open your dictionary and find the meaning of the following vocabularies!

Available	Count	Ministry of religious affairs	Provided	Submit
Buggy	Features	Pilgrimage	Spokesman	Wristband

Task 2 – group discussion

Work in a small group. Discuss with your group about advantages and disadvantages of this application, then present in front of the class

→ MEET ME! – write a complaint letter (surat keluhan)

Writing a complaint letter is something that most people have to do at a point in their lives. If you are not satisfied with the product or service of a company, this problem can usually be solved by a letter of complaint that is firm but still polite. Writing a letter of complaint is not difficult or frightening. All you have to do is state the facts clearly and ask for a polite settlement.

How to write a complaint letter?

1. Address the customer service department.
2. Straight forward to the problem.
3. Write specifically what kind of solution you want.
4. Attach a copy of the supporting document.
5. Give them a deadline to solve the problem.
6. Close the letter with respect.

Pay attention to example letter!

Mohammad Salah

Tawes, Number 11, Metro

Metro, July 5th, 2019

Al-Hasanah Tour and travel

Ahmad Yani Street, Number 01, Bandar Lampung

Dear Sir,

I am writing to bring your attention some serious issues I had in your tour accommodation last week. Through this letter I inform you that I was enjoying the trip. However, I have some bad experiences about the accommodation such as:

1. the hotel offered is different from the one obtained; and
2. ac on the bus does not function properly.

I hope in the future, the customers would not experience things like this. If this thing happen again, the customers will not trust you anymore.

I hope to hear back from you about this incident. I can be reached by email at moosalah@mailplaint.com

Sincerely,

Mohammad Salah

Task 3 – Individual Task

The complaint letter above was made by one of the customers of Al-Hasanah Tour and Travel. If you were the president of Al-Hasanah Tour and Travel:

1. How your response?
2. Write a reply letter for a complaint letter above!

UNIT 3



FLIGHT LOG:

LEARNING OUTCOMES

AFTER LEARNING THIS UNIT, STUDENTS WILL BE ABLE TO:

1. compare the things
2. discuss and solve the problem; and
3. enrich vocabularies insight.

3 FLIGHT LOG:

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

"Maha Suci Allah yang telah memundukkan kendaraan ini bagi kami padahal kami sebelumnya tidak mampu menguasainya, dan sesungguhnya kami akan kembali kepada Tuhan kami"



The illustrated is taken from https://www.123rf.com/photo/91268256_stock-vector-cartoon-airport-holding-and-airplanes-vector-illustration.html

1. LANGUAGEN: ENGLISH: Comparative Degree

Comparative degree adalah sebuah kata sifat (adjective) atau kata keterangan (adverb) yang digunakan untuk menyatakan sebuah perbandingan, baik itu tempat, orang, benda atau tindakan.

Ada dua macam rumus yang kita gunakan untuk menyatakan suatu Comparative Degree, antara lain adalah sebagai berikut :

Untuk kata sifat (Adjective) yang pendek atau terdiri dari satu suku kata (one Syllable), maka rumusnya adalah sebagai berikut :

Adjective + er + than

Positive	Comparative (lebih)	Superlative (paling)	Meaning
Big	Bigger	Biggest	Besar
Cheap	Cheaper	Cheapest	Murah
Fast	Faster	Fastest	Cepat
small	Smaller	Smallest	Kecil
Easy	Easier	Easiest	Mudah

Sedangkan untuk kata sifat (Adjective) yang Panjang atau lebih dari satu suku kata (more than one Syllable), maka rumusnya adalah sebagai berikut:

More + Adjective + than

Positive	Comparative (lebih)	Superlative (paling)	Meaning
Expensive	More Expensive	The most expensive	Mahal
Difficult	More Difficult	The most difficult	Sulit

Important Interesting	More Important More Interesting	The most important The most interesting	Penting Menarik
EXAMPLE			
<p>Garuda airlines more expensive than Sriwijaya <i>Maskapai Garuda lebih mahal dari pada Sriwijaya</i> Lion Air is the cheapest airlines <i>Lion Air adalah maskapai paling murah</i> Radin Intan Airport is smaller than Soekarno Hatta <i>Bandara Radin Inten lebih kecil dari Soekarno Hatta</i></p>			
2. LISTEN TO ME!			
<p>Listen to the following conversation. The lecturer will demonstrate the conversation and you have to repeat!</p> <p>Passenger 1: Assalamundaikum. Passenger 2: Wa'alaikumussalam. Passenger 1: Where will you go? Passenger 2: Singapore, and you? Passenger 1: Me too, I am glad to hear that. Passenger 2: Why? Passenger 1: It is my first flight, I am so nervous and do not know what to do. Passenger 2: I see, I did the same at my first flight. Are you going alone? Passenger 1: Yes, it is only myself. Passenger 2: Just relax. Passenger 1: Okay. How many times have you flight? Passenger 2: It is my seventh. Passenger 1: Wow, what was the longest flight you have ever taken? Passenger 2: Hmm... Dubai. Passenger 1: What seat do you prefer: window, center or aisle? Passenger 2: I prefer a window seat. Passenger 1: How about the Airlines? Passenger 2: I think Garuda is better than others. Passenger 1: Does the plane provide anything to do the time? Passenger 2: Of course, all seats are equipped with a 9-inch folded screen and headphones to enjoy in-flight entertainment and all passengers get food and drinks during the trip. Passenger 1: Wow, I am really excited now. How, thanks for your information. Passenger 2: Don not mention it. Enjoy your first flight. Passenger 1: Thank you.</p>			

Task-1 Pair Work

Practice the conversation with your friend in front of your class. Make a role play, take the characters in turn!

Task-2 Individual Task

Choose two of your favorite airlines. Compare the airlines in a short paragraph!

3. READ ME! • Read the following text. The page no. is 40. What is the topic of the text? Write it down!

Read the text about the Makkah Route initiative with the following questions.



1. RIYADH: The Saudi ambassador to Indonesia, Issam Abed Al-Thaqafi, met Indonesian Deputy Foreign Minister Abdulrahman Fakhir in Jakarta on Friday.
2. During the meeting, they discussed the relations between the two countries and the latest developments in the Middle East.
3. They also discussed the Makkah Route initiative which will be launched in Indonesia next Sunday.
4. The initiative will facilitate the transfer of Indonesian pilgrims to the Kingdom.
5. Al-Thaqafi also met with the director general of the Indonesian News Agency, Mulyatama Suryodiningrat.
6. During the meeting, they discussed media relations between the two countries and the efforts exerted by the Kingdom in the serving Islam and Muslims.
7. The Makkah Route initiative is expected to serve more than 225,000 pilgrims passing through airports in Malaysia, Indonesia, Pakistan, Bangladesh and Tunisia.
8. The service includes issuing visas, ensuring compliance with health requirements, and codifying and sorting luggage at airports in the pilgrims' own countries.
9. The initiative enables them to bypass the procedures upon arrival in the Kingdom, and to head directly to buses waiting to transport them to accommodation in Makkah and Madinah.
10. Under the initiative, service authorities deliver pilgrims' luggage to their accommodation in the holy cities.
11. Earlier, Al-Thaqafi inspected the preparations to launch the Makkah Route initiative for Hajj season at Soekarno-Hatta International Airport in Jakarta, Indonesia.
12. During his tour, the ambassador met with the staff of the initiative. He also met with Indonesian officials to find out about facilities being provided by the Indonesian

government for the initiative to serve Indonesian pilgrims from their departure until arrival safely in Saudi Arabia.

- 13 Al-Thaqafi expressed his thanks and appreciation to King Salman and Crown Prince Mohammed bin Salman for their care and efforts in serving pilgrims.
- 14 The ambassador said: "The initiative was welcomed by officials of the Indonesian government and widely accepted by Indonesians."

This article is taken from <http://www.arabnews.com/node/1521251/saudi-arabia>

Task-3

Work in small group and answer the following questions











1. Who are Issam Abed Al-Thaqafi and Abdurrahman Fakhir?
2. What did they do while meeting?
3. What Makkah route initiative expected for?
4. Why Makkah route initiative should be exist?

4 MEET ME: Aswari Vocabulary

Airline 'er lazn	Masokan perusahaan penerbangan	Departure di parifer	saat pesawat meninggalkan bandara
Airman 'sman	Petugas penerbangan	Flight time flart taxm	Lamanya penerbangan
Airport 'r port	Bandara	Gate goit	Tempat di mana penumpang menunggu untuk naik ke pesawat
Aisle 'sil	Lorong	Overbooked 'ouver, bukt	Kelebihan kapasitas penumpang
Arrival 'e ratval	Waktu pesawat tiba di Bandara	Passport 'pae sport	dokumen resmi yang membuktikan kewarganegaraan seseorang
Boarding time boardin' taxm	Waktu penumpang dipersilahkan memosaki pesawat	Runway 'ranu, wot	Landas pacu
Cockpit 'kok pit	Ruangan di dalam pesawat yang digunakan pilot	Seatbelt 'sit, belt	Sabuk pengaman
Cabin 'kaban	Ruangan penumpang dalam pesawat	Takeoff 'teak of	Tinggat landas
Delay 'di let	Ketadaan pesawat terlambat menkarat atau lepas landas	Window seat 'windou sit	Tempat duduk penumpang dekat jendela pesawat

Task-4 Additional Task

Match the following pictures to the vocabularies!

	Airman	
	Air Traffic Control	
	Aisle seat	
	Apron	
	Custom	
	Conveyor Belt	
	Cabin	
	Cockpit	
	Gate	
	Runway	

Glossaries



Air traffic control	Kontrol lalu lintas udara
Aisle seat	Tempat duduk di tengah-brong
Apron	Tempat parkir pesawat
Cockpit	Ruangan tempat pilot mengendalikan pesawat
Conveyor belt	Ban berjalan
Custom	Tempat pemeriksaan penumpang di bandara
Equipped	Lengkap
Financially able	Mampu secara finansial
Flight	Penerbangan
Foreign	Asing
Indonesian Deputy Foreign Minister	Wakil menteri luar negeri Indonesia
Passenger	Penumpang
Pebbles	Kerikil
Pilgrim	Jamaah/peziarah
Pillars of Islam	Rukun islam
Plains	Dataran/padang
Profane	Kotor
Sacrifice	Pengorbanan
Shuttle	Antar jemput (kendaraan untuk antar jemput penumpang di Bandara/pelabuhan)
Stoning	Lempar batu
valley	Lembah
Window seat	Tempat duduk di samping jendela



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SURAT KETERANGAN VALIDASI

Yang bertanda tangan di bawah ini:

Nama : Ahmad Madkur MPd
Jabatan/Pekerjaan : Dosen
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Menyatakan bahwa instrumen *need analysis* dengan judul:

*Developing English Learning Materials for Students of Hajj and Umrah
Management Department of IAIN Metro*

dari mahasiswa:

Nama : Nurul Azizah
Program Study : Tadris Bahasa Inggris
NPM : 1501070198

(sudah siap/belum-siap)* dipergunakan untuk penelitian dengan menambahkan beberapa saran sebagai berikut:

1. *Mustahab lebih diselaraskan dgn topik
Haji dan Umrah*
2. *Revisi penulisan, font, space dan tambahkan
vocabulary corner*

Demikian surat keterangan ini kami buat untuk dapat dipergunakan sebagaimana mestinya.

Metro, 12 Juli 2019

Validator,

*) coret yang tidak perlu


Ahmad Madkur MPd

VALIDATION SHEET

Petunjuk Pengisian :

Berikut ini adalah butir-butir poin yang berkaitan dengan materi bahasa Inggris yang telah dikembangkan. Bapak/Ibu dipersilahkan untuk memberikan tanda centang (✓) pada salah satu kolom 1, 2, 3, atau 4 pada setiap poin yang ada pada tabel. Mohon ditulis saran perbaikan pada ruang yang disediakan.

Keterangan:

1. Cukup 3. Sangat Baik
2. Baik 4. Sempurna

No.	Poin	1	2	3	4
1	Kesesuaian judul				✓
2	Kesesuaian ukuran			✓	
3	Bahasa dan <i>vocabulary</i>			✓	
4	Kesesuaian materi			✓	
5	Kedalaman materi		✓		
6	Keakuratan materi		✓		
7	Kemutakhiran materi		✓		
8	Kesesuaian dengan tingkat perkembangan siswa			✓	
9	Komunikatif			✓	
10	Akurasi		✓		
11	Keruntutan dan kesatuan gagasan		✓		
12	Teknik penyajian	✓			
13	Penyajian pembelajaran		✓		
14	Tata letak isi	✓			
15	Ilustrasi isi		✓		
16	Tipografi materi		✓		

Saran Perbaikan :

Pemformatan

1. Ilustrasi isi perlu lebih disesuaikan dgn topik *Haji & Umroh*
2. Perhatikan cara penulisan materi, penggunaan font, space dll
3. *Vocabulary corner* perlu ada di setiap unit

Validator

(M)



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Management Department of IAIN Metro*

dari mahasiswa:

Nama : Nurul Azizah
Program Study : Tadris Bahasa Inggris
NPM : 1501070198

(sudah siap/belum siap)* dipergunakan untuk penelitian dengan menambahkan beberapa ~~saen~~ sebagai berikut:

1. Revise the title of the Coursebook
so that it will reach larger audience.
2. _____

Demikian surat keterangan ini kami buat untuk dapat dipergunakan sebagaimana mestinya.

Metro, 12 Juli 2019

Validator,

*) coret yang tidak perlu

Dedi Irawansyah

VALIDATION SHEET

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Keterangan:

- 1: Cukup 3: Sangat Baik
2: Baik 4: Sempurna

No	Poin	1	2	3	4
1	Kesesuaian judul			✓	
2	Kesesuaian ukuran			✓	
3	Bahasa dan <i>vocabulary</i>			✓	
4	Kesesuaian materi			✓	
5	Kedalaman materi				✓
6	Keakuratan materi				✓
7	Kemutakhiran materi				✓
8	Kesesuaian dengan tingkat perkembangan siswa			✓	
9	Komunikatif			✓	
10	Akurasi			✓	
11	Keruntutan dan kesatuan gagasan				✓
12	Teknik penyajian				✓
13	Penyajian pembelajaran			✓	
14	Tata letak isi				✓
15	Ilustrasi isi			✓	
16	Tipografi materi			✓	
Saran Perbaikan :					

Validator

Dedi Indrasurya



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Jabatan/Pekerjaan : PNS / Dosen
Instansi Asal : IAIN Metro

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*Developing English Learning Materials for Students of Hajj and Umrah
Management Department of IAIN Metro*

dari mahasiswa:

Nama : Nurul Azizah
Program Study : Tadris Bahasa Inggris
NPM : 1501070198

(sudah siap/belum siap)* dipergunakan untuk penelitian dengan menambahkan beberapa saran sebagai berikut:

1. Penggunaan materi tentang manajemen
+ Materi Haji & Umrah : Kesamaan & Perbedaan
2.

Demikian surat keterangan ini kami buat untuk dapat dipergunakan sebagaimana mestinya.

Metro, 12 Juli 2019

Validator,

Umi

Dr. Umi Yawimah, M.Hum.

*) coret yang tidak perlu

VALIDATION SHEET

Perunjuk Pengisian :

Berikut ini adalah butir-butir poin yang berkaitan dengan materi bahasa Inggris yang telah dikembangkan. Bapak/Ibu dipersilahkan untuk memberikan tanda centang (√) pada salah satu kolom 1, 2, 3, atau 4 pada setiap poin yang ada pada tabel. Mohon ditulis saran perbaikan pada ruang yang disediakan.

Keterangan:

- 1: Cukup 3: Sangat Baik
2: Baik 4: Sempurna

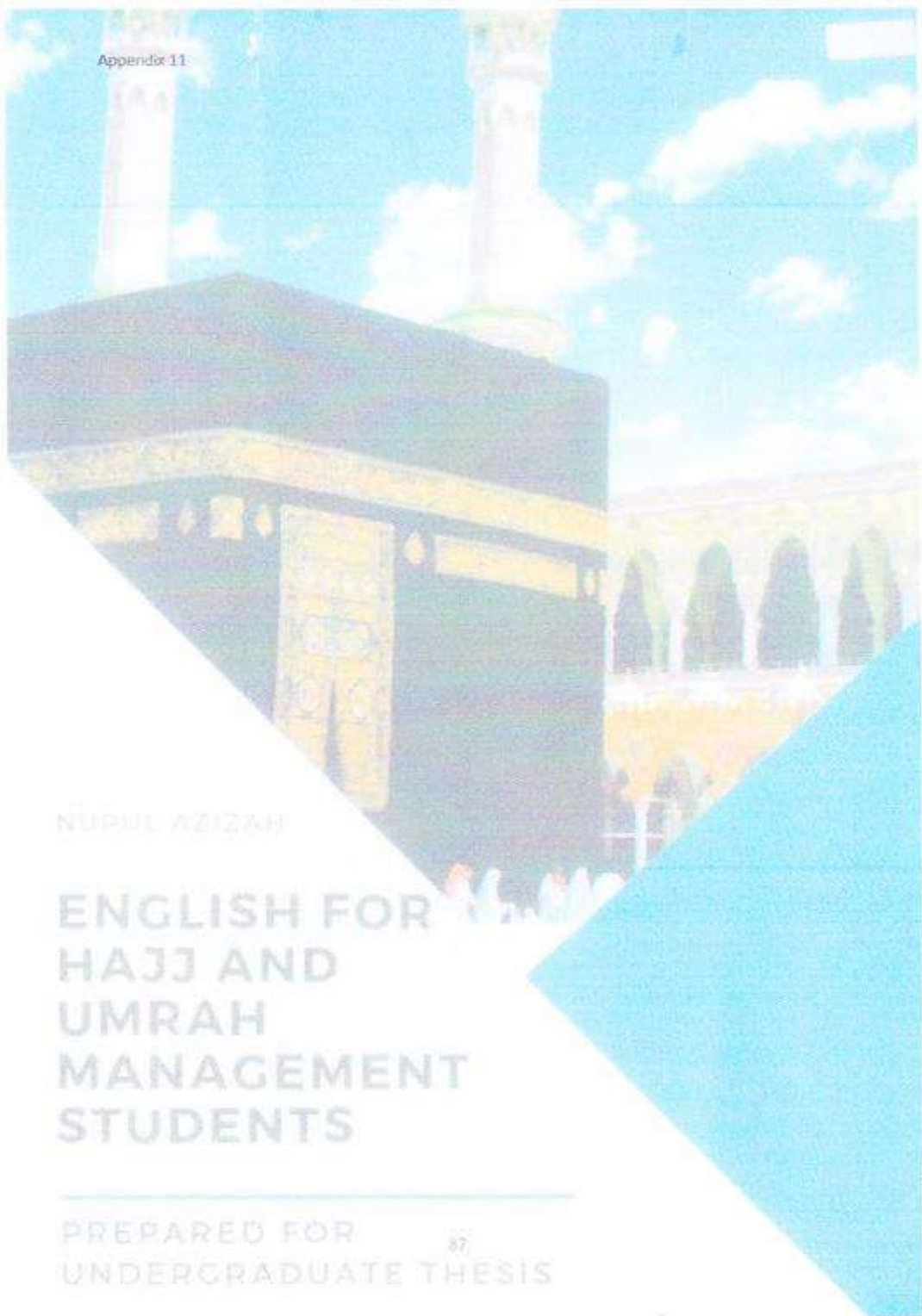
No	Poin	1	2	3	4
1	Kesesuaian judul			✓	
2	Kesesuaian ukuran		✓		
3	Bahasa dan <i>vocabulary</i>		✓		
4	Kesesuaian materi		✓		
5	Kedalaman materi		✓		
6	Keakuratan materi		✓		
7	Kemutakhiran materi		✓		
8	Kesesuaian dengan tingkat perkembangan siswa		✓		
9	Komunikatif		✓		
10	Akurasi		✓		
11	Kerentutan dan kesatuan gagasan		✓		
12	Teknik penyajian	✓			
13	Penyajian pembelajaran	✓			
14	Tata letak isi	✓			
15	Ilustrasi isi		✓		
16	Tipografi materi		✓		

Saran Perbaikan

Pertambah materi manajemen & materi Hg perbandingan
Kaji & Umrah

Validator

UkP
Unit 1



NURUL AZIZAH

**ENGLISH FOR
HAJJ AND
UMRAH
MANAGEMENT
STUDENTS**

PREPARED FOR ⁸⁷
UNDERGRADUATE THESIS

UNIT 1

IS THERE ANYTHING I CAN HELP?



The picture taken from:
<http://haber24.com.tr/medya/2014/05/29/15/105422/154>
gizli/teknoloji/143-466-umrabi-celal-kamali-12-porsheteciler-herneyse

Learning outcomes

After learning this unit, students will be able to:

1. Use expression of asking and giving recommendation.
2. Understand the basics information of Hajj.
3. Enrich vocabularies, and
4. Write a simple sentence.

Is There Anything I Can Help?



Yerunggal kunnadahan (bersamagalah) untuk mendapatkan apa yang bermanfaat bagimu dan memulai pertolongan kepada Allah (dalam segala urusanmu) serta janganlah sedikit-kah engkau merasa lemah." (HR. Muslim)

The illustration is taken from *Al-Qur'an dan Hadis* by Syaikh Yusuf Al-Qaradawi, p. 103 (http://www.KitaboSunnat.com)

1 Language Study: asking and Giving Recommendation

Asking and giving recommendation adalah ungkapan-ungkapan dalam Bahasa Inggris yang digunakan saat akan meminta dan memberi rekomendasi kepada orang lain.

Asking recommendation expression

What should I do?	<i>Apa yang harus aku lakukan?</i>
Do you have any ideas?	<i>Apa kau ada ide untukku?</i>
Do you have any suggest for me?	<i>Ada kau punya saran untukku?</i>
Will you give me any suggestion please?	<i>Maukah kau memberikan beberapa saran?</i>
Any idea?	<i>Ada ide?</i>
What do you recommended?	<i>Apa yang dapat kau rekomendasikan?</i>
Please tell me what should I do	<i>Kumohon katakan apa yang harus aku lakukan</i>

Giving recommendation expression

I suggest that you...	<i>Saya sarankan anda...</i>
-----------------------	------------------------------

I recommend that you...	Saya sarankan anda.
You really should/ought to...	Anda benar-benar harus/seharusnya.
(I would say that) You would better...	(Saya akan mengatakan) anda sebaiknya.
If I were you, I would...	Jika saya menjadi anda, saya akan...
How about...?	Bagaimana dengan...?
Maybe you should...	Mungkin anda harus.
I think you should/ought to...	Saya pikir anda harus/seharusnya.
Accepting a recommendation	
Yes, I'd like to do that.	Ya, saya suka/setuju.
That sounds like a good idea.	Itu terdengar seperti ide yang bagus.
Thank you.	Terima kasih.
Why didn't I think of that?	Kenapa saya tidak memikirkan/terpikirkan hal itu?
Refusing a recommendation	
I tried that, but...	Saya mencobanya, tapi...
That is a good idea, but...	Itu ide yang bagus, tapi...
No, I would rather...	Tidak, saya lebih suka...
Sorry, I cannot...	Maaf, saya tidak bisa...
Examples	
Do you have any suggest for me?	Apakah kau punya saran untukku?
I suggest that you to take standard package.	Saya sarankan anda untuk mengambil paket standar.
That sounds like a good idea.	Itu terdengar seperti ide yang bagus.
That is a good idea, but I prefer to take VIP.	Itu ide yang bagus, tapi saya lebih memilih VIP.

3. Listen to me!

Listen to following conversation between customer and customer service officer. The picture will demonstrate to the conversation.

- Cst : Assalamuallahum.
Cso : Waalaikumsalam, please sit down.
Cst : Thank you.
Cso : Is there anything I can help?
Cst : Yes please. I want to register for an Umrah trip.
Cso : Well Mr, what's your name?
Cst : Muhammad Sahih.
Cso : Have you ever done an Umrah trip before?
Cst : Not yet.
Cso : Okay Mr. Sahih here we at Hawarah tour and travel provide several choices of Umrah packages ranging from the cheapest to the most expensive prices or VIP including: Isroqel at a cost of 19 million, Quba 23 million and Nabawi 27 million. Which one will you choose?
Cst : Which one you recommend?
Cso : I recommend that you should take Nabawi Package.
Cst : Can you explain the difference between Quba and Nabawi?
Cso : Quba package or standard package at the official price of 23 million has 3-star hotel facilities. In addition, the distance between the hotel and the mosque is only around 200 - 250 meters. While the Nabawi package of 27 million will get the best facilities compared to other packages, namely round-trip airplane tickets, 5-star hotels, the distance to the Grand Mosque is very close, and pilgrims get some Umrah equipment and so on.
Cst : Both sounds good. I would love to take the Nabawi package.
Cso : For Nabawi packages you have to pay an advance of 7 million rupiah.
Cst : Can I pay 5 million first?
Cso : Sorry Mr. Sahih, but this has become company's provision.

Cal : Alright then.
 Cao : Please complete the required forms and personal data in accordance with the conditions stated.
 Cal : Okay.
 Cao : Well thank you for trusting Al-Haramah tour and travel, for the time to pay off the fees and atual later we will let you know via Whatsapp.
 Cal : You're welcome, I hope Al-Haramah tour and travel always maintain a good mandate.

Task 1

After listening the conversation, now your turn to practice the conversation with your partner. Make a role play, and take the characters in turn!

READING

Read the following article. The purpose of this reading are:

- to give students basic information about hajj; and
- to enrich students' vocabularies.



The illustration is taken from <https://www.101muslim.com/2017/04/24/hajj-2017/>

1. Hajj is the annual pilgrimage to Mecca during the month of Dhu al-Hijjah.

2. The Hajj consists of the reenactment of a series of events in the lives of Abraham (Ibrahim, Hagar, and Ishmael (Ismail)).
3. It begins with the tawaf, seven circumambulations of the Kaaba, which imitates the angels circumambulating God's throne in Heaven.
4. The tawaf is followed by the say (sa'i), or running back and forth, seven times between two small hills near the Kaaba in imitation of Hagar's search for water for Ishmael after being abandoned there by Abraham.
5. The climax is the procession to the plains of Arafat on the night of Dhu al-Tijah. The pilgrims gather in tents, praying and conversing from just after noon until shortly after sunset.
6. Promptly after sunset, the pilgrims travel through the mountain pass of Muzdalifa, where they spend the night under the open sky.
7. The complete lack of accommodations at Muzdalifa makes this one of the most ascetic and inspiring phases of the hajj for many pilgrims.
8. At sunrise on the tenth day, the pilgrims proceed to the valley of Mina, where they reenact Abraham's rejection of Satan's temptation to disobey God's command to sacrifice his son, Ishmael, by throwing seven pebbles at a tall stone pillar (Jamarah).
9. Afterward, each pilgrim offers an animal sacrifice (qurban), commemorating the sheep that God accepted in place of Ishmael.
10. During the following two or three days, the pilgrims shuttle back and forth between Mina and Mecca, performing at least six more tawafs in Mina and at least one more tawaf and say in Mecca.
11. National or local dress is gradually resumed, symbolizing the gradual return to the profane world.
12. Properly performed, the hajj absolves the pilgrim from all previous sins. However, the hajj is valid only if God accepts it—a judgment that cannot be known with certainty.

The author takes from <http://www.encycloislam.org/wiki/print/25471/>.

Task 2

Open your dictionary and work in a small group. Find out the meaning and part of speech of the vocabularies in the following table.

Word	Meaning	Part of Speech
Abandoned	Ditinggalkan	Adjective
Resolves		
Approximately		
Ascetic		
Circumambulation		
Command		
Commemorating		
Conversing		
Covenant		
Disobey		
Hills		
Judgment		
Peetals		
Promptly		
Reenactment		
Saluting		
Sin		
Spiritual rejuvenation		
Stonings		
Valley		

Task 3

Answering the Questions That Cover the Keys Details of The Story.

1. What is hajj?
2. How the pilgrims do sa'i?
3. Where is the place the pilgrims spend the night under the open sky?
4. When the pilgrims do stonings?

5. Why people do Hajj?

5 Meet me: *koordinasi dan anggaran*

Budget

budget

anggaran:

diartikan sebagai kata benda yang berarti jumlah uang yang tersedia untuk pengeluaran.

Example:

The budget for the pilgrimage this year is increasing.

Anggaran haji tahun ini meningkat.

Coordinate

ko orde nest

Coordinator

ko orde nerta

Koordinasi

Koordinator:

orang yang mengoordinasikan tugas atau kegiatan.

Example:

Ustadz Furqan is the coordinator of the Metro Hajj group this year.

Ustadz Furqan adalah koordinator

keompok haji kota Metro tahun ini.

Facilitate

fa sifa teit

To facilitate

to fa sifa teit

Memudahkan:

Memfasilitasi:

mempromulahi dan meratakan sesuatu berjalan lebih lancar.

Example:

BPH facilitates pilgrims with the best facilities.

BPH memfasilitasi para peziarah dengan fasilitas terbaik.

Negotiation	perundingan:
ni: gawfi as fan	<i>diskusi formal untuk sampai pada keputusan yang diterima semua pihak.</i>
Example	<i>GPPI is negotiating with the airline.</i> <i>GPPI sedang bernegosiasi dengan pihak maskapai.</i>
Prioritize	Memprioritaskan:
pra: pra tatz	<i>berurusan dengan hal/hal sesuai urutan kepentingan atau urutannya.</i>
Example:	<i>The ministry of religion always prioritizes older pilgrims.</i> <i>Kementerian Agama selalu memprioritaskan jemaah haji yang lebih tua.</i>
Process	Proses
pra ses	
Processing	Pemrosesan:
prosesan	<i>serangkaian tindakan dan langkah yang diperlukan untuk menghasilkan hasil tertentu.</i>
Example:	<i>The process of obtaining a visa for pilgrims went smoothly.</i> <i>Proses pengurusan visa jemaah haji berjalan lancar.</i>
Schedule	Jadwal
akadjar	
To schedule:	Menjadwalkan:
ta-skadjar	<i>merencanakan acara (seperti rapat, panggilan konferensi, dan perjalanan).</i>

Example:

Perjalanan berlayar pada waktu ini sangat tertentu.

The scheduled departure of pilgrims begins in July.

Jadwal keberangkatan jemaah haji dimulai bulan Juli.

Task 4

Open your dictionary, mention five more vocabularies about administration, then make into simple sentences!

1.

2.

3.

4.

5.



Vocabulary corner

Believer	Orang beriman
Booth	Menopentya
Faith	Iman/keimanan
Insight	Pengetahuan
Pilgrim	Jam'ah
Pillars of Islam	Rukun Islam
Secret	Suq
Shaving	Mencukur
Slaughterhouse	Persembelhan
Stoning	Lempar batu/jumrah
Separately	Seraya terpisah
valley	Lembah
Ritual	Proses

UNIT 2: TELL ME

Learning outcomes

After learning this unit, hope that the students are able to:

1. use expressions of making and responding complaint;
2. understanding the text and speak their thought; and
3. write and reply a complaint letter.



The picture is taken from <https://www.flickr.com/photos/20049187@N00/10616000163/>

2 TELL ME

وَأَجْرِي أَتَىٰ حَتَّىٰ وَالْأَجْرُ أَهْلًا مَّا كُنَّا نَعْمَلُونَ

"Dan, sesungguhnya kami akan memberi balasan kepada orang-orang yang sabar dengan pahala yang lebih baik dari apa yang mereka kerjakan" (Al-Nahl:95)



The picture is a photo of a group of people in a community setting, possibly a mosque or a social gathering, engaged in a discussion or activity.

1 language study Making and Responding Complain

Making and responding complain adalah ungkapan "ketidaksenangan" dalam menanggapi tindakan yang didapatkan sebagai hal yang tidak menguntungkan. Berikut adalah beberapa ekspresi yang digunakan untuk mengungkapkan rasa tidak puas begitupun responnya dalam bahasa Inggris.

Expression of Making Complain Ekspresi membuat keluhan

I am sorry to say this but...	Maaf untuk mengatakan hal ini tapi...
There seems to be a problem with...	Tampaknya ada masalah dengan...
Sorry to bother you but...	Maaf mengganggu tapi...
I am not satisfied with...	Saya tidak puas dengan...
I was expecting...but...	Saya mengharapkan...tapi...
I want to complain about...	Saya mengajukan keluhan tentang...
Excuse me but there is a problem...	Maaf, tapi ada masalah dengan...

Expression Responding Complaint Ekspresi menanggapi keluhan	
I am so sorry, but this will never happen again.	Maaf, ini tidak akan pernah terjadi lagi.
I am sorry, we promise never to make the same mistake again.	Maaf, kami berjanji tidak mengulangi kesalahan yang sama.
I cannot tell you how sorry I am.	Saya sangat menyesal.
I wish it never happened.	Saya berharap ini tidak pernah terjadi.
Expression of rejecting Complaint Ekspresi menolak complaint/Doohan	
Sorry, there is nothing we can do about it.	Maaf, tidak ada yang dapat kami lakukan tentang itu.
Sorry but it is not our fault.	Maaf, tapi ini bukan kesalahan kami.
I am afraid there is not much we can do about it.	Saya khawatir tidak banyak yang bisa kami lakukan tentang itu.
Example	
Sorry to bother you but I had a bad service from the hotel	Maaf mengganggu, tapi pelayanan hotel ini kurang memuaskan.
I am sorry, we promise never to make the same mistake.	Maaf, kami berjanji untuk tidak mengulangi kesalahan yang sama.
Sorry, there is nothing we can do about it.	Maaf, tidak ada yang bisa kami lakukan.
3 LISTEN TO ME! conversation	
Listen to the following conversation. The lecturer will practice the conversation and you have to repeat!	
Customer Service	: Halo Assalamualaikum. This is Fauziyah speaking.
Customer	: Waalaikumsalam. Excuse me Ms. Fauziyah.
Customer Service	: Yes, sir. Is there anything I can help?

Customer	: Yes, I have some complain about the accomodation.
Customer Service	: What it is, sir?
Customer	: I have been in Makkah for two days, but the accomodation that I got is not in accordance with the package I took.
Customer Service	: Mey I know what package you took?
Customer	: Nabawi, V.I.P package. But what I get here does not match what you have offered.
Customer Service	: I am sorry sir, but I am sure it is in accordance with the package you took.
Customer	: If you do not believe me you can check it yourself. I cannot believe this company does not treat their customer well.
Customer Service	: I am very sory, sir. I believe you. I will see what we can do for you.
Customer	: I want you to solve this problem as soon as possible.
Customer Service	: I am terribly sorry. We will work to resolve the problem immediately.
Customer	: Well, thank you for the response.
Customer Service	: Do not mention it sir. Please let me know if there is anything else we can do to help you.

Task 1

After listening to the conversation above, Work in pair and make a short conversation by using expression of making and responding complaint.

3 READ ME!

Read the following article. The purpose of this article are:

1. to inform the students about hajj technology; and
2. to improve students reading skill

Indonesia's Smart Hajj App Makes Pilgrimage

Jakarta: Tech-conscious Indonesian pilgrims this year can count on their smartphones to make the pilgrimage easier by using the updated Smart Hajj application launched by the Ministry of Religious Affairs.

Available only to Android smartphone users since 2016, the app is available on Google Play Store and has been updated from its earlier version with more features on its menu.

"We have added more detailed information about the pilgrimage," ministry spokesman Mastuki told Arab News.

Pilgrims can get information about their hotels, modes of transport, and a menu of the food they will eat throughout the journey by logging in the app, he added.

By entering the code of their flight group, pilgrims can find out which hotel they will stay at in Makkah and Madinah, along with the map and online directions to get to the hotel and information on the facilities the hotel provides.

The pilgrims can also get information on the kind of food on the menu prepared for them on a specific day during their stay.

Mastuki said this is an updated feature which previously only showed an example of a menu for the pilgrims.

Other features include weather prediction, flight schedule, prayer times, currency exchange rate, a Hajjpedia which provides a glossary of Hajj terms, an Indonesian-to-Arabic translation service for simple, everyday phrases pilgrims will need to get around the holy sites and tutorial videos on how they can use the services provided during the pilgrimage.

The app has been downloaded more than 10,000 times and has received mixed reviews from 395 users, of which 240 gave the app five stars.

"Pilgrims can also submit complaints on problems they found during this year's pilgrimage by logging in to the feature using their passport numbers," said Sri Ilhwa Lubis, the ministry's director for Hajj services, during the app launch on July 15.

Mastok said in future the government plans to integrate data from the ministry's Hajj management system portal as well as data from the smart wristband containing the personal information of each pilgrim to the application.

According to data from the ministry, 81,618 Indonesian pilgrims had already arrived in Saudi Arabia on Saturday and 13 have died.

Up to 221,000 pilgrims are expected to depart from Indonesia this year and the fast Hajj departure will be on Aug. 14.

The text is taken from <http://www.arabnews.com/node/1348321/science-technology>

Open your dictionary and find the meaning of the following vocabularies!

Available:	Count	Ministry of religious affairs	Provided:	Submit
Buggy	Features:	Pilgrimage:	Spokesman	Wristband

Task 2 – group discussion

Work in a small group. Discuss with your group about advantages and disadvantages of this application, then present in front of the class.

MEET ME! — write a complaint letter surat keluhan

Writing a complaint letter is something that most people have to do at a point in their lives. If you are not satisfied with the product or service of a company, this problem can usually be solved by a letter of complaint that is firm but still polite. Writing a letter of complaint is not difficult or frightening. All you have to do is state the facts clearly and ask for a polite settlement.

How to write a complaint letter?

1. Address the customer service department.
2. Straight forward to the problem.
3. Write specifically what kind of solution you want.
4. Attach a copy of the supporting document.
5. Give them a deadline to solve the problem.
6. Close the letter with respect.

When responding to a customer complaint, it's important to do three specific things:

1. Respond specifically to the issues brought up by the customer.
2. Provide a specific apology that acknowledges any mistakes on your end.
3. State exactly what you intend to do (or have already done) to make it right.
4. Propose how you will improve the customer's experience in the future.

Pay attention to example letter!

Mohammad Saan

Tawes, Number 11, Metro

Metro, July 5th, 2019

A-Hasanah Tour and travel

Arusq Yus Street, Number 01 | Serang Lampung

Dear Sir,

I am writing to bring your attention some serious issues I had in your tour accommodation last week. Through this letter I inform you that I was enjoying the trip. However, I have some bad experiences about the accommodation such as:

1. The hotel offered is different from the one obtained, and
2. ac on the bus does not function properly.

I hope in the future, the customers would not experience things like this. If this thing happen again, the customers will not trust you anymore.

I hope to hear back from you about this incident. I can be reached by email at moussalah@mailblint.com

Sincerely,

Mohammad Saan

Task 2

The complaint letter above was read by one of the employees of M. Hewan and Fowl. If you were the president of M. Hewan and Fowl:

1. How you respond?
2. Write a reply letter for a complaint letter above!

Vocabulary corner



Match	Sesuai
Complaint	Keluhan
Complains	Tersiri dari
Firm	Tegas
Frightening	Menakutkan
Spokesman	Juru bicara
Trust	Percaya

UNIT 3



FLIGHT LOG:

- 1. Write the flight log.
- 2. Use the flight log to write a story.
- 3. Write a story about the flight log.
- 4. Write a story about the flight log.
- 5. Write a story about the flight log.

3 FLIGHT LOG:

الحمد لله الذي جعلنا من هذه الطائرة

"Maha Suci Allah yang telah menundukkan kendaraan ini bagi kami padahal kami sebelumnya tidak mampu menguasainya, dan sesungguhnya kami akan kembali kepada Tuhan kami"



Kejiliran ini adalah:
 (https://www.1121.com/atom_11304356_wakil_yeni-
 wahid/anyapadidag-ant-airplane-credit-illustrasi.html)

Yang juga study: perbandingan

Comparative degree adalah sebuah kata sifat (adjective) atau kata keterangan (adverb) yang digunakan untuk menyatakan sebuah perbandingan, baik itu tempat, orang, benda atau tindakan.

Ada dua macam rumus yang kita gunakan untuk menyatakan suatu Comparative Degree, antara lain adalah sebagai berikut :

Untuk kata sifat (Adjective) yang pendek atau terdiri dari satu suku kata (one Syllable), maka rumusnya adalah sebagai berikut :

Adjective + er + than

Positive	Comparative (lebih)	Superlative (paling)	Meaning
Big	Bigger	Biggest	Besar
Cheap	Cheaper	Cheapest	Murah
Fast	Faster	Fastest	Cepat
small	Smaller	Smallest	Kecil
Easy	Easier	Easiest	Mudah

Sedangkan untuk kata sifat (Adjective) yang Panjang atau lebih dari satu suku kata (more than one Syllable), maka rumusnya adalah sebagai berikut:

More + Adjective + than

Positive	Comparative (lebih)	Superlative (paling)	Meaning
Expensive	More Expensive	The most expensive	Mahal
Difficult	More Difficult	The most difficult	Sulit
Important	More Important	The most important	Penting
Interesting	More Interesting	The most interesting	Melihat

Example

Garuda airlines more expensive than Sriwijaya
Maskapai Garuda lebih mahal dari pada Sriwijaya.
 Lion Air is the cheapest airlines
Lion Air adalah maskapai paling murah
 Radin Intan Airport is smaller than Soekarno Hatta
Bandara Radin Intan lebih kecil dari Soekarno Hatta

3. Listen to this!

Listen to the following conversation. The lecturer will practice the conversation and you have to repeat!

Passenger 1: Assalamualaikum,
 Passenger 2: Wa'alaikum salam
 Passenger 1: Where will you go?
 Passenger 2: Singapore, are you?
 Passenger 1: No, too, I am glad to hear that
 Passenger 2: Why?

Passenger 1: It's my first flight. I am so nervous and do not know what to do.

Passenger 2: I see. I did the same at my first flight. Are you afraid alone?

Passenger 1: Yes, it's only myself.

Passenger 2: Not really.

Passenger 1: Okay. How many times have you flown?

Passenger 2: It is my second.

Passenger 1: Wow, what was the longest flight you have ever taken?

Passenger 2: Hmm... Dubai.

Passenger 1: What seat do you prefer: window, aisle or aisle?

Passenger 2: I prefer a window seat.

Passenger 1: How about the Airlines?

Passenger 2: I think Canada is better than others.

Passenger 1: Does the plane provide anything to do the time?

Passenger 2: Of course, all seats are equipped with a 9 inch - touch screen and headphones to enjoy in-flight entertainment and all passengers get food and drinks during the trip.

Passenger 1: Wow, I am really excited now. Btw, thanks for your information.

Passenger 2: Do not mention it. Enjoy your first flight!

Passenger 1: Thank you.

Task-1

Practice the conversation with your friend (in front of your class. Make a role play, take the characters in turn)

Task-2

Choose two of your favorite airlines. Compare the airlines in a short paragraph!

3. Read text: Saudi Arabia discusses Makkah route initiative with Indonesian officials
A. Indonesia discusses relations with Saudi Arabia
B. Saudi Arabia discusses Makkah route initiative with Indonesian officials

Saudi envoy discusses Makkah route with Indonesian officials



1. **REYADH:** The Saudi ambassador to Indonesia, Issam Abed Al-Thaqafi, met Indonesian Deputy Foreign Minister Abdulrahman Fakhir in Jakarta on Friday.
2. During the meeting, they discussed the relations between the two countries and the latest developments in the Middle East.
3. They also discussed the Makkah Route initiative which will be launched in Indonesia next Sunday.
The initiative will facilitate the transfer of Indonesian pilgrims to the Kingdom.
4. Al-Thaqafi also met with the director general of the Indonesian News Agency, Meldyatama Suryodiningret.
5. During the meeting, they discussed media relations between the two countries and the efforts exerted by the Kingdom in the serving Islam and Muslims.
6. The Makkah Route initiative is expected to serve more than 225,000 pilgrims passing through airports in Malaysia, Indonesia, Pakistan, Bangladesh and Tunisia.
7. The service includes issuing visas, ensuring compliance with health requirements, and codifying and sorting luggage at airports in the pilgrims' own countries.
8. The initiative enables them to bypass the procedures upon arrival in the Kingdom, and to head directly to buses waiting to transport them to accommodation in Makkah and Madinah.

9. Under the initiative, service authorities deliver pilgrims' luggage to their accommodation in the holy cities.
10. Earlier, Al-Thaqafi inspected the preparations to launch the Makkah Route initiative for Hajj season at Soekarno-Hatta International Airport in Jakarta, Indonesia.
11. During his tour, the ambassador met with the staff of the initiative. He also met with Indonesian officials to find out about facilities being provided by the Indonesian government for the initiative to serve Indonesian pilgrims from their departure until arrival safely in Saudi Arabia.
12. Al-Thaqafi expressed his thanks and appreciation to King Salman and Crown Prince Mohammed bin Salman for their care and efforts in serving pilgrims.
13. The ambassador said: "The initiative was welcomed by officials of the Indonesian government and widely accepted by Indonesians."

This article is taken from <http://www.arabnews.com/node/1521251/saudi-arabia>

KEY WORDS

Airline perusahaan penerbangan	Meskapal/perusahaan penerbangan	Departure di portger	saat pesawat meninggalkan bandara
Airman penerman	Petugas penerbangan	Flight time waktu tam	Lamanya penerbangan
Airport tempat per port	Bandara	Gate gerit	Tempat di mana penumpang menunggu untuk naik ke pesawat
Aisle jalur	Lorong	Overbooked over bukt	Kelahiran kapasitas penumpang
Arrival saat arival	Waktu pesawat tiba di Bandara	Passport pas sport	dokumen resmi yang membuktikan

Boarding time	Waktu penumpang dipersiapkan memasuki pesawat	Runway	Kawasan pengisian penumpang Landas pacu
Boarding term		runa way	
Cockpit	Ruangan di dalam pesawat yang digunakan pilot/capitain	Seatbelt	Sabuk pengaman
kok pit		sit belt	
Cabin	Ruangan penumpang dalam pesawat	Takeoff	Tinggal landas
kabin		take of	
Delay	terlambat persivat	Window seat	Tempat duduk penumpang dekat jendela pesawat
di tel	terlambat mendarat atau lepas landas	windoo sit	

Task-4

Match the following pictures to the vocabulary list!



Airman



Air Traffic Control



Aisle seat



Airport



Custom



Conveyor Belt



Cabin



Cockpit



Gate



Runway

Vocabulary corner



Crown prince	Putra mahkota
Effort	Upaya
Enable	Memungkinkan
Envy	Utas
Foreign	Ating
Government	Pemerintah
Holy city	Kota suci
Middle east	Timur tengah
Minister	Menteri
Serve	Melayani

Glossaries



Air traffic control	Kontrol lalu lintas udara
Aisle seat	Tempat duduk di samping jendela
Apeiron	Tempat parkir pesawat
Cockpit	Ruangkan tempat pilot mengendalikan pesawat
Conveyor belt	Ban berjalan
Custom	Tempat pemeriksaan penumpang di bandara
Escorted	Complap
Financially able	Mampu secara finansial
Flight	Penerbangan
Foreign	Asing
Indonesian Deputy Foreign Ministry	Wakil menteri luar negeri Indonesia
Passenger	Penumpang
Pebbles	Kerikil
Pipette	Jumlah pengalir
Pillars of Islam	Rukun Islam
Plants	Dataran padang
Profane	Kotor
Sacrifice	Pengorbanan
Shuttle	Airte service (bandar udara) (anak antar tempur penumpang di Bandara pelabuhan)
Staring	Lempur batu
table	Lembaran
Window seat	Tempat duduk di samping jendela

Answer Keys

Task 1 3

Make a role play and talk the character in class

Task 2 4

No.	Word	Meaning
1.	Murdred	Derogasi/Kam
2.	Amplify	Mplis
3.	Amiable	Setiap tahun tahunan
4.	Approximate	Sekitar
5.	Circumambulate	Keliling
6.	Concord	Bersih
7.	Cooperating	Merturupun
8.	Conspire	Bersekongkol
9.	Covenant	Persamaan
10.	Disobey	Tidak patuh
11.	Politic	Kerakul
12.	Pragmatic	Tepat
13.	Reinforcement	Pertegasan
14.	Sounding	Memberi hormat pengumuman
15.	Sin	Dosa
16.	Spiritual rejuvenation	Pertemuan spiritual
17.	Summits	Lempur jumlah selengkap him
18.	Temptation	Cobaan
19.	Throng	Takhta
20.	Worldwide	Seluruh dunia

Task 3 5

1. Hajj is the annual pilgrimage to Mecca during the month of Dhu al-Hijah. Approximately two million Muslims worldwide participate annually.
2. By running neck and forth seven times between two small hills near the Kaaba.
3. Murobbah
4. At sunrise on the tenth day and the following four or three days.
5. (based on student's opinion)

Task 1 2

Work in pairs and make a short conversation by using expressions of making and responding comments.

Open your dictionaries and find the meaning of the following words/phrases!

No	Word	Meaning
1	Available	Tersedia
2	Buggy	Banyak keserampakan/dalam aplikasi
3	Coat	Menghimpung
4	Feeling	Isa/rangsangannya suatu benda
5	Ministry of religious affairs	Kementerian urusan agama
6	Franchise	Zonah
7	Preceded	Menyediakan
8	Spokesman	Juru bicara
9	Suborn	menyebabkan
10	Windward	Gelombang

Task 2 3

Discuss with your group about advantages and disadvantages of the application.

Task 3 10

1. Based on students responses and opinion.
2. Write a reply letter.

Task 4 15

Practice the conversation with your friend in form of your class. Make role play, also the outsiders in form!

Task 5 12

Based on students experiences and imagination. The point is comparing two things.

Task 6 14

1. Name: Alvin Al-Dagat is the Sultan ambassador to Indonesia and Abdolrahman Fakhri is Indonesian Deputy Foreign Minister
2. Discuss the relations between the two countries and the later developments in the Middle East
3. To serve more than 225,000 pilgrims passing through airports in Malaysia, Indonesia, Pakistan, Bangladesh and Turkey
4. To facilitate the process and travel of the pilgrims. (This answer can be based on what the student think)

Task 2: _____ 15

	Cabin		Apron
	Cockpit		Airman
	Gate		Runway
	ATC		Conveyor belt
	Check-in		Luggage

DOCUMENTATION



Interview with MBU's English Lecturer



Product validation

CURRICULUM VITAE



The name of the writer is Nurul Azizah.

She was born in Bumi Pratama Mandhira. On April 14, 1997. She is the second and last born of Sodikin and Tuti.

She graduated from SDN 04 Karang Kamiri, Pangandaran, west Java in 2009. She continued her study to SMP ITAr-Risalah Cijantung IV Ciamis, West Java for a year then moved to Mts Darul A'mal, Metro, Lampung graduated in 2012. In 2015 she graduated from MAN 2 OKI, South Sumatera. In the same year, she enrolled herself to IAIN Metro in English Education Department.