

AN UNDERGRADUATE THESIS

**DEVELOPING COMMON EUROPEAN FRAMEWORK OF
REFERENCES (CEFR) BASED SPEAKING MATERIALS FOR ENGLISH
INSTRUCTIONS IN MOSQUE**

**By:
RESTINA DAMAYANTI
Student Number: 1901052027**



**ENGLISH EDUCATION DEPARTMENT
TARBIYAH AND TEACHERS TRAINING FACULTY**

STATE ISLAMIC INSTITUTE OF METRO

1444 H/2023 M

**DEVELOPING COMMON EUROPEAN FRAMEWORK OF
REFERENCES (CEFR) BASED SPEAKING MATERIALS FOR ENGLISH
INSTRUCTIONS IN MOSQUE**

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

By:

RESTINA DAMAYANTI

Student Number: 1901052027

Tarbiyah and Teachers Training Faculty

English Education Department

Sponsor : Dr. Dedi Irwansyah, M.Hum

STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO

1444 H / 2023 M



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

Jalan Ki. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111
M E T R O Telp. (0726) 41507; Faksimili (0725) 47296; Website: www.metrouniv.ac.idE-mail: iainmetro@metrouniv.ac.id

APPROVAL PAGE

Assalaamu'alaikum Wr. Wb

Title : DEVELOPING COMMON EUROPEAN FRAMEWORK OF
REFERENCES BASED SPEAKING MATERIALS FOR ENGLISH
INSTRUCTIONS IN MOSQUE
Name : Restina Damayanti
Students Number : 1901052027
Department : English Education
Faculty : Tarbiyah and Teacher Training

APPROVED BY:

To be discussed in the thesis (munaqosyah) in Tarbiyah and Teacher Training Faculty of State
Islamic Institute of Metro.

Wassalaamu'alaikum Wr. Wb

The Head of English Education Department

Andianto, M.Pd
NIP. 19871102 201503 1 004

Metro, June 19th 2023

Sponsor

Dr. Dedi Irwansyah, M.Hum
NIP. 19791223 200604 1 001



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

Telp. (0726) 41507; Faksimili (0725) 47298; Website: www.metrouniv.ac.id E-mail: iainmetro@metrouniv.ac.id

NOTIFICATION LETTER

Number :
Appendix :
Matter : **In order to hold the Munaqosyah
Of Restina Damayanti**

To: The Honorable the
Dean of Faculty of Tarbiyah and Teacher
Training
State Islamic Institute of Metro

Assalamu'alaikum, Wr. Wb

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

Name : Restina Damayanti
Students Number : 1901052027
Title : DEVELOPING COMMON EUROPEAN FRAMEWORK OF
REFERENCES BASED SPEAKING MATERIALS FOR ENGLISH
INSTRUCTIONS IN MOSQUE

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

The Head of English Education Department

Andianto, M.Pd
NIP. 19871102 201503 1 004

Metro, June 19th 2023
Sponsor -

Dr. Dedi Irwansyah, M.Hum
NIP. 19791223 200604 1 001



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

NOTA DINAS

Nomor :
Lampiran :
Perihal : **Mohon dimunaqosyahkan Skripsi
Restina Damayanti**

Kepada Yth,
Dekan Fakultas Tarbiyah dan Ilmu Keguruan
Institut Agama Islam Negeri (IAIN) Metro


Assalamualaikum Wr.Wb.

Setelah membaca dan mengadakan bimbingan serta perbaikan seperlunya maka skripsi yang disusun oleh:

Nama : Restina Damayanti
NPM : 1901052027
Judul Skripsi : DEVELOPING COMMON EUROPEAN FRAMEWORK OF
REFERENCES BASED SPEAKING MATERIALS FOR ENGLISH
INSTRUCTIONS IN MOSQUE

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

Ketua Program Studi Tadris Bahasa Inggris


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

Metro, 19 Juni 2023
Sponsor


Dr. Dedi Arwansyah, M.Hum
NIP. 19791223 200604 1 001



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INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBİYAH 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.idE-mail: iainmetro@metrouniv.ac.id

RATIFICATION PAGE

No: B-4094/11-23-1/D/PP-00-9/07/2023

An Undergraduate thesis entitled: DEVELOPING COMMON EUROPEAN FRAMEWORK OF REFERENCES (CEFR) BASED SPEAKING MATERIALS FOR ENGLISH INSTRUCTIONS IN MOSQUE, written by: Restina Damayanti, Student Number 1901052027 English Education Department had been examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty on Tuesday, June 27th, 2023, at 1.00 – 3.00 P.M

BOARD OF EXAMINERS

Chairperson : Dr. Dedi Irwansyah, M.Hum

Examiner I : Trisna Dinillah Harya, M.Pd

Examiner II : Andianto, M.Pd

Secretary : Eka Yuniasih, M.Pd



The Dean of Tarbiyah and Teacher Training Faculty



Dr. Zuhairi, M.Pd

NIP. 19620612 198903 1 006

ABSTRACT

By:

Restina Damayanti

DEVELOPING COMMON EUROPEAN FRAMEWORK OF REFERENCES (CEFR) BASED SPEAKING MATERIALS FOR ENGLISH INSTRUCTIONS IN MOSQUE

The purpose of this undergraduate thesis is to construct speaking materials for English instruction in mosques that are based on the develop of Common European Framework of References (CEFR). The study primary goal is to meet the demands of Muslims who are non-native English speakers who want to learn the language in a religious atmosphere. The CEFR provides a complete framework for developing international standards-aligned syllabi, lesson plans, and teaching resources.

This study research technique included CEFR research and development (R&D) and its use in language instruction. The study also includes a needs analysis of the target audience to discover their individual learning requirements and problems. The findings imply that using CEFR-based materials can greatly improve the quality of English education in mosques and students' overall learning outcomes.

Keywords: *CEFR, Speaking materials, Muslim learner, Mosque*

ABSTRAK

Oleh:

Restina Damayanti

DEVELOPING COMMON EUROPEAN FRAMEWORK OF REFERENCES (CEFR) BASED SPEAKING MATERIALS FOR ENGLISH INSTRUCTIONS IN MOSQUE

Tujuan dari tesis ini adalah untuk menyusun materi pengajaran bahasa Inggris di masjid yang didasarkan pada pengembangan Common European Framework of References (CEFR). Tujuan utama dari penelitian ini adalah untuk memenuhi tuntutan pembelajar muslim yang bukan penutur asli bahasa Inggris yang ingin belajar bahasa dalam suasana religius. CEFR menyediakan kerangka kerja yang lengkap untuk mengembangkan silabus, rencana pembelajaran, dan sumber daya pengajaran yang selaras dengan standar internasional.

Teknik penelitian studi ini mencakup penelitian dan pengembangan (R&D) CEFR dan penggunaannya dalam pengajaran bahasa. Penelitian ini juga mencakup analisis kebutuhan dari target audiens untuk menemukan kebutuhan dan masalah pembelajaran masing-masing. Temuan penelitian ini menyiratkan bahwa penggunaan materi berbasis CEFR dapat meningkatkan kualitas pendidikan bahasa Inggris di masjid dan hasil belajar siswa secara keseluruhan.

Kata kunci: *CEFR, Materi berbicara, Pelajar Muslim, Masjid*

STATEMENT OF RESEARCH ORIGINALITY

The undersigned:

Name : Restina Damayanti

Student Number : 1901052027

Department : English Education

Faculty : Tarbiyah and Teacher Training

State that this undergraduate thesis is originally the result of the researcher's research, in exception parts of which are expected from the bibliography mentioned.

Metro, June 25th, 2023

The Writer,

A handwritten signature in black ink is written over a rectangular Indonesian postage stamp. The stamp is red and white, featuring the Garuda Pancasila emblem and the text '3000 METERAI TEMPEL' and the serial number '07136AKX513862246'.

RESTINA DAMAYANTI

St. Number. 1901052027

ORISINALITAS PENELITIAN

Yang bertanda tangan dibawah ini:

Nama : Restina Damayanti

NPM : 1901052027

Jurusan : Tadris Bahasa Inggris

Fakultas : Tarbiyah dan Ilmu Keguruan

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

Metro, 25 Juni 2023

Penulis,



RESTINA DAMAYANTI

NPM. 1901052027

MOTTO

Whoever treads a path in pursuit of knowledge, Allah will facilitate for him the way to heaven.

(HR. Muslim)

If you're never bleed you're never gonna grow.

~Taylor Swift~

DEDICATION PAGE

With all my heart I dedicate this undergraduate thesis to:

Myself, who constantly works hard and never gives up on her goals in life. Thank you for persevering despite your ego and uncertain feeling while composing this thesis.

*My wonderful parents, especially to **Mrs. Triami** my dearest mother, the most beautiful woman on the earth. **Mr. Manto** as my father who always strives to meet my needs.*

***Arshad**, my younger brother, who constantly asks how I am and hugs me when I get home.*

*My grandparents, **Mr. Yasmitro** and the late **Mrs. Salami**, who always have faith in me and provide me with a plethora of reasons to strive and be proud of myself.*

***Agus Lasono**, my sole uncle, who continually looks over me and ensures my health and happiness while pursuing education in this city.*

***Dr. Dedi Irwansyah, M.Hum**, my thesis advisor, has been immensely supportive and insightful throughout the process of terminating this bachelor thesis.*

***Eka, Faizal, Tiara and Delia**, thank you for the people in behind everything becomes colorful with you guys.*

***Folks**, my classmates, organization buddies and people who know me in college thank you for your never-ending sincerity and cheerfulness.*

ACKNOWLEDGEMENT

Praise be to Allah SWT, the Almighty and Merciful, who has bestowed his blessings and guidance. As the best role model, Prophet Muhammad SAW is always saluted. This undergraduate thesis is required for the Degree of Sarjana Pendidikan (S.Pd) entitled *“Developing Common European Framework for References (CEFR)-Based Speaking Materials for English Instructions in Mosque”*.

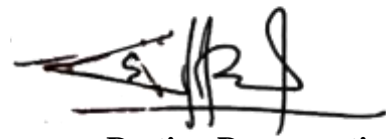
Given the researcher's expertise, experience, and writing ability, this thesis is riddled with flaws and is far from faultless. The researcher discovered that there were numerous hurdles encountered while producing this undergraduate thesis. The hurdles, however, can be addressed with the assistance, advice, and participation of diverse parties. As a result, the researcher wishes to convey her appreciation to:

1. Dr. Hj. Siti Nurjanah, M.Ag., PIA as the head of IAIN Metro.
2. Dr. Zuhairi, M.Pd as the Dean of the Tarbiyah and Teacher Training Faculty.
3. Andianto, M.Pd as the Head of the English Education Department.
4. Dr. Dedi Irwansyah, M.Hum as a thesis advisor who has helped and guided me a lot in the process of completing this undergraduate thesis
5. Lecturers from various faculties and departments in this university, thank you for helping me a lot to be able to enjoy my college years with many precious experiences and knowledge.
6. Students from Mushalla As-Sakinnah have been highly supportive in

conducting my research. May Allah bless you in all of your educational endeavor.

The researcher hopes that this undergraduate thesis will be valuable to both the researcher and anyone else who wishes to use it.

Metro, June 2023

A handwritten signature in black ink, appearing to be 'Restina Damayanti', written over a horizontal line.

Restina Damayanti
NPM. 1901052027

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CHAPTER I

INTRODUCTION

A. Background of Study

English has become a global language used in any international communication involving people from all over the world. This facilitates the process of exchanging information in these various social lives, especially for non-native English speakers. As is well known, English has been localized on its way to becoming a worldwide language. English has been elaborated by people of different cultures who have adopted this language to express themselves based on the local culture. Many people are interested in learning English. English is studied and spoken by many people not only in America, Australia, or the British countryside but also other people in non-native English countries, including countries with Muslim populations such as Indonesia.

The Common European Framework for References (CEFR) has been introduced as a valid standard setting for teaching, learning, and assessing to measure language level proficiency on a common international scale. The scale focused on the process of acquiring a language in which it is acknowledged communicative skills: oral interaction, oral production, listening, reading, and writing. The gains of the CEFR include that it can be used as a tool for measuring the level of proficiency of foreign language learners based on an action-oriented approach. This approach is highlighting the cognitive processes in language learning with the rule in a social context about how language is

learned and used. In addition, the CEFR can be used for foreign language learning in multilingual societies. Thus, it can be implemented in non-native English countries that have extensive societies.

Likewise, in the scope of education, English continues to be developed following the educational culture adopted. Thus, the learner does not only get two different and unrelated ways of acting and communicating. Language learners become plurilingual and integrate the foreign culture being studied and its culture. It enables the individual to develop their self-characteristic to be more complex and enhances the capacity for advanced language learning for greater openness to new cultural experiences.

In the context of Islamic Studies, the learners assume that learning English is the anxiety of losing their identity as Muslim because of the western cultural influence in the English materials. Another issue raised by the lack of consciousness about how useful the English language can be for Muslim learners is. Learners often feel dispassionate in learning English because they do not see the relationship between the courses that they are taking in English learning. Integrating English learning and culture is very important in terms of language proficiency as well as language performance. In this regard, recent studies have explored incorporating cultural exposure into English language teaching materials (ELT). A study exploring cultural demonstrations in international English teaching materials claims that discussions about culture are not enough to make learners view culture because demonstrations are mostly based on conventional intellect.

Kavakli (2020) states that teaching foreign language-related culture aims for the learners to develop multicultural awareness in the process of learning a foreign language.¹ Boltayena (2020) states that the relationship between language and culture can be seen as a relationship between parts and the whole. Language can be considered as a structure of culture and as an instrument of culture.² Irwansyah (2018) implies that English language teaching (ELT) in Indonesia aims not only to master language and pedagogy skills but also to strengthen the Islamic faith and nurture virtuous actions.³

B. Problem Identification

This study is guided by the following research questions:

1. What is the need for analysis of speaking materials for mosque teaching context?
2. What are the Common European Framework for References (CEFR) based speaking materials like?

C. Problem Limitation

Based on the considerations that have been introduced, the researcher limits the problem to developing compatible English learning materials based on the needs of students in the mosque.

¹ Nurdan Kavakli, *The Relationship Between Language and Culture and Its Implications for EFL Teaching* (World Englishes and Culture In English as a Foreign Language (EFL) Education, 2020).

² Jabbarova Shaira Boltayena, *LANGUAGE AND CULTURE: PROBLEMS OF INTERACTION, The Relationship Between Language and Culture* (International Journal on Integrated Education. Vol. 3, Issue XII 2020): 142.

³ Dedi Irwansyah, *Teaching English at Indonesian Islamic Higher Education: An Epistemological Perspective* (*DINAMIKA ILMU* Vol.18 No.1 (2018).

D. Problem Formulation

There are two problems to be answered in this study. They are formulated as follows:

1. What are the target needs and learning needs of students in learning English in the mosque?
2. What are the appropriate English-speaking materials for English instructions in the mosque?

E. Purpose of Research

1. To identify the needs analysis of students in learning English in the mosque.
2. To generate a Common European Framework for Reference-based speaking materials for English instruction for the mosque.

F. Benefits of Product

The benefits of the product are:

1. As a facility for English learning materials that are following the needs of Muslim students in a mosque;
2. Helps learners develop their speaking skills in a meaningful way, while also helping them build confidence in using English in a real-world setting;
3. As a basis for integrating students' religious values with English learning activities at the mosque; and
4. As a teacher's guidebook to encourage the interest of the learners in the learning process about how useful the English language can be for their field.

G. Product Specification

The results of the products are in the form of:

1. The product of this research consists of vocabulary, Islamic Expressions, and Daily Conversations.
2. Each material chapter will cover (a) related vocabulary, (b) a collection of conversations, (c) activities and assignments, (d) exercises, and (d) answer keys.
3. Each unit will be added with relevant media such as pictures and illustrations.

H. Previous Relevant Studies

Studies about the Common European Framework for References (CEFR) have been conducted by Yuniarti (2017) about the creation of language learning materials using the European frame of reference for languages which includes language learning, teaching, and assessment problems for the improvement of speaking skills. The research aimed to attempt to improve and add some practical speaking materials to meet the needs specific for students in speaking. This research involved 15 students of IDeA Indonesia who took the place of research in Metro city, Lampung. The finding of the research shows that the CEFR has proven capable of improving students' speaking skills. CEFR can relate significantly between students' competency scores and their perception of their capabilities.⁴

The research was conducted by Maryo (2021) about the issue of the enforcement of CEFR in the Indonesian context. The research aimed to reveal

⁴ Yuniarti, *Developing Speaking Materials Based on the Common European Framework of References (CEFR) for Increasing the Students' Speaking Skill* (Pedagogy: Journal of English Language Teaching Vol. 4 No. 2 2017): 143-156

the issues that exist in implementing the CEFR in Indonesia. Through literacy studies, this study shows that 3 issues might become obstacles to implementing CEFR as a concept of learning English in Indonesia. First, Students only aim to earn a certificate of English proficiency. Second, the Indonesian government as the curriculum designer is still unable to implement CEFR as a learning model because Indonesia already has a model that suits the needs of locals. Third, there is a need for professional human resources and integrity in applying the CEFR.⁵

Abidin and Hashim (2021) research how teachers perceive the use of the CEFR language standard frame of reference in plurilingualism learning. The aim that CEFR embraces is to ensure English standards in Malaysia as a need for globalization. The research findings indicate that problems in the language teaching process continue to be raised due to a lack of understanding and training for teachers in applying the CEFR to ensure students reach the target language level. In addition, Plurilingualism must be seriously considered in a multiracial and multilingual country, which embraces uniqueness and diversity within the classroom.⁶

⁵ Fuad Arifudin Abi Maryo, *The Issues of the Implementation of CEFR in Indonesia*, (Journal of Applied Linguistics Indonesia (Aplinesia) Vol. 5 No. 1 2021)

⁶ Nadrah, Z. A, and Harwati Hashim, *Common European Framework of Reference (CEFR): A Review on Teachers' Perception & Plurilingualism* (Creative Education (2021)

CHAPTER II

LITERATURE REVIEW

This research aims to design the Common European Framework of References (CEFR) based speaking materials for English instruction in a mosque. Therefore, to achieve the main objective, it is needed to provide the materials which are suitable for the objective. This review includes the definitions, categories, and stages of developing materials in English language learning.

A. Speaking

Language is a means of thinking and exchanging cultures from one nation to another. It is also a means of interaction between people for a specific purpose or for expressing themselves.⁷ Speaking requires the learner to know not only how to produce certain subject matter, such as pronunciation, vocabulary, or grammar, but also to understand when, why, and how to produce language.

Speaking English is important for people to communicate everywhere and every day both on formal and non-formal occasions. English tends to be used in formal speech with a foreigner or respected people then informal speech is used for daily conversations with friends and colleagues. Besides, body movements such as hand movements or making eye contact with listeners in face-to-face communication processes convey and help listeners understand information.⁸

⁷ Ikou Kitagaki, *E-learning for English Speaking Skill and the Experiment*, *Procedia – Social and Behavioral Sciences* 64 (2012) 306-309

⁸ Siti Mualiyah, *Teaching Speaking (An Expository Study at Speaking Class of Training Class Program at Basic English Course in Kampung Inggris pare)*, (UIN Syarif Hidayatullah 2017)

Brown proposes the four aspects of speaking skills, namely fluency, accuracy, pronunciation, and vocabulary.⁹ Fluency is the flow and efficiency with which you express your brainchild, especially in speaking. Accuracy is the use of the language system in terms of pronunciation, grammatical use, and vocabulary. Pronunciation is the pronunciation of words and structure correctly to be understood. Vocabulary is knowledge of various words and having the ability to choose from the bank the most appropriate words.

Nunan explained that speech fulfillment includes: (1) the ability to articulate the phonological function of language that can be understood (2) controlling patterns of stress, rhythm, and intonation (3) the appropriate level of fluency (4) transactional and interpersonal skills (5) conversation listening abilities (6) management skills of the interaction and negotiating to mean (7) skills in the interaction process and in negotiating with intent (7) skills in knowing the purpose of negotiations for conversations (8) using appropriate conversation formulas and fillers. Furthermore, teaching speaking is a process whereby a teacher assists students by facilitating them to achieve learning objectives namely the need to improve their performance in speaking skills. Teachers can encourage student's enthusiasm to learn speaking skills during the teaching process to assist them to achieve their goals and carry out specific interventions such as having students practice speaking English and giving them appreciation.

Interventions can be provided by teachers in the form of giving pieces of information, material explanations, listening activities, ask-and-answer

⁹ Brown, H.D. *Teaching by Principles: An Interactive Approach to Language Pedagogy* (2nd Ed). (New York: Addison Wesley Longman, 2001)

activities, speaking skills, or testing students' comprehension. In intervention, teachers can also facilitate students' learning activities using discussions, debates, presentations, and exercises with appropriate themes.

B. Common European Framework for References (CEFR)

1) Definition

The Common European Framework for References (CEFR) is a model based on the educational principle that education is the right of every individual and that multilingualism and plurilingualism can enhance mutual understanding between individuals with a different language and cultural backgrounds, to establish an integrated society. The CEFR provides a general framework that demonstrates what language learners need to learn to practice in a foreign language effectively. Thus, this framework creates a common basis for language learning in the form of curricula or guidelines, textbooks, teaching materials, and syllabi.¹⁰

In the teaching language context, CEFR is a frame of reference that must be adapted in which it is used in the form of linking certain features by focusing on aspects that are reflected in the content of the text and the level of descriptors. The context of language teaching has its own goals and objectives. It expresses the distinguishing features of language concerns, while the CEFR tends to emphasize things that are comparable in language contexts. The application of the CEFR in the modern foreign language teaching process requires a consistent action-oriented approach and it is necessary to learn how to evaluate student

¹⁰ Judith, Vivien Runnels, *Impact of the Common European Framework of Reference-A Bibliometric Analysis of Research from 1990-2017*, (CEFR Journal-Research and Practice, 2017)

learning outcomes concerning the CEFR. In summary, the explanations that follow cover the advantages of CEFR:

1. The CEFR context in language teaching is needed in the interest of greater mobility, and effectiveness in massive interaction coupled with honor for diverse identities and cultures.
2. As a means of promotion and facilities to build cooperation between educational assemblies in various countries.
3. Supply a solid basis for exploring each other's language qualifications.
4. Assist the learners, teachers, and education administrators to integrate their efforts.

2) The CEFR Scale

The CEFR scale has six different levels, starting from the beginner level (A1) to the final level of language acquisition (C2). The scale's importance in acquiring core language is in its recognition of the five communication skills: listening, reading, spoken interaction, spoken production, and writing. The CEFR has been introduced to set consistent standards for learning, teaching, and assessing. A common reference level is articulated in a Can Do statement, which allows language learners to assess or self-assess their level of proficiency.



Figure 1. Levels in CEFR

The figure above shows that A1 Beginner indicates the level of understanding of simple sentence expressions that are commonly used. A2 Elementary in this level of students can write English text with a simple topic. B1 Intermediate, used for academic and occupational purposes. This level is quite usable but will have a little difficulty. B2 Upper Intermediate, this level expresses English spontaneously but not yet as accurately as C1 Advanced. C1 Advanced can express ideas flexibly effectively and spontaneously with any purpose. C2 Proficient, the level of native speakers. This level allows one to read and write about anything.

Resources for Reference Level Descriptions make it easier to decide which languages to use for instruction and assessment at each CEFR level. Language experts, such as teachers, curriculum planners, and test writers, can use the Reference Level Descriptions' resources in a variety of ways to help them decide which language points are appropriate for teaching, learning, and assessing at each CEFR level.

3) Skills at the A2 Level

Level A2 is appropriate for people who are basic language users, or those who can communicate in natural settings using ordinary expressions and simple terminology. The Common European Framework of Reference for Languages (CEFR), which defines and discusses the various levels of oral and written expression and understanding for languages like English, should be kept in mind. It has six levels of reference, broken down into three blocks (A, or basic user, B, or independent user, and C, or skilled user), each of which is further divided into two sublevels, 1 and 2.¹¹

The following is detailed by the CEFR:

- a) He or she is able to comprehend words and phrases that are commonly used in the contexts of experience that are most immediately relevant to them (such as very basic personal and family information, shopping, tourist attractions, places of employment, etc.).
- b) He or she can communicate in simple, everyday chores that just call for a straightforward exchange of information on well-known and routine topics.
- c) He or she is able to succinctly convey elements of his or her background, surroundings, and topics pertaining to their immediate requirements.

The official can-do statements are broken down into smaller pieces for teaching purposes. This more detailed skill breakdown can help you assess your own English level, or help a teacher assess a student's level. For example, a student at the A2 level in English will be able to do all the things that a student

¹¹ John Trim, *Using the CEFR: Principles of Good Practice* (Cambridge University Press, 2011)

in level A1 can do.

C. Material Development

Material development is a process carried out by a teacher to create information that is used for the language learning process to achieve the purposes and objectives of learning. Effective teaching materials in language teaching are set up by reasoning several factors, including teachers, learners, and contextual variables. Factors of the teacher include the teacher's proficiency in the language, training, experience, and preferred teaching style. The factors of the learners include emphasizing learning styles, needs, and motivations for learning their language. While, other factors include school culture, classroom conditions, and the availability of teaching resources where the material will be implemented.

Language is following the objectives that we put forward therefore the learning material must contextualize the language it presents. The context helps the language encountered to be meaningful, and can also widespread the learning content beyond other sources of contextualized language use in the classroom. In the context of developing teaching materials, attention must be paid to a particular aspect of language, both listening, reading, speaking, and writing skills-based learning as well as integrated basic skills. The author's understanding of language and language use will also influence the design of the material, which in its role determines the author's goals, and sets the focus of the material and activities within it. The material designed must be flexible, develop skills, and use strategies that can be shuttled to other texts in different

contexts.¹²

In the process of designing teaching materials, changes to the materials that have been made can be made to improve them and make them more suitable for different types of learners. Adaptations can be in the form of reductions, additions, deletions, and modifications. Most teachers adjust the material every time they use the material book to utilize knowledge sources in teaching and learning activities. Some things that must be considered in the material development process include:

- 1) **Age** is influential on topic selection and types of learning activity such as the suitability of a game or role-play.
- 2) **Aptitude** shows how fast learners can lead to the potential and capacity in learning a foreign or second language.
- 3) **Mother tongue** can be used to provide a fast and accurate translation of foreign language words.
- 4) **Motivation** helps the determination and interest of learners in learning a foreign language.
- 5) **Educational level**, which helps in the determination of intellectual content, the breadth of theme, or the depth of which material can be studied.
- 6) **The learning style** will help in the selection of methods that are following the student's learning character.
- 7) **School rules**, the role of foreign language in schools, and its placement within the curriculum.

¹² Jack, Willy Reynandya, *Methodology In Language Teaching*, (Cambridge University Press, 2002). 84.

8) **Teachers**, training and experience in teaching, mother tongue, and the level of education that has been taken.

It can be assumed that the objectives of the language learning material development program have been established and that the contextual factors influencing its implementation have been understood. The next step in the planning task is to select the type of syllabus that is relevant to the intended learner, according to the situation, and that meets the objectives of learning as closely as possible.¹³

D. Task-Based Language Instruction

Task-Based Language Instruction defines as a language learning whose teaching framework is organized around tasks. Two types of teaching frameworks have been used, namely: synthetic and analytical. In synthetic such as lexical, structural, and functional where most teaching frameworks are situational and topical one part at a time with language presented in discrete pieces. This is assumed to make learning tasks easier for learners to understand.¹⁴

Willis suggests three stages in task-based instruction (a) test pre-task, (2) test task cycle, and (3) the language focus.¹⁵ At the pre-task stage, the teacher introduces the topic and several words or phrases in a row to the learners to comprehend the task instructions well. At this stage of the task cycle, tasks are

¹³ Jahanbakhsh, Mohammad Amini Farsani, *English Language Teaching Material Development* (Journal of Language and Translation, Vol 2, No. 2 2011)

¹⁴ Benyamin Celik, *Task-Based Learning: An Effective Way of Developing Communication Skills* (International Journal of Social Sciences and Education, Vol.4 No.2 (2017)

¹⁵ Willis, Willis J, *Doing Task-based Teaching* (Oxford University, 2007)

shown to the learners by undertaking the tasks in the target language. In the focus stage, the teacher and learners talk about the language used so that the learners understand better in making improvements for the next task. The emphasis in task-based learning is on understanding. Language learners engage in tasks to negotiate with intent. Rather than focusing on the inappropriate use of language, and exaggerated meaning in communication. Swan defines the principles of task-based instruction,¹⁶ as follows:

- a) Language learning through instruction must involve the use of natural or naturalistic language, and activities are designed to derive meaning rather than a language to improve communication skills.
- b) Task-based instruction can be best done by providing an opportunity to focus on forms, which will draw students' attention to linguistic elements.
- c) Pre- or post-assignment language studies that are more formal may be useful in helping students to see the characteristics of the language to be learned.

In addition, language students will develop self-confidence because they have had the opportunity to put into practice their abilities. Those who learn are motivated to practice with others and those who learn to use the language in an authentic environment will help other students become more effective users of the language.

¹⁶ Michael Swan, Legislation by Hypothesis: The Case of Task-Based Instruction (*Applied Linguistics*, Vol. 26 2005): 376-401

CHAPTER III

RESEARCH METHODOLOGY

A. Type of Research

This research follows a Research and Development (R and D). Research and Development involve the integration and collection of quantitative and qualitative data in a single project that aims to be able to produce a more comprehensive understanding of the phenomenon being explored while quantitative or qualitative are only limited to certain types of data collection tools.¹⁷

In accordance with Borg and Gall, the aim of a Research and Development (R and D) study in education is to create and validate educational products, with the phases encompassing study findings, product development based on the findings, field testing, and product revision.¹⁸ R and D produce more facts and are comprehensive in examining the research problems because researchers have the freedom to use all the data collection tools according to the type of data needed. This method is appropriate when used to describe, explain, or evaluate, and is very useful to study complex problems.

B. Research Procedure

In this stage, the researcher will conduct research by review of related literature which gives preference to the reader to understand what is already known about the topic through the integration of recent studies. This type of

¹⁷ Patricia Leavy, *Research Design* (New York: The Guildford Press, 2017)

¹⁸ Walter R. Borg and Meredith D. Gall, 'Educational Research: An Introduction', *British Journal of Educational Studies*, 32 (1984), 274.

literature review is complex, referring to quantitative, qualitative, and pre-existing mixed methods research also by adding relevant theories (and their origins) and conceptual frameworks (as applicable).¹⁹

The literature review was conducted to collect some useful information related to this research topic which was developing Common European Framework for References (CEFR)-based speaking materials for English instruction in the mosque. The researcher collected a variety of information regarding instructional design, material design, CEFR, task-based approach, and speaking skills. In addition, increasing related reading such as books, articles, journals, and thesis with related topics will be very helpful in conducting a literature review.

Borg and Gall state that the goal of the literature review is to dictate the state of knowledge in the area of concern.²⁰ Therefore, a literature review serves as a driving force and starting point for your research investigation. This method helps in identifying the problem under study and as an illustration that there are gaps in the previous research that need to be filled. Furthermore, there are several stages in the research procedure, including:

1) Planning

In the planning stage, the researcher carries out several activities for material development such as determining learning objectives and determining the skills to be achieved after learning that have been adapted to the needs of

¹⁹ Karen, Liaison, and James Library, *How to Write a Literature Review: An Overview for International Students* (Brock University, 2010)

²⁰ Gall, Walter R. Borg, *Educational Research: An Introduction* (New York: Longman Inc, 1983)

learners.

2) Developing the Materials

After the researcher has carried out the planning stage, the next stage is to develop the material. The materials are developed based on the syllabi and the needs obtained in the previous step. It is the implementation of the syllabus itself to see the suitability of the design of the material. The materials will consist of three units that contain related content.

3) Validating the Materials

In this stage, the researcher will ask the experts to evaluate the developed materials. The material developed will be validated by an expert to see its suitability to the needs. Experts give feedback and suggestions related to the design materials based on experts' opinions.

4) Revising

In the last stage, the researcher will revisit the materials based on the feedback and suggestions given by the experts. In this last step, the agreed unit design was the product of this research.

C. Research Setting

The research of information collecting was conducted using a literature review by linking relevant issues. Researchers look for appropriate teaching material design models and use other related theories. Further, researchers observed some English literature in search of suitable content for the material.

The research preliminary field was conducted on June 2, 2023. It was conducted in the Mushalla As-Sakinnah Metro Barat.

CHAPTER IV

FINDINGS AND DISCUSSION

A. The Steps of Designing Materials

1. Considering Learner Characteristics

Before the researcher designs the materials, it is critical to determine the learner characteristics. As a result, the researcher conducts study and information gathering to gain data about their attitudes toward English teaching and their expectations from the teacher and the textbook. The researcher handed questionnaires to eight mosque students to collect data on their learning qualities. The collected data served as the foundation for the creation of materials for English training in the mosque. Table 1 displays the results of the questionnaires.

Table 1. The Results of the Need Survey

No	Statements	Responses	Percentage
1.	Having an interest to learn English?	Yes No	100% 0%
2.	How frequently do you use English in your daily life?	Always Often Sometimes Seldom Never	0% 0% 87.5% 12.5% 0%
3.	Is it necessary for people to be able to speak in English in this advanced era?	Yes No	100% 0%
4.	Are you interested in learning how to speak English well?	Yes No	100% 0%
5.	Do you have any issues speaking English?	Yes No	87.5% 12.5%
6.	What issues do you have that make it difficult for you to communicate in	Unconfident Poor pronunciation A limited vocabulary	0% 25% 37.5%

	English?	No one to converse with Hesitant to make mistakes	25% 12.5%
7.	What level of English proficiency do you have?	Basic Intermediate Advance	62.5% 25% 12.5%

The data from a questionnaire analysis completed by respondents are shown in the table above. They are as follows:

- 1) All of the pupils, or 100% of the students, want to learn English. It shows that all of the pupils are enthusiastic about learning English.
- 2) 87.5% of pupils speak English daily. It signifies that English plays a significant role in the learners' speaking activity because more than half of the learners speak English in their daily lives outside of the classroom.
- 3) In our modern era, 100% of learners feel that speaking English is vital. This means they recognize the significance of being able to communicate in English as the global standard.
- 4) When instructors ask students to speak English well, 100% of students are eager to learn how to do so.
- 5) 87.5% of kids have no difficulty speaking English. Furthermore, 12.5% have difficulty communicating in English.
- 6) According to the research, 37.5% of students have a limited vocabulary. Furthermore, 25% of pupils had bad pronunciation when speaking English in practice.
- 7) The majority of pupils (62.5%) have a basic level of English proficiency. Meanwhile, 25% of pupils have intermediate-level competency, and the

remaining 12.5% have advanced-level proficiency.

The data presented above contains important information for the researcher, such as their interest in and difficulties with learning English. Knowing the difficulties that the learners at the mosque are experiencing allows the researcher to create resources that will assist them in overcoming their difficulties in learning English. The researcher discovered that the most difficult issue that students encounter is a lack of vocabulary. The researcher develops products that provide learners with a set of related vocabulary as a solution to this challenge. The second significant issue that makes it difficult for learners to talk in English is pronunciation. This issue can be rectified by offering the students some dialogues about pronunciation. With the teacher's guidance, students can practice dialogues with friends. The following issues are related to the participants' personalities. This problem can be remedied by assigning projects that encourage students to participate in class and share their personal experiences. This assignment can inspire students to talk about themselves more openly and share their experiences with others.

As a result of these findings, each student has different wants, demands, and abilities. Hopefully, through producing materials for English instruction in the mosque, the researcher will be able to meet the demands of the students and help them strengthen their English skills.

2. Creating Objectives, Topics, and General Purposes

The resources in English are aimed at mosque pupils. The following are the researcher's objectives:

Table 2. Goals

<ol style="list-style-type: none"> 1. By the end of the course, students will be able to express their feelings and thoughts in English. 2. At the end of the course, they will be able to use what they have learned in their daily lives.

Following the establishment of the goals, the researcher listed the learning themes. They included speaking suggestions, speaking assessments and activities, dialogue, and an Islamic lexicon. The researcher then developed broad goals for each learning area. Table 3 below has a description of the general purposes.

Table 3. General Purposes

Topic	General Purposes
Speaking Skill	As the primary form of communication in the classroom, spoken language provides opportunities for learning.
UNIT 1 Speaking assessment and tasks	<p>Provides information on the quality of material used and the results got from the course and learners' assessment concerning lessons given and mention a few possibilities.</p> <p>To give students practice of language items (vocabulary, grammar functions, etc.) – a language practice aim to develop students'</p>

	ability to speak fluently and interactively – a speaking fluency aim.
UNIT 2 Conversation	The learners can provide an opportunity to practice their English communication skills in a safe and supportive environment.
UNIT 3 Islamic Glossary	A robust vocabulary improves all areas of communication – listening, speaking, reading, and writing.

3. Design of the Material

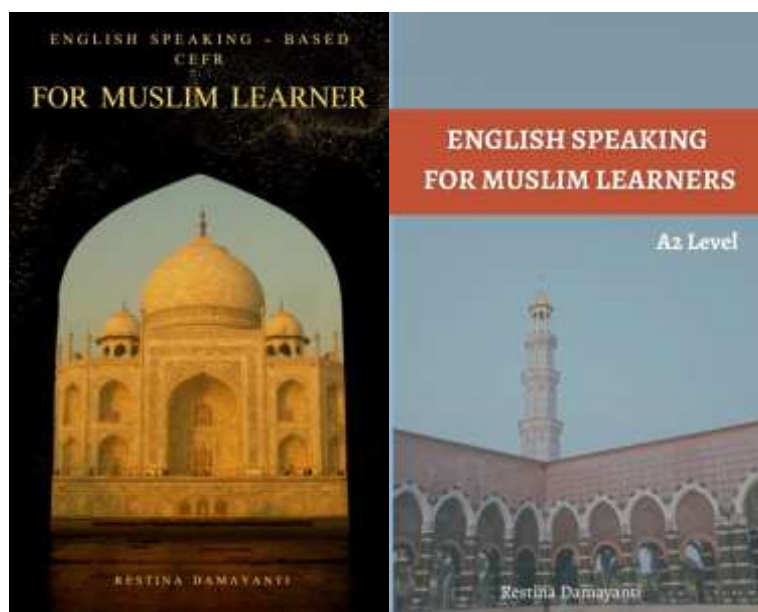
The researcher planned and developed the materials based on the results of the need survey in this step. The end outcome was three material components. They were "Speaking Assessments and Tasks", "Conversation", and "Islamic Glossary".

4. Validity Results

Considering this study is about generating materials, an evaluation is required to produce a better result. At this stage, the designed materials were examined. Some participants who are professionals in the teaching of the English language, such as two lecturers from the English Education Department of IAIN Metro, were invited to complete a questionnaire to provide their feedback, suggestions, and comments on the prepared materials. The first is Dr. Aria Septi Anggaira whose responsibility it is to check the language section and Yeni Suprihatin, M,Pd who is in charge of reviewing the layout and design of the

material. The findings of the questionnaires were utilized as feedback and considered to update and improve the created contents.

Picture 1. Book Covers Before and After Revision



5. Product Testing Results

In June 2023, Google Forms was used to distribute surveys to Musholla As-Sakinnah Metro Barat students to find out the results of the research. The questionnaire was administered to eight pupils from Musholla As-Sakinnah Metro Barat. The questionnaire contains nine questions. The table below explains the percentages of questionnaire replies from respondents.

Table 4. Students' Questionnaire Results

No	Statement	Frequency		Percentage
1.	The title of the book is suitable for the content.	Strongly Agree	6	75%
		Agree	2	25%
		Neutral	0	0%
		Disagree	0	0%

		Strongly Disagree	0	0%
2.	The language used in the book can convey the topic well.	Strongly Agree	7	87.5%
		Agree	1	12.5%
		Neutral	0	0%
		Disagree	0	0%
		Strongly Disagree	0	0%
3.	The material in the book is suitable for the learning needs.	Strongly Agree	4	50%
		Agree	3	37.5%
		Neutral	1	12.5%
		Disagree	0	0%
		Strongly Disagree	0	0%
4.	The specific learning objectives are well-formulated.	Strongly Agree	6	75%
		Agree	2	25%
		Neutral	0	0%
		Disagree	0	0%
		Strongly Disagree	0	0%
5.	The course objectives are well-formulated.	Strongly Agree	4	50%
		Agree	4	50%
		Neutral	0	0%
		Disagree	0	0%
		Strongly Disagree	0	0%
6.	The use of language style is suitable for the book.	Strongly Agree	2	37.5%
		Agree	5	62.5%
		Neutral	0	0%
		Disagree	0	0%
		Strongly Disagree	0	0%
7.	The writing format in the book is easy to read and understand.	Strongly Agree	4	50%
		Agree	4	50%
		Neutral	0	0%
		Disagree	0	0%
		Strongly Disagree	0	0%
8.	The book is an effective and efficient form of media for learning speaking-based English	Strongly Agree	6	75%
		Agree	2	25%

	instruction.	Neutral	0	0%
		Disagree	0	0%
		Strongly Disagree	0	0%
9.	The instructions are understandable and helpful for the learners.	Strongly Agree	4	50%
		Agree	4	50%
		Neutral	0	0%
		Disagree	0	0%
		Strongly Disagree	0	0%

The data from a questionnaire analysis completed by respondents are shown in the table above. They are as follows:

1. 75% of respondents strongly agree that the title of the book is suitable with the content and 25% agree with that statement. It means that the title and the content of the book are in accordance.
2. There are 12.5% of respondents agree and 87.5% of respondents strongly agree that the language used in the book can convey the topic well.
3. Most 50% of respondents strongly agree and 37.5% of respondents agree that the learning materials in the book are suitable for the learning needs. It indicates that the video is appropriate to be the learning material in the mosque.
4. The specific learning objectives are well-formulated since there are 75% of respondents strongly agree and 25% of respondents agree with the statement. 50% of respondents strongly agree and 50% of respondents agree that the course objectives are well-formulated.
5. The majority of respondents (62.5%) agree and 37.5% strongly agree that the usage of linguistic style is appropriate for the work.

6. The book's writing approach is simple to read and understand because 50% of respondents strongly agree and 50% agree with the statement.
7. The book is an effective and efficient form of media for acquiring speaking-based English education, with 75% strongly agreeing and 25% agreeing. It signifies that more students than the average have the same opinion that
8. In the meantime, 50% of respondents strongly agree and 50% agree that the instructions are intelligible and helpful to learners.

The chart above indicates that students believe that speaking book-based training is an efficient and effective type of media for learning to speak. They also enjoy utilizing it because it is such an exciting medium.

B. Product Revision

Product modifications are addressed in response to practitioner feedback.

This pertains to the issues that must be addressed. They are as follows:

- a) Validator 1 (Dr. Aria Septi Anggaira, M.Pd) offered some advice. First, the book's layout is made more exciting by the addition of certain photos, and the conversation part is built more pleasantly so that it recognizes the boundaries between each other's collisions. The second section includes several theories related to the speaking materials.
- b) Validator 2 (Yeni Suprihatin, M.Pd) advises describing the CEFR level of materials and learning objectives. Then, before exhibiting the contents, include some images of local culture that are pertinent to the items and comment on the Islamic value. She also advised that practical material be added to the speaking suggestions.

All of the suggestions are sound. However, not all of the recommendations can be implemented right immediately, therefore the researcher changed and enhanced the proposed materials depending on the feedback. The enhancements were as follows:

- a. Making the cover design more appealing by combining and matching brighter color components.
- b. Including some images from local culture and information about Indonesia in the discourse area.
- c. Include information for this book's intermediate user level.

C. Presentation of the Design Materials

The purpose of this part is to address the second issue posed in the problem formulation, which is what the designed materials look like. The designed materials offered in the brief consist of four sections, as listed below:

1. Tips for Speaking

This segment was crucial to present since it offers some speaking tips that students can utilize to improve their English speaking skills.

2. Speaking assessment and tasks

This part contains information about the quality of the content utilized, the course results, and learners' assessments of the lessons offered, to name a few options.

3. Conversation

This section allowed students to assist in the achievement of an individual or group objective as well as to send messages between the user and module

regardless of the mode of communication.

4. Islamic glossary

This section can be helpful in identifying and learning the discipline's jargon in terms of Islam.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Finally, the intended materials for English instruction in the mosque were created based on the results of the need survey and feedback from English language teachers. The book is an efficient kind of media for learning speaking-based English instructions is clear and beneficial to the students. The prepared materials addressed the issues that the mosque's learners were having, such as a lack of vocabulary and pronunciation. Students are also encouraged to participate in class and share their personal experiences, as a result of the materials. Overall, the provided resources have the ability to suit students' needs and help them improve their English speaking skills.

B. Suggestion

The suggestions are intended to aid teachers in developing effective techniques for teaching speaking. It is recommended that English language teachers use books as an alternate substance to teach speaking. In order for the educational method to be successful, teachers must motivate students to get involved in learning activities and encourage learners to speak in the intended tongue courageously and freely.

Because this study is far from ideal, the researcher intends that it will stimulate other researchers to perform similar research. The book's concept was unable to be implemented due to time constraints. As a result, certain investigations on the deployment of materials for improvement were suggested.

As the study's conclusion, these resources should be appropriate and useful for intermediate mosque students learning English successfully and efficiently. Second, persons who will utilize these developed materials may benefit from corrective input and inspiration.

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APPENDICES

Appendix 1.

NEED ANALYSIS

DEVELOPING COMMON EUROPEAN FRAMEWORK OF REFERENCES (CEFR) BASED SPEAKING MATERIALS FOR ENGLISH INSTRUCTIONS IN MOSQUE

No	Statements	Responses	Percentage
1.	Having an interest to learn English?	a. Yes b. No	
2.	How frequently do you use English in your daily life?	a. Always b. Often c. Sometimes d. Seldom e. Never	
3.	Is it necessary for people to be able to speak in English in this advanced era?	a. Yes b. No	
4.	Are you interested in learning how to speak English well?	a. Yes b. No	
5.	Do you have any issues speaking English?	a. Yes b. No	
6.	What issues do you have that make it difficult for you to communicate in English?	a. Unconfident b. Poor pronunciation c. A limited vocabulary d. No one to converse with e. Hesitant to make mistakes	
7.	What level of English proficiency do you have?	a. Basic b. Intermediate c. Advance	

EXPERT VALIDATION SHEET

DEVELOPING COMMON EUROPEAN FRAMEWORK OF REFERENCES

**(CEFR) BASED SPEAKING MATERIALS FOR ENGLISH INSTRUCTIONS
IN MOSQUE**

Name :
NIP :
Expertise :
Day/Date :

Instructions:

1. Fill in the Mr. or Ms.'s identity in the space provided.
2. Please grade each indicator by placing a checkmark (✓) in the evaluation interval assessment scale column as follows:

Score 1: Inadequate
Score 2: Acceptable
Score 3: Decent
Score 4: Very Good
Score 5: Perfect

3. After completing all questionnaire items, you will be requested to provide feedback on the Developing Common European Framework of References (CEFR) Based Speaking Materials for English Instructions in Mosque.
4. Thank you very much for your availability to review the creation of Developing Common European Framework of References (CEFR) Based Speaking Materials for English Instructions in Mosque.

A. Assessment Sheet

No.	Assessed Aspects	Score					Notes (if needed)
		1	2	3	4	5	
Aspects of Content Eligibility							
a.	The offered content adheres to the CEFR.						
b.	The information presented is relevant to the learning objectives.						
c.	The information offered can help to initiate the learning process.						
d.	The engaging learning media that is being used can help the learning process.						
Feasibility Aspects of Presentation							
a.	Suitability of text size on material						
b.	Compatibility of pictures with the material presented						
Language Eligibility Aspects							

a.	The employed language is straightforward and comprehensible.					
b.	The employed language is simple to understand.					
c.	The language employed can clarify a topic.					
d.	The language chosen can make pupils feel good and motivate them to learn the content.					

B. Scoring

Minimum score: $10 \times 1 = 10$

Maximum score: $10 \times 4 = 40$

The percentage score is as follows: $NP = \frac{R}{SM} \times 100\%$

Information:

NP : Percentage value sought

R : Score of respondents' answers

SM : The examination's top score

Scoring Criteria

No	Percentage	Criterion
1.	76% - 100 %	Very Worth It
2.	51% - 75%	Proper
3.	26% - 50%	Pretty Decent
4.	0% - 25%	Less Decent

C. Criticism and Suggestions

Supervisor

Metro, 2023
Expert Validator

Dr. Dedi Irwansyah, M.Hum

.....

STUDENTS QUISTIONNARE
DEVELOPING COMMON EUROPEAN FRAMEWORK OF
REFERENCES (CEFR) BASED SPEAKING MATERIALS FOR
ENGLISH INSTRUCTIONS IN MOSQUE

No	Statement	Frequency		Percentage
10	The tittle in book is suitable with the content	Strongly Agree		
		Agree		
		Neutral		
		Disagree		
		Strongly Disagree		
11	The language use in the book is able to convey the topic well.	Strongly Agree		
		Agree		
		Neutral		
		Disagree		
		Strongly Disagree		
12	The material in the book is suitable with the learning needs.	Strongly Agree		
		Agree		
		Neutral		
		Disagree		
		Strongly Disagree		
13	The specific learning objectives are	Strongly Agree		

	well formulated.	Agree		
		Neutral		
		Disagree		
		Strongly Disagree		
14	The course objectives are well formulated.	Strongly Agree		
		Agree		
		Neutral		
		Disagree		
		Strongly Disagree		
15	The use of language style is suitable with the book.	Strongly Agree		
		Agree		
		Neutral		
		Disagree		
		Strongly Disagree		
16	The writing format in the book is easy to read and understand.	Strongly Agree		
		Agree		
		Neutral		
		Disagree		
		Strongly Disagree		
17	The book is effective and efficient form of media for learning speaking based English instruction.	Strongly Agree		
		Agree		
		Neutral		
		Disagree		
		Strongly Disagree		
18	The tasks implemented facilitate the learners to meet the basic standard of speaking competence.	Strongly Agree		
		Agree		
		Neutral		

		Disagree		
		Strongly Disagree		
19	The instructions are understandable and helpful for the learner.	Strongly Agree		
		Agree		
		Neutral		
		Disagree		
		Strongly Disagree		
20	The exercises and assignments can be used to assess the students' achievements.	Strongly Agree		
		Agree		
		Neutral		
		Disagree		
		Strongly Disagree		

NEED ANALYSIS QUESTIONNAIRE

Hi, I am Restina Damayanti

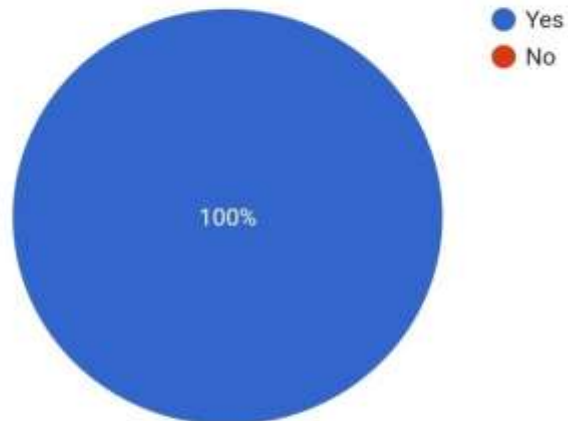
I am a student of English Education Department, IAIN Metro expects your willingness to fill out this questionnaire. This questionnaire is a data collection tool in the preparation of my thesis entitled "*Developing Common European Framework for References (CEFR)-Based Speaking Materials for English Instructions in Mosque*".

The information you provide is very helpful in this smooth running of this research. Thank you for your attention and availability in filling out this questionnaire.

Having an interest to learn English?

 Salin

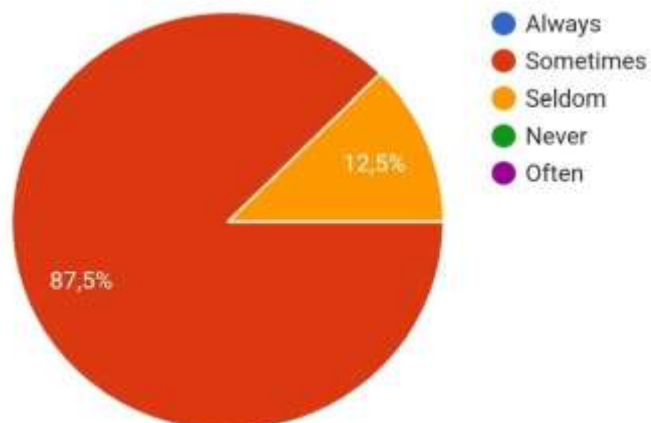
8 jawaban



How frequently do you use English in your daily life?

 Salin

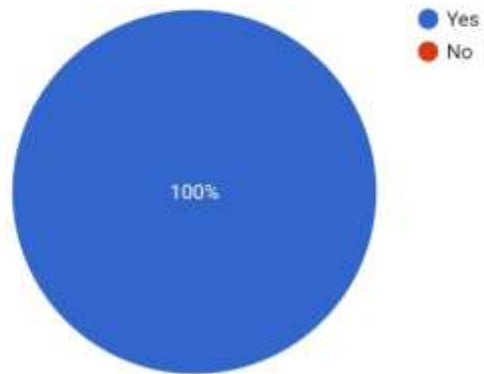
8 jawaban



Are you interested in learning how to speak English well?

 Salin

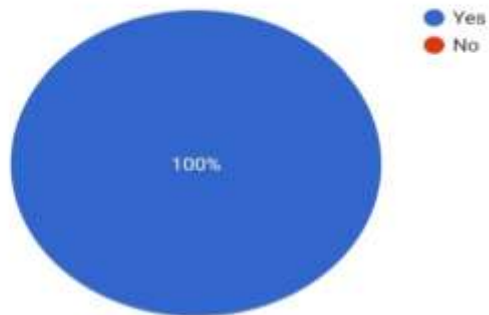
8 jawaban



Is it necessary for people to be able to speak in English in this advanced era?

Salin

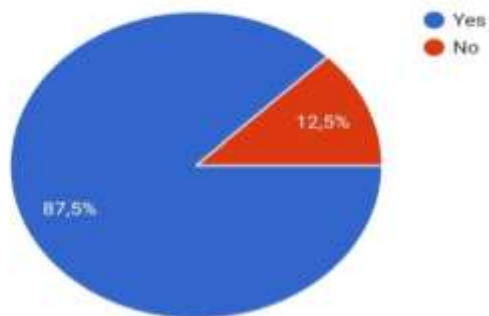
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Do you have any issues speaking English?

Salin

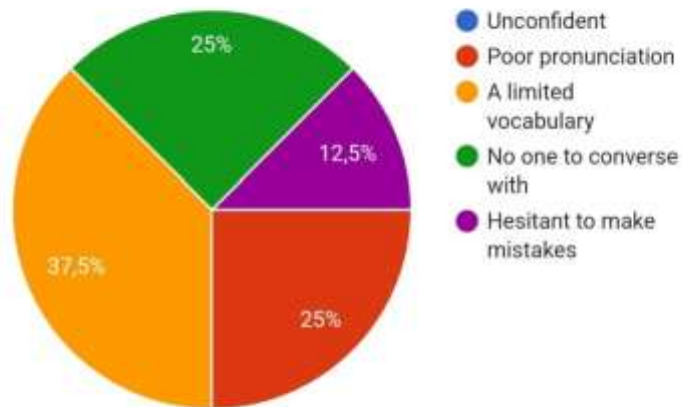
8 jawaban



What issues do you have that make it difficult for you to communicate in English?



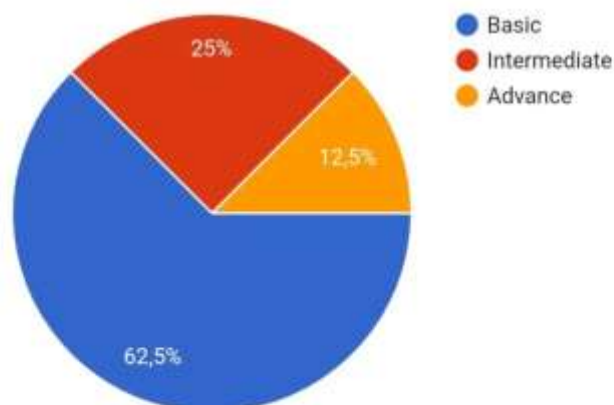
8 jawaban



What level of English proficiency do you have?



8 jawaban



Appendix 2

PRODUCT VALIDATION QUESTIONNAIRE

Hi, I am Restina Damayanti

I am a student of English Education Department, IAIN Metro expects your willingness to fill out this questionnaire. This questionnaire is a data collection tool in the preparation of my thesis entitled "*Developing Common European Framework for References (CEFR)-Based Speaking Materials for English Instructions in Mosque*".

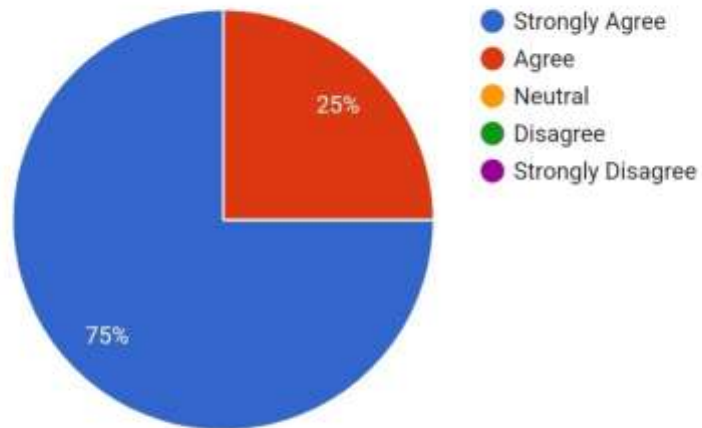
The information you provide is very helpful in this smooth running of this research. Thank you for your attention and availability in filling out this questionnaire.

Thank you.

The title in book is suitable with the content

 Salin

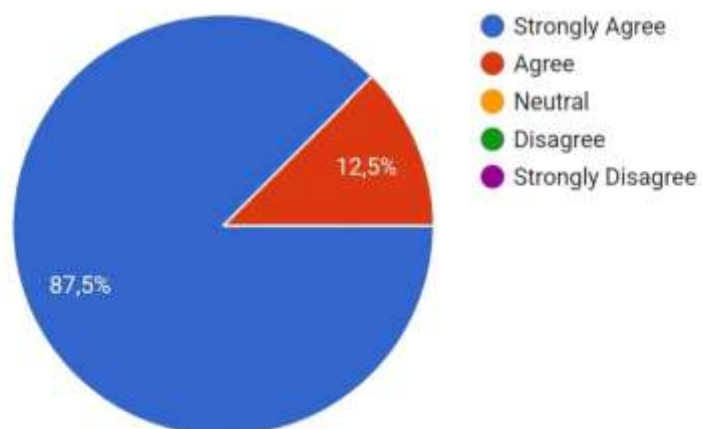
8 jawaban



The language use in the book is able to convey the topic well

 Salin

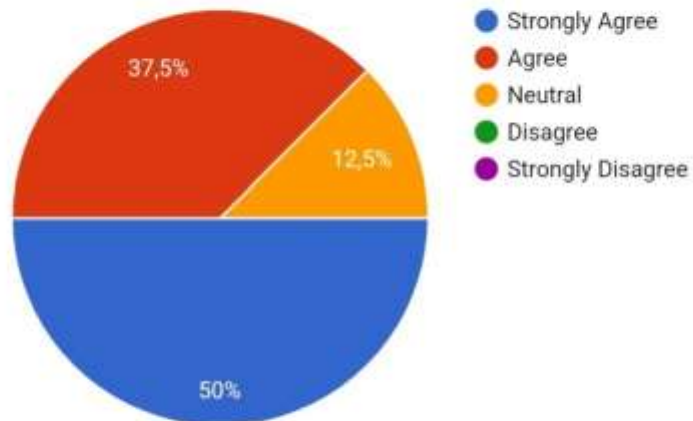
8 jawaban



The material in the book is suitable with the learning needs



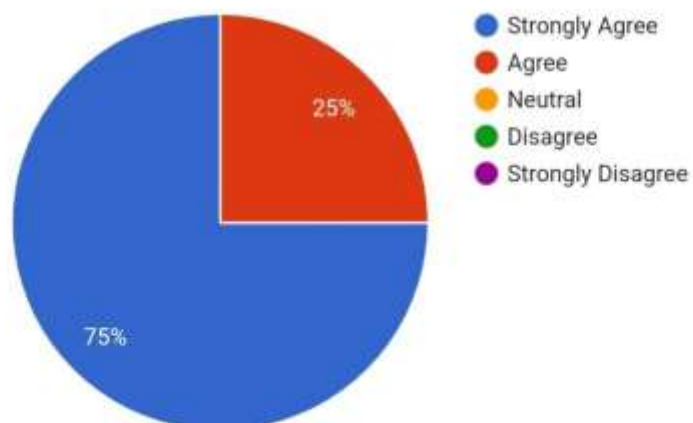
8 jawaban



The specific learning objectives are well-formulated



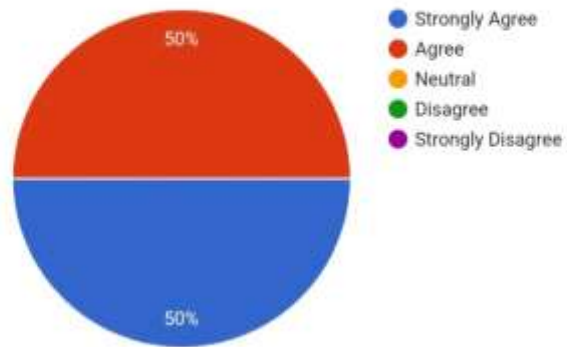
8 jawaban



The course objectives are well-formulated



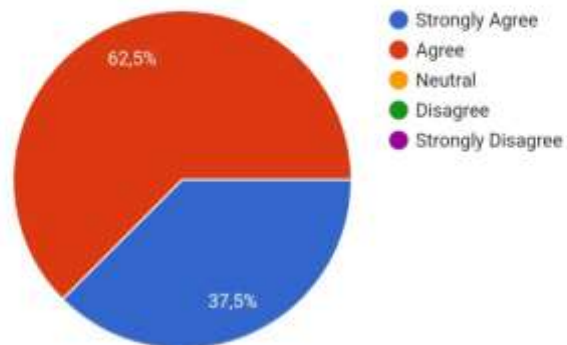
8 jawaban



The use of language style is suitable with the book



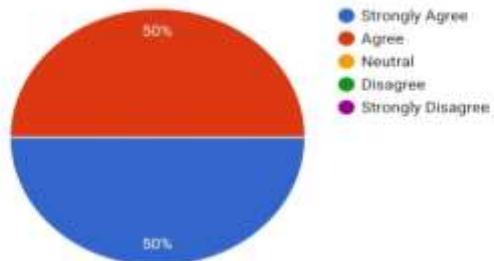
8 jawaban



The writing format in the book is easy to read and understand



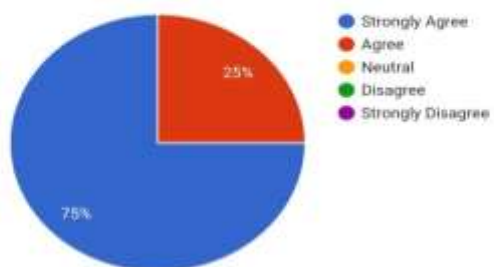
8 jawaban



The book is effective and efficient form of media for learning speaking based English instruction



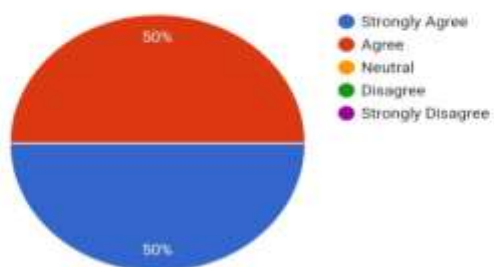
8 jawaban



The instructions are understandable and helpful for the learners



8 jawaban





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Jalan Ki. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp. (0726) 41507, Faksimil (0725) 47296, Website: www.metroiniv.ac.id, E-mail: iaimetro@metroiniv.ac.id

19 Juni 2023

Nomor : B-2534/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 : Restina Damayanti
NPM : 1901052027
Prodi : Tadris Bahasa Inggris
Sponsor : Dr. Dedi Irwansyah, M.Hum
Judul : Developing Common European Framework of References
(CEFR)-Based Speaking Materials for English Instructions in
Mosque

Maka dengan ini kami memohon kepada Bapak/Ibu untuk berkenan menjadi validator rancangan produk penelitian dengan judul "*English Speaking- Based CEFR for Muslim Learner*". Kami sangat mengharapkan Bapak/Ibu dapat mengembalikan hasil validasi paling lama 1 (satu) minggu.

Demikian permohonan ini kami sampaikan. Atas kerjasama yang baik dari Bapak/Ibu kami ucapkan terimakasih.

Mengetahui,
Ketua Jurusan

Andhiana, M.Pd
NIP. 198711022015031004



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INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBİYAH DAN ILMU KEGURUAN

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Telp. (0725) 41507, Faksimil (0725) 47296, Website www.metroiniv.ac.id, E-mail: iaimetro@metroiniv.ac.id

SURAT KETERANGAN VALIDASI

Yang bertanda tangan di bawah ini:

Nama : Dr. ARIA SEPTI ANGGAIRA, M.Pd
Jabatan/Pekerjaan : DOSEN IAIN METRO
Instansi Asal : IAIN METRO

Menyatakan bahwa rancangan produk dengan judul:

"English Speaking - Based CEFR for Muslim Learner"

dari mahasiswa:

Nama : Restina Damayanti
Program Studi : Tadris Bahasa Inggris
NPM : 1901052027

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

1.
2.
3.

Demikian surat keterangan ini kami buat dapat dipergunakan sebagaimana mestinya.

Metro, 15/06/ 2023

Validator,

Dr. Aria Septi Anggaira, M.I

*) coret yang tidak perlu

EXPERT VALIDATION SHEET

***DEVELOPING COMMON EUROPEAN FRAMEWORK OF REFERENCES (CEFR)
BASED SPEAKING MATERIALS FOR ENGLISH INSTRUCTIONS IN MOSQUE***

Name : Aria Septi Angsaira
NIP : 197909292005022006
Expertise : Language Teaching
Day/Date : Thursday / 15th June 2023

Instructions:

1. Fill in the Mr. or Ms.'s identity in the space provided.
2. Please grade each indicator by placing a checkmark (✓) in the evaluation interval assessment scale column as follows:

Score 1: Inadequate

Score 2: Acceptable

Score 3: Decent

Score 4: Very Good

Score 5: Perfect

3. After completing all questionnaire items, you will be requested to provide feedback on the Developing Common European Framework of References (CEFR) Based Speaking Materials for English Instructions in Mosque.
4. Thank you very much for your availability to review the creation of Developing Common European Framework of References (CEFR) Based Speaking Materials for English Instructions in Mosque.

A. Assessment Sheet

No.	Assessed Aspects	Score					Notes (if needed)
		1	2	3	4	5	
Aspects of Content Eligibility							
a.	The offered content adheres to the CEFR.					✓	
b.	The information presented is relevant to the learning objectives.					✓	
c.	The information offered can help to initiate the learning process.					✓	
d.	The engaging learning media that is being used can help the learning process.			✓			
Feasibility Aspects of Presentation							
a.	Suitability of text size on material					✓	
b.	Compatibility of pictures with the material presented			✓			
Language Eligibility Aspects							
a.	The employed language is straightforward and comprehensible.					✓	
b.	The employed language is simple to understand.					✓	
c.	The language employed can clarify a topic.					✓	
d.	The language chosen can make pupils feel good and motivate them to learn the content.					✓	

B. Scoring

Minimum score: $10 \times 1 = 10$

Maximum score: $10 \times 4 = 40$

The percentage score is as follows: $NP = \frac{R}{SM} \times 100\%$

Information:

NP : Percentage value sought

R : Score of respondents' answers

SM : The examination's top score

Scoring Criteria

No	Percentage	Criterion
1.	76% - 100 %	Very Worth It
2.	51% - 75%	Proper
3.	26% - 50%	Pretty Decent
4.	0% - 25%	Less Decent

C. Criticism and Suggestions

Make the lay out of the book more interesting.

Supervisor


Dr. Dedi Irwansyah, M.Hum
NIP. 19791223 200604 1 001

Metro, 2023
Expert Validator


Aria Septi Anggaira
NIP. 19790929 20050226



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19 Juni 2023

Nomor : B-2534/In.28.1/J/PP.00.9/01/2023
Hal : Permohonan menjadi validator
Lampiran : 3 berkas

Yth. Yeni Suprihatin, M.Pd
Dosen IAIN Metro

Sehubungan dengan penyelesaian skripsi mahasiswa berikut:

Nama : Restina Damayanti
NPM : 1901052027
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Mengetahui,
Ketua Jurusan

Andiana M.Pd
NIP. 19871102 201503 1 004



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SURAT KETERANGAN VALIDASI

Yang bertanda tangan di bawah ini:

Nama : Yeni Suprihatin, M.Pd
Jabatan/Pekerjaan : Dosen
Instansi Asal : IAIN Metro

Menyatakan bahwa rancangan produk dengan judul:

"English Speaking – Based CEFR for Muslim Learner"

dari mahasiswa:

Nama : Restina Damayanti
Program Studi : Tadris Bahasa Inggris
NPM : 1901052027

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

1. Describe the level of CEFR materials and the learning objective!
2. Add the pictures (concrete & local culture).
3. Elaborate the Islamic Value before displaying the materials

Demikian surat keterangan ini kami buat dapat dipergunakan sebagaimana mestinya.

Metro, 15/06/ 2023

Validator,

Yeni Suprihatin, M. Pd.

*) coret yang tidak perlu

EXPERT VALIDATION SHEET

***DEVELOPING COMMON EUROPEAN FRAMEWORK OF REFERENCES (CEFR)
BASED SPEAKING MATERIALS FOR ENGLISH INSTRUCTIONS IN MOSQUE***

Name : YENI SUPRIATINING, M.Pd
NIP :
Expertise : English lecturer.
Day/Date : Thursday, 6/15/2023

Instructions:

1. Fill in the Mr. or Ms.'s identity in the space provided.
2. Please grade each indicator by placing a checkmark (✓) in the evaluation interval assessment scale column as follows:

Score 1: Inadequate

Score 2: Acceptable

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Feasibility Aspects of Presentation							
a.	Suitability of text size on material				✓		
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a.	The employed language is straightforward and comprehensible.					✓	
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4.	0% - 25%	Less Decent

C. Criticism and Suggestions

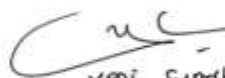
1. Find out the pictures from Indonesia (mosque, Islamic boarding school)
2. Put the list of assessed page precede the glossary term.
3. Complete the learning objective for intermediate levels.
4. Edit the layout of cover.
5. Add the practical material for speaking tips!

Supervisor



Dr. Dedi Irwansyah, M.Hum
NIP. 19791223 200604 1 001

Metro, 2023
Expert Validator



Yeni Suprihatin, M.Pd.
NIP.

Appendix 3

Speaking Skills

Speaking is a crucial part of second language learning and education. In today's society, however, the purpose of teaching speaking should be to strengthen students' communicative abilities, because only by doing so will students be able to express themselves and learn how to obey the social and cultural rules necessary in each communicative situation. As a result of a recent pedagogical study on teaching pupils conversation, several parameters for defining aims and approaches have been offered.

When we communicate with others, we assume they understand what we are saying because we do. This, however, is not the case. People frequently add their attitudes, viewpoint, emotions, and ideas to the topic, which makes communicating the correct message difficult. To transmit the right message, you must put yourself on the other side of the table and think like your receiver. Furthermore, in face-to-face communication procedures, bodily motions such as hand movements or creating eye contact with listeners convey and help listeners grasp information. Speaking is a crucial part of second language learning and education. In today's society, however, the purpose of teaching speaking should be to strengthen students' communicative abilities, because only by doing so will students be able to express themselves and learn how to obey the social and cultural rules necessary in each communicative situation. As a result of a recent pedagogical study on teaching pupils

conversation, several parameters for defining aims and approaches have been offered.

Speaking skills are described as the ability to communicate effectively. Speaking ability is a key indicator of whether English students' abilities are strong or weak. The ability to express information verbally and in a way that the listener can understand is referred to as speaking. Speaking English is essential for people to communicate in all situations, whether formal or informal. English is usually utilized in formal situations with foreigners or respected persons and in informal situations with friends and colleagues.

The one thing you must do if you want to speak English fluently is to practice speaking. Almost all advice on how to improve your fluency will eventually boil down to this. Nothing else you can do will be as effective or as significant. Many English students remark that they understand English but lack the confidence to participate in a conversation.

A. Speaking Aspects

There are certain factors that the teacher must consider when teaching speaking. Fluency, accuracy, pronunciation, and vocabulary are the four characteristics of speaking skills proposed by Brown (2001: 268-269). They become the primary needs for the teacher to construct speaking activities for his or her students. As a result, a good speaking activity must encompass all four of the following criteria:

1) Fluency

A fluent speaker is one who can use the language swiftly and confidently, with few hesitations or unnatural pauses, false starts, word/searches, and so on (Noonan, 2003: 55). Speakers must understand where they must halt and where they must cease speaking. Furthermore, a speaker is considered to speak fluently if he or she does not produce word by word in his or her speaking.

As a result, a competent speaker must be able to organize words in his or her speech into meaningful units (clauses or groups of words).

2) Accuracy

According to Noonan (2003: 55), accuracy occurs when students' speech reflects what individuals actually speak when they use a specific language. Accuracy is associated with grammatical structures, which include aspects such as part of speech, tense, phrase, sentence, and so on. Thus, in order to obtain the required degree of correctness, students must apply the proper grammatical structures in their speech.

In order to be understood at this stage, students must be able to correctly use and pronounce words and structures. The most popular technique to improve spoken accuracy is through controlled practice sessions.

3) Pronunciation

The purpose of teaching pronunciation at the intermediate level is to focus on clean and intelligible pronunciation. Furthermore, at the advanced level, the pronunciation goals can concentrate on characteristics that improve communication, such as stress pattern, intonation, voice quality, and so on.

Most of this can be attributed due to phonemic awareness. This entails comprehending the little units that comprise spoken language. When compared to other languages, English can be rather different. Some phonemes may not be in the native languages of ESL students, and children's minds are conditioned to categorize phonemes in their first language, so it might be perplexing. Playing language games and using songs and poems to reinforce rhythm and repetition might help you develop this skill in English. Students begin to see the relationship between spoken language sounds and graphemes, which are letters and spellings that reflect sounds in written language, in phonics.

4) Vocabulary

Vocabulary becomes an essential component of language learning and can be used to assess students' English speaking fluency. They can only form sentences by utilizing words, hence speaking smoothly is difficult without a large vocabulary. In fact, because some kids have a restricted vocabulary, they have difficulty speaking. As a result, the English teacher must exert some effort in order to broaden the students' vocabulary.

B. Tips of Speaking

There are several reasons for this, which we list here along with potential solutions:

1. Students attempt to translate into English from their native tongue.

How Can It Be Fixed? Identify the Little Man/Woman in Your Head – If you look closely, you will discover that you have developed a little "person" in your head that translates. By insisting on continuously interpreting through this small "man or woman," you introduce a third person into the discourse. Learn to recognize this "person" and politely request that they stay quiet!

2. Production "blocking" arises as a result of a lack of confidence.

How Can It Be Fixed? Return to Your Childhood – Consider when you were a child and learning your first language. Did you make any errors? Did you comprehend everything? Allow yourself to be a child once more and make as many mistakes as you can. Accept that you will not understand everything; that is just fine.

3. The speaker is hunting for a precise word.

How Can It Be Fixed? Students frequently limit themselves by attempting to find the perfect translation of anything they've done. However, when studying English, it is not always required to convey the truth. Make up a story if you have already practiced telling it. When you're not looking for a certain term, you will find it easier to talk.

4. There are not enough possibilities for conversation in or out of class.

How Can It Be Fixed? Make Use of Your Native Language – Consider what you enjoy discussing in your language. Find a friend who speaks your language and has a chat in your native tongue about a topic you both appreciate. After that, try to recreate the dialogue in English. Don't be concerned if you can't say everything; simply try to repeat the major points of your conversation.

5. Students are unable to communicate with their peers.

How Can It Be Fixed? Make Speaking a Game – Challenge one another to speak in English for a set amount of time. Keep your objectives simple. Perhaps you might start with a two-minute English discussion. Challenge each other for extended amounts of time as practicing becomes more natural. Another option is to set aside money for each time you use your native tongue with a friend. Use the money to get a drink and practice your English.

6. Exam preparation emphasizes grammar, vocabulary, and so on, leaving little time for active application.

How Can It Be Fixed? Create a Study Group – If studying English for a test is your primary goal, form a study group to review and prepare – in English! Make sure your group exclusively speaks English. Even if it's only grammar, studying and revising in English will help you become more comfortable speaking English.

Fluency is not a destination to be reached, but rather an ongoing process of learning. Even if you have reached fluency, it will take some work to keep your English language abilities fresh in your mind. To be sure, everyone who speaks any language is still learning. According to studies, most people continue to learn an additional word in their original language every day until they reach middle age. Try to find this truth encouraging rather than discouraging, and remember to appreciate every small victory along the way as you learn English. If you're reading this, you've already mastered an astounding amount of English.



The process of developing assessment scales for speaking tests is difficult and multidimensional. As a result, a variety of alternatives are presently under consideration. In this guide, we detail the technique utilized in revising a set of assessment scales used with speaking tests, as well as the need of integrating methodologies to inform and refine scale development. We situate the process within the broader context of the Common European Framework of Reference (CEFR) and explain several steps in terms of procedures followed and outcomes achieved. The assessment scales are based on a variety of data that was collected and analyzed using a variety of surveys, including expert advice and suggestions from our partners.

A. Assessment Scales

Throughout the test, candidates are assessed on their performance and not concerning each other. The interlocutor awards marks by applying performance descriptors from the analytical assessment scales for the following criteria:

- Grammar and Vocabulary
- Discourse Management
- Pronunciation
- Interactive Communication

The interlocutor awards a mark for Global Achievement using the Global Achievement scale.

Table 1. Rubric for Speaking Task

Score	Vocabulary	Grammar	Pronunciation	Interactive Communication
5	Uses a range of appropriate vocabulary to talk about everyday situation.	Shows a good degree of control of simple grammatical forms..	Is fairly understandable and has some control over phonological aspects at both the utterance and word levels.	-Maintains straightforward conversations. -Requires little prompting and assistance.
3	Employs acceptable terminology while discussing commonplace topics.	Demonstrates adequate command of basic grammatical structures.	Is largely understandable despite having little control over phonological aspects.	-Maintains straightforward communication despite considerable obstacles. - Requires encouragement and prodding.
1	Uses a vocabulary of	Shows only limited control	Has very little control over	-Has significant trouble keeping

	isolated words and phrases	of a few grammatical forms	phonological characteristics and frequently sounds incoherent.	up simple exchanges. - Needs more encouragement and prodding.
0	<i>Performance below band 1.</i>			
Comments:				

Grammar	
Does the speaker use the simple grammatical form with a good degree of control? Forms such as there is/are - to behave (got) - can/can't - must/mustn't - present tense is used, occasional use of past tense or going to.	
Good:	Not so good:

Vocabulary	
Does the speaker use appropriate vocabulary to talk about everyday situations? Does the child use words that fit the context/task?	
Good:	Not so good:
Comments:	

Pronunciation	
Are the utterances mostly clear? Can the speaker be mostly understood?	
Good:	Not so good:
Does the speaker show limited control of intonation?	
Good:	Not so good:
Does the speaker show limited control of word and sentence stress?	
Good:	Not so good:
Are individual sounds mostly clear?	

Good:	Not so good:
Comments:	

Interactive Communication	
Can the speaker maintain simple exchanges with the examiner? Does the child manage to produce appropriate and extended responses? (answers can be simple; a phrase or one or two sentences, a question).	
Good:	Not so good:
Does the speaker react appropriately to what the examiner says? Does the child understand what the examiner is asking (or can he/she ask	

for clarification and then produce an answer)?	
Good:	Not so good:
Does the speaker need any prompting or support?	
Good:	Not so good:
Comments:	

Code-switching (code-switching occurs when a speaker alternates between two or more languages, or language varieties, in the context of a single conversation)

Write down examples of code-switching:

Table 2. Learners' questionnaire data collection.

School:

Name:

Date of birth:

How much contact do you have with the English language?

1. Tick the box. How many hours/minutes do you do the activities in the list per day:

In ENGLISH	I don't do this	Less than 30 minutes	30 minutes- 1 hour	1 hour - 30 minutes	1 hour - 2 hours	More than 2 hours
Watch TV						

without subtitles						
Watch TV with English subtitles						
Watch TV with subtitles in the home language						
Listen to English music						
Read English books, magazines, and comics						
Gaming in English						
Tiktok, use of social media in						

English						
Speak English						

- Which games do you play? How often do you play these games?
- Youtube/social media: what do you watch? Which social media do you use (e.g. Tiktok, Instagram,...)?

In the HOME LANGUAGE	I don't do this	Less than 30 minutes	30 minutes - 1 hour	1 hour - 1 hour 30 minutes	1 hour 30 minutes - 2 hours	More than 2 hours
Watch TV						
Listen to music						
Read books, magazines, and comics						
Gaming						
Youtube, use of social media						

1. Do you have any contact with people who speak English?
Yes/No

If yes, where, when, and with whom?

a. On holiday? Yes/No How often?

b. At home? Yes / No How often? _____

c. In other situations? Yes/No How often?

2. Do you think English is a fun language? Yes / No

3. Have you had any English lessons in school? Yes/No

If yes, how many years have you had English lessons
0/1/2/more than two years

4. Do you sometimes look for opportunities to speak English
outside the classroom? Yes/No

If yes, where, when, and with whom? If not, why not?

5. Which track are you in?

6. How good are you at other school languages? Circle your
answer:

General information:

Which language do you usually speak with your mother? _____

Which language do you usually speak with your father?

Which language do you usually speak with your brothers/sisters? _____

Which language do you usually speak with your friends?

B. Speaking Tasks

Topics and Questions of Speaking Task

- Books
- Hometown
- Leisure Time
- Math
- Studies
- Swimming
- Television
- Time
- Trains
- Weather

1. Books

What kind of books do you like to read?

Do you read the same kind of books now that you read when you were a child?

When do you think is the best time to read?

2. Hometown

Where is your hometown?

Is there much to do in your hometown?

What are the people like in your hometown?

3. Leisure Time

What do you like to do in your free time?

Have your leisure activities changed since you were a child?

Do you prefer to spend your free time alone or with other people?

4. Math

When did you start learning math?

Do you like math?

Is math difficult for you to learn?

5. Studies

What are you studying at the moment?

What do you like most about your studies?

What do you hope to do in the future when you have finished?

6. Swimming

Can you swim?

Are there many places to swim near you?

Do you think everyone should learn to swim?

7. Television

How much TV do you (usually) watch?

What's your favorite TV program?

What (types of) programs did you watch when you were a child?

8. Time

Are you good at managing your time?

How do you manage your time?

When is it most important for you to manage your time?

9. Trains

Do you like to travel by train?

Where do you usually go by train?

When was the last time you traveled by train?

10. Weather

What's the weather like today?

What kind of weather do you like (best)? (Why?)

What do you usually do during your favorite weather (or season)



UNIT 2

A. INTRODUCER

Ali: Assalamualikum. (*Assalamuailkum*)

Amir: Waalaikumsalam. (*Walaikumsalam*)

Ali: Hello, what's your name? (*Halo, siapakah namamu?*)

Amir: Hi, my name is Amir. (*Hai, nama saya Amir*)

Ali: Hello, my name is Ali. Amir, where are you from? (*Halo, nama saya Ali. Amir, dari mana asalmu?*)

Amir: My name is Amir, and I'm from Lampung. So, how about you? (*Nama saya Amir, dan saya berasal dari Lampung. Lalu, bagaimana denganmu?*)

Ali: My name is Ali, and I'm from Malang. It's been a pleasure getting to know you. (*Nama saya Ali, dan saya berasal dari Malang. Senang sekali bisa berkenalan denganmu*)

Amir: It's been a pleasure getting to know you Ali! (*Senang sekali bisa mengenalmu Ali!*)



B. TOLERANCE.

Ahmad: *Assalamualaikum, Hanif. How are you?*
(*Assalamualaikum, Hanif. Apa kabarmu?*)

Hanif: *Walaikumsalam, Ahmad. I'm doing well.*
(*Walaikumsalam, Ahmad. Kabarku baik*)

Ahmad: *Sorry to keep you waiting, let's go to church now.* (*Maaf membuatmu menunggu, ayo pergi ke gereja sekarang*)

Hanif: *Hmmm, what are we going there for? Don't we have anything else to do?* (*Hmmm, untuk apa kita pergi ke sana? Bukankah kita tidak punya hal lain yang bisa dilakukan?*)

Ahmad: *Yesterday the church in town caught fire. I'm taking you there to help clean up the remains of the fire.* (*Kemarin gereja di kota terbakar. Aku mengajakmu kesana untuk membantu membersihkan sisa-sisa kebakaran*)

Hanif: *Our beliefs are different from theirs, why should we help too? Isn't it haram for us to enter the church?* (*Keyakinan kita*

berbeda dengan mereka, mengapa kita harus membantu juga? Bukankah haram hukumnya bagi kita untuk masuk ke dalam gereja?)

Ahmad: Being different doesn't mean we can't help each other. It's haram to enter the church if our beliefs change. If not then it's not a problem. *(Berbeda bukan berarti kita tidak bisa saling membantu. Haram hukumnya memasuki gereja jika keyakinan kita berubah. Jika tidak, maka tidak menjadi masalah)*

Hanif: Really? Then let's help them. *(Benarkah? Kalau begitu, ayo kita bantu mereka)*

Ahmad: Let's go! *(Ayo pergi!)*

C. RELIGION

Conversation 1

Alia: Assalamualaikum, Sarah. *(Assalamualaikum, Sarah)*

Sarah: Waalaikumsalam, Alia. What's going on? *(Waalaikumsalam, Alia. Apa yang terjadi?)*

Alia: So, yesterday, I watched a documentary video about the world's faiths. *(Jadi, kemarin, saya menonton sebuah video dokumenter tentang agama-agama di dunia)*

Sarah: And what about that? *(Lalu bagaimana dengan hal itu?)*

Alia: And it always fascinates me how, despite their diversity, religions all promote peace and harmony. Nonetheless, some

people believe that their religions are superior those of others. Don't they understand that all religions essentially teach the same things? *(Dan saya selalu kagum dengan bagaimana, terlepas dari keragamannya, semua agama mempromosikan perdamaian dan harmoni. Meskipun demikian, beberapa orang percaya bahwa agama mereka lebih unggul daripada agama lain. Tidakkah mereka memahami bahwa semua agama pada dasarnya mengajarkan hal yang sama?)*

Sarah: Religions aren't necessarily bad, but people are. *(Agama tidak selalu buruk, tetapi manusianya yang buruk)*

Alia: I concur. Is religion essential to you, Sarah? *(Aku setuju. Apakah agama penting bagimu, Sarah?)*

Sarah: Religion is important to me because it guides me in making the correct decisions in life. Religion can also spread optimism and hope for a better future. Unfortunately, some of us spoil it and make it appear bad. *(Agama penting bagi saya karena agama memandu saya dalam mengambil keputusan yang tepat dalam hidup. Agama juga dapat menyebarkan optimisme dan harapan untuk masa depan yang lebih baik. Sayangnya, sebagian dari kita merusaknya dan membuatnya tampak buruk)*

Alia: Oh, that's unfortunate. *(Oh, sangat disayangkan.)*

Sarah: Alia, how about you? Do you believe religion is significant? *(Alia, bagaimana denganmu? Apakah kamu percaya bahwa agama itu penting?)*

Alia: Religion is vital to me. It's because religion helps me comprehend the universe and gives me meaning in my life. And, like you, I believe that religion guides me to be a better person. *(Agama sangat penting bagi saya. Karena agama membantu saya memahami alam semesta dan memberikan makna dalam hidup saya. Dan, sama sepertimu, saya percaya bahwa agama membimbing saya untuk menjadi orang yang lebih baik)*

Sarah: That's right. *(Benar sekali)*

Alia: Anyway, I'm still wondering why certain people believe their beliefs are superior. *(Bagaimanapun, saya masih bertanya-tanya mengapa orang-orang tertentu percaya bahwa keyakinan mereka lebih unggul)*

Sarah: We have no control over that, Alia. All we can do is pray that they are led in the right direction. *(Kita tidak memiliki kendali atas hal itu, Alia. Yang bisa kita lakukan hanyalah berdoa agar mereka dituntun ke arah yang benar)*

Alia: Yes, may Allah SWT. guide them in the right way. *(Ya, semoga Allah SWT. membimbing mereka ke jalan yang benar)*

CONVERSATION 2

Mike: Hello, Ahmad. How are you doing today? *(Halo, Ahmad. Bagaimana kabarmu hari ini?)*

Ahmad: Hello, Mike. I'm perfectly fine. You? (*Halo, Mike. Aku baik-baik saja. Kamu?*)

Mike: I'm OK, as always. Ahmad, I'm working on a religious article. Would you mind if I asked you some religious-related questions? (*Aku baik-baik saja, seperti biasa. Ahmad, saya sedang mengerjakan sebuah artikel keagamaan. Apakah kamu keberatan jika saya mengajukan beberapa pertanyaan yang berhubungan dengan agama?*)

Ahmad: I'm not religious, but if answering the questions will assist you with the article, go ahead and do it. (*Saya bukan orang yang religius, tetapi jika menjawab pertanyaan-pertanyaan itu akan membantu Anda memahami artikel ini, silakan lakukan*)

Mike: Thank you. So, you're from Indonesia, right? (*Terima kasih. Jadi, kamu berasal dari Indonesia, bukan?*)

Ahmad: Of course. (*Tentu saja*)

Mike: What religions are practiced there? (*Agama apa saja yang dianut di sana?*)

Ahmad: Although I feel that numerous religions are practiced in my nation, there are only six official religions: Islam, Catholic Christianity, Protestant Christianity, Hinduism, Buddhism, and Confucianism. (*Meskipun saya merasa bahwa banyak agama dianut di negara saya, hanya ada enam agama resmi: Islam, Kristen Katolik, Kristen Protestan, Hindu, Buddha, dan Konghucu*)

Ahmad: Islam, If I'm not mistaken, Muslims make up more than 80% of the population. Indonesia is also the world's largest Muslim country. *(Islam, jika saya tidak salah, umat Islam mencapai lebih dari 80% dari populasi. Indonesia juga merupakan negara dengan penduduk Muslim terbesar di dunia)*

Mike: Interesting. What about you? What faith do you follow? *(Menarik. Bagaimana denganmu? Kepercayaan apa yang kamu anut?)*

Ahmad: I was born as a Muslim, and I continue to believe in my religion, Islam. I believe Islam is the perfect religion since it governs all elements of human existence, including worship (human relations with Allah SWT) and muamalah (human ties with one's fellow humans). *(Saya dilahirkan sebagai seorang Muslim, dan saya terus percaya pada agama saya, Islam. Saya percaya bahwa Islam adalah agama yang sempurna karena Islam mengatur semua elemen kehidupan manusia, termasuk ibadah (hubungan manusia dengan Allah SWT) dan muamalah (hubungan manusia dengan sesama manusia))*

Mike: Yeah, agree. Anyway, that's all. Thanks for your time, Ahmad. You really help me out. *(Ya, setuju. Pokoknya, itu saja. Terima kasih atas waktumu, Ahmad. Kamu benar-benar membantu saya keluar)*

Ahmad: It's my pleasure to help you, Mike. Good luck with the article! *(Dengan senang hati saya membantumu, Mike. Semoga berhasil dengan artikel ini!)*

Mike: Thanks. *(Terimakasih)*

D. BOUNDARIES BETWEEN WOMEN AND MEN

Man: Why can't women shake hands with males in Islam?

(Mengapa perempuan tidak boleh berjabat tangan dengan laki-laki dalam Islam?)

Woman: Can you shake Queen Elizabeth's hand? *(Bisakah kamu menjabat tangan Ratu Elizabeth?)*

Man: Of course you can't, man! Only some persons are permitted to shake hands with the queen. *(Tentu saja tidak bisa, kawan! Hanya orang-orang tertentu saja yang diizinkan untuk menjabat tangan ratu)*

Woman: Women are queens, and queens do not shake hands with random males (who are not their mahrams). *(Wanita adalah ratu, dan ratu tidak berjabat tangan dengan sembarang pria (yang bukan mahramnya))*

Man: What is the significance of Muslim women covering their body and hair? *(Apa pentingnya wanita Muslim menutupi tubuh dan rambut mereka?)*

Woman with two candies: She opens the first and closes the second. She tossed them both into the filthy floor. *(Wanita dengan dua permen: Dia membuka permen pertama dan menutup permen kedua. Dia melemparkan keduanya ke lantai yang kotor)*

The woman inquired: Would you take one candy if I asked you to? (*Wanita itu bertanya: Maukah kamu mengambil satu permen jika saya memintanya?*)

Man: That which is close. (Yang masih terbungkus)

Woman says: That's how Islam treats and views women. (*Kata wanita: Begitulah cara Islam memperlakukan dan memandang wanita*)

E. SALAH.

CONVERSATION 1.

Zahra: Hi Salsa, did you pray dzuhur? (*Hai Salsa, apakah kamu sudah salat dzuhur?*)

Salsa: Hi Zahra, umm not yet, I'll do it later. (*Hai Zahra, umm belum, nanti saja*)

Zahra: You can't delay prayer, Salsa! (*Jangan menunda shalat, Salsa!*)

Salsa: Why? (*kenapa?*)

Zahra: Prayer is an obligation, and in the Hereafter Allah will not include you in Paradise. (*Shalat adalah kewajiban, dan di akhirat nanti Allah tidak akan memasukkanmu ke dalam surga*)

Salsa: I see. Well I won't delay my prayers anymore from now on. (*Aku mengerti. Baiklah, saya tidak akan menunda-nunda doa saya lagi mulai sekarang*)

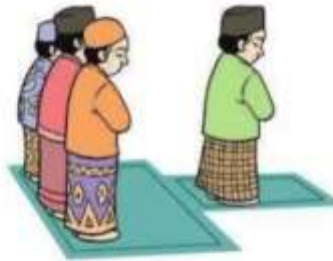
Zahra: It's already explained in the religious norms that the sins we commit in this world will be repaid in the akhirah. *(Sudah dijelaskan dalam norma agama bahwa dosa-dosa yang kita lakukan di dunia ini akan dibayar di akhirat)*

Salsa: Alright, thanks for reminding me! *(Baiklah, terima kasih sudah mengingatkan saya!)*

Zahra: It's my job Salsa. *(Sudah tugasku, Salsa)*

CONVERSATION 2.

Bilal: Where do you pray the five daily prayers? *(Di mana kamu melaksanakan salat lima waktu)*



Ali: I pray Zhuhr, Asr,

Magrib, Isha in the mosque near my house. *(Saya salat Zhuhur, Ashar, Magrib, Isya di masjid dekat rumah)*

Bilal: Then where do you pray the fajr (dawn) prayer? *(Lalu di manakah kamu melaksanakan salat subuh?)*

Ali: I pray the dawn prayer at home. *(Saya salat subuh di rumah)*

Bilal: Why do you pray the dawn prayer at home? *(Mengapa kamu salat subuh di rumah?)*

Ali: I didn't hear the adhan. *(Saya tidak mendengar suara adzan)*

Bilal: Did you wake up late? (*Apakah kamu bangun kesiangan?*)

Ali: Yes, after the dawn prayer. (*Ya, setelah salat subuh*)

Bilal: Gate up then! (*Bangunlah kalau begitu*)

Ali: I can't, I work at night. (*Saya tidak bisa, saya bekerja di malam hari*)

Bilal: Set an alarm and put it next to you. (*Setel alarm dan letakkan di sampingmu*)

Ali: This is a good idea. May Allah reward you with good. (*Ide yang bagus. Semoga Allah membalasmu dengan kebaikan*)

F. RAMADAN

CONVERSATION 1

Aisyah: As you are aware, Ramadan will shortly begin. (*Seperti yang kamu tahu, Ramadan akan segera tiba*)



Alia: You're right; I'm thrilled to be able to observe Ramadan once more. (*Kamu benar, saya sangat senang bisa menjalankan ibadah Ramadan sekali lagi*)

Aisyah: What have you planned to mark the start of Ramadan?
(Apa yang sudah kamu rencanakan untuk menandai dimulainya bulan Ramadan?)

Alia: I usually go to my grandfather's and grandmother's graves to pray for them. How about you? *(Saya biasanya pergi ke makam kakek dan nenek saya untuk mendoakan mereka. Bagaimana denganmu?)*

Aisyah: I went to my grandfather's tomb as well. Since it's outside of the city, I frequently communicate with my brother there as well. *(Saya juga pergi ke makam kakek saya. Karena berada di luar kota, saya juga sering berkomunikasi dengan saudara laki-laki saya di sana)*

Alia: Wow, spending time with the brothers must be so much fun! *(Wow, menghabiskan waktu bersama para saudara laki-laki pasti sangat menyenangkan!)*

Aisyah: You're right; I always anticipate that day. We occasionally also pray sahur and tarawih together. *(Kamu benar, saya selalu menantikan hari itu. Kami juga terkadang melakukan sahur dan tarawih bersama)*

Alia: I hope we can celebrate and observe Ramadan solemnly this year. *(Saya berharap kita dapat merayakan dan menjalankan ibadah Ramadan dengan khusyuk tahun ini)*

CONVERSATION 2.

Mom: Ibrahim, we need to get ready for Ramadan because it will begin in just one week. *(Ibrahim, kita harus bersiap-siap untuk menyambut bulan Ramadhan yang akan dimulai seminggu lagi)*

Ibrahim: Okay, Mom. I'll tidy up my room and wash the altar linens so that it can once more be considered clean and holy. *(Baiklah, Ibu. Saya akan merapikan kamar saya dan mencuci linen altar sehingga sekali lagi dapat dianggap bersih dan suci)*

Mom: My son is really bright. After that, go to the market with Mommy, ok? *(Anakku benar-benar cerdas. Setelah itu, pergilah ke pasar bersama Ibu, ya?)*

Ibrahim: Will you purchase food for the fasting month of Ramadan? *(Apakah kamu akan membeli makanan untuk bulan Ramadan?)*

Mom: That's right, I need to get some fast food and dates so we can eat in the morning. *(Benar, saya harus membeli makanan cepat saji dan kurma agar kita bisa makan di pagi hari)*

Ibrahim: Alright, Mom. Do I need to clean the kitchen and dining room table? *(Baiklah, Bu. Apakah saya perlu membersihkan dapur dan meja makan?)*

Mom: Let Mom clean the kitchen; you and your sister may take care of the dining room table on the weekends. *(Biarkan Ibu membersihkan dapur; Kamu dan adikmu dapat mengurus meja makan di akhir pekan)*

Ibrahim: Good, thank you, mom. I'll start by washing my sarong. *(Baik, terima kasih, Bu. Saya akan mulai dengan mencuci sarung saya)*

G. EID MUBARAK

Arkan: Salman, happy Eid al-Fitr! *(Salman, Selamat Idul Fitri)*

Salman: You too. So, how are you going to mark this special day? *(Kamu juga. Jadi,*



There are no sources in the current document. *bagaimana kamu akan menandai hari istimewa ini?)*

Arkan: My family and I are visiting the zoo. *(Keluargaku dan saya akan mengunjungi kebun binatang)*

Salman: That's great! *(Itu bagus!)*

Arkan: Are you traveling somewhere amazing with your family, too? *(Apakah kamu juga bepergian ke suatu tempat yang menakjubkan bersama keluargamu?)*

Salman: I'm uncertain. I suppose we'll go to the cemetery of our grandparents. The rest of the day will be spent at home after that. *(Saya tidak yakin. Saya kira kami akan pergi ke pemakaman kakek dan nenek. Sisa hari akan dihabiskan di rumah setelah itu)*

Arkan: Would you like to come along? *(Apakah kamu ingin datang?)*

Salman: Thank you, but I believe I should spend this sacred day with my family. *(Terima kasih, tapi saya yakin saya harus menghabiskan hari yang sakral ini bersama keluarga saya)*

Arkan: That's right. Please convey my sincere condolences to your family. I'm sorry I can't give your family a personal greeting. I hope you all have a wonderful Eid. *(Benar. Tolong sampaikan belasungkawa saya yang tulus kepada keluargamu. Maaf saya tidak bisa memberikan ucapan secara pribadi kepada keluargamu. Saya harap kalian semua memiliki Idul Fitri yang indah)*

Salman: Thanks. Please give your family my best wishes. I sincerely hope you all have a great day visiting the zoo. *(Terima kasih. Tolong sampaikan salam saya untuk keluargamu. Saya sangat berharap kalian semua menikmati hari yang menyenangkan saat mengunjungi kebun binatang)*

A. Glossary of Islamic Terms

Word	Meaning
Adab	Islamic etiquette entails good manners, morals, and appropriate actions. <i>Etika Islam dan mencakup tata krama, moral, dan tindakan yang sesuai.</i>
Adhan	The call to congregational prayers. <i>Panggilan untuk shalat berjamaah.</i>
Adl	Justice or things are given to their legitimate place. <i>Keadilan atau segala sesuatu diberikan pada tempatnya yang sah.</i>
Akhirah	On the day of the last judgment. <i>Di hari penghakiman terakhir.</i>
Akhlaq	The practice of virtue, morality, and manners in Islamic theology and falsafah (philosophy). <i>Praktik kebajikan, moralitas, dan tata krama dalam teologi dan falsafah Islam.</i>
Alim	A learned, knowledgeable person or scholar in Islam. <i>Orang yang terpelajar dan berpengetahuan luas atau cendekiawan dalam Islam.</i>
Allah	The name of God in Islam. <i>Nama Tuhan dalam Islam.</i>
Amanah	Fulfilling or upholding trusts.

Amir	<p><i>Memenuhi atau menjunjung tinggi kepercayaan.</i></p> <p>A leader or commander of a group of Muslims.</p> <p><i>Seorang pemimpin atau komandan dari sekelompok Muslim.</i></p>
Awrah	<p>The intimate parts of the body, for both women and men.</p> <p><i>Bagian tubuh yang intim, baik untuk wanita maupun pria.</i></p>
Ayah	<p>A verse of the Quran.</p> <p><i>Sebuah ayat Al-Quran.</i></p>
Barakah	<p>A spiritual blessing in Arabic.</p> <p><i>Berkah spiritual dalam bahasa Arab.</i></p>
Caliph	<p>A spiritual leader of Islam, claiming succession from Muhammad.</p> <p><i>Seorang pemimpin spiritual Islam, yang mengklaim sebagai penerus Muhammad.</i></p>
Daif	<p>Grade of Hadith as being weak.</p> <p><i>Tingkat Hadist yang lemah.</i></p>
Dawah	<p>Muslims teach others about the beliefs and practices of their Islamic faith.</p> <p><i>Umat Islam mengajarkan kepada orang lain tentang keyakinan dan praktik keislaman mereka.</i></p>
Deen	<p>Religion or way of life. Islam is referred to as a deen, or way of life because it covers every facet of human life.</p>

	<p><i>Agama atau cara hidup. Islam disebut sebagai agama, atau jalan hidup, karena Islam mencakup setiap aspek kehidupan manusia.</i></p>
Dua	<p>An act of supplication. <i>Sebuah tindakan permohonan.</i></p>
Dunya	<p>The life of this world from born until death. <i>Kehidupan di dunia ini dari lahir hingga mati.</i></p>
Eid al-adha	<p>The Muslim festival marks the culmination of the annual pilgrimage to Mecca. <i>Festival Muslim yang menandai puncak dari ziarah tahunan ke Mekah.</i></p>
Eid al-fitr	<p>Falls on the 1st day of Shawwal, Eid al-Fitr also called the "Festival of Breaking the Fast" which celebrates the end of Ramadan. <i>Jatuh pada tanggal 1 Syawal, Idul Fitri juga disebut "Festival Berbuka Puasa" yang merayakan berakhirnya bulan Ramadan.</i></p>
Eid Mubarak	<p>An expression of wishing for the blessing of a particular holiday. <i>Ekspresi pengharapan berkah hari raya tertentu.</i></p>
Fajr	<p>The time when the first of five daily prayers in Islam is performed. <i>Waktu pelaksanaan salat pertama dari lima waktu salat dalam Islam.</i></p>
Faqih	<p>An expert on Islamic jurisprudence. <i>Seorang ahli hukum Islam.</i></p>

Fard	Islamic obligation or duty. <i>Kewajiban atau tugas Islam.</i>
Fatwa	Islamic religious ruling. <i>Hukum agama Islam.</i>
Fiqh	The science of determining the exact meanings of Shariah, or Islamic law. <i>Ilmu yang menentukan makna yang tepat dari Syariah, atau hukum Islam.</i>
Fitnah	Civil strife, riots, war, or any trial or tribulation. <i>Perselisihan sipil, kerusuhan, perang atau percobaan atau kesengsaraan apa pun.</i>
Hadith	The collection of sayings and actions of the Prophet Muhammad. <i>Kumpulan perkataan dan tindakan Nabi Muhammad SAW.</i>
Hajj	Pilgrimage to Mecca. <i>Ziarah ke Mekah.</i>
Halal	Permissible according to Islamic law. <i>Diperbolehkan menurut hukum Islam.</i>
Haram	Prohibited according to Islamic law. <i>Dilarang menurut hukum Islam.</i>
Hasan	Grade of Hadith as being good. <i>Tingkat hadist yang baik.</i>
Hijab	A traditional scarf is worn by Muslim women to cover their hair and neck.

	<i>Syal tradisional yang dikenakan oleh wanita Muslim untuk menutupi rambut dan leher.</i>
Hijrah	Migration to seek the sanctuary of freedom from religious or other persecution. <i>Migrasi untuk mencari tempat perlindungan dari penganiayaan agama atau penganiayaan lainnya.</i>
Ibadah	The obedience, submission, and devotion to Allah along with the ultimate love for Him. <i>Ketaatan, ketundukan, dan pengabdian kepada Allah serta kecintaan yang tinggi kepada-Nya.</i>
Iftar	The meal is eaten after sunset during Ramadan. <i>Makanan yang disantap setelah matahari terbenam selama bulan Ramadan.</i>
Ijma	Something requires determination, resolve, and agreement. <i>Sesuatu membutuhkan tekad, tekad, dan kesepakatan.</i>
Ijtihad	To uncover Allah's rulings on any issue by using one's knowledge of the Quran, <i>Sunnah</i> , <i>ijma</i> (consensus of scholars), etc. <i>Menyingkap hukum-hukum Allah dalam suatu masalah dengan menggunakan pengetahuan yang dimiliki tentang Al-Quran, Sunnah, ijma', dan sebagainya.</i>
Imam	Leader of the congregational prayers of the

	Muslim community. <i>Pemimpin salat berjamaah komunitas Muslim.</i>
Iman	Belief; Islamically, faith, and trust in Allah. <i>Secara harfiah, keyakinan; secara Islam, iman dan kepercayaan kepada Allah.</i>
Islam	The religion practiced by Muslims. <i>Agama yang dianut oleh umat Islam.</i>
Jahannam	The Islamic concept of hell is an afterlife of punishment and unhappiness. <i>Konsep Islam tentang neraka, sebuah akhirat yang penuh dengan hukuman dan ketidakbahagiaan.</i>
Jannah	Heaven is in the sense of an abode where believers are rewarded in the afterlife. <i>Surga dalam arti tempat tinggal di mana orang-orang yang beriman diberi pahala di akhirat.</i>
Jihad	A struggle or fight against the enemies of Islam. <i>Sebuah perjuangan atau perlawanan terhadap musuh-musuh Islam.</i>
Jinn	A magical spirit who may appear in the form of a human. <i>Roh gaib yang mungkin muncul dalam bentuk manusia.</i>
Jumuah	Friday prayer. <i>Salat Jumat.</i>
Kaaba	The most sacred Muslim pilgrim shrine. <i>Tempat suci peziarah Muslim yang paling sakral.</i>
Kafir	A person who has no religious faith.

	<i>Orang yang tidak memiliki keyakinan agama.</i>
Khalifah	The civil and religious leader of A Muslim state is considered to be a representative of Allah on earth. <i>Pemimpin sipil dan agama dari sebuah negara Muslim yang dianggap sebagai wakil Allah di bumi.</i>
Mabrook	Congratulations, felicitations, or good wishes. <i>Selamat, ucapan selamat, atau harapan baik.</i>
Mahram	A family member with whom marriage would be considered permanently unlawful. <i>Anggota keluarga yang pernikahannya akan dianggap melanggar hukum secara permanen.</i>
Masjid	Muslim place of prayers and worship. <i>Tempat beribadah dan berdoa bagi umat Islam.</i>
Mecca	City in Saudi Arabia where Muhammad first began to preach. <i>Kota di Arab Saudi di mana Muhammad pertama kali mulai berkhotbah.</i>
Mosque	A place of prostration. <i>Tempat bersujud.</i>
Muammalat	God's rules that must be followed and obeyed in social life. <i>Aturan Tuhan yang harus diikuti dan ditaati dalam kehidupan bermasyarakat.</i>
Muazzin	A person who issues the call for the five daily

	prayers. <i>Orang yang mengumandangkan azan untuk shalat lima waktu.</i>
Muhammad	The name of the last and final messenger of Allah. <i>Nama utusan Allah yang terakhir.</i>
Mumin	Someone who has a sincere belief and faith in Allah and is a righteous person. <i>Seseorang yang memiliki keyakinan dan keimanan yang tulus kepada Allah dan orang yang saleh.</i>
Munafiq	A religious hypocrite is a person who professes to believe in something (especially Islam) but does not. <i>Seorang munafik religius, seseorang yang mengaku percaya pada sesuatu (terutama Islam) tetapi sebenarnya tidak.</i>
Muslim	A follower of the religion of Islam. <i>Seorang penganut agama Islam.</i>
Prophet	A person regarded as an inspired teacher or proclaimer of the will of Allah. <i>Seseorang yang dianggap sebagai guru yang diilhami atau pewarta kehendak Allah.</i>
Qibla	The direction of the Kaaba. <i>Arah Ka'bah.</i>
Quran	The holy book of Islam. <i>Kitab suci agama Islam.</i>
Sabr	Patience in difficulty.

	<i>Kesabaran dalam kesukaran.</i>
Sadaqah	Giving away your wealth and material goods to the needy for the sake of God. <i>Berikanlah harta dan kebaikan materi Anda kepada mereka yang membutuhkan demi Tuhan.</i>
Sahih	Grade of Hadith as being authentic. <i>Tingkat keotentikan Hadist.</i>
Salah	The Islamic ritual prayer is performed five times a day. <i>Ritual ibadah dalam Islam yang dilakukan lima kali sehari.</i>
Sawn	Fasting during the month of Ramadan. <i>Berpuasa selama bulan Ramadhan.</i>
Shahada	Declaration of faith in Islam. <i>Pernyataan keimanan terhadap Islam.</i>
Shaitaan	An evil spirit in Islam. <i>Roh jahat dalam Islam.</i>
Sharia	Islamic law. <i>Hukum Islam.</i>
Sheikh	A leader in a Muslim community or organization. <i>Seorang pemimpin dalam komunitas atau organisasi Muslim.</i>
Shirk	The most serious sin from an Islamic perspective. <i>Dosa yang paling besar dari sudut pandang Islam.</i>

Shukran	The expression of gratitude. <i>Ungkapan rasa syukur.</i>
Sunnah	The way of life and teachings of the Prophet Muhammad. <i>Cara hidup dan ajaran Nabi Muhammad.</i>
Ummah	All those who follow the way of Islam. <i>Semua orang yang mengikuti jalan Islam.</i>
Umrah	Islamic pilgrimage to Mecca. <i>Ziarah Islam ke Mekkah.</i>
Wudu	The practice of ritual washing before daily prayer. <i>Praktik ritual pembasuhan sebelum salat harian.</i>
Zakat	Giving alms to the poor and needy. <i>Memberikan sedekah kepada fakir miskin dan orang yang membutuhkan.</i>

B. Islamic Expressions and Phrases

Word	Meaning
Alaihi salam	May peace be upon Him. <i>Shalawat dan salam semoga tercurah kepadanya.</i>
Alhamdulillah	All praise is to Allah. <i>Segala puji bagi Allah.</i>

Allahu Akbar	God is greater. <i>Allah Maha Besar.</i>
Allahu Alam	Allah knows best. <i>Allah Maha Mengetahui.</i>
Amen	Declaration of affirmation. <i>Pernyataan penegasan.</i>
Ash shukruillah	All thanks to Allah. Segala puji bagi Allah.
Ashokurillah	Thanks to Allah. <i>Terima kasih kepada Allah.</i>
Assalamualikum	Peace be upon you. <i>Damai sejahtera untukmu.</i>
Astagfirullah	I seek forgiveness from God. <i>Saya memohon pengampunan kepada Allah.</i>
Baraaka Allahu feek	The blessing of Allah. <i>Berkah dari Allah.</i>
Bismillah	In the name of God. <i>Dengan menyebut nama Tuhan.</i>
Allahumma barik	May Allah bless you. <i>Semoga Allah memberkatimu.</i>
Fi amanillah	May Allah protect you. <i>Semoga Allah melindungimu.</i>
Fi sabilillah	In the cause of Allah. <i>Di jalan Allah.</i>
Innaa lillahi wa inna ilayhi raajiun	To Allah we belong and to Him is our return. <i>Hanya kepada Allah kita kembali dan hanya</i>

	<i>kepada-Nya kita kembali.</i>
Insallah	If Allah wills. Jika Allah menghendaki.
Jazakum Allahu khayran	May Allah reward you with goodness. <i>Semoga Allah membalas kamu dengan kebaikan.</i>
La hawla wala quwata illa billah	Man is weak by nature. <i>Manusia pada dasarnya lemah.</i>
La ilaha illallah	There's no God but Allah. <i>Tidak ada Tuhan selain Allah.</i>
Mashallah	As Allah has willed. <i>Sebagaimana yang Allah kehendaki.</i>
Rahimakallah	May Allah have mercy on you. <i>Semoga Allah merahmatimu.</i>
Ramadan Kareem	Used at the beginning of the holy month of Ramadan. <i>Digunakan pada awal bulan suci Ramadhan.</i>
Sallallahu alaihi wasallam	Peace and blessings of Allah be on him. <i>Shalawat dan salam semoga tercurah kepadanya.</i>
Subhanallah	Glory to Allah. <i>Maha Suci Allah.</i>
Waalaykumsalam	Peace be upon you. <i>Damai sejahtera untukmu.</i>
Wallah	An Arabic expression to convey the seriousness and truth of a statement. <i>Ungkapan bahasa Arab untuk menyampaikan</i>

	<i>keseriusan dan kebenaran suatu pernyataan.</i>
Yaa Allah	When in pain or distress. <i>Ketika dalam kesakitan atau kesusahan.</i>
Yarhamuka Allah	May Allah have mercy on you. <i>Semoga Allah merahmati kamu.</i>
Allahissalam	May peace be upon him. <i>Semoga kedamaian tercurah kepadanya.</i>



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
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FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

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

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

Nomor : B-2591/In.28/D.1/TL.00/05/2023
Lampiran : -
Perihal : IZIN RESEARCH

Kepada Yth.,
PIMPINAN MUSHOLLA AS-
SAKINNAH METRO BARAT

di-
Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-2592/In.28/D.1/TL.01/05/2023,
tanggal 26 Mei 2023 atas nama saudara:

Nama : RESTINA DAMAYANTI
NPM : 1901052027
Semester : 8 (Delapan)
Jurusan : Tadris Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di MUSHOLLA AS-SAKINNAH METRO BARAT, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "DEVELOPING COMMON EUROPEAN FRAMEWORK OF REFERENCES (CEFR) BASED SPEAKING MATERIALS FOR ENGLISH INSTRUCTIONS IN MOSQUE".

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

Wassalamu'alaikum Wr. Wb.

Metro, 26 Mei 2023
Wakil Dekan Akademik dan
Kelembagaan,



Dra. Isti Fatonah MA
NIP 19670531 199303 2 003

MUSHALLA AS-SAKINNAH

Perumahan Metro Indah RT 52 RW 2 Ganjar Asri Metro Barat Kota Metro Lampung

Nomor : B-2591/In.28/D.17TL.00/05/2023

Metro, Juni 2023

Lampiran :-

Perihal : **Surat Keterangan Research**

Yang bertanda tangan di bawah ini:

Nama : **LATIF SAPTOSO**

Jabatan : **Ketua RT**

Alamat : **Perumahan Metro Indah Ganjar Asri Metro Barat, Kota Metro, Lampung**

Dengan ini menerangkan bahwa:

Nama : **Restina Damayanti**

NPM : **1901052027**

Semester : **8**

Jurusan : **Tadris Bahasa Inggris**

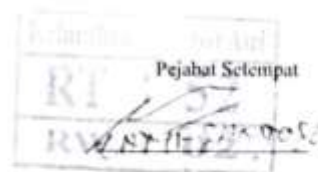
Fakultas : **Tarbiyah dan Ilmu Keguruan (FTIK)**

Universitas : **Institut Agama Islam Negeri (IAIN) Metro**

Benar bahwa mahasiswi tersebut telah melaksanakan penelitian di Mushalla As-Sakinah untuk kepentingan menyelesaikan Tugas Akhir/Skripsi dengan judul:

"DEVELOPING COMMON EUROPEAN FRAMEWORK OF REFERENCES FOR ENGLISH INSTRUCTIONS IN MOSQUE".

Demikian surat keterangan research ini dibuat agar dapat dipergunakan sebagaimana mestinya.





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

SURAT TUGAS

Nomor: B-2592/In.28/D.1/TL.01/05/2023

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

Nama : RESTINA DAMAYANTI
NPM : 1901052027
Semester : 8 (Delapan)
Jurusan : Tadris Bahasa Inggris

Untuk: 1. Mengadakan observasi/survey di MUSHOLLA AS-SAKINNAH METRO BARAT, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "DEVELOPING COMMON EUROPEAN FRAMEWORK OF REFERENCES (CEFR) BASED SPEAKING MATERIALS FOR ENGLISH INSTRUCTIONS IN MOSQUE".

2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

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

Dikeluarkan di : Metro
Pada Tanggal : 26 Mei 2023

Mengetahui,
Pejabat Setempat

RW: 02

Wakil Dekan Akademik dan
Kelembagaan,



Dra. Isti Fatonah MA
NIP 19670531 199303 2 003



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INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

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

Telepon (0725) 41507, Faksimil (0725) 47296, Website: www.tarbiyah.metrouin.ac.id, e-mail: tarbiyah.iaim@metrouin.ac.id

KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : RESTINA DAMAYANTI
NPM : 1901052027

Jurusan : TBI
Semester : VII

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Dosen
	10/11/2023		- Chapter I - Mechanical aspect - enrich previous relevant research	
	13/01/2023		Previous relevant studies 1. Author's last name 2. Year 3. Research questions/ aims / purpose 4. Research setting 5. Participants 6. Funding	

Mengetahui
Ketua Jurusan TBI

Andianto, M.Pd
NIP. 198711022015031004

Dosen Pembimbing

Dr. Dedi Irwansyah, M.Hum
NIP. 197912232006041001



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

Jalan Ki Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp. (0726) 41507, Faksimih (0725) 47296, Website: www.metroain.ac.id/ email: ainmetro@metroain.ac.id

KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA
FAKULTAS TARBİYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Restina Damayanti
NPM : 1901052027

Jurusan : TBI
Semester : VI

No	Hari/Tanggal	Dosen Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
	15/01/2023		You can Craft Chapter II theoretical Review	
	19/01/2023		Chapter II is okay you may continue writing Chapter III.	
	21/01/2023		Chapter I, II, III A@@ for Proposal.	

Mengetahui,
Ketua Jurusan TBI

Andianty, M.Pd
NIP. 19771102 201503 1 004

Dosen Pembimbing.

Dr. Dedi Irwansyah, M.Hum
NIP. 19791223 200604 1 001



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INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jalan Ki. Hajar Dewantara Kampus 15A Ingungdyo Metro Timur Kota Metro Lampung 34111
Telp. (0726) 41597, Faksimili (0725) 47296, Website: www.metroainiv.ac.id, email: iainmetro@metrainiv.ac.id

KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
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IAIN METRO

Nama : Restina Damayanti
NPM : 1901052027

Prodi : TBI
Semester : VIII

No	Hari/Tanggal	Dosen Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
	16/05/2023 —		Use / apply 5-scale of Likert 5 Always 4 Often 3 Sometimes 2 Seldom 1 never 5 strongly agree 4 agree 3 Neutral 2 Disagree 1 strongly disagree	

Mengetahui,
Ketua Prodi TBI

Andianto, M.Pd
NIP. 19871102 201503 1 004

Dosen Pembimbing.

Dr. Dedi Irwansyah, M.Hum
NIP. 197912232006041001



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FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jalan Ki Hajar Dewantara Kampus 15A Iningsulyo Metro Timur Kota Metro Lampung 34111
Telp. (0726) 41507, Faksimili (0725) 47296, Website: www.metrouniv.ac.id, e-mail: uia@metrouniv.ac.id

KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Restina Damayanti
NPM : 1901052027

Program Studi : TBI
Semester :

No	Hari/Tanggal	Dosen Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
	09/06/2023		- Inside Cover - Translation - Educational product → Table of content	
	13/06/2023		- Unit picture - Educational product - AOC /	

Mengetahui,
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Andianto, M.Pd
NIP. 19871102 201503 1 004

Dosen Pembimbing

Dr. Dedi Irwansyah, M.Hum
NIP. 19791223 200604 1 001



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INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jalan Ki Hajar Dewantara Kampus 15A Iringsidoyo Metro Timur Kota Metro Lampung 34111
Telp. (0726) 41507, Faksimili (0725) 47296, Website: www.metroain.ac.id, email: iainmetro@metroain.ac.id


KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Restina Damayanti
NPM : 1901052027

Program Studi : TBI
Semester :

No	Hari/Tanggal	Dosen Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
	17/06 2023 Saturday		1) Mechanical aspects 2) Table name 3) 7,8 → 7.8 4. Footnote technique 5. References / Bibliography 6. Curriculum vitae	

Mengetahui,
Ketua Program Studi TBI


Andianto, M.Pd
NIP. 19871102 201503 1 004

Please Revise
Soon!

Dosen Pembimbing


Dr. Dedi Irwansyah, M.Hum
NIP. 19791223 200604 1 001



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FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jalan Ki Hajar Dewantara Kampung USA Iningshyo Metro Timur Kota Metro Lampung 34111
Telp. (0726) 41507, Faksimili (0723) 47296, Website: www.metroain.ac.id, e-mail: iainmetro@metroainv.ac.id


KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Restina Damayanti
NPM : 1901052027


Program Studi : TBI
Semester :

No	Hari/Tanggal	Dosen Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
	19/06/2023		A@@ Clayka I-V Referensi Abstrak Silakan Jafar Munawar	

Mengetahui,
Ketua Program Studi TBI


Andianto, M.Pd
NIP. 19871102 201503 1 004

Dosen Pembimbing


Dr. Dedi Irwansyah, M.Hum
NIP. 19791223 200604 1 001



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INSTITUT AGAMA ISLAM NEGERI METRO
UNIT PERPUSTAKAAN
NPP: 1807062F0000001**

Jalan Ki Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp (0725) 41507; Faks (0725) 47296; Website: digilib.metrouniv.ac.id; pustaka.iain@metrouniv.ac.id

**SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-834/In.28/S/U.1/OT.01/06/2023**

Yang bertandatangan di bawah ini, Kepala Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung menerangkan bahwa :

Nama : RESTINA DAMAYANTI
NPM : 1901052027
Fakultas / Jurusan : Tarbiyah dan Ilmu Keguruan/ Tadris Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2022 / 2023 dengan nomor anggota 1901052027

Menurut data yang ada pada kami, nama tersebut di atas dinyatakan bebas administrasi Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung.

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

Metro, 15 Juni 2023
Kepala Perpustakaan

Dr. As'ad, S. Ag., S. Hum., M.H., C.Me
NIP 19750505 200112 1 002



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
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Jalan Ki. Hajar Dewantara Kampus 15A Itingmulyo Metro Timur Kota Metro Lampung 34111
Telp. (0726) 41807; Faksimili (0725) 47296;
Website: www.metroiv.ac.id E-mail: iainmetro@metrouiv.ac.id

SURAT KETERANGAN BEBAS PUSTAKA

Yang bertanda tangan di bawah ini, Ketua Jurusan Tadris Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan (FTIK) Institut Agama Islam Negeri (IAIN) Metro menerangkan bahwa:

Nama : Restina Damayanti
NPM : 1901052027
Jurusan : Tadris Bahasa Inggris

Telah menyelesaikan administrasi peminjaman buku pada Jurusan/Prodi Tadris Bahasa Inggris.

Demikian surat keterangan ini dibuat untuk digunakan sebagaimana mestinya.

Metro, Juni 2022

Ketua Jurusan TBI

Andjanto, M.Pd.
NIP. 1987 1102 201503 1 004

DOCUMENTATION



Picture I. Researcher was doing observation



Picture II. Researcher was doing interview with the learners



Picture III. Researcher make a moment with the learners

CURRICULUM VITAE



Restina Damayanti was born in Setia Marga, August 4, 2000. She graduated from SDN 04 Terbanggi Besar in 2012. She then continued her study at SMPN 1 Terbanggi Besar, where she was accepted through outstanding student pathway and graduated in 2015. In 2018, she completed her senior high school education at MAN 1 Lampung Tengah.

In 2019, she began her undergraduate studies in the English Education Study Program at the State Islamic Institute of Metro. She spent her entire childhood in her hometown of Lampung, till she received her bachelor's degree.

Among her publications are: (1) *Integrating Local Wisdom of Piil Psenggiri into English Language Teaching* (TEFLA Journal, 2021); (2) *Developing an English Grammar Practice Book based on Multicultural Values for Second-year University Students* (Pedagogy: Journal of English Language Teaching, 2021); (3) *State-Defense In The Perspective Of The Qur'an (Reinterpretation of Jihadi Verses With Ma'na Cum Maghza Approach)* (Proceeding Conference on Islam and Education, 2022); (4) *Developing Learning Media: Monopoly Thematic Education Based on QR Code Technology* (Proceeding International Conference on Language, Linguistics, Literature, and Education, 2022).