

AN UNDERGRADUATE THESIS

**DEVELOPING ENGLISH LEARNING MATERIALS FOR STUDENTS
OF ISLAMIC ELEMENTARY SCHOOL TEACHER EDUCATION
STUDY PROGRAM AT IAIN METRO**

By:
Siti Zainatul Mar'ah
Student Number: 1501070208



Tarbiyah and Teacher's Training Faculty
English Education Department

STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO

1441 H / 2020 M

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**DEVELOPING ENGLISH LEARNING MATERIALS FOR STUDENTS
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Presented as a Partial Fulfillment of the Requirements for the Degree of Sarjana
Pendidikan (S.Pd) In English Education Department

By:
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STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO
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APPROVAL PAGE

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Sudah kami dapat setuju dan dapat diajukan untuk dimunaqosyah, demikian harapan kami atas perhatiannya kami ucapkan terima kasih.

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RATIFICATION PAGE

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An Undergraduate thesis entitled: DEVELOPING ENGLISH LEARNING MATERIALS FOR STUDENTS OF ISLAMIC ELEMENTARY SCHOOL TEACHER EDUCATION STUDY PROGRAM AT IAIN METRO., Written by: Siti Zainatul Mar'ah, Student Number 1501070208 English Education Department had been examined (munaqosyah) in Tarbiyah and Teacher Training Faculty on July 17th, 2020, at 13.00-15.00. AM

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**DEVELOPING ENGLISH LEARNING MATERIAL FOR STUDENTS
OF ISLAMIC ELEMENTARY SCHOOL TEACHER EDUCATION
STUDY PROGRAM AT IAIN METRO**

ABSTRACT

By:
SITI ZAINATUL MAR'AH

This research aims to Develop English Learning Materials for students from the department of Islamic Elementary School Teacher Education because no English course-book corresponds to the level of English proficiency at the base level of students. Using research and development (R&D) design, this research includes five steps: Research and information gathering, planning, development, validation, and revision. To validate this product, three validators have been involved. The validation results show that some aspects of material developed by Aiken's V are higher than 0.5. These aspects include: suitability of title, appropriateness of size, material accuracy, communicative, and harmony and unity of ideas.

Furthermore, several other aspects need to be revised by the validator's assessment/suggestion. It includes language and vocabulary, material suitability, material depth, material accuracy, material up-to-date, conformity with student development level, accuracy, presentation techniques, learning presentation, and content layout. After revising the product by the validator's suggestion, it can be concluded that the material developed in this thesis can be used well for the Department of Islamic Elementary School Teacher Education.

Keywords: *English material*, Islamic Elementary School Teacher Education., *Material development*.

**PENGEMBANGAN MATERI PEMBELAJARAN BAHASA INGGRIS
UNTUK MAHASISWA PROGRAM STUDI PENDIDIKAN GURU
MADRASAH IBTIDAIYAH DI IAIN METRO**

ABSTRAK

Oleh:
SITI ZAINATUL MAR'AH

Penelitian ini bertujuan untuk Mengembangkan Bahan Pembelajaran Bahasa Inggris untuk siswa dari Jurusan Pendidikan Guru Madrasah Ibtidaiyah karena tidak ada buku pelajaran bahasa Inggris yang sesuai dengan tingkat kemahiran berbahasa Inggris di tingkat dasar siswa. Menggunakan desain penelitian dan pengembangan (R&D), penelitian ini meliputi lima langkah: Penelitian dan pengumpulan informasi, perencanaan, pengembangan, validasi, dan revisi. Untuk memvalidasi produk ini, tiga validator telah terlibat. Hasil validasi menunjukkan bahwa beberapa aspek materi yang dikembangkan oleh Aiken V lebih tinggi dari 0,5. Aspek-aspek ini meliputi: kesesuaian judul, kesesuaian ukuran, akurasi bahan, komunikatif, dan harmoni dan kesatuan ide.

Selain itu, beberapa aspek lain perlu direvisi oleh penilaian/saran validator. Ini termasuk bahasa dan kosa kata, kesesuaian materi, kedalaman materi, akurasi bahan, materi terbaru, kesesuaian dengan tingkat perkembangan siswa, akurasi, teknik presentasi, presentasi pembelajaran, dan tata letak konten. Setelah merevisi produk dengan saran validator, dapat disimpulkan bahwa materi yang dikembangkan dalam skripsi ini dapat digunakan dengan baik untuk Jurusan Pendidikan Guru Madrasah Ibtidaiyah.

Kata kunci: Materi bahasa Inggris, Pendidikan Guru Madrasah Ibtidaiyah, Pengembangan materi.

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

Metro, Juli 2020

Yang menyatakan


Siti Zainatul Mar'ah
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MOTTO

سَيَجْعَلُ اللَّهُ بَعْدَ عُسْرٍ يُسْرًا ﴿٧﴾

After a difficulty, Allah will soon grant relief.

(Al Talaq: 7)

This world is in the hands of the dreamers. Their unlimited imagination creates possibilities in impossibility. You are who dare to dream, already have one capital to face the cruelty of life.

(Andrea Hirata)

DEDICATION PAGE

This undergraduate thesis is especially dedicated to:

My beloved parents Mr. Rofi'i (Alm) and Mrs. Nasiatin, for their never-ending love, pray, support, and the power to pass through the obstacle.

My best brother and sister, Muhajir, Ismiatun, Fatimah, Narti, Umami, Ali, and Abu) for their patient to support their most younger sister.

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My conferences of the birds who have been giving motivate to go ahead. My other family of Sahabat Pulau Lampung and Linking Coffee who brought fresh air, lots of love, and support. Finally, I made it.

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My beloved friends whom I cannot tell one by one, who always play, stand, and stay around.

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First of all, my deepest gratitude will go to my dear parents who always give everything to support their daughter to be a better person.

Next, the greatest gratitude would also be addressed to:

1. Dr. Hj. Akla, M.Pd the dean of Tarbiyah and Teacher Training Faculty of IAIN Metro.
2. Mr. Ahmad Subhan Roza, M.Pd the Head of English education department of IAIN Metro.
3. Mr. Dr.Dedi Irwansyah, M.Hum, my sponsor.
4. Mrs. Trisna Dinillah Harya, M.Pd, my co-sponsor.
5. All of my lecturer in English Education Department who always enriching my insight.

Finally, the researcher realized that this undergraduate thesis has any weakness. Therefore, the writer does apology as much as the mistaken, besides the writer waits for suggestion for the perfect research.

Metro, July 2020



Siti Zainatul Mar'ah
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CHAPTER I

INTRODUCTION

A. Background of Study

English is an important international language for international interaction. In globalization era, English is mostly worth it as lingua franca in many countries. English makes people easy for reaching some educational or business interaction for each country that has made a relationship and agreement with an ultimate goal, for improving the educational system and economic growth.

English Language Teaching (ELT) in Indonesia is helpful for the students and teachers to reach educational interaction within international knowledge. It is known as globalizing world, that many books and good sources are using English. There are also a lot of books translated into Indonesian language, but for many reason there are various different terms which have same meaning. Indonesia is also placed in expanding circle. Hence, Teaching English as Foreign Language (TEFL) comes for teaching and learning English in Indonesian context. In addition, students' needs, students' ages, learning materials, students' background, teaching method, and teaching technique to ease people in teaching English in Indonesia.

The development of English Materials within TEFL can decrease the students' dilemma because the general English material is not suit for all study programs. Especially in IAIN Metro, students of Islamic Elementary School

Teacher Education (PGMI). In the field the students of PGMI are not taught intensively English in specific materials. PGMI students only get the ELT basics English as a freshman that known as English one (first semester) and English two (second semester). The students need the English Materials that propose to prepare the teacher to teach the students of elementary school within Islamic content by using English for Young Learners (EYL). Therefore, English materials development which specifically for the specific study program is the crucial factor.

Regarding from this study, the researcher considers some of prior studies about Developing English Materials for PGMI. Yunita and Pratiwi reported the general English is material that is not in accordance with the objectives of each study program, for example Elementary School Teacher Education (PGSD). Student needs, material/topics, vocabulary that must be studied, and English programs that are suitable for students of PGSD is also different from every study program requirement.¹

Zein proposes redesign the pre-service education curriculum as well as a special preparation for Elementary English teachers. The study also highlights the importance of training schemes for teacher educators in teaching EYL. Although the implications of this research are derived from the

¹ RatnaYunita And Naning Pratiwi, International Journal Of Learning And Teaching, Developing English Program For Elementary School Teacher Educ Vol. 3, No. 3 September 2017,1.

current Indonesian context, they can also provide an explanation for the confusion currently faced by other countries that face the same dilemma.²

Supriyanty shows that collaboration with those involved in providing English for school for young students is a must. Teacher training institutions, education offices of all levels, communities must work together, have the same perception. In other words, policy, theory, practice, and research must be combined to get the best results in providing English in elementary school.³

Musyarafah explains that in order to have a comprehensive understanding about development of instructional material and lesson plan based on competence, fulfill relevancy, adequacy, and novelty, the students in Teaching EYL subject is supplied with multimedia instructional material, so students can pay attention to the frame of learning material in Instructional English and their teaching and learning process. Based on that problem, the interactive multimedia-based learning material for English-based Character Education was developed. This uses the Macromedia flash program application, interesting animations, audio, videos and evaluations about the development of teaching materials and lesson plans.⁴

Çakir states that large dependence on the course book does not lead teachers to successful and satisfying results. Instead, they need to consistently

² Muhammad Subhan Zein, *Australian Journal Of Teacher Educational*, State Islamic University Syarif Hidayatullah Preparing Elementary English Teacher: Innovations At Pre-Service Level Volume. 40 Issue 6 2015,1.

³ Nury Supriyanty, *JournalOfEducationAndLearning*. Universitas Negeri Yogyakarta, Challenges In Providing Trainings For English Teachers Of Elementary Shcool Vol.6 (3) 2012,1.

⁴ Musyarrafah, *Jurnal Tarbiyah, Jurnal Ilmiah Kependidikan Iain Antasari Banjarmasin*, Pengembangan Bahan Ajar Bahasa Inggris Bermuatan Pendidikan Karakter Berbasis Multimedia Interaktif Menggunakan Macromediaflash (Studi Kasus Mata Kuliah Pembelajaran Bahasa Inggris Mi Jurusan Pendidikan Guru Madrasah Ibtidaiyah) Vol. 5 No. 2. Juli – Desember 2016,1.

vary the type of material; use English that is true, natural, and current and standard; and adapt and develop the right materials, both commercial and non-commercial, at any time.⁵

Some of the researches have been tried in Developing English Materials for Students of PGSD. However, little attention has been paid to developing English materials for PGMI at IAIN Metro within Islamic in the Indonesian context by using correct, natural, current, and English standard. In this case, the researcher will conduct research about Developing English Materials for PGMI at IAIN Metro. The development is important for the candidates of PGMI at IAIN Metro in providing the Islamic teaching course book for English subject developed based on the need.

B. Problem Identification

The pre survey was conducted to identify various problems that occurred in the process of teaching English for children, at the PGMI IAIN Metro study program.

Problems that have been identified include:

1. Students of PGMI study program acquires ELT only at the first and second semesters;
2. Less motivation and the suitable English learning materials for students of PGMI study program;

⁵ İsmailÇakir, International Electronic JournalOf Elementary Education,Erciyes University, Kayseri, Turkey, Instructiona lMaterials Commonly Employed By Foreign Language Teachers At Elementary Schools Volume 1 No. 82015, 2016,79.

3. Developing English Materials that propose in PGMI context with EYL can ease PGMI students to reach more about English within their intention.

C. Problem Limitation

This research is aimed on developing suitable English learning materials complying with the students specific needs of PGMI study program.

D. Problem Formulation

The problem formulation of this research embraces.

1. What is the English learning need of students of the PGMI study program?
2. What is the English learning material for students in the PGMI study program like?
3. What is the internal validity of the English language learning material developed for PGMI study program students?

E. Objectives of The Study

The objectives of this study are:

1. To describe the learning needs of students of the PGMI study program;
2. To develop suitable English materials for students of the PGMI study program; and
3. To find out the internal validity of English learning materials developed for students of the PGMI study program.

CHAPTER II

LITERATURE REVIEW

A. Theoretical Review

Some opinions from the experts related to the following research are presented to strengthen the arguments submitted by the researcher.

1. Teaching English as a Foreign Language

English is a universal language used in many countries in the world. According to Brown, EFL always purpose to specifically to English which is taught in countries where English is not the main language of trade and education.⁶

Broughton *et al.*, report English as an internationalism of the 4.000 to 5.000 used. English is the most universal language uses in the world. Meanwhile, 300 million English native speaker in every continent are found, and totals over 250 million people are huge dispense using English for their daily language equally with their mother tongue.⁷

In addition Lin and Chien define TEFL is stressed on English in educational side, because English taught at the place with students are not speaking English, but learn English as a foreign language. TEFL is explained accurately for people that using English as a communication tool in various countries in the world, rather than using English as their

⁶ H. Douglas Brown Teaching by Principles An Interactive Approach to Language Pedagogy second edition, 2000,93.

⁷ Geoffrey Broughton et al., Teaching English as a Foreign Language, University of London Institute of Education, First published 1978 by Routledge&Kegan Paul Ltd This edition published in the Taylor & Francis e-Library Second Edition 2003,40.

mother tongue, or main language for educational language used. For many times, TEFL is hold to strengthen that English is not the crucial factor language in nations. Meanwhile, English is freely used anywhere in 3 apply for stresses on governmental administrating behaviors, school education, communication in special events, or interaction in profitable institutions for business and marketing activities doing.⁸

Similarly, Gilby urges that Teaching English as a Foreign Language (TEFL), which is also known as Teaching English to Speakers of Other Languages (TESOL) or English Language Teaching (ELT), necessitate the instructional English language to people that non-native English.⁹

Next, Maxom argues that the purpose of TEFL is to teach appropriate English to the learners, however the learners will able to speak English as well as the teachers.¹⁰ Dakowska holds English as a foreign language must be stressed from English as a second language because the second language is learned in the group of people who apply it. It difference in the case of foreign languages study is not limited to class processes, but it is significantly enhanced by environmental input and interaction.¹¹

⁸ Lin and Chien An Introduction To English Teaching, A Textbook For English Educators, VdmVerlag Dr. Muller Isbn: 978-3-639-227314, 2000,2-3.

⁹ Clare Gilby Teaching English As A Foreign Language, Cc 16 Edge Hill University Careers Centre, August 2011,4.

¹⁰ Michelle Maxom, Teaching English As A Foreign Language For Dummies, Published By John Wiley & Sons, Ltd, Isbn: 978-0-470-74576-2, 2009,20.

¹¹ Maria Dakowska Teaching English As A Foreign Language A Guide For Professionals, WydawnictwoNaukowePwn Warszawa 2005,12.

Accordingly, TEFL is a crucial factor to facilitate English teachers in which country that English is not the mother tongue. TEFL comes for giving the strategies and ideas to do instruction of English materials to the students that are not living in the atmosphere of English language. Therefore, TEFL helps the teachers of the subject materials to do the instruction easily by using one of the teaching strategy and method to make the students interesting studying the English subject materials.

2. Teaching English at Islamic University

Some previous researches have stated their statement on an application in teaching English on campus based on Islamic campus. Here are some of the results of expert research poured into several ideas.

According to Irwansyah, ELT within Islamic context has its justification in Quranic revelation and prophetic tradition. Next, the Islamic epistemology and the Western epistemology ought to be interconnected rather than to be put within a contestation structure. Then, the Islamic epistemology should be merged, explicitly or implicitly, toward the curriculum, training materials, classroom circumstance, assessment, educational surrounding, and research scheme. It is nominate that ELT practitioners responsibility regard the concept of Qur'an as the basis of linguistics and language pedagogy, and creatively adjust the issues of locality and particularity toward their instructional activities.¹²

¹² Dedi Irwansyah, Teaching English At Indonesian Islamic Higher Education: An Epistemological Perspective, *Dinamikallmu* Vol. 18 No. 1, 2018,1.

Nurpahmi *et al.*, explain a single case study at Indonesian Islamic University shows that lecturers use English and Indonesian as language interaction. The function of the Indonesian language used by lecturers is to translate, explain, lexical gap, specifications address, and affection addresses. The lecturer sometimes changes the language without realizing. The function of the language of teaching is not only as language instruction but also as a source of language. This bilingual based instruction facilitates more exposure to students; therefore, students can imitate.¹³

Syah argues, teaching English is acceptable in Indonesia through several challenges. Recently it gets important status at Islamic universities in Indonesia. That could include modernization and the aim of Islamization in Islamic University in Indonesia.¹⁴

Hidayati states that ELT in Indonesia faces various obstacles including, but not limited to, anxiety to threaten the purity of the Indonesian Language, national language, and concerns about liberal western values embedded in English to weaken the morals and attitudes of children. Interestingly, Islamic education which maintains an important role among Indonesians including English with others secular science and technology as part of its curriculum in its current progress. This considers

¹³ Siti Nurpahmi *Et Al.*, Bilingual-Based Instruction In Teaching English For Academic Purposes At Islamic University, Issn 1798-4769 Journal Of Language Teaching And Research, Vol. 9, No. 3, Pp. 620-628, May 2018,1.

¹⁴ M. Noor SulaimanSyah, Qudus International Journal Of Islamic Studies, English Education For Islamic University In Indonesia: Status And Challenge, Volume 3, Issue 2, August 2015,1.

the journal will outcome how vitally Islamic education position in Indonesia is, how ELT in Indonesia has developed, what difficult that will be understanding, and what possibility it to hold in the Indonesian Islamic education context. It has been suggests farther that ELT in Indonesia is necessary to incorporate Islamic values, and show that English learning does not have negative influences for Indonesian culture especially in general and Islamic religious values.¹⁵

Liton holds Saudi university extends credit and non-credit foundation English class as a component of their program that are not being effectively. These courses do not encourage the pupil authority oriented courses. Even though after completion of the foundation English courses sequence two or three semesters, pupils fail to hold comprehensive control over the reading materials of their authorities oriented courses.¹⁶

Azkiyah and Mukminin maintain, involving English as a Foreign Languages (EFL) in English Education Program, Syarif Hidayatullah State Islamic University, Indonesia and students from three different schools. The findings were revealed that the teachers have not practiced class factors from dynamic model.¹⁷

¹⁵ Tuti Hidayati, English Language Teaching In Islamic Education In Indonesia: Challenges And Opportunities, Stain Teungku Dirundeng Meulaboh, Vol. 3, No. 2, 65-82, A May 2016,1.

¹⁶ Hussain Ahmed Liton, International Journal of Instruction, EFL Teachers' Perceptions, Evaluations and Expectations about English Language Courses as EFL in Saudi Universities, Vol.6, No.2 e-ISSN: 1308-1470, July 2013,1.

¹⁷ Siti Nurul Azkiyah and AmirulMukminin, C. e. p. s. Journal, In Search of Teaching Quality of EFL Student Teachers through Teaching Practicum: Lessons from a Teacher Education Program, Vol.7 No 4 Year 2017,2.

Irwansyah reports that teaching English with literature will be effective when using short stories with various topics such as noble character, self-empowerment, freedom, code of ethics, and greed. These stories must be related to Islamic values and complemented by a list of difficult words, phrases and expressions. Meanwhile, learning needs show that teachers must use literature, both simplified and original versions, to teach micro skills, macro skills, and values within the CTL framework. In addition, the text to be used must represent the background of global, national and Islamic culture.¹⁸

Thus, TEFL at Islamic University finds the important role among Indonesians including English with others secular science and technology as part of its curriculum in its current progress. The Islamic epistemology and the Western epistemology ought to be interconnected rather than to be put within a contestation structure. The Islamic epistemology should be merged, explicitly or implicitly, toward the curriculum, training materials, classroom circumstance, assessment, educational surrounding, and research scheme. It is nominated that ELT practitioners responsibility regarding the concept of Qur'an as the basis of linguistics and language pedagogy, it shows that English learning does not have negative influences for Islamic religious values.

¹⁸ Dedi Irwansyah, *International Journal of Applied Linguistics & English Literature*, Teaching with Literature: The Needs of Indonesian Islamic Universities, Vol. 6 Issue. 7 Year 2017,1.

3. Materials Development

Many experts have stated through their respective languages, but the researcher took some theories from several experts to strengthen the research that will be conducted. Mazraehno and Mazdayasna said, materials development has been repeated in the literature, the development material for teaching English is a complex process that must consider the beliefs and attitudes of various stakeholders.¹⁹

Tomlinson urges that the needs of designing and developing materials must reach the following coverage: (1) aims, (2) principles of selection, (3) principles of sequencing, (4) subject matter and focus of subject matter, (4) types of teaching/learning activities, which include what they require the learner to do and manner in which they draw on the learners's process competence (knowledge, affects, abilities, skills), (6) Participation: who does what with whom, (7) learner roles, (8) teacher roles, (9) Role of the materials as a whole.²⁰ The process is needed in the development of teaching materials, especially language teaching materials.

Holguín and Morales reported, materials development is a field of study that has recently gained important significance in the Colombian context due to the fact that teachers as material developers, consider

¹⁹ Fatemeh T. Mazraehno and Iran GolnarMazdayasna Electronic Journal of Foreign Language Teaching, Developing ESAP Materials: A Case of Graduate Students of Islamic Jurisprudence, Vol. 13, No. 1; National University of Singapore 2016,1.

²⁰ Brian Tomlinson. Materials Development in Language Teaching, second edition, Cambridge University Press, 1998, 2011,54.

developing material as a field of knowledge that helps them to improve their teaching practices.²¹

In language teaching Stern uses terms such as 'second language', 'foreign language', 'bilingualism', 'language learning', and 'language acquisition'. One would assume that as a language-conscious profession, we have our own home well and will use neatly defined terms and are not at all ambiguous. But far from that. The ironic fact is that the terminology we need in language pedagogy is often ambiguous and sometimes confusing. We must be aware of the possible sources of misunderstanding from the start and try to reduce it by explaining the terms we use. We can now only describe the problem of terminology by discussing very important terms throughout this book: 'second' or 'foreign language', 'bilingualism', 'teaching', and 'learning'.²²

Tomlinson in Azamoosh *et al.*, argues that materials development is a practical effort involving production, evaluation, adaptation and exploitation of materials intended to facilitate language acquisition and development. This is also the field of academic study that investigates these principles and procedures for design, writing, implementation, evaluation and analysis learning material.²³

²¹ Edit Maryam Azarnoosh *et al.*, *Critical New Literacies: Issues in Materials Development The Praxis Of English Language Teaching And Learning*, PELT, Sense Publishers, Volume 4, 2016,2.

²², Stren. *Fundamental Concept of Language*. Oxford University Press, 1983,15-16.

²³ Edit, Maryam Azarnoosh *et al.*, *Critical New Literacies: Issues in Materials Development The Praxis Of English Language Teaching And Learning*, PELT, Sense Publishers, Volume 4, 2016,2.

Aydin and Aytakin state, developing teaching materials must be simple, and understandable, reflecting as much as possible in real life, and easy to develop or revise, if it is vital.²⁴ Ruhayat et al., urge development of teaching materials can improve teacher competencies such as pedagogic competencies, social competence, and professional.²⁵

Tomlinson said that framework for material development there are exceptions to focusing on the creativity had reported. A number of authors in the book mentioned focus on the need to build and are driven by an outline of the unit or framework. For example which includes the following main components: (1) beginner, (2) input, (3) general information, (4) language focus, (4) tasks. The process of designing 'designs or frames for units in textbooks' which can 'function as a formula that the writer can use in writing a book' and describes the format of the lesson with the following basic steps: (1) listening with Understanding, (2) using Grammar in Oral Interaction, (3) reading to understand, (4) writing, (5) literatrrre. One of the material the author describes outline is not typical writing process that involves examining gaps in the market / other weaknesses materials' before compiling a basic 'rationale' which includes' books and unit structures and grammar grammar concepts'.²⁶

²⁴ Abdullah Aydın&CahitAytakin, International Education Studies, Teaching Materials Development and Meeting the Needs of the Subject: A Sample Application, Published by Canadian Center of Science and Education, Vol. 11, No. 8; 2018,1.

²⁵ Yayat Ruhiat *et al.*, International Journal of Social Scien, Teaching Materials Development Based On Basic Competence Through Diffusion Adaptation Strategy To Improve Learning Process Of Physics Subject, Grds Publishing, Special Issue Volume 2 issue 1; 2016,6.

²⁶ Brian Tomlinson, Edited. Developing Materials for Language Teaching, Second Edition, Bloomsbury Academic, Bloomsbury Publishing Plc, First published 2013.

Richard in Rahimi alerts that material development does not receive the attention. It should be received in the language of the second teacher and sometimes, its position is underestimated in graduate education.²⁷

The development materials can be as updating or recycling the previous material by taking into account the accuracy of the material, language and aspects intended for the recipient of the materials. Therefore, developing materials is important to improve the better of the materials every decade. Hence, it will be used for the teachers to teach with the good materials that has more specific what student needs in teaching learning goals.

4. Activities and Tasks

Strengthening theory carried out by experts is needed by prospective researchers, so the following statement is quoted to support the objectives of the study. Khademi *et al.*, state that pre-assignment activities provide what students of the second language need and the nature of the results they have in their minds. The second phase is during-duty activities. In this phase, the teacher decides about the activities needed to carry out the task.²⁸

²⁷ Rahimi *et al.*, Educational Policy Analysis and Strategic Research, Critical Pedagogy and Materials Development; Content Selection and Gradation, INASED, V 10,N 1; 2015,3.

²⁸ Marzieh Khademi *et al.*, Journal of Language Teaching and Research, The Impacts of Post-task Activities on Iranian EFL Learners' Reading Achievements, Vol. 8, No. 1; January 2017,1.

Nunan maintains, The concept of 'duty' has become an important element in the syllabus design, classroom teaching and student assessment. This supports several significant research agenda, and has influenced education policy make arrangements for ESL and EFL. Pedagogically, teaching task-based languages has strengthened low principles and practices.

- a. Need-based approach to content selection.
- b. The emphasis on learning communicates through interaction on the Internet target language.
- c. Introduction to authentic text into learning situations.
- d. Give students the opportunity to focus not only on language but also in the learning process itself.
- e. Enhancing students' personal experiences is important.

They do not contribute to classroom learning. Link class language learning by using language outside class.²⁹

Samuda and Bygate urge, tasks are a type of holistic activity. This task also involves a number of different phases. This is one of the key dimensions in which tasks differ from analytical activities such as practice or practice, which begin to involve the same operation from beginning to end. From a task-as-plan-work perspective, the task stage generally

²⁹ David Nunan. *Task-Based Language Teaching*, University of Hongkong, Cambridge University Press 2004,42.

involves breaking all tasks into a series of interrelated steps with the aim of making the task more manageable.³⁰

Pinto said the results showed that teachers and students agreed that task-based learning offered ideal conditions for the development of cooperative learning and interaction outside of classroom activities even though students' linguistic competencies were not high (levels A1 and A2). Students feel motivated to participate and interact, and they don't feel uncomfortable during completing assignments.³¹

Activities and tasks are highlighting an important point to develop student skill and student knowledge by doing the tasks daily. From the expert statement there are many ideas and argument about activities and tasks, activities and tasks is one unite in the instruction action. For this reason, the activities and tasks can be the main of the instruction activities to reach the knowledge that become the target mastery.

5. Assessment

Some experts have carried out the research concerned with the discussion of research, in order to reinforce the arguments of the researcher. Jones states, the Assessment for Learning is about telling students about their progress empower them to take the action to improve their performance. Teachers need to create learning opportunities where learners can progress at their own pace and carry out consolidation

³⁰ Virginia Samuda and Martin Bygate. *Tasks in Second Language Learning*, Palgrave Macmillan, Lancaster University, First published 2008

³¹ Jorge Pinto, *Theory and Practice of Second Language Acquisition*, University of Lisbon, Portugal vol. 4 (1) 2018,23–48.

activities if needed. In recent years, it has been stated that teachers have become proficient in supporting underprivileged students, sometimes harming more capable students. Assessment for learning strategies must be carried out in such a way that quality feedback is given to students based on, for example, temporary assessment decisions, will help to challenge students who are better able to reach new levels of achievement and, by doing so, reach their level. full potential. Individuality feedback, in essence, has facilities to support weaker students and challenge more capable students.³²

Lee argues, Assessment for Learning is a way of shaping learning using evidence of student understanding. The better the quality of evidence about what students understand or know or do, the more accurate learning activities can be modified to transfer their learning to the environment. Students can express much about their understanding or misunderstanding during dialogue in class, but the information revealed will only be of high quality if: (1) they engage in activities or answer questions that fully explore their understanding, (2) they have time to think about what they know, understand and can do, and to fully express their thoughts, (3) they can use the language of mathematics to communicate effectively what they know, understand or can do.³³

³² Cheryl A Jones. *Assessment for learning, the Learning and Skills Development Agency*, Regent Arcade House Argyll Street London W1F 7LS, 2005, 19–25.

³³ Clare Lee. *Language for Learning Mathematics Assessment for Learning in Practice*. Open University Press, New York, First published, 2006, 19.

Harlen holds, assessment refers to the process of gathering evidence and making judgments relating to results, such as achieving certain student learning goals or teacher' and other people's understanding.³⁴ Driscoll and Bryant urge, Assessment, to be knowledgeable about and proficient "the process of gathering evidence about student knowledge about, ability to use, and disposition of mathematics and making conclusions from that evidence for various purposes".³⁵

Ardianti and Mauludin maintain that this research was conducted for find student responses if the teaching framework can accommodate their needs in learning to read at L2. Furthermore, qualitative case studies were applied, and data were collected from questionnaires and 16 field of meeting observation. The results of the study show that students gradually respond positively the application of authentic judgments. They reveal that authentic assessment (1) motivates them to read routine, so they can find more vocabulary and get used to English discourse, (2) train them to show their reading comprehension on more constructive ways such as writing reviews, presentations, and discussi on, and (3) help them assess their own reading performance. In short, students acknowledge that authentic assessments help most They enjoy reading the whole series social practice,

³⁴ Wynne Harlen. *Assessment of Learning*. SAGE Publications Company, London, First published 2007,98.

³⁵ Mark Driscoll and Deborah Bryant. *Learning About Assessment, Learning Through Assessment*. National Academy Press Washington, D.C. 1998,48.

in this case, the application of authentic assessment components including portfolios, performance appraisal, and self-assessment.³⁶

Hidayati aims to find empirical facts about what type of assessment is used, describe the authenticity of the assessment, show the teacher's understanding to system of assessment and identification problems encountered in applying authentic judgment. The method used is qualitative research, and data is collected by observation, interviews, and content analysis. The first finding, the teacher uses three types of assessment: (a) formative tests which include cognitive affective psychomotor aspects (b) mid-term test (c) semester test second, formative tests have a high level of authenticity, while mid term tests and semester tests have low authenticity. Third, the scoring system used is criteria reference test which refers to the minimum mastery criteria. There are at least four problems in applying authentic judgment: (a) the teacher feels burdened with too many rating formats (b) inconsistencies in regulations cause confusion for teachers (c) not enough learning facilities cause ineffectiveness (d) lack of it systems needed repair. Schools have made efforts to overcome this problem.³⁷

Sumardi urges that assessment has been an integral part of teaching English teachers ever since allows them to visualize the extent of

³⁶ Triubaida Maya Ardianti & Lutfi Ashar Mauludin. Students' Responses on the Application of Authentic Assessment in EFL Reading Class. Universitas Airlangga, p-ISSN: 2580-2712 e-ISSN: 2580-2720, Metathesis, Vol.1, No.2, Oktober 2017, 1.

³⁷ Nurul Hidayati. The Authenticity Of English Language Assessment For The Twelfth Graders Of Smk (Vocational High School) Negeri 4 Surakarta. Premis e Journa l V olume 5 No 1 , ISSN: 2442-482x (printed)ISSN: 977244248DD3 (elec tronic), April 2016, 1.

successful instruction. However, teachers may not pay too much attention to their role to help their students improve their learning. In fact, many English teachers seem to focus more on traditional assessment formats such as multiple choice, right choice, match type, etc. Little attention is paid to the washing effect of this kind of assessment.³⁸

Rukmini and Saputri alert this type of authentic assessment can be used to assess student skills in terms of performance, project, and portfolio. This study aims to describe the application of authentic assessments to measure the productive skills of English based students 2013 Curriculum in eighth grade pilot schools - Ungaran 1st Junior High School (SJHS1U) in the 2015/2016 academic year, explained problems faced by teachers in implementing them, and explain the solutions used by teachers to overcome their problems.³⁹

Muryanti urges that the approach can bring several benefits to students namely promoting comprehensive input and output and get success experience with the real world, and also supports learner-centered learning process. However, implementing this approach still has some specific problems in terms of the type of project that is appropriate and how to assess student progress and achievement.⁴⁰

³⁸ Sumardi. Performance-Based Assessment As A Current Trend In Elt: Investigating Its Washback Effects On Secondary-School Students Learning, *Kajian Linguistik dan Sastra*, E-ISSN: 2541-2558, ISSN: 0852-9604 Volume 2, Nomor 1, Juni 2017,1.

³⁹ Dwi Rukmini & Lenggahing Asri Dwi Eko Saputri. The Authentic Assessment To Measure Students' English Productive Skills Based On 2013 Curriculum. *Indonesian Journal of Applied Linguistics*, Vol. 7 No. 2, September 2017,263-273.

⁴⁰ Vivi Muryanti. Project Based Assessment Models for Senior High School Grade XI, *Indonesian Journal of English Language Studies*, Sanata Dharma University, Vol. 1, No. 2, September 2015,1.

Hanardi explains that designed from a project-based concept learning, authentic assessment and results-based assessment, this project-based assessment model can be an example to improve the quality of life in learning English. It is hoped that the project-based assessment model will enhance a better understanding of student needs because it offers opportunities for students to investigate and find interesting authentic topics. By using this project-based assessment model, student involvement in the learning process can be improved.⁴¹

Assessment in language learning helps the materials developer to improve all about the improving materials to be the more high level materials. In other words, assessment in language teaching will take a place into the quality of the materials during the have been modified assessments.

B. Relevant Studies

These are some studies that relevant to the developing English materials. According to Wardhani et al., State that a fun and interactive course book is an important aspect of developing English learning materials for kindergarten.⁴² Harsono notes that definitions, principles, procedures, and practices are important aspects of developing scientific goals for English

⁴¹ Levyn Gracia Hanardi .A Project Based Assessment Model of English for Senior High School Grade X. Indonesian Journal of English Language Studies, Sanata Dharma University, Vol. 1, No. 1, March 2015,1.

⁴² Wardhani, *et al.*, Developing English Course Book for Second Grade Kindergarteners. Jurnal Pendidikan, Vol. 2, No. 6, Bln Juni, Thn 2017,1.

learning materials.⁴³ Yana reports that learner needs are the crucial factor in developing speaking materials.⁴⁴

Mazraehno and Mazdayasna maintain that collaboration among the researchers, as language teachers, and a subject specialist in Islamic Jurisprudence is important in developing English learning materials.⁴⁵ Mubar states that government regulations and student needs are important aspects in developing English learning materials for young students.⁴⁶

Then, Cahyaningsari and Saleh stated that utilizing English-Indonesia mixed song lyrics in developing English learning materials, on teaching learning process gave a good impact for the learners.⁴⁷

Based on the journal above, it is worthy to note that the students' needs, and among teacher and students rules are the crucial factors in developing English learning material. The course book is another aspect that important in developing English learning materials, it included interesting and fun activities.

⁴³ Y. M. Harsono. .Developing Learning Materials for Specific Purposes. TEFLIN Journal, Volume 18, Number 2, August 2007,1.

⁴⁴ Dewi Yana. .Developing English Speaking Learning Materials for Saturday English School Program” Journal Anglo-Saxon VOL. 7 NO. ISSN: 2301 5292, 1 mei, 2016,1.

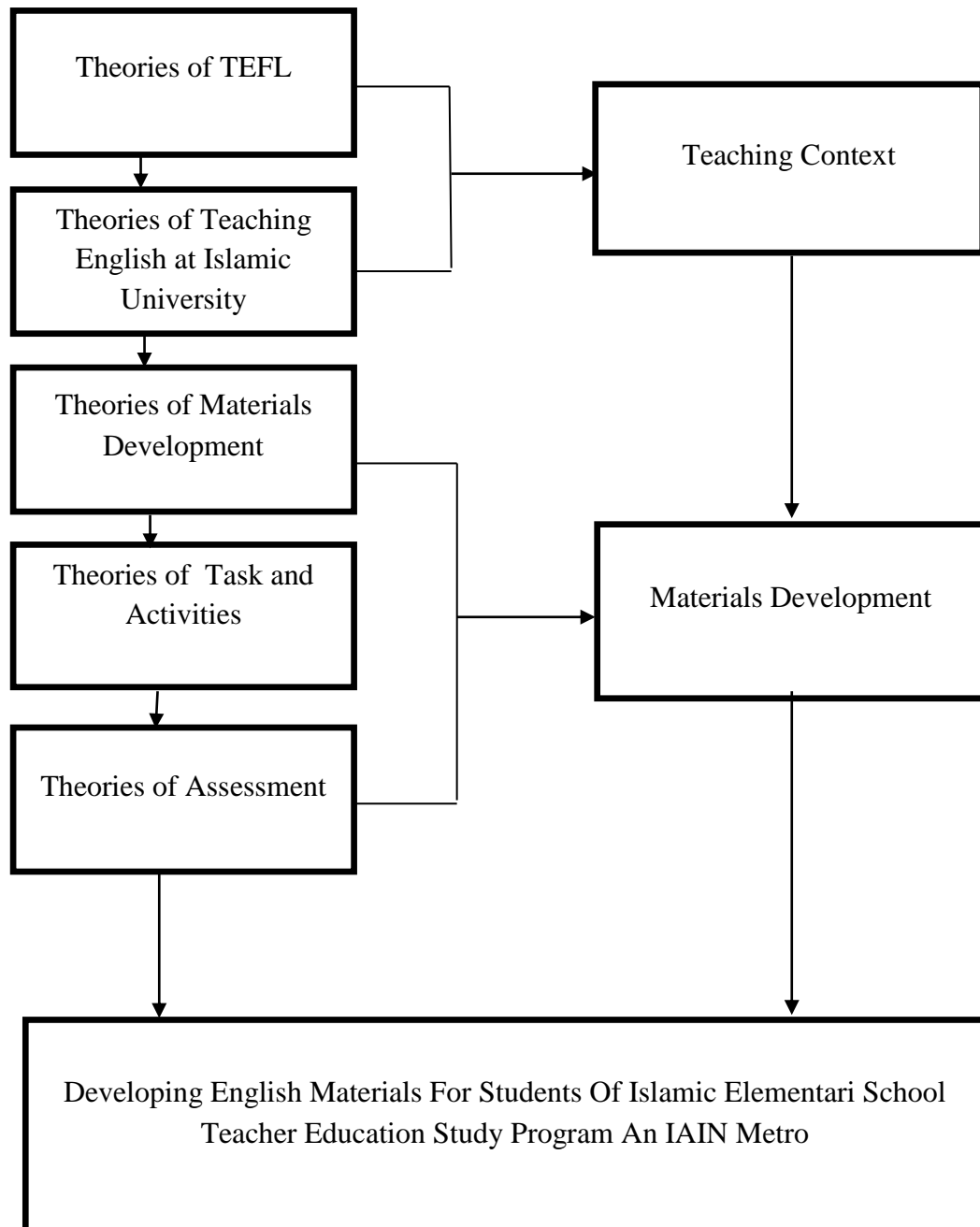
⁴⁵ Fatemeh T. Mazraehno and Iran Golnar Mazdayasna. Electronic Journal of Foreign Language Teaching, Developing ESAP Materials: A Case of Graduate Students of Islamic Jurisprudence. Vol. 13, No. 1; National University of Singapore, 2017,83.

⁴⁶ Miftahul Khair Nur Ali Mubar. Developing English Learning Materials for Young Learners Based on Needs Analysis At Mtsn Model Makassar. Volume I, Number 02, December 2015,20.

⁴⁷ Cahyaningsari, and Saleh. Developing English Materials Using English-Indonesian Mixed Song Lyrics To Teach Vocabulary. LANGUAGE CIRCLE: Journal of Language and Literature ,2016,1.

C. Framework

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



CHAPTER III

RESEARCH METHOD

A. Type of Research

The type of research used in this study is Research and Development (R & D). Sodarsono et. all the agrees that R & D is research that produces educational products. The process of this research involves: (a) preliminary studies, is about what products will be developed, displayed in contextual conditions, and where research will take place; (B) product design; and (c) validating products with expert judgment, main field testing, and testing of operational fields. In R & D, educational products can be in the form of learning material, instructional tools, educational media, assessment of instruments or teaching models.⁴⁸

According to Gall and Bord, Research and Development is an industrial development model in which researcher findings are estimated to develop new products and procedures, which are then systematically tested, evaluated, and improved until they show that they find comparable criteria of effectiveness, quality, or standard.⁴⁹

Based on the quotation above, it is safe for today that R & D is one of the research methodologies used in the field of education. This study aims to

⁴⁸ Fx. Sudarsono, Sumarno, Suyata, Zamroni, DjemariMardapi, Budiyo, Wuradji, Pardjiono, Soenarto, *Metode Penelitian Pendidikan*, Editor Siti Irene AstutiDwiningrum, Uny Press., ISBN 978-602-7981-00-3, Maret 2013, 186.

⁴⁹ Meredith D. Gall, Joyce P. Gall, Walter R. Borg, *Educational Research*, Seventh Edition, United States of America, ISBN 0-32-0889-7, 2003, 569.

develop and validate educational products to address student needs that have not been met.

B. Research and Procedure

This study implies the Research and Development model proposed by Bord and Gall, This study actually has ten steps to implement. Because research will be conducted in a limited period of time, only a few steps will be used in this study.⁵⁰

1. Research and Information Collection

Research and information collection includes a review of literatures, class observations, and preparation of art reports.

2. Planning

Planning includes defining skills, stating objectives, determining the order of courses, and small-scale feasibility testing.

3. Developing the Initial Form of the Product

Developing initial product forms includes preparation of teaching materials, coursebooks and evaluation tools.

4. Validating

Validation includes the assessment of experts and practitioners on the learning material developed.

⁵⁰ *Op Cit.*

5. Revising

Revising is the rewriting of learning material based on the results of expert and practitioner assessment of the learning material developed so that it becomes the right learning material.

C. Subject Testing Product

The research subjects were second semester students of the PGMI IAIN Metro study program 2019/2020 academic year. Not all students will be involved as research subjects. Only 6 to 10 students will be involved as representatives.

D. Data Collection Technique and Instrument Research

The collection data used in this study were interviews, class observations, questionnaires, and documentation. The type of questionnaire in this case is a needs analysis questionnaire.

Needs analysis questionnaires will be distributed to students to identify student needs, weaknesses and strengths of students. Next, the researcher will conduct classroom observations and interview some students as representatives and lecturers of English to strengthen the data.

The table below will show data collection techniques and research instruments.

Tabel 1. Data collection technique and Instrument Research

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

E. Data Analysis Technique

The questionnaires in the stage of needs analysis were analyzed by Likert scale. In a Likert scale, the respondent is asked to respond to each of the statements in terms of several degrees, usually five degrees (but at times 3 or 7 may also be used) of agreement or disagreement. For example, when asked to express opinion whether one considers his job quite pleasant, the respondent may respond in any one of the following ways: (i) strongly agree, (ii) agree, (iii) undecided, (iv) disagree, (v) strongly disagree.⁵¹

⁵¹ C.R, Kothari, *Research Methodology: Methods & Techniques*, New Delhi: New Age International (P) Ltd., Publisher, 2000, 84.

CHAPTER IV

RESEARCH AND DEVELOPMENT RESULT

A. Result of the Development of Existing Product

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

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

a. Interview

Interview was conducted on July 24 2019, with Dartiara as an English lecturer for the PGMI department as a respondent. The results of the interview stated that.

- 1) There were still many PGMI students who have less motivation to learn English as a necessity, but only as a college requirement.
- 2) Students are interested in learning English, but many of them still have difficulty understanding even English vocabulary.
- 3) Teaching materials that reach the realm of child education, Islam and matters relating to are expected to exist in English learning for PGMI students.
- 4) English learning in Islamic higher education should involve Islamic values to show that it has different characteristic.



Figure 1. Interview with English lecture of PGMI

b. Questionnaire

The questionnaires were distributed to students of PGMI department who are in their second semester on February 10, 2020, by using Google form with 10 statements and 15 students as respondents. The respondents asked to respond the questionnaires by five degrees. (1) Agree, (2) Strongly Agree (3) Neutral (4) Disagree (5) Strongly Disagree. Below is the percentages' picture of the questionnaire result.

Table. 2 Percentages of questionnaires result

No	Statements	1	2	3	4	5
1	English learning materials in the PGMI majors have not met the needs of PGMI students.	33.3%	13.3%	53.3%	0%	0%
2	English learning in the PGMI majors does not have a special course-book.	66.7%	13.3%	13.3%	7.1%	0%
3	The existence of a course-book or English language learning guide book in the PGMI department is important to support student learning.	60%	26.7%	6.65%	6.65%	0%
4	English learning book will be more interesting, if it contains with full color.	60%	40%	0%	0%	0%
5	English learning material should contain with pictures/illustrations.	66.7%	33.3%	0%	0%	0%
6	English material should contain with material on vocabulary.	86.7%	13.3%	0%	0%	0%
7	English material should contain with grammar.	66.7%	20%	13.3%	0%	0%
8	The material presented allows it to be put into practice.	60%	40%	0%	0%	0%
9	English material needs to be inserted with a few words of wisdom.	53.3%	40%	6.7%	0%	0%
10	Good English learning books can help students learn independently.	53.3%	40%	6.7%	0%	0%

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

- 1) The percentage of statement “English learning materials in the PGMI majors have not met the needs of PGMI students” shows that 53.3% disagree.
- 2) The percentage of statement “English learning in the PGMI majors does not have a special course-book” shows that 66.7% agree and 13.3% strongly agree.
- 3) The percentage of statement “The existence of a course-book or English language learning guide book in the PGMI department is important to support student learning” shows that 60% agree.
- 4) The percentage of statement “English learning book will be more interesting, if it contains with full color” shows that 40% strongly agree and 60% agree. It is safe to state that 100% of the respondents agree with the statement.
- 5) The percentage of statements “English learning material should contain with pictures/illustrations” shows that 66.7% agree and 33.3% strongly agree. It can state that 100% of the respondents agree with the statement.
- 6) The percentage of statement “English material should contain with material on vocabulary” shows that 86.7% agree, 13.3% are strongly agree. It means that 100% the respondents agree with the statement.

- 7) The percentage of statement “English material should contain with grammar” shows that 66.7% agree, 20% strongly agree and the rest are 13.3% neutral.
- 8) The percentage of statement “The material presented allows it to be put into practice” shows that 60% agree and 40% strongly agree.
- 9) The percentage of statement “English material needs to be inserted with a few words of wisdom” shows that 53.3% agree and 40% strongly agree.
- 10) The percentage of statement “Good English learning books can help students learn independently” shows that 93.3% agree.

From the results above, it is able to note that the needs of learning materials of PGMI students are related materials to department, involve Islamic value, using simple word and color-full pictures in order to support their level (basic).

2. English Learning Materials for students of PGMI

English learning materials for students of PGMI department consists of seven parts with the following details.

- a. Each part has a language study as the main goal of learning.
- b. Each part includes four English skills basics (listening, grammar, speaking, reading and writing).
- c. Each part is equipped with illustrations that illustrate the material to be studied.

Table 3. Unit Chart Content of Learning Materials

No	Title	Title	Skill	Activity
1	Unit one	Before you speak, listen.	Listening Speaking Reading Writing	<ul style="list-style-type: none"> ▪ Vocabulary's pronunciation ▪ Spelling the word ▪ Fill in the blanks the short story. ▪ Answer the true/false questions ▪ Vocabulary definitions ▪ Identify the value from the story ▪ Practice the following dialog
2	Unit two	Read and find your path.	Grammar Reading writing	<ul style="list-style-type: none"> ▪ Find the word classes of the following vocabularies ▪ Produce 5 simple sentences ▪ Reflection the story ▪ Understand the story to identify the following questions
3	Unit three	No writing, no mastering.	Reading Writing	<ul style="list-style-type: none"> ▪ Brainstorming ▪ Asking friend their favourite food and drink ▪ Produce the functional text (procedure, recount, description)

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

The internal validity is the process of product validation by validators. The developed product was validated/assessed by three English lecturers of TBI (Tadris Bahasa Inggris) of IAIN Metro. Yawisah, Irwansyah, and Setiowati, are the expert of English.



Figure 2. Process of Product Validation

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

Table 4. Result of Aiken's V English Learning Materials for Students of PGMI

No	Assessments criteria	Aiken's V	Remarks
1	Title Suitability	0.556	
2	Size Suitability	0.667	
3	Language and Vocabulary	0.333	Revise accordingly
4	Material Suitability	0.333	Revise accordingly
5	Depth of Material	0.333	Revise accordingly
6	Accuracy of Material	0.222	Revise accordingly
7	Material Flexibility	0.444	Revise accordingly
8	Compliance with the Level of Development of Students	0.444	Revise accordingly
9	Communicative	0.556	
10	Accuracy	0.444	Revise accordingly
11	Integration and Unity of ideas	0.222	Revise accordingly
12	Presentation Techniques	0.333	Revise accordingly
13	Presentation of Learning	0.333	Revise accordingly
14	Layout of Contents	0.444	Revise accordingly
15	Illustration of Contents	0.667	
16	Typography of Material	0.556	

Table 3, above shows that out of 16 aspects assessed by validators, which 5 aspects assessed as a whole have good validity and 11 others are not proper to support the validity content yet. The developed materials are proper according to Aiken's V which is higher than (<0.5). The table also shows the things that must be revised from this product are; (a) Language and Vocabulary; (b) Material Suitability; (c) Depth of Material; (d) Accuracy of Material; (e) Material Flexibility; and (f) Compliance with the Level of Development of Students; (g) Accuracy; (h) Integration and Unity of ideas; (i) Presentation Techniques; (j) Presentation of Learning; (k) Layout of Contents.

Furthermore, Yawisah and Setiowati as validators suggested that the materials better using English properly with the basic students' English level, aligning the illustrations with topic, consistent with the chapter of the materials, and vocabulary corners in each unit in order to make the product friendly reader.

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

B. Product Revision

Product revisions are adjusted to the suggestions given by validators. The suggestions are awesome and acceptable unless the addition of materials itself. It is considering that the product developed has seven parts.

The product revision only embraces the title of the course-book in order to reach specific audience, align the illustrations with topic, consistent with the chapter of the materials, vocabulary corners in each unit. After revised the product looks more friendly reader.

C. Research Limitations

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

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion of the Product

Here are some conclusions related to the product English Learning Materials for Students of Elementary School Teacher Education.

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

B. Suggestion for Using Products

The products of English Learning materials for Students of PGMI Department are:

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

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APPENDIX



**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.iaim@metrouniv.ac.id

Nomor : B-3730/In.28.1/J/TL.00/11/2018
Lampiran : -
Perihal : **IZIN PRA-SURVEY**

Kepada Yth.,
KAJUR PGMI FTIK IAIN METRO
di-
Tempat

Assalamu'alaikum Wr. Wb.

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

Nama : **SITI ZAINATUL MAR'AH**
NPM : 1501070208
Semester : 7 (Tujuh)
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Pendidikan Bahasa Inggris
Judul : DEVELOPING ENGLISH MATERIALS FOR STUDENTS OF ISLAMIC ELEMENTARY SCHOOL TEACHER EDUCATION

untuk melakukan *pra-survey* di PGMI FTIK IAIN METRO.

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

Wassalamu'alaikum Wr. Wb.

Metro, 22 November 2018

Ketua Jurusan
Tadris Bahasa Inggris



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



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
JURUSAN PENDIDIKAN AGAMA ISLAM (PAI)**

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

Nomor : B-2941/In.28.1/J/PP.00.9/9/2019 Metro, 18 September 2019
Lampiran : -
Perihal : **Balasan Izin Pra-Survey**

Kepada Yth:
Wakil Dekan I
Institut Agama Islam Negeri (IAIN) Metro

Assalamualaikum Wr. Wb

Menindak lanjuti surat dari Institut Agama Islam Negeri (IAIN) Metro nomor : B-3730/In.28.1/J/TL.00/11/2018, tanggal 22 November 2018 tentang izin Pra-survey, dengan ini Ketua Jurusan Pendidikan Guru Madrasah Ibtidaiyah (PGMI) Institut Agama Islam Negeri (IAIN) Metro menerangkan bahwa:

Nama : Siti Zainatul Mar'ah
NPM : 1501070208
Jurusan : Tadris Bahasa Inggris (TBI)
Fakultas : Tarbiyah dan Ilmu Keguruan (FTIK)
Judul : DEVELOPING ENGLISH MATERIALS FOR STUDENS OF ISLAMIC
ELEMENTARY SCHOOL TEACHER EDUCATION

Nama tersebut diatas diperkenankan untuk melaksanakan Pra-survey di PGMI FTIK IAIN Metro.

Demikian surat balasan Pra-Survey ini dibuat untuk dapat dipergunakan dengan sebagaimana mestinya.

Wassalamualaikum Wr. Wb

Metro, 18 September 2019
Kajur. PGMI FTIK IAIN Metro

Nurul Afifah, M.Pd.I
NIP. 19781222 201101 2 007



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

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: iain@metrouniv.ac.id

Nomor : B-4089 /In.28.1/J/PP.00.9/12/2019
Lamp : -
Hal : **BIMBINGAN SKRIPSI**

02 Desember 2019

Kepada Yth:

1. Dr. Dedi Irwansyah, M.Hum (Pembimbing I)
2. Trisna Dinillah Harya, 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 : Siti Zainatul Mar'ah
NPM : 1501070208
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Tadris Bahasa Inggris
Judul : Developing English Learning Materials For Students Of Islamic Elementary School Teacher Education

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 2008011049



**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

SURAT TUGAS

Nomor: B-0696/In.28/D.1/TL.01/03/2020


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

Nama : SITI ZAINATUL MAR'AH
NPM : 1501070208
Semester : 10 (Sepuluh)
Jurusan : Pendidikan Bahasa Inggris

- Untuk :
1. Mengadakan observasi/survey di PGMI FTIK IAIN METRO, guna mengumpulkan data (bahan-bahan) dalam rangka meyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "DEVELOPING ENGLISH MATERIALS FOR STUDENTS OF ISLAMIC ELEMENTARY SCHOOL TEACHER EDUCATION".
 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.


Mengetahui,
Pejabat Setempat


Siti Zainatul Mar'ah, M.Pd-I
197812222011012007

Dikeluarkan di : Metro
Pada Tanggal : 10 Maret 2020

Wakil Dekan I,




Dra. Isti Fatonah MA
NIP 19670531 199303 2 003



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
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Nomor : B-0697/In.28/D.1/TL.00/03/2020
Lampiran : -
Perihal : **IZIN RESEARCH**

Kepada Yth.,
KAJUR PGMI FTIK IAIN METRO
di-
Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-0696/In.28/D.1/TL.01/03/2020, tanggal 10 Maret 2020 atas nama saudara:

Nama : **SITI ZAINATUL MAR'AH**
NPM : 1501070208
Semester : 10 (Sepuluh)
Jurusan : Pendidikan Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di PGMI FTIK IAIN METRO, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "DEVELOPING ENGLISH MATERIALS FOR STUDENTS OF ISLAMIC ELEMENTARY SCHOOL TEACHER EDUCATION".

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

Wassalamu'alaikum Wr. Wb.



Metro, 10 Maret 2020
Wakil Dekan I,

Dra. Isti Fatonah MA
NIP. 19670531 199303 2 003



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

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Telp. (0726) 41507; Faksimili (0725) 47296; Website: www.metrouniv.ac.id E-mail: iaimetro@metrouniv.ac.id

Nomor : Istimewa Juni 2020
Hal : Izin Validasi

Yth . Ning Setiowati, M.Pd
Dosen IAIN Metro

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

Nama : Siti Zainatul Mar'ah
Npm : 1501070208
Prodi : Tadris Bahasa Inggris
Sponsor : 1. Dr. Dedi Irwansyah, M.Hum. 2. Trisna Dinillah Harya, M.Pd.
Judul : *Developing English Learning Material For Students Of Islamic Elementary School Teacher Education Study Program At IAIN Metro*

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





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

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Nomor : Istimewa Juni 2020
Hal : Izin Validasi

Yth. Dr. Dedi Irwansyah, M.Hum
Dosen IAIN Metro

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

Nama : Siti Zainatul Mar'ah
Npm : 1501070208
Prodi : Tadris Bahasa Inggris
Sponsor : 1. Dr. Dedi Irwansyah, M.Hum. 2. Trisna Dinillah Harya, M.Pd.
Judul : *Developing English Learning Material For Students Of Islamic Elementary School Teacher Education Study Program At IAIN Metro*

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

Ketua Jurusan

Ahmad Subhan Roza, M.Pd
NIP. 19750610200801 1 014



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
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Nomor : Istimewa Juni 2020
Hal : Izin Validasi

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

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

Nama : Siti Zainatul Mar'ah
Npm : 1501070208
Prodi : Tadris Bahasa Inggris
Sponsor : 1. Dr. Dedi Irwansyah, M.Hum. 2. Trisna Dinillah Harya, M.Pd.
Judul : *Developing English Learning Material For Students Of Islamic Elementary School Teacher Education Study Program At IAIN Metro*

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



Ahmad Subhan Roza, M.Pd
NIP. 19750610200801 1 014

CURRICULUM VITAE



The author's name is Siti Zainatul Mar'ah. She was born in Dusun 10 Astomulyo Punggur, on April 5, 1995. She is the eighth and final child of Rofi'i and Nasiatin.

She graduated from SDN 03 Buyut Ilir Lampung in 2007. She continued her studies at SMPN 01 Punggur Lampung and graduated in 2010. In 2013 she graduated from SMA Darussalam Banyuwangi East Java. In the

same year, she enrolled at STAI Darussalam Banyuwangi East Java in the English Language Education Department for two years. In 2015 she began her studies at IAIN Metro Lampung for the same department, the English Language Education Department.