

AN UNDERGRADUATE THESIS
DEVELOPING ENGLISH INSTRUCTIONAL MATERIALS
FOR STUDENTS OF ISLAMIC JUNIOR HIGH SCHOOL OF
DARUN NAJAH SEKAMPUNG EAST LAMPUNG



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

AN UNDERGRADUATE THESIS

**DEVELOPING ENGLISH INSTRUCTIONAL MATERIALS
FOR STUDENTS OF ISLAMIC JUNIOR HIGH SCHOOL OF
DARUN NAJAH SEKAMPUNG EAST LAMPUNG**

Presented as a Partial Fulfillment of the Requirements

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in English Education Department

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STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO

1440 H/ 2019 M



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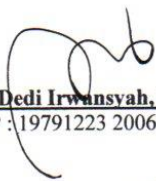
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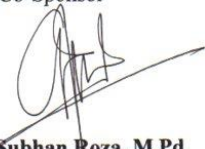
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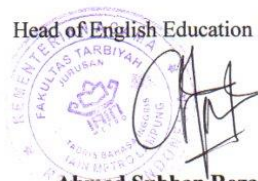
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Assalamu'alaikum Wr.Wb.

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**FOR STUDENTS OF ISLAMIC JUNIOR HIGH SCHOOL OF
DARUN NAJAH SEKAMPUNG EAST LAMPUNG**

Sudah kami setuju dan dapat dimunaqosyahkan. Demikian harapan kami dan atas penerimaannya kami ucapkan terimakasih.

Wassalamu'alaikum Wr.Wb.

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Assalamu'alaikum Wr.Wb.

We have given guidance and enough improvement to research thesis script which is written by:

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Title : **DEVELOPING ENGLISH INSTRUCTIONAL
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LAMPUNG**

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.

Wassalamu'alaikum Wr.Wb.

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RATIFICATION PAGE

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An Undergraduate thesis entitled: DEVELOPING ENGLISH INSTRUCTIONAL MATERIALS FOR STUDENTS OF ISLAMIC JUNIOR HIGH SCHOOL OF DARUN NAJAH SEKAMPUNG EAST LAMPUNG, written by Misbakhul Munir, student number 1501070194, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teaching Training Faculty on Friday, 26th July 2019 at 09.30 – 11.30 am.

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**DEVELOPING ENGLISH INSTRUCTIONAL MATERIALS FOR
STUDENTS OF ISLAMIC JUNIOR HIGH SCHOOL OF DARUN NAJAH
SEKAMPUNG EAST LAMPUNG**

ABSTRACT

**BY:
MISBAKHUL MUNIR**

This research was aimed at Developing English Instructional Materials For Students Of Islamic Junior High School Of Darun Najah Sekampung East Lampung. It was due to the lack of relevant and conducted materials for Islamic Junior High School .

This research was conducted using research and development design, involving four main steps, namely (planning, developing materials, validating, revising).

To validate the developed materials three validators were involved. The result of the validation shows that several aspects of the developed materials are proper according to Aiken's V which is higher than (>0.5). Those aspects embrace language and vocabulary, material compatibility, material depth, material accuracy, material update, conformity with the level of development of students, communicative, accuracy, demand unity of ideas, presentation technique, presentation of learning, content layout, and content illustration. Moreover, some other aspects need to be revised according to the validator assessment, they cover title suitability, size conformity, and typography of material.

After revising the product in accordance with the validators suggestion, it is conclude that the English instructional materials can be properly use for Islamic Junior High School Of Darun Najah Sekampung East Lampung.

Keyword: *Instructionals Materials, Materials Development, Islamic Junior High School.*

**PENGEMBANGAN MATERI INSTRUKSIONAL BAHASA INGGRIS
UNTUK SISWA MADRASAH TSANAWIYAH DARUN NAJAH
SEKAMPUNG TIMUR TIMUR**

**ABSTRAK
OLEH:
MISBAKHUL MUNIR**

Penelitian ini bertujuan untuk mengembangkan bahan ajar bahasa Inggris untuk siswa MTs Darun Najah Sekampung Lampung Timur. Hal tersebut dilakukan karena kurangnya bahan ajar yang relevan dan diadakan untuk MTs.

Penelitian ini dilakukan dengan menggunakan desain penelitian dan pengembangan, yang melibatkan empat langkah utama, yaitu (perencanaan, pengembangan bahan, validasi, revisi).

Untuk memvalidasi materi yang dikembangkan, tiga validator terlibat dalam hal ini. Hasil validasi menunjukkan bahwa beberapa aspek bahan ajar yang dikembangkan sesuai dengan Aiken's V yang lebih tinggi dari ($> 0,5$). Aspek-aspek tersebut mencakup bahasa dan kosa kata, kompatibilitas materi, kedalaman materi, akurasi materi, pembaruan materi, kesesuaian dengan tingkat perkembangan siswa, komunikatif, akurasi, permintaan kesatuan ide, teknik presentasi, presentasi pembelajaran, tata letak konten, dan ilustrasi konten. Selain itu, beberapa aspek lain perlu direvisi sesuai dengan penilaian validator, mereka mencakup kesesuaian judul, ukuran kesesuaian, dan tipografi materi.

Setelah merevisi produk sesuai dengan saran validator, disimpulkan bahwa materi instruksional bahasa Inggris dapat digunakan dengan benar untuk MTs Darun Najah Sekampung Lampung Timur.

Keyword: *Bahan Ajar, Pengembangan Bahan Ajar, Madrasah Tsanawiyah.*

STATEMENT OF RESEARCH ORIGINALITY

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Study Program : English Education Study Program (TBI)
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States that this undergraduate thesis is originally the result of the researcher's research, in exception of certain parts which are expected from the bibliography mentioned.

Metro, June 2019
The Researcher



MISBAKHUL MUNIR
St. Number 1501070194

ORISINALITAS PENELITIAN

Yang bertanda tangan dibawah ini :

Nama : Misbakhul Munir
NPM : 1501070194
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Fakultas : Tarbiyah

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

Metro, June 2019
Yang Menyatakan,



MISBAKHUL MUNIR
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MOTTO

فَإِنَّ مَعَ الْعُسْرِ يُسْرًا (٥) إِنَّ مَعَ الْعُسْرِ يُسْرًا (٦)

Truly with difficulties, there is ease.

Truly with difficulties, there is ease.

(Q.S Al-Isyirah 5-6)

DEDICATION PAGE

This undergraduate thesis is specially dedicated to:

*My beloved parents (Mr Sobi'in and Mrs Mujiatun) who always pray and support
in their endless love.*

My beloved Almamater of State Institute for Islamic Studies of Metro

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Thanks and all praise to My Allah for all of Your blesses and Your favor that is given with all Your Mighty, the writer can finish the undergraduate thesis. Realizing that this undergraduate thesis would not be able accomplished without any helps and supports from many helpful individuals. In this lovely chance, the writer would like to sincerely acknowledgement the gratitude.

The first of all, the deepest gratitude would be addressed to my beloved parents, for understanding and supporting me to finish the undergraduate thesis soon, and always pray for me to be a successful person someday (amin).

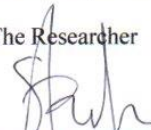
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1. First, thanks for Dr Hj. Akla, M.Pd , the dean of Tarbiyah and Teacher Training Faculty State Institute for Islamic Studies of Metro
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8. As human being the researcher realize that this undergraduate thesis still has weakness. The researcher do apologizes for all mistakes he has made in writing. The researcher hopes this undergraduate thesis can be beneficial for all reader.

Metro, July 2019

The Researcher



MISBAKHUL MUNIR
NPM. 1501070194

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CHAPTER I

INTRODUCTION

A. Background of Study

The globalizing world is a time that prioritizes international interaction in cooperation. In fact, almost there is no transnationalism country or does not require cooperation with other countries to meet the country's needs. In the process, international interactions really need the role of language in interacting with each other. At this time, English is the main language used to interact in the globalizing world throughout the world. Moreover, English is the language of instruction in the international field of science, such as health, law, economics, education, and others. Lingua franca as a collection of some of the most frequently used languages in the world records English in the first place. With the introduction of English in the first place in the lingua franca, the use of English as an international language further reinforced the use of English. Some of the reasons above certainly become very strong answers why English needs to be mastered.

Furthermore, Indonesia is a country which belongs to the expanding-circle countries. In other words, Indonesia makes English as a foreign language, not a second language. The second language is a language that is often used in everyday life after mother tongue, while foreign language is a language that is

learned but is not recommended for use in everyday life. For this reason, English Language Teaching (ELT) has an important role in the process of learning English. There are several factors that become the main concentration of ELT are students' needs, students' age, learning materials, students' background, teaching method, and teaching technique. Some of the factors above are an important series that cannot be separated in its implementation to support the success of ELT process itself.

Among the several factors above, learning materials are one of the important factors that support the ELT process. The content of learning materials that suits the needs and backgrounds of students are needed in the ELT process. However, in reality, there are still many learning materials that do not suit the needs and backgrounds of students. Not only the incompatible materials to the learners, but also the learning materials does not comply with the teaching method and techniques.

Based on the result of pre-survey that had been conducted on November 5th, 2018 at Islamic junior high school Darun Najah Sekampung East Lampung, The researcher got the result the students' midterm test. As follows:

Table 1. The Pre- Survey Data

Islamic Junior High School Darun Najah Sekampung East Lampung

No	Student Name	Final Score	Criteria
1	AR	32	Incompleted
2	DA	40	Incompleted
3	DP	42	Incompleted
4	DM	28	Incompleted
5	DMT	22	Incompleted
6	E	28	Incompleted
7	FA	32	Incompleted
8	IN	52	Incompleted
9	LH	68	Incompleted
10	LKD	54	Incompleted
11	MJ	36	Incompleted
12	NL	40	Incompleted
13	RDS	28	Incompleted
14	RE	62	Incompleted
15	RPH	20	Incompleted
16	RAP	52	Incompleted
17	SNA	48	Incompleted
18	SH	24	Incompleted
19	TW	43	Incompleted
20	ZAS	43	Incompleted
Total Score		751	
Highest Score		68	
Lowest Score		22	
Average		39	
Passed		0	
Incompleted		20	

Table 2. The students' English Precentage

No.	Score	Frequency	Category	Percentage
1.	<70	20	Incompleted	100 %
2.	\geq 70	0	Completed	0 %
Total		20		100%

Source: The result of students' midterm test

Based on the results of interviews with the English Teacher at Darun Najah, Ms. Yulianti, S.pd.I believes that teaching materials used for Islamic

schools are less in line with the religious context and also the culture of Islamic boarding schools, so teachers often improvise materials by adjusting the context of thought they understand. Zaki as one of eight graders students told not only found difficulty in interpreting English but also the context of the story which he thought was foreign and was not related to the context of the school. For this reason, the development of learning materials to suit the needs and backgrounds of students is a crucial factor that will affect the ELT process.

Mubar reports that "The development and creating learning materials in speaking must be in accordance with the students' need and government regulations. the student need should be the main concern in creating materials".¹ Bielosova states that an institution has its own needs and goal to choose the learning method that suits to the institutions.² Haerazi *et. al.*, urge that the English teachers have to present and evolve their own language learning materials refers to the students' needs relating to learning needs and target needs. It proposed to advance the extent of their language learning particularly for English language department in special universities.³ Yana implies that the

¹Miftahul Khair Nur Ali Mubar, *Developing English Learning Materials For Young Learners Based On Needs Analysis At Mtsn Model, Makassar*, English Education Department of UIN Alauddin Makassar , Volume I, Number 02, December 2015, 328.

²Rimma Bielousova, *Developing Materials for English for Specific Purposes Online Course within the Blended Learning Concept Technical University of Košice*, Faculty of Manufacturing Technologies with a seat in Prešov, Bayerova 1, Prešov, Slovakia, TEM Journal. Volume 6, Issue 3, Pages 637-642, ISSN 2217-8309, DOI: 10.18421/TEM63-28, August 2017, 642.

³Haerazi , Dedi Irwansyah , Juanda , Yek Amin Azis , *Incorporating Intercultural Competences in Developing English Materials for Writing Classes* , Journal of Language Teaching and Research, ISSN 1798-4769, Vol. 9, No. 3, pp. 540-547, May 2018, 545.

tutors should be available to produce the materials in connection to students' background which can invent them act in the learning processes.⁴Sari, Saputra and Maarice describe that the educators need to produce innovations by gathering and developing teaching materials so that learning activities can be more effective. Educators must develop the newest style of studying so that the learning activity is not monotone and dull. General learning model utilized by teachers must be connected with learning strategy so that the learning activity is more charming mainly in speed reading learning.⁵

There are many kinds of learning materials development studies have been designed in certain majors. However, Indonesia as a Muslim majority country is still lack of English learning materials for Islamic education-based. For this reason, the researcher developed learning materials for religious-based educational institutions in the Islamic context so that more users can use them.

B. Problem Identification

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

⁴Dewi Yana, *Developing English Speaking Learning Materials for Saturday English School Program*, English Education Department University of Riau Kepulauan, ISSN: 2301 5292, Journal Anglo-Saxon Vol. 7 No. 1 Mei, 2016, 31.

⁵Fatma Sari, Abdurrahman Adisaputera, Marice, *Development Of Speed Reading Teaching Materials Based On Anticipation Guide Strategy In Observation Result Report Text In Students Class X Mas Sinar Islami Bingai*, European Centre for Research Training and Development UK, International Journal of Education, Learning and Development, Vol.6, No.8, pp.52-61, August 2018, 53.

1. The learning materials is not in accordance with the needs of Islamic Junior High School students and background of the students themselves;
2. The students find difficulties to master the context of the lesson given; and
3. The English learning materials which is specifically designed for students of Islamic Junior High School are rarely found.

C. Problem Limitation

Based on the consideration that has been identified, the researcher limits the problem by focusing on the developing appropriate English learning materials that conform to the student's specific needs of Islamic Junior High School.

D. Problem Formulation

The problem formulation of this research covers encompasses:

1. What is the English learning materials needs of the students of Islamic Junior High School students?;
2. What is the English learning materials for Islamic Junior High School students is like?; and
3. What is the internal validity of the developed the English learning materials for Islamic Junior High School students?

E. Purpose of Research

The purposes of this study are:

1. To delineate the learning needs of Islamic Junior High School students;
2. To develop congruous English materials for Islamic Junior High School students.; and
3. To find out the internal validity of the developed English learning materials for Islamic Junior High School students.

F. Benefits of Product

The benefits of the product are :

1. As the amenities to ease the understanding of English subject for Islamic Junior High School students;
2. As the English learning materials to enrich the availability of relevant and supporting English learning materials for students at Islamic Junior High School;
3. As the mean to integrate students' religious understanding with the English lesson within Islamic Junior High School; and
4. As the teacher guidance books to minimize the saturation of the learning process in the classroom which results in less of student learning motivation to understand the material given by the teachers.

G. Product Specification

The Product Specification are :

1. The product of this research cover 3 units.
2. Prophet Adam A.S, prophet Noah A.S, prophet Ismail A.S (Qur'ban).
3. Each unit of the developed materials will consist of: (a) related text, (b) language focus, (c) activities and tasks, (d) exercises, and (e) answer key.
4. Each unit will be equipped with relevant picture to enhance the illustration of the developed product.

CHAPTER II

LITERATURE REVIEW

A. Theoretical Review

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

1. Teaching English as a Foreign Language

Tamura holds that the historical teaching of foreign languages began from the operate developed through centuries in teaching Latin and Greek in Europe and England. In the middle of centuries, The textbooks used for teaching classical languages were specifically based on the grammars of Priscianus and Donatus.⁶

According to Brown, foreign language contexts are the students which do not have the capability for communication outside their classroom. They often found through language clubs, certain media, books,

⁶Elena Taralunga TAMURA, *Concepts on the methodology of teaching English*, The Economic Journal of Takasaki City University of Economics vol.48 No.3 2006, 170.

or a certain tourist, but the above efforts must be made to create such occasion.⁷

Broughton, *et al.*, report that in a part of the world, English is one of the foreign languages. It is usually taught in schools, often broadly, but it does not play an important role in national or social life. Most of the citizen does not need English or another foreign language to live his daily life, social, and professional improvement. In this kind of foreign language situations, the hundreds of thousands of learners of English inclined to have an instrumental motivation for studying the foreign language. The role of English within a nation's daily life is influenced by geographical, historical, cultural and political factors, but not all of which are immutable.⁸

Lin urges that Teaching English as a Foreign Language (TEFL) often use to highlight the methodologies of learning and jobs of teaching English. Especially, we can examine that it is practiced by teacher-training institutions and instructor-education programs for English teachers, or language-learning companies for learners of expanding circle countries. TEFL is centered on the purposes or studies of English by teachers and

⁷ H. Douglas Brown, *Teaching by Principles An Interactive Approach to Language Pedagogy*, Second Edition. San Francisco, California 2000, 116.

⁸ Geoffrey Broughton, Christopher Brumfit, Roger Flavell, Peter Hill, and Anita Pincas, *Teaching English as a Foreign Language*, University of London Institute Of Education The Taylor & Francis e-Library, 2003, 6.

English learners with a different mother tongue. The accurate description for TEFL is that they use English as a means of interaction in the world of several countries, alternatively of using it as an official language, or principally educational language.⁹

Donough maintains that as the increased of the needs for social, economic and technological interaction at a global level, so English language teaching has been divided. Such as English teachers specifically engaged in TEFL, English as a Second Language (ESL), English for Young Learners (EYL), and English for Specific Purposes (ESP)¹⁰

Brown finds that for further than six decades, research and practice in English language teaching have classified the "four skills" listening, speaking, reading, and writing as of paramount interest. EFL curricula and textbooks around the world inclined to focus on one or two of the four skills, seldom to the exclusion of others. the human species has shaped two kinds of productive performance, verbal and written, and two forms of responsive performance, aural (or auditory) and reading.¹¹

⁹ Grace Hui-chin Lin, Paul Shih-chieh Chien, *An Introduction to English Teaching*, A Textbook for English Educators, VDM Verlag Dr. Muller ISBN: 978-3-639-227314, 2.

¹⁰ Jo McDonough, Christopher Shaw, and Hitomi Masuhara, *Materials and Methods in ELT*, a teacher's guide, Third Edition, Blackwell Publishing Ltd 1e, 1993 and 2e, 2003, 3.

¹¹ H. Douglas Brown, *Teaching by Principles.*, 232.

In line with the quotations above, it is safe to state that the old teaching of foreign languages started from the practice developed through the centuries. Foreign Language is usually taught widely in schools, but it does not play a crucial role in national or cultural life. Most of the civilians do not need English or different foreign language to their daily life, social, and professional improvement. TEFL is only used to improve the methodologies of learning and careers of teaching English. English language teaching often divided into EFL, ESL, EYL, and ESP. Recently, the nature of humanity has formed two kinds of productive performance, speaking and writing, and two forms of responsive performance, listening and reading. The previous four skills are the center of English language teaching often learned.

2. Teaching English at Islamic Junior High School

According to Stern, language teaching refers the actions which are designed to produce about language learning. A great language teaching theory would suffice the circumstances and needs of learners in the best potential ways.¹²

¹²Hans Heinrich Stern , *Fundamental Concept of Language Teaching*, Oxford University Press, New York 1983, 21.

Fleming maintains that the primary purpose of English teaching is at one level very straightforward and uncontroversial. The purpose of English as a subject is to develop pupils' capabilities are simplistic to use language efficiently'. Nevertheless, below the outside of that clearly incontestable and simple statement occupy all sorts of contrasting opinions, ideologies, methodologies and theories.¹³

Gage writes that the teaching effectiveness means that the teacher's activities, such as her ways of interpreting and examining, value for her results on students. The Phrase "teacher effectiveness" intends that it is her characteristics and personality qualities, such as her intelligence, education, and passionate stability, that account for the teacher's effects on student performance.¹⁴

United Nations Educational Scientific and Cultural Organization (UNESCO) holds that programs at International Standard Classification of Education (ISCED) level 2, or lower secondary education, are typically designed to produce on the learning outcomes from previous level. Ordinarily, the purpose is to set the foundation for permanent learning and

¹³Mike Fleming and David Stevens, *English Teaching in the Secondary School*, Linking theory and practice, Third edition, Taylor & Francis e-Library, 2009, 1.

¹⁴ Nathaniel L. Gage, *A Conception of Teaching*, Stanford University School of Education Stanford, CA USA, Springer Science , Business Media, LLC, 2009, 6.

human advancement upon which education systems may then increase further educational possibilities. Teachers typically have pedagogical education in specific subjects and, more often than at ISCED level 1, a class of students may have some teachers with specific expertise of the subjects they teach. ISCED level 2 starts after four to seven years of ISCED level 1 education, with six years of ISCED level 1 being the most average duration. Students begin ISCED level 2 typically between ages 10 and 13 (age 12 being the most general).¹⁵

Capel and Turner argue that the values are revealed and pushed regularly by the attitudes and behavior of everyone included with the school, individually the way in which teachers perform with, and react to, pupils through subject teaching, their pastoral role and through extra-curricular activities. The ethos of the school is composed largely through the school leadership and the way in which it improves and manages a vision of the kind of school it wants to maintain.¹⁶

Hidayati reports that in Indonesia, English is a foreign language properly constituted as part of a national education curriculum and becomes a necessity in a number of higher education and workforce

¹⁵Unesco, *International Standard Classification of Education ISCED 2011*, UNESCO Institute for Statistics, Montreal, Quebec H3C 3J7 Canada, 2012, 33.

¹⁶Susan Capel, Marilyn Leask and Tony Turner, *Learning to Teach in the Secondary School, A companion to school experience*, 4th edition, Routledge, USA and Canada, 2005, 212.

entrance. Islamic education remains the selection of the Indonesian Muslim populations as long as it is able to meet the demands of living in the globalization era while maintaining the Islamic values in all the learning manner. It more proposes that ELT in Indonesia needs to consolidate Islamic values and prove that English learning set no menaces and negative impacts on Indonesian culture in general and Islamic religious values in particular.¹⁷

Azyumardi Azra maintains that in the whole of Muslim literature, the madrasa is a nearly new institution in Indonesia. The madrasa was introduced by Indonesian Muslim in the beginning decades of the twentieth century as a response to the entrance and spread of Dutch schooling. Madrasas vary from traditional pesantrens in any of modes. Traditional pesantrens were non-graded institutions of learning; in contrast, madrasas practice graded and classical schooling. Traditional pesantrens did not have any set curricula; the content of education depended almost totally on kyais.¹⁸

¹⁷ Tuti Hidayati, *English Language Teaching In Islamic Education In Indonesia: Challenges and Opportunities*, Vol. 3, No. 2, 65-82, *Englisia* MAY 2016, 65.

¹⁸ Azyumardi Azra, *Reforms in Islamic Education International Perspectives*, Edited by Charlene Tan, Bloomsbury Academic An imprint of Bloomsbury Publishing Plc, ISBN: HB: 978-1-4411-0134-1, 2014, 60.

Irwansyah implies that ordinarily, the Islamic epistemology must be blended, explicitly or implicitly, into the curriculum, teaching materials, classroom situation, assessment, research policy, and academic environment. It is suggested that ELT tutors responsibly expose the notion of Qur'an as the source of language pedagogy and linguistics, and creatively include the issues of locality and particularity into their instructional activities.¹⁹

From the above literature review, it can be inferred that language teaching is an activity that provides new knowledge about language. In simple terms, the process of language teaching is the way in which a learner knows to use language effectively. UNESCO told that secondary education is to strengthen knowledge in the previous level to develop oneself. Primarily, the value of education is made from the teaching process, the way teachers teach, and the vision of certain educational institutions. In Indonesia, English is involved in the education curriculum which naturally implies the value of western culture in the learning process. In dealing with this, as a major country, Indonesian Muslims need to incorporate the value of Islam a lot in English language teaching. Therefore in Indonesia, a junior high school based on the Islamic religion is the choice of parents in

¹⁹Dedi Irwansyah, *Teaching English at Indonesian Islamic Higher Education: An Epistemological Perspective*, Institut Agama Islam Negeri (IAIN) Metro, Indonesia, P-ISSN: 1411-3031; E-ISSN: 2442-9651, DINAMIKA ILMU, Vol. 18 No. 1, 2018, 1.

educating their children. The madrasa recently introduced on the first of twentieth first century. Islamic perspective suggest that Al- Qur'an as the main source of any literature and knowledge undoubtedly.

3. Materials Development

Basturkmen describes that English for Specific Purpose (ESP) subjects designed to teach English and interaction skills that particular groups of language pupils need or will need to operate efficiently in their disciplines of study, jobs, workplaces, not common interests or individual needs. ESP course form ordinarily involves a step in which the course developers classify what specific language and skills the group of language learners will need. The identification of language and skills are utilized in defining and filtering the content for the ESP studies.²⁰

Hutchinson and Waters believe that ESP is not a product, not a special set of language or methodology, nor does it contain a particular type of learning materials, it should be understood as an approach. It is accurately known, as an approach to language learning, which is based on

²⁰Helen Basturkmen, *Developing Courses in English for Specific Purposes*, PALGRAVE MACMILLAN, ISBN 978-0-230-22798-9, 2010, 17.

learner need. ESP is an approach to language teaching in which all choices as to content and method are based on the learner's purpose for learning.²¹

Evans writes that it is more than 30 years ago, ESP has been a separate part of English Language Teaching. ESP has often regarded as materials-driven and as a classroom-based project concerned with practical results. The average of writing about ESP is regarded to aspects of teaching, materials creation and text analysis rather than with the advancement of a theory of ESP.²²

Tomlinson holds that ESP comprises a huge variety of content fields such as business, medicine, the law, architecture, history and art, and design. In reality, any area of contemporary academic or professional life in which English is needed. ESP is not an approach, a method or a technique (although simulation and role-play actions are usually recognized with business ESP courses). The only point obvious to all kinds of ESP studies is the determination of the content and teaching approach according to the recognized needs of the pupils. The needs analysis

²¹Tom Hutchinson and Alan Waters, *English for Specific Purpose*, Cambridge University Press, New York 1987, 19.

²²Tony Dudley-Evans, *The Cambridge Guide to Teaching English to Speakers of Other Languages*, edited by Ronald Carter and David Nunan, Cambridge University Press, ISBN-13 978-0-511-50042-8, 2001, 131.

ordinarily plays a more crucial role in ESP than in EGP (English for General Purposes) automatically.²³

Nunan believes that choosing general materials it is necessary to comply with the materials to the aims and objectives of the programme and to assure that they are constant with one's beliefs about the nature of language, learners perspectives, beliefs, and preference.²⁴

Hutchinson and Waters urge that designing the suitable programs for several groups of learners are ESP teacher concerned. Producing an appropriate course is essentially a matter of asking questions in order to render a reasoned basis for the subsequent proces of syllabus design, materials writing, classroom teaching, and evaluation.²⁵

Tomlinson maintains that materials often recognized as the exclusive way to provide enhanced input in the language classroom, and in this respect have undergone many changes following methodological and other theoretical trends. Whether successful or not, they have been able to provide a natural link between the teachers, the students, and the language to be learned. It is undoubtedly that materials are a fundamental piece for

²³Brian Tomlinson, *Developing Materials for Language Teaching*, eISBN: 978-1-4742-1054-6, Jones Ltd, London, 2003, 144.

²⁴David Nunan, *Language Teaching Methodology*, A textbook for teachers, Prentice Hall, Maquaire University, Sydney, ISBN 0-13-521469-6, 1991, 209.

²⁵ Tom Hutchinson and Alan Waters, *English for Specific Purpose.*, 21.

the achievement of successful language learning and they give structure and consistency in the foreign language classroom.²⁶

Perangin, Ambarita & Lubis report that supplemental books or learning materials is a book including the lesson material designed systematically utilized by teachers and students as a learning source in learning as well as the capacity to produce a personality of learners who discuss one particular subject/material broadly and deeper.²⁷

Tamba, Perangin & Simbolon argue that in the module, there is a learning guide that allows students to learn on their own without the guidance of teachers so it is why often called as the medium used. Each aspect such as language, design structures, and patterns are also designed in such a way that makes students think easier in learning. A module is a means that teachers can utilize in teaching because the module is a means that includes materials, methods, limitations, and how to evaluate systematically designed and interesting to reach the foreseen competence in accordance with SK and KD.²⁸

²⁶ Brian Tomlinson, *Developing Materials.*, 481.

²⁷Inawati Perangin-angin, Biner Ambarita & Malan Lubis, *Development Of Fable Text Writing Teaching Materials Containing Character Education With Contextual Approach To Students Class Vii Smp Negeri 2 Kabanjahe*, International Journal of Education, Learning and Development, ISSN 2054-6297, Vol.6, No.8, pp.43-51, August 2018, 45.

²⁸Marni Anastasia Tamba, Reh Bungana Perangin Angin, Naeklan Simbolon, *The Development Of Civilized Education Modules Based On Saintifical Learning Given By Expert Learning Design In Class V Sd Negeri 094162 Perdagangan, Indonesia*, International Journal of Education, Learning and Development, ISSN 2054-6297,ol.6, No.9, pp.62-75,September 2018, 64.

Bellù writes that development ordinarily implies advancement, either in the general situation of the system or in some of its constituent elements. Development may happen due to some planned action carried out by individual factors or by some authority pre-ordered to reach improvement, to favorable conditions in both.²⁹

Epalen, Siburian and Lubis state that the learning material/module development is one of supported innovation that supports Indonesia language learning that results in advantages such as by applying module, student can follow learning activity based on rate and self-ability, module can be utilized everywhere, so learning activity can be improved, by using teaching material, student can comprehend their learning result.³⁰

Tomilinson believes that presently, materials development is not only undertaken by practitioners but also a field of educational study. As a functional activity, it requires the production, evaluation, and correspondence of materials. Not only studies the principles and procedures of the design, writing, implementation, evaluation, but also

²⁹Lorenzo G. Bellù, *Development Paradigms, A (Reasoned) Review of Prevailing Visions*, Food And Agriculture Organization Of The United Nations, ISSN 2219-9497, E-ISBN 978-92-5-106875-5, May 2011, 2.

³⁰Nopia 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, ISSN 2054-6297, Vol.6, No.1, pp.56-70, January 2018, 57.

analysis of materials. Ideally, these investigations both notify and are informed by the development and use of materials.³¹

It is obvious that basically, ESP is designed to suffice the needs of students according to their own fields. ESP is a system of distinguishing between learners in specific fields and in general. Likewise, business, medicine, law, architecture, history and art, design, and others. Designing a language learning is certainly not easy, need to recognize several things, one of them is the learning materials. The good learning material can even be learned by students themselves without the direction of a teacher. In the process, certainly needs development to suffice student needs.

4. Activities and Task

Graves states that inventing a language course has various elements. The old models of curriculum design, as well as more fresh models, match on most of the elements, the often divide some of them and make them slightly certain names. the components include setting objectives based on assessment, determining content, method, materials, and evaluations.³²

According to Richard, to design tasks and activities for effective learning should consider some factors. Likewise, classifying relevant

³¹Brian Tomlinson, *Materials development for language learning and teaching*, Cambridge University Press, 2013. 306.

³²Kathleen Graves, *Designing Language Courses : A Guide for Teachers*, School for International Training, Heinle & Heinle Publishers, Canada, 2000, 3.

learning results, deciding and planning task and activities appropriate for the students, primary selecting lesson objectives, choosing and creating proper utilization of several materials and sources, conforming materials for the use with a professional image and related to the copyright requirements, predicting possible problems with language and task.³³

Brown holds that activity is a famous term known in the recent discussion. In simplistic words, activity is defined anything that pupils do in the classroom. Specifically, when we refer to classroom activity, we ordinarily refer to a reasonably unified set of student behaviors, short in time, led by some direction from the teacher, with a special objective. Recently activities involve role plays, drills, games, games, peer-editing, small groups information-gap training, and others. an activity means any sort of active performance on the part of students, it is commonly not done to for several teacher behaviors, sustaining eye contact with the student, or writing a list of words on the chalkboard.³⁴

Ahmadian describes that task-based language teaching (TBLT) develops an innovative language teaching method and growing fields of investigation in the field of second language acquisition (SLA). These features have given tasks needed instruments for not only research into

³³Jack C. Richards, *Curriculum Development in Language Teaching*, Cambridge University Press, United States of America,2001. 231.

³⁴H. Douglas Brown, *Teaching by Principles.*, 129.

language learning processes but also for teaching and assessing languages. In other hands, tasks include many features of language teaching research and practice but they may take on different styles and could be used under various forms – that is, real-world tasks which improve situational authenticity or pedagogic tasks which encourage interactional authenticity in the classroom.³⁵

Brown urges that task ordinarily defined as the specific form of technique or series of techniques closely comply with communicative curricula, and as such must minimally have communicative purposes. the general meaning of several definitions of the task is its center on the authentic usage of language for important communicative purposes beyond the language classroom.³⁶

Nunan implies that the pedagogical explanation of a task is a part of classroom practice that requires learners in understanding, managing, creating or communicating in the target language while their concentration is centered on assembling their grammatical knowledge in order to express meaning, and in which the aim is to send meaning rather than to manipulate form. The task is not only being able to stand alone as a communicative act

³⁵Mohammad Javad Ahmadian, *Task-based language teaching and learning*, The Language Learning Journal, Vol. 44, No. 4, 377–380, 2016, 1.

³⁶H. Douglas Brown, *Teaching by Principles.*, 129.

in its own right with a beginning, a middle and an end but should also have a sense of completeness.³⁷

Language Policy Units argues that tasks are one of the features of everyday life in the individual, public, educational or career fields. Task achievement by an individual includes the strategic activation of particular competencies in order to carry out a set of useful activities in a particular field with a surely defined purpose and a special outcome. The nature of tasks contains several factors, and may involve language activities to a bigger or lesser degree, for example: creative, skills-based, problem-solving, regular transactions, defining a role in a play, holding part in a discussion, delivering a presentation, planning a course of action, reading and replying to message, and others.³⁸

Garcia believes that the behavior descriptive approaches to task analysis, kinds of tasks are based on observation both participant and non-participant, descriptions which may be obtained by structured, or unstructured interviews from job actors, supervisors, and others. Information-theoretic approaches assume a separate level of description, classifying tasks in terms of the information processing steps, and the cognitive processes included in negotiating input to the task actor and the

³⁷David Nunan, *Task-Based Language Teaching*, University Of Hong Kong, Cambridge University Press, New York, ISBN-13 978-0-511-66733-6, 2004, 2.

³⁸Language Policy Unit, *Common European Framework Of Reference For Languages: Learning, Teaching, Assessment*, Cambridge University Press, 157.

output needed for strengthening the task fulfillment. The ability requirements approach students to change in their powers in abilities described on through information processing, and these variations, as well as differences in the information processing needs of pedagogic tasks themselves, will influence the outcomes of pedagogic task execution for people.³⁹

According to the Language Policy Unit, there is two factors that should be concerned about designing the plan of teaching. Those are Cognitive factors and affective factors. Cognitive ordinarily consider the type of task and processes, the issue, kinds of text, interactional involved as the availability to the student or the learner to deal with other aspects of performance, assists in preceding text content and design, inevitable history education, and appropriate sociocultural knowledge. On the other side , affective factors usually include four basic factors. Likewise, self-esteem: a positive self-image and lack of inhibition are likely to provide to successful task fulfillment where the student has the required self-confidence to continue in carrying out the task, state, and attitude. In addition, motivation also plays an important role. It is normally influenced

³⁹María del Pilar García Mayo, *Investigating Tasks in Formal Language Learning*, Printed and bound in Great Britain by the Cromwell Press Ltd., 2007, 9-10.

by intrinsic and extrinsic motivation to carry out the task due to interest in the task or because of its perceived relevance involvement.⁴⁰

In line with the quotations above, it is safe to state that there are various factors are needed in producing a language learning system, one of them are learning materials. Learning materials contain tasks and activities as a system and means to examine the students' knowledge to understand what is conveyed by a teacher. In addition, the tasks and activities are also as one of the considered factors in organizing materials for students. The good tasks and activities have required some characteristics as mentioned above. The most important aspects are cognitive and affective.

5. Assessment

Language Policy Unit describes that the whole of assessment is the same term of evaluation. Generally, validity, reliability, and feasibility are the concepts that usually known as basic to any discussion of assessment. Validity is usually discussed as an evaluation or assessment procedure. In other words, it can be defined to have validity to the extent that can be shown as what is actually assessed (the construct) is what, in the context involved, should be assessed and that the information obtained is an actual

⁴⁰ Language Policy Unit, *Common European Framework.*, 160-161.

description of the ability of the nominees involved. Ordinarily, reliability is a technical term. It is essentially the extent to which the same degree order of nominees is replicated in two separate (actual or simulated) administrations of the equal assessment. Feasibility is especially a notion with performance measurement. Assessors run under time encumbrance. They are only discussing a limited sample of performance and there are definite limits to the kind and number of categories they can manage as criteria.⁴¹

Çelik and Topkaya argues that as an important part of ESP course design, there are valuable several reasons namely the method of collecting information about the result of teaching practice on pupil learning, investigating and describing this information, and responding to and performing on the results. First, they are as one of several means to provide useful feedback for the teachers and schools to utilize the advanced quality of instruction. Second, they are helpful because teachers can use as a review to evaluate their teaching methods, thereby enhance their instruction. Third, the data can also be utilized by managers to make formative recommendations and summative decisions. The conducting course evaluation can be made by using several data collection techniques, such as surveys or a summary of responses to questionnaires, formal or informal

⁴¹*Ibid.*, 179.

conversations, interviews, observations, and checklists. Ordinarily, a good evaluation often provides invaluable feedback for the description of areas in which some revisions and enhancements might be made, whatever the means are used.⁴²

Donough, Shaw and Masuhara write that the procedure of assessment is classified into two steps external evaluations and internal evaluations. Likewise classifying the material is the primary course or additional course, the availability of the book in the local area that used to decide the utilization of the learning materials, the several teachers give extensive teaching while others have very specific programmes on how to teach the material including lesson plans, Non-availability the book may obtain the student edition hard to do, the content and a vocabulary list of the book, the content of visual material refers to photographs, charts, and diagrams, the layout and display clear or not, the specialization of materials, the purpose of the material using, the digital materials that include in the books, the formation of tests in the teaching materials. In other hands, The Internal evaluation usually investigates the following factors namely the performance of the skills in the materials, the

⁴²Handan Çelik, Ece Zehir Topkaya, *Evaluation of the Methodology of an ESP Reading Skills Course for Undergraduate Medical Students: Outsider Perspective*, International Conference on Teaching and Learning English as an Additional Language, GlobELT 2016, Antalya, Turkey, 14-17 April 2016, 327.

sequencing and grading of the materials, the authenticity and listening skill is included, the correlation of tests and activities to learner needs and what is shown by the subject material, the suitability between the materials and learning styles, the materials are utilized to motivate both students and teachers togetherness or not.⁴³

In addition Donough, Shaw and Masuhara sum up as an overall assessment of the suitability of the materials by holding the following indicators. The utilization aspect at how far the materials could be blended into a particular syllabus as ‘core’ or additional. The generalization aspect, there is limited use of ‘core’ features that make the materials more generally useful. The adaptability aspect, this is how the materials comply with the circumstances of the learners. The flexibility factor. it is referred to the sequencing and grading to ease the student understanding the materials.⁴⁴

From the above literature review, it can be inferred that an evaluation is the last stage used as a means of taking steps or decisions. As well as the development of instructional materials, it certainly requires evaluation. there are several things are included at the main indicators in a good

⁴³Jo McDonough, Christopher Shaw and Hitomi Masuhara, *Materials And Methods In Elt, A TEACHER’S GUIDE* Third Edition, Blackwell Publishing Ltd, 2013, 55-60.

⁴⁴ *Ibid.*, 60-61.

teaching material assessment. The two main stages that are included in the main focus of the assessment are external evaluations and internal evaluations as described above. The factor above could not do separately in assessing the learning materials.

B. Relevant Studies

Various researchers had conducted research related to this study. Haerazi *et al.*, wrote a journal “Incorporating Intercultural Competences in Developing English Materials for Writing Classes” that the English teachers have to present and evolve their own language learning materials refers to the students’ needs relating to learning needs and target needs. It proposed to advance the extent of their language learning particularly for English language department in special universities. In another side, the Dean of Language Program in private universities have to support and facilitate the lecturers to produce their own materials not only for writing classes but also for extracurricular classes.⁴⁵

Yana conducted a research to develop English Speaking Learning Materials for Saturday English School Program and states that the tutors should be available to produce the materials in connection to students’ background which can invent them act in the learning processes. The developed materials expectedly can be utilized as one of the next teaching learning processes.⁴⁶

⁴⁵Haerazi , Dedi Irwansyah , Juanda , Yek Amin Azis , *Incorporating Intercultural Competences* ., 545

⁴⁶Dewi Yana, *Developing English Speaking Learning Materials* ., 31.

According to Irwansyah who conducted his research about “Teaching English at Indonesian Islamic Higher Education: An Epistemological Perspective” argues that the tutors of ELT are to investigate the philosophy of language education within Indonesia context in worldwide and in Islamic educational institutions in particular. therefore, the assumption of al-Qur’an as the basis of all branches of knowledge including linguistics and language pedagogy could be a stimulating point of difference.⁴⁷

Hafis, Harahap and Ansyari on their journal describe that the use of comic media as a means of obtaining local history texts is required to motivate students to catch the learning process. Learners are not only explained with a lot of reading materials in several pages so the learning process looks dull, but they can also play while learning by doing comic as a reinforcement of information from every event spilled and described on the reading material of recount text.⁴⁸

Wati, Siburian and Lubis found that the application of contextual-based modules is further capable of enhancing student learning results. This is confirmed by the learning results of students taught using modules developed

⁴⁷Dedi Irwansyah, *Teaching English at Indonesian Islamic Higher Education: An Epistemological Perspective*, Institut Agama Islam Negeri (IAIN) Metro, Indonesia, P-ISSN: 1411-3031; E-ISSN: 2442-9651, DINAMIKA ILMU, Vol. 18 No. 1, 2018, 11-12.

⁴⁸ Abdul Hafis, Rosmawaty Harahap, Khairil Ansyari, *Development of Recount Text Teaching Material Based on Local History Supported With Comic in Indonesian Learning in High School*, European Centre for Research Training and Development UK, International Journal of Education, Learning and Development, Vol.6, No.4, pp.1-13, April 2018, 2.

higher than the learning results of students who were not taught using modules or only using textbooks.⁴⁹

Sari , Saputra and Marice on their journal conclude that educators need to produce innovations by gathering and developing teaching materials so that learning activities can be more effective. Educators must develop the newest style of studying so that the learning activity is not monotone and dull. General learning model utilized by teachers must be connected with learning strategy so that the learning activity is more charming mainly in speed reading learning.⁵⁰

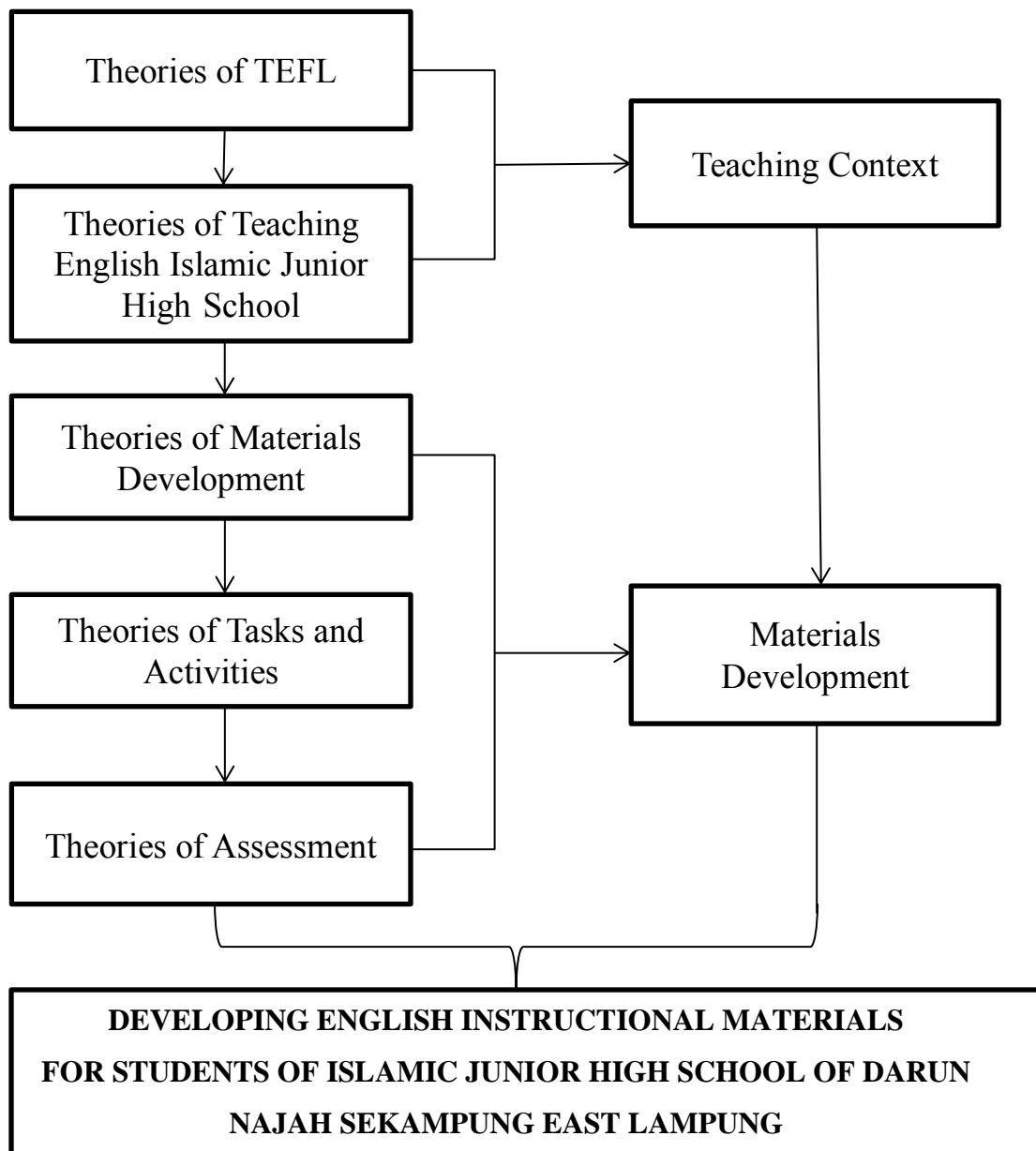
C. Framework

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

Figure 1. Framework Design

⁴⁹Syafrida Wati, Tiur Asi Siburian and Malan Lubis, *Development Of Descriptive Text Module Based On Contextual For Students Class X Of State Senior High School Gunung Meriah Aceh Singkil*, European Centre for Research Training and Development UK, International Journal of Education, Learning and Development, Vol.6, No.12, pp.64-70, December 2018, 70.

⁵⁰Fatma Sari, Abdurrahman Adisaputera, Marice, *Development Of Speed Reading Teaching Materials .*, 53.



CHAPTER III

RESEARCH METHODS

This chapter discusses the type of the study, research setting, research subject, research procedure, data collection technique and research instruments, and the data analysis technique.

A. Type of The Study

This research is classified into an Educational Research and Development (R&D). According to Gall and Borg, Educational R & D is confirmed from industry-based development model in which the effects of the research will be taken to design new products or procedures, which then are systematically implemented, evaluated, and developed to match specified standards of effectiveness, quality, or comparable standards.⁵¹

Sudarsono *et al.*, argue that R & D is research conducted to produce products that can be used to advance the quality of its performance or to overcome problems that transpire in the workplace. Ordinarily aims to produce the products

⁵¹Meredith D. Gall, Joyce P. Gall, Walter R. Borg, *Educational Research*, Seventh Edition, United States of America, ISBN 0-32-0889-7, 2003, 569.

in the range of education namely learning models, evaluation systems, learning tools, learning modules, simulators, and others.⁵²

In Addition, Sugiyono on his book describes a classification of product testing into three levels as follows :

1. level 1, researchers only test product design internally (expert opinion and practitioners);
2. level 2, researchers do not design products but only validate or test the effectiveness, efficiency, and practicality of using existing products; and
3. level 3, developing existing products. Involving internal testing (opinions of experts and practitioners) and external testing in the form of testing fields. External testing, by Borg and Gall (2003) involves preliminary field testing, playing field testing, and operational field testing.⁵³

From the above quotations, it can be inferred that R & D is a method utilized to develop and validate educational products. R & D is adapted from industrial design educational product that often done by practitioners to develop the product systematically referred to particular standards. In this research, the

⁵²Fx. Sudarsono, Sumarno, Suyata, Zamroni, Djemari Mardapi, Budiyo, Wuradji, Pardjiono, Soenarto, *Metode Penelitian Pendidikan*, Editor Siti Irene Astuti Dwiningrum, Uny Press., ISBN 978-602-7981-00-3, Maret 2013, 186.

⁵³ Sugiyono, *Metode Penelitian Kuantitatif Kualitatif dan R & D*, Bandung: Alfabeta, 2015, 454.

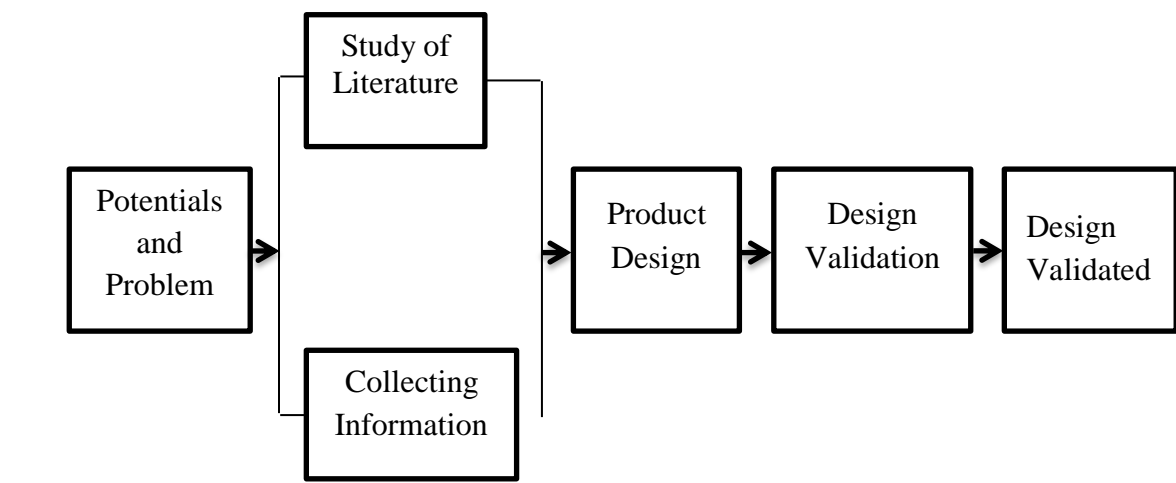
educational products refers to learning materials. Based on the explanation above, the researcher decide to use the first level of product testing.

B. Research Procedure

According to Dick and Carey in Borg and Gall holds the procedure of the system approach model refers to this research.⁵⁴ Nevertheless, the system approach model has been selected by the researcher to reach the condition of the research.

Furthermore, Sugiyono describes the procedure of R and D level 1 is conducting research but not continued by making products and not conducting field testing. In this case, the research carried out only produces a product design, and the design is validated internally (expert opinion and practitioner) but it is not made and tested externally (field testing). The procedure is illustrated below.

Figure 2. Procedure Illustration



⁵⁴ Meredith D. Gall, Joyce P. Gall, Walter R. Borg, *Educational Research.*, 573.

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1. Planning

In this stage, the syllabus developed based on the students' demands analysis questionnaire. There is also a concern about the core competence and basic competences which underlie the English teaching at Islamic Junior High School. The syllabus consists of core competence and basic competence, topics, unit titles, indicators, input texts, language focus that cover vocabulary and grammar, and learning process/activities.

The goal of the needs analysis is to collect information on learning needs and learners' needs. The data will be investigated as the foundation for Developing English Instructional Materials For Students of Islamic Junior High School of Darun Najah Sekampung East Lampung.

2. Developing the Materials

The developed materials were based on the student needs. There are three units. Each unit of the developed materials will consist of related text, language focus, activities and tasks, exercises, and answer key. Each unit will be equipped with relevant picture to enhance the illustration of the developed product. Each section follows the scientific method, which are;

observing, questioning, experimenting/collecting data/information, associating/analyzing data/information, communicating, and creating.

3. Validating

The materials were assessed by two expert and one practitioners to evaluate the appropriateness of the materials. The process of assessment uses expert judgment questionnaire. The questionnaire is adapted from the criteria of materials development proposed by BNSP 2011. The experts are also equipped with some open-ended questions to formulate their opinions or suggestions.

4. Revising

The conclusions of the expert judgment questionnaire were investigated and then utilized as the foundation to rewrite the final draft of the materials. The revisions are based on some sections namely the content, the language, the presentation, and the layout. After being revised, the materials are assessed as appropriate Instructional Materials For Students of Islamic Junior High School Of Darun Najah Sekampung East Lampung. R & D research ended until it produced a design product that was tested internally but was not made into a product and tested by the user.

C. Research Subject

The subject that researcher used in this research was the second class students of Islamic Junior High School Of Darun Najah Sekampung East Lampung. This class consists of 10 students.

D. Research Instruments and Technics of Data Collecting

In this research, the researcher provide two sets of instruments. It will be questionnaire and rubric. In addition, the questionnaire are utilized to distinguish the learners' needs. The questionnaire is dealt with Islamic Junior High School student to conduct need analysis. The question dealt with students need points with the need to create the Instructional Materials For Students of Islamic Junior High School Of Darun Najah Sekampung East Lampung and observation sheet are addressed to the expert.

Table 3. Research Procedure

No.	Phases	Research Instruments
1.	Planning	Needs analysis questionnaire Interview guide

2.	Validation	Product validation sheet Evaluation sheet
3.	Revising	Focus group discussion Interview

E. Data Analysis Techniques

The data of the need analysis questionnaire analyzed by using frequencies and percentages. The highest percentages of the answers to each question were considered representing the students' needs. The percentage is calculating by dividing the frequency by the total of the respondents and then the results are multiplied by 100%.

CHAPTER IV

RESEARCH FINDINGS AND DEVELOPMENT

A. First Product Development Results

1. The Needs for Learning Materials for Students

English language teaching materials for class 8th graders of Mts. Darun Najah Sekampung East Lampung can be known through data collection. Data collection is done in the following process.

a. Interview

Data collection using interviews was conducted on November 5, 2018 with Yulianti S.Pd. as an English teacher at MTs. Darun Najah as a resource person. The results of the interview stated that there were still many MTs students. Darun Najah who does not have the motivation to learn English as a necessity, but only as a graduation requirement. The incompatibility of stories taught to MTs students of Darun Najah greatly influences students' interest in understanding lessons. Besides, content in teaching materials that are taught too far with Islamic contexts is in accordance with the educational institutions where students learn so that teachers often improvise or provide other descriptions that are closer to

students. The lack of interest at reading also influence the student's mastery.(see appendix 8)

b. Distribution of Questionnaires

Distribution of questionnaires to 8th graders students at Mts. Darun Najah Sekampung East Lampung was conducted on May 17, 2019 through direct meetings with the students included 16 questions and 10 students as respondents.

The process of distributing this questionnaire can be held by the permission of the school and the cooperation of the English teacher in the class. The distribution of questionnaire data is intended to find out the instructional materials aspired by students as the ideal learning material to be studied according to the needs of students of MTs Darun Najah Sekampung East Lampung. Each item presented in the questionnaire sheet concerns the important points that exist in learning materials so that the writer can know and follow up on this in the process of developing teaching materials.

The results of distributing questionnaires to students are displayed in the following columns using percentage calculations from student answers.

Table 4. The Result of Questionnaires Data

No	Question Substance	Sub- Item	F	Percentage
1.	Learning input needs	Story and dialogue.	2	20%
		Stories and dialogues, pictures.	4	40%
		Story and dialogue, vocabulary.	1	10%
		Authentic story.	3	30%
2.	Text length	<100 words	4	40%
		100 - 150 words	3	30%
		150 - 200 words	2	20%
		> 200 words	1	10%
3.	Discussion Topics	Everyday life	4	40%
		Education / school	2	20%
		Islamic stories and daily life	4	40%
		Current issues / news	0	0%
4.	Speaking activities.	Practice dialogue	2	20%
		Role play	3	30%
		Exchange information	3	30%
		Discuss topics	2	20%
5.	Reading activities.	Read aloud text with correct pronunciation and intonation.	1	10%
		Read a text individually.	4	40%
		Discuss the contents of the text in groups.	5	50%
		Analyze the meaning of new vocabulary	-	-
6.	Writing activities.	Compose sentences.	3	30%
		Identify and correct sentence structure errors.	5	50%
		Identify and correct punctuation errors.	-	-
		Write text similar to the text input given.	2	20%
7.	Mastering the vocabulary.	Match words with their meanings.	4	40%
		Match words with pictures.	2	20%
		Complete the sentence with the words that have been provided.	3	30%
		Complete sentences in their own words.	1	10%
8.	How to do assignments.	Individual	-	-
		Pairs	2	20%
		Groups	7	70%
		With all friends in class	1	10%
9.	Learning process.	Listen to the teacher's explanation.	3	30%
		Discuss or work on assignments.	6	60%
		Write all information.	1	10%
		Presentation.	-	-
10.	The teacher gives assignments.	Give a question to work on then discuss it.	3	30%
		Give examples of a discussion and then give assignments.	6	60%
		Observe student work and provide answers if students are wrong.	1	10%
		Go around and comment on student work.	-	-

The above table is obtained from the questionnaire results data with students. From the data above, it shows that the need for updating teaching materials or adjusting material for English with the learning environment and Islamic context in the stories presented. Some of the points contained in the table above is not only confirm aspects that need to be updated, but also the reference material for the authors to develop teaching materials.

2. Learning Materials for Islamic Junior High School

English learning material developed for 8th graders of students at Mts. Darun Najah Sekampung East Lampung consists of three units with the following details.

- a. Each unit has a language study as the main goal of learning.
- b. Each unit includes two English skills basics (reading and writing).
- c. Each unit begins by presenting stories of several prophets so that they are relevant to the student's learning environment.
- d. Each unit is equipped with illustrations that illustrate the material to be studied.

3. The Stages of Learning Materials Development

Development of learning materials for 8th graders of students at Mts. Darun Najah Sekampung East Lampung is carried out through five stages or steps, namely:

- a. Selecting English stories. Selection is based on several criteria:
 - (a) the story is rooted in Islamic literature and
 - (b) the story is written in good and correct English
- b. Integrating English material into selected stories
- c. Add relevant visualization (images) to the story
- d. Determine Islamic values that fit every selected story
- e. Arrange teaching material products consisting of 3 units, 3 Islamic stories, and 21 types of tasks according to the story.

Brief description related to teaching materials for 8th graders of students at Mts. Darun Najah Sekampung, East Lampung, can be seen in the following table of unit chart:

Table 5. Unit Chart Content of Learning Materials

No.	Title	Reading	Writing	Value	Taxonomy
1.	Prophet Adam A.S. & Hawa	Prophet Adam A.S. & Hawa text	Rewrite the story of Prophet Adam A.S. & Hawa text	Obedient, patientce	HOTS & LOTS
2.	Prophet Noah A.S	Prophet Noah A.S text	Rewrite the story of Prophet Noah A.S	Belief in God, Faith, Obedient	HOTS & LOTS
3.	Prophet Ismail A.S (Qurban)	Prophet Ismail A.S (Qurban) text	Rewrite Prophet Ismail A.S (Qurban)	Faith of Muslims, Obedient	HOTS & LOTS

The full version of learning material for 8th graders of students at Mts. Darun Najah Sekampung East Lampung then became a draft to be validated by the experts.

B. Validation of Learning Materials

Learning material products have been assessed/validated by three lecturers of English Education Department of IAIN Metro (see appendix to the Learning Materials Assessment Questionnaire). The validation results are processed using the Aiken's V content validity formula to determine the content validity coefficient based on the results of the panel of experts and practitioners. The recapitulation of the Aiken's V values is presented in the table as follows:

Table 6. Aikens's V Score

No.	Aspects of Assessment	Aiken's V Score	Remark
-----	-----------------------	-----------------	--------

1.	Title suitability	0,44	Revised
2.	Size conformity	0,44	Revised
3.	Language and Vocabulary	0,66	-
4.	Material compatibility	0,66	-
5.	Material depth	0,66	-
6.	Material accuracy	0,55	-
7.	Material update	0,66	-
8.	Conformity with the level of development of students	0,66	-
9.	Communicative	0,55	-
10.	Accuracy	0,55	-
11.	Demand and unity of ideas	0,66	-
12.	Presentation Techniques	0,55	-
13.	Presentation of learning	0,55	-
14.	Content layout	0,55	-
15.	Content illustration	0,55	-
16.	Typography of Material	0,44	Revised

The table above shows that overall the instructional materials developed are acceptable except for aspects of title suitability, the suitability of size, and material typography that is considered less attractive (<0.5). This aspect will be further developed and revised after going through the product revision process. Furthermore, suggestions for development from experts and practitioners are related to non-existent product components such as the table of contents, preface, and bibliography (Madzkur:2019). In addition, the mechanical aspects of product writing need to be considered (Irwansyah:2019) and also the questions that evoke the basic abilities of the students themselves (Yawisah:2019). The suggestions are basically good but not entirely absorbable.

C. Product Revision

Product revisions are based on suggestions obtained from experts and practitioners. In the revision process, the product did not get significant changes. It appears that research products are quite acceptable. The following are aspects that need to be revised, while the product results after revision can be seen in the appendix.

D. Final Product Study

Development of learning materials for 8th graders of students at Mts. Darun Najah Sekampung East Lampung can enrich the needs of Islamic boarding school students because it can integrate knowledge in Islamic boarding schools with school institutions. Learning English using teaching materials that contain Islamic stories can influence student learning outcomes between formal schools and religious schools, especially the Islamic religion. Islamic stories that have been told to them will get a quick response compared to the foreign stories they just read.

Besides, the development of teaching materials for 8th graders of students at Mts. Darun Najah Sekampung East Lampung can fill the minimum availability of English language material that is particular and contextual following Islamic values. The teaching material can be seen as a synthesis of Western knowledge and the Islamic context.

E. Limitations of Research

The limitations of the study mainly occur in aspects of validity and effectiveness. Product validation has not been carried out by experts in the field of English Grammar teaching material, language teaching experts through literary texts, and experts in Islamic content fields that have a national or international reputation. Product effectiveness has also not been done in the field trials (external validity) but only through the process of internal validity and product revision.

CHAPTER V

CONCLUSION AND SUGESSTION

A. Conclusions of The Products

Based on the research, the researcher concludes that several things related to the products of English Course book for Islamic Junior High School for 8th graders based on Islamic stories are as follows.

1. Islamic Junior High School of Darun Najah Sekampung East Lampung need updating materials that relevant to their school institutions and environment.
2. The students need the materials that include Islamic context to facilitate students in understanding the material presented.
3. The validation process involving three validators has reached the product requirements to be used seen in the calculation of Aiken's V score which show more than (0.5).

B. Suggestions for Using Product

English Course book for Islamic Junior High School teaching products for 8th graders are good for students of religious schools especially MTs Darun Najah Sekampung, East Lampung. Not only helps the learning process of students at school but also can indirectly teach the religious values contained. The researcher hopes that the product can be used commercially.

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

APPENDIX 11

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Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

Nomor : B-3410/In.28.1/J/TL.00/10/2018
Lampiran : -
Perihal : **IZIN PRA-SURVEY**

Kepada Yth.,
KEPALA MTS DARUN NAJAH SAMBIKARTO
di-
Tempat

Assalamu'alaikum Wr. Wb.

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

Nama : **MISBAKHUL MUNIR**
NPM : 1501070194
Semester : 7 (Tujuh)
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Pendidikan Bahasa Inggris
Judul : DEVELOPING ENGLISH INSTRUCTIONAL MATERIALS FOR
STUDENTS OF ISLAMIC JUNIOR HIGH SCHOOL OF MTS.
DARUN NAJAH EAST LAMPUNG

untuk melakukan *pra-survey* di MTS DARUN NAJAH SAMEIKARTO.

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, 30 Oktober 2018
Ketua Jurusan
Tadris Bahasa Inggris

Ahmad Subhan Roza, M.Pd.
NIR 19750610 200801 1 014



YAYASAN PESANTREN DARUN NAJAH
MADRASAH TSANAWIYAH DARUN NAJAH

APPENDIX | 2

SAMBIKARTO KECAMATAN SEKAMPUNG
KABUPATEN LAMPUNG TIMUR
STATUS AKREDITASI B. NOMOR :161/BAP-SM/12-LPG/RKO/2014
NSM/NPSN:121218070032/10814052

Jl. Raya Sambikarto Bumi Agung Desa Sambikarto Kec. Sekampung Lam-Tim Kode Pos 34182

SURAT KETERANGAN SURVEI

Nomor : 422.4/32/MTs.DN/60/IV/2019

Yang bertanda tangan di bawah ini Kepala Madrasah Tsanawiyah Darun Najah Desa Sambikarto Kecamatan Sekampung Kabupaten Lampung Timur menerangkan bahwa:

Nama : MISBAKHUL MUNIR
NPM : 1501070194
Jurusan : Tarbiyah
Program Studi : Tadris Bahasa Inggris (S1) TBI
Judul Skripsi : **“DEVELOPING ENGLISH INSTRUCTIONAL MATERIALS FOR STUDENTS OF ISLAMIC JUNIOR HIGH SCHOOL OF MTS DARUN NAJAH EAST LAMPUNG”**

Telah benar-benar melakukan PRA SURVEY pada Tanggal 30 Oktober 2018 di MTs Darun Najah Desa Sambikarto Kecamatan Sekampung Kabupaten Lampung Timur, berdasarkan surat izin Prasurevei dari Ketua Jurusan Tarbiyah INSTITUT AGAMA ISLAM NEGERI METRO dengan nomor: B-3410/In.28.1/J/TL.00/10/2018.

Demikian surat keterangan ini dibuat, untuk dapat dipergunakan sebagaimana mestinya.

Sambikarto, 05 April 2019

Kepala Madrasah



SUPARNO, S.Pd.I

MADRASAH TSANAWIYAH DARUN NAJAH
SAMBIKARTO KECAMATAN SEKAMPUNG
KABUPATEN LAMPUNG TIMUR

DAFTAR NILAI SEMESTER

Jl. Raya Sembudo Bumi Agung Sembudo Kec. Sekampung Lam. Tim
Kelas : VIII B
Mata Pelajaran :
Nama Guru :

Semester : Genap
Tahun Pelajaran : 2018/2019
KKM :

No.	No. Induk	Nama	PENGETAHUAN					PRAKTIK					SIKAP	Ketuntasan	
			25-31	32-38	39-45	46-52	53-59	1	2	3	4	5			
1		AHMAD RIFAI	60/85	40/95	70/85										
2		ANGGAR MELDIAWATI													
3		DENI ARIYANTO	70/90	60/85	74/90										
4		DESTA PRATAMA	60/90	55/80	72/90										
5		DWI MUHAMMAD TAMRIN	65/90	60/85	72/90										
6		ERANUA	65/85	55/85	70/90										
7		FAIZ ALFIAN	60/85	35/85	68/90										
8		GIANG PRAMANA PUTRA	40/80	35/90											
9		IREAN NUDINI	60/85	50/90	60/85										
10		LATIFATUL HASANAH	75/90	60/95	70/90										
11		LISA KURNIA DEWI	70/90	60/90	74/90										
12		MIF TAHIL JANNAH	70/85	50/85	72/85										
13		NINDI LESTARI	70/85	60/85	70/85										
14		RANGGA DAUW SAPUTRA	60/85	60/85	70/85										
15		RIO EFENDI	50/80	45/85	64/85										
16		RISTIANA PUTRI H	10/90	55/90	72/90										
17		RIZKI AJI PRANATA	60/85	40/85	74/85										
18		SIFA NURUL ANI	75/90	70/90	70/90										
19		SRI HENDAYANI	10/85	60/85	72/90										
20		TRI WIBOWO	50/80	30/80	54/80										
21		ZAZZU AZHAR SADEWO	70/90	50/90	72/90										
22															
23		Figby Anwarul Ulum			70/85										

Sekampung,
Guru Mata Pelajaran

20

KELAS : VIII B
 MAPEL : Bahasa Inggris

ABSEN SISWA

Sekolah : Danu Njalah
 Semester : Genap

No	Nama	PERTEMUAN/TANGGAL																														Ket	Jml
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30		
1	AHMAD RIFAI																																
2	DENI ARYANTO																																
3	DESTA PRATIYANA																																
4	DWI MUHAMMAD TAMRIN																																
5	ERANIA																																
6	FAL ALFIAN																																
7	Fahy Anorrot Ulan																																
8	IPERAKLION																																
9	LATIFATUL HASANAH																																
10	LISA KURNIA DEWI																																
11	MIFTAHUL JANNAH																																
12	NINDI ESTARI																																
13	PANGGA DAVID SAPUTRA																																
14	RIO EFFENDI																																
15	RISTIANA PUTRI H																																
16	RIZKI ALI PRAMATA																																
17	SYIFA NURUL ANI																																
18	SRI HANDAYANI																																
19	TRI WIBOWO																																
20	ZAZZNI AZHAR SADEMO																																
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Sambarko
 Guru Mata Pelajaran
Sambarko
 2019

DAFTAR NILAI SEMESTER

MAHASISWA TSANAWIYAH DARUN NAJAH
SAMBIKARTO KECAMATAN SEKAMPUNG
KABUPATEN LAMPUNG TIMUR

Jl. Raya Sambikarto Bumi Agung Sambikarto Kec. Sekampung Lam. Tim

Kelas : VIII A

Mata Pelajaran :

Nama Guru :

Semester : Genap

Tahun Pelajaran : 2018/2019

KKM :

No.	No. Induk	Nama	PENGETAHUAN					60% Rata- Rata UH	20% UTS	20% US	NA	PRAKTIK					Sikap	Ketuntasan
			Nilai Kuis/Harian (Blok)									Nilai Praktek Harian (Blok)						
			1	2	3	4	5					1	2	3	4	5		
1		AHMAD ANAS SABANDIAL HANAFI	50,85	70,90	80,90			46										
2		AHMAD AJULAL YAMI NUZULUL G.	56,85	68,90	80,90			40										
3		ALDI SANJAYA	58,75	65,75	70,85			40										
4		ALIMAN	60,88	72,90	80,90			50										
5		DIMAS SETIYA BUDI	40,88	68,80	74,85			54										
6		FUAD FAUZAN AHMAD ROMLI	50,87	70,90	80,90			46										
7		HADI IRAWAN	52,89	70,85	80,90			46										
8		HILDA NAILUN NISA	58,88	75,85	80,90			42										
9		ISTINGATUS SOLIKHAN	62,88	75,80	80,90			38										
10		LI SAFTIRI	56,89	72,80	76,90			40										
11		M. TAUFIQUR ROHMAN	50,88	70,90	74,88			48										
12		MARATUL KAMELIA	58,84	72,80	76,80			39										
13		MUHAMMAD ALI FIKRI	48,88	70,90	74,85			40										
14		NIA ARDITA	52,85	72,75	78,85			50										
15		NIJR BAITI	46,84	68,80	72,80			-										
16		RAHMAD DANI	50,82	70,90	76,90			48										
17		RATNA PUSPITA SARI	46,84	70,80	76,80			44										
18		RIKA ANJANI	48,86	70,85	74,85			48										
19		RINI KARTIWI	48,86	72,90	78,85			56										
20		RISA YENI ARILIANA	-	-	-			-										
21		ULIL GHUFRON	60,86	75,90	81,85			60										
22		M. RIZAL ZULFAN	58,86	75,90	76,85			48										

Sekampung, 20

Guru Mata Pelajaran



KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI (IAIN) METRO LAMPUNG
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

APPENDIX | 4

Jl. Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp. (0725) 41507 Fax. (0725) 47296 Website: www.metrouniv.ac.id, e-mail: iaim@metrouniv.ac.id

Nomor : B-1244 /In.28.1/J/PP.00.9/5/2019
Lamp : -
Hal : **BIMBINGAN SKRIPSI**

07 Mei 2019

Kepada Yth:

1. Dr. Dedi Irwansyah, M.Hum (Pembimbing I)
2. Ahmad Subhan Roza, M.Pd (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 : Misbakhul Munir
NPM : 1501070194
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Tadris Bahasa Inggris
Judul : Developing English Instructional Materials For Students Of Islamic Junior High School Of Darun Najah Sekampung East Lampung

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.

Ketua Jurusan TBI,


A. Subhan Roza, M.Pd
NIP. 19750610 2008011014



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

APPENDIX | 5

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

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iaim@metrouniv.ac.id

SURAT TUGAS

Nomor: B-1395/In.28/D.1/TL.01/05/2019

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

Nama : MISBAKHUL MUNIR
NPM : 1501070194
Semester : 8 (Delapan)
Jurusan : Pendidikan Bahasa Inggris

- Untuk :
1. Mengadakan observasi/survey di MTS DARUN NAJAH SEKAMPUNG LAMPUNG TIMUR, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "DEVELOPING ENGLISH INSTRUCTIONAL MATERIALS FOR STUDENTS OF ISLAMIC JUNIOR HIGH SCHOOL OF DARUN NAJAH SEKAMPUNG EAST LAMPUNG".
 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

SUPARWO, S.Pd.I.

Wakil Dekan I,

Dra. Isti Fatonah MA
NIP 19670531 199303 2 003



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO APPENDIX | 6
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

Nomor : B-1396/In.28/D.1/TL.00/05/2019
Lampiran : -
Perihal : **IZIN RESEARCH**

Kepada Yth.,
KEPALA MTS DARUN NAJAH
SEKAMPUNG LAMPUNG TIMUR
di-
Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-1395/In.28/D.1/TL.01/05/2019,
tanggal 13 Mei 2019 atas nama saudara:

Nama : **MISBAKHUL MUNIR**
NPM : 1501070194
Semester : 8 (Delapan)
Jurusan : Pendidikan Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di MTS DARUN NAJAH SEKAMPUNG LAMPUNG TIMUR, dalam rangka meyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "DEVELOPING ENGLISH INSTRUCTIONAL MATERIALS FOR STUDENTS OF ISLAMIC JUNIOR HIGH SCHOOL OF DARUN NAJAH SEKAMPUNG EAST LAMPUNG".

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



YAYASAN PESANTREN DARUN NAJAH
MADRASAH TSANAWIYAH DARUN NAJAH APPENDIX | 7
SAMBIKARTO KECAMATAN SEKAMPUNG
KABUPATEN LAMPUNG TIMUR
STATUS AKREDITASI B. NOMOR :161/BAP-SM/12-LPG/RKO/2014
NSM/NPSN:121218070032/10814052

Jl. Raya Sambikarto Bumi Agung Desa Sambikarto Kec. Sekampung Lam-Tim Kode Pos 34182

SURAT KETERANGAN RESEARCH

Nomor : 422.4/34/MTs.DN/60/V/2019

Yang bertanda tangan di bawah ini Kepala Madrasah Tsanawiyah Darun Najah Desa Sambikarto Kecamatan Sekampung Kabupaten Lampung Timur menerangkan bahwa:

Nama : MISBAKHUL MUNIR
NPM : 1501070194
Jurusan : Tarbiyah
Program Studi : Tadris Bahasa Inggris (S1) TBI
Judul Skripsi : **"DEVELOPING ENGLISH INSTRUCTIONAL MATERIALS FOR STUDENTS OF ISLAMIC JUNIOR HIGH SCHOOL OF MTS DARUN NAJAH EAST LAMPUNG"**

Telah benar-benar melakukan RESEARCH pada Tanggal 17 Mei 2019 di MTs Darun Najah Desa Sambikarto Kecamatan Sekampung Kabupaten Lampung Timur, berdasarkan surat izin Research dari Ketua Jurusan Tarbiyah INSTITUT AGAMA ISLAM NEGERI METRO dengan nomor: B-1396/In.28.1/J/TL.00/05/2019.

Demikian surat keterangan ini dibuat, untuk dapat dipergunakan sebagaimana mestinya.

Sambikarto, 17 April 2019

Kepala Madrasah

SEPARNO, S.Pd.I

INTERVIEW GUIDE

Interview Guide for the English Teacher

1. Bagaimana kemampuan bahasa Inggris siswa kelas VIII MTs. Darun Najah Sekampung East Lampung? (*What is the English competence of second grade of Islamic Junior High School Sekampung East Lampung?*)
2. Apa saja kesulitan siswa dalam belajar bahasa Inggris? (*What is students' difficulty in learning English?*)
3. Skill apakah yang menjadi kelemahan siswa dan terlihat paling menonjol dalam belajar Inggris?(*What are the weaknesses of the students in learning English?*)
4. Berdasar pada apakah pemilihan bahan ajar? (*What consideration underlies the selection of learning materials?*)
5. Materi apa yang sering digunakan di kelas? (*What materials are often used in the classroom?*)
6. Apakah materi yang diajarkan berhubungan dengan program jurusan? (*Are the English learning materials related to vocational subjects?*)
7. Apakah siswa menggunakan buku pelajaran bahasa Inggris? (*Do students use English textbook?*)
8. Apakah sekolah menyediakan materi pembelajaran bahasa Inggris? (*Does the school provide learning materials for teaching English?*)
9. Apakah materi audio-visual sering diberikan? (*Are audio-visual materials often given in the teaching learning process?*)
10. Apakah lingkungan social masyarakat setempat mempengaruhi proses belajar siswa? (*Are the social environments influence the learning process of the students?*)

TRANSKIP WAWANCARA

Nama Narasumber : Yulianti,S.Pd
Tanggal : 17 Mei 2018
Jam : 10.00 - 10.30 WIB.
Disusun Jam : 13.00 – 14.00 WIB.
Tempat Wawancara : Kantor Guru MTs. Darun Najah
Topik Wawancara : Bahan Ajar Bahasa Inggris

Pewawancara : Hari ini pada tanggal 17 Mei 2018 saya Misbakhul Munir akan melakukan wawancara terkait dengan bahan ajar Bahasa Inggris dengan ibu? Apakah ibu bersedia?

Narasumber : Yulianti, Iya saya bersedia.

Pewawancara : Baiklah bu, pertanyaan pertama. Apa saja kesulitan yang dialami siswa dalam belajar Bahasa Inggris?

Narasumber : Silahkan, yang pertama siswa tentu mengalami kesulitan dalam penguasaan vocabulary, kemudian minat baca menjadi berkurang karena minimnya penguasaan vocabulary. Lingkungan belajar kurang mendukung karena dilingkungan pondok yang sangat kental.

Pewawancara : Dari empat skill dalam bahasa Inggris, manakah yang dirasa paling sulit untuk siswa kuasai?

Narasumber : Tentu saja reading.

Pewawancara : Berdasarkan apakah pemilihan bahan ajar untuk siswa bu?

Narasumber : Kalo menurut kurikulum pasti tidak sesuai dengan kemampuan siswa. Jadi, seringkali saya menghubungkan materi ajar yang berhubungan dengan pengetahuan dasar mereka yaitu berkaitan dengan cerita-cerita keagamaan.

Pewawancara : Materi apa yang sering digunakan dikelas bu?

Narasumber : Sering kali saya mengambil materi yang berhubungan dengan penguasaan vocabulary.

- Pewawancara : Apakah materi yang diajarkan sudah sesuai dengan kejuruan siswa?
- Narasumber : Kalo dari materi sebenarnya cukup. Namun tidak jarang saya mencarikan materi tentang cerita-cerita islam untuk dipelajari, karena lebih mudah dipahami oleh siswa.
- Pewawancara : Apakah siswa menggunakan buku pelajaran bahasa Inggris?
- Narasumber : Ya sudah ada.
- Pewawancara : Apakah siswa menyediakan materi bahasa inggris tambahan?
- Narasumber : Kalau tambahan belum.
- Pewawancara : Apakah materi audio-visual sering diberikan kepada siswa?
- Narasumber : Kalau sering tidak, namun stidaknya beberapa kali pernah diberikan kepada siswa.
- Pewawancara : Apakah lingkungan sosisal siswa mempengaruhi proses belajar siswa?
- Narasumber : Ya tentu saja. Apalagi di lingkungan pondok pesantren seperti disini memerlukan materi yang berhubungan langsung dengan keseharian dan pengetahuan siswa, yaitu tentang agama islam itu sendiri.
- Pewawancara : Baiklah bu, saya rasa cukup. Terima kasih atas waktu dan kesediaannya untuk memberikan informasi. Apakah informasi ini boleh saya masukkan sebagai keperluan penelitian bu?
- Narasumber : Iya sama sama. Tentu saja boleh.

Nama : Dimas setia Budi
Kelas : VIII^A
MTs. : Darunqur

Berikut ini merupakan beberapa pertanyaan yang menunjukkan kondisi Anda. Silang (X) atau lingkari (O) salah satu atau lebih dari alternatif jawaban yang disediakan. Isilah titik-titik yang di sediakan jika pilihan Anda tidak tersedia dalam alternatif jawaban.

A. TARGET NEEDS

1. Apakah pembelajaran bahasa Inggris untuk MTs. penting?

- a. Ya
- b. Tidak
- c. tidak penting

Alasannya?

2. Apakah anda memiliki kesulitan dalam pembelajaran bahasa Inggris?

- Ya
- b. Tidak
- c. ...

Alasannya

3. Apakah dalam pembelajaran bahasa Inggris di MTs. memiliki *coursebook* atau buku panduan?

- Ya
- b. Tidak

Alasannya

4. Untuk dapat menunjang pekerjaan saya kelak, kemampuan bahasa Inggris saya seharusnya berada pada level ... ~~intermediate~~

- a. cukup seperti saat ini tidak perlu dikembangkan lagi
- b. pemula (*beginner*): dapat memahami kalimat dan ungkapan sederhana yang sering muncul dalam kehidupan sehari-hari
- c. menengah (*intermediate*): dapat memahami inti/maksud dari teks yang rumit dan memberikan tanggapan mengenai teks tersebut

- d. mahir (*advance*): dapat memahami berbagai macam bentuk teks dan memahami makna tersirat yang terdapat dalam sebuah teks
 - e.
5. Pelajaran bahasa Inggris seharusnya dapat membuat saya
- a. dapat berinteraksi secara lisan menggunakan bahasa Inggris dengan mahir dalam dunia kerja kelak
 - b. dapat berinteraksi secara tertulis menggunakan bahasa Inggris dengan mahir dalam dunia kerja kelak
 - c. menguasai kosa kata (*vocabulary*) yang berkaitan dengan bidang keahlian saya
 - d. Dapat menggunakan tata bahasa (*structure*) dengan benar
 - e.
6. Pada saat bekerja nanti, kemungkinan saya akan lebih sering menggunakan bahasa Inggris untuk
- a. berinteraksi secara lisan kepada rekan kerja atau klien (pelanggan)
 - b. berinteraksi secara tertulis (surat-menyurat) baik dalam bentuk formal atau informal
 - c. membaca teks-teks dalam bahasa Inggris untuk memperdalam kemampuan saya
 - d. menerjemahkan dokumen-dokumen perusahaan baik formal maupun informal
 - e.

B. LEARNING NEEDS

7. Dalam belajar input yang saya inginkan berupa....
- a. cerita dan dialog
 - b. cerita dan dialog yang disertai gambar
 - c. cerita dan dialog yang disertai daftar kosa kata baru
 - d. cerita otentik seperti acara berita, siaran radio, film, dan lagu
 - e.
8. Dalam belajar panjang teks yang saya inginkan adalah
- a. < 100 kata
 - b. 100 – 150 kata
 - c. 150 – 200 kata
 - d. > 200 kata
 - e....
9. Dalam belajar topik yang saya inginkan adalah
- a. kehidupan sehari-hari
 - b. cerita Islam dan kehidupan sehari hari

b. pendidikan/ sekolah d. isu/ berita terkini

e....

10. Dalam pembelajaran bahasa Inggris *speaking* (berbicara) jenis kegiatan yang saya sukai adalah

- a. mempraktekkan dialog di depan kelas berpasangan dengan teman
- b. bermain peran (role play)
- c. bertukar informasi antar teman dalam kelompok
- d. berdiskusi tentang topik tertentu atau permasalahan tertentu
- e.

11. Dalam pembelajaran bahasa Inggris *reading* (membaca) jenis kegiatan yang saya sukai adalah

- a. membaca nyaring teks dengan pengucapan dan intonasi yang benar
- b. membaca sebuah teks secara individu lalu menjawab pertanyaan mengenai teks tersebut
- c. mendiskusikan isi teks secara berkelompok untuk memahaminya
- d. menganalisa arti kosakata baru berdasarkan konteks yang dibaca
- e.

12. Dalam pembelajaran bahasa Inggris *writing* (menulis) jenis kegiatan yang saya sukai adalah

- a. menyusun kalimat-kalimat sehingga menjadi satu paragraf yang benar
- b. mengidentifikasi dan memperbaiki kesalahan struktur kalimat
- c. mengidentifikasi dan memperbaiki kesalahan tanda baca pada teks
- d. menulis teks yang serupa dengan input teks yang diberikan
- e.

13. Jenis kegiatan dalam pelajaran bahasa Inggris yang saya harapkan dapat memperkaya kosa kata (*vocabulary*) saya adalah

- a. mencocokkan kata-kata atau ungkapan bahasa Inggris dengan maknanya yang telah disediakan
- b. mencocokkan kata-kata atau ungkapan bahasa Inggris dengan gambar
- c. melengkapi kalimat atau paragraph dengan kata-kata yang telah disediakan sebelumnya
- d. melengkapi kalimat atau paragraph dengan kata-kata sendiri berdasarkan pengetahuan
- e.

14. Dalam proses pembelajaran bahasa Inggris saya lebih suka mengerjakan tugas/kegiatan belajar Bahasa Inggris secara

- a. individu
- b. berpasangan
- c. berkelompok
- d. bekerjasama dengan semua teman di kelas
- e.

15. Dalam proses pembelajaran bahasa Inggris di kelas, saya lebih suka jika saya....

- a. hanya mendengarkan penjelasan guru di kelas
- b. berdiskusi untuk memecahkan masalah atau mengerjakan tugas
- c. menulis semua informasi yang diterangkan oleh guru
- d. presentasi setiap akhir pelajaran
- e.

16. Dalam mengerjakan tugas bahasa Inggris di kelas, saya lebih suka jika guru....

- a. memberikan soal untuk dikerjakan kemudian membahasnya
- b. memberikan contoh dari suatu pembahasan lalu memberikan tugas
- c. mengamati pekerjaan siswa lalu memberikan jawaban jika siswa menemui kesulitan
- d. berkeliling dan memberikan komentar pada pekerjaan siswa
- e.

17. Jika materi pembelajaran bahasa Inggris di MTs. dikembangkan, Materi seperti apa yang kalian inginkan? *Cekho dongeng*

Alasannya *mudah di pahami*



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

APPENDIX | 11

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

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 : Misbakhul Munirr
NPM : 1501070194
Prodi : Tadris Bahasa Inggris
Sponsor : 1. Dr. Dedi Irwansyah, M.Hum. 2. Ahmad Subhan Roza, M.Pd
Judul : *Developing English Instructional Materials for Students of Junior High School of Mts. Darun Najah Sekampung East Lampung*

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 Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

Nomor : Istimewa

Juli 2019

Hal : Izin Validasi

Yth. Ahmad Madzkur, M.Pd.

Dosen IAIN Metro

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

Nama : Misbakhul Munir

NPM : 1501070194

Prodi : Tadris Bahasa Inggris

Sponsor : 1. Dr. Dedi Irwansyah, M.Hum. 2. Ahmad Subhan Roza, M.Pd.

Judul : *Developing English Instructional Materials for student of Junior High School of Mts. Darun Najah Sekampung East Lampung*

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.



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 Iningmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iaim@metrouniv.ac.id

Nomor : Istimewa Juli 2019
Hal : Izin Validasi

Yth. Dr. Umi Yawisah, M.Hum
Dosen IAIN Metro

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

Nama : Misbakhul Munir
NPM : 1501070194
Prodi : Tadris Bahasa Inggris
Sponsor : 1. Dr. Dedi Irwansyah, M.Hum. 2. Ahmad Subhan Roza, M.Pd.
Judul : *Developing English Instructional Materials for student of Junior High School of Mts. Darun Najah Sekampung East Lampung*

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

ENGLISH COURSEBOOK

*English for the Islamic
Junior High School*

Misbakhul Munir



Unit Content Chart

No.	Title	Reading	Writing	Value	Taxonomy
1.	Prophet Adam A.S. & Hawa	Prophet Adam A.S. & Hawa text	Rewrite the story of Prophet Adam A.S. & Hawa text	Obedient, patientce	HOTS & LOTS
2.	Prophet Noah A.S	Prophet Noah A.S text	Rewrite the story of Prophet Adam Noah A.S	Belief in God, Faith, Obedient	HOTS & LOTS
3.	Prophet Ismail A.S (Qurban)	Prophet Ismail A.S (Qurban) text	Rewrite Prophet Ismail A.S (Qurban)	Faith of Muslims, Obedient	HOTS & LOTS

Page

LEARNING OUTCOMES

BY THE END OF THE UNIT, STUDENTS WILL BE ABLE TO:

1. UNDERSTAND THE HISTORY OF PROPHET ADAM A.S. & HAWA.
2. RETELL THE STORY BY THEIR OWN WORDS IN GOOD SENTENCES.
3. FIND THE NEW VOCABULARY BY READING THE STORY PROPHET ADAM A.S. & HAWA.

UNIT 1

PROPHET ADAM A.S. & HAWA

The first man descended by Allah to earth.

Lived for about **1000** years after creation.

Prophet Adam has been mentioned in **The Quran** in several verses.

The story is taken from : <https://britishcourse.com>

Page

TEXT 1

Adam & Hawa

Allah made the mountains and the seas. He made all the animals. He made the heavens and the stars. He made the sun and the moon and he made the angels. The angels were like Allah's servants and did everything He ordered. Then Allah decided to make a man. He called this first man Adam. He taught him many things so that Adam had more knowledge than the angels.



There was one Jinn, called Iblis and he thought he was better than Adam so Allah would not let him stay with the other angels. He was to be called 'Shaytan', the Devil. Shaytan blamed Adam for what had happened to him and was very angry. Allah let Adam live in a beautiful place because he was good. The place was called Paradise.

It was a very nice place but Adam was a little lonely, on his own all of the time. Allah decided to help Adam. He made Hawa to be Adam's wife. They were happy and liked living in Paradise. There was, however, one thing they were not allowed to do. There was a special tree and Allah had told them they must not eat any fruit from that tree.

At first Adam and Hawa were very good and kept away from the tree. Shaytan decided to do something very naughty. He told them they were silly to

keep away from the tree. He said nothing would happen if they ate its fruit. He said the fruit was delicious and they should try it.

After a while they began to listen to Shaytan and thought they would have just a little taste of the fruit, just to see what it was like. Shaytan was very happy because he had made them disobey Allah. As soon as they had eaten the fruit, Adam and Hawa realized that they had been very naughty and they felt guilty for what they had done.

Allah forgave them But He wouldn't let them stay in Paradise any more So He sent them to live on earth.

TASK 1

Work in pairs, each group consist 5 students. Rewrite the story above in simplified version in Indonesian then translate into english!

Indonesian

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English

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TASK 2

Read the following questions and decide the BEST answer based on TEXT 1.
Read each question carefully before marking an answer!

1. Who was the main characters of the story?
 - a. Adam
 - b. Hawa
 - c. Shaytan
 - d. Adam & Hawa
2. Who was the name of Jinn usually called?
 - a. Jinny
 - b. Iblis
 - c. Ifrid
 - d. Shaytan
3. Why Allah did not let Jinn stay with the other angels?
 - a. Because he thought better than Adam
 - b. Because he was the strongest
 - c. Because he ate the fruit
 - d. Because he was very naughty
4. Which of the following statements is TRUE?
 - a. Hawa was Adam's wife
 - b. Shaytan was Adam's true friend
 - c. Hawa was Adam's close friend
 - d. Adam had many friends
5. Why Allah did not let Adam & Hawa stay in paradise anymore?
 - a. Because they were clever
 - b. Because they ate the forbidden fruit
 - c. Because shaytan ate the forbidden fruit
 - d. Because shaytan was not happy in paradise

TASK 3

Read the words aloud. Then, match the words with their suitable meanings from the box!

Indonesian	English
a. Binatang	1. Angels (.....)
b. Bintang	2. Animals (.....)
c. Buah	3. Earth (.....)
d. Bulan	4. Fruit (.....)
e. Bumi	5. Moon (.....)
f. Gunung	6. Mountains (.....)
g. Lautan	7. Seas (.....)
h. Malaikat	8. Stars (.....)
i. Pohon	9. Heaven (.....)
j. Surga	10. Tree (.....)

TASK 4

Translate the words below and make a good sentences!

No.	Words	Translate	Sentences
1.	Eat	Makan	I eat an apple.
2.	Call		
3.	Help		
4.	Like		
5.	Make		
6.	Sent		

TASK 5

Rearrange the words below into good sentences!

1. made - the - all - he - animals
2. Adam - this - called - first - he - man
3. called - was - place - the - Paradise
4. happy - was - Shaytan - very
5. Adam - and - were - good - very - Hawa

TASK 6

Fill in the blank the sentences below based on the TEXT 1!

1. He made the sun and the moon and he the angels.
2. Allah to make a man.
3. Shaytan blamed Adam for what had to him and was very angry.
4. Adam and Hawa very good and kept away from the tree.
5. Adam and Hawa that they had been very naughty.

TASK 7

Write your opinion based on the TEXT 1 below!

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LEARNING OUTCOMES

BY THE END OF THE UNIT, STUDENTS WILL BE ABLE TO:

1. MEMORIZE THE HISTORY OF PROPHET NOAH A.S.
2. APPLY THE MORAL VALUE FROM THE STORY OF PROPHET NOAH A.S IN DAILY LIFE.
3. FIND THE NEW VOCABULARY BY READING THE STORY OF PROPHET NOAH A.S.

UNIT 2

PROPHET

NOAH A.S.



One of the **earliest** prophets sent by God.

Sharing the universal message of **Tawhid**.

He had to **warn** his people.

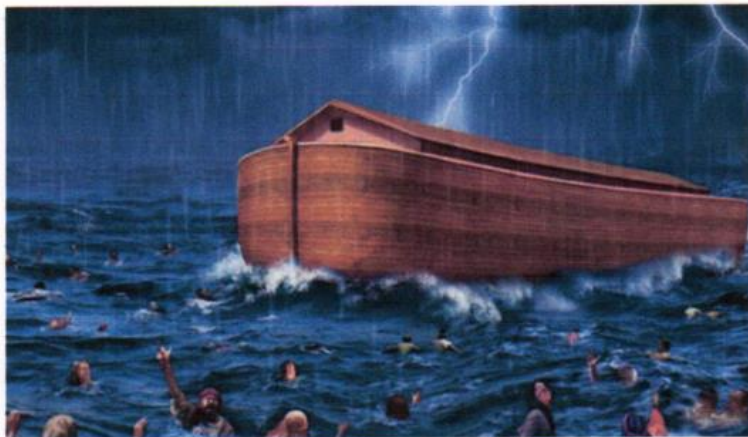
The story is taken from : <https://britishcourse.com>

TEXT 1

Prophet Noah

After many years Adam had grandchildren and even great grandchildren. There were now lots of people on earth. Many of them obeyed Allah but some were not so good and did just what they wanted to do all the time.

This made Allah very unhappy. Allah chose Noah, a good man, to tell the people that what they were doing was wrong. But they wouldn't listen to him and carried on doing bad things. Allah decided that all the naughty people should be punished. He told Noah to build a big ark near his house.



The illustration is taken from : <https://widiynews.com>

Noah quickly got busy choosing good wood and building it up into a fine ark. A lot of people laughed at him but he did not take any notice of them, because Allah had told him what to do.

When he had finished, he put lots of food into the ark and collected the good people together.

They also took lots of animals with them into the ark, two of every kind.

One day, all of a sudden, the sky went very dark and it started to rain. Lightly at first, then more and more heavily. Soon there was water everywhere. The bad people were not laughing any more. They were frightened because they had no shelter from the water.

Only the good people in the ark were safe and dry.

TASK 1

Work in pairs, each group consist 5 students. Rewrite the story above in simplified version in Indonesian then translate into english!

Indonesian

English

TASK 2

Read the following questions and decide the BEST answer based on TEXT 1.
Read each question carefully before marking an answer!

1. What is the text about?
 - a. A good man
 - b. A fisherman
 - c. Prophet Noah
 - d. Sailor
2. Why did Allah choose Noah being a prophet?
 - a. Because he was a good man.
 - b. Because he was clever.
 - c. Because he built an ark.
 - d. Because he was a sailor.
3. What is the purpose Allah choose Noah in the earth?
 - a. To tell the people that what they were doing was wrong
 - b. To build the ark near his house
 - c. To safe the people from disaster
 - d. To make the people regret what they have done
4. Which of the following statements is TRUE?
 - a. They put the animal in the ark .
 - b. Naughty people was very happy .
 - c. There was no water everywhere .
 - d. Only bad people who were safe .
5. How did Allah punish the people?
 - a. Allah made naughty people poor .
 - b. Allah made the heavy rain and disaster .
 - c. Allah made the ark for prophet Noah .
 - d. Allah made the naughty people safe .

TASK 3

Read the words aloud. Then, match the words with their suitable meanings from the box!

Indonesian	English
a. Aman	1. Ark (.....)
b. Anak - anak	2. Children (.....)
c. Bahtera (kapal)	3. Food (.....)
d. Hujan	4. House (.....)
e. Kayu	5. Naughty (.....)
f. Makanan	6. People (.....)
g. Nakal	7. Rain (.....)
h. Orang - orang	8. Safe (.....)
i. Rumah	9. Wood (.....)
j. Tahun	10. Years (.....)

TASK 4

Translate the words below and make a good sentences!

No.	Words	Translate	Sentences
1.	Build	Membangun	Noah build the ark
2.	Decide		
3.	Listen		
4.	Obey		
5.	Tell		
6.	Want		

TASK 5

Rearrange the words below into good sentences!

1. were - there - lots - of - now - people - earth - on
2. doing - were - they - wrong - was
3. told - build - Noah - to - big - ark - a - he
4. put - he - lots - of - into - food - ark - the
5. in - dry - the - ark - the - people - safe - were - and - good

TASK 6

Fill in the blank the sentences below based on the TEXT 1!

1. Many of them obeyed Allah some were not.
2. They wouldn't listen to him and carried on bad things
3. Noah quickly..... busy choosing good wood and building it up into a fine ark
4. They also took lots of animals with into the ark, two of every kind.
5. The sky went veryand it started to rain.

TASK 7

Write your opinion based on the TEXT 1 below!

.....

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LEARNING OUTCOMES

BY THE END OF THE UNIT, STUDENTS WILL BE ABLE TO:

1. MEMORIZE THE HISTORY OF PROPHET ISMAIL A.S. & QURBAN
2. APPLY THE MORAL VALUE FROM THE STORY OF PROPHET ISMAIL A.S. & QURBAN HISTORY..
3. FIND THE NEW VOCABULARY BY READING THE STORY OF PROPHET NOAH A.S.

UNIT 3

PROPHET

ISMAIL A.S. (QURBAN)

Prophet Ibrahim's **son**.

Father of Arabic country

Prophet Ismail has been mentioned in The Quran **12** verses.

The story is taken from : <https://britishcourse.com>

TEXT 1

Prophet Ismail (Qurban)

One night Ibrahim had a bad dream. He dreamt Allah told him to sacrifice Ismail. Ibrahim thought it was shaytan playing nasty tricks on him. The next night Ibrahim had the same horrid dream. Ibrahim knew that Allah would only ask him

to do such a thing if he had good reason. Even though he loved his son dearly, he was prepared to do this difficult thing for Allah.



Ibrahim told Ismail they had to go to Mount Arafat. He took a knife and a rope with him. On the way they passed a place called Mina. The devil, Shaytan, came to Ibrahim and

tried to talk him out of sacrificing his son.

Ibrahim turned his back on him and would not listen. When they reached Mount Arafat, Ibrahim told Ismail what Allah wanted him to do. Ismail listened and accepted what was to happen. He was an exceptional child. He was a great prophet too.

Ismail told his father to tie his hands and legs and blindfold himself so he would not struggle and make his father even more upset than he was going to be and Ibrahim was blindfolded so he would not see his son suffer.

Ibrahim did as Ismail had said. He then took the knife and did what Allah had told him to do. When he took the blindfold from his eyes he looked down, not at his son but at a dead ram. Ismail was at his side.

Ibrahim was afraid. He thought he had disobeyed but then he heard a voice telling him not to worry. Allah looks after his followers. Ibrahim and Ismail had passed a difficult test. Each year, during the month of *Dhul Hijjah*, many Muslims, from all over the world, travel to Makkah. They want to remember what Ibrahim and Ismail did. In the month of *Dhul Hijjah* these pilgrims go to Makkah, Mina and Arafat. They visit places where Ibrahim and Ismail lived and preached. They give a sacrifice just as Allah commanded Ibrahim to do. The pilgrims sacrifice animals in memory of the deed.

TASK 1

Work in pairs, each group consist 5 students. Rewrite the story above in simplified version in Indonesian then translate into English!

Indonesian

English

TASK 2

**Read the following questions and decide the BEST answer based on TEXT 1.
Read each question carefully before marking an answer!**

1. What is the text about?
 - a. The history of prophet Ibrahim
 - b. The history of Qurban
 - c. Prophet and Qurban
 - d. Ismail and ram
2. How was Allah told Ibrahim to sacrifice Ismail?
 - a. Ibrahim knew from his dream
 - b. Ibrahim knew from his parents
 - c. Ibrahim knew from his knowledge
 - d. Ibrahim knew from his neighbour
3. What was the response of Ismail when he knew that he would be sacrificed?
 - a. Ismail listened and refused what was to happen
 - b. Ismail listened and but he did not accepted what was to happen
 - c. Ismail listened and accepted what was to happen
 - d. Ismail listened and run away after knew what was to happen

4. Where was the story taken a place?
 - a. Mecca
 - b. Medina
 - c. Mina
 - d. Mount Arafat
5. How do Muslims remember the story above after several years?
 - e. Muslims travel to Mina at Syawal
 - f. Muslims read the Qur'an
 - g. Muslims over the world travel to Arafat at *Dzul Hijjah*
 - h. Muslims Fasting at Ramadhan

TASK 3

Read the words aloud. Then, match the words with their suitable meanings from the box!

Indonesian	English
a. Biri - biri	1. Back (.....)
b. Bulan	2. Command (.....)
c. Hidup	3. Dream (.....)
d. Kaki	4. Hands (.....)
e. Mimpi	5. Knife (.....)
f. Perintah	6. Legs (.....)
g. Pisau	7. Live (.....)
h. Punggung	8. Month (.....)
i. Tali	9. Ram (.....)
j. Tangan	10. Rope (.....)

TASK 4**Translate the words below and make a good sentences!**

No.	Words	Translate	Sentences
1.	Accept	Menerima	I accept your document
2.	Hear		
3.	Look		
4.	Reach		
5.	Tie		
6.	Try		

TASK 5**Rearrange the words below into good sentences!**

1. a - had - dream - bad - Ibrahim
2. told - to - Allah - him - Ismail - sacrifice
3. Ismail - go - they - Ibrahim - had - to - told
4. Mina - called - passed - a - place - they
5. child - an - was - exceptional - he

TASK 6**Fill in the blank the sentences below based on the TEXT 1!**

1. He dreamt Allah him to sacrifice Ismail.
2. Ibrahim thought it was shaytannasty tricks on him.
3. He wasto do this difficult thing for Allah.
4. Ibrahim told Ismail they had to to Mount Arafat.
5. Ibrahim his back on him and would not listen.

TASK 7

Write your opinion based on the TEXT 1 below!

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The answer key

A. UNIT 1

U1 T2

1. D
2. D
3. A
4. A
5. B

U1 T3

1. H
2. A
3. E
4. C
5. D
6. F
7. G
8. B
9. J
10. I

U1 T4

1. Memanggil
2. Membantu
3. Menyukai
4. Membuat
5. Mengirim

U1 T5

1. He made all the animals
2. He called this first man Adam
3. The place was called paradise
4. Shaytan was very happy
5. Adam and Hawa were very good

U1 T6

1. Made
2. Decided
3. Happened
4. Were
5. Realized

B. UNIT 2

U2 T2

1. C
2. A
3. A
4. A
5. B

U2 T3

1. C
2. B
3. F
4. I
5. G
6. H
7. D
8. A
9. E
10. J

U2 T4

1. Memutuskan
2. Mendengarkan
3. Mematuhi
4. Menceritakan
5. Menginginkan

U2 T5

1. There were lots of people on earth now
2. They were doing was wrong
3. He told Noah to build a big ark
4. He put a lots of food into the ark
5. The good people in the ark were save and dry

U2 T6

1. But
2. Doing
3. Got
4. Them
5. Dark

C. UNIT 3

U1 T2

1. B
2. A
3. C
4. D
5. C

U1 T3

1. H
 2. F
 3. E
 4. J
 5. G
6. D
 7. C
 8. B
 9. A
 10. I

U1 T4

1. Mendengar
2. Melihat
3. Meraih
4. Mengikat
5. Mencoba

U1 T5

1. Ibrahim had a bad dream
2. Allah told him to sacrificed Ismail
3. Ibrahim told Ismail they had to go
4. They passed a placed called Mina
5. He was an exceptional child

U1 T6

1. Told
2. Playing
3. Prepared
4. Go
5. Turned

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 :					

Validator
Dedi Indrawatyah

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:

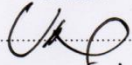
- 1: Cukup 3: Sangat Baik
2: Baik 4: Sempurna

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 :

- Daftar isi, Daftar Pustaka
- Cover, jangan seperti fotokopi artikel orang lain
- perbaiki penulisan.

Validator

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 Umi Yawisaj

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 :					

Validator

(..........)
Ahmad Waktud



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

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
 Telepon (0725) 41507, Faksimili (0725) 47296, Website: www.tarbiyah.metrouniv.ac.id, e-mail: tarbiyah.ain@metrouniv.ac.id

SURAT KETERANGAN VALIDASI

Yang bertanda tangan di bawah ini:

Nama : Dr. Dedi Inwansyah
 Jabatan/Pekerjaan : Dosen
 Instansi Asal : IAIN Metro

Menyatakan bahwa instrumen *need analysis* dengan judul:

*Developing English Instructional Materials for Students of Junior High School
 of Mts. Darun Najah Sekampung East Lampung*

dari mahasiswa:

Nama : Misbakhul Munir
 Program Study : Tadris Bahasa Inggris
 NPM : 1501070194

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

1. Please pay more attention to
mechanical aspects
2.

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

Metro,2019

Validator,

Dedi Inwansyah

*) coret yang tidak perlu



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INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBİYAH DAN ILMU KEGURUAN

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Telepon (0725) 41507, Faksimili (0725) 47296, Website: www.tarbiyah.metroiniv.ac.id; e-mail: tarbiyah.iain@metroiniv.ac.id

SURAT KETERANGAN VALIDASI

Yang bertanda tangan di bawah ini:

Nama : Dr. Umi Yawisah, M.Hum.
Jabatan/Pekerjaan : PNS / Dosen
Instansi Asal : IAIN Metro

Menyatakan bahwa instrumen *need analysis* dengan judul:

*Developing English Instructional Materials for student of Junior High School
of Mts. Darun Najah Sekampung East Lampung.*

dari mahasiswa:

Nama : Misbakhul Munir
Program Study : Tadris Bahasa Inggris
NPM : 1501070194

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

1. Lengkapi dengan Daftar Isi, Kata Pengantar, Daftar Pustaka, penjelasan utbk kls berapa?
2. Perlu juga membuat soal yg bertujuan membangkitkan background knowledge siswa (jawaban tdk ada di soal, Hrg masalah dan latihan yg tdk)

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

Metro, 10 Juli 2019

Validator,

*) coret yang tidak perlu



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SURAT KETERANGAN VALIDASI

Yang bertanda tangan di bawah ini:

Nama : Ahmad Madkur, MPA
Jabatan/Pekerjaan : Dosen
Instansi Asal : IAIN Metro

Menyatakan bahwa instrumen *need analysis* dengan judul:

Developing English Instructional Materials for student of Junior High School of Mts. Darun Najah Sekampung East Lampung.

dari mahasiswa:

Nama : Misbakhul Munir
Program Study : Tadris Bahasa Inggris
NPM : 1501070194

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

1. Daftar isi harap dibuat lebih lengkap, memuat judul, subjudul, dan halaman
- 2.

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Metro,.....2019

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ENGLISH COURSEBOOK

English for the Islamic

Junior High School

For 8th Graders

Misbakhul Munir



ACKNOWLEDGEMENTS

Alhamdulillah Rabbil Alamin, the researcher would like to express her deepest gratitude to the almighty Allah SWT., the only provider, the most merciful who gives His guidance, inspiration and good healthy for all time to conduct the English Instructional Materials for Students of Islamic Junior High School of Darun Najah Sekampung East Lampung. Also shalawat and salam are always delivered to our great Prophet Muhammad SAW., who has brought us from the darkness to the lightness.

This Instructional materials is conducted by the researcher to fulfil the student needs of Junior High School in Islamic context in Darun Najah Sekampung East Lampung entitled "English Coursebook for Students of Islamic Junior High School of Darun Najah Sekampung East Lampung". The instructional materials are specifically used for the 8th graders.

During the writing of instructional materials, the researcher received much assistance from a number of people, for their valuable guidance, correction, suggestion, advice and golden support. Without them, the writing of this instructional materials would never been possibly completed.

Metro, Juli 2019

Misbakhul Munir

Unit Content Chart

No.	Title	Reading	Writing	Value	Taxonomy
1.	Prophet Adam A.S. & Hawa	Prophet Adam A.S. & Hawa text	Rewrite the story of Prophet Adam A.S. & Hawa text	Obedient, patientce	HOTS & LOTS
2.	Prophet Noah A.S	Prophet Noah A.S text	Rewrite the story of Prophet Adam Noah A.S	Belief in God, Faith, Obedient	HOTS & LOTS
3.	Prophet Ismail A.S (Qurban)	Prophet Ismail A.S (Qurban) text	Rewrite Prophet Ismail A.S (Qurban)	Faith of Muslims, Obedient	HOTS & LOTS

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LEARNING OUTCOMES

BY THE END OF THE UNIT, STUDENTS WILL BE ABLE TO:

1. UNDERSTAND THE HISTORY OF PROPHET ADAM A.S. & HAWA.
2. RETELL THE STORY BY THEIR OWN WORDS IN GOOD SENTENCES.
3. FIND THE NEW VOCABULARY BY READING THE STORY PROPHET ADAM A.S. & HAWA.

UNIT 1

PROPHET ADAM A.S. & HAWA

The first man descended by Allah to earth.

Lived for about **1000** years after creation.

Prophet Adam has been mentioned in **The Quran** in several verses.

The Story is taken from : <https://britishcourse.com>

TEXT 1

Adam & Hawa

Allah made the mountains and the seas. He made all the animals. He made the heavens and the stars. He made the sun and the moon and he made the angels. The angels were like Allah's servants and did everything He ordered. Then Allah decided to make a man. He called this first man Adam. He taught him many things so that Adam had more knowledge than the angels.



There was one Jinn, called Iblis and he thought he was better than Adam so Allah would not let him stay with the other angels. He was to be called 'Shaytan', the Devil. Shaytan blamed Adam for what had happened to him and was very angry. Allah let Adam live in a beautiful place because he was good. The place was called Paradise.

It was a very nice place but Adam was a little lonely, on his own all of the time. Allah decided to help Adam. He made Hawa to be Adam's wife. They were happy and liked living in Paradise. There was, however, one thing they were not allowed to do. There was a special tree and Allah had told them they must not eat any fruit from that tree.

At first Adam and Hawa were very good and kept away from the tree. Shaytan decided to do something very naughty. He told them they were silly to keep away from the tree. He said nothing would happen if they ate its fruit. He said the fruit was delicious and they should try it.

After a while they began to listen to Shaytan and thought they would have just a little taste of the fruit, just to see what it was like. Shaytan was very happy because he had made them disobey Allah. As soon as they had eaten the fruit, Adam and Hawa realized that they had been very naughty and they felt guilty for what they had done.

Allah forgave them But He wouldn't let them stay in Paradise any more So He sent them to live on earth.

TASK 1

Work in pairs, each group consist 5 students. Rewrite the story above in simplified version in Indonesian then translate into english!

Indonesian

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English

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TASK 2

Read the following questions and decide the BEST answer based on TEXT 1. Read each question carefully before marking an answer!

1. Who was the main characters of the story?
 - a. Adam
 - b. Hawa
 - c. Shaytan
 - d. Adam & Hawa
2. Who was the name of Jinn usually called?
 - a. Jinny
 - b. Iblis
 - c. Ifrid
 - d. Shaytan
3. Why Allah did not let Jinn stay with the other angels?
 - a. Because he thought better than Adam.
 - b. Because he was the strongest.
 - c. Because he ate the fruit.
 - d. Because he was very naughty.
4. Which of the following statements is TRUE?
 - a. Hawa was Adam's wife.
 - b. Shaytan was Adam's true friend.
 - c. Hawa was Adam's close friend.
 - d. Adam had many friends.
5. Why Allah did not let Adam & Hawa stay in paradise anymore?
 - a. Because they were clever.
 - b. Because they ate the forbidden fruit.
 - c. Because shaytan ate the forbidden fruit.
 - d. Because shaytan was not happy in paradise.

TASK 3

Read the words aloud. Then, match the words with their suitable meanings from the box!

Indonesian	English
a. Binatang	1. Angels (.....)
b. Bintang	2. Animals (.....)
c. Buah	3. Earth (.....)
d. Bulan	4. Fruit (.....)
e. Bumi	5. Moon (.....)
f. Gunung	6. Mountains (.....)
g. Lautan	7. Seas (.....)
h. Malaikat	8. Stars (.....)
i. Pohon	9. Heaven (.....)
j. Surga	10. Tree (.....)

TASK 4

Translate the words below and make a good sentences!

No.	Words	Translate	Sentences
1.	Eat	Makan	I eat an apple.
2.	Call		
3.	Help		
4.	Like		
5.	Make		
6.	Sent		

TASK 5

Rearrange the words below into good sentences!

1. made - the - all - he - animals
2. Adam - this - called - first - he - man
3. called - was – place - the - Paradise
4. happy - was - Shaytan - very
5. Adam - and - were - good - very – Hawa

TASK 6

Fill in the blank the sentences below based on the TEXT 1!

1. He made the sun and the moon and he the angels.
2. Allah to make a man.
3. Shaytan blamed Adam for what had to him and was very angry.
4. Adam and Hawa very good and kept away from the tree.
5. Adam and Hawa that they had been very naughty.

TASK 7

Write your opinion based on the TEXT 1 below!

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LEARNING OUTCOMES

BY THE END OF THE UNIT, STUDENTS WILL BE ABLE TO:

1. MEMORIZE THE HISTORY OF PROPHET NOAH A.S.
2. APPLY THE MORAL VALUE FROM THE STORY OF PROPHET NOAH A.S IN DAILY LIFE.
3. FIND THE NEW VOCABULARY BY READING THE STORY OF PROPHET NOAH A.S.

UNIT 2

PROPHET

NOAH A.S.

One of the **earliest** prophets sent by God.
Sharing the universal message of Tawhid.
He had to **warn** his people.

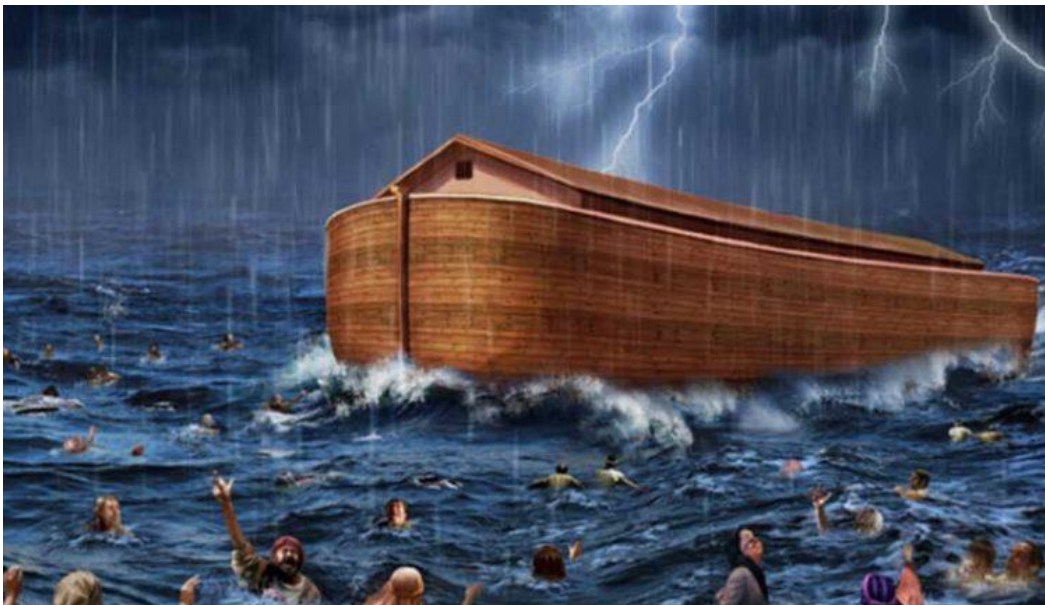
The story is taken from : <https://britishcourse.com>

TEXT 1

Prophet Noah

After many years Adam had grandchildren and even great grandchildren. There were now lots of people on earth. Many of them obeyed Allah but some were not so good and did just what they wanted to do all the time.

This made Allah very unhappy. Allah chose Noah, a good man, to tell the people that what they were doing was wrong. But they wouldn't listen to him and carried on doing bad things. Allah decided that all the naughty people should be punished. He told Noah to build a big ark near his house.



The illustration is taken from : <https://widiynews.com>

Noah quickly got busy choosing good wood and building it up into a fine ark. A lot of people laughed at him but he did not take any notice of them, because Allah had told him what to do.

When he had finished, he put lots of food into the ark and collected the good people together.

They also took lots of animals with them into the ark, two of every kind.

One day, all of a sudden, the sky went very dark and it started to rain. Lightly at first, then more and more heavily. Soon there was water everywhere. The bad people were not laughing any more. They were frightened because they had no shelter from the water.

Only the good people in the ark were safe and dry.

TASK 1

Work in pairs, each group consist 5 students. Rewrite the story above in simplified version in Indonesian then translate into english!

Indonesian

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English

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TASK 2

Read the following questions and decide the BEST answer based on TEXT 1. Read each question carefully before marking an answer!

1. What is the text about?
 - a. A good man
 - b. A fisherman
 - c. Prophet Noah
 - d. Sailor
2. Why did Allah choose Noah being a prophet?
 - a. Because he was a good man.
 - b. Because he was clever.
 - c. Because he built an ark.
 - d. Because he was a sailor.
3. What is the purpose Allah choose Noah in the earth?
 - a. To tell the people that what they were doing was wrong
 - b. To build the ark near his house
 - c. To safe the people from disaster
 - d. To make the people regret what they have done
4. Which of the following statements is TRUE?
 - a. They put the animal in the ark.
 - b. Naughty people was very happy.
 - c. There was no water everywhere.
 - d. Only bad people who were safe.
5. How did Allah punish the people?
 - a. Allah made naughty people poor.
 - b. Allah made the heavy rain and disaster.
 - c. Allah made the ark for prophet Noah.
 - d. Allah made the naughty people safe.

TASK 3

Read the words aloud. Then, match the words with their suitable meanings from the box!

Indonesian	English
a. Aman	1. Ark (.....)
b. Anak - anak	2. Children (.....)
c. Bahtera (kapal)	3. Food (.....)
d. Hujan	4. House (.....)
e. Kayu	5. Naughty (.....)
f. Makanan	6. People (.....)
g. Nakal	7. Rain (.....)
h. Orang - orang	8. Safe (.....)
i. Rumah	9. Wood (.....)
j. Tahun	10. Years (.....)

TASK 4

Translate the words below and make a good sentences!

No.	Words	Translate	Sentences
1.	Build	Membangun	Noah build the ark
2.	Decide		
3.	Listen		
4.	Obey		
5.	Tell		
6.	Want		

TASK 5

Rearrange the words below into good sentences!

1. were - there - lots - of - now - people - earth - on
2. doing - were - they - wrong - was
3. told - build - Noah - to - big - ark - a - he
4. put - he - lots - of - into - food - ark - the
5. in - dry - the - ark - the - people - safe - were - and - good

TASK 6

Fill in the blank the sentences below based on the TEXT 1!

1. Many of them obeyed Allah some were not.
2. They wouldn't listen to him and carried on bad things
3. Noah quickly..... busy choosing good wood and building it up into a fine ark
4. They also took lots of animals with into the ark, two of every kind.
5. The sky went veryand it started to rain.

TASK 7

Write your opinion based on the TEXT 1 below!

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LEARNING OUTCOMES

BY THE END OF THE UNIT, STUDENTS WILL BE ABLE TO:

1. MEMORIZE THE HISTORY OF PROPHET ISMAIL A.S. & QURBAN
2. APPLY THE MORAL VALUE FROM THE STORY OF PROPHET ISMAIL A.S. & QURBAN HISTORY..
3. FIND THE NEW VOCABULARY BY READING THE STORY OF PROPHET NOAH A.S.

UNIT 3

PROPHET

ISMAIL A.S. (QURBAN)

Prophet Ibrahim's **son**.

Father of Arabic country

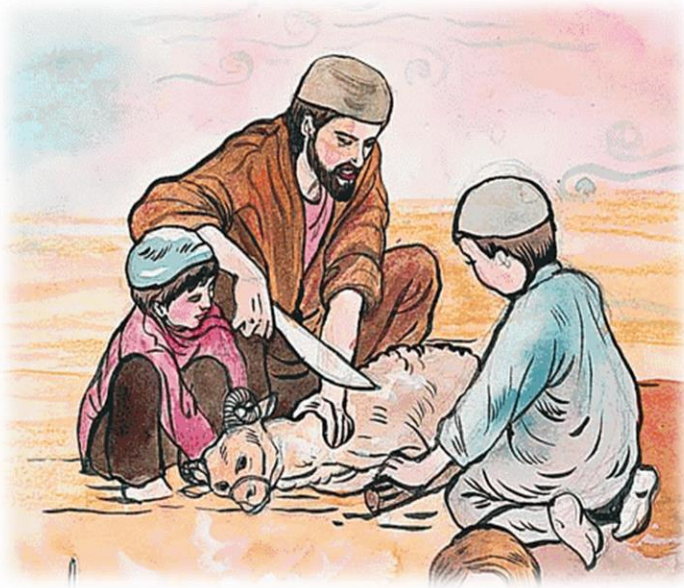
Prophet Ismail has been mentioned in The Quran **12** verses.

The story is taken from : <https://britishcourse.com>

TEXT 1

Prophet Ismail (Qurban)

One night Ibrahim had a bad dream. He dreamt Allah told him to sacrifice Ismail. Ibrahim thought it was shaytan playing nasty tricks on him. The next night Ibrahim had the same horrid dream. Ibrahim knew that Allah would only ask him to do such a thing if he had good reason. Even though he loved his son dearly, he was prepared to do this difficult thing for Allah.



Ibrahim told Ismail they had to go to Mount Arafat. He took a knife and a rope with him. On the way they passed a place called Mina. The devil, Shaytan, came to Ibrahim and tried to talk him out of sacrificing his son.

Ibrahim turned his back on him and would not listen. When they reached Mount Arafat, Ibrahim told Ismail what Allah wanted him to do. Ismail listened and accepted what was to happen. He was an exceptional child. He was a great prophet too.

Ismail told his father to tie his hands and legs and blindfold himself so he would not struggle and make his father even more upset than he was going to be and Ibrahim was blindfolded so he would not see his son suffer.

Ibrahim did as Ismail had said. He then took the knife and did what Allah had told him to do. When he took the blindfold from his eyes he looked down, not at his son but at a dead ram. Ismail was at his side.

Ibrahim was afraid. He thought he had disobeyed but then he heard a voice telling him not to worry. Allah looks after his followers. Ibrahim and Ismail had passed a difficult test. Each year, during the month of *Dhul Hijjah*, many Muslims, from all over the world, travel to Makkah. They want to remember what Ibrahim and Ismail did. In the month of *Dhul Hijjah* these pilgrims go to Makkah, Mina and Arafat. They visit places where Ibrahim and Ismail lived and preached. They give a sacrifice just as Allah commanded Ibrahim to do. The pilgrims sacrifice animals in memory of the deed.

TASK 1

Work in pairs, each group consist 5 students. Rewrite the story above in simplified version in Indonesian then translate into English!

Indonesian

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English

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TASK 2

Read the following questions and decide the BEST answer based on TEXT 1. Read each question carefully before marking an answer!

1. What is the text about?
 - a. The history of prophet Ibrahim
 - b. The history of Qurban
 - c. Prophet and Qurban
 - d. Ismail and ram
2. How was Allah told Ibrahim to sacrifice Ismail?
 - a. Ibrahim knew from his dream.
 - b. Ibrahim knew from his parents.
 - c. Ibrahim knew from his knowledge.
 - d. Ibrahim knew from his neighbour.
3. What was the response of Ismail when he knew that he would be sacrificed?
 - a. Ismail listened and refused what was to happen.
 - b. Ismail listened and but he did not accepted what was to happen.
 - c. Ismail listened and accepted what was to happen.
 - d. Ismail listened and run away after knew what was to happen.
4. Where was the story taken a place?
 - a. Mecca
 - b. Medina
 - c. Mina
 - d. Mount Arafat
5. How do Muslims remember the story above after several years?
 - e. Muslims travel to Mina at Syawal.
 - f. Muslims read the Qur'an.
 - g. Muslims over the world travel to Arafat at *Dzul Hijjah*.
 - h. Muslims Fasting at Ramadhan.

TASK 3

Read the words aloud. Then, match the words with their suitable meanings from the box!

Indonesian	English
a. Biri - biri	1. Back (.....)
b. Bulan	2. Command (.....)
c. Hidup	3. Dream (.....)
d. Kaki	4. Hands (.....)
e. Mimpi	5. Knife (.....)
f. Perintah	6. Legs (.....)
g. Pisau	7. Live (.....)
h. Punggung	8. Month (.....)
i. Tali	9. Ram (.....)
j. Tangan	10. Rope (.....)

TASK 4

Translate the words below and make a good sentences!

No.	Words	Translate	Sentences
1.	Accept	Menerima	I accept your document
2.	Hear		
3.	Look		
4.	Reach		
5.	Tie		
6.	Try		

TASK 5

Rearrange the words below into good sentences!

1. a - had - dream - bad - Ibrahim
2. told - to - Allah - him - Ismail - sacrifice
3. Ismail - go - they - Ibrahim - had - to - told
4. Mina - called - passed - a - place - they
5. child - an - was - exceptional - he

TASK 6

Fill in the blank the sentences below based on the TEXT 1!

1. He dreamt Allah him to sacrifice Ismail.
2. Ibrahim thought it was shaytannasty tricks on him.
3. He wasto do this difficult thing for Allah.
4. Ibrahim told Ismail they had to to Mount Arafat.
5. Ibrahim his back on him and would not listen.

TASK 7

Write your opinion based on the TEXT 1 below!

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The answer key

A. UNIT 1

U1 T2

1. D
2. D
3. A
4. A
5. B

1. H
2. A
3. E
4. C
5. D

U1 T3

6. F
7. G
8. B
9. J
10. I

U1 T4

1. Memanggil
2. Membantu
3. Menyukai
4. Membuat
5. Mengirim

U1 T5

1. He made all the animals
2. He called this first man Adam
3. The place was called paradise
4. Shaytan was very happy
5. Adam and Hawa were very good

U1 T6

1. Made
2. Decided
3. Happened
4. Were
5. Realized

B. UNIT 2

U2 T2

1. C
2. A
3. A
4. A
5. B

1. C
2. B
3. F
4. I
5. G

U2 T3

6. H
7. D
8. A
9. E
10. J

U2 T4

1. Memutuskan
2. Mendengarkan
3. Mematuhi
4. Menceritakan
5. Menginginkan

U2 T5

1. There were lots of people on earth now
2. They were doing was wrong
3. He told Noah to build a big ark
4. He put a lots of food into the ark
5. The good people in the ark were save and dry

U2 T6

1. But
2. Doing
3. Got
4. Them
5. Dark

C. UNIT 3

U1 T2

1. B
2. A
3. C
4. D
5. C

U1 T3

1. H
2. F
3. E
4. J
5. G
6. D
7. C
8. B
9. A
10. I

U1 T4

1. Mendengar
2. Melihat
3. Meraih
4. Mengikat
5. Mencoba

U1 T5

1. Ibrahim had a bad dream
2. Allah told him to sacrificed Ismail
3. Ibrahim told Ismail they had to go
4. They passed a placed called Mina
5. He was an exceptional child

U1 T6

1. Told
2. Playing
3. Prepared
4. Go
5. Turned



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 NPM : 1501070194 Semester/TA : VIII/ 2019

No	Hari/ Tanggal	Pembimbing II	Hal yang dibicarakan	Tanda Tangan
	1 22/07/19	✓	Reverse Page Number	
	2 22/07/19	✓	Remove Preface to Appendix	
	3 22/07/19	✓	Mr Anggoro & Idris	

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Dosen Pembimbing II

Ahmad Subhan Roza, M.Pd.
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NPM : 1501070194 Semester/TA : VIII/ 2019

No	Hari/ Tanggal	Pembimbing I	Hal yang dibicarakan	Tanda Tangan
	19/07/19		Chapter IV Chapter V please revise accordingly	
	23/07/19		Fee for Munawaroh	

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DOCUMENTATION



Interview The English Teacher of MTs Darun Najah



Distributing Questionnaire



Product Validation



Product Validation

CURRICULUM VITAE



Misbakhul Munir He was born in Kota Banyu, on December 06, 1997. He is the first child of a happy couple, Sobi'in and Mujiatun.

In 2009, He graduated from SDN 04 Summersari, Sekampung, East Lampung. At the time 2012, He graduated from SMPN 1 Bumi Agung. Then, he continued his study to SMAN 01 Sekampung and graduated in 2015. In 2015, He entered S1 English Education Program of states Islamic studies of Metro

(IAIN Metro).