

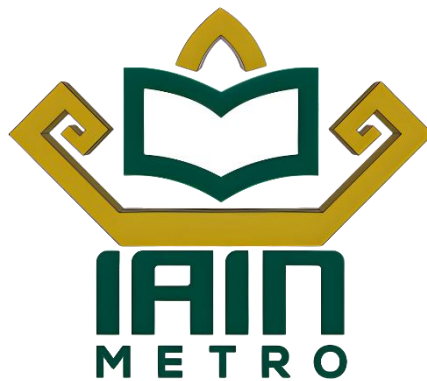
**AN UNDERGRADUATE THESIS**

**DEVELOPING ENGLISH POCKET BOOK**

**FOR ISLAMIC BOARDING SCHOOL OF ROUDLATUL QUR'AN 1**

**KAMPUS TAMADDUN**

**ALIQ FIKRI ZULQORNAIN**  
**Student Number: 2001051001**



**ENGLISH EDUCATION DEPARTMENT**

**TARBIYAH AND TEACHERS TRAINING FACULTY**

**STATE ISLAMIC INSTITUTE OF METRO**

**1447 H / 2025 M**

**AN UNDERGRADUATE THESIS**

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FOR ISLAMIC BOARDING SCHOOL OF ROUDLATUL QUR'AN 1  
KAMPUS TAMADDUN**

By :

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Student Number : 2001051001

Sponsor: Prof. Dr. Dedi Irwansyah, M.Hum

**ENGLISH EDUCATION DEPARTMENT  
TARBIYAH AND TEACHER TRAINING FACULTY  
STATE ISLAMIC INSTITUTE OF METRO  
1447 H / 2025 M**



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**NOTIFICATION LETTER**

Number :  
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Matter : **In order to hold the Munaqosyah  
of Aliq Fikri Zulqornain**

To:  
The Honorable the Head of Tarbiyah and Teacher Training Faculty  
of State Islamic Institute (IAIN) of Metro


*Assalamu'alaikum Wr. Wb.*

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

Name : Aliq Fikri Zulqornain  
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Department : English Education  
Title : DEVELOPING ENGLISH POCKET BOOK FOR ISLAMIC  
BOARDING SCHOOL OF ROUDLATUL QUR'AN 1  
KAMPUS TAMADDUN

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

*Wassalamu'alaikumWr. Wb.*

  
The head of English Education  
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NIP. 19880308 201403 1 006

Metro, June 12<sup>nd</sup>, 2025  
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**NOTA DINAS**

Nomor :  
Lampiran : -  
Perihal : **Mohon Dimunaqosyahkan**  
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Kepada yth,  
Dekan Fakultas Tarbiyah dan Ilmu Keguruan  
Institut Agama Islam Negeri (IAIN) Metro

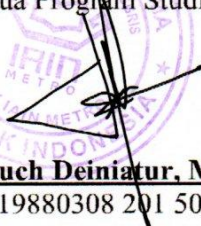
*Assalamu'alaikum Wr. Wb.*

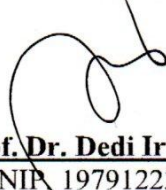
Setelah membaca dan mengadakan bimbingan serta perbaikan seperlunya  
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Program Studi : TBI  
Judul : DEVELOPING ENGLISH POCKET BOOK FOR  
ISLAMIC BOARDING SCHOOL OF ROUDLATUL  
QUR'AN 1 KAMPUS TAMADDUN

Sudah kami dapat persetujuan dan dapat diajukan untuk dimunaqosyahkan, demikian  
harapan kami atas perhatiannya kami ucapkan terimakasih.

*Wassalamu'alaikum Wr. Wb.*

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Metro, 12 Juni 2025  
Dosen Pembimbing,  
  
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**APPROVAL PAGE**

Name : Aliq Fikri Zulqornain  
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Faculty : Tarbiyah and Teacher Training  
Title : DEVELOPING ENGLISH POCKET BOOK FOR ISLAMIC  
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TAMADDUN STUDENTS

**APPROVED BY:**

To be discussed in the munaqosyah in Tarbiyah and Teacher Training Faculty of  
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**RATIFICATION PAGE**

No.: B-2455/In.20.1/J/PP.00.9/67/2025

An undergraduate thesis entitled: DEVELOPING ENGLISH POCKET BOOK FOR ISLAMIC BOARDING SCHOOL OF ROUDLATUL QUR'AN 1 KAMPUS TAMADDUN, written by: Aliq Fikri Zulqornain, Student Number 2001051001, English Education Study Program, had been examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty on Tuesday, June 17<sup>th</sup>, 2025 at 08.00-10.00 AM

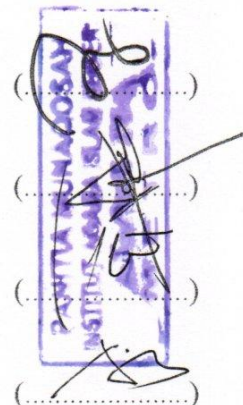
**BOARD OF EXAMINERS:**

Chairperson : Prof. Dr. Dedi Irwansyah, M.Hum

Reviewer 1 : Dr. Much. Deiniatur, M.Pd.B.I

Reviewer 2 : Dr. Yuniarti, M.Pd

Secretary : Aisyah Sunarwan, M.Pd



The Dean of Tarbiyah  
and Teacher Training Faculty



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## STATEMENT OF RESEARCH ORIGINALITY

The undersigned:

Name : Aliq Fikri Zulqornain  
St. Number : 2001051001  
Department : English Education  
Faculty : Tarbiyah and Teacher Training Faculty

Declare that this undergraduate thesis is originally the result of the author research except the certain parts which are mentioned in bilbliography



Metro, 16 Juli 2025  
The Writer

Aliq Fikri Zulqornain  
St. Number 2001051001

## ORISINALITAS PENELITIAN

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Nama : Aliq Fikri Zulqornain  
NPM : 2001051001  
Jurusan : Tadris Bahasa Inggris  
Fakultas : Tarbiyah dan Ilmu Keguruan

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

Metro, 16 Juli 2025  
Yang Menyatakan



Aliq Fikri Zulqornain  
NPM 2001051001

## **ABSTRACT**

**By:**

**Aliq Fikri Zulqornain**

### **DEVELOPING ENGLISH POCKET BOOK FOR ISLAMIC BOARDING SCHOOL OF ROUDLATUL QUR'AN 1 KAMPUS TAMADDUN**

This research aims to develop an English pocket book designed for students in Islamic boarding schools, using the Research and Development (R&D) method based on the Borg & Gall model. The development process includes ten stages, but this study was limited to six: research and information collection, planning, developing preliminary concept, expert validation, revising and disseminating the final product. The pocket book was designed to support English learning by integrating relevant vocabulary, contextual reading materials, and daily conversations commonly used in the boarding school environment.

Data collection techniques included questionnaires, interviews, and observations. Questionnaires were used to identify students' needs and to validate the product with experts. Interviews with language teachers and dormitory director were conducted to gain deeper insights into the linguistic environment and students' learning habits. Observations were carried out to understand the cultural and situational context of the Islamic Boarding School, which informed the selection of vocabulary and content. The data were analyzed descriptively to guide the product's development and refinement.

The results showed that the English pocket book was considered valid and appropriate for use based on expert validators in terms of content, reading materials, and development. The integration of contextual materials increased its relevance to students' daily lives, and the compact design supported portability and ease of use. The product is expected to be a practical supplementary resource that enhances students' motivation and autonomy in learning English within Islamic boarding school settings.

**Keywords:** *Borg and Gall, Islamic Boarding School, Pocket Book*



## **ABSTRAK**

**Oleh:**

**Aliq Fikri Zulqornain**

### **DEVELOPING ENGLISH POCKET BOOK FOR ISLAMIC BOARDING SCHOOL OF ROUDLATUL QUR'AN 1 KAMPUS TAMADDUN**

Tujuan dari penelitian ini adalah untuk menyusun buku saku bahasa Inggris yang didasarkan pada penelitian pengembangan berdasarkan metode yang dikembangkan oleh Borg & Gall. penelitian ini mencakup enam langkah: Penelitian dan pengumpulan informasi, perencanaan, pengembangan konsep awal, validasi ahli, revisi dan ditutup dengan penyebar luasan produk. Buku saku yang dikembangkan dapat digunakan sebagai penunjang pembelajaran bahasa Inggris dengan menyatukan kosakata, materi bacaan dan percakapan singkat yang biasa digunakan di lingkungan pondok pesantren

Teknik pengumpulan data menggunakan kuesioner, wawancara dan observasi. Kuesioner dilakukan untuk mengidentifikasi kebutuhan pembelajaran siswa dan untuk menguji validitas produk yang dikembangkan. Wawancara dilakukan untuk mendapatkan informasi lebih detail terkait kebutuhan siswa dari sudut pandang pengajar. Observasi dilakukan untuk memahami kultur dan situasi lingkungan pondok pesantren dan informasi yang didapat digunakan untuk menentukan pilihan kosakata dan isi produk. Data yang telah dikumpulkan dianalisis sebagai panduan pengembangan dan penyempurnaan produk.

Hasil dari penelitian menyatakan bahwa buku saku bahasa Inggris dinilai baik setelah melewati uji validitas yang dilakukan oleh pakar materi, pakar membaca dan pakar pengembangan. Penggabungan materi relevan dengan kehidupan siswa dan desain ringkas memudahkan penggunaan dan portabilitas memudahkan siswa membawa buku saku menjadi keunggulan buku saku. Produk buku saku yang dikembangkan diharapkan dapat menjadi bahan ajar bahasa Inggris tambahan untuk meningkatkan minat belajar bahasa Inggris di pondok pesantren.

**Kata kunci:** *Borg and Gall, Pondok Pesantren, Buku Saku*

## **MOTTO**

What does not happen to me is not my destiny, it is certainly going to occur to me  
depending upon my efforts.

*(Mohammad Mahfud Mahmodin)*

## DEDICATION PAGE

*This undergraduate thesis is dedicated to*

*Myself, thank you for becoming strong and conquering the inner struggles.*

*My beloved parents Mr. Hi.Zainuddin and Mrs. Muntamah, Mom,i did it, see you  
in Jannah.*

*My brother and sister Lutfi Fuadi Ulil Azmi and Tutut Prastiwi also my beloved  
niece Inara Nayaka Kinasih*

*My best sponsor Prof. Dr. Dedi Irwansyah, M.Hum for his amazing words that  
always hit my home.*

*To the person who love me, i love you in every universe*

## ACKNOWLEDGEMENT

Thanks and all praise to Allah for all blessings and helps given with all the almighty, the researcher can complete the undergraduate thesis proposal. Realize this undergraduate thesis proposal can not be achieved without the help and support of many people. In this perfect opportunity, the researcher would like to sincerely say thank you.

First of all, my deepest gratitude will go to my beloved parents who always give everything to support their son to be a better person. The greatest gratitude would also be addressed to:

1. Prof. Dr. Ida Umami, M.Pd.Kons as the Rector of IAIN Metro.
2. Dr. Siti Annisah, M.Pd as the Dean of Tarbiyah and Teacher Training Faculty of IAIN Metro.
3. Dr. Much Deiniatur, M.Pd.B.I as the Head of English Education Departement of IAIN Metro.
4. Prof. Dr. Dedi Irwansyah, M.Hum my sponsor.
5. All of my lecturers in English Education Department who always enriching my insight.

Finally the researcher realizes that undergraduate thesis proposal has any weaknesses. Therefore, the researcher does apology as much as the mistaken, besides the researcher waits the suggestion for the perfect research.

Metro, July 16<sup>th</sup>, 2025



Aliq Fikri Zulqornain  
NPM: 2001051001

## TABLE OF CONTENTS

<b>NOTIFICATION LETTER .....</b>	<b>i</b>
<b>NOTA DINAS .....</b>	<b>ii</b>
<b>APPROVAL PAGE .....</b>	<b>iii</b>
<b>RATIFICATION PAGE .....</b>	<b>iv</b>
<b>STATEMENT OF RESEARCH ORIGINALITY .....</b>	<b>v</b>
<b>ORISINALITAS PENELITIAN.....</b>	<b>vi</b>
<b>ABSTRACT .....</b>	<b>vii</b>
<b>ABSTRAK .....</b>	<b>viii</b>
<b>MOTTO .....</b>	<b>ix</b>
<b>DEDICATION PAGE .....</b>	<b>x</b>
<b>ACKNOWLEDGEMENT .....</b>	<b>xi</b>
<b>TABLE OF CONTENTS .....</b>	<b>xii</b>
<b>LIST OF TABLES .....</b>	<b>xiv</b>
<b>LIST OF PICTURES .....</b>	<b>xv</b>
<b>LIST OF APPENDICES .....</b>	<b>xvi</b>
<b>CHAPTER I INTRODUCTION .....</b>	<b>1</b>
A. Background of Study .....	1
B. Problem Identification .....	3
C. Problem Limitation .....	4
D. Problem Formulation .....	4
E. Purpose of Research .....	4
F. Benefits of Product .....	4
G. Product specifications .....	5
H. Prior Research .....	5
<b>CHAPTER II LITERATURE REVIEW .....</b>	<b>7</b>
A. Islamic Boarding School .....	7
B. Pocket Book .....	14
1. Definition of Pocket Book .....	14



2. Function of Pocket Book .....	15
3. Advantages of Pocket Book .....	16
4. Pocket Book in Islamic Boardin School .....	17
C. Supplementary Material .....	20
D. Materials Development .....	23
<b>CHAPTER III RESEARCH METHODOLOGY .....</b>	<b>26</b>
A. Type of Research .....	26
B. Research Procedure .....	27
C. Research Subject .....	29
D. Data Collection Technique and Research Instrument .....	29
E. Data Analysis Technique .....	30
<b>CHAPTER IV RESEARCH AND DEVELOPMENT RESULT .....</b>	<b>32</b>
A. Result of the Development of Existing Product .....	32
1. Research and Information Collection .....	32
2. Planning .....	36
3. Developing Preliminary Form of Product .....	37
4. Validating of Preliminary Form of Product .....	40
5. Revising of Preliminary Form of Product .....	41
6. Dissemination .....	45
B. Discussion .....	47
C. Research Limitation .....	52
<b>CHAPTER V CONCLUSION AND SUGGESTION .....</b>	<b>54</b>
A. Conclusion of the Research .....	54
B. Suggestion for Using Product .....	54
<b>BILBLIOGRAPHY .....</b>	<b>56</b>
<b>APPENDICES .....</b>	<b>60</b>

## **LIST OF TABLES**

Table 4.1 Questionnaires percentage of students need .....	33
Table 4.2 Validation test result .....	45
Table 4.3 Validation test result .....	46

## **LIST OF PICTURES**

Picture 4.1 Preliminary Design Cover of Pocket Book .....	41
Picture 4.2 Revised Design Cover of Pocket Book .....	42
Picture 4.3 Picture or Illustration Afterwards the Text .....	42
Picture 4.4 Reading Material and short conversation .....	43
Picture 4.5 Instruction for students activity .....	44
Picture 4.6 Guidelines to use the pocket book .....	45

## LIST OF APPENDIX

Surat Izin Pra-Survei .....	61
Surat Balasan Izin Pra-Survei .....	62
Surat Tugas .....	63
Surat Izin Research .....	64
Surat Balasan Izin Research .....	65
Surat Keterangan Penggunaan Karya .....	66
Interview Guide .....	67
Kuisisioner Siswa .....	68
Surat Keterangan Bebas Pustaka Perpustakaan IAIN .....	92
Surat Permohonan Validator .....	93
Surat Keterangan Validasi .....	96
Kuisisioner Validasi Ahli .....	99
Dokumentasi .....	105
Pocket Book .....	108
Curriculum Vitae .....	118

## CHAPTER I

### INTRODUCTION

#### A. Background of Study

Language is widely recognized as an outstanding instrument for conveying ideas in society. The prevalence of language interaction with contemporary humans is expanding as globalization advances generally. English, commonly referred as a global language takes a crucial function as the common language of communication used across the world. Thus, boarding school should encourage and teach English as a way of preparing students to stand out in a worldwide competition.

English is continuously evolving within the context of education, in accordance with the established educational culture. Therefore, the students not only acquire two different and unrelated methods of behaving and expressing oneself. Language students also become plurilingual by acquiring proficiency in many languages. In addition to language acquisition, they also aim to integrate the foreign culture they are studying and understand its cultural nuances. It allows individuals to cultivate their unique qualities, making them more intricate, while also improving their ability to master advanced languages and increasing their receptiveness to a new cultural experience.

During learning English, students should aim to master six fundamental skills: listening, speaking, reading and writing.<sup>1</sup> They are

---

<sup>1</sup> Jeremy Harmer, *The Practice of English Language Teaching*, 5th ed. (England: Longman, 2015.).



crucial and connected each other. Considering the age, it is imperative for young language students to prioritize the acquisition of listening and speaking abilities. By acquiring these skills, the students are able to comprehend the speakers' word and effectively articulate their own thoughts. Vocabulary mastering plays an essential role for stimulating the students' interest during listening and speaking activities.<sup>2</sup>

Islamic Boarding School of Roudlatul Qur'an 1 Kampus Tamaddun is the one of the Islamic education institutions which has teaching its special characteristics. The vision is to create high-quality individuals in intelligence, faith, and piety by applying the principles of civilization, namely knowledge and technology, characterized and cultured in accordance with the demands and developments of the times. Based on its vision, Islamic Boarding School Roudlatul Qur'an 1 Kampus Tamaddun's education goal is developing students that are characterized and cultured in line with the changes and demands of the times. As Islamic education institution, Islamic Boarding School of Roudlatul Qur'an 1 Kampus Tamaddun integrated national education curriculum and Islamic principles in learning process.

Moreover, integrating Islamic principles into the process of learning English presents its own unique difficulty. Besides English not being the mother tongue, additional challenges arise due to the fact that students are

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<sup>2</sup> Larry Vandergrift, "Teaching-and-Learning-Second-Language-Listening-Metacognition-in-Action.Pdf" (San Francisco State University, February 27, 2012).

not only learning English, but also Arabic, which leads to a sense of duality among students. According to the findings from interview conducted with English teachers in Boarding school, the primary reason for the lack of enthusiasm to learning English is not having a variety of adequate learning resources that provide support. Up till now, learning English has solely depended on English textbooks, Echols & Shadily's dictionary, and - *Ma'hady* dictionary. Irwansyah (2018) proposes 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.<sup>3</sup> The researcher assumes the necessity of developing English pocket book for Islamic students in addition of new learning media to encourage language learning process in Islamic Boarding School of Roudlatul Qur'an 1 Kampus Tamaddun.

## **B. Problem Identification**

Considering the aforementioned phenomena, the following are connected issues identified as follows:

1. The students' motivation to learn English needs to be improved.
2. English pocket book within Islamic context is not available yet.

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<sup>3</sup> Dedi Irwansyah, "Teaching English at Indonesian Islamic Higher Education: An Epistemological Perspective," *Dinamika Ilmu* 18, no. 1 (June 27, 2018): 1–13, <https://doi.org/10.21093/di.v18i1.1120>.

### **C. Problem Limitation**

The objective of this research is to develop appropriate English pocket book that comply with the students' specific needs of IBS of Roudlatul Qur'an 1 Kampus Tamaddun.

### **D. Problem Formulation**

The problem formulation of this research comprises of:

1. What are students' needs in learning English?
2. How to develop an appropriate English Pocket Book for Islamic Boarding School of Roudlatul Qur'an 1 Kampus Tamaddun?

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

According to the problem formulation, it can be stated the objectives to be achieved in this research, namely:

1. To identify the students' needs in developing English pocket books for Islamic Boarding School of Roudlatul Qur'an 1 Kampus Tamaddun;
2. To develop an appropriate English pocket book for students at Islamic Boarding School of Roudlatul Qur'an 1 Kampus Tamaddun.

### **F. Benefits of Product**

The benefits of the product are:

1. As a supplementary resource for English learning media that designed for the specific needs of Muslim students in boarding school;

2. As an integrating learning base using Islamic principles combined with English learning activities in boarding school;
3. Helps students to develop their vocabulary mastering and confident to start using English as daily language; and
4. As a resource for teacher to captivate students' curiosity and engagement in learning process.

### **G. Product Specification**

The products yield results in a certain format:

1. The product of this research comprising of vocabulary, Islamic expression and related short conversation.
2. Consist of three chapters. Each chapter will be added with relevant pictures or illustrations.
3. Designed for the 7<sup>th</sup> graders.
4. To be used outside formal classroom.

### **H. Prior Research**

In order to conduct this research, three previous studies conducted by different researchers will be evaluated. The first prior research is done by Julianto in Palopo at 2022 using Borg and Gall model<sup>4</sup>. This research was aimed

---

<sup>4</sup> Muh. Haerul Julianto, *Designing Pocketbook of English Vocabulary for Islamic Education Management Study Program of IAIN Palopo* (Undergraduate thesis: Palopo, 2022).

to develop an English pocket book for Islamic Education Management Study Program.

The second prior research was conducted by Mar'ah in Metro at 2020 using Borg and Gall model<sup>5</sup>. This research aimed to develop English learning material specified for Islamic Elementary School Teacher study program at IAIN Metro.

This research has similarities and differences with some prior researches above. The similarities with all of the prior researches are that these research use Research and Development modeled by Borg & Gall. The difference with all of the prior researchers is the subject of research. Both of prior research focused in developing formed for undergraduate students.

Another difference between this research and this two research is that two prior research modified Borg & Gall model of development while this research modified Borg and & model of development in six steps.

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<sup>5</sup> Siti Zainatul Mar'ah, *Developing English Learning Materials for Students of Islamic Elementary School Teacher Education Study Program at IAIN Metro* (Undergraduate thesis: Metro, 2020).



## CHAPTER II

### LITERATURE REVIEW

#### A. Islamic Boarding School

Islamic Boarding School (hereinafter abbreviated as IBS) is the oldest institution of Islamic education and dissemination in Indonesia. IBS has been recognized within the Indonesian community since pre-Islamic periods.<sup>6</sup> The integration of the Qur'an, *Sunnah*, and *Ijma' Qiyas* delineates a divergence in the educational methodology at IBSs in compared with pre-IBSs, which were primarily influenced by Hindu-Buddhist traditions in Indonesia. IBS have existed beforehand to the Hindu and Buddhist civilizations. As recognized as an Islamic educational institution in Indonesia, especially on the island of Java, that prioritizes classical Islamic education. The students reside in a boarding setting that promotes a culture of mutual encouragement.<sup>7</sup>

IBS, educational institutes, were not recognized before to the 17th century AD. The IBS originated approximately 300 to 400 years ago. Nonetheless, the presence of IBS has reached all strata of the Muslim society. Generally, prior researchers concur that IBS is the product of the

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<sup>6</sup> Rahmat Arofah Hari Cahyadi, "Pengembangan Pondok IBS," *Halaqa: Islamic Education Journal* 1, no. 1 (June 6, 2017): 43–52, <https://doi.org/10.21070/halaqa.v1i1.820>.

<sup>7</sup> Ahmad Dzikri Dzikri, "IBS Dan Perubahan Sosial: Studi Terhadap Peran IBS Al-Ishlah, Sidamulya Cirebon," *TAZKIR: Jurnal Penelitian Ilmu-ilmu Sosial dan Keislaman* 5, no. 1 (June 30, 2019): 59–80, <https://doi.org/10.24952/tazkir.v5i1.961>.

creative initiatives of the Muslim community in transforming its principles into ideals rooted in *Tawhid* (the Onnes), *Muamalah* (social relationship), and *Akhlaqul Karimah* (noble character).<sup>8</sup> The three principal pillars of Islamic education demonstrate the dissemination of Islam, characterized by its profound compassion for the universe. *Tawhid*, or divinity, elucidates the indissoluble connection between God and humanity, as God's creations, designed to devote their life to perpetual devotion, as stated in the holy book

﴿وَمَا خَلَقْتُ الْجِنَّ وَالْإِنْسَ إِلَّا لِيَعْبُدُونِ﴾ (الذِّرِّيَّت/51: 56)

English Sahih Internasional

56. And I did not create the jinn and mankind except to worship Me.  
(Chapter 51:56)

*Muammalah* or social relationship are a fundamental aspect of education in IBS, serving as a concrete demonstration of their function in cultivating graduates who are socially proficient and equipped to assume leadership positions in society, with an emphasis on Islamic values. Concluded with *Akhlaqul Karimah* or noble character conduct that guides alumni in their interactions with God and others.

The academic literature on the existence of IBS institutions remains limited and challenging to identify, as it primarily exists in the form of *babad* (sanskrit historical chronicles). Meliani's research indicates that

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<sup>8</sup> Rina Rindanah, "Geneologi Pesantren Benda Kerep Dan Pesantren Buntet Cirebon; Suatu Perbandingan" *Holistik: Journal for Islamic Social and Sciences*, vol14, no. 02 (2013):209-230.

Indonesia has effectively established and reinvented an educational system influenced by Javanese religious principles. The Javanese religion of the 8<sup>th</sup> to 9<sup>th</sup> century AD is marked by its adaptation to various changes and challenges, wherein the advocates of IBS refrained from rapidly converting these institutions into contemporary Islamic educational establishments, instead integrating aspects of animism, Hinduism, and Buddhism. The school system was entirely dominated by Islamic figures, like *Walisongo*, throughout the period of Islamic hegemony. They adopted a cautious approach, permitting modifications in Islamic education only to a minimal extent, sufficient to secure the existence of the IBS.<sup>9</sup>

Amaly's research argues that to address the swiftly evolving demands of society in accordance with advancements in science and technology, IBS must innovate by implementing various supplementary programs that benefit students, while maintaining their primary function of producing scholars (*tafaqquh fi al-din*).<sup>10</sup>

Along with the times, IBS are evolving into educational institutions that are regarded as equally advanced as non-IBS educational institutions. The initiatives for change and modernization are a direct result of the presence of IBS in contemporary society. IBSs, however, often impose

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<sup>9</sup> Fitri Meliani, Andewi Suhartini, and Hasan Basri, "Dinamika dan Tipologi Pondok IBS di Cirebon," *Jurnal Pendidikan Agama Islam Al-Thariqah* 7, no. 2 (December 30, 2022): 297–312, [https://doi.org/10.25299/al-thariqah.2022.vol7\(2\).10629](https://doi.org/10.25299/al-thariqah.2022.vol7(2).10629).

<sup>10</sup> Abdul Mun'im Amaly et al., "Kecakapan Guru Pendidikan Agama Islam dalam Mengoptimalkan Pembelajaran Berbasis Teknologi," *Jurnal Pendidikan Agama Islam Al-Thariqah* 6, no. 1 (June 30, 2021): 88–104, [https://doi.org/10.25299/al-thariqah.2021.vol6\(1\).6712](https://doi.org/10.25299/al-thariqah.2021.vol6(1).6712).

specific restrictions to mitigate the adverse effects of modernization. The renewal and modernization efforts are intended to preserve the fundamental principles, orientation, and idealism of the IBS. Consequently, some IBS prioritize the preservation of traditions as educational institutions centered on religious instruction, whereas others evolve into semi-modern educational establishments, and several explicitly classify themselves as modern IBS.

Hayati's research identifies different kinds of IBS, namely: Traditional or *salaf* IBS, concerning the original forms of IBS, generally exhibit a lack of adaptability to improvements in science and technology, especially in the world of information and communication technologies. This particular type of IBS continues to retain tradition as an educational institution primarily dedicated to religious instruction. *Salaf*. This IBS is characterized by its rejection of electronic equipment (television, radio, computer, mobile phones) and the absence of a formal schooling system. These two distinctive features are uncommon, given the swift pace of modernity that is altering various facets of society. Traditional IBS persist in preserving their local customs, remaining mostly unaffected by contemporary innovations, and have successfully endured to the present day. The *Khalaf* IBS is undertaking initiatives for reform and modernization by founding an Islamic Education Foundation and revising the IBS curriculum to conform to national education requirements. This initiative aims to enhance human resources in accordance with contemporary

demands by offering education both within and beyond the school environment through many programs and disciplines. (*khalaf*). In this model, the boarding school operates primarily as a dormitory that facilitates an environment conducive to religious education. The contemporary IBS retains the structure of a traditional IBS, such as the *salafiyah* IBS, while concurrently imparting general sciences alongside Arabic and English language instruction. The focus in Arabic and English language classes generally focuses on active understanding, integrating the languages into daily life as a mode of communication.<sup>11</sup>

The contemporary world appears to be transforming the dynamic between modern IBS *Kiayi* and students, shifting from a paternalistic connection to one that is progressively utilitarian. The *Kiayi* no longer manages all matters pertaining to the IBS. The administration of contemporary IBS is entirely delegated to the managers. The caretaker may be the *Kiayi's* kid or a long-term student of the IBS who possesses extensive knowledge and leadership qualities. Contemporary IBSs frequently function as institutions to guarantee the persistence of the IBS following the demise of the *Kiayi*, should the heirs be reluctant or incapable of assuming their father's responsibilities.

Modern IBS can be readily differentiated from *Salafi* or traditional IBS based on their physical, infrastructural, and educational systems.

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<sup>11</sup> Nur Hayati, "Tipologi IBS: Salaf dan Kholaf," *Tarbiyatuna: Jurnal pendidikan Ilmiah*, vol.4 no.1 (Juli 2019):101-110.

Contemporary IBS structures are more hygienic and well-maintained, equipped with functional kitchens, uniforms, spacious auditoriums, sports areas, facilities for talent and skill development, and language laboratories. In conventional study sessions, attendance is not mandatory for students; however, contemporary IBS have begun to implement an attendance system to manage their learning. The system and training are developed to equip students to confront the challenges of modernity.<sup>12</sup>

Modern IBS can be readily differentiated from traditional IBS in terms of curriculum and traditions. Modern IBS integrates broad themes within its curriculum throughout its development.<sup>13</sup> This will undoubtedly align with the principles of Islam, which profoundly endorses the pursuit of knowledge and the progression of time, even granting a distinguished status to those who are knowledgeable, as explained in His words.

“O you who have believed, when you are told, "Space yourselves" in assemblies, then make space; Allāh will make space for you. And when you are told, "Arise," then arise; Allāh will raise those who have believed among you and those who were given knowledge, by degrees. And Allāh is Aware of what you do”. *Chapter 58:11*

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<sup>12</sup> Riskal Fitri and Syarifuddin Ondeng, “IBS di Indonesia: Lembaga Pembentukan Karakter,” *Al Urwatul Wutsqa: Kajian Pendidikan Islam*, vol. 2, No.1 (Juni 2022):42-54.

<sup>13</sup> Mahlil Nurul Ihsan et al., “IBS Culture Climate in Forming The Religious Attitude of Islamic Students in Modern and Agrobusiness IBSs,” *Nazhruna: Jurnal Pendidikan Islam* 4, no. 2 (July 25, 2021): 362–82, <https://doi.org/10.31538/nzh.v4i2.1492>.

Quoted from the book *Tanqih al-Qoul al-Hatsits fi Syarh Lubab al-Hadits* by Imam Nawawi, the Prophet Muhammad (peace be upon him) conveyed: The Prophet Muhammad (peace be upon him) stated, “The superiority of a knowledgeable individual (who applies their knowledge) over a mere worshiper is akin to the superiority of the moon on a full moon night compared to all other stars.”<sup>14</sup>

Furthermore, KH. Hasyim Asy’ari articulated the following in his work *Adab Ta’lim wa al-Muta’allim*: Mu’adz ibn Jabal r.a said: "Learn knowledge, for indeed studying knowledge is a virtue, seeking knowledge is an act of worship, remembering it is a form of glorification, discussing knowledge is a struggle, being earnest in the pursuit of knowledge is a sacrifice, and teaching knowledge to those who lack understanding is a charity."<sup>15</sup>

The principles imparted in this contemporary IBS extend beyond mere character development for the students; they have surpassed that. Students engage not just with traditional religious literature but also with a curriculum augmented by disciplines akin to those in public institutions. Students are instructed in foreign language proficiency, chiefly in English and Arabic, employing all resources accessible at the contemporary IBS. Students and alumni of contemporary IBSs often interact in English and

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<sup>14</sup> M. Nawawi Al Bantani, *Terjemah Tanqihul Qoul Syarah Lubabul Hadits*. translated by Z.H Al Hamid. (Surabaya: Mutiara Ilmu, 2010).

<sup>15</sup> Hasyim Asy’ari, *Adabul ‘Ālim Wal Muta’allim: Etika Sosial Guru Dan Murid*. translated by Abdullah Faqih (Jombang: Pustaka Tebuieng, 2019).

Arabic with the same fluency as in Indonesian and other regional languages. This indicates that IBS presently exhibit greater potential and may compete, even exceeding public schools in various domains, including religious comprehension, proficiency in a second language, and a more extensive grasp of socio-cultural matters. Moreover, the IBS has evolved into a remarkable legacy that must be conserved as a unique manifestation of Indonesian education, emphasizing the concepts of divinity, humanity, and community.

## **B. Pocket Book**

### **1. Definition of Pocket Book**

Pocket book is a medium as a bit of book, one of the print media in which a rundown of the material gave an intriguing look like the subtleties of pictures and shading text styles where it can pull in understudies' compassion in learning.<sup>16</sup>

A book is variety of printed and bound papers containing information that can be used as a learning resource. A pocket book is a book that is nearly nothing, light, and can be taken care of in a pocket.<sup>17</sup>

In general, Pocket books are books that emphasize small size that can put into a pocket so easy to carry everywhere and we can read at any

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<sup>16</sup> Inne Muliawati, "Pengembangan Media Pocket Book untuk Pembelajaran Kosakata Bahasa Prancis Level A1," (Yogyakarta:2019).

<sup>17</sup> Caesar Ever Anggriawan, "Buku Saku Proses Perlakuan Panas Untuk Siswa Smk Jurusan Pengecoran Logam Di SMK N 2 Klaten," *E-Journal Pendidikan Teknik Mesin*, vol.3, No.9 (2015):641-646.



time. Pocket books can be used as a learning resource and make it easier for students to learn the subject matter. Ramadhan in his research mentioned the specification of pocket book as a book, printed in A6 sized paper with a length of 15 cm and a width of 10 cm<sup>18</sup>. Pocket book can also be used as media that provide information about the subject matter and others to develop their potential students to become independent learners.<sup>19</sup>

Accordingly, the observer defines a pocket book as a compact book that has a variety of information and can be used as a reference in the process of learning interaction. The pocket book has been customized with a visually appealing design by careful selection of materials. The observer carefully selects resources in vocabulary and expression that are relevant to the daily routine at the IBS.

## **2. Function of Pocket Book**

The pocket book serves a specific function, as follows:

- a. Attention function, pocket book media made with full color and supporting images to attract students to concentrate on the content of the material written in it.
- b. Affective function, formula writing on media pocket book and images in meter captions increase students' enjoyment of learning.

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<sup>18</sup> Andika Ramadhan and Adi Adi, "Developing Pocket Book As A Media In Studying Grammar For Students Of Ma Daarul Karomah 10th Grade," *The Ellite of Unira* 6, no. 2 (August 11, 2023): 34, <https://doi.org/10.53712/ellite.v6i2.2041>.

<sup>19</sup> Ranintya Meikahani, "Pengembangan Buku Saku Pengenalan Pertolongan Dan Perawatan Cedera Olahraga Untuk Siswa Sekolah Menengah Pertama," *Jurnal Pendidikan Jasmani Indonesia* 11 (2015): 16.

- c. Cognitive function, formula writing and drawing can clarify the material contained in pocket books to facilitate the achievement of learning objectives.
- d. Compensatory function, short and clear pocket book material writing can help students that weak in reading understand the material in the text and remember it.
- e. Psychomotor function, short and precise writing of pocket book material make it easier for students to memorize them.
- f. Evaluation function, assessing students' ability can be done by working on the evaluation page in the pocket book.<sup>20</sup>

### **3. Advantages of Pocket Book**

As a visual learning media, pocket book has advantages that mentioned by Azmi are:

- a. The delivery of materials using pocket book can be uniformized.
- b. The learning process using pocket books becomes apparent, more fun and interesting.
- c. Efficient in time and effort. Printed in small size can make easier for students to carry and use anytime and anywhere.

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<sup>20</sup> Nurul Hidayati Dyah Sulistyani, "*Perbedaan Hasil Belajar Siswa antara Menggunakan Media Pocket Book dan Tanpa Pocket Book pada Materi Kinematika Gerak Melingkar Kelas X*". (Surakarta:2012)

- d. Writing short and explicit materials can foster students' positive attitude toward the material and learning process.<sup>21</sup>

#### 4. Pocket Book in Islamic Boarding School

An English pocket book is a compact, portable resource designed to provide learners with essential English language tools, such as vocabulary, grammar, idiomatic expressions, and quick-reference phrases. These pocketbooks are particularly useful in educational settings where students require a handy guide for their language learning journey. As Mahmud & Linda pointed out in their study on language learning tools, such compact resources offer a significant advantage by making English accessible at all times, aiding students in improving their proficiency efficiently.<sup>22</sup>

In Indonesia, Islamic boarding schools are traditionally focused on religious education but have increasingly incorporated general academic subjects, including English, to meet the demands of globalization. According to Masuqi et al, Islamic boarding school plays a vital role in fostering both religious and academic growth. However, English language proficiency has become essential for students aiming to access

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<sup>21</sup> Bq Azmi Sukroyanti, "Pengaruh Penggunaan Pocket Book Siswa Dengan Teknik Evaluasi Media Puzzle Ceria Terhadap Sikap Ilmiah Siswa," *Lensa: Jurnal Kependidikan Fisika* 4, no. 2 (December 5, 2016): 46, <https://doi.org/10.33394/j-lkf.v4i2.82>.

<sup>22</sup> Mahmud Mahmud and Linda Linda, "Designing English Coursebook for Islamic Bilingual Boarding School Based on the Value of the Four Pillars of Nationality," *Jurnal Kependidikan: Jurnal Hasil Penelitian Dan Kajian Kepustakaan Di Bidang Pendidikan, Pengajaran Dan Pembelajaran* 7, no. 1 (March 3, 2021): 17, <https://doi.org/10.33394/jk.v7i1.2909>.

a broader range of knowledge, particularly in fields such as science, technology, and international communication. This dual focus on Islamic studies and modern education makes the integration of English learning tools, such as pocketbooks, particularly relevant in these settings.<sup>23</sup>

English pocket books in Islamic boarding school serve as an important tool for language acquisition. They are specifically designed to cater to the needs of students who might not have immediate access to digital resources. Anggraini highlight that in rural and remote areas of Indonesia, educational resources like these pocket books bridge the gap between formal classroom instruction and practical language skills. These compact books enable students to practice English on their own, reinforcing their learning experience in a way that digital tools or formal lessons may not.<sup>24</sup>

The pocket book model aligns well with the learning environments of Islamic boarding school, where students often engage in independent study. As noted by Warohma, self-directed learning is a cornerstone of many Islamic boarding school educational approaches, where students are encouraged to take initiative in their studies. The portable nature of English pocket books makes them an ideal resource for students who are

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<sup>23</sup> Ibrahim Masuqi et al., “Meningkatkan Kualitas Kosakata Bahasa Inggris di Madrasah Tsanawiyah Nahdlatul Ummah Ketapang Lor Dengan Menggunakan Media Pocket Book” 3 (2021).

<sup>24</sup> Dian Anggraini, “The Impact Of Digital Tools On Language Acquisition and Integrating Technology Into English Learning in Higher Education” 10, no. 4 (2024).

learning English outside of regular classes. These pocket books provide valuable practice material, promoting a more interactive and flexible approach to language learning.<sup>25</sup>

Furthermore, English pocket books in Islamic boarding school contribute significantly to building students' confidence and fluency. As Habiburrahim et al argue, language skills are not only learned through classroom teaching but also through constant practice and immersion in real-world settings. Islamic boarding school students, by using these resources, can practice English in everyday conversations and improve their communication skills, preparing them for more advanced language use in academic and professional contexts.<sup>26</sup>

By enhancing English proficiency, English pocket books can also help improve the overall quality of education within Islamic boarding school Hidayat found that English language competence is increasingly necessary for students who wish to pursue higher education, particularly at universities where English is often the primary language of instruction. The availability of pocket books helps ensure that Islamic

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<sup>25</sup> Eka Warohma, "Pendampingan Pembelajaran Bahasa Inggris Dasar Pada Santri Pondok Pesantren Nurul Huda (PPNH) Sukaraja," *Manhaj: Jurnal Penelitian dan Pengabdian Masyarakat* 10, no. 1 (June 25, 2021): 91, <https://doi.org/10.29300/mjppm.v10i1.4046>.

<sup>26</sup> Habiburrahim Habiburrahim et al., "Integrating English Subject Materials into Islamic Boarding School Curriculum Context: Insights from Aceh, Indonesia," *Studies in English Language and Education* 9, no. 2 (May 23, 2022): 667–84, <https://doi.org/10.24815/siele.v9i2.23279>.

boarding school students are well-prepared for such opportunities, both within Indonesia and abroad.<sup>27</sup>

In conclusion, English pocket books are a valuable resource for fostering English language learning in Islamic boarding school. These tools offer a practical solution to support the dual mission of Islamic education and modern academic development. By enhancing language skills outside the formal classroom, pocket books empower students to pursue both religious and academic goals, contributing to the broader educational mission of Islamic boarding school. These resources represent a simple yet effective way of integrating modern language learning into traditional Islamic educational frameworks.

### C. Supplementary Material

Hue, in his research, points to supplementary materials, as defined by Harmer, are any resources beyond the core textbook that aid in the teaching and learning process. These can include multimedia tools, authentic texts, games, and interactive activities. According to that argumentation, Hamer characterizes supplementary materials as supplementary educational tools that can enhance teaching and learning. Examples of the application of additional resources according to the previously mentioned definition, include:

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<sup>27</sup> Muhamad Taufik Hidayat, "English Language Proficiency and Career Opportunities: Perceptions of Indonesian University Graduates," *Language Value* 17, no. 1 (July 26, 2024), <https://doi.org/10.6035/languagev.7933>.

1. Multimedia tools: including movies, audio recordings, and interactive software. Each of the aforementioned examples may enhance learner engagement through the provision of visual and auditory stimulation.
2. Authentic texts: These are actual resources from the real world that are not explicitly created for educational use, including newspapers, periodicals, and websites. They support students in understanding the application of language in authentic circumstances, so enhancing their comprehension and practical language abilities.
3. Game: educational games can render learning enjoyable and participatory. They frequently include problem-solving and critical thinking, which can enhance understanding of subjects in a fun approach. A vocabulary game can facilitate students' acquisition of new terms in an engaging environment.
4. Interactive activities cover collaborative work, debates, and practical projects. They promote active involvement and cooperation among students, creating the learning experience more dynamic and interesting.<sup>28</sup>

By integrating these additional resources, educators may accommodate diverse learning styles and maintain student engagement and interest in the subject content.

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<sup>28</sup> Bui Thi Hoang Hue and Tran Thi Thuy Lan, "A Study on the Use of Supplementary Materials in Teaching English Speaking Skills at Tuyen Quang School for Excellence," *European Journal of Contemporary Education and E-Learning* 2, no. 4 (July 1, 2024): 91–98, [https://doi.org/10.59324/ejceel.2024.2\(4\).08](https://doi.org/10.59324/ejceel.2024.2(4).08).

Purnomo concurred with Hoang Hue, stating that supplementary materials are derived from external sources or any resources intended to enhance the teaching and learning process. Moreover, supplementary materials are advantageous for both students and educators. Supplementary materials are advantageous for both students and teachers in achieving educational objectives. This is due to the fact that not all educational resources can be trapped within a textbook.<sup>29</sup>

Hue further referenced other research regarding the advantages of utilizing extra resources, including Richards and Rodgers found that using multimedia tools in the classroom significantly improved students' speaking abilities by providing them with varied and engaging practice opportunities. Similarly, a study by Shyamlee and Phil demonstrated that authentic materials, such as videos and podcasts, enhanced learners' motivation and engagement, leading to better speaking performance. However, despite these positive findings, there remain gaps in the literature, particularly regarding the specific types of supplementary materials that are most effective for different learner groups and contexts.

Research by Nguyen in Vietnam indicated that while supplementary materials were beneficial, their effectiveness varied depending on factors such as students' proficiency levels and the specific speaking skills targeted.

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<sup>29</sup> Purnomo and Putri Irma Solikhah, "Konsep Kurikulum Pendidikan Islam Berbasis Ketahanan Bencana," *Jurnal Pendidikan Agama Islam Al-Thariqah* 6, no. 2 (December 16, 2021): 378–94, [https://doi.org/10.25299/al-thariqah.2021.vol6\(2\).8054](https://doi.org/10.25299/al-thariqah.2021.vol6(2).8054).



This suggests a need for more targeted research to identify which supplementary materials are most effective for particular groups of learners. Additionally, there is limited research on the perceptions of both teachers and students regarding the use of supplementary materials, which is crucial for understanding their practical applicability and acceptance in the classroom.

The theoretical framework and prior research underscore the crucial impact of additional resources on improving English acquisition. Nonetheless, there is a distinct necessity for additional study to rectify the observed deficiencies in the literature, especially on the efficacy of various supplementary resources and the perspectives of their users.

#### **D. Materials Development**

Materials 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 materials will be implemented.

Language is following the objectives that we put forward therefore the learning materials 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 materials, which in its role determines the author's goals, and sets the focus of the materials and activities within it. The materials designed must be flexible, develop skills, and use strategies that can be shuttled to other texts in different contexts.

In the process of designing teaching material, changes to the material 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 materials every time they use the materials book to utilize knowledge sources in teaching and learning activities. Some things that must be considered in the materials 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 materials 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.<sup>30</sup>

It can be assumed that the objectives of the language learning materials 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.<sup>31</sup>

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<sup>30</sup> Muh. Haerul Julianto, *Designing Pocket Book of English Vocabulary for Islamic Education Management Study Program of IAIN Palopo* (Palopo, 2022).

<sup>31</sup> Restina Damayanti, "Developing Common European Framework of References (CEFR) Based Speaking Materials for English Instructions in Mosque," (Metro:2023).

## CHAPTER III

### RESEARCH METHODOLOGY

#### A. Type of Research

This study used in this case is Research and Development (R&D). Sudarsono declares that R&D is research that produces educational products. The process of this research entails: (a) preliminary studies about the product will be developed, displayed in contextual conditions and where the research will take place; (b) product design; and (c) validating products by expert judgements, (d) main field testing, and (e) operational field testing, (f) revising and product application.<sup>32</sup>

In accordance with Borg and Gall, R&D is a development model which researcher findings are estimated to develop new products and procedures. Systematically tested, evaluated and improved until they show comparable criteria of effectiveness, quality or standard.<sup>33</sup>

According to the aforementioned statement, it is evident that R&D is a research methodology applied in the sector of education. This study proposes to create and validate educational products to fulfill unmet student needs.

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<sup>32</sup> Fx Sudarsono et al., *Metode Penelitian Pendidikan* (Yogyakarta: UNY Press, 2013).

<sup>33</sup> Merredith D. Gall, Joyce P. Gall, and Walter R. Borg, *Educational Research An Introduction*, Seventh Edition (United States of America: Pearson Education, Inc, 2003).

## **B. Research procedure**

This study provides the Research and Development model provided by Borg and Gall with adjustments to the implementation phases depending on the circumstances and available resources.<sup>34</sup>

Borg and Gall mentioned 10 steps to develop an appropriate product that explained as:

1. Need analysis, identifying the need for the product through research and information collection, including literature review and observation.
2. Research and information collecting, gathering relevant data and information to inform the development process.
3. Planning, defining objectives, skills and course sequences, and conducting small-scale feasibility testing.
4. Developing preliminary form of product, creating an initial version of the product, including instructional materials and evaluation devices.
5. Preliminary field testing, testing the preliminary product in real-world setting and collecting feedback.
6. Main product revision, revising the product based on feedback from preliminary field testing.

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<sup>34</sup> Mar'ah, *Developing English Learning Materials for Students of Islamic Elementary School Teacher Education Study Program at IAIN Metro*.

7. Main field testing, conducting extensive testing of the revised product in its intended environment.
8. Operational field testing, making further revisions based on the results of the main field testing.
9. Operational field testing, implementing the product in a broader context and collecting additional data.
10. Final product revision and dissemination, finalizing the product and disseminating it to a wider audience.

Considering the aspects of time, effort and costs that will increase during the development process, the observer opted to streamline the aforementioned steps into a six-step model, as outlined below:

1. Research and information collection, comprises an evaluation of literatures, classroom observation and the compilation of art reports.
2. Planning, entails delineating abilities, defining goals, organizing the sequence of courses and conducting feasibility test.
3. Developing preliminary form of product, commence the formulation of the product concept that will be developed.
4. Validating, include the evaluation of experts and practitioners regarding the prepared learning material.
5. Revising, rewrite content to make it more appropriate based on the findings of experts and practitioner evaluation of the product.
6. Dissemination, finalizing the product and distribute to students.

### **C. Research Subject**

The research subject were new students of Islamic Boarding School of Roudlatul Qur'an 1 Kampus Tamaddun. The research preliminary field conducted on 15<sup>th</sup> December, 2024. It located in SMP Al Qur'an Roudlatul Qur'an 1 Kampus Tamaddun Metro.

### **D. Data Collection Technique and Research Instrument**

The data collection technique was carefully selected to gather comprehensive information relevant to the purpose of the research:

#### **1. Questionnaire**

In this study, questionnaire was utilized as a primary instrument for data collection. They were used to obtain detailed information about students' specific needs in learning English, which was essential in guiding the initial design and content development of the pocket book. Additionally, questionnaire was administered to expert in order to validate the appropriateness of pocket book and relevance of the materials presented in the concept version of the pocket book.

#### **2. Interview**

Interview was carried out with both language tutors and dormitory director. The insight gained from this interview was utilized as supplementary data to enrich the understanding of students' needs, particularly from the perspective of language tutors and dormitory director.

### 3. Observation

The researcher conducted direct observations within the Islamic boarding school environment to gain a contextual understanding of the students' daily setting. The data obtained through these observations played a crucial role in guiding the selection of relevant vocabulary and reading content, ensuring that the materials presented in the pocket book were contextually appropriate and reflective of the students' real-life experiences.

### **E. Data Analysis Technique**

After collecting data through questionnaires, interviews, and observations, the researcher proceeded with data processing. This study yields two types of data: qualitative and quantitative data. The qualitative data consists of the students' needs survey, the results of interviews with language tutors and dormitory director, as well as feedback and suggestions from the validators. On the other hand, the quantitative data is derived from the product validation results provided by the expert validators. These two types of data are crucial in providing a comprehensive understanding of both the subjective and objective aspects of the product being developed, allowing for an in-depth analysis of its effectiveness and relevance in educational needs of the students.

The questionnaires were submitted to validators measured in Likert scale. In Likert scale, the respondents required to rate each statement using various levels of agreement or disagreement, often five, though three or seven can be used on occasion. For instance, when asked about the



pleasantness of their employment, the answer may reply in any of the following manners: (i) strongly agree, (ii) agree, (iii) undecided, (iv) disagree, (v) strongly disagree.<sup>35</sup> The validity test calculation with Aiken's V uses the formula  $V = \sum s / [n(c-1)]$ , wherein  $\sum s$  represents the score achieved in the assessment minus the minimum score,  $n$  indicates the number of validators, and  $c$  indicates the maximum score in the assessment. Aiken's V is determined by the ratio of consensus among evaluators concerning the appropriateness of the item relative to the assessed indicator. Aiken's V runs from 0 to 1, where a value of 1 signifies complete agreement among raters.<sup>36</sup>

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<sup>35</sup> C.R Kothari, *Research Methodology: Methods & Techniques* (New Dehli: New Age International, Ltd, 2000).

<sup>36</sup> Yati Afiyanti, "Validitas dan Reliabilitas Dalam Penelitian Kualitatif," *Jurnal Keperawatan Indonesia* 12, no. 2 (July 24, 2008): 137–41, <https://doi.org/10.7454/jki.v12i2.212>.

## **CHAPTER IV**

### **RESEARCH AND DEVELOPMENT RESULT**

#### **A. Result of the Development of Existing Product**

This research and development culminated in an English pocket book customized for students in IBS. This research adopted the development methodology based on the Borg and Gall model. Nonetheless, its execution was confined to the sixth stage. The outcome of the implemented development phases are as follows.

##### **1. Research and information collection**

Research and information collection conducted to ascertain the needs of students and the provisions necessary to fulfill these demands, thereby supporting their learning activities at the IBS, particularly with the utilization of English inside IBS environment. This information was obtained through a needs learning at Islamic Boarding School, which involved observations, interviews with language teachers and students augmented by a questionnaire.

The researcher performed observations On March 8, 2025, through interviews with English tutors. Conclusions derived from the interview process indicate:

- a. The optimal pocketbook should be portable, comprehensible, brief, and explicit.
- b. The pocket book's content must be customized to the living within the IBS, particularly for first-year students. Furthermore, it is recommended that the

pocketbook be systematically arranged by categorizing nouns and verbs to facilitate students' comprehension and retrieval of English word equivalents.

- c. The gathered pocketbook can function as a supplementary resource for enhancing English proficiency in IBS, facilitating ease of use and anticipated to elevate students' desire in engaging more frequently in English interactions.

During the same event, the researcher distributed questionnaires to 24 seventh-grade students at SMP Tamaddun Roudlatul Qur'an 1. In light of the subsequent outcomes

**Table 4.1 Questionnaires Percentage of Students Need**

<b>Number:</b>	<b>Aspects</b>	<b>Items</b>	<b>Number of Students</b>	<b>Percentage</b>
1	Compensatory Function	I	2	8.33 %
		II	20	83.33 %
		III	2	8.33 %
2	Efficient in Time and Effort	I	22	91.66 %
		II	2	8.33 %
		III		0.00 %
3	Multimedia Tools	I	18	75 %
		II	4	16.66 %
		III	1	4.16 %
		IV	1	4.16 %
4	Authentic Texts	I	9	37.5 %
		II	14	58.33 %
		III	1	4.16 %
5	Mother Tongue	I	19	79.16 %
		II	1	4.16 %
		III	4	16.66 %

The aforementioned observation revealed the minimal criteria of the pocket book expected by students and English tutors at the IBS. The findings regarding the students indicate that the suitable pocket book should effectively substitute for a dictionary in facilitating word equivalence (option 2 in aspect 1), possess a compact and portable design (option 1 in aspect 2), feature a legible and clear font (option 1 in aspect 3), contain material applicable to the daily experiences of students in the IBS (option 2 in aspect 4), and ideally emphasize Islamic culture within the IBS context (option 3 in aspect 5).

On another occasion, the researcher conducted field observations to directly observe the daily activities of the students at IBS of Roudlatul Qur'an 1 Kampus Tamaddun. The results of these observations are also used to provide an overview of the conditions at IBS of Roudlatul Qur'an 1 Kampus Tamaddun. The outcomes of this observation are documented records of language learning activities at the IBS of Roudlatul Qur'an 1 Kampus Tamaddun, which are summarized as follows.

In order to promote efficient communication, Islamic Boarding School offers supportive activities to guide the acquisition of English as a daily language, including:

a. Morning Vocabulary

Each morning, a language tutor provides students with several vocabulary, example and ways to apply the vocabulary. Particularly dealing

with the students' requirements in teaching and learning process as well as their daily conversation.

b. Morning Conversation

Through weekly sessions, tutor will offer a variety of instructional techniques coupled with practical application. The students will be divided into two groups and thereafter instructed to engage in conversation using vocabularies that have been previously provided.

c. *Tasji'ul Lughah*

The students will be organized into classes and afterward the tutor will deliver lectures on language usage, including grammar for English, *Nahwu Sharaf* for Arabic, language practices and examples in fully formed sentences.

d. Weekly Meeting

Every week on Saturday night, students will engage in role-playing in large group, each group showcasing their language skills through short dramas, speeches and conversation in front of all students with the previously determined theme by tutor.

e. *Muhadharah*

Interpreted as an activity to train public speaking skills, commonly referred to as a speech. Students will be selected to come forward and deliver a speech in either Bahasa, English or Arabic, according to the tutor's previous instructions.

## 2. Planning

Following the identification of the specified product requirements, the researcher proceeded with the process of gathering and compiling relevant material sources to support the development of the English pocket book. This step involved an extensive review of existing literature and educational resources to ensure that the content incorporated into the pocket book would be both effective and aligned with the educational needs identified in earlier stages of the study. The researcher sought materials that were not only academically sound but also engaging for the students, keeping in mind their learning preferences and the challenges they face in acquiring language skills.

The outcomes from the previous observations played a pivotal role in shaping the direction of the pocket book's content. These observations provided valuable insights into the actual daily life, student interactions, and the challenges faced by both students and teachers in the language learning process. By integrating these observations into the design process, the researcher ensured that the pocket book would address the real-world issues observed in the classroom, enhancing its relevance and practical application. This approach also ensured that the material would cater to the students' specific needs, making the pocket book a more targeted and effective educational tool.

### 3. Developing preliminary form of product

Following the analysis and collection of information from several sources that align with the language competence level of the students at the IBS of Roudlatul Qur'an 1 Kampus Tamaddun. The subsequent phase involved the creation of the preliminary draft and layout design of the pocketbook. The preliminary design of the produced product is as follows:

#### a. Cover

The cover page prominently displayed essential information, including the title of the book and the name of the author. In addition to these basic details, the design of the cover was carefully crafted to reflect the theme and purpose of the pocket book. The selected pattern features an image of a mosque, which not only symbolizes the cultural and religious context of the intended audience but also aligns with the content of the book. The mosque, as a central figure, serves as a representation of the values and traditions upheld within Islamic communities, creating a connection between the book and the readers it is designed for.

This design choice was intentionally made to cater specifically to Muslim language learners, particularly those studying within IBS. By incorporating this religious symbol, the cover communicates to the audience that the pocket book was designed to their unique cultural and educational needs. It reinforces the idea that the book is not just a tool for language learning but also respects and integrates the values and worldview of its readers. This thoughtful design ensures that the pocketbook resonates with

its target audience, making it both accessible and relevant to the students who will benefit most from its content.

b. Preface

The preface is authored by the head of the IBS of Roudlatul Qur'an 1 Kampus Tamaddun, who begins by expressing heartfelt gratitude for the development of the pocket book. In this section, the head of IBS acknowledges the efforts of everyone involved in the project and conveys a deep appreciation for their dedication to enhancing educational resources for language learners. The preface outlines the key objectives of the pocket book, emphasizing its purpose to support students in their language acquisition while aligning with the values and teachings of the Islamic educational environment.

Moreover, the preface clearly communicates the expectations for the pocket book, highlighting the hope that it will serve as a valuable tool for students, especially those in Islamic boarding schools, by providing them with practical language skills in an accessible format. It emphasizes the importance of creating a resource that is both culturally relevant and academically sound, ensuring that it meets the needs of the students in a way that respects their background and learning context. In conclusion, the preface extends sincere appreciation to the author for their hard work and dedication in bringing this project to fruition, expressing confidence that the



pocket book will contribute positively to the educational development of the students at Roudlatul Qur'an 1 Kampus Tamaddun.

c. Content

The content portion is the paramount component of the pocket book, since it encompasses the principal subjects to be studied by the learners. Began with English pronunciation tips, this section provided English pronunciation suggestion to aid readers in correctly articulating words in English. Basic grammar functions as a framework for writing or speaking, encompassing the four most often employed grammatical rules in daily communication. The subsequent section provides guidelines for composing and interpreting dates and times in English. The following part comprises a compilation of nouns frequently encountered by students in Islamic boarding schools, categorized into eleven segments. The remaining section comprises a compilation of verbs organized in alphabetical order. The chosen terms comprise a compilation of verbs commonly utilized and encountered in everyday life at the Islamic Boarding School.

d. Closing

The bibliography included in the pocketbook encompasses a comprehensive list of sources that were carefully consulted and utilized by the author during the development of the content. This compilation reflects the extensive research undertaken to ensure that the pocket book is both academically credible and pedagogically effective. The sources range from

foundational texts on language acquisition and educational methodologies to specialized literature on Islamic education and cultural considerations, providing a well-rounded basis for the material included in the book.

The bibliography serves not only as a record of the scholarly references that informed the development of the pocket book but also as a valuable resource for readers who may wish to delve deeper into the subjects discussed. Each entry in the bibliography is meticulously cited to allow for further exploration of the topics covered, whether it be the theories of language learning, the integration of Islamic principles in education, or the use of various pedagogical strategies. By including this detailed list of references, the author demonstrates a commitment to scholarly rigor and provides a foundation for future studies and applications of the pocket book's content.

#### 4. Validating

To ensure the quality of the pocket book, the validation had been taken. It involved three English Expert namely Dr. Much Deiniatur, M.Pd.B.I, Dr. Umi Yawisah, M.Hum and Dr. Yuniarti, M.Pd. However, the validator gave some suggestions to improve the quality of the course book.

- a. Improve the visually appealing attractiveness of the cover design.
- b. Incorporate images or illustrations to engage the kids' interest.
- c. Incorporate reading materials and short conversation.
- d. Give clear instructions for each student activity.
- e. Provide guidelines to use the book.

## 5. Revising

Upon validation of the developed pocketbook, the subsequent action undertaken by the researcher is product revision. Product revision is conducted to improve the developed pocket book. Suggestions from the validator are used as a guide for revising the pocket book. The revisions derived from the validator's suggestions are delineated as follows.

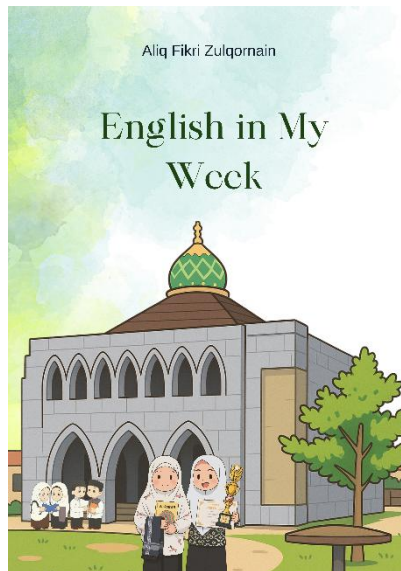
### a. Modification of the cover design

The first cover design proposal was thought to be overly simplistic and unattractive. The validator recommended altering the cover design in order to improve its appeal and captivate the students' attention. The preliminary concept of the cover design is shown in the image below.



Picture 4.1 Preliminary Design Cover of Pocket Book

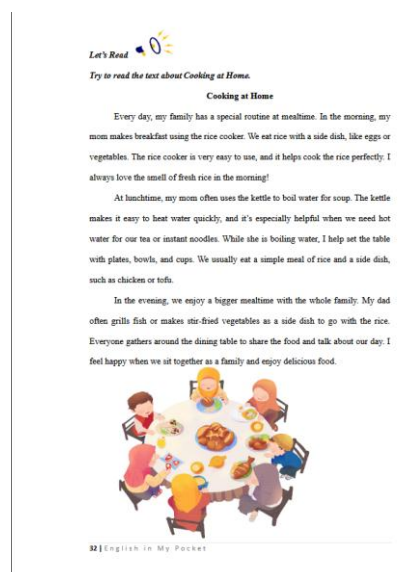
The revised cover design is depicted in the image below.



Picture 4.2 Revised Design Cover of Pocket Book

b. Addition of illustrations or images

In this addition, the researcher added connecting pictures or images that correlate with the topic mentioned in the text. Examples of additional images or illustrations are shown in the following image.

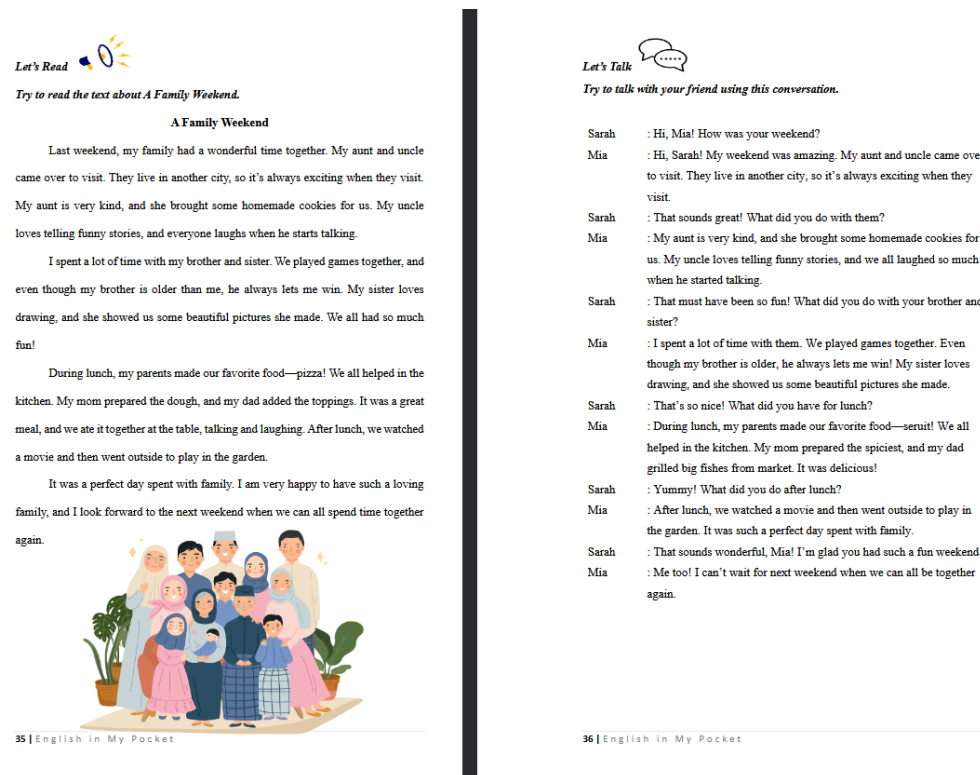


Picture 4.3 Picture or illustration afterwards the text

c. Addition of reading materials and short conversations

Alongside the addition of pictures, the researcher included reading materials and short conversations in Chapter I. Reading and short

conversation components are placed afterwards to the vocabulary pertaining to a theme in Chapter I. The reading material and short conversation are derived from several vocabulary words that have been previously shown. Examples of reading material and short conversation are illustrated in the subsequent picture.



Picture 4.4 Reading Material and short conversation

d. Included of instructions in student activities

The original design of the pocket book lacked directives for the students' actions. During the revision phase, the researcher added explicit and comprehensible directions to ensure that students will encounter no difficulties using the pocket book. The next image shows the example of directions pertaining to the students' activities.



*Let's Read*

*Try to read the text about A Family Weekend.*

#### A Family Weekend

Last weekend, my family had a wonderful time together. My aunt and uncle came over to visit. They live in another city, so it's always exciting when they visit. My aunt is very kind, and she brought some homemade cookies for us. My uncle loves telling funny stories, and everyone laughs when he starts talking.

I spent a lot of time with my brother and sister. We played games together, and even though my brother is older than me, he always lets me win. My sister loves drawing, and she showed us some beautiful pictures she made. We all had so much fun!

During lunch, my parents made our favorite food—pizza! We all helped in the kitchen. My mom prepared the dough, and my dad added the toppings. It was a great meal, and we ate it together at the table, talking and laughing. After lunch, we watched a movie and then went outside to play in the garden.

It was a perfect day spent with family. I am very happy to have such a loving family, and I look forward to the next weekend when we can all spend time together again.



35 | English in My Pocket



*Let's Talk*

*Try to talk with your friend using this conversation.*

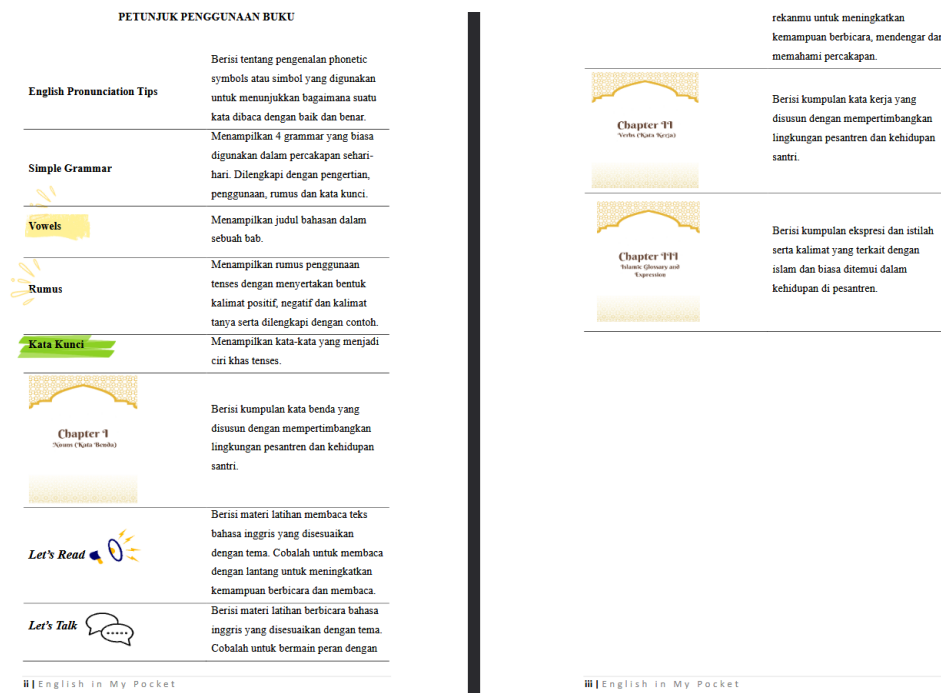
- Sarah : Hi, Mia! How was your weekend?  
 Mia : Hi, Sarah! My weekend was amazing. My aunt and uncle came over to visit. They live in another city, so it's always exciting when they visit.  
 Sarah : That sounds great! What did you do with them?  
 Mia : My aunt is very kind, and she brought some homemade cookies for us. My uncle loves telling funny stories, and we all laughed so much when he started talking.  
 Sarah : That must have been so fun! What did you do with your brother and sister?  
 Mia : I spent a lot of time with them. We played games together. Even though my brother is older, he always lets me win! My sister loves drawing, and she showed us some beautiful pictures she made.  
 Sarah : That's so nice! What did you have for lunch?  
 Mia : During lunch, my parents made our favorite food—seruit! We all helped in the kitchen. My mom prepared the spiciest, and my dad grilled big fishes from market. It was delicious!  
 Sarah : Yummy! What did you do after lunch?  
 Mia : After lunch, we watched a movie and then went outside to play in the garden. It was such a perfect day spent with family.  
 Sarah : That sounds wonderful, Mia! I'm glad you had such a fun weekend.  
 Mia : Me too! I can't wait for next weekend when we can all be together again.

36 | English in My Pocket

Picture 4.5 Instruction for students activity

#### e. Inclusion of instructions for utilizing the pocketbook

The addition of the pocket book guide to use is anticipated to offer a concise guidance on the contents of the book and its use. This part is positioned at the outset following the preface. The user guidelines for the pocket book are located at the beginning of the pocket book section.



Picture 4.6 Guidelines to use the pocket book

## 6. Dissemination

Following expert feedback, the researcher revised the resulting pocket book. The researcher administered a questionnaire to experts to assess the reliability of the developed pocket book. The questionnaire data were analyzed using Aiken's V to assess applicability. The measurement results are presented in the table below.

Table 4.2 Validation test result

Items	Expert			S1	S2	S3	$\Sigma s$	n(c-1)	V
	Expert 1	Expert 2	Expert 3						
Item 1	4	4	5	3	3	4	10	12	0.83
Item 2	5	4	5	4	3	4	11	12	0.92
Item 3	5	4	5	4	3	4	11	12	0.92
Item 4	5	5	5	4	4	4	12	12	1
Item 5	5	5	5	4	4	4	12	12	1
Item 6	5	5	4	4	4	3	11	12	0.92
Item 7	4	4	5	3	3	4	10	12	0.83
Item 8	5	4	5	4	3	4	11	12	0.92

**Table 4.2 Validation test result**

Items	Expert			S1	S2	S3	$\Sigma s$	n(c-1)	V
	Expert 1	Expert 2	Expert 3						
Item 9	4	4	5	3	3	4	10	12	0.83

The table above displays the Aiken V calculation results for each assessment item provided by the expert validators. The validity test calculation with Aiken's V uses the formula  $V = \sum s / [n(c-1)]$ , wherein s represents the score achieved in the assessment minus the minimum score, n indicates the number of validators, and c indicates the maximum score in the assessment. Aiken's V is determined by the ratio of consensus among evaluators concerning the appropriateness of the item relative to the assessed indicator. Aiken's V runs from 0 to 1, where a value of 1 signifies complete agreement among raters.<sup>37</sup>

The researcher considers it necessary to conduct a comprehensive test employing the same methodology to validate the expert validity test. Consequently, the computations are derived as follows.

**Table 4.3 Validation test result**

Items	Expert			S1	S2	S3	$\Sigma s$	n(c-1)	V
	Expert 1	Expert 2	Expert 3						
Item 1-9	42	39	44	33	30	35	98	108	0.91

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<sup>37</sup> Afiyanti.



The validity test findings utilizing Aiken's V for the researcher-developed pocketbook yielded a score of 0.91. Subsequent to implementing enhancements informed by expert feedback and product validation assessments. The researchers' pocketbook has satisfied the criteria for implementation at IBS of Roudlatul Qur'an 1 Kampus Tamaddun

## **B. Discussion**

In this chapter, the author discussed the results of the product development conducted using the Borg & Gall development model. Based on this model, the product development process follows a systematic and structured series of stages. The author connected the findings of this study with two relevant previous studies to provide deeper insights into the application of the Borg & Gall model in the context of product development. This discussion will explore how the model was adapted in this research, the challenges encountered, and the advantages identified in its implementation.

The Borg & Gall model is a development model that consists of several systematic stages, namely need analysis, research and information collecting, planning, developing preliminary form, preliminary field testing, main product revision, main field testing, operational field testing and dissemination. This model is widely used in various fields, including education, technology, and product development. The application of this model allows developers to create products that are not only relevant to user needs but also possess a high level of effectiveness. By following these

structured steps, the model ensures that the product undergoes thorough development, from conceptualization to testing, allowing for continuous improvement and refinement based on user feedback and evaluation.

The first relevant study by Julianto, adapted the Borg & Gall model for the development of an English vocabulary pocket book for Islamic Education Management students. The findings of this study revealed that the application of this model resulted in an effective product that significantly improved the quality of learning. The research emphasized the importance of the testing phase, which was conducted interactively, to ensure that the developed learning media truly met the needs of the students. In the context of this research, these findings are also applicable, where evaluation and revision become crucial stages in refining the developed product. The application of the Borg & Gall model in this study has proven to help enhance the quality of the product, aligning it with the needs identified from the very beginning of the development process.<sup>38</sup>

The second relevant study is by Mar'ah, which focused on the development of English learning materials for Primary School Teacher Education students using the Borg & Gall model. This study found that the involvement of teachers and curriculum developers in the design and evaluation stages of the product had a significant impact on the success of its implementation. A similar finding emerged in our research, where the

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<sup>38</sup> Julianto, *Designing Pocketbook of English Vocabulary for Islamic Education Management Study Program of IAIN Palopo*.

involvement of various stakeholders, such as teachers and education administrators, in the product design phase became a key factor in developing an effective and relevant product. Their input and feedback ensured that the product was closely aligned with both the educational goals and the needs of the students, further emphasizing the importance of collaboration in the product development process.<sup>39</sup>

Although the Borg & Gall model has a clear and detailed structure, its application was not without challenges. One of the main challenges identified in this study is the time limitations at each stage of development. This model requires repeated testing and evaluation, which often demands more time to achieve optimal results. As found in the first study by Julianto, repeated interactions are crucial to ensure that the product meets the identified needs. However, this process also contributes to the extended time required for refinement and improvement. The need for continuous feedback and adjustment, while essential for the product's effectiveness, presents a challenge in terms of time management and resource allocation during the development process.<sup>40</sup>

In addition, the second study by Mar'ah highlighted that one of the major obstacles in applying the Borg & Gall model is the lack of training for product developers, including teachers, instructors, or even administrators. The inadequacy of proper training can lead to difficulties in

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<sup>39</sup> Mar'ah, *Developing English Learning Materials for Students of Islamic Elementary School Teacher Education Study Program at IAIN Metro*.

<sup>40</sup> Julianto, *Designing Pocketbook of English Vocabulary for Islamic Education Management Study Program of IAIN Palopo*.

understanding and implementing the stages outlined in this model. In our research, we also discovered that product developers require more intensive support during the design and evaluation stages to effectively address these challenges. As a result, our recommendation is to provide more comprehensive training for developers to ensure that the development process runs more effectively and efficiently. This would equip them with the necessary skills and understanding to navigate the complexities of the model and enhance the overall quality of the product being developed.

One of the main advantages of the Borg & Gall model is its flexibility, making it applicable to various contexts and types of products. The first study conducted by Julianto demonstrated that this model is effective for developing products that involve technology and learning media. The study emphasized that the model can be easily adapted to meet user needs, and through the iterative stages of evaluation and revision, the developed product can be continuously improved in line with technological advancements and evolving user requirements. This adaptability ensures that the product remains relevant and effective over time, making it a valuable tool in dynamic fields such as educational technology and multimedia resources.

The second study, conducted by Mar'ah, also demonstrated that the Borg & Gall model allows for better customization to meet local needs. In the context of curriculum development, the study found that this model enables developers to tailor the curriculum to the conditions of the students

and the teaching environment on the ground. This finding aligns with the results found in our study, where the Borg & Gall model provided flexibility in adapting the product to the specific needs of the users. The strength of this model lies in its ability to evolve and improve over time through continuous feedback from the users. This iterative process ensures that the product remains relevant and effective, constantly refining to meet the changing demands of the educational context and the learners' needs.

Furthermore, the Borg & Gall model provides an opportunity for continuous evaluation, which can enhance the quality of the product and make it more effective and relevant. In this study, we found that evaluation conducted at each stage of development is crucial in ensuring that the resulting product meets the users' expectations and the goals intended to be achieved. The iterative nature of the evaluation process allows for ongoing improvements, addressing any shortcomings or emerging needs. Therefore, the strength of this model lies in its ability to continuously adapt and refine the product throughout the entire development cycle, ensuring that it remains aligned with both user needs and evolving educational objectives.

Overall, the application of the Borg & Gall model in product development has yielded very positive results, despite several challenges that need to be addressed. This model has proven to be effective in producing products that align with user needs, particularly in the context of education and curriculum development. However, time limitations and the lack of training for product developers have been identified as barriers that

need attention. Therefore, in this study, we recommend that greater emphasis be placed on providing comprehensive training for developers and stakeholders involved in the process, as well as ensuring sufficient time is allocated for thorough testing and evaluation at each stage. By addressing these challenges, the development process can be further optimized, leading to more effective and sustainable products.

Based on the findings, it can be concluded that the Borg & Gall model is an excellent choice for product development that requires a systematic approach and continuous evaluation. Product development using this model can enhance the quality and effectiveness of the resulting product, better meeting user needs. With improvements in training and time allocation, this model will become even more effective in the development of future products. The iterative nature of the model allows for ongoing refinement, ensuring that the product remains relevant and adaptable to the changing needs of users and the educational context.

### **C. Research Limitation**

The developed pocketbook undoubtedly possesses several limitations. This arises from the researchers' limitations in product development and the research process itself. The following are some of these limitations:

1. The researchers' limited capacity to create and assemble appropriate resources for students at Islamic boarding schools leads to an extended and time-consuming process.

2. The development research of the pocketbook developed for students at the Islamic boarding school was conducted only up to the revision stage and did not include product testing.
3. A lack of development research focusing on Islamic boarding schools constituted a significant barrier encountered by the researchers throughout the research procedure.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

#### **A. Conclusion of the Product**

This research and development resulted in a product, specifically a pocketbook entitled English in My Week. According to the research conducted and development, the following conclusions can be drawn:

1. The findings of this study indicate that students in Islamic boarding schools require English pocket books that are contextually relevant, linguistically accessible, and pedagogically supportive. These needs include simplified explanations of grammar, vocabulary related to religious and daily life contexts, bilingual content, and portable design to facilitate independent and informal learning outside the classroom.
2. The development of the pocket book followed to the Borg & Gall approach, simplified into six stages from the original ten which are research and information collection, planning, developing preliminary product, validating, revising and dissemination. The resultant product garnered a score of  $> 0.90$  from expert. This result demonstrated that the developed product fulfills with the previously specified standards.

#### **B. Suggestion for Using Products**

According to the research results, the author might provide the following suggestions:



1. This research may act as a reference for the creation of more captivating educational material.
2. for language tutors, it is expected that this research result would be further updated with enhanced and diverse resources to ensure its continued relevance to advancements in education at the Islamic Boarding School.
3. For students It is expected this research will be encouraged to acclimate to utilizing English both in school and Islamic Boarding School.
4. Additional research is essential, including sampling and comprehensive testing, to evaluate the efficacy of utilizing pocket books in the Islamic Boarding School context, thereby ascertaining their impact on enhancing the quality of English language learning, particularly among Islamic Boarding School students.

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# APPENDICES

1/23/24, 10:43 AM

IZIN PRASURVEY



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

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

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

Nomor : B-0273/In.28/J/TL.01/01/2024  
Lampiran : -  
Perihal : IZIN PRASURVEY

Kepada Yth.,  
MUHAMMAD YAHYA MUSTOFA  
KAMAL, S.Ag Al-Hafidz PONDOK  
PESANTREN ROUDLATUL  
QUR'AN 1 KAMPUS TAMADDUN  
di-

Tempat

*Assalamu'alaikum Wr. Wb.*

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

Nama : ALIQ FIKRI ZULQORNAIN  
NPM : 2001051001  
Semester : 8 (Delapan)  
Jurusan : Tadris Bahasa Inggris  
Judul : ISLAMIC BOARDING SCHOOL OF ROUDLATUL  
QUR'AN 1 KAMPUS TAMADDUN STUDENTS

untuk melakukan prasurvey di PONDOK PESANTREN ROUDLATUL QUR'AN 1 KAMPUS TAMADDUN, dalam rangka menyelesaikan Tugas Akhir/Skripsi.

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

*Wassalamu'alaikum Wr. Wb.*

Metro, 24 Januari 2024  
Ketua Jurusan,



**Dr. Much Deiniatur M.Pd.B.I.**  
NIP 19880308 201503 1 006



معهد روضة القرآن الإسلامي

**PONDOK PESANTREN ROUDLATUL QUR'AN SATU  
KAMPUS TAMADDUN**

website : [www.pprqtamaddun.com](http://www.pprqtamaddun.com)

Email : [pprqtkampustamaddun@gmail.com](mailto:pprqtkampustamaddun@gmail.com) No.Telp : 082180347677

Jln. Pesantren 16 Krajan, Kel. Mulyojati Kec. Metro Barat Kota Metro

Nomor : 0053/PPRQ1/X/SB/2024  
Lampiran : -  
Perihal : Izin Pelaksanaan Pra-Survey

Kepada Yth,

di -  
Tempat

*Assalamu'alaikum Wr. Wb.*

Puji Syukur kehadiran Allah SWT. Shalawat dan Salam tetap tercurahkan kepada Baginda Rasulullah SAW. Salam silaturahmi kami haturkan, Semoga dalam lindungan, rahmat, dan naungan Allah SWT sehingga selalu sukses mengemban tugas-tugas yang telah diamanahkan.

Menindak lanjuti perihal surat permohonan izin pra-survei dari Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro

Nama : ALIQ FIKRI ZULQORNAIN  
NPM : 2001051001  
Semester : 9  
Jurusan : Tadris Bahasa Inggris

Dengan ini kami memberikan izin untuk melaksanakan pra-survei di Pondok Pesantren Roudlatul Qur'an 1 Kampus Tamaddun dengan judul penelitian "DEVELOPING ENGLISH POCKETBOOK FOR ISLAMIC BOARDING SCHOOL OF ROUDLATUL QUR'AN 1 KAMPUS TAMADDUN STUDENTS".

Demikian surat ini kami sampaikan, atas kerjasamanya kami ucapkan terimakasih.

*Wassalamu'alaikum Wr. Wb.*

Metro, 1 Oktober 2024

**Mengetahui,**

Pimpinan Pon-Pes Roudlatul Qur'an  
Metro – Lampung



Gus M. Yahya Mustofa Kamal, Al Hafizh

5/20/25, 6:15 PM

SURAT TUGAS



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

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

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

## **SURAT TUGAS**

Nomor: B-0785/In.28/D.1/TL.01/03/2025

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

Nama : **ALIQ FIKRI ZULQORNAIN**  
NPM : 2001051001  
Semester : 10 (Sepuluh)  
Jurusan : Tadris Bahasa Inggris

- Untuk :
1. Mengadakan observasi/survey di PON PES ROUDLATUL QUR'AN 1 KAMPUS TAMADDU, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "DEVELOPING ENGLISH POCKET BOOK FOR ISLAMIC BOARDING SCHOOL OF ROUDLATUL QUR'AN 1 KAMPUS TAMADDUN".
  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 : 03 Maret 2025

Mengetahui,  
Pejabat Setempat




Wakil Dekan Akademik dan  
Kelembagaan,



**Dr. Tubagus Ali Rachman Puja**  
**Kesuma M.Pd**  
NIP 19880823 201503 1 007



5/20/25, 6:16 PM

IZIN RESEARCH



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

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

Nomor : B-0786/In.28/D.1/TL.00/03/2025  
Lampiran : -  
Perihal : IZIN RESEARCH

Kepada Yth.,  
PIMPINAN PON PES ROUDLATUL  
QUR'AN 1 KAMPUS TAMADDU  
di-  
Tempat

*Assalamu'alaikum Wr. Wb.*

Sehubungan dengan Surat Tugas Nomor: B-0785/In.28/D.1/TL.01/03/2025, tanggal 03 Maret 2025 atas nama saudara:

Nama : ALIQ FIKRI ZULQORNAIN  
NPM : 2001051001  
Semester : 10 (Sepuluh)  
Jurusan : Tadris Bahasa Inggris

Maka dengan ini kami sampaikan kepada PIMPINAN PON PES ROUDLATUL QUR'AN 1 KAMPUS TAMADDU bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di PON PES ROUDLATUL QUR'AN 1 KAMPUS TAMADDU, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "DEVELOPING ENGLISH POCKET BOOK FOR ISLAMIC BOARDING SCHOOL OF ROUDLATUL QUR'AN 1 KAMPUS TAMADDUN".

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

*Wassalamu'alaikum Wr. Wb.*

Metro, 03 Maret 2025  
Wakil Dekan Akademik dan  
Kelembagaan,



**Dr. Tubagus Ali Rachman Puja  
Kesuma M.Pd  
NIP 19880823 201503 1 007**



معهد روضة القرآن الإسلامي

**PONDOK PESANTREN ROUDLATUL QUR'AN SATU  
KAMPUS TAMADDUN**

website : [www.pprqtamaddun.com](http://www.pprqtamaddun.com)

E-mail : [pprq1kampustamaddun@gmail.com](mailto:pprq1kampustamaddun@gmail.com) No.Telp : 082180347677

Jln. Pesantren 16 Krajan, Kel. Mulyojati Kec. Metro Barat Kota Metro

Nomor : 0071/PPRQ1/III/SB/2025  
Lampiran : -  
Perihal : Izin Pelaksanaan Research

Kepada Yth,

di -  
Tempat

*Assalamu'alaikum Wr. Wb.*

Puji Syukur kehadiran Allah SWT. Shalawat dan Salam tetap tercurahkan kepada Baginda Rasulullah SAW. Salam silaturahmi kami haturkan, Semoga dalam lindungan, rahmat, dan naungan Allah SWT sehingga selalu sukses mengemban tugas-tugas yang telah diamanahkan.

Menindak lanjuti perihal surat permohonan research dari Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro

Nama : ALIQ FIKRI ZULQORNAIN  
NPM : 2001051001  
Semester : 10  
Jurusan : Tadris Bahasa Inggris

Dengan ini kami memberikan izin untuk melaksanakan research di Pondok Pesantren Roudlatul Qur'an 1 Kampus Tamaddun dengan judul penelitian "DEVELOPING ENGLISH POCKETBOOK FOR ISLAMIC BOARDING SCHOOL OF ROUDLATUL QUR'AN 1 KAMPUS TAMADDUN STUDENTS".  
Demikian surat ini kami sampaikan, atas kerjasamanya kami ucapkan terimakasih.

*Wassalamu'alaikum Wr. Wb.*

Metro, 04 Maret 2025

**Mengetahui,**

Pimpinan Pon-Pes Roudlatul Qur'an  
Metro – Lampung



Gus M. Yahya Mustofa Kamal, Al Hafizh



معهد روضة القرآن الإسلامي

**PONDOK PESANTREN ROUDLATUL QUR'AN SATU  
KAMPUS TAMADDUN**

website : [www.pprqtamaddun.com](http://www.pprqtamaddun.com)

E-mail : [pprqtkampustamaddun@gmail.com](mailto:pprqtkampustamaddun@gmail.com) No.Telp : 082180347677

Jln. Pesantren 16 Krajan, Kel. Mulyojati Kec. Metro Barat Kota Metro

**SURAT KETERANGAN  
No. 089/PPRQ1/VI/SKet/2025**

Yang bertanda tangan di bawah ini

Nama : H. Muhammad Yahya Mustofa Kamal, S.Ag Al Hafizh  
Jabatan : Pimpinan Pondok Pesantren  
Unit tugas : Pondok Pesantren Roudlatul Qur'an 1 Kampus Tamaddun  
Alamat : Jl. Pesantren 16A Krajan, Kel. Mulyojati Kec. Metro Barat

Dengan ini menerangkan telah menggunakan karya berupa **English in My Week** dari hasil penelitian:

Nama : Aliq Fikri Zulqornain  
NPM : 2001051001  
Jurusan : Tadris Bahasa Inggris  
Perguruan Tinggi : Institut Agama Islam Negeri Metro

Dengan judul : **"Developing English Pocket Book for Islamic Boarding School of Roudlatul Qur'an 1 Kampus Tamaddun"**. Karya tersebut telah digunakan sejak 4 Juni 2025.

Demikian surat keterangan ini kami sampaikan. Atas kerja samanya kami ucapkan terima kasih.

Metro, 04 Juni 2025

**Mengetahui,**

Pimpinan Pon-Pes Roudlatul Qur'an  
Metro – Lampung



**Gus H. M. Yahya Mustofa Kamal, Al  
Hafizh**

### Interview Guide

1. What are the sources of English materials in dormitory?  
*Sumber materi yang diberikan berasal dari kamus, setiap malam sebelum memberikan kosakata, tutor akan berdiskusi tentang kosakata yang akan diberikan untuk keesok paginya.*
2. What are the characteristics of an ideal pocket book?  
*Karakteristik pocket book yang baik adalah yang mudah dibawa, tulisan jelas, mudah dipahami bagi anak yang baru belajar bahasa Inggris.*
3. What additional features or content should be added to pocket book?  
*Ada contoh percakapan, cara baca yang benar, kemudian beberapa hal seperti tenses yang biasa digunakan, panduan membaca tanggal dan jam dalam bahasa Inggris sepertinya bagus apabila ditambahkan ke dalam pocket book untuk anak yang baru belajar bahasa Inggris.*
4. What are your expectations for the development of pocket book for Islamic Boarding School?  
*Harapan kami, pocket book yang sedang dikembangkan benar benar dapat memberikan dampak positif untuk perkembangan belajar bahasa Inggris anak. Selain itu semoga pocket book yang akan disusun dapat terus dikembangkan kedepannya.*

Nama : M. Reyhan

Kelas : VII

Sekolah : SMP Tamaddun Roudlatul Qur'an

*Centanglah Aspek Yang Menurut Saudara Diperlukan Dalam Pengembangan English Pocket Book!*

1. Compensatory function

Pocketbook sebaiknya harus

- |                                     |  |
|-------------------------------------|--|
| <input type="checkbox"/>            | Mempermudah penggunaan kamus                                     |
| <input checked="" type="checkbox"/> | Menggantikan peran kamus untuk mencari padanan kata dengan mudah |
| <input type="checkbox"/>            | Mempermudah penggunaan buku cetak pembelajaran                   |

2. Efficient in time and effort

Pocketbook sebaiknya disusun dalam

- |                                     |   |
|-------------------------------------|---|
| <input checked="" type="checkbox"/> | Bentuk yang ringkas dan padat                   |
| <input type="checkbox"/>            | Besar dan meliputi tema yang beragam            |
| <input type="checkbox"/>            | Sama seperti buku cetak pembelajaran di sekolah |

3. Multimedia tools

Dalam pocketbook sebaiknya mencantumkan media pendukung seperti

- |                                     |                                     |
|-------------------------------------|-------------------------------------|
| <input checked="" type="checkbox"/> | Pemilihan jenis tulisan yang sesuai |
| <input type="checkbox"/>            | Gambar pendukung                    |
| <input type="checkbox"/>            | Link audio                          |
| <input type="checkbox"/>            | Link YouTube                        |

4. Authentic texts

Pocketbook yang baik seharusnya memuat materi

- |                                     |                                       |
|-------------------------------------|---------------------------------------|
| <input checked="" type="checkbox"/> | Sesuai dengan level peserta didik     |
| <input type="checkbox"/>            | Sesuai dengan keseharian di Pesantren |
| <input type="checkbox"/>            | Yang terdapat di luar pesantren       |

5. Mother tongue

Pengembangan pocketbook didasarkan pada

- |                                     |                                    |
|-------------------------------------|------------------------------------|
| <input type="checkbox"/>            | Budaya dan keseharian di pesantren |
| <input type="checkbox"/>            | Budaya dan keseharian penutur asli |
| <input checked="" type="checkbox"/> | Suku dan bahasa asal peserta didik |

Nama : M. Azwar Fadhil

Kelas : VII

Sekolah : SMP Tamaddun Roudlatul Qur'an

*Centanglah Aspek Yang Menurut Saudara Diperlukan Dalam Pengembangan English Pocket Book!*

1. Compensatory function

Pocketbook sebaiknya harus

- |                                     |  |
|-------------------------------------|--|
| <input type="checkbox"/>            | Mempermudah penggunaan kamus                                     |
| <input checked="" type="checkbox"/> | Menggantikan peran kamus untuk mencari padanan kata dengan mudah |
| <input type="checkbox"/>            | Mempermudah penggunaan buku cetak pembelajaran                   |

2. Efficient in time and effort

Pocketbook sebaiknya disusun dalam

- |                                     |   |
|-------------------------------------|---|
| <input type="checkbox"/>            | Bentuk yang ringkas dan padat                   |
| <input checked="" type="checkbox"/> | Besar dan meliputi tema yang beragam            |
| <input type="checkbox"/>            | Sama seperti buku cetak pembelajaran di sekolah |

3. Multimedia tools

Dalam pocketbook sebaiknya mencantumkan media pendukung seperti

- |                                     |                                     |
|-------------------------------------|-------------------------------------|
| <input checked="" type="checkbox"/> | Pemilihan jenis tulisan yang sesuai |
| <input type="checkbox"/>            | Gambar pendukung                    |
| <input type="checkbox"/>            | Link audio                          |
| <input type="checkbox"/>            | Link YouTube                        |

4. Authentic texts

Pocketbook yang baik seharusnya memuat materi

- |                                     |                                       |
|-------------------------------------|---------------------------------------|
| <input checked="" type="checkbox"/> | Sesuai dengan level peserta didik     |
| <input type="checkbox"/>            | Sesuai dengan keseharian di Pesantren |
| <input type="checkbox"/>            | Yang terdapat di luar pesantren       |

5. Mother tongue

Pengembangan pocketbook didasarkan pada

- |                                     |                                    |
|-------------------------------------|------------------------------------|
| <input type="checkbox"/>            | Budaya dan keseharian di pesantren |
| <input type="checkbox"/>            | Budaya dan keseharian penutur asli |
| <input checked="" type="checkbox"/> | Suku dan bahasa asal peserta didik |

Nama : Silvi Lidya Saputri  
 Kelas : VII  
 Sekolah : SMP Tamaddun Roudlatul Qur'an

*Centanglah Aspek Yang Menurut Saudara Diperlukan Dalam Pengembangan English Pocket Book!*

1. Compensatory function

Pocketbook sebaiknya harus

- |                                     |  |
|-------------------------------------|--|
| <input type="checkbox"/>            | Mempermudah penggunaan kamus                                     |
| <input checked="" type="checkbox"/> | Menggantikan peran kamus untuk mencari padanan kata dengan mudah |
| <input type="checkbox"/>            | Mempermudah penggunaan buku cetak pembelajaran                   |

2. Efficient in time and effort

Pocketbook sebaiknya disusun dalam

- |                                     |   |
|-------------------------------------|---|
| <input type="checkbox"/>            | Bentuk yang ringkas dan padat                   |
| <input checked="" type="checkbox"/> | Besar dan meliputi tema yang beragam            |
| <input type="checkbox"/>            | Sama seperti buku cetak pembelajaran di sekolah |

3. Multimedia tools

Dalam pocketbook sebaiknya mencantumkan media pendukung seperti

- |                                     |                                     |
|-------------------------------------|-------------------------------------|
| <input checked="" type="checkbox"/> | Pemilihan jenis tulisan yang sesuai |
| <input type="checkbox"/>            | Gambar pendukung                    |
| <input type="checkbox"/>            | Link audio                          |
| <input type="checkbox"/>            | Link YouTube                        |

4. Authentic texts

Pocketbook yang baik seharusnya memuat materi

- |                                     |                                       |
|-------------------------------------|---------------------------------------|
| <input checked="" type="checkbox"/> | Sesuai dengan level peserta didik     |
| <input type="checkbox"/>            | Sesuai dengan keseharian di Pesantren |
| <input type="checkbox"/>            | Yang terdapat di luar pesantren       |

5. Mother tongue

Pengembangan pocketbook didasarkan pada

- |                                     |                                    |
|-------------------------------------|------------------------------------|
| <input type="checkbox"/>            | Budaya dan keseharian di pesantren |
| <input type="checkbox"/>            | Budaya dan keseharian penutur asli |
| <input checked="" type="checkbox"/> | Suku dan bahasa asal peserta didik |



Nama : *devano Anizam*

Kelas : VII

Sekolah : SMP Tamaddun Roudlatul Qur'an

*Centanglah Aspek Yang Menurut Saudara Diperlukan Dalam Pengembangan English Pocket Book!*

1. Compensatory function

Pocketbook sebaiknya harus



Mempermudah penggunaan kamus



Menggantikan peran kamus untuk mencari padanan kata dengan mudah



Mempermudah penggunaan buku cetak pembelajaran

2. Efficient in time and effort

Pocketbook sebaiknya disusun dalam



Bentuk yang ringkas dan padat



Besar dan meliputi tema yang beragam



Sama seperti buku cetak pembelajaran di sekolah

3. Multimedia tools

Dalam pocketbook sebaiknya mencantumkan media pendukung seperti



Pemilihan jenis tulisan yang sesuai



Gambar pendukung



Link audio



Link YouTube

4. Authentic texts

Pocketbook yang baik seharusnya memuat materi



Sesuai dengan level peserta didik



Sesuai dengan keseharian di Pesantren



Yang terdapat di luar pesantren

5. Mother tongue

Pengembangan pocketbook didasarkan pada



Budaya dan keseharian di pesantren



Budaya dan keseharian penutur asli



Suku dan bahasa asal peserta didik



Nama : Giadis Nur Azmi

Kelas : VII

Sekolah : SMP Tamaddun Roudlatul Qur'an

*Centanglah Aspek Yang Menurut Saudara Diperlukan Dalam Pengembangan English Pocket Book!*

1. Compensatory function

Pocketbook sebaiknya harus

- |                                     |  |
|-------------------------------------|--|
| <input checked="" type="checkbox"/> | Mempermudah penggunaan kamus                                     |
| <input type="checkbox"/>            | Menggantikan peran kamus untuk mencari padanan kata dengan mudah |
| <input type="checkbox"/>            | Mempermudah penggunaan buku cetak pembelajaran                   |

2. Efficient in time and effort

Pocketbook sebaiknya disusun dalam

- |                                     |   |
|-------------------------------------|---|
| <input checked="" type="checkbox"/> | Bentuk yang ringkas dan padat                   |
| <input type="checkbox"/>            | Besar dan meliputi tema yang beragam            |
| <input type="checkbox"/>            | Sama seperti buku cetak pembelajaran di sekolah |

3. Multimedia tools

Dalam pocketbook sebaiknya mencantumkan media pendukung seperti

- |                                     |                                     |
|-------------------------------------|-------------------------------------|
| <input type="checkbox"/>            | Pemilihan jenis tulisan yang sesuai |
| <input type="checkbox"/>            | Gambar pendukung                    |
| <input checked="" type="checkbox"/> | Link audio                          |
| <input type="checkbox"/>            | Link YouTube                        |

4. Authentic texts

Pocketbook yang baik seharusnya memuat materi

- |                                     |                                       |
|-------------------------------------|---------------------------------------|
| <input checked="" type="checkbox"/> | Sesuai dengan level peserta didik     |
| <input type="checkbox"/>            | Sesuai dengan keseharian di Pesantren |
| <input type="checkbox"/>            | Yang terdapat di luar pesantren       |

5. Mother tongue

Pengembangan pocketbook didasarkan pada

- |                                     |                                    |
|-------------------------------------|------------------------------------|
| <input checked="" type="checkbox"/> | Budaya dan keseharian di pesantren |
| <input type="checkbox"/>            | Budaya dan keseharian penutur asli |
| <input type="checkbox"/>            | Suku dan bahasa asal peserta didik |

Nama : Reva Rizumi Lorenza

Kelas : VII

Sekolah : SMP Tamaddun Roudlatul Qur'an

*Centanglah Aspek Yang Menurut Saudara Diperlukan Dalam Pengembangan English Pocket Book!*

1. Compensatory function

Pocketbook sebaiknya harus

- |                                     |  |
|-------------------------------------|--|
| <input checked="" type="checkbox"/> | Mempermudah penggunaan kamus                                     |
| <input type="checkbox"/>            | Menggantikan peran kamus untuk mencari padanan kata dengan mudah |
| <input type="checkbox"/>            | Mempermudah penggunaan buku cetak pembelajaran                   |

2. Efficient in time and effort

Pocketbook sebaiknya disusun dalam

- |                                     |   |
|-------------------------------------|---|
| <input checked="" type="checkbox"/> | Bentuk yang ringkas dan padat                   |
| <input type="checkbox"/>            | Besar dan meliputi tema yang beragam            |
| <input type="checkbox"/>            | Sama seperti buku cetak pembelajaran di sekolah |

3. Multimedia tools

Dalam pocketbook sebaiknya mencantumkan media pendukung seperti

- |                                     |                                     |
|-------------------------------------|-------------------------------------|
| <input type="checkbox"/>            | Pemilihan jenis tulisan yang sesuai |
| <input checked="" type="checkbox"/> | Gambar pendukung                    |
| <input type="checkbox"/>            | Link audio                          |
| <input type="checkbox"/>            | Link YouTube                        |

4. Authentic texts

Pocketbook yang baik seharusnya memuat materi

- |                                     |                                       |
|-------------------------------------|---------------------------------------|
| <input checked="" type="checkbox"/> | Sesuai dengan level peserta didik     |
| <input type="checkbox"/>            | Sesuai dengan keseharian di Pesantren |
| <input type="checkbox"/>            | Yang terdapat di luar pesantren       |

5. Mother tongue

Pengembangan pocketbook didasarkan pada

- |                                     |                                    |
|-------------------------------------|------------------------------------|
| <input checked="" type="checkbox"/> | Budaya dan keseharian di pesantren |
| <input type="checkbox"/>            | Budaya dan keseharian penutur asli |
| <input type="checkbox"/>            | Suku dan bahasa asal peserta didik |

Nama : Umy aina mardotitah at-iskandar

Kelas : VII

Sekolah : SMP Tamaddun Roudlatul Qur'an

*Centanglah Aspek Yang Menurut Saudara Diperlukan Dalam Pengembangan English Pocket Book!*

1. Compensatory function

Pocketbook sebaiknya harus

- |                                     |  |
|-------------------------------------|--|
| <input checked="" type="checkbox"/> | Mempermudah penggunaan kamus                                     |
| <input type="checkbox"/>            | Menggantikan peran kamus untuk mencari padanan kata dengan mudah |
| <input type="checkbox"/>            | Mempermudah penggunaan buku cetak pembelajaran                   |

2. Efficient in time and effort

Pocketbook sebaiknya disusun dalam

- |                                     |   |
|-------------------------------------|---|
| <input checked="" type="checkbox"/> | Bentuk yang ringkas dan padat                   |
| <input type="checkbox"/>            | Besar dan meliputi tema yang beragam            |
| <input type="checkbox"/>            | Sama seperti buku cetak pembelajaran di sekolah |

3. Multimedia tools

Dalam pocketbook sebaiknya mencantumkan media pendukung seperti

- |                                     |                                     |
|-------------------------------------|-------------------------------------|
| <input type="checkbox"/>            | Pemilihan jenis tulisan yang sesuai |
| <input checked="" type="checkbox"/> | Gambar pendukung                    |
| <input type="checkbox"/>            | Link audio                          |
| <input type="checkbox"/>            | Link YouTube                        |

4. Authentic texts

Pocketbook yang baik seharusnya memuat materi

- |                                     |                                       |
|-------------------------------------|---------------------------------------|
| <input checked="" type="checkbox"/> | Sesuai dengan level peserta didik     |
| <input type="checkbox"/>            | Sesuai dengan keseharian di Pesantren |
| <input type="checkbox"/>            | Yang terdapat di luar pesantren       |

5. Mother tongue

Pengembangan pocketbook didasarkan pada

- |                                     |                                    |
|-------------------------------------|------------------------------------|
| <input checked="" type="checkbox"/> | Budaya dan keseharian di pesantren |
| <input type="checkbox"/>            | Budaya dan keseharian penutur asli |
| <input type="checkbox"/>            | Suku dan bahasa asal peserta didik |

Nama : Chitka Aini Salsabila

Kelas : VII

Sekolah : SMP Tamaddun Roudlatul Qur'an

*Centanglah Aspek Yang Menurut Saudara Diperlukan Dalam Pengembangan English Pocket Book!*

#### 1. Compensatory function

Pocketbook sebaiknya harus

- |                                     |  |
|-------------------------------------|--|
| <input type="checkbox"/>            | Mempermudah penggunaan kamus                                     |
| <input checked="" type="checkbox"/> | Menggantikan peran kamus untuk mencari padanan kata dengan mudah |
| <input type="checkbox"/>            | Mempermudah penggunaan buku cetak pembelajaran                   |

#### 2. Efficient in time and effort

Pocketbook sebaiknya disusun dalam

- |                                     |   |
|-------------------------------------|---|
| <input checked="" type="checkbox"/> | Bentuk yang ringkas dan padat                   |
| <input type="checkbox"/>            | Besar dan meliputi tema yang beragam            |
| <input type="checkbox"/>            | Sama seperti buku cetak pembelajaran di sekolah |

#### 3. Multimedia tools

Dalam pocketbook sebaiknya mencantumkan media pendukung seperti

- |                                     |                                     |
|-------------------------------------|-------------------------------------|
| <input type="checkbox"/>            | Pemilihan jenis tulisan yang sesuai |
| <input checked="" type="checkbox"/> | Gambar pendukung                    |
| <input type="checkbox"/>            | Link audio                          |
| <input type="checkbox"/>            | Link YouTube                        |

#### 4. Authentic texts

Pocketbook yang baik seharusnya memuat materi

- |                                     |                                       |
|-------------------------------------|---------------------------------------|
| <input checked="" type="checkbox"/> | Sesuai dengan level peserta didik     |
| <input type="checkbox"/>            | Sesuai dengan keseharian di Pesantren |
| <input type="checkbox"/>            | Yang terdapat di luar pesantren       |

#### 5. Mother tongue

Pengembangan pocketbook didasarkan pada

- |                                     |                                    |
|-------------------------------------|------------------------------------|
| <input checked="" type="checkbox"/> | Budaya dan keseharian di pesantren |
| <input type="checkbox"/>            | Budaya dan keseharian penutur asli |
| <input type="checkbox"/>            | Suku dan bahasa asal peserta didik |

Nama : Apcia Azahra

Kelas : VII

Sekolah : SMP Tamaddun Roudlatul Qur'an

*Centanglah Aspek Yang Menurut Saudara Diperlukan Dalam Pengembangan English Pocket Book!*

1. Compensatory function

Pocketbook sebaiknya harus

- |                                     |  |
|-------------------------------------|--|
| <input type="checkbox"/>            | Mempermudah penggunaan kamus                                     |
| <input checked="" type="checkbox"/> | Menggantikan peran kamus untuk mencari padanan kata dengan mudah |
| <input type="checkbox"/>            | Mempermudah penggunaan buku cetak pembelajaran                   |

2. Efficient in time and effort

Pocketbook sebaiknya disusun dalam

- |                                     |   |
|-------------------------------------|---|
| <input checked="" type="checkbox"/> | Bentuk yang ringkas dan padat                   |
| <input type="checkbox"/>            | Besar dan meliputi tema yang beragam            |
| <input type="checkbox"/>            | Sama seperti buku cetak pembelajaran di sekolah |

3. Multimedia tools

Dalam pocketbook sebaiknya mencantumkan media pendukung seperti

- |                                     |                                     |
|-------------------------------------|-------------------------------------|
| <input type="checkbox"/>            | Pemilihan jenis tulisan yang sesuai |
| <input checked="" type="checkbox"/> | Gambar pendukung                    |
| <input type="checkbox"/>            | Link audio                          |
| <input type="checkbox"/>            | Link YouTube                        |

4. Authentic texts

Pocketbook yang baik seharusnya memuat materi

- |                                     |                                       |
|-------------------------------------|---------------------------------------|
| <input checked="" type="checkbox"/> | Sesuai dengan level peserta didik     |
| <input type="checkbox"/>            | Sesuai dengan keseharian di Pesantren |
| <input type="checkbox"/>            | Yang terdapat di luar pesantren       |

5. Mother tongue

Pengembangan pocketbook didasarkan pada

- |                                     |                                    |
|-------------------------------------|------------------------------------|
| <input checked="" type="checkbox"/> | Budaya dan keseharian di pesantren |
| <input type="checkbox"/>            | Budaya dan keseharian penutur asli |
| <input type="checkbox"/>            | Suku dan bahasa asal peserta didik |

Nama : Zasiya Olivia Azahra

Kelas : VII

Sekolah : SMP Tamaddun Roudlatul Qur'an

*Centanglah Aspek Yang Menurut Saudara Diperlukan Dalam Pengembangan English Pocket Book!*

1. Compensatory function

Pocketbook sebaiknya harus

- |                                     |  |
|-------------------------------------|--|
| <input type="checkbox"/>            | Mempermudah penggunaan kamus                                     |
| <input checked="" type="checkbox"/> | Menggantikan peran kamus untuk mencari padanan kata dengan mudah |
| <input type="checkbox"/>            | Mempermudah penggunaan buku cetak pembelajaran                   |

2. Efficient in time and effort

Pocketbook sebaiknya disusun dalam

- |                                     |   |
|-------------------------------------|---|
| <input checked="" type="checkbox"/> | Bentuk yang ringkas dan padat                   |
| <input type="checkbox"/>            | Besar dan meliputi tema yang beragam            |
| <input type="checkbox"/>            | Sama seperti buku cetak pembelajaran di sekolah |

3. Multimedia tools

Dalam pocketbook sebaiknya mencantumkan media pendukung seperti

- |                                     |                                     |
|-------------------------------------|-------------------------------------|
| <input checked="" type="checkbox"/> | Pemilihan jenis tulisan yang sesuai |
| <input type="checkbox"/>            | Gambar pendukung                    |
| <input type="checkbox"/>            | Link audio                          |
| <input type="checkbox"/>            | Link YouTube                        |

4. Authentic texts

Pocketbook yang baik seharusnya memuat materi

- |                                     |                                       |
|-------------------------------------|---------------------------------------|
| <input type="checkbox"/>            | Sesuai dengan level peserta didik     |
| <input checked="" type="checkbox"/> | Sesuai dengan keseharian di Pesantren |
| <input type="checkbox"/>            | Yang terdapat di luar pesantren       |

5. Mother tongue

Pengembangan pocketbook didasarkan pada

- |                                     |                                    |
|-------------------------------------|------------------------------------|
| <input checked="" type="checkbox"/> | Budaya dan keseharian di pesantren |
| <input type="checkbox"/>            | Budaya dan keseharian penutur asli |
| <input type="checkbox"/>            | Suku dan bahasa asal peserta didik |



Nama : ZAFIRA NAISHA Sofyan

Kelas : VII

Sekolah : SMP Tamaddun Roudlatul Qur'an

*Centanglah Aspek Yang Menurut Saudara Diperlukan Dalam Pengembangan English Pocket Book!*

#### 1. Compensatory function

Pocketbook sebaiknya harus

- |                                     |  |
|-------------------------------------|--|
| <input type="checkbox"/>            | Mempermudah penggunaan kamus                                     |
| <input checked="" type="checkbox"/> | Menggantikan peran kamus untuk mencari padanan kata dengan mudah |
| <input type="checkbox"/>            | Mempermudah penggunaan buku cetak pembelajaran                   |

#### 2. Efficient in time and effort

Pocketbook sebaiknya disusun dalam

- |                                     |   |
|-------------------------------------|---|
| <input checked="" type="checkbox"/> | Bentuk yang ringkas dan padat                   |
| <input type="checkbox"/>            | Besar dan meliputi tema yang beragam            |
| <input type="checkbox"/>            | Sama seperti buku cetak pembelajaran di sekolah |

#### 3. Multimedia tools

Dalam pocketbook sebaiknya mencantumkan media pendukung seperti

- |                                     |                                     |
|-------------------------------------|-------------------------------------|
| <input checked="" type="checkbox"/> | Pemilihan jenis tulisan yang sesuai |
| <input type="checkbox"/>            | Gambar pendukung                    |
| <input type="checkbox"/>            | Link audio                          |
| <input type="checkbox"/>            | Link YouTube                        |

#### 4. Authentic texts

Pocketbook yang baik seharusnya memuat materi

- |                                     |                                       |
|-------------------------------------|---------------------------------------|
| <input type="checkbox"/>            | Sesuai dengan level peserta didik     |
| <input checked="" type="checkbox"/> | Sesuai dengan keseharian di Pesantren |
| <input type="checkbox"/>            | Yang terdapat di luar pesantren       |

#### 5. Mother tongue

Pengembangan pocketbook didasarkan pada

- |                                     |                                    |
|-------------------------------------|------------------------------------|
| <input checked="" type="checkbox"/> | Budaya dan keseharian di pesantren |
| <input type="checkbox"/>            | Budaya dan keseharian penutur asli |
| <input type="checkbox"/>            | Suku dan bahasa asal peserta didik |

Nama : Rizki Margi Agling  
Kelas : VII

Sekolah : SMP Tamaddun Roudlatul Qur'an

*Centanglah Aspek Yang Menurut Saudara Diperlukan Dalam Pengembangan English Pocket Book!*

#### 1. Compensatory function

Pocketbook sebaiknya harus

- ☐ Mempermudah penggunaan kamus
- ☒ Menggantikan peran kamus untuk mencari padanan kata dengan mudah
- ☐ Mempermudah penggunaan buku cetak pembelajaran

#### 2. Efficient in time and effort

Pocketbook sebaiknya disusun dalam

- ☒ Bentuk yang ringkas dan padat
- ☐ Besar dan meliputi tema yang beragam
- ☐ Sama seperti buku cetak pembelajaran di sekolah

#### 3. Multimedia tools

Dalam pocketbook sebaiknya mencantumkan media pendukung seperti

- ☒ Pemilihan jenis tulisan yang sesuai
- ☐ Gambar pendukung
- ☐ Link audio
- ☐ Link YouTube

#### 4. Authentic texts

Pocketbook yang baik seharusnya memuat materi

- ☐ Sesuai dengan level peserta didik
- ☒ Sesuai dengan keseharian di Pesantren
- ☐ Yang terdapat di luar pesantren

#### 5. Mother tongue

Pengembangan pocketbook didasarkan pada

- ☒ Budaya dan keseharian di pesantren
- ☐ Budaya dan keseharian penutur asli
- ☐ Suku dan bahasa asal peserta didik



Nama : M. Angga aditya

Kelas : VII

Sekolah : SMP Tamaddun Roudlatul Qur'an

*Centanglah Aspek Yang Menurut Saudara Diperlukan Dalam Pengembangan English Pocket Book!*

1. Compensatory function

Pocketbook sebaiknya harus

- |                                     |  |
|-------------------------------------|--|
| <input type="checkbox"/>            | Mempermudah penggunaan kamus                                     |
| <input checked="" type="checkbox"/> | Menggantikan peran kamus untuk mencari padanan kata dengan mudah |
| <input type="checkbox"/>            | Mempermudah penggunaan buku cetak pembelajaran                   |

2. Efficient in time and effort

Pocketbook sebaiknya disusun dalam

- |                                     |   |
|-------------------------------------|---|
| <input checked="" type="checkbox"/> | Bentuk yang ringkas dan padat                   |
| <input type="checkbox"/>            | Besar dan meliputi tema yang beragam            |
| <input type="checkbox"/>            | Sama seperti buku cetak pembelajaran di sekolah |

3. Multimedia tools

Dalam pocketbook sebaiknya mencantumkan media pendukung seperti

- |                                     |                                     |
|-------------------------------------|-------------------------------------|
| <input checked="" type="checkbox"/> | Pemilihan jenis tulisan yang sesuai |
| <input type="checkbox"/>            | Gambar pendukung                    |
| <input type="checkbox"/>            | Link audio                          |
| <input type="checkbox"/>            | Link YouTube                        |

4. Authentic texts

Pocketbook yang baik seharusnya memuat materi

- |                                     |                                       |
|-------------------------------------|---------------------------------------|
| <input type="checkbox"/>            | Sesuai dengan level peserta didik     |
| <input checked="" type="checkbox"/> | Sesuai dengan keseharian di Pesantren |
| <input type="checkbox"/>            | Yang terdapat di luar pesantren       |

5. Mother tongue

Pengembangan pocketbook didasarkan pada

- |                                     |                                    |
|-------------------------------------|------------------------------------|
| <input checked="" type="checkbox"/> | Budaya dan keseharian di pesantren |
| <input type="checkbox"/>            | Budaya dan keseharian penutur asli |
| <input type="checkbox"/>            | Suku dan bahasa asal peserta didik |

Nama : Azzam Pasha Fakh

Kelas : VII

Sekolah : SMP Tamaddun Roudlatul Qur'an

*Centanglah Aspek Yang Menurut Saudara Diperlukan Dalam Pengembangan English Pocket Book!*

1. Compensatory function

Pocketbook sebaiknya harus

- |                                     |  |
|-------------------------------------|--|
| <input type="checkbox"/>            | Mempermudah penggunaan kamus                                     |
| <input checked="" type="checkbox"/> | Menggantikan peran kamus untuk mencari padanan kata dengan mudah |
| <input type="checkbox"/>            | Mempermudah penggunaan buku cetak pembelajaran                   |

2. Efficient in time and effort

Pocketbook sebaiknya disusun dalam

- |                                     |   |
|-------------------------------------|---|
| <input checked="" type="checkbox"/> | Bentuk yang ringkas dan padat                   |
| <input type="checkbox"/>            | Besar dan meliputi tema yang beragam            |
| <input type="checkbox"/>            | Sama seperti buku cetak pembelajaran di sekolah |

3. Multimedia tools

Dalam pocketbook sebaiknya mencantumkan media pendukung seperti

- |                                     |                                     |
|-------------------------------------|-------------------------------------|
| <input checked="" type="checkbox"/> | Pemilihan jenis tulisan yang sesuai |
| <input type="checkbox"/>            | Gambar pendukung                    |
| <input type="checkbox"/>            | Link audio                          |
| <input type="checkbox"/>            | Link YouTube                        |

4. Authentic texts

Pocketbook yang baik seharusnya memuat materi

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|-------------------------------------|---------------------------------------|
| <input type="checkbox"/>            | Sesuai dengan level peserta didik     |
| <input checked="" type="checkbox"/> | Sesuai dengan keseharian di Pesantren |
| <input type="checkbox"/>            | Yang terdapat di luar pesantren       |

5. Mother tongue

Pengembangan pocketbook didasarkan pada

- |                                     |                                    |
|-------------------------------------|------------------------------------|
| <input checked="" type="checkbox"/> | Budaya dan keseharian di pesantren |
| <input type="checkbox"/>            | Budaya dan keseharian penutur asli |
| <input type="checkbox"/>            | Suku dan bahasa asal peserta didik |

Nama : Azzam Pasha Fakhri

Kelas : VII

Sekolah : SMP Tamaddun Roudlatul Qur'an

*Centanglah Aspek Yang Menurut Saudara Diperlukan Dalam Pengembangan English Pocket Book!*

#### 1. Compensatory function

Pocketbook sebaiknya harus

- |                                     |  |
|-------------------------------------|--|
| <input type="checkbox"/>            | Mempermudah penggunaan kamus                                     |
| <input checked="" type="checkbox"/> | Menggantikan peran kamus untuk mencari padanan kata dengan mudah |
| <input type="checkbox"/>            | Mempermudah penggunaan buku cetak pembelajaran                   |

#### 2. Efficient in time and effort

Pocketbook sebaiknya disusun dalam

- |                                     |   |
|-------------------------------------|---|
| <input checked="" type="checkbox"/> | Bentuk yang ringkas dan padat                   |
| <input type="checkbox"/>            | Besar dan meliputi tema yang beragam            |
| <input type="checkbox"/>            | Sama seperti buku cetak pembelajaran di sekolah |

#### 3. Multimedia tools

Dalam pocketbook sebaiknya mencantumkan media pendukung seperti

- |                                     |                                     |
|-------------------------------------|-------------------------------------|
| <input checked="" type="checkbox"/> | Pemilihan jenis tulisan yang sesuai |
| <input type="checkbox"/>            | Gambar pendukung                    |
| <input type="checkbox"/>            | Link audio                          |
| <input type="checkbox"/>            | Link YouTube                        |

#### 4. Authentic texts

Pocketbook yang baik seharusnya memuat materi

- |                                     |                                       |
|-------------------------------------|---------------------------------------|
| <input type="checkbox"/>            | Sesuai dengan level peserta didik     |
| <input checked="" type="checkbox"/> | Sesuai dengan keseharian di Pesantren |
| <input type="checkbox"/>            | Yang terdapat di luar pesantren       |

#### 5. Mother tongue

Pengembangan pocketbook didasarkan pada

- |                                     |                                    |
|-------------------------------------|------------------------------------|
| <input checked="" type="checkbox"/> | Budaya dan keseharian di pesantren |
| <input type="checkbox"/>            | Budaya dan keseharian penutur asli |
| <input type="checkbox"/>            | Suku dan bahasa asal peserta didik |

Nama : Ihan Dhya Erlinda

Kelas : VII

Sekolah : SMP Tamaddun Roudlatul Qur'an

*Centanglah Aspek Yang Menurut Saudara Diperlukan Dalam Pengembangan English Pocket Book!*

#### 1. Compensatory function

Pocketbook sebaiknya harus

- |                                     |  |
|-------------------------------------|--|
| <input type="checkbox"/>            | Mempermudah penggunaan kamus                                     |
| <input checked="" type="checkbox"/> | Menggantikan peran kamus untuk mencari padanan kata dengan mudah |
| <input type="checkbox"/>            | Mempermudah penggunaan buku cetak pembelajaran                   |

#### 2. Efficient in time and effort

Pocketbook sebaiknya disusun dalam

- |                                     |   |
|-------------------------------------|---|
| <input checked="" type="checkbox"/> | Bentuk yang ringkas dan padat                   |
| <input type="checkbox"/>            | Besar dan meliputi tema yang beragam            |
| <input type="checkbox"/>            | Sama seperti buku cetak pembelajaran di sekolah |

#### 3. Multimedia tools

Dalam pocketbook sebaiknya mencantumkan media pendukung seperti

- |                                     |                                     |
|-------------------------------------|-------------------------------------|
| <input checked="" type="checkbox"/> | Pemilihan jenis tulisan yang sesuai |
| <input type="checkbox"/>            | Gambar pendukung                    |
| <input type="checkbox"/>            | Link audio                          |
| <input type="checkbox"/>            | Link YouTube                        |

#### 4. Authentic texts

Pocketbook yang baik seharusnya memuat materi

- |                                     |                                       |
|-------------------------------------|---------------------------------------|
| <input type="checkbox"/>            | Sesuai dengan level peserta didik     |
| <input checked="" type="checkbox"/> | Sesuai dengan keseharian di Pesantren |
| <input type="checkbox"/>            | Yang terdapat di luar pesantren       |

#### 5. Mother tongue

Pengembangan pocketbook didasarkan pada

- |                                     |                                    |
|-------------------------------------|------------------------------------|
| <input checked="" type="checkbox"/> | Budaya dan keseharian di pesantren |
| <input type="checkbox"/>            | Budaya dan keseharian penutur asli |
| <input type="checkbox"/>            | Suku dan bahasa asal peserta didik |

Nama : Chalisha Queena hergurt

Kelas : VII

Sekolah : SMP Tamaddun Roudlatul Qur'an

*Centanglah Aspek Yang Menurut Saudara Diperlukan Dalam Pengembangan English Pocket Book!*

#### 1. Compensatory function

Pocketbook sebaiknya harus

- |                                     |  |
|-------------------------------------|--|
| <input type="checkbox"/>            | Mempermudah penggunaan kamus                                     |
| <input checked="" type="checkbox"/> | Menggantikan peran kamus untuk mencari padanan kata dengan mudah |
| <input type="checkbox"/>            | Mempermudah penggunaan buku cetak pembelajaran                   |

#### 2. Efficient in time and effort

Pocketbook sebaiknya disusun dalam

- |                                     |   |
|-------------------------------------|---|
| <input checked="" type="checkbox"/> | Bentuk yang ringkas dan padat                   |
| <input type="checkbox"/>            | Besar dan meliputi tema yang beragam            |
| <input type="checkbox"/>            | Sama seperti buku cetak pembelajaran di sekolah |

#### 3. Multimedia tools

Dalam pocketbook sebaiknya mencantumkan media pendukung seperti

- |                                     |                                     |
|-------------------------------------|-------------------------------------|
| <input checked="" type="checkbox"/> | Pemilihan jenis tulisan yang sesuai |
| <input type="checkbox"/>            | Gambar pendukung                    |
| <input type="checkbox"/>            | Link audio                          |
| <input type="checkbox"/>            | Link YouTube                        |

#### 4. Authentic texts

Pocketbook yang baik seharusnya memuat materi

- |                                     |                                       |
|-------------------------------------|---------------------------------------|
| <input type="checkbox"/>            | Sesuai dengan level peserta didik     |
| <input checked="" type="checkbox"/> | Sesuai dengan keseharian di Pesantren |
| <input type="checkbox"/>            | Yang terdapat di luar pesantren       |

#### 5. Mother tongue

Pengembangan pocketbook didasarkan pada

- |                                     |                                    |
|-------------------------------------|------------------------------------|
| <input checked="" type="checkbox"/> | Budaya dan keseharian di pesantren |
| <input type="checkbox"/>            | Budaya dan keseharian penutur asli |
| <input type="checkbox"/>            | Suku dan bahasa asal peserta didik |

Nama : Khoirul azzam Nur Fohim

Kelas : VII

Sekolah : SMP Tamaddun Roudlatul Qur'an

*Centanglah Aspek Yang Menurut Saudara Diperlukan Dalam Pengembangan English Pocket Book!*

1. Compensatory function

Pocketbook sebaiknya harus

- |                                     |  |
|-------------------------------------|--|
| <input type="checkbox"/>            | Mempermudah penggunaan kamus                                     |
| <input checked="" type="checkbox"/> | Menggantikan peran kamus untuk mencari padanan kata dengan mudah |
| <input type="checkbox"/>            | Mempermudah penggunaan buku cetak pembelajaran                   |

2. Efficient in time and effort

Pocketbook sebaiknya disusun dalam

- |                                     |   |
|-------------------------------------|---|
| <input checked="" type="checkbox"/> | Bentuk yang ringkas dan padat                   |
| <input type="checkbox"/>            | Besar dan meliputi tema yang beragam            |
| <input type="checkbox"/>            | Sama seperti buku cetak pembelajaran di sekolah |

3. Multimedia tools

Dalam pocketbook sebaiknya mencantumkan media pendukung seperti

- |                                     |                                     |
|-------------------------------------|-------------------------------------|
| <input checked="" type="checkbox"/> | Pemilihan jenis tulisan yang sesuai |
| <input type="checkbox"/>            | Gambar pendukung                    |
| <input type="checkbox"/>            | Link audio                          |
| <input type="checkbox"/>            | Link YouTube                        |

4. Authentic texts

Pocketbook yang baik seharusnya memuat materi

- |                                     |                                       |
|-------------------------------------|---------------------------------------|
| <input type="checkbox"/>            | Sesuai dengan level peserta didik     |
| <input checked="" type="checkbox"/> | Sesuai dengan keseharian di Pesantren |
| <input type="checkbox"/>            | Yang terdapat di luar pesantren       |

5. Mother tongue

Pengembangan pocketbook didasarkan pada

- |                                     |                                    |
|-------------------------------------|------------------------------------|
| <input checked="" type="checkbox"/> | Budaya dan keseharian di pesantren |
| <input type="checkbox"/>            | Budaya dan keseharian penutur asli |
| <input type="checkbox"/>            | Suku dan bahasa asal peserta didik |

Nama : Monica Aurellia

Kelas : VII

Sekolah : SMP Tamaddun Roudlatul Qur'an

*Centanglah Aspek Yang Menurut Saudara Diperlukan Dalam Pengembangan English Pocket Book!*

1. Compensatory function

Pocketbook sebaiknya harus

- |                                     |  |
|-------------------------------------|--|
| <input type="checkbox"/>            | Mempermudah penggunaan kamus                                     |
| <input checked="" type="checkbox"/> | Menggantikan peran kamus untuk mencari padanan kata dengan mudah |
| <input type="checkbox"/>            | Mempermudah penggunaan buku cetak pembelajaran                   |

2. Efficient in time and effort

Pocketbook sebaiknya disusun dalam

- |                                     |   |
|-------------------------------------|---|
| <input checked="" type="checkbox"/> | Bentuk yang ringkas dan padat                   |
| <input type="checkbox"/>            | Besar dan meliputi tema yang beragam            |
| <input type="checkbox"/>            | Sama seperti buku cetak pembelajaran di sekolah |

3. Multimedia tools

Dalam pocketbook sebaiknya mencantumkan media pendukung seperti

- |                                     |                                     |
|-------------------------------------|-------------------------------------|
| <input checked="" type="checkbox"/> | Pemilihan jenis tulisan yang sesuai |
| <input type="checkbox"/>            | Gambar pendukung                    |
| <input type="checkbox"/>            | Link audio                          |
| <input type="checkbox"/>            | Link YouTube                        |

4. Authentic texts

Pocketbook yang baik seharusnya memuat materi

- |                                     |                                       |
|-------------------------------------|---------------------------------------|
| <input type="checkbox"/>            | Sesuai dengan level peserta didik     |
| <input checked="" type="checkbox"/> | Sesuai dengan keseharian di Pesantren |
| <input type="checkbox"/>            | Yang terdapat di luar pesantren       |

5. Mother tongue

Pengembangan pocketbook didasarkan pada

- |                                     |                                    |
|-------------------------------------|------------------------------------|
| <input checked="" type="checkbox"/> | Budaya dan keseharian di pesantren |
| <input type="checkbox"/>            | Budaya dan keseharian penutur asli |
| <input type="checkbox"/>            | Suku dan bahasa asal peserta didik |



Nama : Reinar Akbar

Kelas : VII

Sekolah : SMP Tamaddun Roudlatul Qur'an

*Centanglah Aspek Yang Menurut Saudara Diperlukan Dalam Pengembangan English Pocket Book!*

1. Compensatory function

Pocketbook sebaiknya harus

- |                                     |  |
|-------------------------------------|--|
| <input type="checkbox"/>            | Mempermudah penggunaan kamus                                     |
| <input checked="" type="checkbox"/> | Menggantikan peran kamus untuk mencari padanan kata dengan mudah |
| <input type="checkbox"/>            | Mempermudah penggunaan buku cetak pembelajaran                   |

2. Efficient in time and effort

Pocketbook sebaiknya disusun dalam

- |                                     |   |
|-------------------------------------|---|
| <input checked="" type="checkbox"/> | Bentuk yang ringkas dan padat                   |
| <input type="checkbox"/>            | Besar dan meliputi tema yang beragam            |
| <input type="checkbox"/>            | Sama seperti buku cetak pembelajaran di sekolah |

3. Multimedia tools

Dalam pocketbook sebaiknya mencantumkan media pendukung seperti

- |                                     |                                     |
|-------------------------------------|-------------------------------------|
| <input checked="" type="checkbox"/> | Pemilihan jenis tulisan yang sesuai |
| <input type="checkbox"/>            | Gambar pendukung                    |
| <input type="checkbox"/>            | Link audio                          |
| <input type="checkbox"/>            | Link YouTube                        |

4. Authentic texts

Pocketbook yang baik seharusnya memuat materi

- |                                     |                                       |
|-------------------------------------|---------------------------------------|
| <input type="checkbox"/>            | Sesuai dengan level peserta didik     |
| <input checked="" type="checkbox"/> | Sesuai dengan keseharian di Pesantren |
| <input type="checkbox"/>            | Yang terdapat di luar pesantren       |

5. Mother tongue

Pengembangan pocketbook didasarkan pada

- |                                     |                                    |
|-------------------------------------|------------------------------------|
| <input checked="" type="checkbox"/> | Budaya dan keseharian di pesantren |
| <input type="checkbox"/>            | Budaya dan keseharian penutur asli |
| <input type="checkbox"/>            | Suku dan bahasa asal peserta didik |



Nama : Rava Rizans Lorenza  
 Kelas : VII

Sekolah : SMP Tamaddun Roudlatul Qur'an

*Centanglah Aspek Yang Menurut Saudara Diperlukan Dalam Pengembangan English Pocket Book!*

#### 1. Compensatory function

Pocketbook sebaiknya harus

- |                                     |  |
|-------------------------------------|--|
| <input type="checkbox"/>            | Mempermudah penggunaan kamus                                     |
| <input checked="" type="checkbox"/> | Menggantikan peran kamus untuk mencari padanan kata dengan mudah |
| <input type="checkbox"/>            | Mempermudah penggunaan buku cetak pembelajaran                   |

#### 2. Efficient in time and effort

Pocketbook sebaiknya disusun dalam

- |                                     |   |
|-------------------------------------|---|
| <input checked="" type="checkbox"/> | Bentuk yang ringkas dan padat                   |
| <input type="checkbox"/>            | Besar dan meliputi tema yang beragam            |
| <input type="checkbox"/>            | Sama seperti buku cetak pembelajaran di sekolah |

#### 3. Multimedia tools

Dalam pocketbook sebaiknya mencantumkan media pendukung seperti

- |                                     |                                     |
|-------------------------------------|-------------------------------------|
| <input checked="" type="checkbox"/> | Pemilihan jenis tulisan yang sesuai |
| <input type="checkbox"/>            | Gambar pendukung                    |
| <input type="checkbox"/>            | Link audio                          |
| <input type="checkbox"/>            | Link YouTube                        |

#### 4. Authentic texts

Pocketbook yang baik seharusnya memuat materi

- |                                     |                                       |
|-------------------------------------|---------------------------------------|
| <input type="checkbox"/>            | Sesuai dengan level peserta didik     |
| <input checked="" type="checkbox"/> | Sesuai dengan keseharian di Pesantren |
| <input type="checkbox"/>            | Yang terdapat di luar pesantren       |

#### 5. Mother tongue

Pengembangan pocketbook didasarkan pada

- |                                     |                                    |
|-------------------------------------|------------------------------------|
| <input checked="" type="checkbox"/> | Budaya dan keseharian di pesantren |
| <input checked="" type="checkbox"/> | Budaya dan keseharian penutur asli |
| <input type="checkbox"/>            | Suku dan bahasa asal peserta didik |

Nama : Priksen Afeto

Kelas : VII

Sekolah : SMP Tamaddun Roudlatul Qur'an

*Centanglah Aspek Yang Menurut Saudara Diperlukan Dalam Pengembangan English Pocket Book!*

1. Compensatory function

Pocketbook sebaiknya harus

- |                                     |  |
|-------------------------------------|--|
| <input type="checkbox"/>            | Mempermudah penggunaan kamus                                     |
| <input checked="" type="checkbox"/> | Menggantikan peran kamus untuk mencari padanan kata dengan mudah |
| <input type="checkbox"/>            | Mempermudah penggunaan buku cetak pembelajaran                   |

2. Efficient in time and effort

Pocketbook sebaiknya disusun dalam

- |                                     |   |
|-------------------------------------|---|
| <input checked="" type="checkbox"/> | Bentuk yang ringkas dan padat                   |
| <input type="checkbox"/>            | Besar dan meliputi tema yang beragam            |
| <input type="checkbox"/>            | Sama seperti buku cetak pembelajaran di sekolah |

3. Multimedia tools

Dalam pocketbook sebaiknya mencantumkan media pendukung seperti

- |                                     |                                     |
|-------------------------------------|-------------------------------------|
| <input checked="" type="checkbox"/> | Pemilihan jenis tulisan yang sesuai |
| <input type="checkbox"/>            | Gambar pendukung                    |
| <input type="checkbox"/>            | Link audio                          |
| <input type="checkbox"/>            | Link YouTube                        |

4. Authentic texts

Pocketbook yang baik seharusnya memuat materi

- |                                     |                                       |
|-------------------------------------|---------------------------------------|
| <input type="checkbox"/>            | Sesuai dengan level peserta didik     |
| <input checked="" type="checkbox"/> | Sesuai dengan keseharian di Pesantren |
| <input type="checkbox"/>            | Yang terdapat di luar pesantren       |

5. Mother tongue

Pengembangan pocketbook didasarkan pada

- |                                     |                                    |
|-------------------------------------|------------------------------------|
| <input checked="" type="checkbox"/> | Budaya dan keseharian di pesantren |
| <input type="checkbox"/>            | Budaya dan keseharian penutur asli |
| <input type="checkbox"/>            | Suku dan bahasa asal peserta didik |

Nama : M. Sholahuddin

Kelas : VII

Sekolah : SMP Tamaddun Roudlatul Qur'an

*Centanglah Aspek Yang Menurut Saudara Diperlukan Dalam Pengembangan English Pocket Book!*

1. Compensatory function

Pocketbook sebaiknya harus

- |                                     |  |
|-------------------------------------|--|
| <input type="checkbox"/>            | Mempermudah penggunaan kamus                                     |
| <input checked="" type="checkbox"/> | Menggantikan peran kamus untuk mencari padanan kata dengan mudah |
| <input type="checkbox"/>            | Mempermudah penggunaan buku cetak pembelajaran                   |

2. Efficient in time and effort

Pocketbook sebaiknya disusun dalam

- |                                     |   |
|-------------------------------------|---|
| <input checked="" type="checkbox"/> | Bentuk yang ringkas dan padat                   |
| <input type="checkbox"/>            | Besar dan meliputi tema yang beragam            |
| <input type="checkbox"/>            | Sama seperti buku cetak pembelajaran di sekolah |

3. Multimedia tools

Dalam pocketbook sebaiknya mencantumkan media pendukung seperti

- |                                     |                                     |
|-------------------------------------|-------------------------------------|
| <input checked="" type="checkbox"/> | Pemilihan jenis tulisan yang sesuai |
| <input type="checkbox"/>            | Gambar pendukung                    |
| <input type="checkbox"/>            | Link audio                          |
| <input type="checkbox"/>            | Link YouTube                        |

4. Authentic texts

Pocketbook yang baik seharusnya memuat materi

- |                                     |                                       |
|-------------------------------------|---------------------------------------|
| <input type="checkbox"/>            | Sesuai dengan level peserta didik     |
| <input checked="" type="checkbox"/> | Sesuai dengan keseharian di Pesantren |
| <input type="checkbox"/>            | Yang terdapat di luar pesantren       |

5. Mother tongue

Pengembangan pocketbook didasarkan pada

- |                                     |                                    |
|-------------------------------------|------------------------------------|
| <input checked="" type="checkbox"/> | Budaya dan keseharian di pesantren |
| <input type="checkbox"/>            | Budaya dan keseharian penutur asli |
| <input checked="" type="checkbox"/> | Suku dan bahasa asal peserta didik |

Nama : Muhammad Fathir Subaqiy

Kelas : VII

Sekolah : SMP Tamaddun Roudlatul Qur'an

*Centanglah Aspek Yang Menurut Saudara Diperlukan Dalam Pengembangan English Pocket Book!*

1. Compensatory function

Pocketbook sebaiknya harus

- |                                     |  |
|-------------------------------------|--|
| <input type="checkbox"/>            | Mempermudah penggunaan kamus                                     |
| <input checked="" type="checkbox"/> | Menggantikan peran kamus untuk mencari padanan kata dengan mudah |
| <input type="checkbox"/>            | Mempermudah penggunaan buku cetak pembelajaran                   |

2. Efficient in time and effort

Pocketbook sebaiknya disusun dalam

- |                                     |   |
|-------------------------------------|---|
| <input checked="" type="checkbox"/> | Bentuk yang ringkas dan padat                   |
| <input type="checkbox"/>            | Besar dan meliputi tema yang beragam            |
| <input type="checkbox"/>            | Sama seperti buku cetak pembelajaran di sekolah |

3. Multimedia tools

Dalam pocketbook sebaiknya mencantumkan media pendukung seperti

- |                                     |                                     |
|-------------------------------------|-------------------------------------|
| <input checked="" type="checkbox"/> | Pemilihan jenis tulisan yang sesuai |
| <input type="checkbox"/>            | Gambar pendukung                    |
| <input type="checkbox"/>            | Link audio                          |
| <input type="checkbox"/>            | Link YouTube                        |

4. Authentic texts

Pocketbook yang baik seharusnya memuat materi

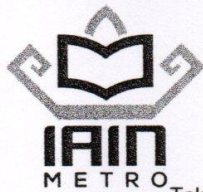
- |                                     |                                       |
|-------------------------------------|---------------------------------------|
| <input type="checkbox"/>            | Sesuai dengan level peserta didik     |
| <input checked="" type="checkbox"/> | Sesuai dengan keseharian di Pesantren |
| <input type="checkbox"/>            | Yang terdapat di luar pesantren       |

5. Mother tongue

Pengembangan pocketbook didasarkan pada

- |                                     |                                    |
|-------------------------------------|------------------------------------|
| <input checked="" type="checkbox"/> | Budaya dan keseharian di pesantren |
| <input type="checkbox"/>            | Budaya dan keseharian penutur asli |
| <input type="checkbox"/>            | Suku dan bahasa asal peserta didik |





**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
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](http://digilib.metrouniv.ac.id); [perpustakaan@metrouniv.ac.id](mailto:perpustakaan@metrouniv.ac.id)

**SURAT KETERANGAN BEBAS PUSTAKA  
Nomor : P-411/In.28/S/U.1/OT.01/06/2025**

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

Nama : ALIQ FIKRI ZULQORNAIN  
NPM : 2001051001  
Fakultas / Jurusan : Tarbiyah dan Ilmu Keguruan / Tadris Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2024/2025 dengan nomor anggota 2001051001.

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, 10 Juni 2025  
Kepala Perpustakaan,

Aan Guntoni, S.I.Pust.  
NIP. 19920428 201903 1 009



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

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

Metro, 24 April 2025

Nomor : B-1256/In.28.1/J/PP.00.9/04/2025  
Hal : Permohonan menjadi validator  
Lampiran : 3 berkas

Yth. Dr. Much Deiniatur M.Pd.B.I.

Dosen IAIN Metro

Sehubungan dengan penyelesaian skripsi mahasiswa berikut:

Nama : Aliq Fikri Zulqornain  
NPM : 2001051001  
Program Studi : Tadris Bahasa Inggris  
Pembimbing : Prof. Dr. Dedi Irwansyah, M.Hum  
Judul : Developing English Pocket Book for Islamic Boarding School of Roudlatul Qur'an 1 Kampus Tamaddun

Maka dengan ini kami memohon kepada bapak/ibu untuk berkenan menjadi validator rancangan produk penelitian dengan judul "English in My Pocket". Kami sangat mengharapkan Bapak/Ibu dapat menyerahkan hasil validasi paling lama 1 (satu) minggu.

Demikian permohonan ini kami sampaikan. Atas kerja sama yang baik dari bapak/ibu kami ucapkan terima kasih.

Mengetahui,  
Ketua Jurusan Tadris Bahasa Inggris



**Dr. Much Deiniatur M.Pd.B.I.**  
NIP. 19880308 201503 1 006





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

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

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

Metro, 24 April 2025

Nomor : B-1256/In.28.11J/PP.00-9/04/2025  
Hal : Permohonan menjadi validator  
Lampiran : 3 berkas

Yth. Dr. Umi Yawisah, M.Hum

Dosen IAIN Metro

Sehubungan dengan penyelesaian skripsi mahasiswa berikut:

Nama : Aliq Fikri Zulqornain  
NPM : 2001051001  
Program Studi : Tadris Bahasa Inggris  
Pembimbing : Prof. Dr. Dedi Irwansyah, M.Hum  
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Demikian permohonan ini kami sampaikan. Atas kerja sama yang baik dari bapak/ibu kami ucapkan terima kasih.

Mengetahui,

Kapen IAIN Metro Tadris Bahasa Inggris



Dr. Much Deiniatur M.Pd.B.I.

NIP. 19880308 201503 1 006



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

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

Metro, 24 April 2025

Nomor : B-1256/In.28.1/J/PP.00.9/04/2025  
Hal : Permohonan menjadi validator  
Lampiran : 3 berkas

Yth. Dr. Yuniarti, M.Pd

Dosen IAIN Metro

Sehubungan dengan penyelesaian skripsi mahasiswa berikut:

Nama : Aliq Fikri Zulqornain  
NPM : 2001051001  
Program Studi : Tadris Bahasa Inggris  
Pembimbing : Prof. Dr. Dedi Irwansyah, M.Hum  
Judul : Developing English Pocket Book for Islamic Boarding School of Roudlatul Qur'an 1 Kampus Tamaddun

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Demikian permohonan ini kami sampaikan. Atas kerja sama yang baik dari bapak/ibu kami ucapkan terima kasih.

Mengetahui,

Ketua Jurusan Tadris Bahasa Inggris



Dr. Much Deiniatur M.Pd.B.I.

NIP. 19880308 201503 1 006





**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
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Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iaim@metrouniv.ac.id

**SURAT KETERANGAN VALIDASI**

Yang bertanda tangan di bawah ini:

Nama : Dr. Much Deintratur, M.Pd.B.I.  
Jabatan : Kaprodi TBI.  
Instansi Asal : IAIN Metro.

Menyatakan bahwa rancangan produk dengan judul

“English in My Week”

Dari mahasiswa:

Nama : Aliq Fikri Zulqornain  
Program Studi : Tadris Bahasa Inggris  
NPM : 2001051001

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

1. Design Cover .....
2. ....
3. ....
4. ....
5. ....

Metro, May 14<sup>th</sup> 2025  
Validator

Dr. Much Deintratur, M.Pd.B.I.

\*coret yang tidak perlu



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

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

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

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Yang bertanda tangan di bawah ini:

Nama : Dr. Umi Yawisah, M.Hum.

Jabatan : Dosen

Instansi Asal : IAIN Metro

Menyatakan bahwa rancangan produk dengan judul

"English in My Week"

Dari mahasiswa:

Nama : Aliq Fikri Zulqornain

Program Studi : Tadris Bahasa Inggris

NPM : 2001051001

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

1. The book is ready to be published
2. ....
3. ....
4. ....
5. ....

Metro, 14 Mei 2025  
Validator

*Umi Yawisah*  
umi yawisah

\*coret yang tidak perlu



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

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Program Studi : Tadris Bahasa Inggris

NPM : 2001051001

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

1. ....
2. ....
3. ....
4. ....
5. ....

Metro, May 15, 2025  
Validator

\*coret yang tidak perlu

Dr. Yunarti, M.Pd.

EXPERT VALIDATION  
DEVELOPING ENGLISH POCKET BOOK  
FOR ISLAMIC BOARDING SCHOOL OF ROUDLATUL QUR'AN I  
KAMPUS TAMADDUN

Name : Dr. Much Deiniatur M.Pd.B.I.

NIP : 19880308 201503 1 006

Day/Date :

**Instructions:**

1. Fill in the 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: Strongly disagree

Score 2: Disagree

**Score 3: Decent**

Score 4: Agree

Score 5: Strongly agree

3. After completing all questionnaire items, you will be requested to provide feedback on the Developing English Pocket Book for Islamic Boarding School of Roudlatul Qur'an 1 Kampus Tamaddun.
4. Thank you very much for your availability to review the creation of Developing English Pocket Book for Islamic Boarding School of Roudlatul Qur'an 1 Kampus Tamaddun.

## Assessment sheet

No.	Assessed Aspects	Score				
		1	2	3	4	5
1.	Pocket book material is suitable for beginners				✓	
Notes						
2.	The overall pocket book material is in accordance with the needs of students at Islamic Boarding School					✓
Notes						
3.	The pocket book materials help students to communicate in English at Islamic Boarding School					✓
Notes						

4.	The input materials for pocket book are interesting and easy to understand					✓
Notes						
5.	The materials in pocket book are applicable for Islamic Boarding School					✓
Notes						
6.	The size of the pocket book is right and practical to carry everywhere					✓
Notes						
7.	Font type and size display are appropriate				✓	
Notes						
8.	Interesting pocket book design					✓
Notes						
9.	The cover of pocket book is attractive and relevant to Islamic Boarding School				✓	
Notes						

Metro, .....<sup>May 14<sup>th</sup></sup> 2025  
 Validator

**Dr. Much Deiniatur M.Pd.B.I.**  
**NIP. 19880308 201503 1 006**






4.	The input materials for pocket book are interesting and easy to understand					✓
Notes						
5.	The materials in pocket book are applicable for Islamic Boarding School					✓
Notes						
6.	The size of the pocket book is right and practical to carry everywhere					✓
Notes						
7.	Font type and size display are appropriate				✓	
Notes						
8.	Interesting pocket book design				✓	
Notes						
9.	The cover of pocket book is attractive and relevant to Islamic Boarding School				✓	
Notes						

Metro, 14 Mei 2025

Validator

  
**Dr. Umi Yawisah, M.Hum.**  
 NIP. 19620424 199903 2 001

Name : Dr. Yuniarti, M.Pd.  
NIP : 198906042023212048  
Day/Date : Thursday / May 15, 2025

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

3. After completing all questionnaire items, you will be requested to provide feedback on the Developing English Pocket Book for Islamic Boarding School of Roudlatul Qur'an 1 Kampus Tamaddun.
4. Thank you very much for your availability to review the creation of Developing English Pocket Book for Islamic Boarding School of Roudlatul Qur'an 1 Kampus Tamaddun.

<b>No.</b>	<b>Assessed Aspects</b>	<b>Score</b>				
		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
1.	Pocket book material is suitable for beginners					✓
Notes						
2.	The overall pocket book material is in accordance with the needs of students at Islamic Boarding School					✓
Notes						
3.	The pocket book materials help students to communicate in English at Islamic Boarding School					✓
Notes						



4.	The input materials for pocket book are interesting and easy to understand						✓
Notes							
5.	The materials in pocket book are applicable for Islamic Boarding School						✓
Notes							
6.	The size of the pocket book is right and practical to carry everywhere					✓	
Notes							
7.	Font type and size display are appropriate						✓
Notes							
8.	Interesting pocket book design						✓
Notes							
9.	The cover of pocket book is attractive and relevant to Islamic Boarding School						✓
Notes							

Metro, May 15, 2025

Validator

Dr. Yuniarti, M.Pd.



**Interview with language tutor and dormitory director**



**Giving questionnaire to students**



**Validation document submission**



**Validation document submission**

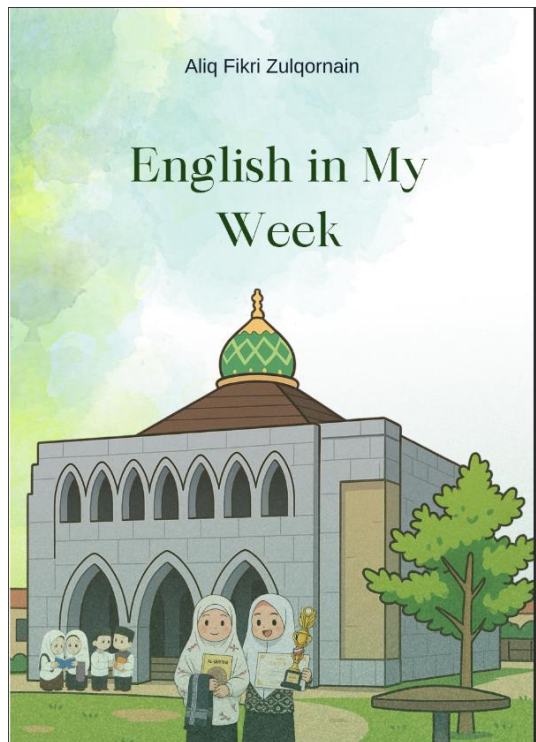




**Validation document submission**



**Product dissemination**



## ENGLISH IN MY WEEK

Pondok Pesantren Roudlatul Qur'an Kota Metro  
1446 H / 2025 M

Name : \_\_\_\_\_  
Class : \_\_\_\_\_  
Address : \_\_\_\_\_

### KATA PENGANTAR

Dengan penuh syukur dan bangga, saya menyambut baik terbitnya buku "English in My Week" sebagai salah satu upaya meningkatkan kesadaran berbahasa di lingkungan Pondok Pesantren Roudlatul Qur'an 1 Kampus Tamaddun. Buku saku ini disusun dengan tujuan memberikan materi tambahan yang mudah dibawa dan dipahami oleh santri di Pondok Pesantren Roudlatul Qur'an 1 Kampus Tamaddun, sehingga dapat menjadi acuan bagi kita semua dalam meningkatkan kualitas berbahasa.

Saya berharap buku saku ini dapat memberikan manfaat dan membantu santri dalam menyesuaikan diri dengan pembelajaran dan budaya Bahasa Inggris di Pondok Pesantren Roudlatul Qur'an 1 Kampus Tamaddun. Saya juga berharap buku saku ini dapat ditingkatkan sehingga akan terus relevan dengan perubahan dan dinamika pembelajaran di Pondok Pesantren Roudlatul Qur'an 1 Kampus Tamaddun.

Tak lupa saya ucapkan terima kasih kepada penyusun buku yang telah bekerja keras untuk menyusun dan menyelesaikan buku saku ini. Semoga buku saku ini dapat menjadi salah satu langkah untuk meningkatkan kualitas dan kesadaran berbahasa di Pondok Pesantren Roudlatul Qur'an 1 Kampus Tamaddun.

Metro, April 2025  
Pimpinan Pondok Pesantren  
Roudlatul Qur'an Kota Metro

## PETUNJUK PENGGUNAAN BUKU

English Pronunciation Tips	Berisi tentang pengenalan phonetic symbols atau simbol yang digunakan untuk menunjukkan bagaimana suatu kata dibaca dengan baik dan benar.
Simple Grammar	Menampilkan 4 grammar yang biasa digunakan dalam percakapan sehari-hari. Dilengkapi dengan pengertian, penggunaan, rumus dan kata kunci.
Vowels	Menampilkan judul bahasan dalam sebuah bab.
Rumus	Menampilkan rumus penggunaan tenses dengan menyertakan bentuk kalimat positif, negatif dan kalimat tanya serta dilengkapi dengan contoh.
Kata Kunci	Menampilkan kata-kata yang menjadi ciri khas tenses.
Chapter 1 Nouns (Kata Benda)	Berisi kumpulan kata benda yang disusun dengan mempertimbangkan lingkungan pesantren dan kehidupan santri.
Let's Read	Berisi materi latihan membaca teks bahasa Inggris yang disesuaikan dengan tema. Cobalah untuk membaca dengan lantang untuk meningkatkan kemampuan berbicara dan membaca.
Let's Talk	Berisi materi latihan berbicara bahasa Inggris yang disesuaikan dengan tema. Cobalah untuk bermain peran dengan

iv | English in My Pocket

rekanmu untuk meningkatkan kemampuan berbicara, mendengar dan memahami percakapan.

Chapter 11  
Verbs (Kata Kerja)

Berisi kumpulan kata kerja yang disusun dengan mempertimbangkan lingkungan pesantren dan kehidupan santri.

Chapter 111  
Idioms (Glossary and Expression)

Berisi kumpulan ekspresi dan istilah serta kalimat yang terkait dengan Islam dan biasa ditemui dalam kehidupan di pesantren.

iii | English in My Pocket

## DAFTAR ISI

KATA PENGANTAR	i
PETUNJUK PENGGUNAAN BUKU	ii
DAFTAR ISI	iv
ENGLISH PRONUNCIATION TIPS	1
SIMPLE GRAMMAR	3
HOW TO	9
CHAPTER I Noun (Kata Benda)	15
Tempat Umum	16
Kamar Tidur	19
Kamar Mandi	22
Masjid	25
Kelas	28
Dapur	31
Keluarga	34
Pekerjaan	37
Karakter	40
Hari dan Bulan	43
Lain-lain	46
CHAPTER II Verb (Kata Kerja)	50
CHAPTER III ISLAMIC GLOSSARY & EXPRESSION	66
DAFTAR PUSTAKA	73
BIOGRAFI	74
CATATAN	75

iv | English in My Pocket

ENGLISH PRONUNCIATION TIPS  
(PEDOMAN PELAFALAN)

## 1. Vowels

i:	see	zi:	Λ	cup	kʌp
e	any	'eni	ʊ	fur	fɜ:
i	sit	sɪt	əʊ	ago	ə'ɡəʊ
ɛ	ten	ten	eɪ	pay	peɪ
æ	hat	hæt	aɪ	five	faɪv
ɑ:	arm	ɑ:m	əʊ	home	həʊm
ɒ	got	ɡɒt	əʊ	now	naʊ
ɔ:	saw	sɔ:	ɔɪ	join	dʒɔɪn
ʊ	put	pʊt	nə	near	neə
u:	too	tu:	es	hair	heə
u	usual	'ju:ʒuəl	ʊə	pure	pjʊə

## 2. Consonants

p	pen	pen	s	so	səʊ
b	bad	bæd	z	zoo	zu:
t	tea	ti:	f	she	ʃi:
d	did	dɪd	ʒ	vision	'vɪʒn
k	cat	kæt	h	how	haʊ
g	got	ɡɒt	m	man	mæn
ʃ	chin	ʃɪn	n	no	nəʊ
dʒ	june	dʒu:n	ŋ	sing	sɪŋ
f	fall	fɔ:l	l	leg	leg
v	van	væn	r	red	red
θ	thin	θɪn	j	yes	jes
ð	then	ðen	w	wet	wet

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## SIMPLE GRAMMAR

## 1. Subject dan To be

Subject	To Be	
	Present	Past
I	Am	Was
You		
They	Are	Were
We		
He		
She	Is	Was
It		

## 2. Simple Present Tense

## A. Pengertian

Adalah bentuk tenses yang digunakan untuk menyatakan kejadian yang terjadi secara teratur, rutin, atau biasa dilakukan pada masa kini.

## B. Penggunaan

Digunakan ketika seseorang hendak mengungkapkan suatu peristiwa atau fakta umum yang terjadi saat ini.

## C. Rumus

Apabila ada kata kerja:

a. (Positif) Subject + Verb 1 / Verb s/es + Complement

Contoh : She reads holy Qur'an everyday.

3 | English in My Pocket

## a. (Positif) Subject + Verb 2 + Complement

Contoh : You ate bread.

## b. (Negatif) Subject + did + not + Verb 1 + Complement

Contoh : You did not eat bread.

## c. (Tanya) Did + Subject + Verb 1 + Complement

Contoh : Did you eat bread?

Apabila tidak ada kata kerja:

## a. (Positif) Subject + To be + Complement

Contoh : I was a lazy student.

## b. (Negatif) Subject + To be + not + Complement

Contoh : I was not a lazy student.

## c. (Tanya) To be + Subject + Complement

Contoh : Was I a lazy student?

## D. Kata Kunci

Sudah, lalu, telah

## 5. Simple Future

## A. Pengertian

Adalah bentuk tenses untuk menunjukkan suatu peristiwa yang belum mulai dan baru terjadi di waktu yang akan datang atau di masa depan.

6 | English in My Pocket

## B. Penggunaan

Digunakan pada tindakan yang akan dilakukan setelah sekarang.

Selain untuk mengekspresikan hal tersebut, *simple future tense* juga dapat digunakan untuk menyatakan suatu prediksi dan keinginan.

## C. Rumus

## a. (Positif) Subject + will + Verb 1 + Complement

Contoh : I will go to boarding school.

## b. (Negatif) Subject + will + not + Verb + Complement

Contoh : I will not go to boarding school.

## c. (Tanya) Will + Subject + Verb + Complement

Contoh : Will I go to boarding school?

## D. Kata Kunci

Akan, nanti, mau, ingin



7 | English in My Pocket





## HOW TO...

(Cara Untuk...)

### 1. Menulis Tanggal dalam Bahasa Inggris

Penulisan tanggal dalam Bahasa Inggris menggunakan beberapa cara, yang paling umum dijumpai adalah

#### a. American style

Hari, Bulan, Tanggal, Tahun (*Tuesday February 10th, 2025*)

Bulan, Tanggal, Tahun (*February 10th, 2025*)

#### b. British Style

Hari, Tanggal, Bulan, Tahun (*Tuesday, the 10th of February 2025*)

Tanggal, Bulan, Tahun (*10th February 2025*)

Penulisan tanggal dalam Bahasa Inggris selalu menggunakan bilangan bertingkat (ordinal number)

1st	The first	17th	The seventeenth
2nd	The second	18th	The eighteenth
3rd	The third	19th	The nineteenth
4th	The fourth	20th	The twentieth
5th	The fifth	21st	The twenty first
6th	The sixth	22nd	The twenty second
7th	The seventh	23rd	The twenty third
8th	The eighth	24th	The twenty fourth
9th	The ninth	25th	The twenty fifth
10th	The tenth	26th	The twenty sixth



### 4. Membaca Jam dalam Bahasa Inggris

#### a. O'clock

Dapat diartikan sebagai "tepat".

Contoh: 12.00 (*It's twelve O'clock*)

#### b. Past

Dapat diartikan sebagai "lebih". Dibaca jamnya dahulu kemudian menit. Hanya digunakan untuk menit ke 1-29.

Contoh: 10.05 (*It's ten past five*)

#### c. After

Dapat diartikan sebagai "lewat". Dibaca menitnya dahulu kemudian jam.

Hanya digunakan untuk menit ke 1-29.

Contoh: 7.20 (*It's twenty after seven*)

#### d. To

Dapat diartikan sebagai "kurang". Dibaca menitnya dahulu kemudian jamnya dikurang 1. Hanya digunakan untuk menit ke 31-59.

Contoh: 11.40 (*It's twenty to twelve*)

#### e. Till

Dapat diartikan sebagai "menuju". Dibaca menitnya dahulu kemudian jamnya dikurang 1. Hanya digunakan untuk menit ke 31-59.

Contoh: 3.50 (*It's ten till four*)

#### f. A quarter

Dapat diartikan sebagai "seperempat".

A quarter to digunakan untuk kurang 15 menit. Dibaca a quarter to + jam + 1.

Contoh: 10.45 (*a quarter to eleven*)

A quarter past digunakan untuk lebih 15 menit. Dibaca a quarter past + jam.

Contoh: 10.15 (*a quarter past ten*)

#### g. A half

Dapat diartikan sebagai "setengah"

Contoh: 6.30 (*Half past six*)





**What time is it?**

1 minute = 60 seconds  
1 hour = 60 minutes  
1 day = 24 hours

الوقت ائمن من الذهب  
*Time is money*

# Chapter 1

## Nouns (Kata Benda)

Tempat Umum Public Place		
Air mancur	Fountain	/ˈfaʊntən/
Asrama	Dormitory	/ˈdɔrməˌtɔri/
Aula	Auditorium	/ˌɔdəˈtɔriəm/
Binatu	Laundry	/ˈləʊndri/
Dapur	Kitchen	/ˈkɪʃn/
Gerbang	Gate	/geɪt/
Jalan	Street	/stri:t/
Jalan setapak	Path	/pæθ/
Kamar tidur	Bedroom	/ˈbeˌdru:m/
Kantin	Canteen	/ˈkænˌti:n/
Kantor	Office	/ˈɒfɪs/
Klinik, UKS	Infirmary	/ɪnˈfɜːməri/
Koridor	Hallway	/ˈhɔlˌweɪ/
Laboratorium	Laboratory	/ˈləbrəˌtɔri/
Lapangan	Field	/fi:ld/
Lobi	Lobby	/ˈlɒbi/
Masjid	Mosque	/ˈmɒsk/
Perpustakaan	Library	/ˈlaɪˌbrəri/
Pos keamanan	Security post	/sɪˈkjʊərətiˌpəʊst/
Ruang kelas	Classroom	/ˈkla:sˌru:m/
Ruang makan	Dining hall	/ˈdaɪnɪŋˌhɔl/
Taman	Garden	/ˈgɑːdn/
Tangga	Staircase	/ˈsteɪˌkeɪs/
Tempat parkir	Parking lot	/ˈpɑːkɪŋˌlɔt/
Teras	Terrace	/ˈterəs/



**Let's Read**  
Try to read the text about *My School and Its Facilities*.

#### My School and Its Facilities

I study at a great school. It has many buildings and facilities where students can learn and relax. One of the most important places in our school is the library. The library is a quiet place with many books. I go there every day to read and study for my exams. The library has a lot of books on different subjects, and the librarian is always there to help us find the books we need.

The school also has a beautiful garden near the main building. The garden is full of green trees and colorful flowers. Many students like to spend their break time in the garden, enjoying the fresh air and talking to their friends. It's a peaceful place to relax and enjoy nature.

In my school, there is also a dormitory for students who come from other cities. The dormitory is very comfortable, and students live there during the school year. It is very close to the school and mosque, where students go for prayers. The mosque is a calm and quiet place for reflection and prayer.

Our school is a wonderful place to learn and grow, with many great facilities. I am proud to study at this school!



17 | English in My Pocket



**Let's Talk**  
Try to talk with your friend using this conversation.

- Mahmud : Hi, Ali! Where do you study?  
 Ali : Hi, Mahmud! I study at a great school. It has many buildings and places where students can learn and relax.  
 Mahmud : That sounds nice! What's your favorite place in the school?  
 Ali : My favorite place is the library. It's a quiet place with many books. I go there every day to read and study for my exams.  
 Mahmud : Oh, that sounds interesting! What else does your school have?  
 Ali : Well, our school has a beautiful garden near the main building. It has green trees and colorful flowers. Many students like to spend their break time there.  
 Mahmud : Wow! I would love to visit the garden. Is there a dormitory in your school?  
 Ali : Yes, there is a dormitory for students who come from other cities. It's very comfortable, and students live there during the school year.  
 Mahmud : That sounds great! Does your school have a place for prayers?  
 Ali : Yes, we have a mosque. It's a calm and quiet place where students can go for prayers and reflection.  
 Mahmud : Your school sounds amazing! I wish I could study there.  
 Ali : I am proud to study at this school! It has everything we need to learn and grow.

18 | English in My Pocket

#### Pekerjaan Vacancy

Aktor	Actor	/ˈæktər/
Bidan	Midwife	/ˈmiːdwaɪf/
Da'i	Preacher	/ˈpriːtʃər/
Dokter	Doctor	/ˈdɒktər/
Dosen	Lecturer	/ˈlektʃərə/
Duta besar	Ambassador	/æmˈbæsədə/
Guru	Teacher	/ˈtiːtʃər/
Kepala sekolah	School Principal	/ˈskul ˈprɪnsɪpəl/
Koki	Chef	/tʃef/
Kuli	Laborer	/ˈleɪbərə/
Murid	Student	/ˈstudənt/
Nelayan	Fisherman	/ˈfɪʃərˌmæn/
Pedagang	Merchant	/ˈmɜːrʃənt/
Pegawai negeri	Civil Servant	/ˈziːvl ˈsɜːvənt/
Pelaut	Sailor	/ˈseɪlə/
Pelukis	Painter	/ˈpeɪntər/
Penyiar	Broadcaster	/ˈbrɒdˌkæstər/
Petani	Farmer	/ˈfɑːmə/
Peternak	Breeder	/ˈbrɪdə/
Polisi	Police Officer	/pəˈliːs ˈɒfɪsər/
Seniman	Artist	/ˈɑːtɪst/
Tentara	Soldier	/ˈsəʊldjər/
Tukang cukur	Barber	/ˈbɑːbər/
Tukang kayu	Carpenter	/ˈkɑːpəntər/
Wartawan	Journalist	/ˈdʒɜːnəlist/

37 | English in My Pocket



**Let's Read**  
Try to read the text about *Job Vacancies in Indonesia*.

#### Job Vacancies in Indonesia

In Indonesia, there are many job vacancies. People can choose from various careers, depending on their interests and skills. Here are some job opportunities that are available right now.

One vacancy is for a lecturer. A lecturer is someone who teaches at a university or college. The job requires strong knowledge in a specific subject, as well as the ability to explain things clearly to students. If you love teaching and helping others learn, being a lecturer could be a great career for you.

Another important job is for a midwife. A midwife is a professional who helps women during pregnancy, childbirth, and after birth. The role of a midwife is very important in ensuring the health and safety of both the mother and the baby. If you are caring, patient, and interested in healthcare, this could be the right job for you.

In the entertainment industry, there is always demand for actors. Actors perform in movies, television shows, and plays. They need to be creative, hardworking, and able to portray different characters. If you enjoy acting and being in front of an audience, becoming an actor might be your dream job.

For those who want to serve and protect their community, becoming a police officer is a great option. Police officers keep people safe by enforcing the law and helping in emergencies. It's a job that requires courage, responsibility, and strong communication skills. If you like working in a team and making a difference, this career might be right for you.

Lastly, there is always a need for soldiers. A soldier serves in the military, protecting the country and its people. Being a soldier requires discipline, strength, and teamwork. If you are physically fit and enjoy working in a structured environment, this career could be a good fit for you.

38 | English in My Pocket



Kata Kerja	Verb 1	Verb 2	Verb 3	Verb +ing
Bangun	Awake 'əweɪk	Awoke 'ə'wəʊk	Awaken 'ə'weɪkən	Awaking 'ə'weɪkɪŋ
Bangun Kesiang	Oversleep 'əʊvər'sli:p	Overslept 'əʊvər'sli:pt	Overslept 'əʊvər'sli:pt	Oversleeping 'əʊvər'sli:pɪŋ
Bangun tidur	Wake ups 'weɪk'ʌps	Woke up 'wəʊk'ʌp	Woken up 'wəʊkən'ʌp	Waking up 'weɪkɪŋ'ʌp
Bekerja	Work 'wɜ:k	Worked 'wɜ:kəd	Worked 'wɜ:kəd	Working 'wɜ:kɪŋ
Belajar	Study 'stʌdi	Studied 'stʌdiəd	Studied 'stʌdiəd	Studying 'stʌdiɪŋ
Beranjak	Get up 'get'ʌp	Got up 'gɒt'ʌp	Gotten Up 'gɒtən'ʌp	Getting up 'getɪŋ'ʌp
Berbaur	Mingle 'mɪŋɡəl	Mingled 'mɪŋɡəld	Mingled 'mɪŋɡəld	Mingling 'mɪŋɡəlɪŋ
Berbicara	Talk 'tɔ:k	Talked 'tɔ:kəd	Talked 'tɔ:kəd	Talking 'tɔ:kɪŋ
Berbisik	Whisper 'wɪzər	Whispered 'wɪzəd	Whispered 'wɪzəd	Whispering 'wɪzərɪŋ
Berbohong	Lie 'laɪ	Lied 'laɪd	Lied 'laɪd	Lying 'laɪɪŋ
Bercanda	Joke 'dʒəʊk	Joked 'dʒəʊkt	Joked 'dʒəʊkt	Joking 'dʒəʊkɪŋ
Berdiri	Stand 'stænd	Stood 'stʊd	Stood 'stʊd	Standing 'stændɪŋ
Berhasil	Succeed 'sək'si:d	Succeeded 'sək'si:əd	Succeeded 'sək'si:əd	Succeeding 'sək'si:dɪŋ
Berhenti	Stop 'stɒp	Stopped 'stɒpt	Stopped 'stɒpt	Stopping 'stɒpɪŋ

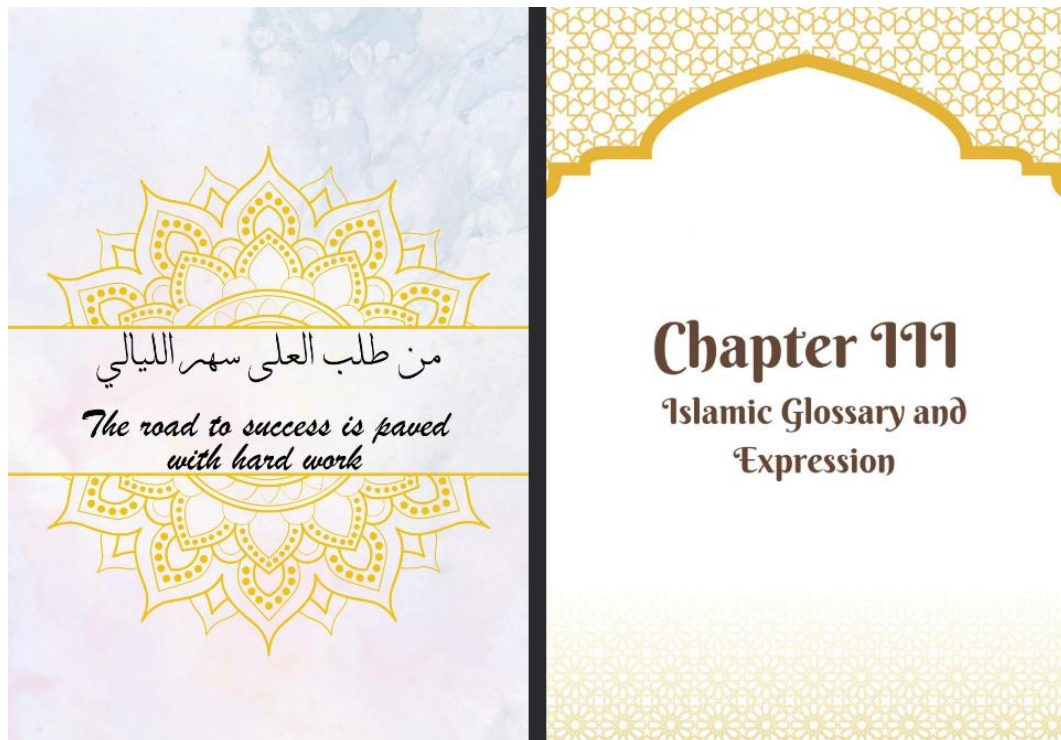
Kata Kerja	Verb 1	Verb 2	Verb 3	Verb +ing
Berjalan	Walk 'wɔ:k	Walked 'wɔ:kəd	Walked 'wɔ:kəd	Walking 'wɔ:kɪŋ
Berjanji	Promise 'prəmɪs	Promised 'prəmɪst	Promised 'prəmɪst	Promising 'prəmɪsɪŋ
Berkedip	Blink 'blɪŋk	Blinked 'blɪŋkt	Blinked 'blɪŋkt	Blinking 'blɪŋkɪŋ
Berkumpul	Gather 'gæðər	Gathered 'gæðəd	Gathered 'gæðəd	Gathering 'gæðərɪŋ
Berlari	Run 'rʌn	Ran 'ræn	Run 'rʌn	Running 'rʌnɪŋ
Berlatih	Train 'treɪn	Trained 'treɪnd	Trained 'treɪnd	Training 'treɪnɪŋ
Bermain	Play 'pleɪ	Played 'pleɪd	Played 'pleɪd	Playing 'pleɪɪŋ
Bermimpi	Dream 'dri:m	Dreamed 'dri:md	Dreamed 'dri:md	Dreaming 'dri:mɪŋ
Bernafas	Breathe 'bri:d	Breathed 'bri:ðd	Breathed 'bri:ðd	Breathing 'bri:ðɪŋ
Bernyanyi	Sing 'sɪŋ	Sang 'sɔ:ŋ	Sang 'sɔ:ŋ	Singing 'sɪŋɪŋ
Berpindah, bergerak	Move 'mu:v	Moved 'mu:vəd	Moved 'mu:vəd	Moving 'mu:vɪŋ
Bersantai	Relax 'ri'læks	Relaxed 'ri'lækst	Relaxed 'ri'lækst	Relaxing 'ri'læksɪŋ
Bersembunyi	Hide 'haɪd	Hid 'haɪd	Hidden 'hɪdn	Hiding 'haɪdɪŋ
Bersendawa	Burp 'bɜ:p	Burped 'bɜ:pt	Burped 'bɜ:pt	Burping 'bɜ:pɪŋ
Bersin	Sneeze 'sni:z	Sneezed 'sni:zd	Sneezed 'sni:zd	Sneezing 'sni:zɪŋ

Kata Kerja	Verb 1	Verb 2	Verb 3	Verb +ing
Memahami	Understand 'ʌndər'stænd	Understood 'ʌndər'stʊd	Understood 'ʌndər'stʊd	Understanding 'ʌndər'stændɪŋ
Memakai baju	Dress dres	Dressed drest	Dressed drest	Dressing 'dresɪŋ
Memandang	Gaze geɪz	Gazed geɪzd	Gazed geɪzd	Gazing 'geɪzɪŋ
Memanggil	Call kɔl	Called kɔld	Called kɔld	Calling 'kɔlɪŋ
Memasak	Cook kʊk	Cooked kʊkt	Cooked kʊkt	Cooking 'kʊkɪŋ
Membaca	Read rɪd	Read red	Read red	Reading 'redɪŋ
Membakar	Burn bɜ:n	Burned bɜ:nd	Burned bɜ:nd	Burning 'bɜ:nɪŋ
Membangun	Build bɪld	Built bɪlt	Built bɪlt	Building 'bɪldɪŋ
Membatalkan	Cancel 'kænsəl	Canceled 'kænsəld	Canceled 'kænsəld	Canceling 'kænsəlɪŋ
Membawa	Bring brɪŋ	Brought brɔ:t	Brought brɔ:t	Bringing 'brɪŋɪŋ
Membayar	Pay peɪ	Paid peɪd	Paid peɪd	Paying 'peɪɪŋ
Membeli	Buy baɪ	Bought bɔ:t	Bought bɔ:t	Buying 'baɪɪŋ
Membenci	Hate heɪt	Hated 'heɪtd	Hated 'heɪtd	Hating 'heɪtɪŋ
Membengkokkan	Bent bent	Bent bent	Bent bent	Bending 'bendɪŋ

Kata Kerja	Verb 1	Verb 2	Verb 3	Verb +ing
Memberi	Give ɡɪv	Gave ɡeɪv	Given ɡɪvən	Giving 'ɡɪvɪŋ
Memberitahu	Tell tel	Told tɔld	Told tɔld	Telling 'telɪŋ
Membuat	Make meɪk	Made meɪd	Made meɪd	Making 'meɪkɪŋ
Membuka	Open 'əʊpən	Opened 'əʊpənd	Opened 'əʊpənd	Opening 'əʊpənɪŋ
Membungkuk	Bow bəʊ	Bowed bəʊd	Bowed bəʊd	Bowing 'bəʊɪŋ
Memegang	Hold həʊld	Held held	Held held	Holding 'həʊldɪŋ
Memeriksa	Check tʃek	Checked tʃekt	Checked tʃekt	Checking 'tʃekɪŋ
Memerlukan	Need ni:d	Needed 'ni:dd	Needed 'ni:dd	Needing 'ni:ddɪŋ
Memijat	Massage mə'sɑ:ʒ	Massaged mə'sɑ:ʒd	Massaged mə'sɑ:ʒd	Massaging mə'sɑ:ʒɪŋ
Memikirkan	Think θɪŋk	Thought θɔ:t	Thought θɔ:t	Thinking 'θɪŋkɪŋ
Memilih	Elect ɪ'lekt	Elected ɪ'lektəd	Elected ɪ'lektəd	Electing ɪ'lektɪŋ
Memimpin	Lead li:d	Led led	Led led	Leading 'li:ddɪŋ
Meminjam	Borrow 'bɔ: rəʊ	Borrowed 'bɔ: rəʊd	Borrowed 'bɔ: rəʊd	Borrowing 'bɔ: rəʊɪŋ
Meminjami	Lend lend	Lent lent	Lent lent	Lending 'lendɪŋ
Memotong	Cut kʌt	Cut kʌt	Cut kʌt	Cutting 'kʌtɪŋ

Kata Kerja	Verb 1	Verb 2	Verb 3	Verb +ing
Menyesal	Regret rɪ'ɡret	Regretted rɪ'ɡretəd	Regretted rɪ'ɡretəd	Regretting rɪ'ɡretɪŋ
Menyinyakan	Waste weɪst	Wasted 'weɪstɪd	Wasted 'weɪstɪd	Wasting 'weɪstɪŋ
Menyikat	Brush brʌʃ	Brushed brʌʃt	Brushed brʌʃt	Brushing 'brʌʃɪŋ
Menyontek	Cheat tʃi:t	Cheated 'tʃi:td	Cheated 'tʃi:td	Cheating 'tʃi:ttɪŋ
Merangkak	Crawl krɔ:l	Crawled krɔ:ld	Crawled krɔ:ld	Crawling 'krɔ:lɪŋ
Merapikan	Tidy up 'taɪdi ʌp	Tidied up 'taɪdiɪd ʌp	Tidied up 'taɪdiɪd ʌp	Tidying up 'taɪdɪŋ ʌp
Merasakan	Feel fi:l	Felt felt	Felt felt	Feeling 'fi:lɪŋ
Merencanakan	Plan plæn	Planned plænd	Planned plænd	Planning 'plænnɪŋ
Merengek	Whine waɪn	Whined waɪnd	Whined waɪnd	Whining 'waɪnɪŋ
Merobek	Tear teə	Tore tɜ:	Torn tɜ:n	Tearing 'teərɪŋ
Merusak	Break breɪk	Broke brʊk	Broken 'brʊkən	Breaking 'breɪkɪŋ
Minum	Drink drɪŋk	Drank dræŋk	Drunk drʌŋk	Drinking 'drɪŋkɪŋ
Muncul	Appear ə'peə	Appeared ə'peəd	Appeared ə'peəd	Appearing ə'peərɪŋ
Ngambek	Sulk sʌlk	Sulked sʌlkt	Sulked sʌlkt	Sulking 'sʌlkɪŋ

Kata Kerja	Verb 1	Verb 2	Verb 3	Verb +ing
Ngiler	Drop drɒp	Drooled dru:ld	Drooled dru:ld	Drooling 'dru:llɪŋ
Percaya	Believe bɪ'li:v	Believed bɪ'li:vəd	Believed bɪ'li:vəd	Believing bɪ'li:vɪŋ
Pergi	Go ɡoʊ	Went went	Gone ɡɒn	Going 'ɡoʊɪŋ
Sampai, tiba	Arrive ə'raɪv	Arrived ə'raɪvd	Arrived ə'raɪvd	Arriving ə'raɪvɪŋ
Setuju	Agree ə'ɡri	Agreed ə'ɡri:d	Agreed ə'ɡri:d	Agreeing ə'ɡri:ttɪŋ
Tenggelam	Sink sɪŋk	Sank sæŋk	Sunk sʌŋk	Sinking 'sɪŋkɪŋ
Terbang	Fly flaɪ	Flew flu	Flown fləʊn	Flying 'flaɪɪŋ
Terjadi	Happen 'hæpən	Happened 'hæpənd	Happened 'hæpənd	Happening 'hæpənɪŋ
Tidak setuju	Disagree dɪsə'ɡri	Disagreed dɪsə'ɡri:d	Disagreed dɪsə'ɡri:d	Disagreeing dɪsə'ɡri:ttɪŋ
Tidur	Sleep sli:p	Slept slept	Slept slept	Sleeping 'sli:pɪŋ
Tidur siang	Take a nap teɪk ə næp	Took a nap tu:k ə næp	Taken a nap 'teɪkən ə næp	Taking a nap 'teɪkɪŋ ə næp
Tinggal	Stay steɪ	Stayed steɪd	Stayed steɪd	Staying 'steɪɪŋ
Tumbuh	Grow ɡrəʊ	Grew ɡru	Grown ɡrəʊn	Growing 'ɡrəʊɪŋ



Adab	Islamic etiquette <i>ʾiḥṣān; ʾadab</i>
Afwan	Sorry; my pleasure <i>ʾazīz; maʾ ʾidjir</i>
Ahli-bait ( <i>keluarga Rasulullah SAW</i> )	Household of the prophet <i>ḥaṣṣ; ḥaṣṣ al-ʾaḥ al-ʾaḥ</i>
Akhirat	Hereafter <i>ḥi; ḥiḥ</i>
Akhlaq	Practice of virtue, morals and manners <i>ʾaḥṣā; ʾaḥṣā; ʾaḥṣā; ʾaḥṣā</i>
Alaihsalam	Peace be upon him <i>ʾaḥṣā; ʾaḥṣā; ʾaḥṣā; ʾaḥṣā</i>
Alhamdulillah	Praise be to Allah <i>ʾaḥṣā; ʾaḥṣā; ʾaḥṣā; ʾaḥṣā</i>
Allahu yahdik ( <i>ucapakan ketika melihat teman melakukan kesalahan</i> )	May Allah guide you ( <i>semoga Allah memberimu petunjuk</i> ) <i>maʾ Allah ḡaʾid ju</i>
Allahu yasyfik ( <i>ucapakan ketika menengok orang sakit</i> )	May Allah cure you ( <i>semoga Allah menyembuhkannya</i> ) <i>maʾ Allah ḡiḥ ju</i>
Allahumma aʾinni ( <i>ucapakan ketika merasa kesulitan</i> )	O Allah, help me <i>o; Allah; ḡiḥ mi</i>
Amanah	Fulfilling trusts <i>ʾaḥṣā; ʾaḥṣā; ʾaḥṣā; ʾaḥṣā</i>
Asmaul husna	The 99 names of Allah <i>ʾaḥṣā; ʾaḥṣā; ʾaḥṣā; ʾaḥṣā</i>
Astaghfirullah	I seek forgiveness from Allah <i>ʾaḥṣā; ʾaḥṣā; ʾaḥṣā; ʾaḥṣā</i>
Aʾudhu billah	I seek refuge in Allah <i>ʾaḥṣā; ʾaḥṣā; ʾaḥṣā; ʾaḥṣā</i>
Aurat	Private parts of the body <i>ʾaḥṣā; ʾaḥṣā; ʾaḥṣā; ʾaḥṣā</i>
Ayat	Verse <i>ʾaḥṣā; ʾaḥṣā; ʾaḥṣā; ʾaḥṣā</i>
Baligh	Adult, reached maturity <i>ʾaḥṣā; ʾaḥṣā; ʾaḥṣā; ʾaḥṣā</i>

Barakallahu laka	May Allah bless you <i>maʾ Allah ḡiḥ ju</i>
Bathil, buruk, salah	Falsehood <i>ʾaḥṣā; ʾaḥṣā; ʾaḥṣā; ʾaḥṣā</i>
Batin	Inner, inward, hidden <i>ʾaḥṣā; ʾaḥṣā; ʾaḥṣā; ʾaḥṣā</i>
Berkah	Blessing <i>ʾaḥṣā; ʾaḥṣā; ʾaḥṣā; ʾaḥṣā</i>
Bid'ah	Islamic innovation in religion <i>ʾiḥṣā; ʾiḥṣā; ʾiḥṣā; ʾiḥṣā</i>
Da'wah	Teaching other about Islam <i>ʾaḥṣā; ʾaḥṣā; ʾaḥṣā; ʾaḥṣā</i>
Dzikir	Remembrance of Allah <i>ʾiḥṣā; ʾiḥṣā; ʾiḥṣā; ʾiḥṣā</i>
Eid	Muslim festive <i>ʾaḥṣā; ʾaḥṣā; ʾaḥṣā; ʾaḥṣā</i>
Eid adha	Festive of the sacrifice <i>ʾaḥṣā; ʾaḥṣā; ʾaḥṣā; ʾaḥṣā</i>
Eid Fitri	Festive of breaking the fast <i>ʾaḥṣā; ʾaḥṣā; ʾaḥṣā; ʾaḥṣā</i>
Faqih; <i>orang yang paham tentang aturan Islam/fiqih</i>	Islamic jurist; expert in fiqh <i>ʾiḥṣā; ʾiḥṣā; ʾiḥṣā; ʾiḥṣā</i>
Fardu	Obligatory <i>ʾaḥṣā; ʾaḥṣā; ʾaḥṣā; ʾaḥṣā</i>
Fatwa; <i>keputusan hukum Islam</i>	Decisive Islamic law <i>ʾaḥṣā; ʾaḥṣā; ʾaḥṣā; ʾaḥṣā</i>
Fi amanillah	In Allah's protection <i>ʾaḥṣā; ʾaḥṣā; ʾaḥṣā; ʾaḥṣā</i>
Fi sabilillah	In the cause of Allah <i>ʾaḥṣā; ʾaḥṣā; ʾaḥṣā; ʾaḥṣā</i>
Fiqh	Islamic jurisprudence <i>ʾiḥṣā; ʾiḥṣā; ʾiḥṣā; ʾiḥṣā</i>
Fitrah	Original disposition <i>ʾaḥṣā; ʾaḥṣā; ʾaḥṣā; ʾaḥṣā</i>
Hafiz	Memorizer; protector <i>ʾaḥṣā; ʾaḥṣā; ʾaḥṣā; ʾaḥṣā</i>
Halal	Permissible <i>ʾaḥṣā; ʾaḥṣā; ʾaḥṣā; ʾaḥṣā</i>

Sabar	Patience <i>paʃəns</i>
Shadaqah	Charity <i>ʃəˈtɪ</i>
Subhanallah	Glory be to Allah <i>glɔːri bi tu Allah</i>
Sujud	Prostration to Allah <i>prə ˈtɹeɪʃən tu Allah</i>
Sunnah	Sayings, actions and behavior of the Prophet <i>ˈsʌnz, ˈɛkʃənz and bi ˈhævjəz əv ðə ˈprɒfɪt</i>
Surah	Chapter of the Qur'an <i>ˈʃʊrə əv ðə ˈQʊrˈɑːn</i>
Syahadat	Bear witness <i>bɛə ˈwɪtnəs</i>
Syaitan	Devil <i>ˈdiːvl</i>
Syirik	Associating partners with Allah <i>ə ˈsoʊsi, ˈetɪŋ ˈpɑːtnənz wɪθ Allah</i>
Syukur	Thank you <i>θæŋk ju</i>
Takbir	Allah is the greatest <i>Allah ɪz ðə ɡreɪtɪst</i>
Talak, cerai	Divorce <i>dɪ ˈvɔːs</i>
Tawaf, mengikuti ka'bah saat haji atau umrah	Circling around the Ka'ba <i>ˈtɑːkɪŋ ə ˈraʊnd ðə Ka'ba</i>
Taubat	Repentance <i>rɪ ˈpenəns</i>
Tayammum	Cleansing; substitute for wudu and ghusl <i>ˈkleɪnzɪŋ, sʊbtɪtʃʊt fɔː wʊdʊ and ɡhʊːsl</i>
Ulama'	Wise person; elderly <i>wɪz ˈpɜːsn; ˈɛldəli</i>
Ummat	Muslim community <i>ˈmʊslɪm kəˈmjuːnɪti</i>
Wahyu	Revelation <i>ˈreɪv ˈleɪʃən</i>
Wajib	Obligatory <i>ə ˈbləʒ, ˈtɔːri</i>

71 | English in My Pocket

Wali	Guardian <i>ɡɑːdɪən</i>
Wudhu	Cleansing; ablution <i>ˈkleɪnzɪŋ; ə ˈbluːʃn</i>
Yahmukallah (ucapkan ketika berdoa)	May Allah have mercy on you (semoga Allah mengasihani) <i>maɪ Allah ˈhæv ˈmɜːsi ɔn ju</i>
Zakat	Obligatory tax <i>ə ˈbləʒ, ˈtɔːri tæks</i>
Zina	Fornication <i>fɔː ˈnu ˈheɪʃn</i>



72 | English in My Pocket

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73 | English in My Pocket

## Biografi Penulis

Aliq Fikri Zulqomain lahir di Gedung Jaya, 27 Agustus 2000. Dibesarkan oleh lingkungan pendidikan membuat penulis mencintai kegiatan membaca. Menyelesaikan pendidikan dasar di SD Negeri 02 Gedung Jaya di kampung halamannya. Kemudian melanjutkan pendidikan menengah pertama hingga menengah atas di Pondok Pesantren Roudlatul Qur'an. Sembari melanjutkan pengabdian di Pondok Pesantren Roudlatul Qur'an penulis meneruskan pendidikan di Institut Agama Islam Negeri Metro.

Sempat merasakan kursus Bahasa Inggris di Kampung Inggris Pare, mengilhami penulis untuk mengambil jurusan pendidikan Bahasa Inggris dan menyusun buku saku Bahasa Inggris yang diformulasikan khusus untuk pembelajar bahasa Inggris di kalangan pesantren.

74 | English in My Pocket



## CURRICULUM VITAE



**Aliq Fikri Zulqornain** was born in Gedung Jaya, August 27<sup>th</sup>, 2000. He graduated from SD Negeri 02 Gedung Jaya in 2012. Then continued his study at SMP TMI Roudlatul Qur'an Metro, graduated in 2015. He completed his senior high school education at SMAS TMI Roudlatul Qur'an where he accepted through outstanding student pathway and graduated in 2018. In 2020, he began his undergraduate studies in English Education Department at State Islamic Institute of Metro. He spent his entire childhood in Islamic Boarding School of Roudlatul Qur'an Metro till he recieved his bachelor's degree.