

**AN UNDERGRADUATE THESIS**

**DESIGNING ENGLISH SPEAKING MATERIAL THROUGH  
CONTEXTUAL TEACHING AND LEARNING (CTL) APPROACH  
FOR MTS 31 TRIMURJO CENTRAL LAMPUNG**



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**STATE INSTITUTE FOR ISLAMIC STUDIES OF  
METRO 1444H / 2023M**

**AN UNDERGRADUATE THESIS**

**DESIGNING ENGLISH SPEAKING MATERIAL THROUGH  
CONTEXTUAL TEACHING AND LEARNING (CTL) APPROACH  
FOR MTS 31 TRIMURJO CENTRAL LAMPUNG**

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

**By:**  
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*Assalaamu'alaikum Wr. Wb*


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CONTEXTUAL TEACHING AND LEARNING (CTL) FOR MTS 31  
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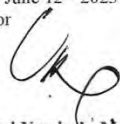
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*Assalamualaikum Wr.Wb.*

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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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*Assalamu'alaikum, Wr. Wb*

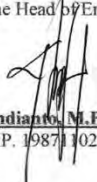
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TRIMURJO CENTRAL LAMPUNG


It has been agreed so it can be continued to the Faculty of Tarbiyah and Teacher Training in order to be discussed on the munaqosyah. Thank you very much.

*Wassalmu'alaikum Wr. Wb*

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**RATIFICATION PAGE**

No. B-3786 / In.28.1 / D / PP.00.9 / 06/2023

An Undergraduate thesis entitled: DESIGNING ENGLISH SPEAKING MATERIAL THROUGH CONTEXTUAL TEACHING AND LEARNING (CTL) APPROACH FOR MTS 31 TRIMURJO CENTRAL LAMPUNG. Written by Irsyad Fauzi student number 1901050019, English Education Department, had been examined (Munaqosyah) in Tarbiyah Faculty on Tuesday, June 20, 2023 at 10.00-12.00 a.m.

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**DESIGNING ENGLISH SPEAKING MATERIAL THROUGH  
CONTEXTUAL TEACHING AND LEARNING (CTL) APPROACH  
FOR MTS 31 TRIMURJO CENTRAL LAMPUNG**

**ABSTRACT**

**By:  
IRSYAD FAUZI**

This research aims to design English speaking materials through the Contextual Teaching and Learning (CTL) approach for MTs 31 Trimurjo Central Lampung. The research adopts a Research and Development (R&D), involving four main steps: planning, material development, validation, and revision.

Validation was conducted with the participation of three validators. The validation results indicated that several aspects of the developed materials were deemed appropriate, with Aiken's V scores exceeding 0.5. These aspects encompassed language and vocabulary, material suitability, depth of content, accuracy, currency, alignment with student developmental levels, communicative nature, precision, coherence of ideas, presentation techniques, instructional delivery, content organization, and illustrative content. Nevertheless, the validator assessments also highlighted the need for revisions in certain aspects, including title suitability and size conformity.

Following the recommendations provided by the validators, the instructional materials were revised accordingly. In conclusion, it can be inferred that the developed English teaching materials can be effectively utilized at MTs 31 Trimurjo Central Lampung after implementing the revisions suggested by the validators. This research contributes to enhancing the quality of English language instruction in Islamic junior high schools by providing relevant materials tailored to the needs of students at MTs 31 Trimurjo Central Lampung.

***Keywords:*** *Speaking materials; Contextual Teaching and Learning (CTL); Materials Development; Islamic Junior High School*

**PENGEMBANGAN BAHAN BERBAHASA INGGRIS MELALUI  
PENDEKATAN CONTEXTUAL TEACHING AND LEARNING (CTL)  
UNTUK MTs 31 TRIMURJO LAMPUNG TENGAH**

**ABSTRAK**

**OLEH:  
IRSYAD FAUZI**

Penelitian ini bertujuan untuk merancang bahan berbicara bahasa Inggris melalui pendekatan *contextual teaching and learning* (CTL) untuk MTs 31 Trimurjo Lampung Tengah. Penelitian ini mengadopsi metode *Research and Development* (R&D) yang melibatkan empat tahap utama: perencanaan, pengembangan materi, validasi, dan revisi.

Validasi dilakukan dengan melibatkan tiga validator. Hasil validasi menunjukkan bahwa beberapa aspek dari materi yang dikembangkan dianggap sesuai, dengan nilai Aiken's V yang melebihi 0,5. Aspek-aspek ini meliputi bahasa dan kosakata, kesesuaian materi, kedalaman konten, akurasi, kekinian, kesesuaian dengan tingkat perkembangan siswa, sifat komunikatif, kecermatan, koherensi ide, teknik presentasi, penyampaian instruksional, organisasi konten, dan konten ilustratif. Namun, penilaian validator juga menyoroti perlunya revisi pada beberapa aspek, termasuk kesesuaian judul dan kesesuaian ukuran.

Mengikuti rekomendasi yang diberikan oleh validator, materi direvisi sesuai instruksi. Sebagai kesimpulan, dapat disimpulkan bahwa bahan pengajaran bahasa Inggris yang dikembangkan dapat digunakan secara efektif di MTs 31 Trimurjo Lampung Tengah setelah menerapkan revisi yang disarankan oleh validator. Penelitian ini berkontribusi dalam meningkatkan kualitas pengajaran bahasa Inggris di sekolah menengah pertama Islam dengan menyediakan materi yang relevan sesuai dengan kebutuhan siswa di MTs 31 Trimurjo Lampung Tengah.

**Kata kunci:** *Bahan berbicara; contextual teaching and learning (CTL); Pengembangan Materi; Sekolah Menengah Pertama Islam.*



### STATEMENT OF RESEARCH ORIGINALITY

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It state that this undergraduate thesis is originally the result of the writer's research, in exception the certain parts which are excerpcted from the bibliography mentioned.

Metro, June 12<sup>th</sup> 2023

The reseacher,



**Irsyad Fauzi**

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## ORISINALITAS PENELITIAN

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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, 12 Juni 2022  
Yang Menyatakan,



**Irsyad Fauzi**  
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## MOTTO

وَإِذَا سَأَلَكَ عِبَادِي عَنِّي فَإِنِّي قَرِيبٌ ۖ أُجِيبُ دَعْوَةَ الدَّاعِ إِذَا دَعَانِ ۖ فَلْيَسْتَجِيبُوا لِي وَلْيُؤْمِنُوا بِي  
لَعَلَّهُمْ يَرْشُدُونَ

When My servants ask you 'O Prophet' about Me: I am truly near. I respond to one's prayer when they call upon Me. So let them respond 'with obedience' to Me and believe in Me, perhaps they will be guided 'to the Right Way'.

*(2:186 Quran)*

Life is devotion.

Be different, be positive, be better, and be yourself!

## **DEDICATION PAGE**

This undergraduate thesis is specially dedicated to:

My beloved parents (Mr. Imam Rusdi and Mrs. Siti Romlah) who always pray and support in their endless love.

My beloved brother (Muchtar Faizin, and Arzaki Ahsan) who always support me.

My lovely friends (Abidin Muhamat, Iqbal Fathul Akbar, Nur Kholis, Silvia Oprista, and friends whom I cannot tell one by one) who always support me.

You are my support system!

My beloved Almamater of State Institute for Islamic Studies of Metro

## ACKNOWLEDGMENT

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). Next, The greatest gratitude would also be addressed to :

1. First, thanks for Dr. Zuhairi, M.Pd, the dean of Tarbiyah and Teacher Training Faculty State Institute for Islamic Studies of Metro
2. Second, thanks for Head of English education department IAIN Metro Mr. Andianto, M.Pd.
3. Third, thanks for my advisor, Dr. Umi Yawisah, M.Hum within her activities, she was still willing to read the undergraduate thesis.
4. Fourth, thanks for all of my lecturers in English Education Department who always give me knowledge and information.
5. Fifth, all of the staff of English Education Department who helped the researcher in processing of administration.
6. Next, for all of teachers of MTs 31 Trimurjo Central Lampung who give me opportunity to conduct this research.

7. Last, thanks for my parents, my beloved brother and all of my friends in IAIN Metro who always give me supports, so I can finish this research.

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, 20 June 2023

The Researcher

A handwritten signature in black ink, appearing to read 'Irsyad Fauzi', with a stylized flourish at the end.

**Irsyad Fauzi**

**NPM. 1901050019**

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# CHAPTER I

## INTRODUCTION

### A. Background of Study

International cooperation is of utmost importance in the era of globalization. Almost no transnational state does not require international cooperation to meet its needs. International interactions necessitate the role of language in intercultural communication. Currently, English is the primary language used in the globalizing world throughout the globe. In addition, English is the language of instruction in the international field of science, including medicine, law, economics, and education, among others. The English language ranks first in *Lingua franca*, a compilation of the world's most frequently spoken languages. With the introduction of English as the *lingua franca* in the first place, the use of English as an international language bolstered its use. Some of the aforementioned justifications for mastering English are undeniably compelling.

Indonesia is a country that belongs to the expanding-circle nations. In other words, English is taught in Indonesia as a foreign language and not as a second language. The second language is a language that is frequently used in daily life after the mother tongue, whereas the foreign language is a language that is learned but not recommended for daily use. English Language Teaching (ELT) plays a crucial role in the process of English language acquisition. Several factors become the primary focus of English language teaching (ELT): students' needs, students' age, learning materials, students' background, teaching method, and teaching

technique. Some of the factors listed above cannot be separated in their implementation in order to ensure the success of the ELT process.

The research location chosen by the researchers was in Trimurjo District, Central Lampung Regency and this research took place at one of the MTs 31 Trimurjo schools in the region. The reason the researcher chose the location or area was because the researcher found problems in the institution and knew enough about the condition of the development of education in the area that was the research objective. Based on the result of the pre-survey that had been conducted on August 1, 2022 at MTs 31 Trimurjo Central Lampung the researcher got the result of the students' midterm test as follows:

**Table 1.1 The Pre-Survey Data  
at MTs 31 Trimurjo Central Lampung**

No	Student Name	Final Score	Criteria
1	ANH	40	Incompleted
2	AWP	40	Incompleted
3	AAS	55	Incompleted
4	AK	55	Incompleted
5	DG	35	Incompleted
6	DSW	35	Incompleted
7	FZ	45	Incompleted
8	JF	30	Incompleted
9	NCA	45	Incompleted
10	RN	45	Incompleted
	Total Score	425	
	Highest Score	55	
	Lowest Score	30	
	Average	42,5	
	Passed	0	
	Incomplete	10	

**Table 1.2 The students' English Percentage**

No.	Score	Frequency	Category	Percentage
1	<75	10	Incompleted	100%
2	≥75	0	Completed	0%
Total		10		100%

Based on the results of interviews with the English Teacher at MTs 31 Trimurjo, 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. FZ as one of seven graders students told not only found difficulty in interpreting English but also the context of the material 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.

**Table 1.3 Student Needs Analysis in English Speaking**

No	Question Substance	Questions	Sub- Item	F	%
1.	<b>Students' goal</b>	The use of study English in the future is?	a. communicating in daily activities b. communicating with colleagues c. communicating with foreign people	19 1 3	83% 4% 13%
2.	<b>Students' necessities</b>	How do you want English speaking skill to be taught?	a. teachers' explanation using texts from the text book b. teachers explanation using texts and kinds of media (picture, video, audio) c. direct practice with the teacher d. direct practice with friends	14 6 0 3	61% 26% - 13%

		What conversation material is suitable for learning?	a. Islamic conversation b. conversation of everyday life c. conversation at work d. conversation with tourists	16 5 0 2	69% 22% - 9%
3.	<b>Students' Lack</b>	Can you speak English?	a. yes, i can b. no, i can't c. a little bit	5 5 13	22% 22% 56%
		The difficulties that you usually face in speaking English are?	a. vocabulary b. grammar c. pronunciation	17 6 0	74% 26% -
4.	<b>Students' Learning Input</b>	Types of task / activities related to the speaking skills that you want is?	a. storytelling b. dialogues c. games d. discussion	3 9 11 0	13% 39% 48% -
		In your opinion, the existence of picture in the materials is?	a. very helpful b. no effect c. not helpful	23 0 0	100% - -

The table above shows that an analysis of the needs of students in English subjects from 23 students found that 83% of students had a goal of being able to communicate in everyday life. And the interesting fact is that 69% stated that the suitable material is Islamic conversation. On the other hand, students experienced difficulty in mastering vocabulary as much as 74%. Therefore, 22% of students said they could not speak English and 56% could speak a little. From there, the researcher assumed that students' interest in learning English was relatively low. This is due to the lack of more effective English learning media as expected by students. Therefore the researcher made a new breakthrough, namely making speaking material based on contextual teaching and learning (CTL).

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. 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.

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".<sup>1</sup> Bielosova states that an institution has its own needs and goal to choose the learning method that suits to the institutions.<sup>2</sup> Considering the demands of the students in terms of learning needs and target needs, Haerazi et al. advise English teachers to present and develop their own language learning resources. It suggested expanding the scope of their language study, in particular for the English language department in specialty universities.<sup>3</sup>

Yana implies that the tutors should be available to produce the materials in connection to students' background which can invent them act in the learning processes.<sup>4</sup> To improve the efficacy of learning activities, teachers must develop innovations by gathering and producing teaching resources, claim Sari, Saputra, and Maarice. The most cutting-edge teaching strategies must be used by educators to ensure that learning is not repetitive and dull. The learning model needs to be

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<sup>1</sup> Miftahul Khair Nur Ali Mubar, "Developing English Learning Materials For Young Learners Based On Needs Analysis At MTSN Model Makassar," *ETERNAL (English, Teaching, Learning, and Research Journal)* I, no. 02 (2015): 257–269.

<sup>2</sup> Rimma Bielosova, "Developing Materials for English for Specific Purposes Online Course within the Blended Learning Concept," *TEM Journal* 6, no. 3 (2017): 637–642.

<sup>3</sup> Haerazi Haerazi et al., "Incorporating Intercultural Competences in Developing English Materials for Writing Classes," *Journal of Language Teaching and Research* 9, no. 3 (2018): 540.

<sup>4</sup> Dewi Yana, "Developing English Speaking Learning Materials for Saturday English School Program," *ANGLO-SAXON* 6, no. 2 (2016): 21.

tied to the culture and habits of the students for learning activities to be more engaging.<sup>5</sup>

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:

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 students' specific needs of Islamic Junior High School.

## **D. Problem Formulation**

The problem formulation of this research covers encompasses:

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<sup>5</sup> Marice Fatma Sari, Abdurrahman Adisaputera, "Development Of Speed Reading Teaching Materials Based On Anticipation Guide Strategy In Observation Result Report Text In Students Class X Mas Sinar Islami Bingai," *International Journal of Education, Learning and Development* 6, no. 8 (2018): 52–61.

1. How to design English learning materials through contextual teaching and learning needed by MTs 31 Trimurjo students?
2. What is the content validity of the designing of speaking materials through contextual teaching and learning for MTs 31 Trimurjo students?

#### **E. Purpose of Research**

The purposes of this study are:

1. To delineate the learning needs of MTs 31 Trimurjo students.
2. To find out the content validity of the designing of speaking materials through contextual teaching and learning for MTs 31 Trimurjo 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 includes 3 chapters covering Basic Terms and Expressions, Daily Conversations, and Islamic Expressions.
2. Each unit will be equipped with relevant pictures to enhance the illustration of the developed product.

## CHAPTER II

### THEORETICAL 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

Digitalization and globalization have both significantly accelerated technical progress and profoundly changed the workplace. In response, technological advancement has changed how people utilize foreign languages since there are more and more tools available to enhance ordinary language communication, such as electronic translators.<sup>1</sup> English is the most commonly used language among people in the world. Throughout the world, when people from different nationalities want to communicate, they commonly use the English language. There are many reasons to learn English, whether it is for personal, study, or work-related reasons. In line with what Maxom points out that today English has been considered a language that gives people access to the world. Some want to study at prestigious English-speaking universities, some want a better career with international connections, and others just want a better chance in life.<sup>2</sup>

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<sup>1</sup> Carol Surkamp and Britta Viebrock, *Teaching English as a Foreign Language An Introduction* (Deutschen: Springer, Inc., 2018). 58.

<sup>2</sup> Michelle Maxom, *Teaching English as a Foreign Language For Dummies*, (West Sussex: A John Wiley and Sons, Ltd, Publication, 2009). 9.

Foreign language is the language where the second language is not used by the individuals in societies.<sup>3</sup> From junior high school to the university, English is taught in Indonesia as a foreign language. Select schools have even started using it as a medium of education in some locations, especially in large cities. At the collegiate level, TEFL varies; some departments that do not teach English continue to do so for a variety of reasons. English is used as the primary language of instruction at certain institutions, but not at others. In society, it is only employed in a small number of areas where there are significant numbers of foreign employees and visitors.<sup>4</sup>

According to Brown, foreign language contexts are the students which do not have the capability to communicate outside their classroom. They are often found through language clubs, certain media, books, or a certain tourist, but the above efforts must be made to create such occasions.<sup>5</sup> Lin urges that Teaching English as a Foreign Language (TEFL) is often used 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.<sup>6</sup>

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<sup>3</sup> dr. M.F. Patel; Praveen M. Jain, *English Language Teaching* (Jaipur: Sunrise Publishers, 2018). 35.

<sup>4</sup> Florentina Suharjati, "History of Teaching English As a Foreign Language in Indonesia," *Deiksis* 2, no. 3 (2010): 161.

<sup>5</sup> H.Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy*, 4th edition. (San Francisco: Pearson Education ESL, 2015). 116.

<sup>6</sup> Grace Hui-chin Lin; Paul Shih-chieh Chien, *An Introduction to English Teaching a Textbook for English Educators* (Saarbrücken: VDM Verlag Dr. Müller, 2010). 2.

TEFL is centered on the purposes or studies of English by teachers and English learners with a different mother tongue. The accurate description of 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 as an educational language.<sup>7</sup> According to Brown, the four language abilities of speaking, listening, reading, and writing are of the utmost importance in the field of English language instruction. EFL curricula and textbooks around the world are 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.<sup>8</sup>

## **2. Teaching English at Islamic Junior High School**

In an educational setting today, English is the first foreign language to be taught. It is taught from elementary school to university. In secondary education, English is a compulsory subject and it becomes one of the subjects in the National Examination. Students need to understand spoken and written English to communicate their ideas effectively. Secondary school offers the best environment for preparing children, primarily teenagers, for healthy and productive adult lives, including involvement in social, political, and economic realms. In order for a country to participate in the global economy, a sizeable portion of its inhabitants must complete secondary school in order to develop

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<sup>7</sup> Ibid.

<sup>8</sup> H.Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy*. 232.

the specialized skills and aptitudes required for an increasingly technologically advanced marketplace.<sup>9</sup>

According to Stern, language teaching refers to the actions which are designed to produce language learning. A great language teaching theory would suffice the circumstances and needs of learners in the best potential ways.<sup>10</sup> 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 simple 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.<sup>11</sup> Gage writes that teaching effectiveness means that the teacher's activities, such as her ways of interpreting and examining, value 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.<sup>12</sup>

The International Standard Classification of Education (ISCED) level 2, also known as lower secondary education, is governed by the United Nations Educational, Scientific, and Cultural Organization (UNESCO), which

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<sup>9</sup> W. James Jacob and Stephanie Lehner, "Knowledge in Education Secondary Education," *EQUIP2* (2012). 3.

<sup>10</sup> June K. Phillips and H. H. Stern, *Fundamental Concepts of Language Teaching* (New York: Oxford University Press, 1983). 21.

<sup>11</sup> Mike Fleming and David Stevens, *English Teaching in the Secondary School* (New York: Routledge, 2015). 2.

<sup>12</sup> Nathaniel L. Gage, "A Conception of Teaching," *Teaching and Teacher Education* 25, no. 8 (2009): 1169–1171.



maintains that programs at this level are typically created to replicate the learning outcomes from the level before it. Usually, the goal is to lay the groundwork for lifelong learning and human growth, so that educational institutions may later expand the range of educational options. Teachers often have pedagogical training in certain areas, and more frequently than at ISCED level 1, a class of students could include some teachers who have specialized knowledge in the subjects they are being taught. With six years of ISCED level 1 instruction being the most typical length, ISCED level 2 instruction begins four to seven years following ISCED level 1 commonly between the ages of 10 and 13 when they enter ISCED level 2 (age 12 being the most general).<sup>13</sup>

According to Capel and Turner, everyone in the school's attitudes and behaviors—including how instructors interact with and respond to students in the classroom, in their pastoral roles, and in extracurricular activities—reveal and promote the school's ideals on a daily basis. The school's leadership and the manner it develops and oversees a vision for the type of school it wishes to preserve make up a significant portion of the ethos of the institution.<sup>14</sup> 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 entrance. As long as it can fulfill the demands of modern life while upholding Islamic principles throughout the educational process, Islamic education will continue to be the preferred option

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<sup>13</sup> UNESCO, *The International Standard Classification of Education (ISCED) 2011* (Montreal: UNESCO Institute for Statistics, 2012). 33.

<sup>14</sup> Susan Capel, Marilyn Leask, and Tony Turner, *Learning to Teach in the Secondary School*, Third edition. (New York: Routledge, 2004). 212.

for Indonesia's Muslim community. To demonstrate that English language learning has no threats to or detrimental effects on Indonesian culture in general and Islamic religious values in particular, ELT in Indonesia has to strengthen Islamic principles.<sup>15</sup>

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 Muslims 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 the 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.<sup>16</sup> 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 the Qur'an as the source of language pedagogy and linguistics, and creatively include the issues of locality and particularity into their instructional activities.<sup>17</sup>

From the above literature review, it can be inferred that language teaching is an activity that provides new knowledge about language. In simple terms,

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<sup>15</sup> Tuti Hidayati, "English Language Teaching in Islamic Education in Indonesia; Challenges and Opportunities," *Englisia Journal* 3, no. 2 (2017): 65.

<sup>16</sup> Rosnani Hashim, *Reforms in Islamic Education International Perspectives* (New York: Bloomsbury Publishing Plc., 2014). 60.

<sup>17</sup> Dedi Irwansyah, "Teaching English at Indonesian Islamic Higher Education: An Epistemological Perspective," *Dinamika Ilmu* 18, no. 1 (2018): 1–13.

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

### **3. Contextual Teaching and Learning**

Contextual Teaching and Learning (CTL) is based on a variety of theories. Although it is not a brand-new paradigm for teaching in Indonesia, some educators have adopted it.<sup>18</sup> Contextual Teaching and Learning have become familiar concepts to teacher to aid in the teaching and learning process. Teachers may choose their teaching strategy from various approaches and methods depending on their expertise and classroom dynamics. Context, which can be defined as "Relationship, context, atmosphere, or the circumstances," is

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<sup>18</sup> Ariatna, "The Need for Maintaining CLT in Indonesia," *TESOL Journal* 7, no. 4 (2016): 800–822.

the root of the word contextual. Thus, contextual teaching and learning (CTL) can be seen as learning that is related with a particular atmosphere since contextual refers to the ambiance (context).<sup>19</sup>

Contextual Teaching and Learning (CTL), on the other hand, is characterized as a notion that enables instructors to connect academic material to practical contexts, apply it to their roles as parents, citizens, and employees, and commit to the effort required for learning.<sup>20</sup> Additionally, Johnson noted that Contextual Teaching and Learning (CTL) is a approach of education that links academic subjects to the context of students' daily lives, that is, with the context of their personal, social, and cultural circumstances. This aims to help students understand the significance of the academic material they are studying.<sup>21</sup> Contextual Teaching and Learning (CTL) is a approach of instruction that emerged in response to the idea that students will learn more effectively in a natural setting.<sup>22</sup> Contextual Teaching and Learning (CTL), another approach to teaching and learning, focuses on the learning process that fosters creativity, critical thinking, problem solving, and the ability to apply knowledge in daily life by connecting the materials and classroom activities to real situations and actual experience.<sup>23</sup> According to Basri, Contextual

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<sup>19</sup> Dita Ciptaningtyas Kristidhika et al., "Contextual Teaching and Learning to Improve Conceptual Understanding of Primary Students," *Teacher in Educational Research* 2, no. 2 (2020): 71–78.

<sup>20</sup> Clemente Charles Hudson and Vesta R. Whisler, "Contextual Teaching and Learning for Practitioners," *IMSCI 2007 - International Multi-Conference on Society, Cybernetics and Informatics, Proceedings* 2, no. 4 (2007): 228–232.

<sup>21</sup> Johnson, Elaine B. *Contextual Teaching and Learning*. (California: Corwin Press, 2002). 35.

<sup>22</sup> Departemen Pendidikan Nasional. (2002). *Contextual Teaching and Learning*. Dirjen Pend. Dasar dan Menengah, DPLP. 5.

<sup>23</sup> Hudson and Whisler, "Contextual Teaching and Learning for Practitioners."

Teaching and Learning (CTL) is “a learning process that involves student-centered learning and learning in context. Context means a condition that affects students' lives in learning”. The goal is to improve student learning outcomes and create practical materials related to school conditions.<sup>24</sup>

Contextual Teaching and Learning (CTL) is a set of concepts that instructors may use to assist students learn more effectively. These principles can also help teachers be more inventive, which is a quality of professional teachers.<sup>25</sup> In summary, the explanations that follow cover the Contextual Teaching and Learning (CTL) tenets:

a. Constructivism

Constructivism is used in the classroom teaching and learning process in the five learning processes of activating knowledge, acquiring knowledge, comprehending knowledge, applying knowledge, and reflecting on knowledge. This educational paradigm places a strong emphasis on the construction of meaning by active engagement in a given social, cultural, historical, and political environment.

b. Inquiry

Inquiry is the act of asking a pertinent question about the subject at hand. When using inquiry activities in the classroom, there are a number of steps that should be followed, including formulating problems, gathering data

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<sup>24</sup> Muhammad Basri D. Andi Arie Andriani Andi Tenri Ampa, “The Development of Contextual Learning Materials for the English Speaking Skills,” *International Journal of Education and Research* 1, no. 9 (2013): 1–10.

<sup>25</sup> Johnson, Elaine B. *Contextual Teaching and Learning*. (California: Corwin Press, 2002).

through observation, analyzing and presenting data in written form, pictures, reports, and tables, and finally presenting the data's findings to readers, classmates, and other audiences.

c. Questioning

A good teaching and learning environment makes use of questioning activities to assess students' understanding, address difficulties they may be having, elicit replies from them, gauge their level of interest, concentrate their attention, and review past information.

d. Learning community

The term "learning community" is used to refer to a group of learners in which communication serves as a channel for the exchange of knowledge and experience, as well as a mechanism for the members of the learning community to collaborate on problem-solving.

e. Modeling

This is explained as verbalizing an idea. Thus, a teacher demonstrates lessons to students by acting with one goal in mind, namely implementing lesson ideas to students. Modeling can be summarized as showing teachers' opinions and showing how teachers want their students to learn..

f. Reflection

Reflection can be realized by providing clear remarks regarding knowledge gained from the lesson, some notes, materials from students' books, and some opinions and ideas made by students about the teaching and learning process and conversation.

g. Authentic assessment

The technique of gathering information that provides a description of students' learning growth is known as authentic assessment. While authentic evaluation has the following qualities: (1) involves real-world experiences; (2) enabling access to information; (3) encourage the use of computers, dictionaries and human resources; (4) involving students based on relevance; (5) use an open format; (6) includes self-assessment and reflection; (7) guarantee efforts and practices; (8) identify strengths to enable students to demonstrate what they can do; (9) make the assessment criteria clearer for students. Fundamentally, this true evaluation should answer the question, "Do students learn something?," rather than "What have they already known?".

Contextual teaching and learning is a notion that aids in relating meaning via past and new information to help students and teachers gain new understanding. It is therefore expected that the strategy will aid in the teaching-learning process for both teachers and students. In addition, the Ministry of National Education describes that Contextual Teaching and Learning (CTL) motivates students to take charge of their learning and relate knowledge and its application to the various contexts of their lives. Then it can make learning more meaningful because students can enjoy learning by doing practical activities. Finally, it can strengthen students' memory and understanding of concepts because students learn through material taken from their new experiences and knowledge. In other words, they connect their previous and

new knowledge to gain new understanding. So that they will easily remember, and understand the material.<sup>26</sup>

Johnson discusses some of the advantages of applying Contextual Teaching and Learning (CTL). First, self-discovery will not occur if all students in one group consist of weak students. Second, forcing teachers to make special preparations before teaching in class because teachers need appropriate media. Third, spend a lot of time during the teaching and learning process. Finally, teachers will find it relatively effective to teach language as a communication tool.<sup>27</sup>

The author draws the conclusion that Contextual Teaching and Learning (CTL) is a learning approach that engages both instructors and students and actively involves both groups of people so that they may use it in their daily lives. It demonstrates how students make meaningful connections between abstract concepts and real-world applications through contextual learning. Students gain an understanding of the idea via exploration, empowerment, and connection. Working in a group is necessary for contextual learning, whether it is in the classroom, lab, or office. To get the intended effects of contextual learning, teachers must combine many types of experiences in the learning environment.

#### **4. Materials Development**

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<sup>26</sup> Departemen Pendidikan Nasional. (2002). Contextual Teaching and Learning. Dirjen Pend. Dasar dan Menengah, DPLP. 5.

<sup>27</sup> Johnson, Elaine B. Contextual Teaching and Learning. (California: Corwin Press, 2002). 64.



Recently, materials development has been an interesting field of study. Many researchers likely to conduct on developing materials. One of them is Bertha and Jahir who done the study on materials development in Colombian context. They argued that materials development is a field of study which has recently acquired significant importance in the Colombian context due to the fact that teachers, as materials developers, consider materials development as an area of knowledge that helps them to improve their teaching practices.<sup>28</sup> According to Graves, materials development is the planning process by a teacher creating units and lessons in those units to carry out the goals of the course. It takes place on a continuum of decision-making and creativity which ranges from being given a textbook and a timetable in which to develop all the materials that will use in class.<sup>29</sup> Besides, Azarnoosh et.al., write that materials development is a practical undertaking involving the production, evaluation, adaptation, and exploitation of materials intended to facilitate language acquisition and development.<sup>30</sup>

In developing materials the researcher needs to analyze the learners' needs and regard the aims of the learning. Then, the researcher is able to develop the materials by adapting them in order to make them more appropriate to learners' needs. As Tomlinson has noted that adaptation can be implemented by reducing, adding, omitting, modifying, and supplementing learning materials.

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<sup>28</sup> Bertha Ramos and Jahir Aguirre, "Materials Development in the Colombian Context: Some Considerations About Its Benefits and Challenges," *How* 21, no. 2 (2014): 134–150.

<sup>29</sup> Kathleen Graves, *Designing Language Courses: A Guide for Teachers*, 1st Edition. (Boston: Heinle & Heinle Publishers, 1999). 149.

<sup>30</sup> Maryam Azarnoosh et al., "Issues in Materials Development," *PELT* 4 (2016): 1–9.

He also proposes several basic principles of developing learning materials which relevant to the materials development for language teaching.<sup>31</sup> These principles are briefly outlined as follows.

- a. Materials should achieve impact. It is said that materials can achieve impact when they are new, varied, presented attractively, appealing content, and achievable challenge. Moreover, the impact is achieved when materials have an evident effect on the students, it means that the students are interested, curious and pay much attention to the materials.
- b. Materials should help learners to feel at ease. Sometimes, during the instructional process, students feel bored and uninterested in. So materials should help the students' learning process more comfortable and relaxed. They can help the students to feel at ease in many ways, such as texts and illustrations that the students can relate to their culture, materials include examples rather than without. Materials should help the students to learn than always testing them.
- c. Materials should help learners to develop confidence. The confidence of students may be reduced when they aware which they are not really using their brains. So that many students feel confident and relaxed when the materials they learn are not too difficult.
- d. Materials should be relevant and useful. What is being taught should be received by learners as apparent relevance and utility in language

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<sup>31</sup> Brian Tomlinson, "Materials Development for Language Learning and Teaching," *Language Teaching* 45, no. 2 (2012): 143–179.

acquisition. The materials being taught should be relevant to the students' interests and students' needs. Furthermore, the students are able to practice them using target language not only in the classroom but also in their real-life.

- e. Materials should require and facilitate learner self-investment. Materials that enable the students concerned on them and invest their interests, that can attract them to learn the materials will facilitate the students to do many activities in the classroom.
- f. Materials should expose the learners to language in authentic use. Authentic use of the target language refers to the necessary but not sufficient for the acquisition of that language. Materials are able to provide exposure to authentic input through the activities they suggest, such as interviewing the teacher, performing a project in the local community and listening to the radio.

In line with the above explanation, it can be asserted that materials development is a process in which creating or upgrading materials in order to achieve the objectives of instructions. The materials learned should be relevant to the demands of teaching and learning and familiar with the student's life. So that the students are ready to acquire the points being taught.

## **5. Pocketbook Media**

Books are an effective medium for long-term communication and may have a significant impact on how culture and the human race develop. A pocketbook is a paperback or other compact or affordable book version. Books have a

greater educational impact on students than other tools.<sup>32</sup> A pocketbook is a small-format publication that measures around 17 cm by 11 cm. A pocketbook is a book that can be stored in the pocket, is lightweight, and can essentially be carried everywhere to be read. Smaller print sizes make pocketbooks more effective, useful, and simple to use. A student's potential to become an autonomous learner can be developed by using a pocketbook as a tool or unidirectional medium to communicate knowledge about the subject matter.

The pocketbook has a description of the subject matter and has been prepared with a range of pertinent photographs to pique students' interest in the material. Additionally, the presentation of the pocketbook is enhanced by several images and a variety of colors to give it a more appealing appearance than traditional textbooks. Students typically make for engaging reading material with lots of images and vivid colors. To make the message more intriguing and relevant, color is a kind of nonverbal communication.<sup>33</sup>

#### 1. Advantages of Pocketbook

Pocket book, is a print media such as textbooks. The benefit of print media is that it is portable, so it may be studied at any time and any place. Due to their compact size compared to traditional textbooks, Pocket Books are designed to be easily learned from whenever and wherever. They also

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<sup>32</sup> Suhono, Rani Setyawati, & Wiwied Pratiwi. (2023). DEVELOPING OF ENGLISH VOCABULARY POCKET BOOK MULTIMEDIA GRADE TENTH AT STATE 3 VOCATIONAL HIGH SCHOOL METRO. *International Journal on Integrated Education*, 6(5), 61-72.

<sup>33</sup> Choir, Jihan A., and Agus Z. Fitri. "The Development of English for Beginner Through Pocketbook Media to Improve Student Learning Primary Results." *Al-Bidayah*, vol. 12, no. 2, 2020, pp. 221-236

don't take up much space in storage, so students won't have to worry about carrying them both inside and outside of the classroom. Students can learn the message as needed. This is due to the fact that the pocketbook's creation was based on an examination of the Competency Standards in the syllabus of the relevant topics, and the messages it contains have been modified to meet the needs of students. Because it has pictures and colors, the display in the pocketbook will draw pupils' attention more. The writing will dictate how election graphics and colors should be used. Another benefit of a pocketbook is that any instructor can utilize the media because it doesn't require any special skills or other resources, like electricity. Anytime you need it, anywhere, this pocketbook is there.

## 2. Disadvantages of Pocketbook

It is claimed that one drawback of print media is that it requires a lengthy production process due to the printing process that it must undergo. The pocketbook that was manufactured cannot be instantaneous since the printing procedure requires time. Students find it difficult to study since the printed material is quite thick, as a result, it is important to choose the appropriate material and avoid making it too thick or thin. The next weakness of a pocketbook is material media print, which is readily torn and damaged if the print and paper quality is poor. This is especially true if it is exposed to water or fire, thus use of these items should be done with extreme caution. Students must put their small Pocketbook in the proper location so

that it is simple to remember because of how probable it is to be lost due to its size.<sup>34</sup>

## **B. Relevant Studies**

Various researchers had conducted research related to this study. Haerazi et al. 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.<sup>35</sup>

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.<sup>36</sup> Nilam Ulami argues in his research that students need English speaking materials that contain material related to their field of expertise and supported by an innovative and creative learning process, and English speaking materials are developed through CTL. In CTL, the

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<sup>34</sup>Andi Muhammad Syahwalil Akbar, "Design of a Braille Pocket Dictionary as a Learning Media for People with Dyslexics to Improve English Language Skills in Extraordinary Junior High School Students" *Pena: Unismuh Student Scientific Creativity Journal*, no. 2 (2014): 129–38.

<sup>35</sup>Haerazi et al., "Incorporating Intercultural Competences in Developing English Materials for Writing Classes." 545.

<sup>36</sup>Yana, "Developing English Speaking Learning Materials for Saturday English School Program." 31.

students used their individual skills, interests, and cultural backgrounds to build their own knowledge which led them to discover meaning in the study of English rather than something elaborated by the teacher.<sup>37</sup>

In the research "Developing English Speaking Materials Based on Contextual Teaching and Learning (CTL) for Junior High School Students", Agustina argues that the materials should be contextualized to the experience, realities and first languages of the learners to help learners acquire the language easier. It is important to develop speaking material for students in order to help students find what they need and interested. Moreover, the development is also used to successfully achieve the learning objectives of teaching and learning. Appropriate material is material that is contextual to students' environment so that students become more motivated to learn. Besides that, the material taught must also be able to encourage students to be more active and creative in learning and produce a project that is useful for developing their speaking skills.<sup>38</sup>

Of the many researches on the development of speaking teaching materials that have been developed, there are still very few studies that focus on the development of Islamic-based materials. Indonesia as a Muslim-majority country still lacks English learning materials for Islamic-based education. Therefore, researchers develop speaking teaching materials that are relevant to the educational

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<sup>37</sup> Nilam Ulami Siregar and Rahmad Husein, "Developing English Speaking Material through Contextual Teaching and Learning ( CTL ) for Beauty Study Program" 17, no. 1 (2020): 8–16.

<sup>38</sup> Agustina Wulandari, Erni Yusnita, and Suci Nuralita Sari, "Developing English Speaking Material Based on Contextual Teaching and Learning ( CTL ) for Junior High School Students" 205, no. Gdic 2020 (2021): 482–484.

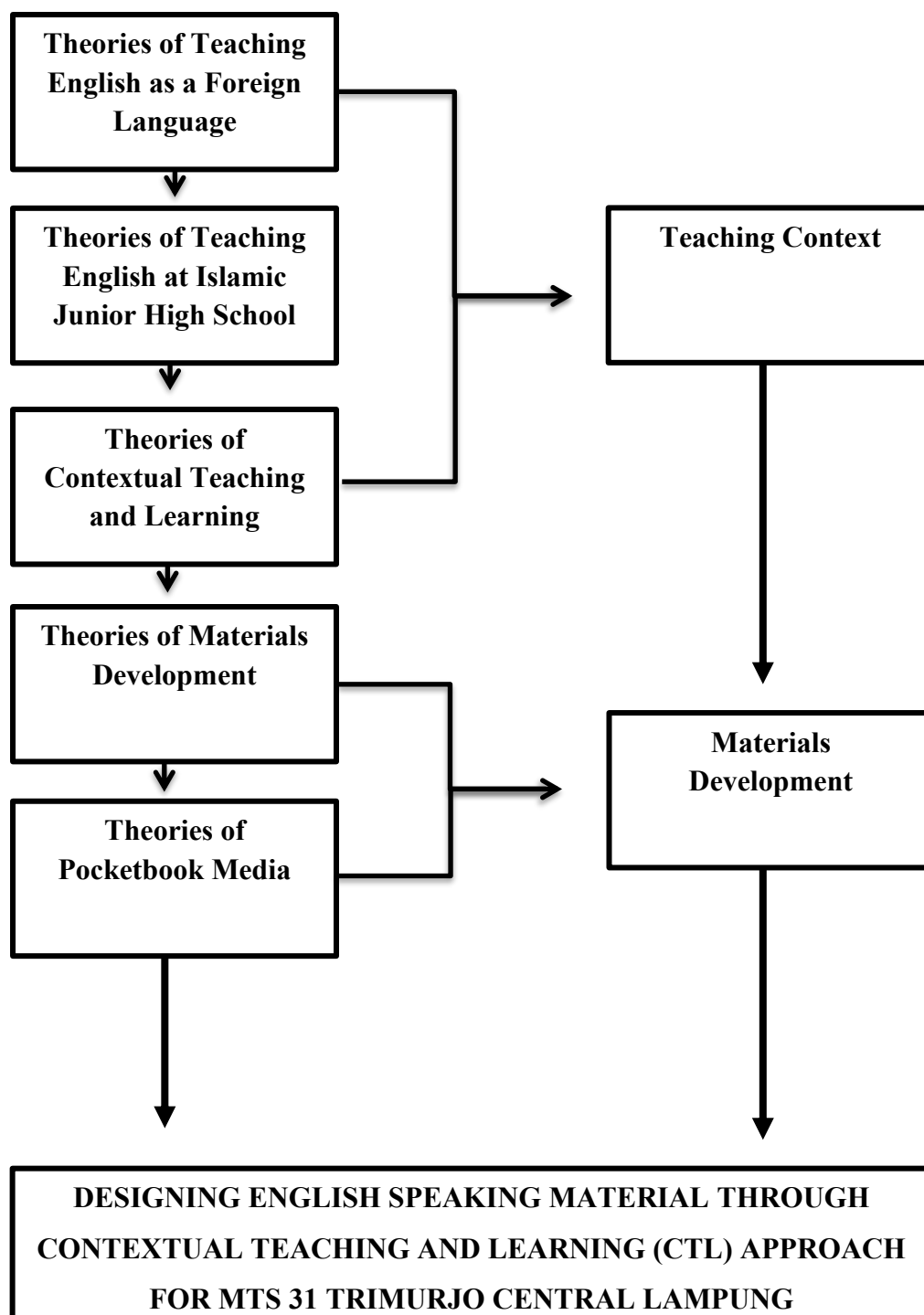
environment of Islamic Junior High Schools and Islamic Boarding Schools to make it easier for students to learn English.



### C. Framework

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

**Figure 1. Framework Design**



## CHAPTER III

### RESEARCH METHODS

#### A. Type of The Study

This research is a research development or Research and Development (R&D). Development research is a type of research that focuses on product development. 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.<sup>1</sup> In fact, this method has been tremendously applied by education practitioners and pedagogues in designing their models of educational products.<sup>2</sup> From the above literature review, it is worthy to note that R&D is a method of research to develop and validate educational product by practitioners.

#### B. Research Procedure

In their book, Borg & Gall proposed ten steps in conducting R&D Method. Nevertheless, in the implementation some educational researchers modified the ten steps into simpler steps due to the need and context of their research.<sup>3</sup> Thus, in this study only five procedures that want to use. <sup>4</sup> The procedure is illustrated below.

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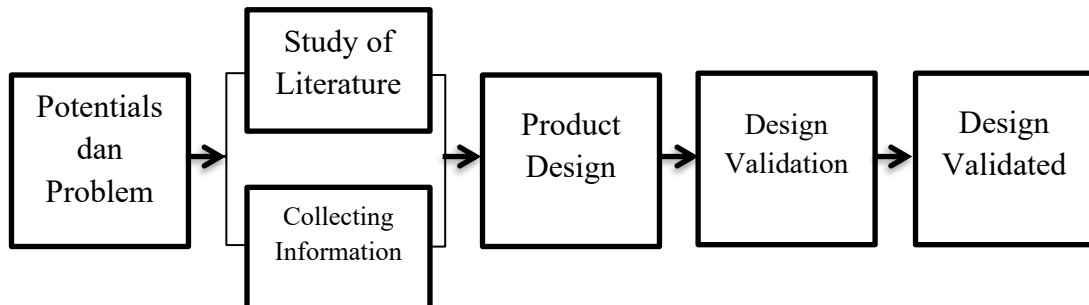
<sup>1</sup> M. D Gall, J. P Gall, and W. R Borg, *Educational Research An Introduction*, Seventh Ed. (New York: Pearson Educations, Inc., 2003). 569.

<sup>2</sup> Sri Gustiani, "Research and Development (R&D) Method as A Model Design in Educational Research and Its Alternative," *Holistics Journal* 11, no. 2 (2019): 12–22.

<sup>3</sup> Ibid.

<sup>4</sup> Gall, Gall, and Borg, *Educational Research An Introduction.*, 573.

**Figure 3.1 Procedure Illustration**



### 1. Need Analysis

This step is to collect information from many sources related to the research. It includes a review of literature and classroom observation. The researcher tried to gather information about students' needs by distributing questionnaires to the students and interviewing the teacher. The data were analyzed as the basis for developing English speaking materials for students of MTs 31 Trimurjo Central Lampung.

### 2. Planning

After conducting a needs analysis, the researcher should make a plan for developing materials. The planning intended to statement specific goals which would be achieved after the learning. In this stage, the researcher focused on determining the course sequence and determining the goals that would be achieved. After analyzing the result of the needs analysis, the researcher states the goals, topics, and learning objectives to fulfill the students' needs.

### 3. Developing the Materials

This step involved the developing of the instructional materials, which include print materials such as course books and evaluation devices. The product of this research includes 3 chapters covering Basic Terms and Expressions, Daily Conversations, and Islamic Expressions.. Each unit is equipped with a picture to enhance the illustration of the developed product.

### 4. Validating the Developed Materials

This stage included the evaluation of the developed materials. The materials were evaluated by the validator to assess their appropriateness of the materials. In the validation, the developed materials were validated by the validator, then feedback and suggestions for the materials were given by the validator. Validator assessment was carried out by practitioners related to the developed materials, that were experts in the field of study, education, experts on assessment, and evaluation.

### 5. Revising

The result of the validator assessment questionnaires was analyzed and utilized as the foundation to rewrite the final draft of the materials. In this step, the researcher revised and improved the developed materials based on the result of the validator assessment in materials evaluation. After being revised, the materials were considered compatible English learning materials for students of MTs 31 Trimurjo Central Lampung.

### C. Research Subject

The subjects that the researchers used in this study were seventh grade students at MTs 31 Trimurjo, Central Lampung. This class consists of 23 students.

### D. Research Instruments and Techniques of Data Collecting

This study utilizes a questionnaire and interviews to collect the data. The needs analysis questionnaire is used to collect the data on the target learning. The students were asked some questions about what they wanted in learning English like characteristics and needs. Then, they choose one or more options. The researcher was interviewing the teacher to add the data from the questionnaire, informally. The phases of the research questionnaire instrument are shown in the table below.

**Table 3.1 The Phases of Research Instrument**

No.	Phases	Research Instrument
1	Planning	<ul style="list-style-type: none"> <li>▪ Needs analysis questionnaire</li> <li>▪ Interview guide</li> </ul>
2	Validating	<ul style="list-style-type: none"> <li>▪ Product validation Sheet</li> <li>▪ Evaluation Sheet</li> </ul>
3	Revising	<ul style="list-style-type: none"> <li>▪ Focus group discussion or interview</li> </ul>

### E. Data Analysis Technique

The data of the need analysis questionnaire was analyzed by using frequencies and percentages. The highest percentages of the answers to each question were considered to represent the students' needs. The percentage is

calculated 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 7<sup>th</sup> graders of MTs 31 Trimurjo Central Lampung can be known through data collection. Data collection is done in the following process.

###### **a. Interview**

Data collection used interviews which were conducted on August 3, 2022, with the English teacher at MTs 31 Trimurjo as the resource person. The results of the interviews stated that there were still many students at MTs 31 Trimurjo who did not have the motivation to learn English as a necessity, but only as a graduation requirement. The incompatibility of the material taught to students greatly affects students' interest in understanding the lesson. In addition, the contents of the teaching materials taught are too far from the Islamic context that is appropriate to the educational institution where students study. Thus, the teacher often improvises or provides other images that are closer to students.



**Figure 4.1 Interview with an English teacher**

b. Distribution of Questionnaires

Distribution of questionnaires to 7<sup>th</sup> graders students at MTs 31 Trimurjo Central Lampung was conducted on December 4, 2022 through direct meetings with the students included 17 questions and 23 students as respondents.



**Figure 4.2 Distribution of Questionnaire On MTs 31 Trimurjo students**



The process of distributing this questionnaire can be held with 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 31 Trimurjo Central Lampung. Each item presented in the questionnaire sheet concerns the important points that exist in learning materials so that the researcher 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 4.1 The Result of Questionnaires Data**

No	Question Substance	Questions	Sub- Item	F	%
1.	Students' background	When did you learn English for the first time?	a. kindergarten b. elementary school c. junior high school d. senior high school	2 18 3 0	9% 78% 13% -
		Have you ever got another English course outside the school?	a. yes, i have b. no, i have not	0 23	- 100%
2.	Students' goal	The use of study English in the future is?	d. communicating in daily activities e. communicating with colleagues f. communicating with foreign people	19 1 3	83% 4% 13%
3.	Students' necessities	How do you want English speaking skill to be taught?	e. teachers' explanation using texts from the text book f. teachers explanation using texts and kinds of media (picture, video, audio) g. direct practice with the teacher h. direct practice with friends	14 6 0 3	61% 26% - 13%

		What conversation material is suitable for learning?	e. Islamic conversation f. conversation of everyday life g. conversation at work h. conversation with tourists	16 5 0 2	69% 22% - 9%
4.	<b>Students' Lack</b>	Can you speak English?	d. yes, i can e. no, i can't f. a little bit	5 5 13	22% 22% 56%
		The difficulties that you usually face in speaking English are?	d. vocabulary e. grammar f. pronunciation	17 6 0	74% 26% -
5.	<b>Students Wants</b>	In the process of learning and teaching you prefer that the teacher plays the role as...	a. guide you and correct your work b. walk around in the class and control the students c. walk around in the class and help the students doing task d. direct the students in front of the class	2 4 16 1	9% 17% 69% 5%
		How many task of the material in one unit?	a. 5-10 tasks b. 10-15 c. more than 15 tasks	15 4 4	66% 17% 17%
6.	<b>Students' Learning Input</b>	Types of task / activities related to the speaking skills that you want is?	e. storytelling f. dialogues g. games h. discussion	3 9 11 0	13% 39% 48% -
		In your opinion, the existence of picture in the materials is?	d. very helpful e. no effect f. not helpful	23 0 0	100% - -
7.	<b>Type of Learning Activity</b>	Types of task or activities which are related to speaking skills that can improve the vocabulary mastery?	a. always read the dictionary b. fill in the blank after watching video c. playing vocabulary games	7 0 16	30% - 70%
		Task types of activities which are related to speaking skills that can improve the pronunciation mastery?	a. repeat after the teacher b. imitate the native speaker in the audio c. imitate the native speaker in the video d. read the pronunciation list in the text book	17 0 2 4	74% - 9% 17%
		Task types or activities which are related to the speaking skills that can improve the grammar mastery	a. listening and understanding teacher's explanation b. reading the materials which have been given in	23 0	100% -
8.	<b>Setting</b>	What is your favorite place when studying English?	a. in the classroom b. in the library c. in the language laboratory	23 0 0	100% - -
		In the process of learning and teaching activities you prefer to work?	a. individually b. in pairs c. small group d. large group	2 8 7 6	9% 35% 30% 26%

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

## **2. Pocketbook Media for Islamic Junior High School**

English learning material developed for 7<sup>th</sup> graders of students at MTs 31 Trimurjo Central Lampung consists of three units with the following details.

- a. At the beginning of the book contains tips and tricks for speaking to make it easier for students to learn.
- b. Units 1 and 3 cover the basics of vocabulary and speaking skills.
- c. Unit 2 includes Muslim daily conversations 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 Pocketbook Media Development**

Development of pocketbook media for 7<sup>th</sup> graders of students at MTs 31 Trimurjo Central Lampung is carried out through four stages or steps, namely:

- a. Choose the appropriate English material. Vocabulary that suits the needs of madrasah students in accordance with Islamic education.

- b. Integrate English material into an environment that is appropriate to the culture of school children. For example, you could include new vocabulary, common expressions, or sentence structures that are commonly used at school.
- c. Add relevant visualizations (pictures) into each unit. Include pictures that support the unit to help students understand the context and stimulate their imaginations. These images can depict characters, places, or situations.
- d. Determine Islamic values that are appropriate for each selected conversation. Identify the Islamic values contained in the conversation, such as tolerance, mutual help, or worship.

## **B. Validation of Pocketbook Media**

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 4.2 Aikens's V Score**

<b>No.</b>	<b>Aspects of Assessment</b>	<b>Aiken's V Score</b>	<b>Remark</b>
1	Title suitability	0,44	Revised
2	Size conformity	0,33	Revised
3	Language and Vocabulary	0,77	-
4	Material compatibility	0,77	-
5	Material depth	0,77	-
6	Material accuracy	0,77	-

7	Material update	0,77	-
8	Conformity with the level of development of students	0,77	-
9	Communicative	0,77	-
10	Accuracy	0,77	-
11	Demand and unity of ideas	0,66	-
12	Presentation Techniques	0,55	-
13	Presentation of learning	0,55	-
14	Content layout	0,77	-
15	Content illustration	0,66	-
16	Typography of Material	0,66	-

The table above shows that overall the teaching materials developed are acceptable except for the suitability aspects of the title and size suitability which are 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 regarding the grammar structure that needs to be adjusted and the addition of Islamic terms and phrases (Yawisah, 2023). In addition, experts suggest adding the editor's name for the product (Irwansyah, 2023) and experts ask for the simplification of the title and the size of the pocket must be adjusted (Anggaira, 2023).

### C. Product Revisions

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 pocketbook media for 7<sup>th</sup> graders of students at MTs 31 Trimurjo Central Lampung can enrich the needs of Islamic boarding school students because it can integrate knowledge in Islamic boarding schools with school institutions. Besides, the development of pocketbook media for 7<sup>th</sup> graders of students at MTs 31 Trimurjo Central 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, and experts in Islamic content fields that have a national or international reputation. Product effectiveness has also not been done in 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 pocketbook for Islamic Junior High School for 7<sup>th</sup> graders through contextual teaching and learning (CTL) are as follows. Students of MTs 31 Trimurjo need to update materials that are relevant to school institutions and their environment. Students need material that contains an Islamic context to make it easier for students to understand the material presented. In preparing this pocketbook consists of 4 steps as follows. First, choose the appropriate English materials. Furthermore, integrate English materials into an environment that is appropriate to the culture of Islamic institutions. Additionally, add relevant visualizations (pictures) into each unit. Finally, determine the appropriate Islamic values for each selected conversation. Identify the Islamic values contained in the conversation, such as tolerance, mutual cooperation, or worship.

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**

The English pocketbook for madrasah is very suitable for students of religious schools, especially MTs 31 Trimurjo, Central Lampung. Not only does it help the learning process of students at school but also indirectly prohibits the

religious values contained in it. Researchers are looking for these products to be used commercially.



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# APPENDICES

## Pre-Survey Letter

7/21/22, 2:40 PM

IZIN PRASURVEY



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

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Nomor : B-3637/In.28/J/TL.01/07/2022  
Lampiran : -  
Perihal : **IZIN PRASURVEY**

Kepada Yth.,  
KEPALA MTS MA'ARIF 31  
TRIMURJO  
di-  
Tempat

*Assalamu'alaikum Wr. Wb.*

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

Nama : **IRSYAD FAUZI**  
NPM : 1901050019  
Semester : 7 (Tujuh)  
Jurusan : Tadris Bahasa Inggris  
Judul : DEVELOPING ENGLISH SPEAKING MATERIAL  
THROUGH CONTEXTUAL TEACHING AND LEARNING  
(CTL) FOR ISLAMIC JUNIOR HIGH SCHOOL OF MTS  
31 TRIMURJO CENTER LAMPUNG

untuk melakukan prasurvey di MTS MA'ARIF 31 TRIMURJO, dalam rangka menyelesaikan Tugas Akhir/Skripsi.

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

*Wassalamu'alaikum Wr. Wb.*

Metro, 21 Juli 2022  
Ketua Jurusan,



**Andianto M.Pd**  
NIP 19871102 201503 1 004

## Pre-Survey Response Letter



**LEMBAGA PENDIDIKAN MA'ARIF NU  
MADRASAH TSANAWIYAH MA'ARIF 31 TRIMURJO  
NSM 121218020097 – NPSN 69881631**

Alamat : Jl. M. Yunus Pujokerto Kecamatan Trimurjo Lampung Tengah 34172

Nomor : 0027/MTs/M31/A1/VII/2022 Trimurjo, 23 Juli 2022  
Lampiran : -  
Perihal : Pemberian Izin Pra-Survey

*Assalamu'alaikum Wr. Wb.*

Menindaklanjuti surat No. B-3637/In.28/J/TL.01/07/2022 tentang Permohonan Izin Pra-Survey dalam rangka penyelesaian Tugas Akhir/Skripsi yang diajukan oleh:

Nama : Irsyad Fauzi  
NPM : 1901050019  
Semester : 7 (Tujuh)  
Jurusan : Tadris Bahasa Inggris  
Fakultas : Fakultas Tarbiyah dan Ilmu Keguruan  
Judul : DEVELOPING ENGLISH SPEAKING MATERIAL THROUGH  
CONTEXTUAL TEACHING AND LEARNING (CTL) FOR ISLAMIC  
JUNIOR HIGH SCHOOL OF MTs 31 TRIMURJO CENTER LAMPUNG

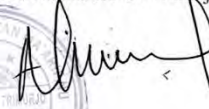
Dengan ini saya selaku kepala MTs Ma'arif 31 Trimurjo memberikan izin kepada yang bersangkutan untuk melaksanakan pra-survey di sekolah kami.

Demikian surat ini dibuat agar dapat dipergunakan sebagaimana mestinya.

*Wassalamualaikum Wr. Wb.*

Mengetahui,

Kepala MTs Ma'arif 31 Trimurjo

  
**Abidin Muhamat, M. Pd**



## Thesis Guidance Letter

03/02/23 20.30

Bimbingan Skripsi



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

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Nomor : B-0327/In.28.1/J/TL.00/01/2023  
Lampiran : -  
Perihal : **SURAT BIMBINGAN SKRIPSI**

Kepada Yth.,  
Umi Yawisah (Pembimbing 1)  
(Pembimbing 2)  
di-

Tempat  
*Assalamu'alaikum Wr. Wb.*

Dalam rangka penyelesaian Studi, mohon kiranya Bapak/Ibu bersedia untuk membimbing mahasiswa :

Nama : **IRSYAD FAUZI**  
NPM : 1901050019  
Semester : 8 (Delapan)  
Fakultas : Tarbiyah dan Ilmu Keguruan  
Jurusan : Tadris Bahasa Inggris  
Judul : DESIGNING ENGLISH SPEAKING MATERIAL THROUGH  
CONTEXTUAL TEACHING AND LEARNING (CTL) FOR MTS 31  
TRIMURJO CENTRAL LAMPUNG

Dengan ketentuan sebagai berikut :

1. Dosen Pembimbing membimbing mahasiswa sejak penyusunan proposal s/d penulisan skripsi dengan ketentuan sebagai berikut :
  - a. Dosen Pembimbing 1 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV setelah diperiksa oleh pembimbing 2;
  - b. Dosen Pembimbing 2 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV sebelum diperiksa oleh pembimbing 1;
2. Waktu menyelesaikan skripsi maksimal 2 (semester) semester sejak ditetapkan pembimbing skripsi dengan Keputusan Dekan Fakultas;
3. Mahasiswa wajib menggunakan pedoman penulisan karya ilmiah edisi revisi yang telah ditetapkan dengan Keputusan Dekan Fakultas;

Demikian surat ini disampaikan, atas kesediaan Bapak/Ibu diucapkan terima kasih.

*Wassalamu'alaikum Wr. Wb.*

Metro, 30 Januari 2023  
Ketua Jurusan,



NIP 19871102 201503 1 004

Dokumen ini telah ditandatangani secara elektronik. Untuk memastikan keasliannya, silahkan scan QRCode.



## Research Letter



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
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Lampiran : -  
Perihal : IZIN RESEARCH

Kepada Yth.,  
KEPALA MTS MA'ARIF 31 TRIMURJO  
di-  
Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-0876/In.28/D1/TL.01/02/2023, tanggal 23 Februari 2023 atas nama saudara:

Nama : IRSYAD FAUZI  
NPM : 1901050019  
Semester : 8 (Delapan)  
Jurusan : Tadris Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di MTS MA'ARIF 31 TRIMURJO, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "DESIGNING ENGLISH SPEAKING MATERIAL THROUGH CONTEXTUAL TEACHING AND LEARNING (CTL) FOR MTS 31 TRIMURJO CENTRAL LAMPUNG".

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

Wassalamu'alaikum Wr. Wb.

Metro, 23 Februari 2023  
Wakil Dekan Akademik dan Kelembagaan,



Dr. Isti Fatimah MA  
NIP 19670531199303 2 003

## Research Response Letter



**LEMBAGA PENDIDIKAN MA'ARIF NU  
MADRASAH TSANAWIYAH MA'ARIF 31 TRIMURJO  
NSM 121218020097 – NPSN 69881631**

*Alamat : Jl. M. Yunus Pujokerto Kecamatan Trimurjo Lampung Tengah 34172*

Nomor : 0036/MTs/M31/A1/II/2023 Trimurjo, 25 Februari 2023  
Lampiran : -  
Perihal : Pemberian Izin Research

*Assalamu'alaikum Wr. Wb.*

Menindaklanjuti surat B-0877/In.28/D.1/TL.00/02/2023 tentang Permohonan Izin Research dalam rangka penyelesaian Tugas Akhir/Skripsi yang diajukan oleh:

Nama : Irsyad Fauzi  
NPM : 1901050019  
Semester : 8 (Delapan)  
Jurusan : Tadris Bahasa Inggris  
Fakultas : Fakultas Tarbiyah dan Ilmu Keguruan  
Judul : DESIGNING ENGLISH SPEAKING MATERIAL THROUGH  
CONTEXTUAL TEACHING AND LEARNING (CTL) FOR MTS 31  
TRIMURJO CENTRAL LAMPUNG

Dengan ini saya selaku kepala MTs Ma'arif 31 Trimurjo memberikan izin kepada yang bersangkutan untuk melaksanakan research di sekolah kami.

Demikian surat ini dibuat agar dapat dipergunakan sebagaimana mestinya.

*Wassalamualaikum Wr. Wb.*

Mengetahui,

Kepala MTs Ma'arif 31 Trimurjo



**Abidin Muhamat, M. Pd**

## Interview Guide

1. Bagaimana kemampuan bahasa Inggris siswa kelas VII MTs 31 Trimurjo Center Lampung?

(What is the English competence of first grade of Islamic Junior High School Ma'arif 31 Trimurjo Center 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. Bagaimana pembelajaran berbicara (speaking) di kelas?

(How is learning speaking in class?)

5. Materi speaking apa yang sering digunakan di kelas?

(What materials are often used in the classroom?)

6. Berdasar pada apakah pemilihan bahan ajar?

(What consideration underlies the selection of learning materials?)

7. Apakah siswa menggunakan buku pelajaran bahasa Inggris?

(Do students use English textbook?)

8. Apakah materi yang diajarkan berhubungan dengan kehidupan sehari-hari di lingkungan pesantren atau madrasah?

(Are the English learning materials related to daily life in the pesantren or madrasa environment?)

9. Apakah perlu pengembangan materi yang berhubungan dengan kehidupan siswa di pesantren atau madrasah dalam meningkatkan kemampuan berbicara (speaking)?  
(Is it necessary to develop materials related to student life in Islamic boarding schools or madrasas to improve speaking skills?)
10. Apakah penggunaan pembelajaran berbasis konteks (Contextual Teaching and Learning) bisa mempermudah peserta didik dalam mempelajari kemampuan berbicara (speaking) dan penerapannya?  
Can the use of context-based learning (Contextual Teaching and Learning) make it easier for students to learn speaking skills and their application?

### Interview Transcript

**Nama Narasumber** : Guru Bahasa Inggris  
**Tanggal** : 17 Mei 2018  
**Jam** : 09.00 - 09.36 WIB.  
**Tempat Wawancara** : Kantor Guru MTs. 31 Trimurjo  
**Topik Wawancara** : Bahan Ajar Bahasa Inggris

Pewawancara : Pada tanggal 3 Agustus 2023, saya Irsyad Fauzi, akan melakukan wawancara mengenai bahan ajar Bahasa Inggris dengan Ibu. Apakah Ibu bersedia?

Narasumber : Ya, saya bersedia.

Pewawancara : Baiklah, Ibu. Pertanyaan pertama, apa saja kesulitan yang dialami siswa dalam belajar Bahasa Inggris?

Narasumber : Siswa mengalami kesulitan dalam penguasaan kosakata. Selain itu, minat baca mereka menurun karena kurangnya kosakata yang mereka kuasai. Lingkungan belajar di sekitar pondok pesantren juga tidak mendukung.

Pewawancara : Dari empat keterampilan dalam Bahasa Inggris, manakah yang paling sulit bagi siswa?

Narasumber : Tentunya, speaking (berbicara).

Pewawancara : Berdasarkan apa pemilihan bahan ajar untuk siswa?

Narasumber : Kurikulum tidak selalu sesuai dengan kemampuan siswa. Oleh karena itu, saya sering menghubungkan materi ajar dengan pengetahuan dasar mereka, terutama yang berkaitan dengan lingkungan mereka.

Pewawancara : Materi apa yang sering digunakan di kelas?

Narasumber : Saya sering menggunakan materi yang berhubungan dengan penguasaan kosakata.

- Pewawancara : Apakah materi yang diajarkan sudah sesuai dengan siswa?
- Narasumber : Secara materi, sudah cukup. Namun, saya sering mencari materi Islam agar lebih mudah dipahami oleh siswa.
- Pewawancara : Apakah siswa menggunakan buku pelajaran Bahasa Inggris?
- Narasumber : Ya, sudah ada.
- Pewawancara : Apakah siswa memiliki materi tambahan Bahasa Inggris?
- Narasumber : Belum ada.
- Pewawancara : Apakah materi audio-visual sering digunakan dalam pembelajaran?
- Narasumber : Tidak sering, tetapi beberapa kali saya memberikan materi audio-visual kepada siswa.
- Pewawancara : Apakah lingkungan sosial siswa mempengaruhi proses belajar mereka?
- Narasumber : Tentu saja. Terutama di lingkungan pondok pesantren seperti di sini, diperlukan materi yang terkait langsung dengan kehidupan sehari-hari dan pengetahuan siswa, terutama mengenai agama Islam.
- Pewawancara : Baiklah, Ibu. Saya rasa cukup. Terima kasih atas waktu dan kesediaannya untuk memberikan informasi. Apakah informasi ini dapat saya masukkan sebagai bagian dari penelitian?
- Narasumber : Ya, tentu saja boleh. Terima kasih.

## Questionnaire Sheet

### ANGKET ANALISIS KEBUTUHAN BELAJAR BAHASA INGGRIS SISWA KELAS VII MTs MA'ARIF 31 TRIMURJO

- A. Nama Lengkap : *Muhammad Rizki*  
 Jenis Kelamin : *L*  
 Usia : *12*
- B. Jawablah pertanyaan dibawah ini dengan cara melingkari jawaban yang adik-adik pilih
1. Sejak kapan kamu mulai belajar Bahasa Inggris untuk pertama kalinya...
    - a. Taman kanak-kanak
    - b. Sekolah dasar
    - c. Sekolah menengah pertama
    - d. Sekolah Menengah Atas
  2. Pernahkah Anda kursus bahasa Inggris lain di luar sekolah...
    - a. Pernah
    - b. Tidak pernah
  3. Menurut Adik, kegunaan berbahasa Inggris dalam kehidupan mendatang adalah...
    - a. Berkomunikasi dalam kehidupan sehari-hari
    - b. Berkomunikasi dengan atasan dan rekan kerja
    - c. Berkomunikasi dengan orang asing
  4. Secara umum tingkat kemampuan berbicara dalam bahasa Inggris adik sekarang ini adalah...
    - a. Beginner (pemula), mampu menggunakan bahasa Inggris untuk komunikasi sehari-hari secara sederhana
    - b. Intermediate (menengah), mampu menggunakan Bahasa Inggris untuk komunikasi sehari-hari dimanapun meskipun belum lancar
    - c. Advance (mahir), mampu menggunakan bahasa Inggris untuk berkomunikasi disemua situasi dengan lancar dan benar
  5. Apa kamu bisa bahasa Inggris?
    - a. ya saya bisa
    - b. tidak, saya tidak bisa
    - c. sedikit
  6. Kesulitan yang adik temui ketika berbicara dalam bahasa Inggris adalah...
    - a. Menyusun kalimat yang baik dan benar
    - b. Memahami arti dari pembicaraan orang
    - c. Mengucapkan kata dengan benar

7. Kegiatan yang adik inginkan ketika berbicara bahasa Inggris adalah...
  - a. Penjelasan oleh guru menggunakan teks dalam buku pelajaran bahasa Inggris
  - b. Penjelasan oleh guru menggunakan teks disertai berbagai macam media (gambar, video)
  - c. Melakukan praktik secara langsung dengan guru
  - d. Melakukan praktik secara langsung dengan teman
8. Topik apa yang adik-adik sukai jika belajar bahasa Inggris...
  - a. Liburan (holiday)
  - b. Pendidikan (aducatioon)
  - c. Binatang (animals)
  - d. Kehidupan sehari-hari (daily life)
9. Menurut adik-adik, tersedianya gambar dalam materi adalah...
  - a. Sangat membantu
  - b. Tidak berpengaruh
  - c. Tidak membantu
10. Materi percakapan apa yang cocok untuk pembelajaran...
  - a. Percakapan yang Islami
  - b. Percakapan kehidupan sehari-hari
  - c. Percakapan di tempat kerja
  - d. Percakapan dengan turis
11. Jenis tugas/kegiatan yang adik inginkan dalam pembelajaran keterampilan berbicara bahasa Inggris adalah...
  - a. Bercerita
  - b. Berdialog
  - c. Berdiskusi
  - d. Guessing game
12. Menurut adik, tugas atau kegiatan dalam pembelajaran keterampilan berbicara bahasa Inggris yang dapat meningkatkan penguasaan tata bahasa (grammar) adalah...
  - a. Mendengarkan dan memahami penjelasan guru
  - b. Membaca materi yang sudah disediakan pada buku ajar
13. Menurut adik, tugas atau kegiatan dalam pembelajaran keterampilan berbicara bahasa Inggris yang dapat meningkatkan penguasaan bahasa pengucapan (pronounciation) adalah...
  - a. Menirukan ucapan guru
  - b. Menirukan ucapan native speaker dalam media audio
  - c. Menirukan ucapan native speaker dalam media video
  - d. Membaca bantuan cara membaca yang terdapat pada bahan ajar



14. Menurut adik, tugas atau kegiatan dalam pembelajaran keterampilan berbicara bahasa Inggris yang dapat meningkatkan penguasaan kosa-kata (vocabulary) adalah...
- Melihat kamus secara terus-menerus
  - Melengkapi kalimat rumpang setelah ditayangkan video
  - Bermain games kosa kata
15. Menurut adik, jumlah tugas (tasks) yang efektif dalam 1 unit materi adalah...
- 5-10 tugas
  - 10-15 tugas
  - Lebih dari 15 tugas
16. Saat kegiatan belajar-mengajar berlangsung, adik-adik lebih suka guru untuk...
- Memandu dan mengoreksi pekerjaan siswa
  - Berjalan memutar kelas dan mengawasi siswa
  - Berjalan memutar siswa dan membantu siswa mengerjakan tugas
  - Mengarahkan siswa di depan kelas
17. Tempat favorit adik-adik untuk belajar bahasa Inggris adalah...
- Di dalam kelas
  - Di perpustakaan
  - Dilaboratorium bahasa
  - Lainnya... di rumah
18. Dalam kegiatan proses belajar mengajar bahasa Inggris khususnya keterampilan speaking, adik-adik suka mengerjakan tugas secara...
- Individu
  - Berpasangan
  - Kelompok kecil

## Letter of Willingness to Become a Validator



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

Jalan Ki. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111  
Telp. (0726) 41507; Faksimili (0725) 47296; Website: [www.metrouniv.ac.id](http://www.metrouniv.ac.id); E-mail: [iaimetro@metrouniv.ac.id](mailto:iaimetro@metrouniv.ac.id)

25 Mei 2023

Nomor : B-2533/In.28.1/J/PP.00.9/01/2023  
Hal : Permohonan menjadi validator  
Lampiran : 3 berkas

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

Sehubungan dengan penyelesaian skripsi mahasiswa berikut:

Nama : Irsyad Fauzi  
NPM : 1901050019  
Prodi : Tadris Bahasa Inggris  
Sponsor : Dr. Umi Yawisah, M.Hum  
Judul : Designing English Speaking Material through Contextual Teaching and Learning (CTL) for MTs 31 Trimurjo Central Lampung

Maka dengan ini kami memohon kepada Bapak/Ibu untuk berkenan menjadi validator rancangan produk penelitian dengan judul "Speak Up! Pocket Guide for Madrasah Student". Kami sangat mengharapkan dapat mengembalikan hasil validasi paling lama 1 (satu) minggu. Demikian permohonan ini kami sampaikan. Atas kerjasama yang baik dari Bapak/Ibu kami mengucapkan terimakasih.

Mengetahui,

Ketua Jurusan

  
**Andanto, M.Pd**  
NIP. 19871102 201503 1 004



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

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25 Mei 2023

Nomor : B-2533/In.28.1/J/PP.00.9/01/2023  
Hal : Permohonan menjadi validator  
Lampiran : 3 berkas

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

Schubungan dengan penyelesaian skripsi mahasiswa berikut:

Nama : Irsyad Fauzi  
NPM : 1901050019  
Prodi : Tadris Bahasa Inggris  
Sponsor : Dr. Umi Yawisah, M.Hum  
Judul : Designing English Speaking Material through Contextual Teaching and Learning (CTL) for MTs 31 Trimurjo Central Lampung

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Mengetahui,

Ketua Jurusan



Andianto, M.Pd

NIP. 19871102 201503 1 004



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
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25 Mei 2023

Nomor : B-2533/In.28.1/J/PP.00.9/01/2023  
Hal : Permohonan menjadi validator  
Lampiran : 3 berkas

Yth. Dr. Aria Septi Anggaira, M.Pd  
Dosen IAIN Metro

Sehubungan dengan penyelesaian skripsi mahasiswa berikut:

Nama : Irsyad Fauzi  
NPM : 1901050019  
Prodi : Tadris Bahasa Inggris  
Sponsor : Dr. Umi Yawisah, M.Hum  
Judul : Designing English Speaking Material through Contextual Teaching and Learning (CTL) for MTs 31 Trimurjo Central Lampung

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Mengetahui,

Ketua Jurusan

**Anggaira, M.Pd**  
NIP. 198711022015031004

## Validation Sheet

### VALIDATION SHEET

**Petunjuk Pengisian:**

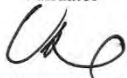
Berikut ini adalah butir-butir poin yang berkaitan dengan materi bahasa Inggris yang telah dikembangkan. Bapak/Ibu dipersilahkan untuk memberikan tanda centang (✓) pada salah satu kolom 1,2, 3, atau 4 pada setiap poin yang ada pada tabel. Mohon ditulis saran perbaikan pada ruang yang disediakan.

**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.	Kemuktahiran 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:					
1. Structure & grammar disesuaikan 2. Judul → 'pocket' → sesuaikah? 3. More Islamic names & terms 4. Daftar Pustaka (?)					

Validator

  
 (.....)  
 Dr. Umi Yawisah, M.Hum.

### 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.

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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.	Kcakuratan materi			✓	
7.	Kemuktahiran 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:

- Materi tampak sangat baik.
- Tambahkan nama pembimbing skripsi sebagai editor buku "Speak Up"

Validator

(Dede Immanuel)

### 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.	Kemuktahiran 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:					
<ul style="list-style-type: none"> <li>• Kalimat pd judul terlalu banyak, mungkin bisa dikurangi.</li> <li>• Sesuai dengan judul "Pocket Guide...." mungkin ukuran buku bisa disesuaikan.</li> </ul>					

Validator

  
(Aria Septi A...)

## Certificate of Validation



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

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### SURAT KETERANGAN VALIDASI

Yang bertanda tangan di bawah ini:

Nama : Dr. Dedi Prasetya, M.Hum.  
 Jabatan/Pekerjaan : Dosen Bahasa Inggris  
 Instansi Asal : IAIN Metro

Menyatakan bahwa rancangan produk dengan judul:

*"Speak Up! Pocket Guide for Madrasah Student"*

dari mahasiswa:

Nama : Irsyad Fauzi  
 Program Studi : Tadris Bahasa Inggris  
 NPM : 1901050019

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

1. Makin sangat baik
2. Tambahkan editor (pembimbing skripsi)
3. \_\_\_\_\_

Demikian surat keterangan ini kami buat dapat dipergunakan sebagaimana mestinya.

Metro, 6/06 2023

Validator,

\*)coret yang tidak perlu

Dr. Dedi Prasetya





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

Jalan Ki. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111  
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*"Speak Up! Pocket Guide for Madrasah Student"*

dari mahasiswa:

Nama : Irsyad Fauzi  
 Program Studi : Tadris Bahasa Inggris  
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(sudah siap/~~belum siap~~)\* dipergunakan untuk penelitian dengan menambahkan beberapa saran sebagai berikut:

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## Product Draft After Validation



**Irsyad Fauzi**

**SPEAK UP!**  
**Pocket Guide**  
**for Madrasah Students**

— Unlock Your English Speaking —

**litrus.** Penerbit

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**SPEAK UP: POCKET GUIDE FOR MADRASAH STUDENTS**  
**Unlock Your English Speaking**

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Cetakan I, Mei 2023.

Perancang sampul: Syafri Imanda  
Penata letak: Syafri Imanda

ISBN : -  
ii + 94 hlm. ; 10,5x14,8 cm.

©Mei 2023

## Preface

*Assalamu'alaikum Warahmatullahi Wabarakatuh,*

The book "Speak Up! Pocket Guide for Madrasah Students" is presented as a solution for Madrasah students who want to improve their English speaking skills. As time and globalization continue to evolve, the ability to speak English has become increasingly important for Madrasah students to communicate with the international world.

Through this book, Madrasah students are invited to learn English interactively and enjoyably, while also improving their ability to speak English. The book uses the Contextual Teaching and Learning approach, which is expected to help students understand the material more easily and effectively.

In this book, students will find various tips and strategies that are useful for improving their English speaking skills, as well as practical exercises that help improve pronunciation,

intonation, and vocabulary. Students will also learn how to build self-confidence in speaking English.

I hope that "Speak Up! Pocket Guide for Madrasah Students" will provide great benefits for Madrasah students in improving their English speaking skills. May this book be a useful and beneficial reference for Madrasah students in facing various conversational situations in the future.

*Wassalamu'alaikum Warahmatullahi Wabarakatuh.*

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## **Obstacles in Learning Speaking**

So, when we talk about the difficulties in learning speaking for madrasah students, there are three things that can be a big problem.

First, there may be a lack of opportunity to speak English outside of class, especially if the environment around them doesn't have many people who speak English. Second, there may be a sense of shyness or fear of making mistakes when speaking English, because they feel less confident or afraid of being teased by their friends if they make a mistake. Lastly, there may be a lack of motivation or desire to learn speaking, especially if they don't see direct usefulness or benefits of speaking English in daily life. These three challenges can indeed be quite challenging, but with the right effort, madrasah students can still learn speaking well and successfully!

Many people say that we have to memorize a lot of vocabulary, but after we memorize it, we still get confused in putting the words together.

Sometimes we understand what people ask, but it's difficult to answer, especially if we have to ask back. It's so difficult! Well, almost everyone who learns English experiences these problems. Especially those who are still at the basic level, it's normal and we can all overcome it!

*Bismillah...*

## How to Fluent English

If you want to become fluent in English, there are several ways you can do it.

1. Try to speak English as much as possible.  
Speaking practice is very important, and the more you do it, the more fluent and confident you will become in speaking English.
2. Don't be afraid to make mistakes. We have all made mistakes while learning English. Don't worry too much or feel ashamed if you make mistakes, because it's part of the learning process.
3. Practice consistently and persistently.  
Learning English takes time and consistent effort.  
So, don't give up easily and keep practicing and learning persistently.



**"Whoever strives shall succeed."**

## Pronunciation

To be able to speak English well, we also need to pay attention to how we pronounce words in English. Correct pronunciation will help us to be easily understood by others, and also to understand them more easily.

There are several things we can do to improve our pronunciation skills in English. First, we need to learn the basic rules of English pronunciation, such as the pronunciation of vowels and consonants, accent, and intonation. You can learn from books, videos, or English language courses.

Remember, practice and consistency are the keys to improving our pronunciation skills. Keep practicing and don't be afraid to try new things! To learn more, scan the barcode below.



<https://www.englishclub.com/pronunciation/>

## Intonation

Intonation is the way we modulate our voice when speaking to convey meaning and emotions in a conversation. Proper intonation can help us be easily understood and sound more natural when speaking English.

There are several things we can do to improve our intonation skills in English. We need to learn the basic rules of intonation in English, such as rising and falling tones at the end of sentences, and how to pronounce questions and statements.

Remember, practice and consistency are the keys to improving our intonation skills. Keep practicing and don't be afraid to try new things! To learn more, scan the barcode below.



<https://dictionary.cambridge.org/grammar/british-grammar/intonation>





### A. Greetings

Greeting is a greeting or salutation in English that is usually used when meeting or communicating with other people.

#### Formal Greetings

English	Indonesia
Hello! /hə'loʊ/	Halo!
Good morning. /gʊd'mɔ:rnɪŋ/	Selamat pagi.



Good afternoon. /gʊd ˈæftərˈnuːn./	Selamat siang.
Good evening. /gʊd ˈiːvniŋ./	Selamat sore.
Good night. /gʊd naɪt./	Selamat malam.
Hello, how are you? /həˈləʊ, haʊər juː/	Halo, bagaimana kabar kamu?
How are you doing? /haʊər juː ˈduːɪŋ/	Apa kabar kamu?
How do you do? /haʊ duː juː duː/	Kalimat sapaan jika kita belum pernah bertemu dengan orang itu sebelumnya.
Nice to meet you. /naɪs tuː miːt juː./	Senang bertemu denganmu.

#### Responses Formal Greetings

English	Indonesia
Hello! /həˈləʊ/	Halo!
Good morning. /gʊd ˈmɔːniŋ./	Selamat pagi.
Good afternoon. /gʊd ˈæftərˈnuːn./	Selamat siang.

Good evening. /gʊd 'ivɪnɪŋ./	Selamat sore.
Good night. /gʊd naɪt./	Selamat malam.
I'm fine thank you. /aɪm faɪn θæŋk ju./	Aku baik baik saja, terima kasih
I'm very well, thank you. /aɪm 'veri wel, θæŋk ju./	Aku baik baik saja, terima kasih
How do you do. /haʊ du ju du./	Jawaban sapaan jika kita belum pernah bertemu dengan orang itu sebelumnya.
Nice to meet you too. /naɪs tu mi:t ju tu./	Senang bertemu denganmu juga

#### Informal Greeting

English	Indonesia
Hi! /haɪ/	Hai!
What's up? /wʌts ʌp?/	Apa kabar?
What's news? /wʌts nu:z?/	Apa yang baru?

How's everything? /haʊz 'evri θɪŋ?/	Bagaimana semuanya?
How's it going? /haʊz ɪt 'ɡoʊŋ?/	Bagaimana sekarang?
How's business? /haʊz 'bɪznəs?/	Apa kabar?
Good to see you. /ɡʊd tu si ju./	Senang bertemu kamu

#### Responses Informal Greetings

English	Indonesia
Hi. /haɪ./	Hai
Just fine, thanks. /dʒʌst faɪn, θæŋks. /	Baik-baik aja, terima kasih
Great, thanks. /ɡreɪt, θæŋks./	Luar biasa, terima kasih
Pretty well. What about you? /'prɪti wel. wət ə'baʊt ju?/	Sangat baik, bagaimana denganmu?
Good to see you too. /ɡʊd tu si ju tu./	Senang bertemu denganmu juga.

## B. Thanking

The expression for gratitude in English is called thanking. This expression is usually conveyed when someone else provides assistance or gives you praise.

### Thanking

English	Indonesia
Thanks. /θæŋks./	Terima kasih.
Thank you! /θæŋk ju!/ Thank you so much. /θæŋk ju sou mʌʃ./	Terima kasih!
Thank you very much. /θæŋk ju 'veri mʌʃ./	
Thanks a lot. /θæŋks ə lɒt./	
Thanks a bunch. /θæŋks ə bʌnʃ./	Terima kasih banyak.
Thanks a million. /θæŋks ə 'mɪljən./	
Many thanks. /'meni θæŋks./	

I appreciate it. /aɪ ə'pi:ʃi ert it./	Aku menghargainya.
It's very kind of you. /ɪts 'veri kaɪnd əv ju./	Kamu baik sekali.

#### Responses Thanking

English	Indonesia
You're welcome. /jʊr 'welkəm./	Sama-sama.
You're most welcome. /jʊr moʊst 'welkəm./	Sama-sama.
No problem. /noʊ 'prɒbləm./	Tidak masalah.
No worries. /noʊ 'wɜ:ri:z./	Jangan khawatir.
No big deal. /noʊ bɪg di:l./	Bukan masalah besar.
No need to thank me. /noʊ ni:d tu θæŋk mi./	Tidak perlu berterimakasih padaku.
My pleasure. /maɪ 'pleʒər./	Dengan senang hati.
Anytime. /'eni taɪm./	Kapanpun.

Don't mention it. /dəʊnt 'menʃən it/	Jangan menyebutkannya.
That's alright. /ðætʃ 'aɪrtaɪt/	Tidak apa-apa.

### C. Apologizing

The expression of apology in English is called "apologizing." This expression is commonly used when you feel guilty or have made a mistake towards someone, are unable to fulfill someone's request, or feel uncomfortable with someone.

#### Apologizing

English	Indonesia
Sorry. /sɒri/	Maaf.
I'm sorry. /aɪm 'sɒri/	
I'm so sorry. /aɪm səʊ 'sɒri/	
I apologize /aɪ ə 'pɒlədʒaɪz/	Saya minta maaf.
Forgive me. /fɔː 'ɡɪv miː/	
My apologies.	

<i>/maɪ ə'pɒlədʒɪz/</i>	Sorry about that.	Maaf tentang itu.
<i>/sɒri ə'baʊt ðæt/</i>	Please accept my apology.	Tolong terima permohonan maafku.
<i>/pliːz ək'sept maɪ ə'pɒlədʒi/</i>	It's my fault.	Ini adalah kesalahanku.
<i>/ɪts maɪ fɔːlt/</i>	My bad.	Aku yang salah.
<i>/maɪ bæd/</i>		

#### Responses Apologizing

English	Indonesia
I forgive you. <i>/aɪ fə'ɡɪv ju/</i>	Aku memaafkan kamu.
That's okay. <i>/ðætʃ ə'keɪ/</i>	Tidak apa-apa.
That's all right. <i>/ðætʃ ə:l raɪt/</i>	Tidak apa-apa.
Never mind. <i>/'nevə maɪnd/</i>	Jangan khawatir.
Don't worry about it. <i>/dəʊnt 'wʌri ə'baʊt ɪt/</i>	Jangan khawatir akan hal itu.
Don't mention it. <i>/dəʊnt 'menʃn ɪt/</i>	Tidak masalah.
Just forget about it. I understand.	Lupakan saja. Aku mengerti.

<i>/dʒʌst fə'get ə'baʊt it. aɪ ,ʌn də'stænd/</i>	
I quite understand.	Aku paham alasan kesalahan kamu.
<i>/aɪ kwɑɪt ,ʌndə'stænd /</i>	
It happens.	Itu sudah terjadi.
<i>/ɪt 'hæpənz /</i>	
It's OK. No harm done.	Tidak apa-apa. Tidak ada yang terluka.
<i>/ɪts 'əʊ'keɪ. nəʊ hɑ:m dʌn /</i>	
I forgive you.	Aku memaafkan kamu.
<i>/aɪ fə'gɪv ju: /</i>	
That's all right.	Tidak apa-apa.
<i>/ðætʃ ə:l raɪt/</i>	
Never mind.	Jangan khawatir akan hal itu.
<i>/'nevə maɪnd./</i>	
Don't worry about it.	Jangan khawatir tentang itu.
<i>/dɒnt 'wʌri ə'baʊt it./</i>	
Don't mention it.	Tidak masalah.
<i>/dɒnt 'menʃn ɪt /</i>	
Just forget about it. I understand.	Lupakan saja. Aku mengerti.
<i>/dʒʌst fə'get ə'baʊt it. aɪ ,ʌn də'stænd/</i>	
I quite understand.	Aku paham alasan kesalahan kamu.
<i>/aɪ kwɑɪt ,ʌndə'stænd/</i>	
It happens.	Itu sudah terjadi.
<i>/ɪt 'hæpənz /</i>	
It's OK. No harm done.	Tidak apa-apa. Tidak ada yang terluka.
<i>/ɪts 'əʊ'keɪ. nəʊ hɑ:m dʌn /</i>	



#### D. Asking for Help

Asking for help is an expression used to request assistance from others, and of course, this is in line with the meaning of "help," which is a verb meaning "to assist" or "to aid."

##### Asking for Help in Formal Situation

English	Indonesia
Could you possibly help me? /kʊd ju: 'pɒsəbli help mi:/'	Bisakah Anda membantu saya?
Would you be willing to help me? /wʊd ju: bi: 'wɪlɪŋ tu: help mi:?/'	Apakah Anda bersedia membantu saya?
I wonder if you could help me with this? /aɪ 'wʌndər ɪf ju: kʊd help mi: wɪð ðɪs?/'	Apakah bisa membantu saya?
I need some assistance, please. /aɪ ni:d sʌm ə 'sɪstəns, pli:z/'	Tolong, bantu saya
I could do with some help, please. /aɪ ni:di: ɛsleɪm ə 'sɪstəns, pli:zɛd./	Kalau bisa, boleh tolong bantu?

### Accepting Respons

English	Indonesia
I will do it for you. /aɪ wɪl duː ɪt fɔː juː/	Aku akan melakukannya untukmu.
Let me help you. /let miː help juː/	Biarkan saya membantu Anda.
Yes, I can help you. /jes, aɪ kæn help juː./	Ya, saya dapat membantu Anda.
Yes, how can I help you? /jes, haʊ kæn aɪ help juː?/	Ya, bagaimana saya bisa membantu Anda?
Yes, no problem. /jes, nəʊ ˈprɒbləm/	Iya tidak masalah.

### Asking for Help in Informal Situations

English	Indonesia
Can you help me? /kæn juː help miː?/	Bisakah kamu membantuku?
I can't manage, can you help? /aɪ kɑːnt ˈmænɪdʒ, kæn juː help?/	Aku tidak bisa menanganinya, bisakah kamu membantu?
Can I ask a favor? /kæn aɪ ɑːsk ə ˈfeɪvə?/	Bisakah saya meminta bantuan?

I really need you to help me. /aɪ 'ri:əli ni:d ju tu: help mi:z/	Aku sangat membutuhkan bantuanmu.
I need some help, please. /aɪ ni:d sʌm help, pli:z./	Boleh tolong dibantu?

#### Accepting Respons

English	Indonesia
I'd like to help you. /aɪd laɪk tu: help ju:z/	Saya ingin membantu Anda.
I'd be happy to help you. /aɪd bi: 'hæpi tu: help ju:z/	Saya akan dengan senang hati membantu Anda.
Sure, what can I do for you? /ʃʊə, wɒt kæn aɪ du: fɔ: ju:z/	Tentu, apa yang bisa saya lakukan untuk Anda?
Sure, I would be glad to help you. /ʃʊə, aɪ wʊd bi: glæd tu: help ju:z/	Tentu, saya akan dengan senang hati membantu Anda.

### Refusing Respons

English	Indonesia
I'm afraid I can't do it. /am ə'freɪd aɪ kæn't du: ɪt/	Saya khawatir saya tidak bisa melakukannya.
Sorry I can't. /'sɒri aɪ kæn't./	Maaf saya tidak bisa.
Sorry, I'm busy right now. /'sɒri, aɪm 'bɪzi raɪt naʊ./	Maaf, saya sedang sibuk sekarang.
I'm sorry, I can't help you now. /am 'sɒri, aɪ kæn't help ju: n aʊ./	Maaf, saya tidak dapat membantu Anda sekarang.

### E. Asking for Permission

The act of requesting permission is called "asking for permission" in English. "Permission" refers to the act of granting or allowing someone to do something. After asking for permission, the other person may respond by either "giving" or "refusing" permission.

English	Indonesia
Can I ...? /kæn aɪ ...? /	Bolehkah aku ...?

Could I ...? /kʊd aɪ ...? /	Bolehkah saya ...?
Would you mind if ...? /wʊd ju: maɪnd ɪf ...? /	Apa Anda keberatan jika ...?
Would you mind if I sit here? /wʊd ju: maɪnd ɪf aɪ sɪt hɪə? /	Apa tidak apa-apa jika aku duduk di sini?
Shall I bring you the Qur'an? /ʃæl aɪ brɪŋ ju: ðə ˈqʊrən? /	Haruskah aku membawakanmu Al-Qur'an?
Can I borrow your magazine? /kæn aɪ ˈbɒrəʊ jɜ: ˌmæɡəˈziːn? /	Bolehkah aku meminjam majalahmu?
Can I sit here? /kæn aɪ sɪt hɪə? /	Bisakah aku duduk di sini?
Could I borrow your laptop, please? /kʊd aɪ ˈbɒrəʊ jɜ: ˈlæp.tɒp, pliːz? /	Bolehkah saya meminjam laptop kamu?
Could I use your phone? /kʊd aɪ juːz jɜ: fəʊn? /	Bolehkah saya menggunakan telepon kamu?
Could I go home early? /kʊd aɪ ɡəʊ həʊm ˈɜ:li? /	Bolehkah saya pulang lebih awal?
May I go to the bathroom? /meɪ aɪ ɡəʊ tu: ðə ˈbɑ:θru:m? /	Bolehkah saya ke kamar kecil?

May I have a cup of tea, please? /meɪ aɪ hæv ə kʌp ɒv tiː, pliːz?/	Bolehkah saya meminta secangkir teh?
Would you mind if I bring a friend with me? /wʊd juː maɪnd ɪf aɪ brɪŋ ə frɛnd wɪð miː?/	Apakah kamu keberatan jika saya membawa teman?
Would you mind if I turn off the light? /wʊd juː maɪnd ɪf aɪ tɜːn ɒf ðə laɪt?/	Apakah kamu keberatan jika saya matikan lampunya?
Would you mind if I report it later? /wʊd juː maɪnd ɪf aɪ rɪˈpɔːt ɪt ˈleɪtə?/	Apakah kamu keberatan jika saya laporkan ini nanti?
Do you mind if I move the chair? /duː juː maɪnd ɪf aɪ muːv ðə tʃeə?/	Apakah boleh jika saya memindahkan kursi ini?
Do you mind if I pay it later? /duː juː maɪnd ɪf aɪ peɪ ɪt ˈleɪtə?/	Apakah boleh jika saya bayar ini nanti?
Do you mind if I go first? /duː juː maɪnd ɪf aɪ ɡəʊ fɜːst?/	Apakah saya boleh pergi duluan?

I wonder if you could teach me. /aɪ 'wʌndə rɪf ju: kʊd ti:tʃ mi ð:/	Kira-kira kamu bisa ajari aku enggak ya?
I wonder if she could lend me her book. /aɪ 'wʌndə rɪf ʃi: kʊd lend mi hɜ: bʊk./	Apakah kira-kira dia bisa meminjamkan bukunya?
I wonder if I could borrow your umbrella. /aɪ 'wʌndə rɪf aɪ kʊd 'bɒrəʊ jɔ: ʌm 'brɛlə./	Kira-kira aku bisa pinjam payung kamu enggak?
Is it OK if you help me clean the mosque? /ɪz ɪt 'əʊ'keɪ rɪf ju: help mi: kli:n ðə mask?/	Apakah kamu bersedia membantuku membersihkan masjid?

#### Giving Permissions

English	Indonesia
Sure. /ʃʊə./	Baiklah
Please. /pli:z/	Silakan.
Please do it. /pli:z du: ɪt./	Silakan lakukan saja.
Go ahead. /gəʊ ə 'hed/	Silakan saja.

If you wish so. /ɪf juː wɪʃ səʊ/	Jika itu yang kamu mau, silakan.
It's OK with me. /ɪts 'əʊ'keɪ wɪð miː/	Saya tidak keberatan.

#### Refusing Permissions

English	Indonesia
No. Please don't. /nəʊ. pliːz dəʊnt/	Tolong, jangan ya.
I'm afraid you can't. /ɪm ə'freɪd juː kɑːnt/	Saya khawatir ini tidak bisa dilakukan.
Sorry, but that's impossible. /'sɒri, bʌt ðæts ɪm'pɒsəbəl/	Maaf, tapi tidak bisa.
Unfortunately, I have to say no. /ʌn'fɔːtʃənətli, aɪ'hæv tuː seɪ nəʊ/	Sayangnya aku harus menolak.
Sorry, no. /'sɒri, nəʊ/	Maaf, tidak.
I think I would mind. /aɪ θɪŋk aɪ wʊd maɪnd/	Sepertinya saya keberatan.
I'm not sure you can. /ɪm nɒt fʊə juː kæn/	Saya tidak yakin kamu bisa.
I'm afraid, but you can't. /ɪm ə'freɪd, bʌt juː kɑːnt/	Saya rasa nggak bisa.



No, please don't. /nəʊ, pli:z dəʊnt./	Tidak, tolong jangan.
I am sorry, but that's not possible. /aɪ æm 'sɒri, bʌt ðætʃ nɒt 'pɒsəbəl./	Maaf, tapi itu nggak mungkin.
I think you shouldn't do it. /aɪ θɪŋk ju: ʃʊdnt du: ɪt./	Saya pikir Anda tidak harus melakukannya.
No, I think it's impossible. /nəʊ, aɪ θɪŋk ɪts ɪm'pɒsəbəl./	Tidak, saya pikir itu tidak mungkin.
I am busy now. You can call me later. /aɪ æm 'bɪzi naʊ. ju: kæn kɔ:l mi: 'leɪtə./	Aku sibuk sekarang. Anda bisa menelepon saya nanti.

#### F. Congratulation

Congratulations is a message used to express congratulations to someone, which means that we are happy for their good fortune or success.

##### Congratulation Expression

English	Indonesia
Congratulations and Bravo!	Selamat dan Bravo!

/kən,græfjə'leɪʃnz ænd 'brɑːvəʊ!/ You did it! So proud of you!	Kamu berhasil melakukannya! Bangga sekali padamu!
/juː dɪd ɪt! səʊ praʊd ɒv juː!/ I knew it was only a matter of time. Well done!	Aku tahu ini cuma masalah waktu. Terselesaikan dengan baik!
/aɪ njuː ɪt wəz 'əʊnli ə 'mæt ər ɒv taɪm. wɛl dʌn!/ Congratulations on your well-deserved success.	Selamat atas kesuksesan yang pantas kamu dapatkan.
/kən,græfjə'leɪʃnz ɒn jɔː wɛl -dɪ'zɜːvɪd sək'ses./ Heartfelt congratulations to you.	Selamat sepenuh hati untukmu.
/ 'hɑːtfelt kən,græfjə'leɪʃnz t uː juː./ Hooray! We just couldn't be happier for you!	Hore! Kami sangat bahagia untukmu!
/huː'reɪ wɪː dʒʌst 'kʊdnt biː 'hæpiə fɔː juː!/ Feeling so much joy for you today. What	Berbahagia sekali untukmu hari ini.

<p>an impressive achievement!</p> <p><i>/'fi:lm̩ səʊ nɪɪf dʒɔ: fɔ: ju: tə' deɪ. wɒt ən ɪm'preɪv ə'fɪ:v mənt!/'</i></p>	Prestasi yang sangat mengesankan!
<p>Simply overjoyed to hear your good news.</p> <p><i>/'sɪmpli ˌəʊvə' dʒɔɪd tu: hʌɪ jɔ: gud nju:z./</i></p>	Sangat berbahagia mendengar kabar baikmu.
<p>You've worked so hard for this.</p> <p>Congrats!</p> <p><i>/ju:v wɜ:kt səʊ hɑ:d fɔ: ðɪs. 'kɒŋgræts!/'</i></p>	Kamu bekerja keras untuk ini. Selamat!
<p>This is awesome!</p> <p>You're awesome! Way to go!</p> <p><i>/'ðɪs ɪz 'ɔ:səml̩ jɔ: 'ɔ:səml̩ wɛɪ tu: gəʊ!/'</i></p>	Ini luar biasa! Kamu luar biasa! Bagus sekali!
<p>Congratulations on your graduation!</p> <p><i>/'kɒŋgræfʊ'eɪʃnz ɒn jɔ: ˌgrædʒu'eɪʃn!/'</i></p>	Selamat atas kelulusanmu!
<p>Congratulations on your exam results!</p> <p><i>/'kɒŋgræfʊ'eɪʃnz ɒn jɔ: rɪ'zʌlts!/'</i></p>	Selamat atas hasil ujianmu!
<p>You've really got it all!</p> <p>Congrats!"</p>	Kamu memiliki segalanya! Selamat!

/ju:v 'trelɪ ɡɒt ɪt ɔ:l! ʔɒnɡrət sɪ!/'	
Congratulations today and best wishes for all your tomorrows.	Selamat untuk hari ini dan harapan yang terbaik untuk hari-hari esokmu!
/kən ɡræfɪə 'leɪʔnɪz tə 'deɪ æn d best 'wɪʃɪz fɔ:r ɔ:l jɔ: tə 'mɒ rəʊz./	
Can't wait to see where life will take you next. Wherever it is, our prayers go with you!	Tak sabar untuk melihat kemana kehidupan akan membawamu nanti. Ke mana pun itu, doa kami bersamamu!
/kɑ:nt weɪt tu: si: weə laɪf wɪl teɪk ju: nekst. weə' evər ɪt ɪ z, 'aʊə preəz ɡəʊ wɪð ju:!/	

### G. Invitation

Invitation means an expression that can be used to invite or ask someone to do something.

#### Invitation Expression

English	Indonesia
Come on! /kʌm ɒn!/'	Ayo!
Come to my house! /kʌm tu: maɪ haʊs!/'	Datanglah ke rumahku!

We should buy this. /wi: fʊd baɪ ðɪs./	Kita harus membeli ini.
Would you go with me? /wʊd ju: ɡəʊ wɪð mi: ?/	Maukah kamu pergi denganku?
We should go together. /wi: fʊd ɡəʊ tə'geðə./	Kita harus pergi bersama.
I would like to invite you... /aɪ wʊd laɪk tu: m'vaɪt ju: tu:./	Aku ingin mengundangmu...
I want to invite you to... /aɪ wɒnt tu: m'vaɪt ju: tu:./	Aku ingin mengundangmu ke...
Will you come to my house? /wɪl ju: kʌm tu: maɪ haʊs?/	Maukah kamu datang ke rumahku?
Do you want to watch a movie with me? /du: ju: wɒnt tu: wɒtʃ ə 'mu:vi wɪð mi: ?/	Apakah kamu mau menonton film denganku?
You should come to my party!	Kamu harus datang ke pestakū!
Care for a dinner with me? /keə fɔ:ɹ ə 'dɪnə wɪð mi: ?/	Maukah makan malam bersamaku?
Please join me. /pli:z dʒɔɪn mi:./	Tolong bergabung denganku.

Can you come with me? /kæn ju: kʌm wið mi: ?/	Bisakah kamu datang denganku?
Would You come to my house? /wʊd ju: kʌm tu: maɪ haʊs? /	Maukah kamu datang ke rumahku?
Might you want to go along with us? /maɪt ju: wɒnt tu: ɡəʊ ə'ləŋ wið əs?/	Bisakah kamu pergi bersama kami?
Would you run with me today? /wʊd ju: rʌn wið mi: tə' deɪ/	Bisakah kamu lari bersamaku hari ini?
What about hanging out with us today? /wɒt ə'baʊt 'hæŋŋ aʊt wið əs tə' deɪ?/	Bagaimana dengan pergi keluar bersama kami hari ini?
Do you like to come to my gratitude ceremony? /du: ju: laɪk tu: kʌm tu: maɪ 'ɡræʃə təd 'serə məʊni?/	Maukah kamu datang ke tasyakuranku?
Would you like to go with me? /wʊd ju: laɪk tu: ɡəʊ wið mi :?/	Bisakah kamu untuk pergi bersamaku?
I would be very happy if ... /aɪ wʊd bi: 'veri 'hæpi ɪf .../	Aku sangat senang jika...

We would be delighted if you... /wi: wʊd bi: dɪ'laɪtɪd ɪf ju:... /	Kami akan sangat senang jika kamu...
Would you care to...? /wʊd ju: keə tu:...?/ /	Bisakah kamu untuk..?
We would be pleased if you could ...? /wi: wʊd bi: pli:zd ɪf ju: kʊd ...?/ /	Kami akan senang jika kamu bisa...?

#### Accepting Invitation

English	Indonesia
That's very kind of you. /ðætʃ 'veri kaɪnd ʊv ju:./	Kamu baik sekali.
We'd be very glad to ... /wi:d bi: 'veri glæd tu: .../	Kami akan sangat senang untuk...
What a delightful idea. /wɒt ə dɪ'laɪtful aɪ'dɪə./	Ide yang sangat menyenangkan.
With the greatest pleasure. /wɪð ðə 'gri:tɪst 'pleʒə./	Dengan sangat senang hati.
Thank you very much for inviting me.	Terima kasih banyak sudah mengundang saya.

/θæŋk ju: 'veri maʃf fɔ:ɪ m'v aɪnɪ mi:./	
It's delightful to ... /ɪts dɪ'laɪtful tu: .../	Itu sangat menyenangkan untuk...
That would be very nice. /ðæt wʊd bi: 'veri naɪs./	Itu pasti akan sangat menyenangkan.
Ok, I will be there! /əʊ'keɪ, aɪ wɪl bi: ðeə!/ I'd like/love to come . /aɪd laɪk/lʌv tu: kʌm ./	Ok, aku akan datang! Aku akan sangat senang untuk datang
Sure, I am coming. /ʃʊə, aɪ æm 'kʌmɪŋ./	Tentu saja aku datang.
Yes, obviously. /jes, 'ɒvɪəsli /	Ya, tentu saja.
Alright, I'll come. /ɔ:l'raɪt, aɪl kʌm./	Baiklah, aku akan datang.
That is a smart thought. /ðæt ɪz ə sma:t θɔ:t./	Itu ide yang bagus.

#### Declining Invitation

English	Indonesia
I'd love to, but... /aɪd lʌv tu:, bʌt.../	Aku ingin, tapi...
I don't think I can. /aɪ dəʊnt θɪŋk aɪ kæn/	Sepertinya aku tidak bisa.



I wish I could, but... /aɪ wɪʃ aɪ kʊd, bʌt.../	Aku harap aku bisa, tapi...
Sorry, I am very busy. /'sɒri, aɪ æm 'veri 'bɪzi/	Maaf, aku sangat sibuk.
Sorry, maybe next time. /'sɒri, 'meɪbi: nɛkst taɪm./	Maaf, mungkin lain kali.
Thank you for your invitation, but I can't. /θæŋk ju: fɔ: jɔ:ɪ ,mɪvɪ 'teɪʃn, bʌt aɪ kɑ:nt./	Terima Kasih atas undanganmu, tapi aku tidak bisa.
Sorry, I think I can't. /'sɒri, aɪ θɪŋk aɪ kɑ:nt./	Maaf, sepertinya saya tidak bisa.
I can't come. /aɪ kɑ:nt kʌm/	Saya tidak bisa datang.
I am horribly sad, I can't come to... /aɪ æm 'hɒrəb'li sæd, aɪ kɑ: nt kʌm tu:.../	Saya benar-benar sedih, saya tidak bisa datang ke...
I can't say no. /aɪ kɑ:nt seɪ nəʊ./	Aku tidak bisa berkata tidak.
I'm very sorry, I don't think I can go. /aɪm 'veri 'sɒri, aɪ dəʊnt θɪŋ k aɪ kæn ɡəʊ./	Maafkan aku, sepertinya aku tidak bisa pergi.
I'd like to, but... /aɪd laɪk tu:, bʌt.../	Aku ingin tapi...
I'm afraid I've already promised...	Aku takut aku sudah ada janji...

/am ə'freɪd ɔ:v ə:l'reɪdi 'prɒ must/ Thank you for asking me, but...	Terima kasih sudah mengajakku, tapi...
/am ə'freɪd ɔ:v ə:l'reɪdi 'prɒ must/ Unfortunately, I can't ...	Sayang sekali, aku tidak bisa...
/ʌn'fɔ:ʃənətli, aɪ kɑ:nt/ I'm sorry, I can't. / ʌm 'sɒri, aɪ kɑ:nt./	Maafkan aku, aku tidak bisa

### H. Suggestions

Giving suggestions is a form of expression used to convey advice or input to others, with the hope that they will be willing to follow it. On the other hand, asking for suggestions or asking for advice is an expression used by someone to request advice, input, or recommendations from others about a certain matter.

#### Giving Suggestion

English	Indonesia
I suggest you to stop smoking before other	Aku sarankan kamu berhenti merokok

<p>people around you get sick. /aɪ sə 'dʒest ju: tu: stɒp 'smə ʊkɪŋ brɪ 'fɔ:r 'ʌðə 'pi:pl ə 'raʊn d ju: get sɪk./</p>	<p>sebelum orang lain di sekitarmu sakit.</p>
<p>What about going to the market now? /wɒt ə 'baʊt 'gəʊɪŋ tu: ðə 'm ɑ:kɪt naʊ?/</p>	<p>Bagaimana kalau kita pergi ke pasar sekarang?</p>
<p>Maybe you should change the habit. /meɪbi: ju: ʃʊd ʃeɪndʒ ðə 'hæ bɪt /</p>	<p>Mungkin kamu harus mengubah kebiasaan tersebut.</p>
<p>I don't think you should buy a new motorcycle. /aɪ dəʊnt θɪŋk ju: ʃʊd baɪ ə n ju: 'məʊtə 'saɪkl./</p>	<p>Aku tidak berpikir bahwa kamu harus membeli sepeda motor baru.</p>
<p>You should learn and practice English more often. /ju: ʃʊd lɜ:n ænd 'præktɪs 'ɪ ŋɡlɪʃ mɔ:r 'ɒfən./</p>	<p>Kamu harus lebih sering belajar dan mempraktikkan Bahasa Inggris.</p>
<p>You had better run than walk. /ju: hæd 'betə rʌn ðæn wɔ:k /</p>	<p>Kamu lebih baik berlari daripada berjalan.</p>
<p>Maybe you should find a private teacher</p>	<p>Mungkin kamu harus mencari guru privat</p>

to help you in learning physics. /'meɪbi: ju: fʊd faɪnd ə 'praɪvɪt 'ti:ʃə tu: help ju: ɪn 'lɜ:nɪŋ 'fɪzɪks./	untuk membantumu belajar fisika.
I recommend you to buy the item. /aɪ 'rɛkə'mend ju: tu: baɪ ði 'aɪtəm /	Aku merekomendasikan mu untuk membeli barang tersebut.
You ought to not care about it. /ju: ɔ:t tu: nɒt keə ə 'baʊt ɪt. /	Kamu seharusnya tidak mempedulikan tentangnya.
You ought to obey your parents. /ju: ɔ:t tu: ə 'beɪ jə: 'peərənts. /	Kamu seharusnya menghormati kedua orangtuamu.

#### Asking Suggestion

English	Indonesia
What do you suggest? /wɒt du: ju: sə'dʒest?/	Apa yang kamu sarankan?
Do you have any suggestions? /du: ju: hæv 'eni sə'dʒestʃənz?/	Apakah kamu punya saran?

Please tell me what to do. /pli:z tel mi: wɒt tu: du:./	Tolong katakan apa yang harus ku lakukan
What do you think I should do? /wɒt du: ju: θɪŋk ai fʊd d u: ?/	Menurutmu apa sebaiknya yang aku lakukan?
What should I do? /wɒt fʊd ai du: ?/	Apa yang sebaiknya kulakukan?
If you were me, what would you do? /ɪf ju: wɜ: mi:, wɒt wʊd ju: du: ?/	Jika kamu adalah aku, apa yang akan kamu lakukan?
I need your advice. /ai ni: d jɔ: r əd 'vaɪs./	Saya butuh nasehatmu.
Can you give me any suggestions? /wɒt ɪz jɔ: r əd 'vaɪs?/	Bisakah kamu memberiku saran?
What is your advice? /wɒt ɪz jɔ: r əd 'vaɪs?/	Apa saran darimu?
What do you suggest? /wɒt du: ju: sə 'dʒest?/	Apa yang kamu sarankan?
Do you have any suggestions? /du: ju: hæv 'eni sə 'dʒestʃənz?/	Apakah kamu punya saran?

### I. Prohibit Someone

A prohibition sentence is created to prevent someone from doing something or engaging in a certain activity. Therefore, this type of sentence usually contains negative words such as "don't," "can't," or other similar words.

English	Indonesia
Don't move! /dəʊnt mu:v! /	Jangan bergerak!
Do not enter. /du: nɒt 'entə. /	Dilarang masuk.
Don't run! /dəʊnt rʌn! /	Jangan lari!
Do not lie to me! /du: nɒt laɪ tu: mi: /	Jangan berbohong kepadaku!
Don't laugh! /dəʊnt lɑ:f! /	Jangan tertawa!
Don't be late! /dəʊnt bi: leɪt! /	Jangan telat!
Do not let the dog out! /du: nɒt let ðə dɒg aʊt! /	Jangan biarkan anjingnya keluar!
Don't walk on the grass! /du: enɒt: sɪleɪ: ðə dɪ:grɒs erɒt: /	Jangan berjalan di atas rumput!
Don't park here. /dəʊnt pɑ:k hɪə. /	Jangan parkir di sini

Do not waste your time. /du: nɒt weɪst jɔ: taɪm/	Jangan menyia-nyiakkan waktumu.
Do not play with fire /du: nɒt pleɪ wɪð 'faɪə/	Jangan bermain dengan api
No smoking. /nəʊ 'sməʊkɪŋ/	Dilarang merokok.
No littering /nəʊ 'lɪtərɪŋ/	Dilarang membuang sampah sembarangan.
No parking. /nəʊ 'pɑ:kɪŋ/	Dilarang parkir.
You must not cheat. /ju: mʌst nɒt tʃi:t/	Kamu tidak boleh menyontek.
No video recording. /nəʊ 'vɪdɪəʊ rɪ'kɔ:dɪŋ/	Dilarang merekam video.
Stop doing that. /stɒp 'du:ɪŋ ðæt/	Berhentilah melakukan itu.
Do not pick the flowers. /du: nɒt pɪk ðə 'flaʊəz/	Jangan memetik bunga.
You are not allowed to step on the grass. /ju: ɑ: nɒt ə'laʊd tu: steɪp ɒn ðə grɑ:s/	Kamu tidak diperbolehkan untuk menginjak rumput.
Do not feed the animals /du: nɒt fi:d ði 'æɪnɪməlz/	Jangan memberi makan pada hewan

<p>You cannot eat the cake without your mom's permission. /ju: 'kænot i:t ðə keɪk wɪ'ðə ut jə: mɒmz pə'mɪʃn./</p>	<p>Kamu tidak boleh memakan keiknya tanpa izin ibumu.</p>
<p>We cannot tell about this to anyone. /wi: 'kænot tel ə 'baʊt ðɪs tu: 'eniwʌn./</p>	<p>Kita tidak boleh menceritakan ini kepada siapapun.</p>
<p>You can't make any noise. /ju: kɑ:nt meɪk 'eni nəɪz./</p>	<p>Kalian tidak boleh berisik.</p>
<p>You must not cheat. /ju: məst nɒt tʃi:t./</p>	<p>Kamu tidak boleh curang.</p>
<p>We mustn't go outside during the lockdown. /wi: 'məstn't gəʊ ,aʊt'saɪd 'dʒ vɔ:ɪŋ ðə 'lɒkdaʊn./</p>	<p>Kita tidak boleh pergi ke luar selama karantina wilayah.</p>
<p>Students must not dye their hair. /stju:dənts məst nɒt daɪ deə h eə./</p>	<p>Siswa tidak boleh mengecat rambut mereka.</p>
<p>Children under 13 may not enter the pool without adult's supervision. /'tʃɪldrən 'ʌndə 13 meɪ nɒt 'ent ə ðə pu:l wɪ'ðaʊt 'ædɔ:ltz 'su:pə'vɪʒən./</p>	<p>Anak-anak di bawah 13 tahun tidak boleh masuk ke kolam tanpa pengawasan orang dewasa.</p>



<p>Visitors may not use flash when taking pictures.</p> <p><i>/'vɪzɪtəz meɪ nɒt ju:z flæʃ weɪ n 'teɪkɪŋ 'pɪktʃəz./</i></p>	<p>Pengunjung tidak boleh menggunakan lampu flash ketika mengambil foto.</p>
<p>You may not enter without showing your ID.</p> <p><i>/ju: meɪ nɒt 'entaɪ wɪ ðaʊt 'ʃəʊɪŋ jɔ: r aɪ-di:./</i></p>	<p>Anda dilarang masuk tanpa menunjukkan kartu identitas Anda</p>
<p>You are forbidden to use the elevator.</p> <p><i>/ju: a: fə'brɪdn tu: ju:z ði 'elɪv eɪtə./</i></p>	<p>Anda dilarang menggunakan lift.</p>
<p>Smoking is forbidden in this area</p> <p><i>/'sməʊkɪŋ ɪz fə'brɪdn ɪn ðɪs 'eəriə/</i></p>	<p>Dilarang merokok di area ini.</p>
<p>You are prohibited from swimming in the lake.</p> <p><i>/ju: a: prə'hɪbɪtɪd frɒm 'swɪ mɪŋ ɪn ðə leɪk./</i></p>	<p>Anda dilarang berenang di danau.</p>
<p>Using electronic devices is prohibited.</p> <p><i>/'ju:zɪŋ ɪlek'trɒnɪk dɪ vaɪsɪz ɪz prə'hɪbɪtɪd./</i></p>	<p>Dilarang menggunakan alat elektronik.</p>

Visitors are not allowed to touch the paintings. /vɪzɪtəz a: nɒt ə'laʊd tu: tʌʃ ðə 'peɪntɪŋz./	Pengunjung dilarang menyentuh lukisan.
You are not allowed to leave home until your father comes. /ju: a: nɒt ə'laʊd tu: li:v həʊm ən'tɪl jɔ: 'fɑ:ðə kʌmz./	Kamu dilarang keluar rumah sampai ayahmu tiba.
Running in the corridor is not permitted. /'rʌnɪŋ ɪn ðə 'kɒrɪdɔ:r ɪz nɒt pə'mɪtɪd./	Dilarang berlari di koridor.
We are not permitted to go camping. /wi: a: nɒt pə'mɪtɪd tu: ɡəʊ 'kæmpɪŋ./	Kami dilarang pergi berkemah.

## J. Exclamations

An exclamatory sentence is a type of sentence in English that expresses a strong feeling or emotion through an exclamation. This type of sentence is used to convey a person's feelings about something spontaneously, such as happiness, sadness, surprise, and so on. Exclamatory

sentences always end with an exclamation mark '!' at the end.

English	Indonesia
Oh my God! <i>/əʊ maɪ ɡɒd!/ Thank God! <i>/θæŋk ɡɒd !/ What a wonderful car you have! <i>/wɒt ə 'wʌndəfʊl kɑː juː hæ v!/ What a difficult task! <i>/wɒt ə 'dɪfɪkəlt tɑːsk!/ What a nice day! <i>/wɒt ə naɪs deɪ!/ What a funny joke! <i>/wɒt ə 'fʌni dʒəʊk!/ What nonsense ! <i>/wɒt 'nɒnsəns !/ How brilliant that idea is! <i>/haʊ 'brɪljənt ðæt aɪ 'dɪə ɪz!/ How simple that is! <i>/haʊ 'sɪmpl ðæt ɪz!/ How kind of him! <i>/haʊ kaɪnd ɒv hɪm!/ Ya Allah! Terima kasih Tuhan! Alangkah hebatnya mobilmu! Alangkah sulitnya pekerjaan itu! Betapa hari yang indah! Betapa        lucunya lelucon itu! Alangkah        tidak masuk akal! Betapa briliannya ide itu. Betapa sederhananya itu! Alangkah        baiknya dia!</i></i></i></i></i></i></i></i></i></i>	

Argh! I did many mistakes! /Argh! aɪ dɪd 'meni mis'teɪks! s!/ Hey! He comes! /hei! hi: kʌmz!/ What a wonderful place! /wʌt ə 'wʌndəfʊl pleɪs!/ What a beautiful girl she is! /dʌb'ljʊ:ti: ə /dʌb'ljʊ:ʌndæfʊl pleɪs!/ How cute the cat is! /haʊ kju:t ðə kæt ɪz!/ Watch out! /wɒtʃ aʊt!/ Don't open the door! /dəʊnt 'əʊpən ðə dɔː!/ What a lovely eyes! /wʌt ə 'lʌvli aɪz!/ What a very beautiful place! /wʌt ə 'veri 'bjʊ:təfʊl pleɪs!/ Hey! Your mom comes! /hei! jɔ: mɒm kʌmz!/ How lucky she is! /haʊ 'lʌki ʃi: ɪz!/ Argh! Saya membuat banyak kesalahan! Hei! Dia datang! Tempat yang mengagumkan! Betapa cantiknya dia! Betapa manisnya kucing itu! Awas! Jangan buka pintu! Alangkah indah matanya! Tempat yang sangat indah! Hei! Ibu Anda telah tiba! Betapa beruntungnya dia!
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It is a wonderful day! /ɪt ɪz ə 'wʌndəfʊl deɪ/	Ini hari yang cerah!
Oh, no! I did many mistakes last day! /əʊ, nəʊ! aɪ dɪd 'meni mis' teɪ ks lɑːst deɪ/	Oh, tidak! Saya membuat banyak kesalahan kemarin!
Watch out, Jeny! /wɒtʃ aʊt, ʒeɪni/	Awas, Jeny!
Don't close the window! /dəʊnt kləʊz ðə 'wɪndəʊ/	Jangan tutup jendela itu!

## Unit II

### Muslim Daily Conversations



#### A. Islamic Greeting

**Ahmad: Assalamu'alaikum warahmatullahi wabarakatuh.**

*/Assalamu'alaikum warahmatullahi wabarakatuh./*

*(Assalamu'alaikum warahmatullahi wabarakatuh.)*

**Zaid: Wa'alaikumsalam warahmatullahi wabarakatuh. How are you?**

*/Wa'alaikumsalam warahmatullahi wabarakatuh. hao or ju?/*

(Wa'alaikumsalam warahmatullahi wabarakatuh.  
Bagaimana kabarmu?)

**Ahmad: Alhamdulillah, I'm doing well. How about you?**

/Alhamdulillah, am 'dunj wel. hau ə'baʊt ju?/

(Alhamdulillah, baik. Bagaimana denganmu?)

**Zaid: I'm also doing well, alhamdulillah. Any news?**

/am 'ɔlsou 'dunj wel, alhamdulillah. 'eni nuz?/

(Juga baik-baik saja, alhamdulillah. Ada kabar apa?)

**Ahmad: Nothing special, just wanted to say hello and ask how you're doing.**

/nʌθɪŋ 'speʃəl, dʒʌst 'wʌntəd tu sei hæ'lou ænd æsk hau ju: 'dunj./

(Tidak ada kabar yang istimewa. Hanya ingin menyapa dan menanyakan kabarmu.)

**Zaid: Thank you for saying hello. I'm glad to see you today too.**

/θæŋk ju fɔ: 'seɪŋ hæ'lou. am glæd tu si ju tə' deɪ tu./

(Terima kasih sudah menyapa. Saya juga senang bisa bertemu denganmu hari ini.)

**Ahmad: Likewise. May we always be given good health and blessings in every step we take.**

/ˈlaɪ kwaɪz meɪ wi ˈɔl weɪz bi ˈɡɪvən ɡʊd helθ ænd ˈblesɪŋz ɪn ˈevəri step wi teɪk./

(Sama-sama. Semoga kita selalu diberikan kesehatan dan keberkahan dalam setiap langkah kita.)

**Zaid: Amin, Insha Allah.**

/ə ˈmɪn, ɪnʃɑ ˈɑlə./

(Amin, Insya Allah.)

#### **B. Salah (Islamic prayer)**

**Ahmad: Hi, have you performed Dhuhur prayer today?**

/haɪ, hæv ju pər ˈfɔrmd ˈdʒuːhʊr prər tə ˈdeɪ?/

(Hai, apakah kamu sudah melaksanakan shalat Dzuhur hari ini?)

**Zaid: Not yet, I'm waiting for the Dhuhur time to come. How about you?**



/nɒt jət, aɪm 'weɪtɪŋ fɔː ðə Dzuːhɪr taɪm tu kʌm. hæv ə 'baʊt  
juː?/

(Belum, saya sedang menunggu waktu Dzuhur  
tiba. Bagaimana denganmu?)

**Ahmad: Not yet, I have just finished my school  
assignment. We do have to always observe the  
prayer times that have been set in our religion,  
right?**

/nɒt jət, aɪ hæv dʒʌst 'fɪnɪʃt maɪ skuːl ə 'sænmənt. wi du hæv tu  
'ɔːlweɪz əb'zɜːv ðə prɪər taɪmz ðæt hæv bɪn set ɪn 'ævər  
rɪ'liʒən, raɪt?/

(Belum juga, saya baru saja selesai mengerjakan  
tugas sekolah. Kita memang harus selalu  
menepati waktu shalat yang telah ditentukan  
dalam agama kita ya.)

**Zaid: Absolutely, prayer is very important in  
Islam. Apart from being an obligation, prayer  
can also help us strengthen our relationship  
with Allah.**

/æbsə'luːtli, prɪər ɪz 'veri ɪm'pɔːtənt ɪn 'ɪslɑːm. ə'pɑːt frəm 'bɪŋ  
ən 'ɔːblə'geɪʃən, prɪər kæn 'ɔːlsəʊ help ʌs 'streŋθən 'ævər  
rɪ'leɪʃən ʃɪp wɪð 'ɔːlə./

(Betul sekali, shalat sangat penting dalam Islam.  
Selain sebagai kewajiban, shalat juga bisa

membantu kita untuk memperkuat hubungan kita dengan Allah.)

**Ahmad: Yes, prayer can also help us improve our patience, faith, and piety. Prayer is also a means to seek forgiveness and mercy from Allah.**

/jes, prɛr kæn 'ɔlsou help əs m' pruv 'əvər 'peɪʃəns, feɪθ, ænd 'paɪəti. prɛr ɪz 'ɔlsou ə mi:nz tu sik fər 'gɪvnəs ænd 'mɜ:si frəm 'ɑ:lə./

(Benar, shalat juga bisa membantu kita meningkatkan kesabaran, keimanan, dan ketakwaan kita. Shalat juga menjadi sarana untuk memohon ampunan dan rahmat dari Allah.)

**Zaid: Yes, and do you know that praying in congregation is better than praying alone?**

/jes, ænd du ju nu: dət 'preɪmj ɪn ,kɒŋgrə'geɪʃən ɪz 'betər ðæn 'preɪmj ə'ləun?/

(Iya, dan kamu tahu kan bahwa shalat jamaah itu lebih baik daripada shalat sendiri?)

**Ahmad: Of course, congregational prayer can strengthen our brotherhood and sisterhood ties and also strengthen our relationship with Allah.**

**Do you want to pray congregational together later?**

/ʌv kɔ:s, kɔŋgrə'geɪʃənəl prɪr kæn 'strɛŋθən 'aʊər  
'brʌðər hʊd ænd 'sɪstər hʊd taɪz ænd 'ɔ:lsəʊ 'strɛŋθən 'aʊər  
rɪ 'leɪʃən 'fɪp wɪð 'ɑ:lə . du ju want tu prɪr kɔŋgrə'geɪʃənəl  
tə 'geðər 'leɪtər?/

(Tentu saja, shalat jamaah bisa memperkuat tali persaudaraan kita dan juga memperkuat hubungan kita dengan Allah . Kamu ingin shalat jamaah bersama-sama nanti?)

**Zaid: Yes, let's pray congregational prayer together later. Thank you for inviting me.**

/jɛs, lets prɪr kɔŋgrə'geɪʃənəl prɪr tə 'geðər 'leɪtər . θæŋk ju fɔr  
ɪn 'vaɪtɪŋ mi./

(Iya, ayo kita shalat jamaah bersama-sama nanti. Terima kasih sudah mengajak.)

**Ahmad: You're welcome, let's head to the mosque now.**

/jʊr 'welkəm, lets hed tu ðə məsk nəʊ./

(Sama-sama, mari kita segera menuju masjid.)

### C. Manners and Etiquette

**Ahmad: Assalamu'alaikum, sorry for interrupting. Could you please sit while eating?**

/Ahmad: Assalamu'alaikum, 'sɔri fɔr ɪntə'rɪptɪŋ. kʊd ju pliz sit waɪl 'i:tɪŋ?/

(Ahmad: Assalamu'alaikum, maaf saya ingin menegur sedikit. Bolehkah kamu duduk ketika makan?)

**Zaid: Wa'alaikumsalam, sorry, I didn't realize. Thank you for reminding me.**

/Wa'alaikumsalam, 'sɔri, aɪ 'dɪdnt 'rɪə laɪz. θæŋk ju fɔr rɪ'maɪndɪŋ mi./

(Wa'alaikumsalam, maaf jika saya tidak menyadari. Terima kasih sudah mengingatkan saya.)

**Ahmad: You're welcome. Also, I'm sorry if this sounds impolite, but could you please pull down your pants and cover your other awrah as well?**

/juː 'welkəm. 'ɔlsəʊ, aɪm 'sɔri ɪf ðɪs saʊndz ɪmpə'laɪt, bʌt kʊd ju pliz pul daʊn juə pænts ænd 'kʌvə juə 'ʌðər əwɾəh əz wɛl?/

(Sama-sama. Selain itu, mohon maaf jika saya kurang sopan, tapi bisa tidak kamu

memperpanjang celana dan menutup auratmu yang lain juga?)

**Zaid: Okay, I will adjust my clothing right away. Thank you for the advice.**

/oʊ keɪ, aɪ wɪl ə dʒʌst maɪ 'kloʊðɪŋ raɪt ə weɪ. θæŋk ju fɔr ðɪ æd'vaɪs./

(Baik, saya akan segera menyesuaikan pakaian saya. Terima kasih atas nasehatnya.)

**Ahmad: You're welcome. I know we all sometimes forget about things like this. But as Muslims, we should adhere to the rules in Islam, including the proper way to eat and dress modestly.**

/jʊr 'welkəm. aɪ noʊ wi ɔl səm'taɪmz fər'get ə 'baʊt θɪŋz laɪk ðɪs. bʌt æz 'mʌzləmz, wi ʃʊd əd'hʊr tu ðə ru:lz ɪn 'ɪsləm, ɪn'klʊdɪŋ ðə 'prəpər weɪ tu ɪt ənd dres 'mɒdəstli./

(Sama-sama. Saya tahu bahwa kita semua kadang-kadang lupa tentang hal-hal seperti ini. Tapi sebagai muslim, kita harus mematuhi aturan-aturan dalam Islam, termasuk mengenai cara makan dan berpakaian yang sopan dan menutup aurat.)

**Zaid: Yes, you're right. Thank you for reminding me, I will try to do better in the future.**

/jes, ju rait. θæŋk ju fɔr ri'maɪndɪŋ mi, aɪ wɪl traɪ tu du 'betər m ðə 'fju:tʃər./

(Ya, Anda benar. Terima kasih telah mengingatkan saya, saya akan berusaha untuk menjadi lebih baik di masa depan.)

**Ahmad: May we all strive to improve ourselves and become better Muslims. Let's remind and help each other to become better Muslims.**

/meɪ wi ɔl straɪv tu ɪm'pru:v əʊər'selvz ænd bi'kʌm 'betər mʌzləmz. lets ri'maɪnd ænd help ɪf'ʌðər tu bi'kʌm 'betər mʌzləmz./

(Semoga kita semua dapat memperbaiki diri dan meningkatkan kepatuhan kita pada agama kita. Mari kita saling mengingatkan dan membantu satu sama lain untuk menjadi muslim yang lebih baik.)

**Zaid: Insha Allah. Thank you very much.**

/ɪnʃə 'ɑ:lə. θæŋk ju 'veri mʌʃ./

(Insya Allah. Terima kasih banyak.)

#### D. Gratitude Ceremony

**Ahmad: Assalamu'alaikum, friends. How are you?**

/Assalamu'alaikum, frendz. hau ar ju?/

(Assalamu'alaikum, teman-teman. Apa kabar?)

**Zaid: Wa'alaikumsalam, we're good. Can we help you with something?**

/Wa'alaikumsalam, wir gud. kæn wi help ju wið 'sʌmθɪŋ?/

(Wa'alaikumsalam, kabar baik. Ada yang bisa kami bantu?)

**Ahmad: Yes, I have a family celebration tonight. Would you like to come?**

/jɛs, ai hæv ə 'fæməli 'sɛlə'breɪʃən tə'naɪt. wʊd ju laɪk tu kʌm?/

(Iya, ada acara tasyakuran keluarga saya nanti malam. Kalian berdua ingin ikut?)

**Umar: Of course, we'd love to join. What should we bring or prepare?**

/ɒv kɔːrs, wɪd lʌv tu dʒɔɪn. wɒt fʊd wi brɪŋ ɔː pɪ'pɛr?/

(Tentu saja, kami senang bisa ikut. Apa yang harus kami bawa atau persiapkan?)

**Ahmad: You don't need to bring anything, just come with prayers and a spirit of togetherness. The event is at my grandma's house, so I can take you there.**

/ju doʊnt ni:d tu brɪŋ 'eni θɪŋ, dʒʌst kʌm wɪð prɪz ənd ə 'spɪrət əv tə'geðərnəs. ði i'vent ɪz æt maɪ 'grænd,maz haʊs, sɔ: aɪ kæn teɪk ju ðer./

(Kalian tidak perlu membawa apa-apa, cukup datang dengan membawa doa dan semangat kebersamaan. Acaranya di rumah nenek saya, jadi saya bisa mengantarkan kalian kesana.)

**Zaid: Alright, thank you very much. We'll be ready later tonight.**

/əl'reɪt, θæŋk ju 'veri mʌʃ. wi:l bi 'reɪdi 'leɪtə tə'naɪt./

(Baik, terima kasih banyak. Kami akan siap nanti malam.)

**Ahmad: You're welcome. I'm sure my family will be happy to meet and talk with you.**

/ju: 'welkʌm. aɪm fɜ: maɪ 'fæməli wi:l bi 'hæpi tu mi:t ənd tɔ:k wɪð ju./

(Sama-sama. Saya yakin keluarga saya akan senang bisa bertemu dan berbincang-bincang dengan kalian.)



**Umar: We're also glad to share moments with your family. Thank you for inviting us.**

/wɪr 'ɔlsəʊ glæd tu ʃeɪ 'mɔʊmənts wɪð juə 'fæməli. θæŋk ju fɔr m 'vaɪtɪŋ əs./

(Kami juga senang bisa berbagi momen bersama keluarga mu. Terima kasih sudah mengundang kami.)

**Ahmad: No need to thank me. I'm happy to share happiness with my friends. See you later tonight.**

/nəʊ nɪd tu θæŋk mi. aɪm 'hæpi tu ʃeɪ 'hæpɪnəs wɪð maɪ frendz. si ju 'leɪtə tə 'naɪt./

(Tidak usah terima kasih. Saya senang bisa berbagi kebahagiaan dengan teman-teman saya. Sampai nanti malam ya.)

**Umar: See you later tonight. Assalamu'alaikum.**

/si ju 'leɪtə tə 'naɪt. Assalamu'alaikum./

(Sampai jumpa nanti malam. Assalamu'alaikum.)

**Ahmad: Wa'alaikumsalam.**

/Wa'alaikumsalam./

(Wa'alaikumsalam.)

### E. Shopping

**Ahmad: Assalamu'alaikum, Sir. Can I take a look at the items in your shop?**

/Assalamu'alaikum, sɜːr. kæn ai teɪk ə lʊk æt ði 'aɪtəmz ɪn jʊər ʃɒp?/

(Assalamu'alaikum, Pak. Boleh saya lihat-lihat barang yang ada di toko Pak?)

**Seller: Wa'alaikumsalam, of course. Please feel free to browse. What are you looking for?**

/Wa'alaikumsalam, əv kɔːrs. plɪz fiːl fri tu braʊz. wɒt ɑːr ju 'lʊkɪŋ fɔːr?/

(Wa'alaikumsalam, tentu saja. Silakan dilihat-lihat, apa yang sedang dicari?)

**Ahmad: I'm looking for a koko shirt that fits me.**

/aɪm 'lʊkɪŋ fɔːr ə 'kɒkəʊ ʃɜːt ðæt fɪts mi./

(Saya mencari baju koko yang ukurannya cocok untuk saya.)

**Seller: Oh, we have several options for koko shirts. Here are the sizes: S, M, L, and XL. Please try one that fits you.**

/oʊ, wi hæv 'sevrəl 'ɒpʃənz fɔːr 'kɒkəʊ ʃɜːts. hiː ɑːr ðə 'saɪzəz: es, em, el, ænd eks-el. plɪz traɪ wʌn ðæt fɪts ju./

(Oh, kami memiliki beberapa pilihan baju koko. Ini yang ukurannya S, M, L dan XL. Silakan dicoba salah satu yang cocok dengan ukuran Anda.)

**Ahmad: Hmm, I like this one, but the price is a bit high. Can I get a discount?**

/Hmmm, ai laik ðis wʌn, bʌt ðə praɪs ɪz ə bɪt haɪ kæn ai get ə dɪ'skaʊnt?/

(Humm, saya suka yang ini, tapi harganya agak mahal. Bisakah saya mendapat diskon?)

**Seller: Yes, I can give you a 10% discount if you buy more than two pieces.**

/jes, ai kæn grɪv ju eɪ 10% dɪ'skaʊnt ɪf ju baɪ mɔː θæn tu 'piːsɪz./

(Boleh, saya bisa memberi Anda diskon sebesar 10% jika Anda membeli lebih dari dua potong.)

**Ahmad: Alright, I'll buy two koko shirts, size M and L. What's the total price?**

/ɔːl'raɪt, aɪ baɪ tu 'kɔʊkəʊ ʃɜːts, saɪz ɛm ænd ɛl. wɒts ðə 'təʊtəl praɪs?/

(Baiklah, saya akan membeli dua potong baju koko ukuran M dan L. Berapa harga totalnya?)

**Seller: The original price for one koko shirt is Rp 150,000, so with a 10% discount, the total price for two pieces is Rp 270,000.**

/ði ə 'rɪdʒənəl praɪs fɔː wʌn 'kɒkəʊ ʃɜːt ɪz Rp 150,000, səʊ wɪð eɪ 10% dɪ 'skaʊnt, ðə 'təʊtəl praɪs fɔː tu 'piːsɪz ɪz Rp 270,000./

(Harga asli untuk satu potong baju koko adalah Rp 150.000, jadi dengan diskon 10%, totalnya menjadi Rp 270.000 untuk dua potong.)

**Ahmad: Hmm, can I get a better discount? What if I buy three pieces?**

/Hm, kæn aɪ get ə 'betər dɪ 'skaʊnt? wɒt ɪf aɪ baɪ θri 'piːsɪz?/

(Hmm, bisa saya mendapatkan diskon yang lebih baik? Bagaimana jika saya membeli tiga potong?)

**Seller: I'm sorry, Sir, I can't give a bigger discount than 10%. But if you buy three pieces, I can give you a bonus gift in the form of a headscarf.**

/aɪm 'sɒri, sɜː, aɪ kæn't grɪv ə 'bɪgər dɪ 'skaʊnt ðæn 10%. bʌt ɪf ju baɪ θri 'piːsɪz, aɪ kæn grɪv ju ə 'bəʊnəs ɡɪft ɪn ðə fɔːm ɒv ə heɪd'skɑːf./

(Maaf, Pak, saya tidak bisa memberikan diskon yang lebih besar daripada 10%. Tetapi jika Anda

membeli tiga potong, saya bisa memberikan Anda hadiah bonus berupa sorban.)

**Ahmad: Alright, that sounds good. I'll buy three koko shirts and get the headscarf bonus.**

/ˌɔːl raɪt, ðæt saʊndz gud. aɪl baɪ θri 'kɒkəʊ ʃɑːts ænd get ði heɪdskɑːf 'bəʊnəs./

(Baiklah, itu terdengar bagus. Saya akan membeli tiga potong baju koko dan mendapatkan bonus sorban.)

**Seller: Alright, thank you for your purchase. Please pay at the cashier and the items will be wrapped for you.**

/ɔːl raɪt, θæŋk ju fɔː juə 'pɜːtʃəs. pliz peɪ æt ðə kæʃɪr ænd ði 'aɪtəmz wɪl bi ræpt fɔː ju./

(Baik, terima kasih atas pembeliannya. Silakan bayar di kasir dan barang akan segera dibungkus untuk Anda.)

**Ahmad: Thank you very much, Sir. Assalamu'alaikum.**

/θæŋk ju 'veri mʌʃ. sɜː. ʔsɪlɑːmu'ɑːlɑːkum./

(Terima kasih banyak, Pak. Assalamu'alaikum.)

**Seller: Wa'alaikumsalam, thank you for your visit. I hope the koko shirts you bought fit well and can be used properly.**

/Wa'alaikumsalam, θæŋk ju fɔr juə 'vɪzət. aɪ hoʊp ðə 'kɔʊkəʊ  
ʃɑ:ts ju bɔt fit wel ænd kæn bi ju:zd 'prɒpə:li./

(Wa'alaikumsalam, terima kasih atas kunjungannya. Semoga baju koko yang Anda beli cocok dan bisa digunakan dengan baik.)

#### F. Social Activities

**Ahmad: Assalamu'alaikum, friends. There's sad news from our friend, Budi. His house caught fire last night and all of his belongings were burnt.**

/Assalamu'alaikum, frændz. ðə:z sæd nu:z frəm 'aʊə frænd,  
məz Budi. hɪz haʊs kɔt 'faɪə læst naɪt ænd əl əv hɪz bi'lɒŋɪŋz  
wəz bɜ:nt./

(Assalamu'alaikum teman-teman, ada kabar sedih dari teman kita, Budi. Rumahnya kebakaran kemarin malam dan semua hartanya habis terbakar.)

**Umar: Oh no, poor Budi. What can we do to help him?**

/oʊ noʊ, puə Budi. wɔt kæn wi du tu help hɪm?/

(Oh tidak, kasihan sekali Budi. Apa yang bisa kita lakukan untuk membantunya?)

**Ahmad: I have talked to other friends and we agreed to collect donations for Budi. How about if we do charity together?**

/aɪ hæv tɔkt tu 'ʌðər frendz ænd wi ə'grɪd tu kə'lekt  
doʊ'neɪʃənz fɔr Budi. haʊ ə'baʊt ɪf wi du 'ʃerɪti tə'geðər?/

(Saya sudah berbicara dengan teman-teman lain dan kami sepakat untuk mengumpulkan donasi untuk Budi. Bagaimana kalau kita bersekah bersama?)

**Zaid: I agree. I'm ready to give some of my money to help Budi.**

/aɪ ə'grɪ. aɪm 'reɪdi tu gɪv səm əv maɪ 'mʌni tu help Budi./

(Saya setuju, saya siap memberikan sedikit uang saya untuk membantu Budi.)

**Bilal: I agree too. Maybe we can organize a fundraising event at the mosque or this madrasah.**

/aɪ ə'grɪ tu. 'meɪbi wi kæn 'ɔrgənaɪz ə 'fʌn'dreɪsɪŋ ɪ'vent æt  
ðə məsk or ðɪs mədrəsah./

(Saya juga setuju, mungkin kita bisa mengadakan penggalangan dana di masjid atau di madrasah ini.)

**Ahmad: Good idea. We can ask the teacher to help organize the fundraising event.**

/gʊd aɪ dɪə. wɪ kæn æsk ðə 'tɪʃər tu help 'ɔ:ɡə,naɪz ðə  
'fʌn,dreɪsɪŋ rɪ'vent./

(Baik ide bagus. Kita bisa meminta bantuan guru untuk membantu mengorganisir penggalangan dana.)

**Umar: How about if we collect donations of clothes and school supplies too? Maybe that could help Budi.**

/haʊ ə 'baʊt ɪf wɪ kə'lekt dɒn'eɪʃənz əv kləʊðz ænd sku:l  
sə'plɑ:z tu? 'mɛɪbi ðæt kʊd help bu:di./

(Bagaimana kalau kita mengumpulkan donasi berupa pakaian dan perlengkapan sekolah juga? Mungkin itu bisa membantu Budi.)

**Zaid: I agree with that idea. I have some clothes that are still wearable and I can give them to Budi.**



/aɪ ə'ɡri wið ðæt aɪ 'diə. aɪ hæv sʌm klouðz ðæt aɪ stɪl  
 'wɪərəbəl ænd aɪ kæn ɡɪv ðɛm tu ʊ'di:/

(Saya setuju dengan ide itu. Saya punya beberapa baju yang masih layak pakai dan saya bisa memberikannya ke Budi.)

**Bilal: I also have some textbooks that I no longer use, maybe that could be useful for Budi.**

/aɪ 'ɔlsəv hæv sʌm 'tekst bʊks ðæt aɪ noʊ 'lɒŋgəʒ juːz, 'meɪbi  
 ðæt kʊd bi 'juːsfəl fɔː ʊ'di:/

(Saya juga punya beberapa buku pelajaran yang sudah tidak saya pakai lagi, mungkin itu bisa berguna bagi Budi.)

**Ahmad: Good ideas, friends. Let's collect our donations and help Budi in this difficult time.**

/ɡʊd aɪ 'diəz, frendz. lets kə'lekt 'aʊər doʊ'neɪʃənz ænd help  
 ʊ'di ɪn ðɪs 'dɪfɪkəlt taɪm./

(Baik ide-ide yang bagus teman-teman. Mari kita segera mengumpulkan donasi kita dan membantu Budi dalam kesulitan ini.)

**Umar: Let's pray for Budi so that he can get through this difficult time with patience and sincerity.**

/lets preɪ fɔː ˈbʊdi sɔː ðæt hi kæn get θruː ðɪs ˈdɪfɪkəlt taim  
wɪð ˈpeɪfəns ænd smˈserəti./

(Ayo kita berdoa untuk Budi agar dia bisa melewati masa sulit ini dengan sabar dan ikhlas.)

**Zaid: Amin, may Allah give Budi strength and ease.**

/əˈmɪn, meɪ ˈɑːlə grɪv ˈbʊdi streŋkθ ænd ɪz./

(Amin, semoga Allah memberikan kekuatan dan kemudahan untuk Budi.)

**Bilal: Amin, may what we do bring benefit and goodness to Budi and his family.**

/əˈmɪn, meɪ wɒt wi du brɪŋ ˈbenəfɪt ænd ˈɡʊdnəs tu ˈbʊdi  
ænd lʌz ˈfæməli./

(Amin, semoga apa yang kita lakukan bisa membawa manfaat dan kebaikan bagi Budi dan keluarganya.)

### G. Worship and Religious Practices

**Ahmad: Assalamu'alaikum, friends. I want to discuss the importance of worship and practices in Islam.**

/Assalamu'alaikum, frendz. aɪ wɒnt tu dɪˈskʌs ðɪ ɪmˈpɔːtəns  
ɒv ˈwɔːʃəp ænd ˈpræktəsɪz ɪn ɪˈslɑːm./

(Assalamu'alaikum, teman-teman. Saya ingin membahas tentang pentingnya ibadah dan amalan dalam Islam.)

**Umar: Wa'alaikumsalam. What do you want to discuss?**

/Wa'alaikumsalam. wat du ju want tu di'skas?/

(Wa'alaikumsalam. Seperti apa yang ingin dibahas?)

**Ahmad: We all know that prayer, fasting, charity, and pilgrimage are mandatory worship for Muslims. However, do we really understand how important these practices are?**

/wi əl nou dəet prær, 'fæstɪŋ, 'ʃærɪti, ænd 'pɪlgrɪmədʒ ər  
'mændətɔri 'wɔ:ʃɪp fɔr 'mʌzləmz, haʊ 'evər, du wi 'rɪli  
,ʌndər'stænd haʊ m'pɔ:tənt ðɪz 'præktəsəz ər?/

(Kita semua tahu bahwa shalat, puasa, zakat, dan haji adalah ibadah yang wajib bagi umat Muslim. Namun, apakah kita sudah benar-benar memahami betapa pentingnya ibadah tersebut?)

**Zaid: I agree. Prayer, for example, is a duty that we have to perform five times a day. Prayer can**

**help us to always remember Allah and reflect on how great His love is for us.**

/aɪ ə 'gri: prər, fɔ: ɪg 'zæmpəl, ɪz ə 'duti ðæt wi hæv tu  
pər'fɔ:m fəv taimz ə ðer. prər kæn help əs tu 'ɔ:l weɪz  
ɪr 'membər 'ɔ:lə ænd rɪ'flekt ən haʊ greɪt hɪz lʌv ɪz fɔ: əs./

(Saya setuju. Shalat, misalnya, merupakan kewajiban yang harus kita lakukan lima kali sehari. Shalat bisa membantu kita untuk selalu mengingat Allah dan merenungkan betapa besarnya kasih sayang-Nya kepada kita)

**Bilal: Fasting is also very important. In addition to being a duty, fasting can help us to control ourselves and improve our spiritual quality.**

/'fæstɪŋ ɪz 'ɔ:lsəʊ 'veri ɪm'pɔ:tənt. ɪn ə'dɪʃən tu 'bi:ŋ ə 'duti,  
'fæstɪŋ kæn help əs tu kən'trɔ:l əvər'selvz ænd ɪm'pru:v 'əvər  
'spɪrɪtʃwəl 'kwələti./

(Puasa juga sangat penting. Selain sebagai kewajiban, puasa juga bisa membantu kita untuk mengendalikan diri dan meningkatkan kualitas spiritual kita.)

**Ahmad: Exactly. In addition, charity is also a form of our concern for others. By giving charity, we can help lighten the burden of those in need.**

/ɪg'zæktli, m ə'diʃən, 'fɛrti iz 'ɔlsə ə fɔrm əv 'aʊər kən'sɪn  
fɔr 'ʌðəz, bə 'grɪŋ 'fɛrti, wɪ kæn help 'laɪtən ðə 'bɜːdn əv  
ðəʊz m nɪd./

(Betul. Selain itu, zakat juga merupakan bentuk kepedulian kita terhadap sesama. Dengan memberikan zakat, kita bisa membantu meringankan beban orang yang membutuhkan.)

**Umar: And of course, pilgrimage is a very important worship for Muslims. Hajj is a manifestation of our loyalty as servants of Allah and is one of the ways to cleanse ourselves from sins.**

/ænd əv kɔːs, 'pɪlgrɪmədʒ iz ə 'veri m'pɔːtənt 'wɔːʃəp fɔr  
'mʌzləmz, hædʒ iz ə 'mænəfɛ'steɪʃən əv 'aʊər 'lɔːlɪti æz  
'sɜːvənts əv 'ɔlə ænd iz wʌn əv ðə weɪz tu klɛnz əʊər'selvz  
frəm sɪnz./

(Dan tentu saja, haji merupakan ibadah yang sangat penting bagi umat Muslim. Haji merupakan wujud kesetiaan kita sebagai hamba Allah dan menjadi salah satu cara untuk membersihkan diri dari dosa-dosa.)

**Zaid: So, the conclusion is that all worship and practices in Islam are very important. We must**

**pay attention to and carry out all of them earnestly in order to obtain blessings from Allah.**

/sou, ðə kən 'kluzən ɪz ðæt əl 'wɜːʃəp ænd 'præktəsəz ɪn  
rɪ'slɑːm ɔː 'veri ɪn'pɔːtənt. wɪ mʌst peɪ ə'tenʃən tu ænd 'kæni  
aʊt əl əv ðeɪm 'ɜːnəstli ɪn 'ɔːdə tə əb'teɪn 'blesɪŋz frəm 'ɑːlə./  
(Jadi, kesimpulannya adalah semua ibadah dan amalan dalam Islam sangat penting. Kita harus memperhatikan dan melaksanakan semuanya dengan sungguh-sungguh agar dapat memperoleh keberkahan dari Allah.)

**Bilal: Right. By carrying out worship and practices properly, we can become better human beings and closer to Allah .**

/raɪt. baɪ 'kæɪɪŋ aʊt 'wɜːʃəp ænd 'præktəsəz 'prɒpərlɪ, wɪ  
kæn bi'kɑːm 'betər 'hjuːmən 'biːŋz ænd 'kləʊsər tu 'ɑːlə./  
(Betul. Dengan melaksanakan ibadah dan amalan dengan benar, kita dapat menjadi manusia yang lebih baik dan lebih dekat dengan Allah.)

**Ahmad: May we all always be given the ability and strength to carry out all worship and practices properly. Amin.**

/mɛr wi əl 'ɔl, weɪz bi 'grɪvən ði ə 'bɪləti ænd streŋkθ tu 'kæri  
 aʊt əl 'wɜːʃəp ænd 'præktəsəz 'prɒpərli. ə'mɪn./

(Semoga kita semua selalu diberikan kemampuan  
 dan kekuatan untuk menjalankan semua ibadah  
 dan amalan dengan baik. Amin.)

**Umar, Zaid, & Bilal: Amin.**

/ə'mɪn./

(Amin.)



**A. Common Islamic terms and phrases**

Islamic Terms And Phrases	Definition
Allah	The Arabic name for God in Islam.
Muhammad	The Prophet of Islam and the last messenger of Allah.



Quran	The holy book of Islam, revealed to the Prophet Muhammad.
Hadith	Recorded traditions and sayings of the Prophet Muhammad.
Salah	Islamic prayer performed five times a day.
Zakat	Obligatory charity given by Muslims.
Sawm	Fasting during the month of Ramadan.
Hajj	Pilgrimage to the holy city of Mecca.
Eid al Fitr	Islamic festival that marks the end of Ramadan.
Eid al Adha	Islamic festival that commemorates the

	willingness of Prophet Ibrahim to sacrifice his son for Allah.
Sunnah	The teachings and practices of the Prophet Muhammad.
Ayah	A verse of the Quran.
Surah	A chapter of the Quran.
Tawhid	The belief in the oneness of Allah.
Shahada	The declaration of faith in Islam.
Hadith Qudsi	A sacred saying of the Prophet Muhammad which he attributes to Allah.
Aisha	One of the wives of the Prophet Muhammad.

Fatima	Daughter of the Prophet Muhammad and his wife Khadijah.
Khadijah	The first wife of the Prophet Muhammad.
Imam	A leader of Islamic worship.
Caliph	A leader of the Islamic community.
Salam	Islamic greeting meaning "peace".
Inshallah	Arabic phrase meaning "God willing".
Subhanallah	Phrase meaning "glory to Allah".
Alhamdulillah	Phrase meaning "praise be to Allah".

Allahu Akbar	Phrase meaning "Allah is the greatest".
Jannah	Paradise in Islam.
Jahannam	Hell in Islam.
Makkah	Holy city in Saudi Arabia, the birthplace of the Prophet Muhammad and site of the Kaaba.
Madinah	City in Saudi Arabia where the Prophet Muhammad migrated to and established the first Islamic state.
Kaaba A cube	shaped building in Makkah that is the holiest site in Islam.
Hijab	Islamic head covering for women.

Halal	Permissible according to Islamic law.
Haram	Prohibited according to Islamic law.
Shirk	The sin of associating partners with Allah.
Fitnah	A trial or test in Islam.
Taqwa	The fear of Allah and consciousness of Allah's presence.
Tafsir	Interpretation of the Quran.
Hadith Sahih	An authentic hadith that has been verified.
Hadith Hasan	A hadith that is considered good or acceptable.

Hadith Da'if	A weak hadith that cannot be relied upon.
Jumu'ah	Friday prayer in Islam.
Qiblah	The direction of the Kaaba in Makkah, towards which Muslims pray.
Wudu	Islamic ritual washing before prayer.
Istikhara	Islamic prayer for guidance and decision making.
Sadaqah	Voluntary charity given by Muslims.
Sura	Another term for a chapter of the Quran.
Sunnah Muakkadah	The confirmed Sunnah of the Prophet Muhammad.

Sunnah Ghair Muakkadah	The non confirmed Sunnah of the Prophet Muhammad.
Nafs	The self or ego in Islam.
Zakat al Fitr	A type of obligatory charity given during the month of Ramadan.
Bismillah	In the name of Allah
Salam	Peace
Jummah	Friday congregational prayer
Zakat	Alms giving or obligatory charity
Sawm	Fasting during Ramadan

Eid al Fitr	Festival of Breaking the Fast, celebrated at the end of Ramadan
Eid al Adha	Festival of Sacrifice, celebrated on the 10th day of Dhu al Hijjah
Hajj	Pilgrimage to Mecca, one of the five pillars of Islam
Kaaba Cube	shaped building in Mecca, towards which Muslims pray
Qibla	Direction of the Kaaba, towards which Muslims pray
Adhan	Call to prayer
Iqama	The call to begin the congregational prayer



Taraweeh	Extra prayers performed during Ramadan
Sunnah	The way of life and teachings of Prophet Muhammad
Hadith	Recorded sayings and actions of Prophet Muhammad
Sahaba	The companions of Prophet Muhammad
Imam	The prayer leader in a mosque
Khalifa	The leader of the Muslim community after the Prophet Muhammad
Sufism	Islamic mysticism
Tawhid	The concept of oneness of God

Shirk	The sin of associating partners with Allah
Halal	Permissible according to Islamic law
Haram	Prohibited according to Islamic law
Fitrah	The natural state of purity and goodness of the human soul
Iman	Faith in Allah, the prophets, and the Day of Judgment
Ihsan	The state of doing good and being excellent in everything
Tawakkul	Trust in Allah and reliance on Him
Taqwa	God consciousness and fear of Allah

Dhikr	Remembrance of Allah
Dua	Supplication or prayer to Allah
Shahada	The Islamic declaration of faith
Istikhara	A prayer seeking guidance from Allah
Insha'Allah	If Allah wills it
Masha'Allah	A phrase expressing appreciation or admiration for something good
Alhamdulillah	Praise be to Allah
Subhan'Allah	Glory be to Allah
Astaghfirullah	Seeking forgiveness from Allah

Barakah	Blessing or abundance
Khutbah	Sermon delivered during Friday prayer
Fatwa	Legal ruling on a point of Islamic law
Hijab	The headscarf worn by Muslim women
Niqab	A veil covering the face worn by some Muslim women
Eid Mubarak	A greeting meaning "Blessed Eid"
Jazak Allah Khair	A phrase meaning "May Allah reward you with goodness"
Shukran	Thank you
Salaam alaikum	A greeting meaning "Peace be upon you"

Wa alaikum salaam	A response to "Salaam alaikum" meaning "Peace be upon you too"
Astaghfirullah al 'Azim	Seeking forgiveness from Allah, the Mighty
La ilaha illa Allah	There is no deity worthy of worship except Allah.

#### B. Islamic Greetings And Salutations

Greetings And Salutations	Meaning
Assalamu alaikum	"Peace be upon you" /pi:s bi: ə'pɒn ju: /
Wa alaikum assalam	"And upon you be peace" /ænd ə'pɒn ju: bi: pi:s /
As-salamu alaykum wa rahmatullahi wa barakatuh	"Peace, mercy, and blessings of Allah be upon you" /pi:s, 'mɜ:si, ænd 'blesɪŋz ov 'ælə bi: ə'pɒn ju: /

Bismillah	"In the name of Allah" /ɪn ðə neɪm ɒv 'ælə/
Alhamdulillah	"Praise be to Allah" /preɪz bi: tu: 'ælə/
SubhanAllah	"Glory be to Allah" /'ælə ɪz ðə 'ɡreɪtɪst/
Allahu Akbar	"Allah is the Greatest" /'ælə ɪz ðə 'ɡreɪtɪst/
La ilaha illallah	"There is no god but Allah" /ðeə ɪz nəʊ ɡɒd bʌt 'ælə/
Astaghfirullah	"I seek forgiveness from Allah" /aɪ si:k fə 'ɡɪvnəs frʌm 'ælə/
InshaAllah	"If Allah wills" /ɪf 'ælə wɪlz/
BarakAllahu feek	"May Allah bless you" /meɪ 'ælə bles ju:/
BarakAllahu feekum	"May Allah bless you all" / meɪ 'ælə bles ju: ɔ:l/
Ameen	"Amen" (May it be so) /'ɑ: 'men" (meɪ ɪt bi: səʊ)/

Tawakkaltu ala Allah	"I put my trust in Allah" /mer 'ælə ək 'sept frəm əs ænd frəm ju: /
TaqabbalAllahu minna wa minkum	"May Allah accept from us and from you" /mer 'ælə ək 'sept frəm əs ænd frəm ju: /
Radiallahu anhu	"May Allah be pleased with him" (used after mentioning the name of a male companion of the Prophet Muhammad) /mer 'ælə bi: pli:zd wɪð hu m/
Radiallahu anha	- "May Allah be pleased with her" (used after mentioning the name of a female companion of the Prophet Muhammad) /mer 'ælə bi: pli:zd wɪð hɜ: /

Radiallahu anhum	"May Allah be pleased with them" (used after mentioning the names of multiple companions of the Prophet Muhammad) /meɪ 'ælə bi: plɪ:zɪd wɪð ðe m"/
Fi amanillah	"In the protection of Allah" /ɪn ðə pɪə 'tɛkʃn ʊv 'ælə/
Salam	"Peace" (used as a greeting or farewell) /pi:s ju:zɪd æz ə 'gri:tɪŋ ɔ: 'feə w eɪ/







**Daftar Pustaka**



## Guidance Consultation Card



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	Selasa 14/2-23	✓	- Acc APD Lanjut BAB IV-V	
	Jumat 12/5-23	✓	- Membahas ttg FGD	
	Kabu 25/23 5	✓	Acc validasi	
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## DOCUMENTATION



Interview with an English teacher



Distribution of Questionnaire On MTs 31 Trimurjo students



Product Validation

## CURRICULUM VITAE



Irsyad Fauzi , the first son of Imam Rusdi and Siti Romlah, was born in Way Kanan, June 08, 2000. He is an alumnus of SDN 01 Mekar Jaya, SMPN 04 Negara Batin, Way Kanan, and MA Ma'arif Roudlotut Tholibin, Metro, Lampung . In other hand, he is to be an S.Pd. candidate in English Language Teaching Department of IAIN Metro, Lampung.

During this undergraduate study, he got a scholarship from Bank Indonesia (BI)—is the central bank of the Republic of Indonesia, 1st place in an essay held by UKM Riset dan Inovasi with the title “Student Self-Actualization in Combating Radicalism in the Revolutionary Era 4.0 and Society 5.0”, and carrying out community service, namely “Digital Media-Based English Learning Assistance for TPA Children”.