DESIGNING ESP SYLLABUS FOR EARLY CHILDHOOD ISLAMIC EDUCATION STUDY PROGRAM AT IAIN PALOPO

A Thesis
Presented as Partial Fulfillment for the Attainment of S.Pd Degree in English Education Study Program Tarbiyah and Teacher Training Faculty State Islamic Institute of Palopo

By

ARYI

REG.NUMBER: 16.0202.0067

ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC INSTITUTE OF PALOPO
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REG.NUMBER: 16.0202.0067

Supervised By:

1. **Dr. Sahraini, M.Hum**
2. **Dewi Furwana, S.Pd.I.,M.Pd**

ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC INSTITUTE OF PALOPO
2021

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     Nama   : Aryi

     Nim   : 16.0202.0067

     Prodi   : Pendidikan Bahasa Inggris

     Fakultas   : Tarbiyah dan Ilmu Keguruan

     Judul   : Designing Esp Syllabus For Early Childhood Islamic Education Study Program at IAIN Palopo

Menyatakan bahwa skripsi tersebut sudah layak diajukan untuk diujikan. Demikian untuk diproses selanjutnya.

Wassalamu 'Alaikum Wr.Wb.

Pemibimbing I

Dr. Sahraini, M.Hum
NIP 19691231 199903 2 001

Pembimbing II

Dewi Furwana, S.Pd.I.,M.Pd
NIP 19870831 2015 03 006

CONSULTANT APPROVAL

Thesis Entitled : Designing Esp Syllabus For Early Childhood Islamic Education Study Program at IAIN Palopo

Written By :

    Name   : Aryi

    Reg. Number : 16.0202.0067

    Faculty   : Tarbiyah and Teachers Training

    Study Program : English Education

Has been corrected and approved to be examined.

Palopo, 24 Maret 2021

Consultant I

Dr. Sahraini, M.Hum
NIP 19611231 199903 2 001

Consultant II

Dewi Furwana, S.Pd.I.,M.Pd
NIP 19870831 2015 03 006

STATEMENT OF AUTHENTICITY

I. Who undersigned below:

Name : Aryi

Registration Number : 16.0202.0067

Faculty : Tarbiyah and Teacher Training

Study program : English Education Study Program

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Palopo, April 2021

Regards

(Aryi)

16.0202.0067

EXAMINER APPROVAL

Thesis Entitled   **Designing ESP Syllabus for Early Childhood Islamic Education Study Program at IAIN Palopo**

Written By   :

        Name   : Aryi

        Reg.   : 16.0202.0067

        Faculty   : Tarbiyah and Teaching

        Study Program: English Education

Has been corrected and approval to be Munaqasyah Examined.

Palopo,   April 2021

Examiner I   **Examiner II**

Dr. Masruddin, S.S. M.Hum   **Syamsudarni, S.Pd.I., M.Ed**
Nip 19800613 200501 10 005   **Nip 19811106 200604 006 003**
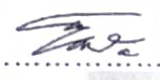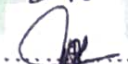
THESIS APPROVAL

This thesis, entitled "**Designing ESP Syllabus for Early Childhood Islamic Education Study Program at IAIN Palopo**" written by **Aryi, Reg. Number 16 0202 0067**, English Language Education S1 Study Program of Tarbiyah and Teacher Training Faculty at State Islamic Institute of Palopo, has been examined and defended in **MUNAQASYAH** session which is carried out on **Monday April 26th 2021 M**, coincided with **Ramadhan 14th 1442 H**. It is authorized and acceptable as partial fulfillment of requirement for S.Pd, degree in English language teaching.

Palopo, <u>April 27th 2021 M</u>
Ramadhan 15th 1442 H

COMMITTEE OF EXAMINATION

1. Muhammad Iksan, M.Pd   Trial Chairman   (.........................)

2. Dr. Masruddin, S.S., M.Hum   Examiner I   (.........................)

3. Syamsudarni, S.Pd.I., M.Ed   Examiner II   (.........................)

4. Dr. Sahraini, M.Hum   Consultant I   (.........................)

5. Dewi Furwana, S.Pd.I., M.Pd   Consultant II   (.........................)
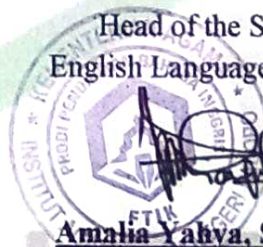
Approved by;

Rector IAIN Palopo
p.p. The Dean of Tarbiyah and
Teacher Training Faculty

Dr. Nurdin K, M.Pd
NIP. 19681231 199903 1 014

Head of the Study Program
English Language Education

Amalia Yahya, S.E.,M.Hum
NIP. 19771013 200501 2 006

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Palopo,   April 2021

The Researcher

Aryi

16 0202 0067

TABLE of CONTENT

BIBLIOGRAPHY

APPENDICES

LIST OF TABLE

LIST OF APPENDIX

Appendix 1 Need Analysis Questionnaire

Appendix 2 Expert Validation Instrument

Appendix 3 First draft of Syllabus

Appendix 4 Expert Validation Product

Appendix 5 Second Draft of Syllabus

Appendix 6 Students' Perception

Appendix 7 *Surat Izin Meneliti*

Appendix 8 *SK Penguji*

Appendix 9 Biography

ABSTRACT

Aryi, 2021, "*Designing ESP Syllabus for Early Childhood Islamic Education Study Program at IAIN Palopo***."** The thesis of the English Education Study Program. Consultant (1) Dr. Sahraini, M.Hum. and (2) Dewi Furwana, S.Pd.I.,M.Pd.

This research attempted to designing ESP Syllabus for the Early Islamic Childhood Education Study Program at IAIN Palopo. The research question was "what kind of syllabus design is appropriate for the Early Childhood Islamic Education Study Program?". The research design used in this research was Research and Development (R&D), which utilized the 4D model. It consists of defining, designing, developing, disseminating. This research used three expert validators for need analysis, student perception, and observation sheets. Related to the description above, the respondent of this research was the third-semester students of the Early Childhood Islamic Education Study Program at IAIN Palopo. The designed ESP syllabus for the third-semester Early Childhood Islamic Education study Program at IAIN Palopo includes several components: (1)Learning goal is to communicate both oral and written using English in Islamic Early Childhood Education students and Early Childhood Islamic Education teacher; (2)Learning Materials: English Material is basic English vocabulary including part of speech, auxiliary verb (to be, to have, etc.). Islamic Early Childhood Education Material Include: Self-introduction, building and city, animal, shape and color, family tree, daily activity, fable, short story, favorite idol, Song, future plan, telling time and profession; (3) Learning Methodology is a skill-based syllabus and task-based syllabus; (4)Learning media are picture, video, textbook, card, board, and comic. This research's product is appropriate for students of the Early Childhood Islamic Education Study Program in the third-semester. The designed syllabus of this research will be beneficial for English lecturer in teaching English for Early Childhood Islamic Education Study Program in the third-semester.

Keywords: Design, Syllabus, English for Early Childhood Islamic Education

CHAPTER I
INTRODUCTION

A. Background of the Problem

أَعُوْذُ بِاللهِ مِنَ الشَّيْطَانِ الرَّجِيمِ

بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِيمِ

ذَلِكَ الْكِتَابُ لَا رَيْبَ فِيهِ هُدًى لِلْمُتَّقِينَ

The meaning: This is Al-Qur'an which there is no doubt, a guidance for those conscious of Allah (Al-Baqarah:2)

In our life as a Muslim religion, our guidance is Al-Qur'an. Anything related to our lives, such as the rules of dressing, eating, neighboring and others are already in Al-Qur'an. How important Al-Qur'an in our lives, for example, when we get lost on the journey we need guidance, so too with ourselves where will we go after this life in this world has been explained in Al-Qur'an.

The thesis explains about ESP syllabus as a guidance of the lecturer in teaching, but we have to know the difference between ESP and General English. English for specific purposes has grown rapidly in line with the learners' needs of language especially in communication skills academically.

General English is how someone creates or designs for the student to improve and increase their ability to communicate especially in English in social life and for work situations, general English allows us to improve our English, giving us a practically understand about the language and how to use it. On the other hand, ESP is the central point of the language suitable to these activities in Lexis, Discourse & Genre, Register, Grammar, and Study Skills. Therefore, it can conclude that the General English Purpose is to cover all the skills, whereas ESP put stress on the needs of learners.

A syllabus is importantly needed for both teachers and students about some material in school or campus. The syllabus is about the contract between member faculties and the students or learners, designed to answer students' questions and opinions about a school. It gives information about what will be studied as long as the course in one semester or a year.

Syllabus design for an ESP program is fundamental because it builds on a rating about needs, function, and the purpose of which English is requisite. As we know, ESP can help students improve their English skills based on their study program at college. The importance of having a syllabus for teaching is: 1) To create the material will be controllable. Language is one of complex unity. 2) To offer supporting morals to teachers and learners. Besides that, the syllabus has practical benefits, and the syllabus gives moral support to the teachers and learners, making the language of mastering effortless to understand. 3) Syllabus ought to be considered as the expression

of projected routes so that instructors and inexperienced persons no longer only have an thought of where they are going to do but how about they might get there. 4) Syllabus is a statement of views in nature of the language of learning and instructing material.

The fact showed that when teachers receive information that the syllabus starts to change, they were not sure of what they will do about it. They realized that the syllabus has to be more specific in material and content to promote developing more skills. Still, they were not sure about how to convert the information into learning outcomes. The question such as: what will we go to do? What are we going to teach? Or what materials are we going to teach? Etc.[1] will be a problem to be solved. And for the lecturer who does not has a syllabus for teach there are first, they cannot give the systematical material, and the lecturer and her/his assistant do not have the continuous material for both of them.

Based on the researcher's observation in IAIN Palopo, especially in Early Childhood Education Programs, it was found that there are two problems about the developing English material. First, there is no guiding book (Syllabus) for teaching English material. Second, the English material receive was general English because they do not use ESP (English for a specific purpose). [2]

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[1] Fernando Manuel, *"world journal of English Journal" vol.7 No.3 2017*
[2] Ms.H. English Lecturer of Early Childhood Islamic Education's at IAIN Palopo.2019

Based on the illustration above, researchers interested in designing the early childhood education program's English syllabus. Therefore, in this research, the researcher will be designing the ESP syllabus for the Early Childhood Islamic Education Program to help the lecturer teaching English and for the students to learn about their faculty.

B. The Identification of the Problem

Based on the observation, the problem identification of this research are:

1. There is no guiding book (Syllabus) for teaching English material

2. The English material receive was general English

C. Limitation of the Problem

The problem's limitation focuses on designing ESP syllabus in learning English for the Early Childhood Islamic Education Study Program at IAIN Palopo, especially for the third-semester. The researcher will limit the syllabus, which will design based on the learners' need analysis.

D. Formulation of the Problem

Based on the problem statement above, researchers formulates the research question as follows: "What kind of syllabus design is appropriate for Early Childhood Islamic Education Study Program?".

E. The Objective of the Research

This research aims to design the ESP syllabus for the Early Childhood Islamic Education Study Program by using the 4D design model to help English lecturer teach and as a reference for teaching English.

F. Specification of the Research

This research was designed ESP Syllabus for Early Childhood Islamic Education Study Program at IAIN Palopo. The syllabus is a learning plan in a groups of subject that includes CPMK(significant achievement), indicator, criteria & form of judgment, learning method, learning material, quality of judgment. This syllabus consists of 16 meetings, including the middle test in the eighth meeting and final test in the sixteenth meeting.

G. The Significant of the Research

The result of the research is expected to be useful as follow:

1. Student

It was expected to be helpful for the learners to improve their English according to their needs.

2. Lecturer

It was expected to be useful for English lecturers to teach in the classroom as the references in teaching English to improve teaching and learning quality.

3. The next researchers

It was expected to be helpful for the following researchers as one of the research for further research.

H. Assumption and Limitation of the Study

    a. Development Assumption

        This research was assumed to be ESP Syllabus for the Early Childhood Islamic Education Study Program at IAIN Palopo. This assumption is based on the reason that early childhood education still learns about general English.

    b. Development limits

        The syllabus only contains about ESP material. This Syllabus for the Early Childhood Islamic Education Study Program, especially for the third-semester at IAIN Palopo.

CHAPTER II
LITERATURE REVIEW

A. Previous Study

Some researchers have done studies on English for specific purposes its contribution to English teaching. Their findings as to the following:

1. Heni Fatmawati (2017), in her research "Need Analysis in English for Specific Purposes at Vocational School," investigated Descriptive Research at the Eleventh Grade Students of Marketing Major of SMK Negeri 1 Demak. This research used a classroom observation checklist and questionnaire for the instrument. The writer located the concern except any participation. It capability the writer did now not take part in the talks of English instructing and getting to know in the classroom. The writer used a school room statement checklist with YES and NO answers. And for the questionnaire, the researcher used four (4) optionals answer. The questionnaire consists of 19 questions in which questions divided into seven parts.[1]

2. Dewi Rosnita Hardiany (2018), in her research" English for specific Purpose (ESP) Syllabus Redesigning for the Nursing Program Based on Kerangka Kualifikasi Nasional Indonesia (KKNI)." This research's

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[1] Heni Fatmawati. *Need Analysis for Specific Purposes at Vocational School*. Walisongo State Islamic University Semarang, (2017).p.5

research objective was: describe the existing syllabus; analyze nursing programs students need in learning English; redesign the ESP syllabus for the Nursing Program students based on KKNI.

This research was at a nursing program, faculty of nursing of Ngudi Waluyo University Semarang.

The conclusion of this research was: The current Syllabus of nursing English is an integrated course that cover ESP and EAP with material related to nursing; the result of the study was the student's need deal with nursing materials and activity that can support them to practice and communicate; in the redesigning process, the writer is maintaining the strength of the existing syllabus and combining it with the results from need analysis as well as the suggestion from the stakeholders.[2]

3. Ika Chairiyani and Rahmat. In their research "Designing English Syllabus for Kindergarten at TK Nisrina Bekasi". The conclusion of their research was to design a syllabus, the researcher should put some indicators related to the aspects of development. The respons of teachers, parents, and students, when rhe researcher carried out the

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[2] Dewi Rosnita Hardiany. *ESP Syllabus Redesigning for The Nursing Program Based on KKNI*.Ngudy Waluyo University Semarang, (2018).p. 77

research (field study) show how they need English to their children, how they expect after learning English for some time.[3]

All the previous studies focused on the need analysis of the specific program's specific purposes or their nursing and vocational school studies. The second researcher used the one program to found about her research, was KKNI, and she was redesigning the syllabus, which means there was a syllabus from the past. The third thesis was about designing English Syllabus for Kindergarten at TK Nisrina Bekasi. This research attempt to how to design a syllabus for early childhood Islamic education program and to empower four integrated skills

B. Some pertinent ideas

1. Definition of ESP

According to Benesch 2001 that teaching English for a specific purpose, in its nowadays, was more motivated by the need analysis to communicate over the language in areas such as trade and technology[4]. According to Johnson 1998, ESP is mainly found on the general assumption that academics texts of all the discipline have standard

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[3] Ika Chairiyani and Rahmat. *Designing English Syllabus for Kindergarten at TK Nisrina Bekasi.*p.28.June (2020)

[4] Starfield sue brian . *The Handbook of ESP. John Willey and Sons, Inc*. (2013). p.2

features that are somehow different from the general-purpose and what they could be more focally learned and taught.

From the definition above, ESP is a product that can help teachers and students in their classroom activities. Motivated by their need in their material, like in the machine or nursing, they can be given the English material based on their program.

2. Characteristic of ESP

According to Dudley-Evans & St. John, 1998:4, there are two kinds of ESP characteristics, fundamental characteristics & variable characteristics. For the fundamental characteristic, they were:1) ESP are defined to meet with specific need analysis from students, 2) ESP make the use from underlying methodology with the aid of things to do of discipline it serve,3) ESP is focused on the languages skill, discourse and genre handy to these activities. Whereas for variable traits, they were: 1)ESP maybe relate to designing the specifics discipline, 2) ESP maybe use, in particular educating language situation, a exceptional methodology from the ordinary English,3) ESP is viable to diagram for adults scholar or learner, both at tertiary stage establishments or in the expert works situation. It could, however, be for learners at the secondary school level; ESP is normally designed for intermediate or improve students.The explanation above shows that fundamental characteristic is specific to an ESP because needs analysis of leaeners is central to designing languages

activity. The ESP course could be designed for a precise group used a precise teaching methodology about the variable features. Nonetheless, all the learners' classes and self-discipline can difficulty with ESP. For this reason, ESP be considered surely as an 'approach to teaching, or what Dudley-Evans and St. John illustrate as an 'attitude of mind.' According to Basturkmen 2010:3, the focused of ESP is to locate the student's needs. ESP guides are narrower in focal point than ELT guides because they center on learners' needs. Commonly, ESP has not about how much will be concerned with the debate and issue emerging in recent years about second language acquisition.

3. Definition of Syllabus

Brown 1995,7, state that " syllabus provides a focus for what should be studied, along with a rationale for how the content should be selected & ordered." Similarly, Richard 2001:2 defines syllabus as "A specification of the content of a course of instruction (which) lists what will be taught and tested."[5]

Hutchinson & waters 1987:80 that the syllabus is an expression of the opinion on the nature of language instructing and learning; it's about a information between trainer and learner by way of offers some desires to

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[5] Sabah Salman Sabbah. *English Language Syllabuses: Definition, Types, Design and Selection.* Arab world English journal. Vol.9, no.2, (2018). p.128

be attained. McKeachie 1986 stated that, at the very least, a syllabus sends a symbolic message to a student concerning the character of the trainer and the quantity of funding you made in the classroom or course.

From the explanation, researchers can conclude that the syllabus is a list of what the teacher teaches to the student. It can be the tool to prepare some material list that the teacher has to know this syllabus to make teachers get a procedure to teach in their class.

4. Type of English syllabus

The syllabus can be divided into two (2) different types: product-oriented Syllabus and process-oriented Syllabus (Long and Crookes,1992; Long and Robinson,1998). (1) Product-oriented syllabus focused on what learners will get as the result of instructions, and they typically list a selection of the graded item to be 'learned' by the learners. (2) The focus is on processing oriented syllabus is on the academic method of how outcomes of educating and studying can be achieved.

Brown (1995) lists seven basic syllabus types: "structural, situational, topical, notional functional, skill-based and task-based syllabus."[6]

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[6] Sabah Salman Sabbah. *English Language Syllabuses: Definition, Types, Design and Selection*. Arab world English journal. Vol.9, no.2, (2018).p.129

a. Grammatical or Structural Syllabus

According to Long and Crookes, 1992, the structures are generally presented individually, usually, but not always, for example, differentiate between simple present & simple past or between singular nouns & plural nouns.

McKay in Brown (1995:7) structural syllabus center of attention on the grammatical form. Thematerial consists of the structural syllabus is not tough to perceive due to the fact the table of contents is geared up about the grammar factor of view.

b. Situational Syllabus

McKay in Brown 1995:8, situational syllabus focuses on one idea which language was founded in difference situation or contexts. Roberto Rabbini (2002) states that principal organizing characteristics are lists of the situation that reflects how behavior and language are used every day outside the classroom(outdoor).

Yalden 1987:35, states that the situational syllabus will comprise devices of indicating specific situation event or situations, such as 'At the Post Office,' 'Buying book from Bookstore,' or 'The Job interview.'

A situational syllabus is about collections of the actual or imaginary situations in which language is used. The primary

functions of the situational languages of instructing syllabus are how to teach the language linked in conditions such as seeing the dentist, complaining to the landlord, shopping for a e book at the book store, assembly new students, and so on.

c. Topical Syllabus

According to Harmer 2001 topic provides a welcome organizing precept in what they can be based totally on what students will be involved in. it may also be a possible thing to identify the more relevant topics to students' communicative needs analysis. Next, Richard & Schmidt 2002 define a topic-based syllabus as a syllabus in which content, teaching, and learning things to do are situated around subjects and themes, such as the family, music, leisure, etc. The Other component of the syllabus is all linked to the core matters of the syllabus.

From the explanation above, the topical Syllabus or topic based syllabus is the same with the situational syllabus, except for the heading is broadly topic-based, includes things like family or food; these usually show a nearly clear set of vocabulary items, which may be specified.[7]

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[7] Ban Jafar Sadiq. *Designing ESP Syllabus for Students at Iraqi Colleges or Physical Education.* (2009). (https://www.researchgate.net/publication/329358038)

d. The notional or functional syllabus

According to Firth (1957) and Halliday (1973), the Notional or functional Syllabus grew out of the functionally oriented linguistics culture that has long existed in Britain. Entirely then will examine language in isolation from its used and social contexts. Instead, enough descriptions of language must consist of statistics how and for what motive and what way languages are used.[8]

In Richards (2001:154), the functional-syllabus try to analyze the concept of communication competencies with the assumption that mastery in individual functions will result in overall communicative abilities.

e. Skill-based Syllabus

Reilley (1988) said that a skill-based syllabus is a syllabus consisting of collecting the specific capability that may be played of a set part in using the language. Furthermore, this syllabus organized about the different underlying capability to use a language such as listening, speaking, listening, writing, or reading (Richards, 2001).

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[8] Karl Krahnke. *Approaches to Syllabus Design for Foreign Language Teaching*. No.87, p.35

The steps of this type are: We will make a list of language skill that learners need to obtain; We will make the lists based on topic, grammatical, vocabulary, etc. and make it systematically; We will grouping the topic, form, structure, and then match them with the language skill.

f. A task-based syllabus

Long (1985), states a task as as a part of work undertaken for oneself or the others, freely or for some reward. In other words, through task, it supposed that the hundred and one thing human beings or man or woman do in everyday life, at play, at work.

Skehan 1998:268 states that a task is an activity that should be adhered to the following criteria: a) meanings are primary. b) there is a aim that desires analysis to be work forward. c) the endeavor is outcome-evaluated. d) there is a real-world relationship.[9]

Designing a task-based syllabus requires that the assignment be sequenced to facilitate the entire studying process. In effect, this requires identifying the complexity of an individual's task so that the assignment can be matched to the learner's level of

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[9] Cronje K.syllabus types.(2001).p.56

improvement and that every venture can scaffold the duties that observe [10].

g. The content-based syllabus

Atkinson & Ramanathan 1995, state that the content-based syllabus is a syllabus about the product of a communicative approach to language teaching. A content-based syllabus is where language abilities are put to use on a sequence of center of attention items and accomplice materials that can be handled within an educational rule.

According to Nunan (2004), ontent-based guidance can have the following benefits: It is underpinned by way of the organic, analytical method to tendencies of language skill; It can help the faculty of learner grasp the different component of the faculty learning process; It gives that a framework which language rookies can have proceed engagements on both mastery of contents and acquisitions of language.

5. The purposes of the syllabus

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[10] R Ellis. Designing a task-based syllabus. *RELC journal*, *34*(1), (2003). 64-81.

The syllabus's purposes are nearly as varied as the likely content but can be grouped into categories. The syllabus makes sure a fair and impartial understanding between the instructors and students that there is minimal confusion on the course's policies and setting clear expectations of materials to be learned, classroom behavior, and effort on students' behalf put on the class.

Pastorino (1999) that The syllabus helps learners identify whether or not they are prepared for the works the course involves and what they might do about it[11]. And according to McKeachie (1999), the syllabus is essential, allocates fewer than three pages to develop and present the syllabus. The critical thing of reflecting & revising almost every aspect of the teaching process yet does not mention that the syllabus might also be considered for appraisal and improvements.

So from the definition above, Researchers can conclude that the purpose of a syllabus is for teachers and students to know what they are wont to do in their classes, including activity, material, skill, assignment, test, and attendance.

6. How to design a syllabus

Bill and Gower (cited in Tomlinson 1998, 116-124) suggested some guidelines for writing the syllabuses and materials. In the pre-

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[11] Jay Parkes and Mary B. Harris "*The Purpose of a Syllabus*", vol.50,No.2, p.58;2002

writing stage, the teaching situation and the supposed learner group should be analyzed. Then, decisions should be made on the type of assessment, resources/staffing available should. Next, the syllabus designer should have intensive information about the learners' needs analysis, age, level, interested, learning English, weaknesses, and strengths. This information can be obtained by administering placement tests and need analysis and surveying students' descriptive analysis.[12]

There are several stages the designer or the specialists in the field of designing syllabus have to follow. These stages break the process of syllabus design into components. Most researchers such as Graves, 1996, Sysoyev 2000, and Chen 2007, agree on the same stages in designing any syllabus[13]. The stages are:

a. Need Analysis

According to Nunan 1988, the term needs analysis is "sets of tools, techniques, and procedures for determining the language content and learning process for a specified group of learners." Ellis 2003 states that need analysis is "a procedure for establishing the specific needs of language learners. These needs include the

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[12] Sabah Salman Sabbah.*English Language Syllabuses: Definition, Types, Design and Selection*. Arab world English journal. Vol.9, no.2, (2018). p.138

[13] Ban Jafar Sadiq,.*Designing ESP Syllabus for Students at Iraqi Colleges or Physical Education.*(2009).*(*https://www.researchgate.net/publication/329358038*)*

situations in which the language will be used and the communicative purposes it will be put to"

b. An Instrument of need analysis

There are extraordinary ways of findings statistics about the students' wishes evaluation and previously experience. It can be carried out by more than a few questionnaires, team discussions, surveys, and interviews. According to Sysoyev 2002, In syllabus design, student analysis will help teachers bring together the requirement of the students in formulating goals and objectives

c. Determination of goals and objectives

According to Grave 1996:17, a aim is some thing we favor to achieve, and in the case of language learning, desires are frequent statements for the syllabus.

Richard & Schmidt (2002:370) distinguish between two one-of-a-kind types of objectives. General goals or pursuits are for the underlying reasons for or purposes of a syllabus (for example, to instruct students to read and write a overseas language, enhance students' know-how of a foreign culture, etc.). Aims are described as long-term or goals. In contrast, goals are descriptions of what is to be done in a syllabus. A description of particular goals in terms

that can be located and measure is acknowledged as a behavioral objective.

d. Content conceptualization.

The contents conceptualization is not about a context-free process. When taking into account informations round the learners, goals, and objectives, the instructor desires to decide which components of the mastering manner will be included, integrated, emphasized, and used to address students' wishes evaluation and expectations. According to Sysoyev 2003:3, syllabus designers can focal point on creating vital skills, intercultural competence, communicative competence, vocabulary awareness, etc.

e. Selection & Development of the Materials and Activities

As for selecting and developing materials and activities, many teachers use the syllabus's backbone forms. It is something concretes the students use, and it affords a focal point on the class. Choose the cloth may imply creating new materials. Collecting a variety of materials, or adapting existing materials. The teacher considers the varieties of a factor in developing, choosing, or adapting materials. Two of more important are their effectiveness in reaching the course's purpose and appropriateness for the students and the teachers. Appropriateness includes student's comfort and familiarity with the materials, language levels,

interests, and relevance. Some teachers incorporate instruction in how to use unfamiliar material as part of their syllabus will be designed. Feasibility and availability are also important to consider (Graves,1996)

f. Organization of contents and activities

Organization of contents and activities is also considered an issue because it reflects the syllabus's philosophy, whether it is structural, tasks, or communicative.

g. Evaluation

The final step of the syllabus design is evaluation. Teachers should be evaluated their syllabus to promote and improve their effectiveness. Evaluation can be executed into two different methods are implicitly and explicitly. The Implicit assessment might also show up all through the semester, by using the students' grades, motivation, and participation give the instructors clues on how the studying substances are going on. While detailed evaluation occurs at the end of the syllabus or after the learners have experienced it.

Evaluation is a step in developing a syllabus and also includes evaluation of the syllabus itself. Such evaluations may also no longer be without delay linked to assessing scholar

progress, even though the scholar opinions and take a look at effects can furnish feedback on the syllabus's effectiveness.

7. Early Childhood Islamic Education and English Material

   a. Early Childhood Islamic Education

      Early childhood Islamic education is one of the major of the university. This major about students learn about being a good teacher in the early childhood education school later. They learn about how to take care of the children and teach them about new things.

      In the early childhood Islamic education study program, the graduates are a kindergarten teacher and a consultant in kindergarten of early school in government and private institutions.

   b. English in Early childhood Islamic Education

      In the Early Childhood Islamic Education Study Program, English material has to fulfill the targeted competence especially demanded by PIAUD Program. English is significant to teach in early childhood education. English is a universal language. It can help the students understanding about communication with the other people in other countries. In early childhood education, English is too General in teaching, not explicitly based on their program.

8. Instructional Design Model

In the literature, there are models of instructional design that are often implemented in research. Borg & Gall, Dick & Carrey, Hannafin and Peck, and 4-D design models**.**

a. **Borg and Gall**

Borg and Gall Borg & Gall (1987: 775) develops a procedure containing ten steps in developing learning materials. They are (1) research and information selection. (2) planning. (3) develop a preliminary form of a product. (4) preliminary field testing. (5) main product revision. (6) main field testing. (7) operational product revision. (8) operational field testing. (9) final product revision. (10) dissemination and implementation.
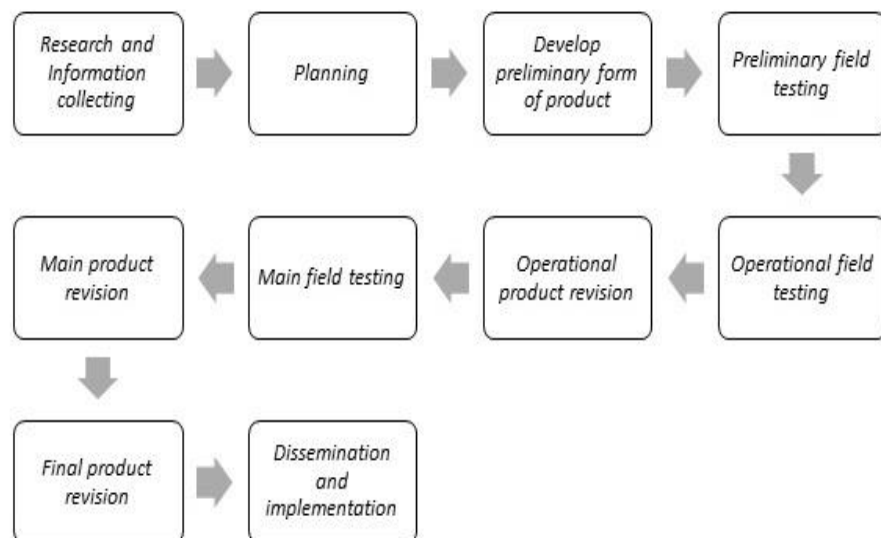
Chart 1: Borg & Gall Design Model

b. Dick and Carrey

Another Research and Development model is proposed by Dick & Carey (2001: 240). It is a straightforward linear process that allows a structured flow to the development of instruction. The steps are (1)   identify the instructional goal, (2) writing performance objective, (3) developing assessment instrument, (4) developing instructional strategy, (5) developing and selecting instructional materials, (6) designing and conducting a formative evaluation of instruction, (7) revising the instruction, (8) conducting and designing a formative evaluation, (9) conducting and designing a summative evaluation.
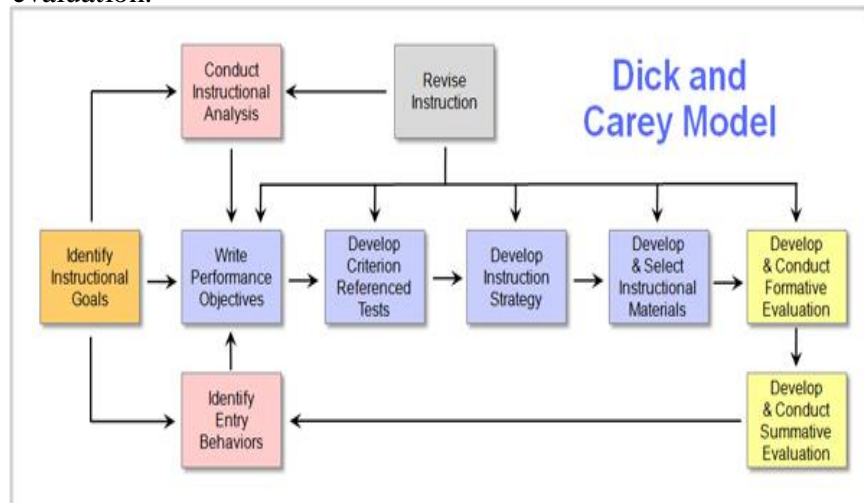
Chart 2: Dick & Carey Design Model

c. 4D model

This model has four phases such as (1) Defining, (2) Designing, (3) Developing, (4) Disseminating by Thiagarajan, dkk

(1974). In *defining* phase, there will be conducting learner's need analysis. The next phase is *designing* a product that will be produced and developed based on the learner's need analysis results. The next phase will be *developing* the product with good validities from the expert judgments, lecturer, and the learners as the users. The last phase is disseminating the product that could be published through seminars, social media, journals, etc.`

4-D Model

```
┌──────────┐    ┌──────────┐    ┌──────────┐    ┌───────────────┐
│ Defining │ ─► │ Designing│ ─► │Developing│ ─► │ Disseminating │
└────┬─────┘    └────┬─────┘    └────┬─────┘    └───────┬───────┘
     │               │               │                  │
┌────▼─────┐    ┌────▼──────┐   ┌────▼─────┐    ┌────────▼──────┐
│   Need   │    │ Materials │   │Evaluation│    │  Socializing  │
│ Analysis │    │Development│   └────┬─────┘    └───────────────┘
└──────────┘    └───────────┘   ┌────▼─────┐
                                │ Revision │
                                └────┬─────┘
                                ┌────▼─────┐
                                │ Try-Out  │
                                └────┬─────┘
                                ┌────▼─────┐
                                │ Revision │
                                └──────────┘
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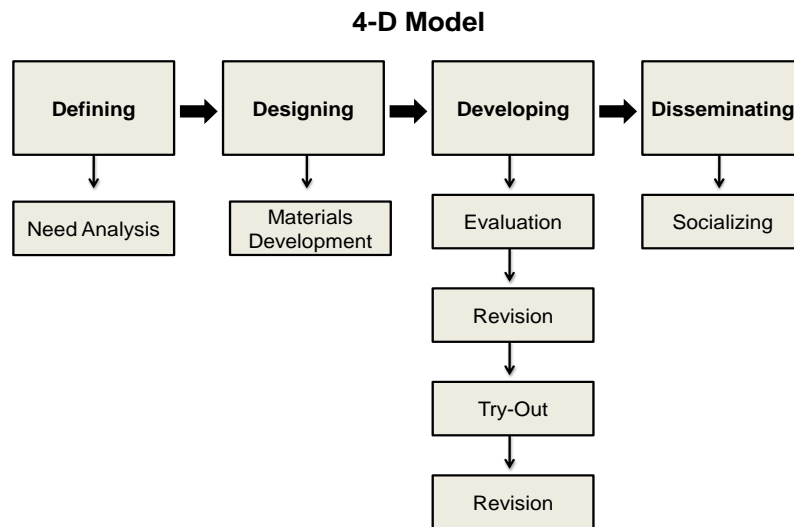
Chart 3: *Conceptual Framework*

d. **Addie Model**

According to Raiser & Mollenda (1990), this model stands for five steps. They are (1) Analysis (needs, requirement, tasks, and participants capabilities), (2) Design (Learning objectives, activities,

and exercises), (3) Development (creates a prototype, develop course material, review), (4) implementation (training implementation, tools in place and observations), (5) evaluation (awareness and behavior).

C. Conceptual Framework

Based on the explanation of several design models previously, the researcher determines the model which strongly supports the materials developed in this research is the 4D model. It was described in the following conceptual framework.

```
                        ┌─────────────────────────┐
                        │  Designing ESP syllabus  │
                        └────────────┬─────────────┘
                                     ↓
┌────────────┐    ┌────────────┐   ┌────────────┐    ┌────────────────┐
│  Defining  │ ➜  │  Designing │ ➜ │ Developing │ ➜  │ Disseminating  │
└─────┬──────┘    └─────┬──────┘   └─────┬──────┘    └───────┬────────┘
      ↓                 ↓                ↓                    ↓
┌────────────┐   ┌─────────────┐   ┌────────────┐    ┌────────────────┐
│    Need    │   │Resourcing   │   │ Evaluation │    │   socializing  │
│  Analysis  │   │and creating │   └─────┬──────┘    └────────────────┘
│(Questionn- │   │ a product   │         ↓
│  aire)     │   └─────┬───────┘   ┌────────────┐
└─────┬──────┘         ↓           │  Revision  │
      ↓          ┌─────────────┐   └─────┬──────┘
┌────────────┐   │Collect,     │         ↓
│Target Need │   │analyzed     │   ┌────────────┐
│and Learning│   │and make     │   │  Try-out   │
│   Need     │   └─────┬───────┘   │ (Students' │
└────────────┘         ↓           │perception) │
                 ┌─────────────┐   └─────┬──────┘
                 │ Validating  │         ↓
                 │(Expert      │   ┌────────────┐
                 │Validation)  │   │  Revision  │
                 └─────────────┘   └─────┬──────┘
                                         ↓
              ┌──────────────────────────────────────────────────┐
              │ Syllabus for Early Childhood Islamic Education    │
              │ Program                                          │
              └──────────────────────────────────────────────────┘
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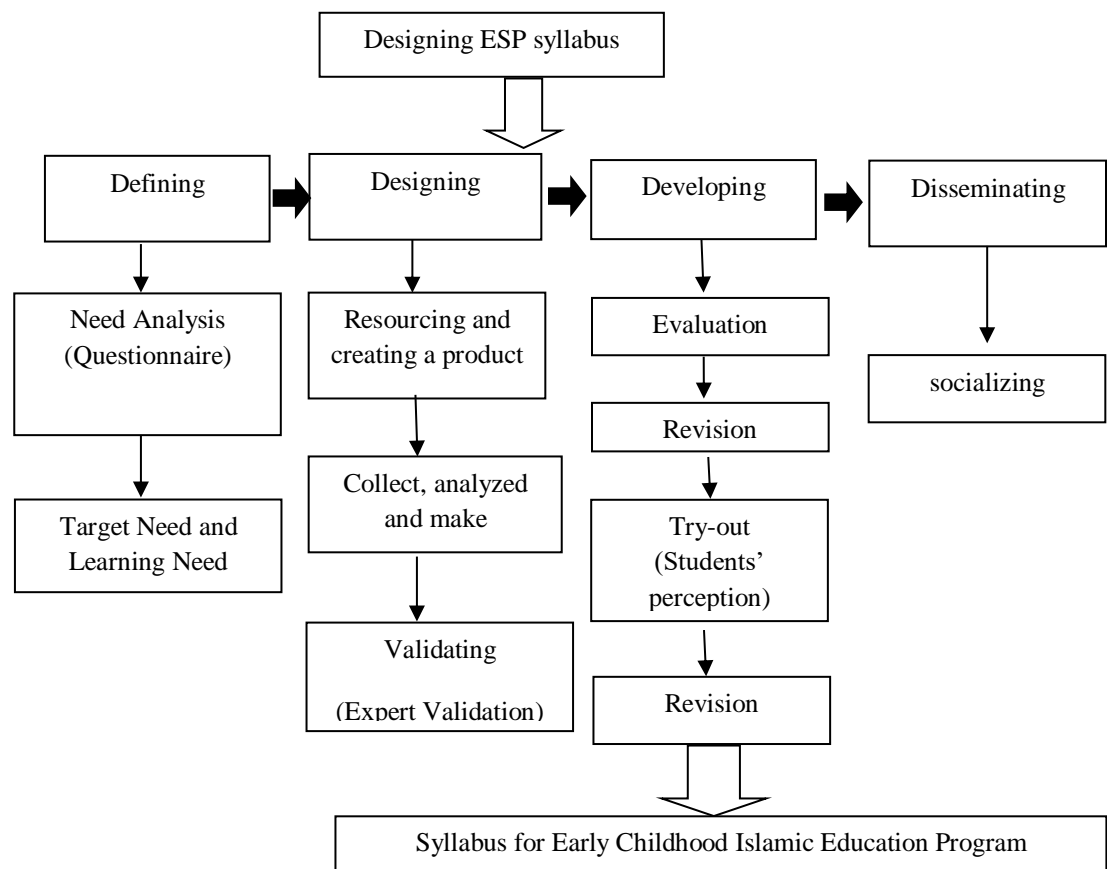
D. Research Question

1. What is the target need for the Early Childhood Islamic Education Study Program?

2. What kind of syllabus design is appropriate for the Early Childhood Islamic Education Study Program?

CHAPTER III
RESEARCH METHOD

A. Development Method

This research is categorized as Research and Development (RND). Borg and Gall (1983:772), state that Educational Research and Development (R and D) is a process used to developing and validating the educational product. The steps of this process are usually referred to as the R and D cycle. It consists of developing the product based on the findings, field testing in the setting where it will be used finally, and revising it to correct the deficiencies found in the field testing stages. In most tough R and D programs, the cycle will be repeated until the field test data indicates that the product finds its behaviorally defined objective.

B. Development Model

This research design used a 4D development model because it can improve lead time identification, which can reduce total construction duration. The research and development model of the 4D model consists of 4 stages, namely, Define, Design, Develop, and Disseminate.

C. Research Procedures

1. *Define*

The researcher aimed to collects information about the learners' needs for learning English. The information is about goals, input, activities, setting, teacher's role and learner's role of the respondent

2. *Design*

The researcher was designed and produced the product based on the result of learners' need analysis. Researchers designed the product that referring to an ESP syllabus based on defining previously.

3. *Develop*

In this step, Researchers was developed based on the experts' validation and student's perception. In this step, the researcher developed the product validities from four experts' judgment (layout experts, material experts and language expert).

4. *Disseminate*

In this research, the product developed and revised based on the judgments previously would be disseminated and published

D. Research Subject

This research is for the third-semester students of the Early Childhood Islamic Education Study Program of IAIN Palopo.

E. Try-out Design Product

1. Try-out Design

The try-out was conducted once after the researcher designed the ESP syllabus. In this try-out, the researcher will use experts' judgment and students' perceptions.

2. Try-out Subject

The subject of this try-out was the students of the Early Childhood Islamic Education Study Program at IAIN Palopo.

F. Technique and Instrument of Collecting Data

In this research, three instruments used to collects the data, which includes:

1. Questionnaire

The objective of the questionnaire is to know the learners' attitudes toward the syllabus that was designed. In this research, the questionnaires will be given to the third-semester students of the Early Childhood Islamic Education Study Program at IAIN Palopo. The questionnaire items consist of some topic such as goal, input, activities, setting, teachers' role, learners' role.

2. Documentation

This research's documentation can be pictures, videos, recordings, or files of the interviews, questionnaires, and the list of learners' names.

G. The technique of Data Analysis

1. Data analysis in the questionnaire

Data analyzed in this research was from the questionnaire is representative from the student's answers from each class that can be formulated:

$$X = \frac{\sum x}{N} \text{ x } 100\%$$

X= value

$\sum x$= total answer

N= total students

The opinion with the higher percentage the most accepted choice by the students. The following table shows the analysis result:

Table: 3.1

No	Question	Respond	Frequency (N)	Percentage (%)

2. Data Analysis in Experts' Judgment and Students' perception

This analysis was used Likert-Scala as the measurement. The questionnaires' results was used a pattern proposed by Suharto (2006: 52-53).

R =$\underline{\text{Xh - Xl}}$

      5

R = Range

Xh = The Highest-Score

Xl = The Lowest-Score

5 = The Range of Likert-Scale

3. The Validation of the Product

The result of the expert validation was analyzed by central tendency. It can be analyzed by using formula as follow :

$$M = \frac{\sum x}{N}$$

M = Mean

$\sum x$ = Total Score

N= Total Items

Scales	Interval	Descriptive Categories
1.	$1.0 < X \leq 1.7$	Very Poor
2.	$1.8 < X \leq 2.5$	Poor
3.	$2.6 < X \leq 3.3$	Fair
4.	$3.4 < X \leq 4.1$	Good
5.	$4.2 < X \leq 5.0$	Very Good

Table: 3.2

CHAPTER IV

FINDINGS AND DISCUSSIONS

A. Research Finding

1. The result of the Need Analysis Questionnaire

   In this need analysis research, the researcher observed with lecturer and student at the Early Childhood Islamic Education Study Program. The questionnaire made through Google Form provided the result of the need analysis of the Early Childhood Islamic Education Study Program

   a. Target Needs

   1. Needs

   The bar chart shows about the topics that early childhood Islamic students need in their learning English material in class. The bar shows that the students' final purpose in Learning English is based on the need analysis questionnaire. The students chose Teaching techniques for the sound of letters, vocabulary, listening, reading, speaking, and writing for early childhood with the percentage (40 %). Finally, this option got the highest rate than other option. In this thesis, the final product is syllabus contains about the four skills in teaching English was listening, reading, speaking, and writing.
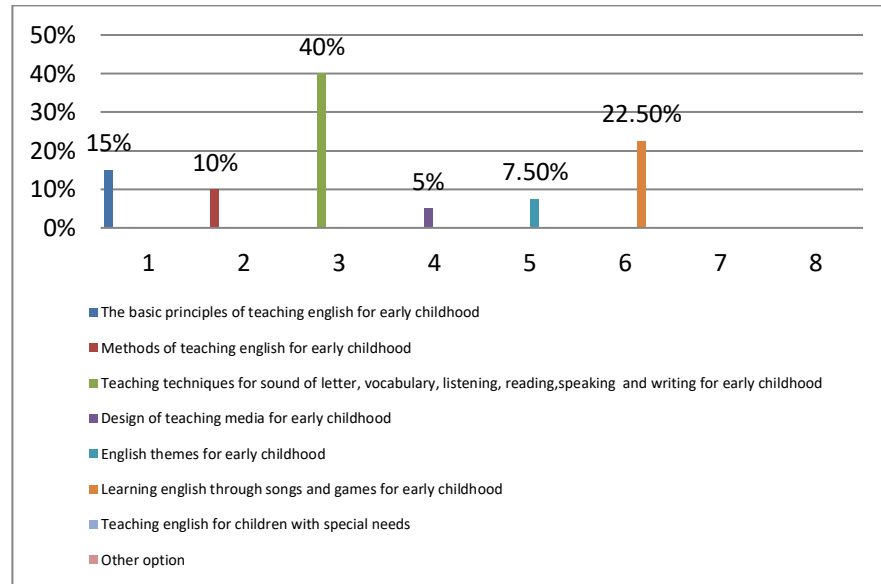
Chart 4.1: the topic that early childhood Islamic education students need in English material

2. **Lacks**

The bar chart shows the percentage of Early Childhood early childhood Islamic education students' difficulty in English skills. Based on the answer, 52.50% of students chose Listening, 40% of students chose Speaking, 7.50% of students chose Reading, and 7.50% chose Writing. Based on the result of need analysis, the students still need more tasks in Listening skills. Eventually, the product would focus on Listening skills with the longest time for study than the other skills.
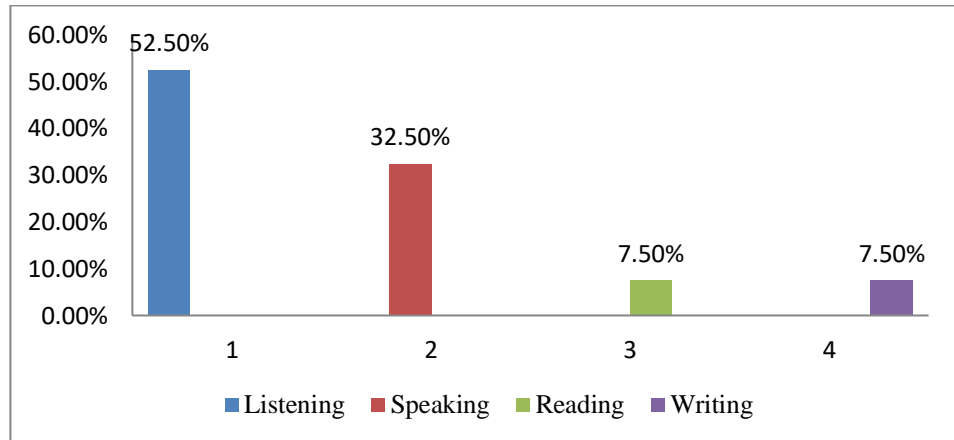
Chart 4.2: the difficulty of early childhood Islamic education students in English skill

The bar chart explains about the early childhood Islamic education students' level ability. The bar chart shows that the students' level ability is still basic at a basic level with the percentage (75%) , 15% of students chose intermediate, and (10%) in an advanced level. Eventually, the product would be focus on the primary level.
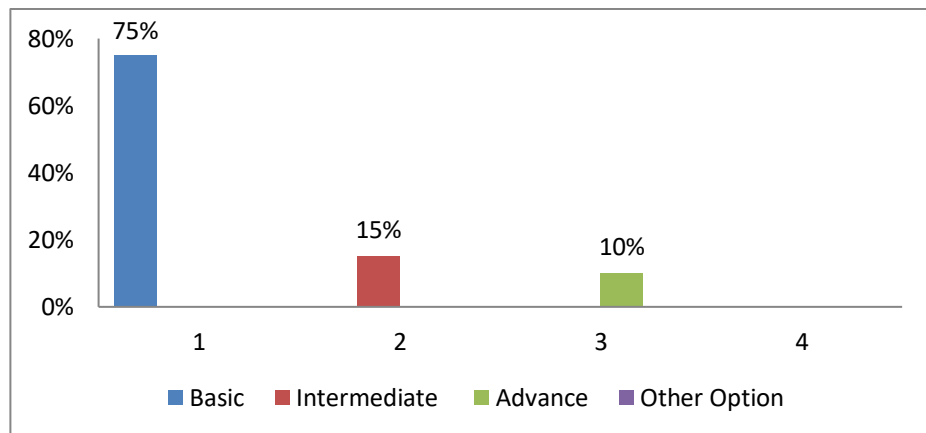
Chart 4.3: early childhood Islamic education students' level ability.

b. Learning Needs

1. Learning Material

The bar chart shows about the Early Childhood Islamic Education students' learning material in Listening skills. 25% of students chose fable, 45% of students chose Song, 15% of students chose a short story, and 15% chose animal. The higher rate was Song (45%) it means this material has 70 minutes, especially in listening skills. The second high percentage was fable (25%) it means this material has 60 minutes in listening skill. The last rate was short story and animal with the same rate (7.50%) it means this material has 40 minutes in listening skill.
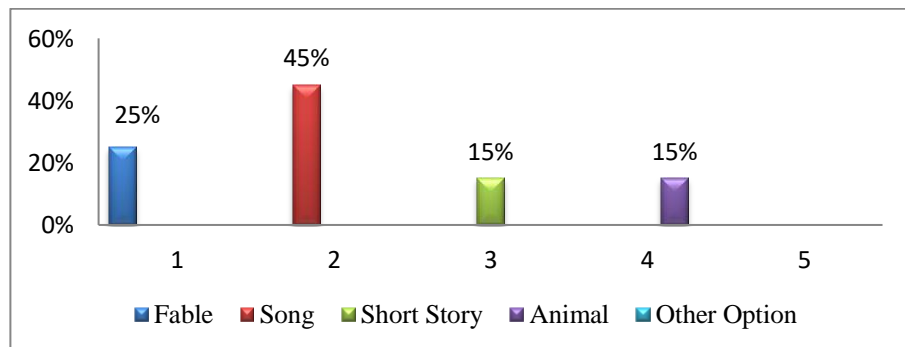
Chart 4.4: Islamic early childhood Islamic education students' learning material in Listening

The bar chart explains about the length of the text in learning listening skills. There were 52.50% of students chose <100 words, 30% of students chose 100-150 words, 7.50% of students chose 150-200 words and 10% of students choose >200 words. The highest rate of this question was <100 words (52.50%) it means that the English

material for Early Childhood students must be given 1-99 words in Listening Skill.
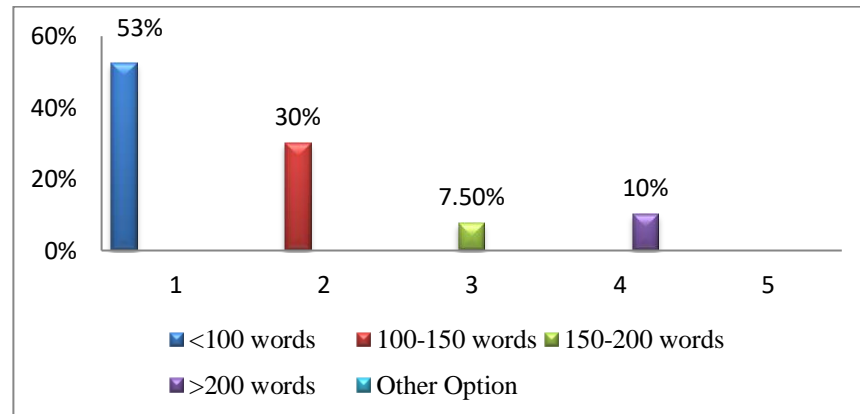
Chart 4.5: the length of the text in learning listening

The bar chart shows that the percentage of early childhood Islamic education students learning material in Speaking. The highest rate was self-introduction (45%), which means the self-introduction material has 75 minutes, especially in speaking skill. The second high percentage was a favorite idol (25%) it means that the favorite idol has 55 minutes, especially in speaking skill.
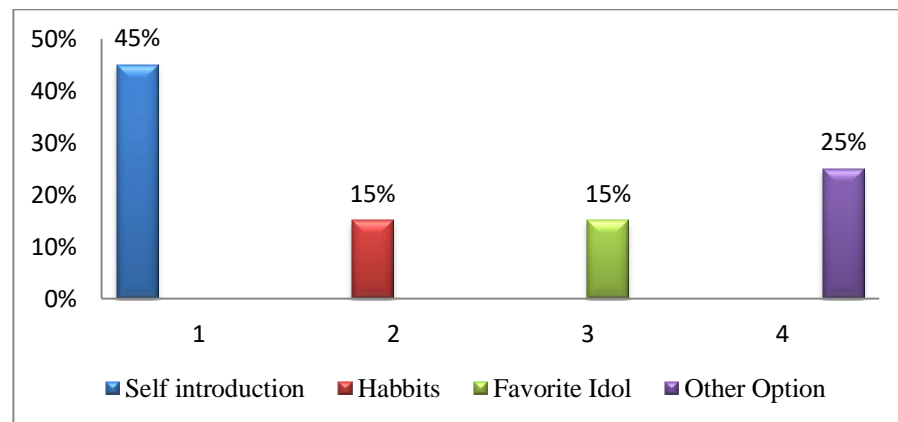
Chart 4.6: early childhood Islamic education students' learning material in Speaking

The bar chart explains about the length of the text in learning speaking. There were 57.50% of students chose <100 words, 22.50% of students chose 100-150 words, 5% of students chose 150-200 words, 10% of students choose >200 words and 5% of students chose other option. The highest rate of this question was <100 words (57.50%) it means that the English material for Early Childhood students should be given 1-99 words in speaking skill.
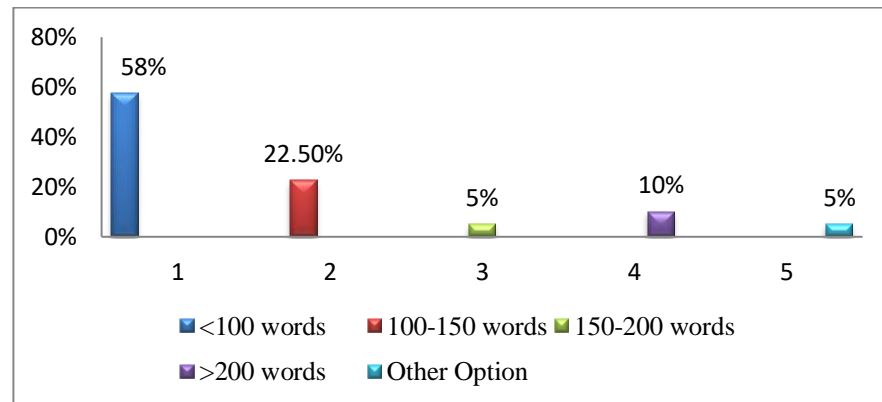
Chart 4.7: the length of the text in learning speaking

The chart indicates the percentage of the material in reading skills based on the need analysis questionnaire. The higher rate is a short story (40%) it means this material has 70 minutes, especially in reading skills. The second high rate was fable (30%) it means that fable material has 55 minutes, especially in reading skills.
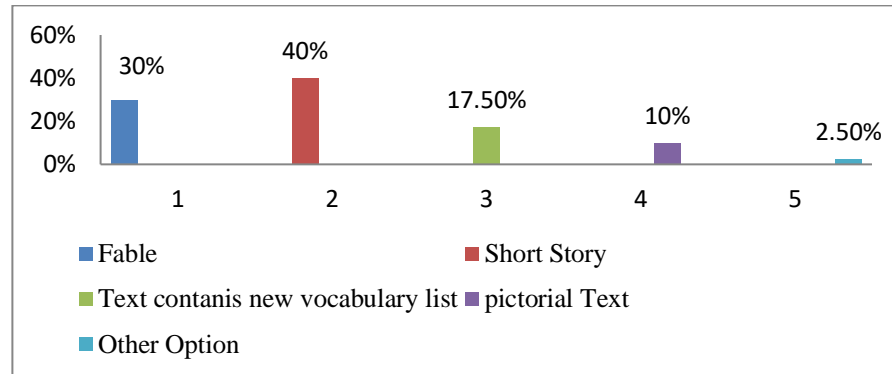
Chart 4.8: Islamic early childhood students' learning material in Reading

The bar chart shows that the higher rate of the length text in learning reading is one paragraph (35%) and the lowest rate was three paragraphs with the percentage (10%). It means that the English material for Early Childhood students should be given in one paragraph in reading skill.
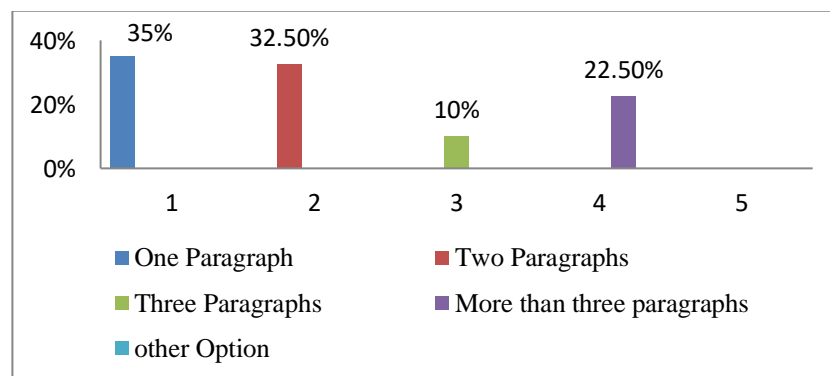
Chart 4.9: the length of the text in learning Reading

The chart shows about the Early Childhood Islamic Education students' learning material in Writing. The higher rate is future plan material (45%) means that this material has 75 minutes, especially in writing skills. The second high percentage was a family tree (35%) it

means that this material has 55 minutes in writing skill. And the last rate was building and city (20%) it means this material has 50 minutes in writing skill.
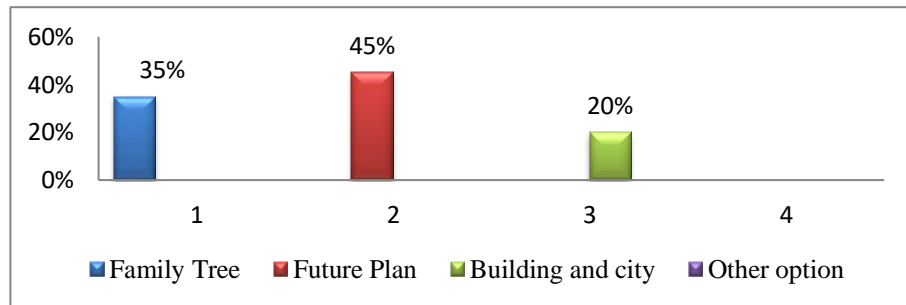
Chart 4.10: early childhood Islamic education students' learning material in Writing

The bar chart shows that the higher rate of the length text in learning writing is two paragraphs (40%) and the lower rate was more than three paragraphs with the percentage (7.50%). It means that the English material for Early Childhood students should be given in two paragraphs in writing skill.
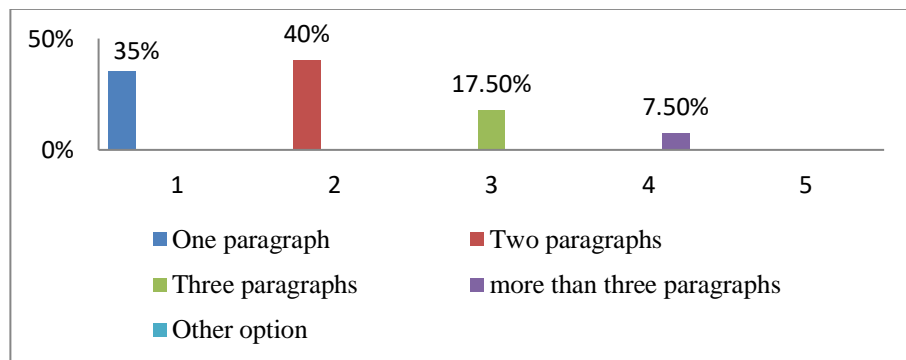
Chart 4.11: the length of the text in learning Writing

2. Activities

The bar chart shows about students' listening skills activities are based on the need analysis questionnaire. Among five options, one

option got the highest rate, it listening carefully and trying to understand the meaning (55%) and answer question orally got the lowest with the percentage (5%). it means that in listening skills would be applied listening carefully and trying to understand the meaning for student's activity.
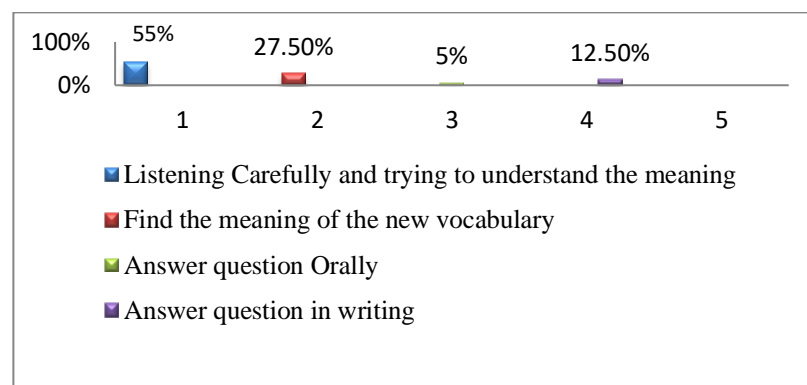
Chart 4.12: students' activity in Listening

The bar chart explains that the percentage of students' activities in speaking skills based on the questionnaire. The option which got the highest percentage is practice dialogue with a classmate (62,50%) and the choice which got the lowest percentage of questions and answered with classmate or teacher (10%). it means that in speaking skills would be applied practice dialogue with classmate for student's activity.

100%	62.50%		27.50%		10%		
0%							
	1		2		3		4

■ Practice dialogue with classmate
■ Discussion with small group
■ Question and answer with classmate or teacher
■ Other Option
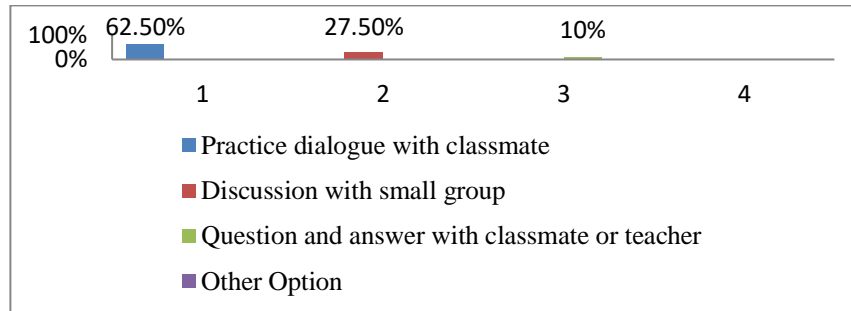
Chart 4.13: students' activity in Speaking

The bar chart shows about students' reading skills activities are based on the need analysis questionnaire. Among five options, one option got the highest rate, it identified the text with seatmate (42.50%) and answered that reading the text in front of the class got the lowest with the percentage (22.50%). it means that in reading skills would be applied identified the text with seatmate for student's activity.

50%	22.50%		42.50%		35%		
0%							
	1		2		3		4

■ Read the text in front of the class ■ identifite the text with seatmate
■ exchange information with group ■ Other option
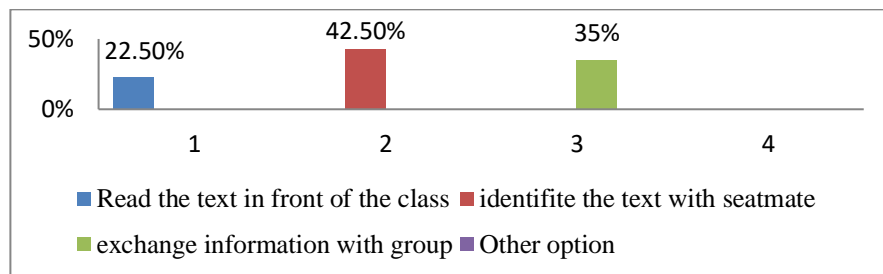
Chart 4.14: students' activity in Reading

The bar chart explains that the percentage of students' activities in writing skills based on the questionnaire. The option which got the highest percentage is arranged word into a correct sentence (62.50%), and the choice which got the lowest percentage is to identify error punctuation (12.50%). it means that in writing skills

would be applied arranged word into a correct sentence for student's activity.
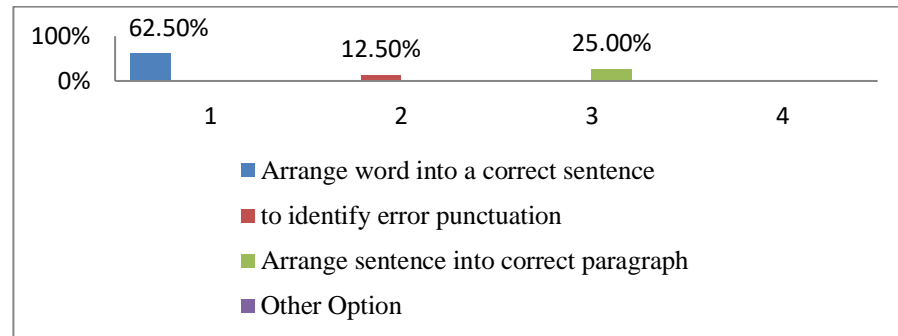
Chart 4.15: students' activity in Writing

3. Media

The bar chart explains that the percentage of students' media in listening skills based on the questionnaire. The option which got the highest percentage is a video with the percentage 62.50%, and the choice which got the lowest percentage is a fable (10%). It means that in the classroom should be more used a video than the other options such as picture, book, music, and fable for teaching listening skills.
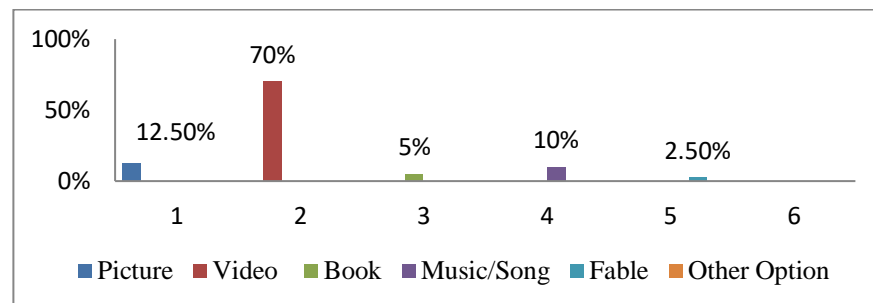
Chart 4.16: the students' media in Listening

The bar chart indicates that the percentage of students' media in speaking skill based on the need analysis questionnaire. The option

that got the highest rate is a picture that contains vocabulary with the percentage (40%), and the lowest rate was text book with the percentage (15%). It means that in the classroom should be more used a picture that contains vocabulary than the other options such as card contains vocabulary, text book, and song for teaching speaking skills.
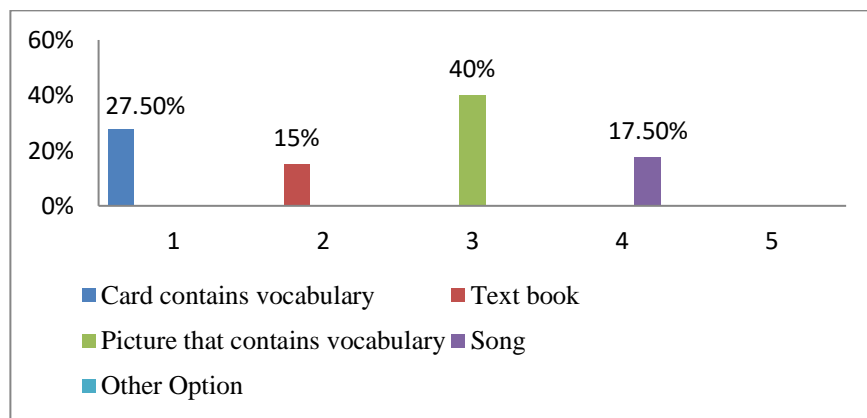
Chart 4.17: the students' media in Speaking

The bar chart explains that the percentage of students' media in reading skill. The book contains pictures, board, short video, story in English language, comic, and the other option among six options. The option that got the highest percentage is a book that contains a picture (27.50%), and the choice who got the lowest rate is comic (20%). It means that in the classroom should be more used book contains picture than the other options for teaching reading skills.
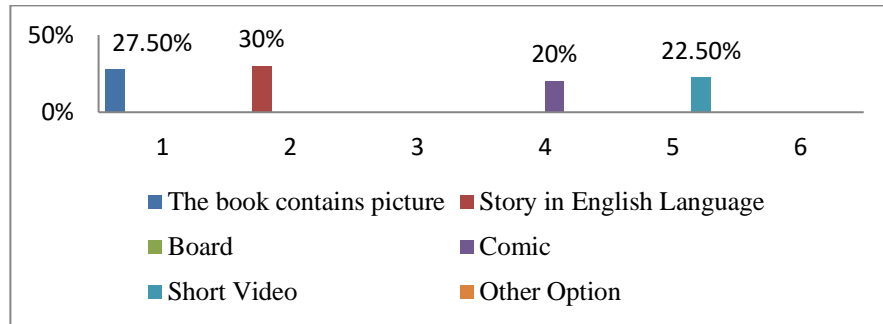
Chart 4.18: the students' media in Reading

The bar chart shows the students' media in writing skills based on the need analysis questionnaire. The option that got the highest rate is text contains missing words with the percentage (50%), and the lowest rate is a card with the percentage (5%). It means that in the classroom should be more used text contains missing words than the other options such as picture, card, and letter for teaching writing skills.
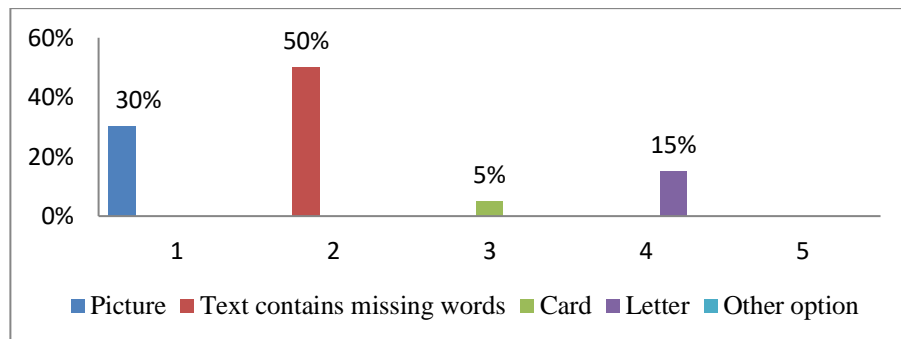
Chart 4.19: the students' media in Writing

4. Setting

The chart explains about preferred English learning activities of Early Childhood Islamic Education students. The option which got

the high rate is paired with the percentage (42.50%), and the low percentage is individual with the percentage (12.50%). It means that in the classroom should be more used paired for students than the other options such as individual, small group, and large group in English learning activity.
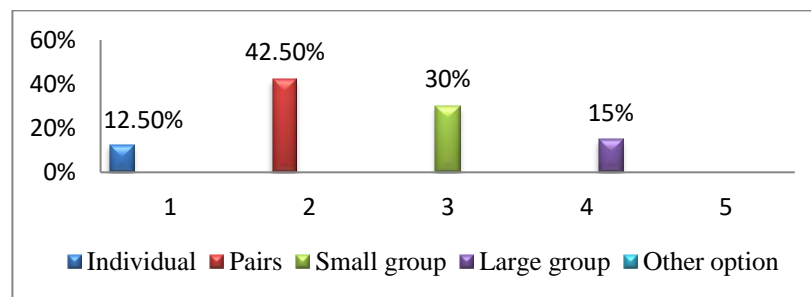
Chart 4.20: students preferred English learning activities

The bar chart explains that the students' preferred learning place based on the need analysis questionnaire. More the students chose classroom (50%), and it would be the high percentage from amount five options. It means that the places of learning English material for students should be in the classroom.
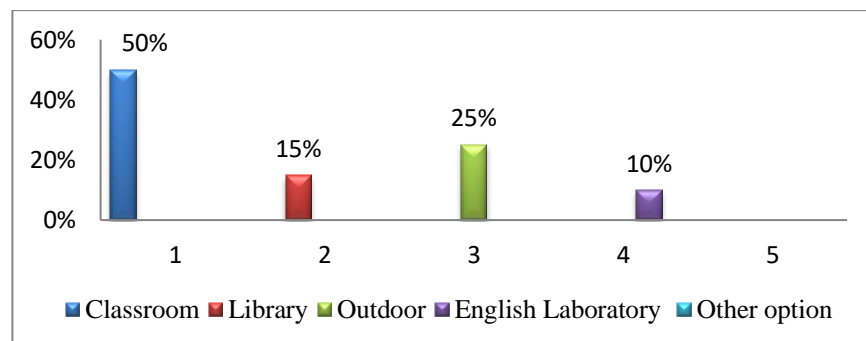
Chart 4.21: students preferred learning place

5. Students' Role

The bar chart shows the percentage of students' role in learning English based on the need analysis questionnaire. Amount the five options listening to the lecturer's explanation & following the instruction, discussing each meeting, giving a conclusion at the end of the lesson, writing down all of the teacher's information, and other options. The option which got the highest rate was listening to the explanation from the lecturer and follows the instruction (42.50%), and the lowest rate gives a conclusion the end of the lesson (12.50%)
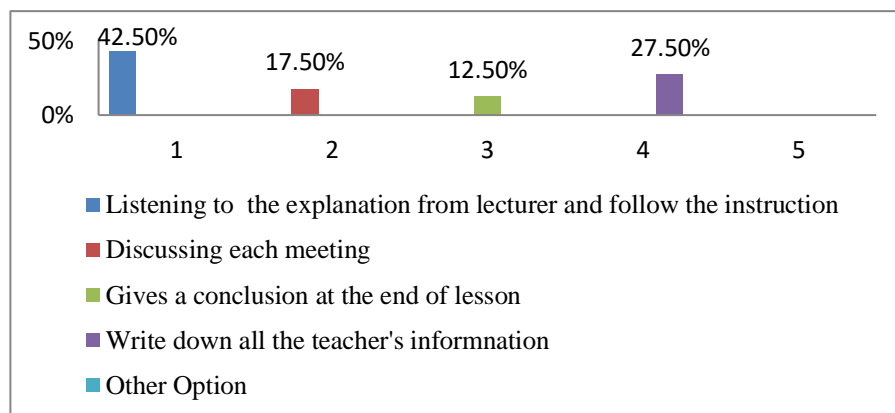
Chart 4.22: the percentage of Students' Role in learning English

6. Teacher/ Lecturers' role

The bar explains the percentage of teachers' role in learning English based on the need analysis questionnaire. The highest percentage is As an organizer, involving students and organizing learning activities (40%), and the lowest percentage is As a feedback provider, namely giving feedback on students' work (7.50%).
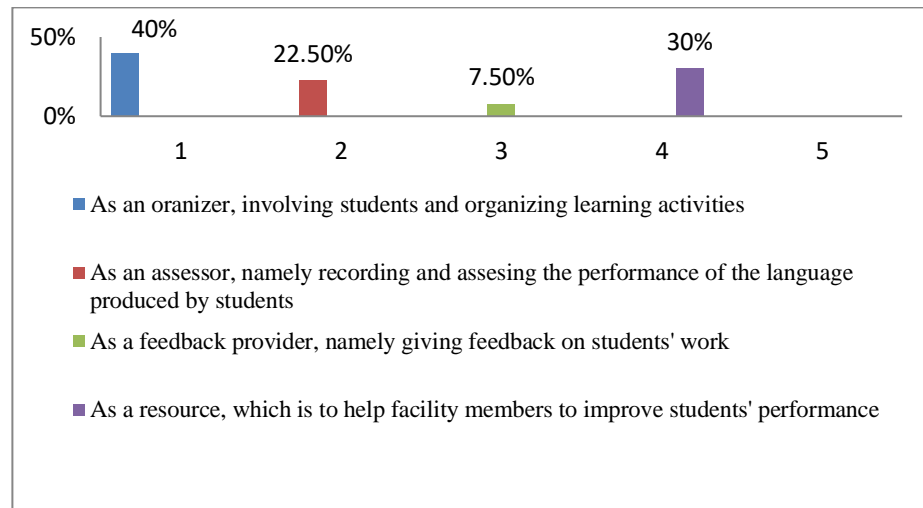
Chart 4.23: Teacher/Lecturers' Role

The product was designed based on the need analysis questionnaire. The option which got the high percentage would be put in the syllabus. The material in need analysis questionnaire was divided into four skills. The material in the syllabus was designed from the lowest to the high level.

2. Material validation

a. Expert Judgment

Four experts validated the Instrument and Learning Material. Those experts are *Expert judgment on Instrument, Layout, Material Expert, and Language Expert.*

1) Expert Judgment on Instrument

In this research, the researcher validated the instrument by giving a questionnaire to a material expert. There are 12 (twelve) questions about the instrument. The expert is Subhan,S.Pd.I.,M.Pd

as a lecturer of Early Childhood Islamic Education Study Program at IAIN Palopo. Based on the expert assessment by overall material, the total score of validation sheets for the material expert was 46 with an average of 3.83, which includes a "Good" category.

Table 4.1: Average score by expert judgment on instrument

Question Number	Score	Question Number	Score
1	4	7	4
2	4	8	3
3	3	9	4
4	4	10	4
5	4	11	4
6	4	12	4
Total Score			**46**

$$\text{mean} = \frac{46}{12} = 3,83$$

The comment from expert judgment on instrument was generally, the instrument was good, but more competence is needed to be developed in order to cover all aspects of English learning in collage, and for the suggestion was repair

the instrument view to make it more interesting. The final result of expert judgment on instrument was can be used.

2) Expert Judgment on Syllabus

The researcher validated the syllabus by giving a questionnaire to layout experts, material experts, and language experts in this research. There are twenty-seven questions about the syllabus. The experts are Devani Mardiana, M.Pd S as an English lecture of Early Childhood Islamic Education Study Program at IAIN Palopo, Subhan,S.Pd.I.,M.Pd, as a lecture of Early Childhood Islamic Education Study Program at IAIN Palopo, and Dr. Magfirah Thayyib, S.S.,M.Hum as an English Lecturer at IAIN Palopo.

a. Layout expert

Based on the experts' assessments, the total score of validation Syllabus for Layout expert was 108 with an average of 4.00, which includes as a "Good" category.

Table 4.2: average Score by Layout Material

Question Number	Score	Question Number	Score
1	4	15	4
2	4	16	4
3	5	17	4
4	5	18	4

5	5	19	3
6	5	20	4
7	4	21	4
8	4	22	4
9	4	23	3
10	4	24	3
11	4	25	4
12	4	26	3
13	4	27	4
14	4		
Total score			**108**

$$\text{mean} = \frac{108}{27} = 4$$

The revision from layout expert was contains five parts: content, language, activity, input, and design & layout. 1) content, the layout expert gave revision about the content is comprehensive and more needed about the topic of material that suitable for early childhood Islamic education; 2) language, in syllabus, the language was perceivable but needed to review the sentences that have not been effective; 3) activity, task in the syllabus was good and suitable for early childhood Islamic education; 4) input, the material in CMPK was good but more needed the explanation for each CPMK; 5) design and layout,

make the syllabus more interesting with added the color, make the material systematically, consistence with space used in syllabus. The final result was can be used with revision. The revision was added on the second draft syllabus in this thesis.

b. Material expert

Based on the material expert, the total score of validation Syllabus for Layout expert was 112 with an average of 4.14, which include as a "Very Good" category.

Table 4.3: average Score by Material Expert

Question Number	Score	Question Number	Score
1	3	15	3
2	4	16	5
3	3	17	5
4	4	18	5
5	4	19	5
6	4	20	4
7	4	21	4
8	5	22	4
9	5	23	4
10	5	24	4
11	5	25	4
12	5	26	4
13	5	27	3

14	4		
Total score			**114**

Mean=$\frac{114}{27}$ = 4.2

The revision from material expert was about in the syllabus more needed the Islamic material because this syllabus is for the early childhood Islamic education study program at IAIN Palopo. The final result was can be used with revision. The revision was added on the second draft syllabus in this thesis.

c. Language Expert

Based on the experts' assessments, the total score of validation Syllabus for Language expert was 94 with an average of 3.48, which include as a "Good" category.

Table 4.4: average Score by Language Expert

Question Number	Score	Question Number	Score
1	4	15	3
2	4	16	4
3	3	17	4
4	3	18	4
5	3	19	3
6	3	20	3
7	3	21	4

8	4	22	3
9	4	23	3
10	4	24	4
11	3	25	4
12	3	26	4
13	3	27	3
14	4		
Total score			**94**

Mean $= \frac{94}{27} = 3.48$

The revision from language experts was about the RPS is made based on curriculum. RPS did not contains complex material because RPS only a guide or a plan. The language, activity, and input in syllabus cannot be evaluated because RPS would be destined for lecturer to teach so it is hard to give prediction from the students perception. The final result was can be used with revision. The revision was added on the second draft syllabus in this thesis.

3. Trying out

In this research, the trying out was conducted using students' perception questionnaire, it was shared using Google form. The students' perception was conducted to ensure the material is genuinely appropriate to apply to a student of the Early Childhood Islamic Education Study

Program at IAIN Palopo especially at the third-semester. There are 20 students as a respondent, ten students from each class (A and B class). The result of students' perception can show as follow:

Table 4.5: Result of students' perception of designed ESP syllabus for PIAUD

No	Statement	Means	Description of categories
1	The material in the syllabus is served to level primary lower	4.05	**Good**
2	The material in the syllabus has been consistent with the field and needs of PIAUD students	4.35	**Very Good**
3	The material in the syllabus was able to improve student's English skill in PIAUD	3.95	**Good**
4	The syllabus input topics have been appropriate to the student needs area, which is PIAUD	4.1	**Good**
5	The material input in the syllabus is exciting and easy to understand	4.25	**Very Good**
6	The material inputs in the syllabus overall are varied	4.05	**Good**
7	The activities in the syllabus	3.4	**Good**

	encourage students to participate in the class actively		
8	Overall activity in the syllabus varies	4.3	**Very Good**
9	The materials in the syllabus are arranged from easy to difficult	4.1	**Good**
10	The task in the syllabus includes individual, pair, and group	4.2	**Very Good**

The data above shows that the researcher's English syllabus is already qualified to apply in the class. It proved from the students' perception, which answered Very Good 4.35 and good 3.95. Then, the average of the mean is 4.2. In the interval, this category got "Very Good."

B. Discussion

This thesis is research on designing ESP syllabus for Early Childhood Islamic Education at IAIN Palopo. The question is, what kind of syllabus design is appropriate and how is the students' perception in using ESP syllabus for Early Childhood Islamic Education?. The purpose of this research was to design an ESP syllabus and find out the students' perception of using ESP Syllabus for Early Childhood Islamic Education at IAIN Palopo.

The method used in this research was Research and Development (R & D). This research focuses on designing an ESP syllabus for the Early Childhood Islamic Education Study Program. There were 40 students as a sample of this research which 19 students of A class and 21 students of B class of the third-semester Early Childhood Islamic Education Study Program in the academic year 2019/2020.

This research was designed that used 4D model. The 4D model consist 4 steps. The first step is defining, and the defining phase is the defining of the need analysis, which presents a questionnaire containing students' needs, lack, setting, students' role, and teacher's role[1]. The second stage is designing the product. According to Sysoyev 2003:3, syllabus designers can develop basic skills, communicative competence, intercultural competence, vocabulary awareness, etc. The researcher used the need analysis result to design material, activity, and setting of the syllabus.

The third stage is developing the product. In this step, the researcher creates the syllabus through several measurements such as English proficiency level, exciting topic, students' target, input material, activities, and setting. After constructing the syllabus, the next stage was conducting validation of the product. Validation was completed by three experts of design, material, and language. The purpose of validation is to see the quality of the syllabus

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[1] Didik Hariyadi Raharjo, Ilza Mayuni, Emzir. *A Need Analysis on English Teaching Materials for Secretarial Students.*p.124,(2019)

based on the aspect validity. A subject matter expert did validation. The expert conducted an assessment on the questionnaire. Questionnaire for subject matter experts comprises five aspects (syllabus contents, activity, language used in the syllabus, design & and layout, and material input). After that, the researcher corrected the syllabus according to the revision from the expert (validator).

The final stage is Disseminating; in this stage is a revised syllabus based on the expert's validation and has to be tested or students' perception. Researchers utilize students' perception by share links (Google form) that contain necessary aspects of the syllabus. Judged by the result of students' perception, the syllabus is already available in the Early Childhood Islamic Education Study Program.

The difference between the first draft of syllabus and the second draft of syllabus was about made the systematically material, the used of effective language, added the Islamic material based on the final result of product was for early childhood Islamic education, the time of each meeting (for four skills), the method of teaching material in classroom, and added the task for middle test and final test.

In this thesis, the syllabus contains three types of English syllabus. There were skill based syllabus, task based syllabus and topical syllabus. The skill based syllabus contains about the use of modes for understanding the language for purpose such as listening, speaking, reading, and writing. A skill

based syllabus it is one in which the content of language teaching is a collection of specific abilities that may play a part in using language[2]. The task based syllabus contains an approach where learners carry out tasks such as solving a problem or planning an activity. A task based syllabus has the task as the unit of analysis and is designed after a need analysis from the students has collects[3]. The topical syllabus contains that it refers to the language used to talk about topics in each meeting such as some topic/material in this research product or syllabus.

This research is considered helpful for Early Childhood Islamic Education. Assessing the feasibility of an ESP syllabus showed the following: 1) the layout expert gave an average of 4.0, which included in the category Good,2) the material expert gave an average of 4.2, which includes the category very Good,3) the language expert gave an average 3.48 which includes the category Good. This can be seen from the expert judgment assessment with a value of 4.0, which includes the category Good. The results of students' perception obtained an average of 4.2, which includes the category Very Good. Data from students' perception indicates that the ESP Syllabus is needed by the Early Childhood Islamic Education Study Program. Thus, this ESP syllabus is suitable for primary learners.

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[2] Bambang Irfani. *Syllabus Design for English Course.*p.24
[3] Luke Houghton. *The strengths and weaknesses the task-based syllabus.*(2008)

This research was related to three previous studies: Heni Fatmawati, her thesis concluded that. Dewi Rosnita Hardiany, in her thesis, ended syllabus redesigning for the nursing program based on Kerangka Kualifikasi Nasional Indonesia (KKNI), Ika Chairiyani and Rahmat. In their research "Designing English Syllabus for Kindergarten at TK Nisrina Bekasi

As for the similarities of three previous studies with this research, three of them used English for Specific Purposes in designing a syllabus. But in each thesis has a difference, namely, method and material used to teach. Significantly this research concluded integrated skill, and this research was done in the pandemic era.

CHAPTER V
CONCLUSIONS AND SUGGESTIONS

A. Conclusions

The kind of English syllabus appropriate for the third-semester students of Early Childhood Islamic Education Study Program includes several components: (1) Learning goal for Early Childhood Islamic Education Study Program is kindergarten school/ Early Childhood Islamic Education teacher to communicate both oral and written using English in Islamic Early Childhood teacher education;(2) Learning material: English material is basic English and vocabulary including auxiliary verb(to be, to have, etc.), simple present, simple past, and simple future. Islamic early childhood education Materials including, self-introduction, building and city, animal, shape and color, family tree, daily activity, fable, short story, favorite idol, Song, future plan, and profession ;(3) learning methodology is task-based learning; (4) learning media are: video, picture, textbook, card, and letter.

B. Suggestions

Based on the conclusion above, the researcher would like to give suggestions as follow:

1. It is suggested to the lecturer who teaches English for Early Childhood Islamic Education Study Program to use this product as the primary syllabus in teaching English for PIAUD in the third-semester.

2. It is suggested to the next researcher to continue this researcher and it is suggested to do the trying out for students of PIAUD. It is developing as English material book for Early Childhood Islamic Education Study Program that referred to English on this designed syllabus.

C. Limitation of The Research

In this research, the researcher has done trying out from students' perception result, because this research was due to the government hot issue an online learning policy to minimize the spread of Covid-19, the try-out of the designed syllabus was carried out by distributing the online materials to the Early Childhood Islamic Education Study Program at IAIN Palopo then the students responded to the material by filing out the Google form.

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APPENDICES

QUESTIONNAIRE
Designing ESP Syllabus For Early Childhood Islamic Education Study Program
at IAIN Palopo

A. Data Respondent
Nama :
Usia :
Jenis Kelamin :
Semester/kelas :

B. Petunjuk Pengisian

Berilah tanda (x) pada kolom yang sesuai dengan keadaan yang menggambarkan keadaan Anda saat ini, serta sesuai dengan apa yang Anda butuhkan atau Anda inginkan terkait dengan pembelajaran Bahasa Inggris di jurusan anda yaitu PIAUD. Jika Anda memiliki jawaban lain, silahkan diisi dengan jelas

Criteria of Question		Indicator	question

Target Need	**Need**	According to Allwright (1982, quoted in West, 1994) wants is the skills which a student's sees as being relevant to himself or herself	1. Topik-topik apa yang anda inginkan dalam materi pembelajaran bahasa Inggris akan dikembangkan untuk mahasiswa jurusan PIAUD?
			  a. Prinsip dasar pengajaran bahasa inggris untuk anak usia dini
			  b. Metode-metode pengajaran bahasa inggris untuk anak usia dini
			  c. Tekhnik pengajaran *sound of letter, vocabulary, listening, reading, speaking and writing* untuk anak usia dini
			  d. Desain media pengajaran untuk anak usia dini
			  e. Tema-tema bahasa inggris untuk anak usia dini
			  f. Pembelajaran bahasa inggris melalui lagu dan permainan untuk anak usia dini
			  g. Pengajaran bahasa inggris untuk anak berkebutuhan khusus
			  h. Lain-lain (tulislah bila ada)..

	Lacks	Based on English for specific Purpose book lack is about what the learner knows already, so that the teacher or the facilitator can decide which of the	2. Kesulitan pelajaran bahasa Inggris yang sering Anda temui adalah....
			  a. *Listening*
			  b. *Speaking*
			  c. *Reading*
			  d. *Writing*

		necessities the learner's lack (Hutchinson, Waters and Breen, 1979 page:56).	3. Tingkat kemampuan berbahasa Inggris Anda saat ini ……
			   a. Basic : Tahu sedikit kata dan ekspresi misal (*introduction*), salam (*greeting*), dapat menjawab pertanyaan pada beberapa topic yang umum, tahu sedikit *grammar* dan memiliki /melakukan kesalahan ucapan.
			   b. Intermediate : Dapat berbicara dengan cukup lancar pada sejumlah topik yang dikenal masih terkendala oleh batasnya kosakata, *grammar* dan pengucapan.
			   c. Advanced : Mampu berbahasa Inggris dengan lancar dan alami pada sebagian besar topik, sedikit kesulitan pada pengucapan kata, *grammar* dan kosakata
			   d. Lain-lain(tulislah)…………………………………… …

Learning Need	**Input**	According to Author, Sally Trowbridge, for listening basics, we need to give learners reason to listen:
		
		Giving activities before, during and after listening means that learners are not just listening but are engaged in the task, and actually doing something with what they hear
		
		It should also use English in class as much as possible so our learners get maximum listening practice. Even if you are not confident with your own accent they
			4. Dalam belajar *listening* (mendengarkan) input yang Anda inginkan berupa....
			   a. Materi dongeng
			   b. lagu
			   c. Materi cerita pendek
			   d. Materi tentang Hewan
			   e. Lain lain (tulislah bila ada)..
			
			5. Dalam belajar *listening* panjang teks yang Anda inginkan adalah ….
			   a. < 100 kata.
			   b. 100 – 150 kata.
			   c. 150 – 200 kata.
			   d. > 200 kata
			   e. Lain lain (tulislah bila ada)..
			6. Dalam pembelajaran bahasa Inggris *listening* (mendengarkan) jenis kegiatan yang Anda sukai adalah ….
			   a. Mendengarkan dengan seksama dan berusaha memahami arti
			   b. Mencari arti dari kosakata baru yang didapat
			   c. Menjawab pertanyaan secara lisan
			   d. Menjawab pertanyaan secara tulisan
			   e. Lain lain (tulislah bila ada)..

| | | will be learning more than if you speak only to them in your first language

Based on international journal of science and applied science : conference series, Nurhayati(2009) stated that music is an important part of learning English because music make students more sensitive to sound, and learning English is nothing but learning various types of sound that are meaningful.

Moon (2002) states that when students like learning activities, student will be motivated and want to do the activity again and also it is something positive in learning | 7. Media apa yang anda senangi dalam belajar *Listening*(mendengarkan)?
   a. Gambar
   b. Video dan lagu
   c. Buku
   d. Musik/lagu
   e. dongeng
   f. Lain lain (tulislah bila ada).. |
| | | According to Author, Sally Trowbridge, the kindergarten make sure have reason to speak, for example they need to talk to their partner to complete a picture or to find information in order to make graph. | 8. Dalam belajar *speaking* (berbicara) Materi yang Anda inginkan berupa ....
   a. Self Introduction
   b. Habbits
   c. Favorit Idol
   d. Lain lain (tulislah bila ada)..
9. Dalam belajar *speaking* (berbicara) panjang teks yang Anda inginkan adalah….
   a. < 100 kata.
   b. 100 – 150 kata
   c. 150 – 200 kata.
   d. > 200 kata. |

		Think about questions you ask in class. If you ask 'is this a pencil?' children can only respond either 'yes' or 'no'.
		
		Collin (1990:52) stated that a teacher in learning use song must give more attention to their student and teacher can bale to guide her/his students sung. By using song a teacher teaches about music, intonation, pronunciation and a teacher can give a brief and translate even if their initial understanding of the vocabulary is poor
			e. Lain lain (*tulislah* bila ada)..
			10. Dalam pembelajaran bahasa Inggris *speaking* (berbicara) jenis kegiatan yang Anda sukai adalah ….
			   a. Mempratekkan dialog dengan teman kelas
			   b. Berdiskusi dengan kelompok kecil
			   c. Melakukan tanya jawab dengan siswa/guru
			   d. Lain lain (tulislah bila ada)………………
			11. Media apa yang anda senangi dalam belajar *speaking* (berbicara)?
			   a. Kartu berisi kosakata
			   b. Buku teks
			   c. Gambar dengan kosakata
			   d. Lagu/bernyanyi
			   e. Lain lain (tulislah bila ada)………………

		Kindergarteners are actively engaged in all aspects of language arts as they develop their oral language skills and begin to read and write. In kindergarten, children lern to recognize the letters of the alphabet and understands the sound letters	12. Dalam belajar *reading* (membaca) Materi yang Anda inginkan berupa ...
			   a. Dongeng
			   b. Cerita pendek
			   c. Teks yang disertai daftar kosakata baru yang terkait.
			   d. Teks yang bergambar
			   e. Lain lain (tulislah bila ada)...
			
			13. Dalam belajar *reading* (membaca) jumlah paragraf yang Anda inginkan adalah ….
			   a. Satu paragraph
			   b. Dua paragraph
			   c. Tiga paragraph
			   d. Lebih dari tiga paragraph
			   e. Lain lain (tulislah bila

		make.
		
		Morrow (1984) found that students who received questions that ask about story structures performed significantly better on story comprehension than those who did not receive questions.
			ada)...
			14. Dalam pembelajaran bahasa Inggris *reading* (membaca) jenis kegiatan yang Anda sukai adalah ….
			    a. Membaca teks di depan kelas
			    b. Mengidentifikasi teks bacaan dengan teman sebangku
			    c. Bertukar informasi dengan temn kelompok
			    d. Lain lain (tulislah bila ada)...
			15. Media apa yang anda senangi dalam belajar *reading* (membaca)?
			    a. Buku bergambar
			    b. Cerita dalam bahasa inggris
			    c. Papan
			    d. Komik
			    e. Video pendek
			    f. Lain lain (tulislah bila ada)...

		According to timw4writing standars, in kindergarten, students are introduced to the writing process through shared writing activities, in which the teacher writes a story and the students contribute to it orally.	16. Dalam belajar *writing* (menulis) Materi yang Anda inginkan berupa ....
			    a. Family tree
			    b. Future plan (rencana di masa depan)
			    c. Buildings and city
			    d. Lain lain (tulislah bila ada)...
			17. Dalam belajar *writing* (menulis) panjang teks input yang saya inginkan adalah….
			    a. Satu Paragraph
			    b. Dua paragraph
			    c. Tiga paragraph.
			    d. Lebih dari tiga paragraph
			    e. Lain lain (tulislah bila ada)...
			18. Dalam pembelajaran bahasa Inggris *writing* (menulis) jenis kegiatan yang Anda sukai adalah ….
			    a. Menyusun kata menjadi kalimat yang benar
			    b. Mengidentifikasi kesalahan tanda baca
			    c. Menyusun kalimat menjadi satu paragraph yang benar
			    d. Lain lain (sebutkan bila ada)...

			19. Media apa yang anda senangi dalam belajar *writing* (menulis)?
			  a. Gambar
			  b. Bacaan yang memiliki kata yang hilang
			  c. Kartu
			  d. surat
			  e. Lain lain (tulislah bila ada)...

	setting	According to Sriyono (2000:106) learning patterns guide learning patterns, discussion learning patterns and other
		
		According to Wina Sanjaya, learning facilities are classroom, library, and laboratory
			20. Dalam proses pembelajaran bahsa inggris saya lebih suka mengerjakan tugas/kegiatan bahasa inggris secara…..
			  a. Individu
			  b. Berpasangan
			  c. Kelompok kecil
			  d. Kelompok besar
			  e. Lain lain (sebutkan bila ada)..
			21. Tempat pembelajaran bahasa Inggris yang anda sukai adalah…
			  a. Ruang kelas
			  b. Perpustakaan
			  c. Outdoor
			  d. Laboratorium bahasa *(listening)*
			  e. Lain-lain (sebutkan bila ada)..

	Students' role	An article the 2nd TEYLIN international conference april 2017, in the literature review, Vygotsky (Cameron, 2001:5) tells that development and learning take place in a social context. Wordl is full of the other people who play important role in helping children to learn, bringing	22. Dalam proses pembelajaran bahasa Inggris dikelas Anda lebih suka jika Anda……….
			  a. Mendengar penjelasan dari dosen dan mengikuti intstruksi
			  b. Berdiskusi setiap pertemuan
			  c. Memberikan kesimpulan setiap akhir pelajaran
			  d. Menulis semua informasi yang diberikan oleh dosen
			  e. Lain lain (sebutkan bila ada)..

			objects and ideas to their attention. And Haliwell (1997), confirms the issue of learning English that young learners already have great skills in using limited language creatively.	
	Teachers' role		Brown, H. Douglas (2007) mentions that "teachers can play many roles in the course of teaching and this might facilitate learning. Their ability to carry these out effectively will depend to a large extent on the rapport they establish with their students, and of course, on their own level of knowledge and skills"	23. Dalam pembelajaran bahasa Inggris, anda senang bila dosen.. a. Bertindak sebagai *organizer* yaitu melibatkan siswa dan mengatur aktivitas belajar b. Sebagai *assessor* yaitu mencatat serta menilai kinerja bahasa yang di hasilkan siswa c. Bertindak sebagai *feeback provider* yaitu memberi *feedback* terhadap hasil kerja siswa d. Sebagai resource yaitu membantu member fasilitas untuk meningkatkan kinerja siswa e. Lain-lain (sebutkan bila ada)...

LEMBAR VALIDASI INSTRUMENT EVALUASI UNTUK AHLI MATERI

Pengembangan Bahan Ajar Bahasa Inggris untuk Mahasiswa Jurusan PIAUD IAIN Palopo

A. Petunjuk pengisian

1. Lembar penilaian kelayakan ini meliputi aspek pendahuluan, isi, bahasa.
2. Berilah tanda ( ) pada kolom angka yang sesuai dengan penilaian yang anda berikan.
3. Pedoman skala penilaian adalah sebagai berikut:

   1: tidak layak

   2: kurang layak

   3: cukup layak

   4: layak

   5: sangat layak

4. Anda di mohon kesediannya untuk memberikan saran-saran perbaikan pada bagian akhir lembar ini.

B. Penilaian Kelayakan

NO	URAIAN	Kelayakan				
		1	2	3	4	5
I	Aspek Isi					
	a. Tujuan penelitian dinyatakan dengan jelas.				✓	
	b. Tujuan kuesioner dinyatakan dengan jelas.				✓	
	c. Petunjuk pengisian kuesioner mudah dipahami.			✓		

II	Aspek Cakupan (Isi)				✓	
a.	Butir-butir kuesioner mencakup data yang berhubungan dengan cakupan isi materi memadai				✓	
b.	Butir-butir kuesioner mencakup data yang berhubungan dengan penggunaan bahasa di dalam materi baik dan benar.				✓	
c.	Butir-butir kuestioner mencakup data yang berhubungan dengan aktifitas pembelajaran memadai.				✓	
d.	Butir-butir kuesioner mencakup data yang berhubungan dengan input materi memadai.				✓	
e.	Butir-butir kuesioner mencakup data yang berhubungan dengan kegrafikan memadai.			✓		
III	Aspek Bahasa				✓	
a.	Butir-butir kuesioner dirumuskan dalam dalam bahasa indonesia yang baik dan benar.				✓	
b.	Butir-butir kuesioner dirumuskan dalam bahasa indonesia yang efektif.				✓	
c.	Butir-butir kuesioner dirumuskan dalam bahasa indonesia yang efisien.				✓	
d.	Butir-butir kuesioner dirumuskan dalam bahasa yang mudah dipahami sesuai tingkat kemampuan berbahasa responden.				✓	

C. Komentar

[handwritten comment, illegible]

....
....
....

D. Saran

Di sidik standar, namun pula perbaiki tampilan Instrumen agar lebih Informatif.

....
....
....
....
....
....

E. Kesimpulan

Instrument kuesioner ini (lingkari salah satu pilihan)

1. Tidak dapat digunakan
2. Dapat digunakan
3. Dapat digunakan dengan perbaikan sebagai berikut

....
....
....
....
....

Palopo, 17-11-2020

Penilai Kelayakan

Nip. 198712102203 031 M.

KUESIONER KEBUTUHAN MAHASISWA PENDIDIKAN ISLAM ANAK USIA DINI DALAM BELAJAR BAHASA INGGRIS

Berilah tanda (x) pada kolom yang sesuai dengan keadaan yang menggambarkan keadaan Anda saat ini, serta sesuai dengan apa yang Anda butuhkan atau Anda inginkan terkait dengan pembelajaran Bahasa Inggris di jurusan anda yaitu PIAUD. Jika Anda memiliki jawaban lain, silahkan diisi degan sangat jelas

Nama : *

NURLATIFA

Usia : *

18 TAHUN

Jenis kelamin : *

PEREMPUAN

Kelas/Semester : *

3A

1. Topik-topik apa yang anda inginkan dalam materi pembelajaran bahasa Inggris akan dikembangkan untuk mahasiswa jurusan PIAUD? *

◯ Prinsip dasar pengajaran bahasa inggris untuk anak usia dini

◯ Metode-metode pengajaran bahasa inggris untuk anak usia dini

◯ Tekhnik pengajaran sound of letter, vocabulary, listening, reading, speaking and writing untuk anak usia dini

◯ Desain media pengajaran untuk anak usia dini

◉ Tema-tema bahasa inggris untuk anak usia dini

◯ Pembelajaran bahasa inggris melalui lagu dan permainan untuk anak usia dini

◯ Pengajaran bahasa inggris untuk anak berkebutuhan khusus

◯ Lain lain (tulislah bila ada)

◯ Other: ....

2. Kesulitan pelajaran bahasa Inggris yang sering Anda temui adalah....

◯ Listening

◉ Speaking

◯ Reading

◯ Writing

3. Tingkat kemampuan berbahasa Inggris Anda saat ini ……

○ Basic : Tahu sedikit kata dan ekspresi misal (introduction), salam (greeting), dapat menjawab pertanyaan pada beberapa topic yang umum, tahu sedikit grammar dan memiliki /melakukan kesalahan ucapan.

◉ Intermediate : Dapat berbicara dengan cukup lancar pada sejumlah topik yang dikenal masih terkendala oleh batasnya kosakata, grammar dan pengucapan.

○ Advanced : Mampu berbahasa Inggris dengan lancar dan alami pada sebagian besar topik, sedikit kesulitan pada pengucapan kata, grammar dan kosakata

○ Lain lain (tulislah bila ada)

○ Other:

---

4. Dalam belajar listening (mendengarkan) input yang Anda inginkan berupa....

○ Materi dongeng

○ Lagu

○ Materi cerita pendek

◉ Materi tentang hewan

○ Lain lain (tulislah bila ada)

○ Other:

5. Dalam belajar listening panjang teks yang Anda inginkan adalah ....

◉ < 100 kata.

◯ 100 − 150 kata.

◯ 150 − 200 kata.

◯ > 200 kata

◯ Lain lain (tulislah bila ada)

◯ Other:

6. Dalam pembelajaran bahasa Inggris listening (mendengarkan) jenis kegiatan yang Anda sukai adalah ....

◯ Mendengarkan dengan seksama dan berusaha memahami arti

◯ Mencari arti dari kosakata baru yang didapat

◯ Menjawab pertanyaan secara lisan

◉ Menjawab pertanyaan secara tulisan

◯ Lain lain (tulislah bila ada)

◯ Other:

7. Media apa yang anda senangi dalam belajar Listening(mendengarkan)?

○ Gambar

◉ Video dan Lagu

○ Buku

○ Musik/Lagu

○ Dongeng

○ Lain lain (tulislah bila ada)

○ Other: _____

8. Dalam belajar speaking (berbicara) Materi yang Anda inginkan berupa ....

◉ Self Introduction

○ Habbits

○ Favorit Idol

○ Lain lain (tulislah bila ada)

○ Other: _____

9. Dalam belajar speaking (berbicara) panjang teks yang Anda inginkan adalah....

◉ < 100 kata

○ 100 – 150 kata

○ 150 – 200 kata

○ > 200 kata

○ Lain lain (tulislah bila ada)

○ Other: _____

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

◉ Mempraktekkan dialog dengan teman kelas

○ Berdiskusi dengan kelompok kecil

○ Melakukan tanya jawab dengan siswa/guru

○ Lain lain (tulislah bila ada)

○ Other: _____

11. Media apa yang anda senangi dalam belajar speaking (berbicara)?

○ Kartu berisi kosakata

○ Buku teks

◉ Gambar dengan kosakata

○ Lagu/bernyanyi

○ Lain lain (tulislah bila ada)

○ Other: ⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯

12. Dalam belajar reading (membaca) Materi yang Anda inginkan berupa ...

○ Dongeng

○ Cerita Pendek

◉ Teks yang disertai daftar kosakata baru yang terkait.

○ Teks yang bergambar

○ Lain lain (tulislah bila ada)

○ Other: ⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯

13. Dalam belajar reading (membaca) jumlah paragraf yang Anda inginkan adalah ....

◉ Satu paragraph

◯ Dua paragraph

◯ Tiga paragraph

◯ Lebih dari tiga paragraph

◯ Lain lain (tulislah bila ada)

◯ Other: _____

14. Dalam pembelajaran bahasa Inggris reading (membaca) jenis kegiatan yang Anda sukai adalah ....

◯ Membaca teks di depan kelas

◉ Mengidentifikasi teks bacaan dengan teman sebangku

◯ Bertukar informasi dengan teman kelompok

◯ Lain lain (tulislah bila ada)

◯ Other: _____

15. Media apa yang anda senangi dalam belajar reading (membaca)?

◉ Buku bergambar

◯ Cerita dalam bahasa inggris

◯ Papan

◯ Komik

◯ Video pendek

◯ Lain lain (tulislah bila ada)

◯ Other:

16. Dalam belajar writing (menulis) Materi yang Anda inginkan berupa ....

◯ Family tree

◉ Future plan (rencana di masa depan)

◯ Buildings and city

◯ Lain lain (tulislah bila ada)

◯ Other:

17. Dalam belajar writing (menulis) panjang teks input yang saya inginkan adalah....

⦿ Satu paragraph

◯ Dua paragraph

◯ Tiga paragraph

◯ Lebih dari tiga paragraph

◯ Lain lain (tulislah bila ada)

◯ Other: _____

18. Dalam pembelajaran bahasa Inggris writing (menulis) jenis kegiatan yang Anda sukai adalah ....

◯ Menyusun kata menjadi kalimat yang benar

⦿ Mengidentifikasi kesalahan tanda baca

◯ Menyusun kalimat menjadi satu paragraph yang benar

◯ Lain lain (tulislah bila ada)

◯ Other: _____

19. Media apa yang anda senangi dalam belajar writing (menulis)?

◯ Gambar

◯ Bacaan yang memiliki kata yang hilang

◯ Kartu

🔘 Surat

◯ Lain lain (tulislah bila ada)

◯ Other: ....

20. Dalam proses pembelajaran bahasa inggris saya lebih suka mengerjakan tugas/kegiatan bahasa inggris secara.....

◯ Individu

◯ Berpasangan

◯ Kelompok kecil

🔘 Kelompok besar

◯ Lain lain (tulislah bila ada)

◯ Other: ....

21. Tempat pembelajaran bahasa Inggris yang anda sukai adalah...

○ Ruang kelas

○ Perpustakaan

◉ Outdoor

○ Laboratorium bahasa (listening)

○ Lain lain (tulislah bila ada)

○ Other: ....

22. Dalam proses pembelajaran bahasa Inggris dikelas Anda lebih suka jika Anda..........

◉ Mendengar penjelasan dari dosen dan mengikuti intstruksi

○ Berdiskusi setiap pertemuan

○ Memberikan kesimpulan setiap akhir pelajaran

○ Menulis semua informasi yang diberikan oleh dosen

○ Lain lain (tulislah bila ada)

○ Other: ....

23. Dalam pembelajaran bahasa Inggris, anda senang bila dosen..

○ Bertindak sebagai organizer yaitu melibatkan siswa dan mengatur aktivitas belajar

○ Sebagai assessor yaitu mencatat serta menilai kinerja bahasa yang di hasilkan siswa

○ Bertindak sebagai feedback provider yaitu memberi feedback terhadap hasil kerja siswa

● Sebagai resource yaitu membantu member fasilitas untuk meningkatkan kinerja siswa

○ Lain lain (tulislah bila ada)

○ Other:

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<table>
<tr><td></td><td colspan="5">RENCANA PEMBELAJARAN SEMESTER (RPS)
PROGRAM STUDI PENDIDIKAN ANAK USIA DINI
INSTITUT AGAMA ISLAM NEGERI (IAIN) PALOPO</td></tr>
</table>

MATA KULIAH	**KODE**	**RUMPUN**	**BOBOT (SKS)**	**SEMESTER**	**TANGGAL PENGESAHAN**
BAHASA INGGRIS UNTUK ANAK USIA DINI		**PENDIDIKAN ISLAM ANAK USIA DINI**	3	3	

OTORISASI	**Dosen Pengembang RPS**	**Koordinator RMK**	**Ka PRODI**
	-	**-**	-

CAPAIAN PEMBELAJARAN	**CP-Prodi/ CPL**
	1. **(N1)** Bertakwa kepada Tuhan Yang Maha Esa dan mampu menunjukkan sikap religius; 2. **(N9)** Menunjukkan sikap bertanggungjawab atas pekerjaan di bidang keahliannya secara mandiri; 3. **(P11)** Menguasai landasan filosofis, yuridis, historis, sosiologis, kultural, psikologis, dan empiris dalam penyelenggaraanpendidikan dan pembelajaran Bahasa Inggris; 4. **(KU.1)** Mampu menerapkan pemikiran logis, kritis, sistematis, dan inovatif dalam kontek pengembangan atau implementasi ilmu pengetahuan dan teknologi yang memperhatikan dan menerapkan nilai humaniora yang sesuai dengan bidang keahliannya; 5. **(KU.2)** Mampu menunjukkan kinerja mandiri , bermutu dan terukur 6. **(KU.8)** Mampu melakukan proses evaluasi diri terhadap kelompok kerja yang berada di bawah tanggungjawabnya dan mampu mengelola pembelajaran secara mandiri;

	7. **(KU.9)** Mampu mendokumentasikan, menyimpan, mengamanahkan, dan menemukan kembali data untuk menjamin kesahihan mencegah plagiasi 8. **(KK.9)** Mampu mengembangkan keilmuan dan keprofesian berkelanjutan secara mandiri dan kolektif dalam kerangkamewujudkan diri sebagai pendidik sejati yang pembelajar.
	Capaian Pembelajaran Mata Kuliah (CPMK) **M.1** : Mahasiswa mampu memperkenalkan diri dalam bahasa inggris **M.2** : Mahasiswa mampu memahami dan menjelaskan tentang family tree menggunakan bahasa inggris **M.3** : Mahasiswa mampu menyusun dan menjelaskan tentang daily activity mereka menggunakan bahasa inggris M.4 : Mahasiswa mampu bercerita dan memahami tentang short story menggunakan bahasa inggris **M.5** : Mahasiswa mampu memahami dan mengemukakan mengenai favorite idol menggunakanbahasa inggris **M.6** : Mahasiswa mampu memahami dan mengetahui lagu yang berkaitan dengan bagaimana mereka akan membawakan ketika bertemu dengan siswa asli menggunakan bahasa inggris **M.7** : Mahasiswa mampu memahami dan mengerti tentang Dongeng menggunakan bahasa inggris **M.8** : Mahasiswa mampu mendeskripsikan Future Plan mereka menggunakan bahasa Inggris **M.9** : Mahasiswa mampu membedakan kosakata yang ada disekeliling mereka yakni Building and City, Animal and Shape and Colour **M.10**: Mahasiswa mampu memahami dan menjelaskan tentang pengucapan waktu dalam bahasa inggris **M.11**: Mahasiswa mampu memahami tentang bagaimana perkembangan anak dalam bidang pendidikan
Deskripsi Singkat MK	Mata kuliah Bahasa Inggris untuk anak usia dini merupakan mata kuliah keahlian bidang studi pada program S-1 Program Pendidikan Islam Anak Usia Dini dengan status mata kuliah wajib. Mata kuliah ini diberikan kepada mahasiswa semester 3 dengan bobot mata kuliah 3 SKS. Mata kuliah ini membahas mengenai metode-metode pengajaran bahasa Inggris untuk anak usia dini, Mata kuliah ini memberikan konsep bagaimana mengajarkan bahasa Inggris untuk anak usia dini. Ketrampilan yang diajarkan meliputi ketrampilan mengucapkan kata dalam bahasa Inggris, mendengar, berbicara, membaca, dan menulis. Sedangkan komponen bahasa pendukung ketrampilan berbahasa yang diajarkan adalah kosa kata dan tata bahasa. Seluruh ketrampilan dan komponen berbahasa tersebut disajikan dalam setiap pertemuan secara terintegrasi agar mahasiswa benar- benar memiliki kemampuan yang mumpuni setelah lulus.
Bahan Kajian	1. **Self Introduction** ▪ Formal and informal

- Kosakata yang berhubungan dengan *self introduction*

2. **Family Tree**
   - Penggunaan *I Have* (pengertian dan contoh)
   - Kosakata yang berkaitan dengan *Family Tree*

3. **Daily Activity**
   - Kosakata yang berhubungan dengan kegiatan sehari-hari (*Daily Activity*)
   - Penggunaan *simple present tense* (pengertian dan contoh)

4. **Short story**
   - Kosakata dan struktur kalimat dalam *Short Story*
   - Penggunaan *once upon a time…., a long time ago…, etc*

5. **Favorite Idol**
   - Penggunaan *possessive pronoun, to be, has/have, and adjective*
   - Kosakata dan struktur kalimat dalam menjelaskan *Favorite Idol*

6. **Song**
   Kosakata yang berkaitan dengan lagu/song

7. **Dongeng**
   - Penggunaan *narrative text* dalam sebuah dongeng
   - Kosakata yang berkaitan dengan Dongeng

8. **Future Plan**
   - Kosakata yang berkaitan dengan rencana di masa depan (*Future plan*)
   - Penggunaan *simple Future tense*

9. **Building and City**
   - Kosakata yang berkaitan dengan Bulding and City
   - Penggunaan dan pengenalan *Noun, verb and Adverb*

10. **Animal**
    - Kosakata yang berkaitan dengan Animal
    - Penggunaan *Noun and Adective*

11. **Shape and Colour**
    - Kosakata/istilah yang berhubungan dengan Shape and Colour
    - Penggunaan *Noun and Adjective*

12. **Telling Time**
    Penggunaan American Style dalam penyebutan Waktu

13. **Perkembangan anak dalam bidang pendidikan**

Pustaka	**Utama :**					
	Scoot, Wendy.A. 2000. *Teaching English to Children*. New York: Longman Inc					
	Pendukung :					
	Brumfist,C., J. Moon, and R. Tongue (1994). *Teaching English to children*					
	Harmer, Jeremy. (2002). *The Practice of English Language Teaching*. England: Pearson Education Ltd.					
	Marcos, Kathleen. *Children Language*. ERIC Clearinghouse on Language and Linguistics. Available on the internet.					
	Philips, S. 1993. *Young Learners*. Oxford University Press.					
Media Pembelajaran	**Perangkat Lunak:**			**Perangkat Keras:**		
	Slide Powerpoint, Internet, E-Learning, Video, Audio			Laptop, LCD.		
Tim Teaching	**-**					
Mata Kuliah Syarat	Mata Kuliah Wajib					

Minggu Ke-	Sub CP-MK (Kemampuan Akhir yang Diharapkan)	Indikator	Kriteria dan Bentuk Penilaian	Metode Pembelajaran [Estimasi Waktu]	Materi Pembelajaran [Pustaka]	Bobot Penilaian (%)
(1)	(2)	(3)	(4)	(5)	(6)	(7)
I	Mahasiswa mengetahui Mekanisme perkuliahan, proses pembelajaran, dan penilaian		-	Ceramah Tanya jawab **(100 menit)**	**Kontrak Perkuliahan**	-
II	*Listening and Speaking:* Mahasiswa memahami makna kosa kata/istilah bahasa Inggris yang berkaitan dengan perkenalan diri	*Listening and Speaking:* Mahasiswa mampu memahami makna kosakata/istilah bahasa Inggris yang berkaitan	*Listening and Speaking:* Ketepatan dalam mencocokkan kosa kata/ istilah bahasa Inggris yang berkaitan dengan perkenalan diri	*Listening and Speaking:* Mendengarkan dengan seksama dan berusaha memahami arti melalui gambar, kemudian	**Self Introduction**	5%

		dengan perkenalan diri		Mempraktekkan dialog dengan teman kelas **(50 menit)**		
	Reading and Writing: Mahasiswa memahami kosa kata/ istilah bahasa Inggris dalam sebuah teks bacaan yang berkaitan dengan perkenalan diri dan menuliskan kosa kata/ kalimat *(yang berkaitan dengan perkenalan diri) seperti my name is….., I live in….., etc*	*Reading and Writing:* Mampu memahami makna kosa kata/ istilah bahasa Inggris dalam sebuah teks bacaan yang berkaitan dengan perkenalan diri dan menuliskan kosa kata/ kalimat *(yang berkaitan dengan perkenalan diri) seperti my name is….., I live in….., etc*	*Reading and Writing:* Ketepatan dalam membaca dan mencocokkan kosa kata/istilah bahasa inggris dengan teks bacaan/cerita dan menuliskan kosa kata/ kalimat *(yang berkaitan dengan perkenalan diri) seperti my name is….., I live in….., etc*	*Reading and Writing:* Presentation (individu) atau membaca teks didepan kelas Menyusun kata menjadi kalimat yang benar **(50 menit)**		
III	*Listening and speaking:* Mahasiswa menjelaskan makna kata/kalimat bahasa inggris yang didengar dan diperagakan, berkaitan dengan family tree	*Listening and speaking:* Mahasiswa mampu memahami makna kata/kalimat bahasa inggris yang didengar dan diperagakan, berkaitan dengan family tree	*Listening and speaking:* Ketepatan dalam mencocokkan kata/kalimat yang berkaitan dengan family tree.	*Listening and speaking:* Mencari arti dari kosakata baru yang didapat Dan melakukan Tanya jawab **(50 menit)**	**Family Tree**	10%
	Reading and Writing: Mahasiswa menjelaskan	*Reading and Writing:*	*Reading and Writing:* Ketepatan dalam membaca	*Reading and*		

	kosa kata/ kalimat bahasa Inggris dalam sebuah teks bacaan yang berkaitan dengan family tree dan menulis kata/ kalimat bahasa Inggris dengan menggunakan beberapa contoh seperti *My Father's name…., I have … brother and …. Sister, etc*	Mahasiswa mampu memahami kosa kata/ kalimat bahasa Inggris dalam sebuah teks bacaan yang berkaitan dengan family tree dan mampu menulis kata/ kalimat bahasa Inggris dengan menggunakan beberapa contoh seperti *My Father's name…., I have … brother and …. Sister, etc*	dan mencocokkan kata/kalimat yang berkaitan dengan family tree dan menulis kalimat bahasa inggris dengan dengan menggunakan beberapa contoh seperti *My Father's name…., I have … brother and …. Sister, etc*	*Writing:* Persentasi perorang Menyusun kata menjadi kalimat yang benar **(50 menit)**		
IV	*Listening and speaking:* Mahasiswa memahami makna kalimat bahasa Inggris yang berkaitan dengan Daily Activity, yang didengarkan dan dikemukakan	*Listening and speaking:* Mahasiswa mampu memahami makna kalimat bahasa Inggris yang berkaitan dengan Daily activity ,yang didengarkan dan dikemukakan.	*Listening and speaking:* Keteapatan dalam memahami dan mengidentifikasi makna kalimat bahasa Inggris yang berkaitan dengan makanan dan minuman, yang didengarkan dan dikemukakan.	*Listening and speaking:* Video singkat Metode bercerita **(50 menit)**	**Daily Activity**	10%
	Reading and writing: Mahasiswa memahami makna kosa kata/paragraph dan	*Reading and writing:* Mahasiswa mampu memahami	*Reading and writing:* Ketepatan dalam memahami makna kosa kata/paragraph dan	*Reading and writing:* Gambar yang disertai kosakat		

	menuliskannya(*simple present tense*) dalam teks bacaan yang berkaitan dengan daily activity	makna kosa kata/paragraph dan menuliskannya (*simple present tense*) dalam teks bacaan yang berkaitan dengan daily activity	menuliskannya(*simple present tense*) dalam teks bacaan yang berkaitan dengan daily activity	Gambar yang memiliki kosakata yang hilang **(50 menit)**		
V	***Listening and speaking:*** Mahasiswa memahami dan mengemukakan makna kata/kalimat bahasa inggris yang didengar, berkaitan dengan cerita pendek	***Listening and speaking:*** Mahasiswa mampu memahami dan mengemukakan makna kata/kalimat bahasa inggris yang didengar, berkaitan dengan cerita pendek	***Listening and speaking:*** Ketepatan dalam mencocokkan dan mengemukakan kata/kalimat bahasa inggris yang berkaitan dengan cerita pendek **(50 menit)**	***Listening and speaking:*** - Watch movie - Story telling		
	Reading and writing: Mahasiswa memahami dan menuliskan kosa kata/ istilah bahasa Inggris seperti *once upon a time…, a long time ago…, etc* dalam sebuah teks bacaan yang berkaitan dengan cerita pendek	***Reading and writing:*** Mahasiswa mampu memahami dan menuliskan kosa kata/ istilah bahasa Inggris seperti *once upon a time…, a long time ago…, etc* dalam sebuah teks bacaan yang berkaitan cerita pendek	***Reading and writing:*** Ketepatan dalam mengemukakandan menuliskan kosakata/istilah bahasa inggris seperti *once upon a time…, a long time ago…, etc* dalam sebuah teks yang berkaitan dengan cerita pendek	***Reading and writing:*** - Discussion group - Rewrite story **(50 menit)**	**Short story**	10%

VI	*Listening and Speaking:* Mahasiswa memahami kata/kalimat yang didengar dan diungkapkan yang berhubungan dengan Favorite Idol	*Listening and Speaking:* Mahasiswa mampu mengidentifikasi kata/kalimat yang didengar dan diungkapkan yang berhubungan dengan Favorite Idol	*Listening and Speaking:* Ketepatan dalam mengidentifikasi kata/kalimat yang di dengar dan diungkapkan yang berhubungan dengan favorite idol	*Listening and Speaking:* Menjawab pertanyaan secara lisan Berdiskusi dalam kelompok kecil (**50 menit**)		10%
	Reading and Writing: Mahasiswa memahami Kosa kata/paragraph bacaan dan memahami penggunaan beberapa istilah seperti, *My favorite idol is… he is from…. ,he has …. nose, etc (possessive pronoun, tobe, has/have, and adjective)* dalam teks bahasa Inggris yang berkaitan dengan Favorite idol	*Reading and Writing:* Mahasiswa mampu mengidentifikasi Kosa kata/paragraph bacaan dan memahami penggunaan beberapa istilah seperti, *My favorite idol is… he is from…. ,he has …. nose, etc (possessive pronoun, to be, has/have, and adjective)* dalam teks bahasa Inggris yang berkaitan dengan Favorite idol	*Reading and Writing:* Ketepatan dalam mengidentfikasi Kosa kata/paragraph bacaan dan memahami penggunaan beberapa istilah seperti, *My favorite idol is… he is from…. ,he has …. nose, etc (possessive pronoun, to be, has/have, and adjective)* dalam teks bahasa Inggris yang berkaitan dengan Favorite idol	*Reading and Writing:* Membaca teks didepan kelas Mengidentifikasi kesalahan didalam suatu paragraph (**50 menit**)	**Favorite idol**	
VII	*Listening and Speaking:* Mahasiswa mengetahui	*Listening and Speaking:*	*Listening and Speaking:* Ketepatan dalam	*Listening and Speaking:*		

	kosa kata / kalimat yang didengarkan dan diungkapkan ,yang berkaitan dengan lagu dalam bahasa inggris	Mahasiswa mampu memahami kosa kata / kalimat yang didengarkan dan diungkapkan ,yang berkaitan dengan tokoh-lagu dalam bahasa inggris	memahami kosa kata / kalimat yang didengarkan dan diungkapkan ,yang berkaitan dengan tokoh-lagu dalam bahasa inggris	Listen and repeat **(50 menit)**		
	Reading and Writing: Mahasiswa mengetahui kosa kata / kalimat yang terdapat dalam teks dan menuliskan yang berkaitan dengan lagu dalam bahasa inggris	***Reading and Writing:*** Mahasiswa mampu mengetahui kosa kata / kalimat yang terdapat dalam teks dan menuliskan yang berkaitan dengan lagu dalam bahasa inggris	***Reading and Writing:*** Mahasiswa mengetahui kosa kata / kalimat yang terdapat dalam teks dan menuliskan yang berkaitan dengan lagu dalam bahasa inggris	***Reading and Writing:*** Rewriting **(50 menit)**	**Song**	10%
VIII	UTS					
IX	***Listening and Speaking:*** Mahasiswa memahami kosakata dan kalimat yang didengar dan diungkapkam dalam bahasa inggris yang berhubungan dengan Dongeng	***Listening and Speaking:*** Mahasiswa mampu memahami kosakata dan kalimat yang didengar dan diungkapkam dalam bahasa inggris yang berhubungan dengan Dongeng	***Listening and Speaking:*** Ketepatan memahami kosakata dan kalimat yang didengar dan diungkapkam dalam bahasa inggris yang berhubungan dengan Dongeng	***Listening and Speaking:*** Story Telling **(50 menit)**	**Fable**	5%
	Reading and Writing:	***Reading and***	***Reading and Writing:***	***Reading and***		

	Mahasiswa memahami kosakata dan kalimat yang terdapat dalam teks (*narrative text*) dalam bahasa inggris yang berhubungan dengan Dongeng	*Writing:* Mahasiswa mampu memahami kosakata dan kalimat yang terdapat dalam teks (*narrative text*) dalam bahasa inggris yang berhubungan dengan Dongeng	Ketepatan dalam memahami kosakata dan kalimat yang terdapat dalam teks (*narrative text*) dalam bahasa inggris yang berhubungan dengan Dongeng	*Writing:* Rewrite and Classifying **(50 menit)**		
X	*Listening and Speaking:* Mahasiswa memahami dan mengetahui kata/kalimat yang diungkapkan dalam bahasa inggris dengan menggunakan penggunaan simple future tense (*will,shall*) yang berkaitan dengan Future plan	*Listening and Speaking:* Mahasiswa mampu memahami dan mengetahui kata/kalimat yang diungkapkan dalam bahasa inggris dengan menggunakan penggunaan simple future tense (*will,shall*) yang berkaitan dengan Future plan	*Listening and Speaking:* Ketepatan dalam mencocokkan kata/kalimat yang diungkapkan dalam bahasa inggris dengan menggunakan penggunaan simple future tense (*will,shall*) yang berkaitan dengan Future plan	*Listening and Speaking:* Question and Answer **(50 menit)**	**Future Plan**	10%
	Reading and Writing: Mahasiswa memahami dan mengetahui kata/kalimat yang terdapat dalam teks bacaan dan menuliskannya dalam bahasa inggris dengan menggunakan penggunaan simple future tense	*Reading and Writing:* Mahasiswa mampu memahami dan mengetahui kata/kalimat yang terdapat dalam teks bacaan dan menuliskannya	*Reading and Writing:* Ketepatan dalam memahami dan mengetahui kata/kalimat yang terdapat dalam teks bacaan dan menuliskannya dalam bahasa inggris dengan menggunakan penggunaan simple future	*Reading and Writing:* Rewrite **(50 menit)**		

	(*will,shall*) yang berkaitan dengan Future plan	dalam bahasa inggris dengan menggunakan penggunaan simple future tense (*will,shall*) yang berkaitan dengan Future plan	tense (*will,shall*) yang berkaitan dengan Future plan			
XI	***Listening and Speaking:*** Mahasiswa memahami makna kosakata/istilah (*Noun, Verb and Adverb*) yang didengar dan diungkapkan dalam bahasa inggris yang berkaitan dengan Buliding and City	***Listening and Speaking:*** Mahasiswa mampu memahami makna kosakata/istilah (*Noun, Verb and Adverb*) yang didengar dan diungkapkan dalam bahasa inggris yang berkaitan dengan Buliding and City	***Listening and Speaking:*** Ketepatan dalam memahami makna kosakata/istilah (*Noun, Verb and Adverb*) yang didengar dan diungkapkan dalam bahasa inggris yang berkaitan dengan Buliding and City	***Listening and Speaking:*** Guessing and Speak **(50 menit)**	**Building and City**	10%
	Reading and Writing: Mahasiswa memahami makna kosakata (yang berkaitan dengan building and city) dalam teks bacaan dan mengelompokkannya kedalam kelas kata *noun, verb and adverb*	***Reading and Writing:*** Mahasiswa mampu memahami makna kosakata (yang berkaitan dengan building and city) dalam teks bacaan dan mengelompokkannya kedalam kelas kata *noun, verb and adverb*	***Reading and Writing:*** Ketepatan dalam memahami makna kosakata (yang berkaitan dengan building and city) dalam teks bacaan dan mengelompokkannya kedalam kelas kata *noun, verb and adverb*	***Reading and Writing:*** Classifying (pairs) **(50 menit)**		

XII	*Listening and Speaking:* Mahasiswa memahami makna kosakata (noun and adjective) yang didengar dan dikemukakan dalam bahasa inggris yang berkaitan dengan Animal	*Listening and Speaking:* Mahasiswa mampu memahami makna kosakata (noun and adjective) yang didengar dan dikemukakan dalam bahasa inggris yang berkaitan dengan Animal	*Listening and Speaking:* Ketepatan dalam memahami makna kosakata (noun and adjective) yang didengar dan dikemukakan dalam bahasa inggris yang berkaitan dengan Animal	*Listening and Speaking:* fill in the blank presentation(group) **(50 menit)**	**Animal**	10%
	Reading and Writing: Mahasiswa memahami makna kosakata (noun and adjective) yang terdapat dalm teks dan menuliskannya dalam bahasa inggris yang berkaitan dengan Animal	*Reading and Writing:* Mahasiswa mampu memahami makna kosakata (noun and adjective) yang terdapat dalm teks dan menuliskannya dalam bahasa inggris yang berkaitan dengan Animal	*Reading and Writing:* Ketepatan dalam memahami makna kosakata (noun and adjective) yang terdapat dalm teks dan menuliskannya dalam bahasa inggris yang berkaitan dengan Animal	*Reading and Writing:* Scanning and identifying **(50 menit)**		
XIII	*Listening and Speaking:* Mahasiswa mengidentifikasi makna kosakata/istilah (Noun and Adjective) yang didengar dan diucapkan dalam bahasa inggris yang berhubungan dengan Shape and Colour	*Listening and Speaking:* Mahasiswa mampu mengidentifikasi makna kosakata/istilah (Noun and Adjective) yang didengar dan diucapkan dalam bahasa inggris yang	*Listening and Speaking:* Ketepatan dalam mengidentifikasi makna kosakata/istilah (Noun and Adjective) yang didengar dan diucapkan dalam bahasa inggris yang berhubungan dengan Shape and Colour	*Listening and Speaking:* Presentation (individu) **(50 menit)**	**shape and colour**	10%

		berhubungan dengan Shape and Colour				
	Reading and Writing: Mahasiswa mengidentifikasi makna kosakata/istilah (Noun and Adjective) yang terdapat dalam teks bacaan dalam bahasa inggris yang berhubungan dengan Shape and Colour	*Reading and Writing:* Mahasiswa mampu mengidentifikasi makna kosakata/istilah (Noun and Adjective) yang terdapat dalam teks bacaan dalam bahasa inggris yang berhubungan dengan Shape and Colour	*Reading and Writing:* Ketepatan dalam mengidentifikasi makna kosakata/istilah (Noun and Adjective) yang terdapat dalam teks bacaan dalam bahasa inggris yang berhubungan dengan Shape and Colour	*Reading and Writing:* Rewrite and classifiying **(50 menit)**		
XIV	*Listening and Speaking:* Mahasiswa memahami kosakata dalam bahasa inggris yang didengar dan diungkapkan yang berhubungan dengan Telling time, menggunakan American style	*Listening and Speaking:* Mahasiswa mampu memahami kosakata dalam bahasa inggris yang didengar dan diungkapkan yang berhubungan dengan Telling time, menggunakan American style	*Listening and Speaking:* Ketepatan dalam memahami kosakata dalam bahasa inggris yang didengar dan diungkapkan yang berhubungan dengan Telling time, menggunakan American style	*Listening and Speaking:* Presentation (group) **(50 menit)**		
	Reading and Writing: Mahasiswa memahami kosakata (yang berhubungan dengan telling time, menggunakan american style) dalam bahasa inggris yang	*Reading and Writing:* Mahasiswa mampu memahami kosakata (yang berhubungan dengan telling time, menggunakan	*Reading and Writing:* Ketepatan dalam memahami kosakata (yang berhubungan dengan telling time, menggunakan american style) dalam bahasa inggris yang	*Reading and Writing:* Matching pictures Rewriting	**Telling time**	10%

	terdapat dalam teks dan menuliskannya	american style) dalam bahasa inggris yang terdapat dalam teks dan menuliskannya	terdapat dalam teks dan menuliskannya	**(50 menit)**		
XV	*Listening and Speaking:* Mahasiswa memahami kosakata dan kalimat yang didengar dan dikemukakan yang berkaitan dengan perkembangan anak dalam bidang pendidikan lalu menjelaskan materi menggunakan bahasa inggris	*Listening and Speaking:* Mahasiswa mampu memahami kosakata dan kalimat yang didengar dan dikemukakan yang berkaitan dengan perkembangan anak dalam bidang pendidikan lalu menjelaskan materi menggunakan bahasa inggris	*Listening and Speaking:* Ketepatan memahami kosakata dan kalimat yang didengar dan dikemukakan yang berkaitan dengan perkembangan anak dalam bidang pendidikan lalu menjelaskan materi menggunakan bahasa inggris	*Listening and Speaking:* Presentation (small group) **(50 menit)**	**Perkembangan anak dalam bidang pendidikan**	10%
	Reading and Writing: Mahasiswa memahami kosakata dan kalimat terdapat dalam teks bacaan yang berkaitan dengan perkembangan anak dalam bidang pendidikan dan menuliskannya kedalam bahasa inggris	*Reading and Writing:* Mahasiswa mampu memahami kosakata dan kalimat terdapat dalam teks bacaan yang berkaitan dengan perkembangan anak dalam bidang pendidikan dan menuliskannya kedalam bahasa	*Reading and Writing:* Ketepatan dalam memahami kosakata dan kalimat terdapat dalam teks bacaan yang berkaitan dengan perkembangan anak dalam bidang pendidikan dan menuliskannya kedalam bahasa inggris	*Reading and Writing:* Rewriting **(50 menit)**		

		inggris				
XV1	UAS					

Palopo,…………………
Dosen Penyaji,

(……………………….)

KUESIONER EVALUASI UNTUK AHLI MATERI

A. Data Responden

Nama : Subhan, S.Pd.I., M.Pd.

Umur : 31 Tahun

Jenis kelamin : Laki-laki

Pendidikan : ☐ S1 ☑ S2 ☐ S3 ☐ Professor

Pengalaman mengajar : ☐ 0-2 tahun ☑ 2-4 tahun ☐ 4-6 tahun ☐ ≥6 thn

B. Tabel Evaluasi

Isilah tabel berikut ini dengan memberikan tanda centang (√) pada kolom yang telah tersedia

Keterangan:

SS : Sangat Setuju

S : Setuju

R : Ragu-ragu

TS : Tidak Setuju

STS : Sangat Tidak Setuju

No	Pernyataan	SS	S	R	TS	STS
A. Isi						
1.	Cakupan isi materi dalam silabus *English for Early Childhood Education Study program* sesuai dengan kebutuhan mahasiswa jurusan Pendidikan Islam Anak Usia Dini (PIAUD)		√			
2.	Kedalaman materi dalam silabus *English for Early Childhood Education Study program* memadai.		√			

No.	Pernyataan					
3.	Keaslian isi materi dalam silabus *English for Early Childhood Education Study program* memadai.	√				

Rangkuman kualitatif:

Dalam silabus yang saudara kembangkan, isi materi sudah terlihat komprehensif namun beberapa CPMK sepertinya masih butuh **sedikit penyesuaian lanjutan** dengan **tema-tema stimulasi perkembangan (*daily activity*)** sesuai dengan kurikulum yang digunakan di lembaga TK/PAUD/sejenis. Karena kurikulum prodi PIAUD mengenghendaki adanya kecocokan atau kesesuaian antara kompetensi mahasiswa dengan apa yang diharapkan oleh para pengguna (stake holder) di lapangan.

	B. Bahasa					
1.	Bahasa yang digunakan dalam silabus sesuai dengan kemampuan mahasiswa.	√				
2.	Bahasa yang disajikan komprehensif dan sesuai dengan tingkat perkembangan kognitif mahasiswa.	√				
3.	Keseluruhan materi dalam silabus sesuai dengan kemampuan berbahasa siswa	√				
4.	Bahasa yang disajikan dalam silabus mudah dipahami.		√			

Rangkuman kualitatif:

Bahasa yang ada dalam silabus sudah dapat dipahami dengan baik, namun perlu perlu ditinjau kembali beberapa penggunaan kalimat yang belum epektif. Perlu juga konsisten dalam peristilahan atau penggunaaan kata dalam konteks tertentu (seperti kata kerja operasional) di beberapa bagian silabus.

	C. Aktifitas					
1.	Kegiatan dalam *task* melibatkan mahasiswa.		√			
2.	Kegiatan dalam *task* bervariasi.		√			
3.	Kegiatan dalam *task* sesuai topik.					

No.	Pernyataan		√			
4.	Kegiatan dalam *task* menarik bagi mahasiswa.		√			
5.	Kegiatan dalam *task* dapat memotivasi mahasiswa untuk belajar bahasa inggris.		√			
6.	Kegiatan dalam *task* berguna bagi kehidupa nyata mahasiswa.		√			
7.	Kegiatan dalam *task* membantu pemahaman materi.		√			
8.	Kegiatan disusun berurutan dari mudah ke agak sulit.		√			
9.	Kegiatan melibatkan siswa untuk dapat bekerja secara individu dan berpasangan.		√			

Rangkuman kualitatif:

Task yang tercermin dalam pilihan metode dalam silabus sudah baik (menarik, variatif, sesuai dengan mahasiswa PIAUD dan dapat diterapkan secara *custom* dan *adaptable* sehingga lebih bermakna bagi mahasiswa.

D. Input

No.	Pernyataan					
1.	Input materi dalam silabus membantu mahasiswa dalam berbahasa.		√			
2.	Input materi dalam silabus sesuai dengan kemampuan berbahasa mahasiswa.		√			
3.	Input materi dalam silabus mencakup struktur bahasa yang benar.			√		
4.	Input materi dalam silabus dapat menambah wawasan mahasiswa.		√			
5.	Input materi dalam silabus menarik.		√			
6.	Pilihan topik sesuai dengan karakteristik mahasiswa		√			

Rangkuman kualitatif:

Materi yang tergambar dalam CPMK sudah sesuai, namun alangkah baiknya saudara

juga perlu menambahkan kolom materi/sub materi (disamping kolom indikator) lengkap dengan refrensi yang saudara gunakan. Jadi rumusan indikator tidak hanya tunggal (mengikuti CPMK) nya saja, namun dapat berkembang menjadi lebih dari satu mengikuti cakupan materi/sub materi tersebut.						
E. Desain dan *Layout*						
1.	Tampilan isi silabus jelas.			√		
2.	Susunan materi dalam silabus sistematis			√		
3.	Penggunaan tanda baca benar.		√			
4.	Sumber dalam silabus jelas			√		
5.	Jarak spasi sesuai.		√			

Rangkuman kualitatif:

Beberapa hal yang perlu diperbaiki:

- Tampilan silabus buat lebih rapi, menarik dan konsisten dengan warna dan gaya yang serasi
- Sistematisasi materi disesuaikan lagi (seperti catatan saya pada poin A rangkuman kualitatif)
- Perhatikan gaya bahasa epektif
- Tambah sumber rujukan /refrensi dan cantumkan refrensi di setiap pertemuan sesuai dengan materi/sub materi/indikator (seperti catatan saya pada poin D)
- Jarak spasi disesuaikan lagi (konsisten)

Kesimpulan:

Secara umum, pendapat Bapak/Ibu terhadap materi yang dikembangkan:

a. Layak

b. Layak dengan perbaikan (√)

c. Tidak layak

Palopo,   24 Februari 2021

Penilai Kelayakan

Subhan, S.Pd.I.,M.Pd.
NIP.198912102019031006

KUESIONER EVALUASI UNTUK AHLI MATERI

A. Data Responden

Nama   : Devani Mardiana. M.Pd.

Umur   : 37

Jenis kelamin   : Wanita

Pendidikan   : ☐ S1 ☑ S2 ☐ S3 ☐ Professor

Pengalaman mengajar : ☐ 0-2 tahun ☐ 2-4 tahun ☐ 4-6 tahun ☑ ≥6 thn

B. Tabel Evaluasi

Isilah tabel berikut ini dengan memberikan tanda centang (√) pada kolom yang telah tersedia

Keterangan:

SS   : Sangat Setuju

S   : Setuju

R   : Ragu-ragu

TS   : Tidak Setuju

STS   : Sangat Tidak Setuju

No	Pernyataan	SS	S	R	TS	STS
A. Isi						
1.	Cakupan isi materi dalam silabus *English for Early Childhood Education Study program* sesuai dengan kebutuhan mahasiswa jurusan Pendidikan Islam Anak Usia Dini (PIAUD)			√		
2.	Kedalaman materi dalam silabus *English for Early Childhood Education Study program* memadai.		√			

No.	Pernyataan					
6.	Kegiatan dalam *task* berguna bagi kehidupa nyata mahasiswa.	✓				
7.	Kegiatan dalam *task* membantu pemahaman materi.		✓			
8.	Kegiatan disusun berurutan dari mudah ke agak sulit.			✓		
9.	Kegiatan melibatkan siswa untuk dapat bekerja secara individu dan berpasangan.	✓				

Rangkuman kualitatif:

D. Input

No.	Pernyataan					
1.	Input materi dalam silabus membantu mahasiswa dalam berbahasa.	✓				
2.	Input materi dalam silabus sesuai dengan kemampuan berbahasa mahasiswa.	✓				
3.	Input materi dalam silabus mencakup struktur bahasa yang benar.		✓			
4.	Input materi dalam silabus dapat menambah wawasan mahasiswa.		✓			
5.	Input materi dalam silabus menarik.		✓			
6.	Pilihan topik sesuai dengan karakteristik mahasiswa		✓			

Rangkuman kualitatif:

No.	Pernyataan					
3.	Keaslian isi materi dalam silabus *English for Early Childhood Education Study program* memadai.			✓		

Rangkuman kualitatif:

B. Bahasa

No.	Pernyataan					
1.	Bahasa yang digunakan dalam silabus sesuai dengan kemampuan mahasiswa.		✓			
2.	Bahasa yang disajikan komprehensif dan sesuai dengan tingkat perkembangan kognitif mahasiswa.		✓			
3.	Keseluruhan materi dalam silabus sesuai dengan kemampuan berbahasa siswa		✓			
4.	Bahasa yang disajikan dalam silabus mudah dipahami.		✓			

Rangkuman kualitatif:

C. Aktifitas

No.	Pernyataan					
1.	Kegiatan dalam *task* melibatkan mahasiswa.	✓				
2.	Kegiatan dalam *task* bervariasi.	✓				
3.	Kegiatan dalam *task* sesuai topik.	✓				
4.	Kegiatan dalam *task* menarik bagi mahasiswa.	✓				
5.	Kegiatan dalam *task* dapat memotivasi mahasiswa untuk belajar bahasa inggris.	✓				

E. Desain dan *Layout*							
1.	Tampilan isi silabus jelas.		✓	✓		
2.	Susunan materi dalam silabus sistematis		✓			
3.	Penggunaan tanda baca benar.			✓		
4.	Sumber dalam silabus jelas		✓			
5.	Jarak spasi sesuai.			✓		
Rangkuman kualitatif:							

Kesimpulan:

Secara umum, pendapat Bapak/Ibu terhadap materi yang dikembangkan:

a. Layak

b. Layak dengan perbaikan

c. Tidak layak

Palopo, 04 MARET Februari 2021

Penilai Kelayakan

DEVANI MARDIANA, M.Pd.

KUESIONER EVALUASI UNTUK AHLI BAHASA

A. Data Responden
   Nama : Magfirah Thayyib
   Umur : 36 thn
   Jenis kelamin : Perempuan
   Pendidikan : S1☐ S2☐ S3■ Professor ☐
   Pengalaman mengajar : 0-5 thn ☐   5-10 thn ☐ 10-15 thn ■ ≥15 thn ☐

B. Tabel Evaluasi
   Isilah tabel berikut ini dengan memberikan tanda centang (√) pada kolom yang telah tersedia
   Keterangan:
   SS : Sangat Setuju
   S   : Setuju
   R   : Ragu-ragu
   TS : Tidak Setuju
   STS: Sangat Tidak Setuju

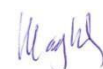| No	Pernyataan	SS	S	R	TS	STS
A.	**Isi**					
1	Cakupan isi materi dalam silabus *English for Early Childhood Education Study Program* sesuai dengan kebutuhan mahasiswa jurusan Pendidikan Islam Anak Usia Dini (PIAUD)		√			
2	Kedalaman materi dalam bahan ajar *English for Early Childhood Education Study Program* memadai.		√			
3	Keaslian isi materi dalam bahan ajar *English for Early Childhood Education Study program* memadai.			√		
Rangkuman kualitatif: RPS disusun berdasarkan kurikulum Prodi; CP Prodi harus diintegrasikan dan realisasikan dalam CPMK. RPS tidak memuat materi bahan ajar secara lengkap karena RPS memang hanya berupa panduan/rencana.						
B.	**Bahasa**					
1	Bahasa yang digunakan dalam silabus sesuai dengan kemampuan mahasiswa.			√		
2	Bahasa yang disajikan komprehensif dan sesuai dengan tingkat perkembangan kognitif mahasiswa.			√		
3	Keseluruhan materi dalam silabus sesuai dengan kemampuan berbahasa mahasiswa.			√		
4	Bahasa yang disajikan dalam silabus mudah dipahami.			√		
Rangkuman kualitatif: RPS diperuntukkan sebagai panduan dosen dalam mengajar jadi sulit untuk memberikan prediksi evaluasi RPS dari sudut pandang mahasiswa.						
C.	**Aktifitas**					
1	Kegiatan dalam *task* melibatkan mahasiswa.		√			
2	Kegiatan dalam *task* bervariasi.		√			
3	Kegiatan dalam *task* sesuai topik.		√			

4	Kegiatan dalam *task* menarik bagi mahasiswa.			√	
5	Kegiatan dalam *task* dapat memotivasi mahasiswa untuk belajar bahasa Inggris.			√	
6	Kegiatan dalam *task* berguna bagi kehidupan nyata mahasiswa.			√	
7	Kegiatan dalam *task* membantu pemahaman materi.		√		
8	Kegiatan disusun berurutan dari mudah ke agak sulit.			√	
9	Kegiatan melibatkan siswa untuk dapat bekerja secara individu dan berpasangan.		√		

Rangkuman kualitatif: RPS yang dibuat hanya menyajikan sampai detail metode pembelajaran sehingga detail kegiatan tidak dapat dievaluasi secara komprehensif.

D.	**Input**				
1	Input materi dalam silabus membantu mahasiswa dalam berbahasa.		√		
2	Input materi dalam silabus sesuai dengan kemampuan berbahasa mahasiswa.		√		
3	Input materi dalam silabus mencakup struktur bahasa yang benar.			√	
4	Input materi dalam silabus dapat menambah wawasan mahasiswa.			√	
5	Input materi dalam silabus menarik.		√		
6	Pilihan topik sesuai dengan karakteristik mahasiswa			√	

Rangkuman kualitatif: Sekali lagi, RPS adalah panduan untuk dosen. RPS biasanya diperlihatkan kepada mahasiswa hanya di awal perkuliahan untuk memperkenalkan MK.

E.	**Desain dan *Layout***				
1	Tampilan isi silabus jelas.		√		
2	Susunan materi dalam silabus sistematis.		√		
3	Penggunaan tanda baca benar.		√		
4	Sumber dalam silabus jelas.			√	
5	Jarak spasi sesuai.			√	

Rangkuman kualitatif: Format RPS itu baku sesuai aturan institusi.

Kesimpulan:

Secara umum, pendapat Bapak/Ibu terhadap materi yang dikembangkan:

a. Layak
b. Layak dengan perbaikan
c. Tidak layak

Palopo, 18 Februari 2021
Penilai Kelayakan

Magfirah Thayyib

Designing ESP Syllabus for Early Childhood Islamic Education Study Program at IAIN Palopo

By

Aryi

16 0202 0067

SUPERVISED BY

DR. SAHRAINI, M.HUM

DEWI FURWANA, S.PD.I.,M.PD

		RENCANA PEMBELAJARAN SEMESTER (RPS) **PROGRAM STUDI PENDIDIKAN ANAK USIA DINI** **INSTITUT AGAMA ISLAM NEGERI (IAIN) PALOPO**				
MATA KULIAH	**KODE**	**RUMPUN**		**BOBOT (SKS)**	**SEMESTER**	**TANGGAL PENGESAHAN**
BAHASA INGGRIS UNTUK ANAK USIA DINI		**PENDIDIKAN ISLAM ANAK USIA DINI**		3	3	
OTORISASI	**Dosen Pengembang RPS**		**Koordinator RMK**		**Ka PRODI**	
	-		**-**		-	

CAPAIAN PEMBELAJARAN	**CP-Prodi/ CPL** 1. **(S.1)** Bertakwa kepada Tuhan Yang Maha Esa dan mampu menunjukkan sikap religius; 2. **(S.2)** Menjunjung tinggi nilai kemanusiaan dalam menjalankan tugas berdasarkan moral dan etika; 3. **(P.1)** Mampu menerapkan pemikiran logis, kritis, sistematis, dan inovatif dalam konteks pengembangan atau implementasi dasar-dasar ilmu pendidikan islam anak usia dinidan memanfaatkan IPTEK yang memperhatikan dan menerapkan nilai humaniora; 4. **(P.4)** Mampu menerapkan dan mengkombinasikan kemampuan pengembangan dalam pembelajaran seni pendidikan islam anak usia dini 5. **(P.9)** Mampu mengembangkan atau implementasi ilmu pengetahuan teknologidalam mengembangkan sumber

	dan media pembelajaran AUD
	6. **(P.10)** Melakukan mengevaluasi pembelajaran anak usia dini secara mandiri, bermutu, dan terukur
	7. **(KU.1)** Mampu menerapkan pemikiran logis, kritis, sistematis, dan inovatif dalam kontek pengembangan atau implementasi ilmu pengetahuan dan teknologi yang memperhatikan dan menerapkan nilai humaniora yang sesuai dengan bidang keahliannya;
	8. **(KU.2)** Mampu menunjukkan kinerja mandiri , bermutu dan terukur
	9. **(KU.5)** Mampu mengambil keputusan secara tepat dalam konteks penyelesaian masalah sesuai kajian Pendidikan Anak Usia Dinidi bidang PIAUD, berdasarkan hasil analisis informasi dan data
	10. **(KU.8)** Mampu melakukan proses evaluasi diri terhadap kelompok kerja yang berada di bawah tanggungjawabnya dan mampu mengelola pembelajaran secara mandiri;
	11. **(KU.9)** Mampu mendokumentasikan, menyimpan, mengamanahkan, dan menemukan kembali data untuk menjamin kesahihan mencegah plagiasi
	12. **(KK.9)** Mampu mengembangkan keilmuan dan keprofesian berkelanjutan secara mandiri dan kolektif dalam kerangkamewujudkan diri sebagai pendidik sejati yang pembelajar.
	Capaian Pembelajaran Mata Kuliah (CPMK) **M.1** : Mahasiswa mampu mengingat cara pengenalan diri dalam bahasa inggris **M.2** : Mahasiswa mampu mengingat kosakata yang ada disekeliling mereka yakni Building and City **M.3** : Mahasiswa mampu mengingat kosakata tentang Animal **M.4** : Mahasiswa mampu mencocokkan kosakata yang berhubungan dengan Shape and color **M.5** : Mahasiswa mampu menjelaskan family tree menggunakan bahasa inggris **M.6** : Mahasiswa mampu menjelaskan daily activity mereka menggunakan bahasa inggris **M.7** : Mahasiswa mampu menjelaskan struktur narrative teks dalam Dongeng bahasa inggris **M.8** :Mahasiswa mampu memberi contoh Short Story menggunakan bahasa inggris **M.9** : Mahasiswa mampu mendemonstrasikan favorite idol menggunakan bahasa inggris **M.10**:Mahasiswa mampu menentukan lagu islami yang sesuai dengan anak usia dini **M.11** : Mahasiswa mampu mendeskripsikan Future Plan mereka menggunakan bahasa Inggris **M.12**: Mahasiswa mampu mengaplikasikan pengucapan waktu dalam bahasa inggris **M.13**: Mahasiswa mampu menganalisis profession (pekerjaan baik dan buruk)

| Deskripsi Singkat MK | Mata kuliah Bahasa Inggris untuk anak usia dini merupakan mata kuliah keahlian bidang studi pada program S-1 Program Pendidikan Islam Anak Usia Dini dengan status mata kuliah wajib. Mata kuliah ini diberikan kepada mahasiswa semester 3 dengan bobot mata kuliah 3 SKS. Mata kuliah ini membahas mengenai metode-metode pengajaran bahasa Inggris untuk anak usia dini,   Mata kuliah ini memberikan konsep bagaimana mengajarkan bahasa Inggris untuk anak usia dini. Ketrampilan yang diajarkan meliputi ketrampilan mengucapkan kata dalam bahasa Inggris, mendengar, berbicara, membaca, dan menulis. Sedangkan komponen bahasa pendukung ketrampilan berbahasa yang diajarkan adalah kosa kata dan tata bahasa. Seluruh ketrampilan dan komponen berbahasa tersebut disajikan dalam setiap pertemuan secara terintegrasi agar mahasiswa benar- benar memiliki kemampuan yang mumpuni setelah lulus. |

Deskripsi Singkat MK	Mata kuliah Bahasa Inggris untuk anak usia dini merupakan mata kuliah keahlian bidang studi pada program S-1 Program Pendidikan Islam Anak Usia Dini dengan status mata kuliah wajib. Mata kuliah ini diberikan kepada mahasiswa semester 3 dengan bobot mata kuliah 3 SKS. Mata kuliah ini membahas mengenai metode-metode pengajaran bahasa Inggris untuk anak usia dini, Mata kuliah ini memberikan konsep bagaimana mengajarkan bahasa Inggris untuk anak usia dini. Ketrampilan yang diajarkan meliputi ketrampilan mengucapkan kata dalam bahasa Inggris, mendengar, berbicara, membaca, dan menulis. Sedangkan komponen bahasa pendukung ketrampilan berbahasa yang diajarkan adalah kosa kata dan tata bahasa. Seluruh ketrampilan dan komponen berbahasa tersebut disajikan dalam setiap pertemuan secara terintegrasi agar mahasiswa benar- benar memiliki kemampuan yang mumpuni setelah lulus.					
Pustaka	**Utama :**					
	Scoot, Wendy.A. 2000. *Teaching English to Children*. New York: Longman Inc					
	Pendukung :					
	Brumfit,C., J. Moon, and R. Tongue (1994). *Teaching English to children* Harmer, Jeremy. (2002). *The Practice of English Language Teaching.* England: Pearson Education Ltd. Marcos, Kathleen. *Children Language***.** ERIC Clearinghouse on Language and Linguistics. Available on the internet. Philips, S. 1993. *Young Learners*. Oxford University Press.					
Media Pembelajaran	**Perangkat Lunak:**			**Perangkat Keras:**		
	Slide Powerpoint, Internet, E-Learning, Video, Audio			Laptop, LCD.		
Tim Teaching	**-**					
Mata Kuliah Syarat	Bahasa inggris Untuk Anak					

Mingg u Ke-	CP-MK (Kemampuan Akhir yang Diharapkan)	Indikator	Kriteria dan Bentuk Penilaian	Metode Pembelajaran [Estimasi Waktu]	Materi Pembelajara n [Pustaka]	Bobot Penilai an (%)
(1)	(2)	(3)	(4)	(5)	(6)	(7)
I	Mahasiswa mengetahui Mekanisme perkuliahan, proses pembelajaran, dan	Mahasiswa mengetahui Mekanisme perkuliahan, proses pembelajaran, dan	Absensi kehadiran siswa	Ceramah Tanya jawab	**Kontrak Perkuliahan**	-

					(150 menit)		
	penilaian	penilaian					
II	*Listening and Speaking:* Mahasiswa menggunakan kosakata/istilah bahasa Inggris yang berkaitan dengan perkenalan diri dan menceritakan kegiatan sehari-hari	*Listening and Speaking:* Mahasiswa mampu menggunakan kosakata/istilah bahasa Inggris yang berkaitan Dengan perkenalan diri dan menceritakan kegiatan sehari-hari	*Listening and Speaking:* Ketepatan dalam menggunakan kosakata/ istilah bahasa Inggris yang berkaitandengan perkenalan diri dan menceritakan kegiatan sehari-hari	*Listening and Speaking:* Listening task (Mendengarkan dengan seksama dan berusaha memahami arti melalui gambar) **(25 menit)** Role play **(75 menit)**	**Self Introductio n**	5%
	Reading and Writing: Mahasiswa menggunakan kosakata/istilah bahasa Inggris dalam sebuah teks bacaan yang berkaitan Dengan perkenalan diri dan menuliskan kosakata/ kalimat (yang berkaitan dengan perkenalan diri)seperti *my name is....., I live in....., etc*	*Reading and Writing:* Mahasiswa mampu menngunakan kosakata/istilah bahasa Inggris dalam sebuah teks bacaan yang berkaitan dengan perkenalan diri dan menuliskan kosakata/ kalimat(yangberkaitan denganperkenalan diri)seperti *my name is....., I live in....., etc*	*Reading and Writing:* Ketepatan dalam membaca dan menggunakan kosa kata/istilah bahasa inggris dengan teks bacaan/cerita dan menuliskan kosakata/ kalimat(yangberkaitan denganperkenalan diri)seperti *my name is....., I live in....., etc*	*Reading and Writing:* Presentation (individu) atau membaca teks didepan kelas Menyusun kata menjadi kalimat yang benar **(2x25 menit)**		
III	*Listening and Speaking:* Mahasiswa mengingat	*Listening and Speaking:* Mahasiswa mampu	*Listening and speaking:* Ketepatan dalam	*Listening and*	**Buliding and city**	5%

	kosakata/istilah bahasa inggris yang berkaitan dengan bangunan bersejarah yang ada di kota Mekah dan mengklasifikasi/mengelompokan masing-masing *Part of speech :Noun and Adverb*	mengingat kosakata/istilah bahasa inggris yang berkaitan dengan bangunan bersejarah yang ada di kota Mekah dan mengklasifikasi/mengelompokan masing-masing *Part of speech :Noun and Adverb*	mengingat kosakata/istilah bahasa inggris yang berkaitan dengan bangunan bersejarah yang ada di kota Mekah dan mengklasifikasi/mengelompokan masing-masing *Part of speech :Noun and Adverb*	***Speaking:*** Guessing and Speak (**45 menit**) Presentation (group) (**30 menit**)		
	Reading and Writing: Mahasiswa mengingat kosakata yang berkaitan dengan bangunan bersejarah yang ada di kota Mekah dalam teks bacaan dan menuliskan kembali dalam bahasa inggris	***Reading and Writing:*** Mahasiswa mampu mengingat kosakata yang berkaitan dengan bangunan bersejarah yang ada di kota Mekah dalam teks bacaan dan menuliskan kembali dalam bahasa inggris	***Reading and Writing:*** Ketepatan dalam mengingat kosakata yang berkaitan dengan bangunan bersejarah yang ada di kota Mekah dalam teks bacaan dan menuliskan kembali dalam bahasa inggris	***Reading and Writing:*** Scanning (**25 menit**) Rewrite (pairs) (**50 menit**)		
IV	***Listening and speaking:*** Mahasiswa mengingat kosakata bahasa inggris *(noun and adjective)* yang berkaitan dengan binatang yang halal dan haram dan menjelaskan klasifikasi/kelompok dari masing-masing Part of speech (*Noun and adjective*)	***Listening and speaking:*** Mahasiswa mampu mengingat kosakata bahasa inggris *(noun and adjective)* yang berkaitan dengan binatang yang halal dan haram dan menjelaskan klasifikasi/kelompok dari masing-masing Part of speech (*Noun and adjective*)	***Listening and speaking:*** Ketepatan dalam mengingat kosakata bahasa inggris *(noun and adjective)* yang berkaitan dengan binatang yang halal dan haram dan menjelaskan klasifikasi/kelompok dari masing-masing Part of speech (*Noun and adjective*)	***Listening and Speaking:*** fill in the blank (**50 menit**) presentation(group) (**35 menit**)	**Animal**	5%
	Reading and Writing: Mahasiswa mengingat kosakata (*noun and*	***Reading and Writing:*** Mahasiswa mengingat makna kosakata (*noun*	***Reading and Writing:*** Ketepatan dalam mengingat makna kosakata (*noun and*	***Reading and Writing:*** Scanning and		

	adjective) yang terdapat dalm teks dan menuliskannya dalam bahasa inggris yang berkaitan dengan binatang yang halal dan haram	*and adjective)* yang terdapat dalam teks dan menuliskannya dalam bahasa inggris yang berkaitan dengan binatang yang halal dan haram	*adjective)* yang terdapat dalm teks dan menuliskannya dalam bahasa inggris yang berkaitan dengan binatang yang halal dan haram	identifying (**55 menit**) Rewriting (**40 menit**)		
V	***Listening and Speaking:*** Mahasiswa menyusun daftar kosakata/istilah bahasa inggris *(Noun and Adjective)* yang berhubungan dengan *Shape and Colour* dan menjelaskan klasifikasi/kelompok dari masing-masing bentuk dan warna	***Listening and Speaking:*** Mahasiswa mampu menyusun daftar kosakata/ bahasa inggris *(Noun and Adjective)* yang berhubungan dengan *Shape and Colour* dan menjelaskan klasifikasi/kelompok dari masing-masing bentuk dan warna	***Listening and Speaking:*** Ketepatan dalam menyusun daftar kosakata/istilah bahasa inggris *(Noun and Adjective)* yang berhubungan dengan *Shape and Colour* dan menjelaskan klasifikasi/kelompok dari masing-masing bentuk dan warna	***Listening and speaking:*** Listening Task (fill in the blank) Persentation (individu) (**2x50 menit**)	**Shape and Color**	5%
	Reading and Writing: Mahasiswa menyusun daftar kosakata/istilah *(Noun and Adjective)* yang terdapat dalam teks bacaan dalam bahasa inggris yang berhubungan dengan *Shape and Colour*	***Reading and writing:*** Mahasiswa mampu menyusun daftar kosakata/istilah *(Noun and Adjective)* yang terdapat dalam teks bacaan dalam bahasa inggris yang berhubungan dengan *Shape and Colour*	***Reading and writing:*** Ketepatan dalam menyusun daftar kosakata/istilah *(Noun and Adjective)* yang terdapat dalam teks bacaan dalam bahasa inggris yang berhubungan dengan *Shape and Colour*	***Reading and writing:*** Rewrite and Classifying (**50 menit**)		
VI	***Listening and speaking:***	***Listening and speaking:***	***Listening and speaking:***	***Listening and***		

	Mahasiswa menjelaskan kosakata/kalimat bahasa inggris berkaitan degan kekeluargaan Nabi/Rasul dan mampu menjelaskan tentang *family tree* masing-masing	Mahasiswa mampu menjelaskan kosakata/kalimat bahasa inggris berkaitan dengan kekeluargaan Nabi/Rasul dan mampu menjelaskan tentang *family tree* masing-masing	Ketepatan dalam menjelaskan kosakata/kalimat bahasa inggris berkaitan dengan kekeluargaan Nabi/Rasul dan mampu menjelaskan tentang *family tree* masing-masing	*speaking:* Listening task (Mendengarkan dengan seksama dan berusaha memahami arti melalui gambar) Persentation (Individu) **(60 menit)**	**Family Tree**	5%
	Reading and Writing: Mahasiswa menjelaskan kosakata/kalimat bahasa Inggris dalam sebuah teks bacaan yang berkaitan dengan kekeluargaan Nabi/Rasul dan menuliskan penggunaan *I have*	***Reading and Writing:*** Mahasiswa mampu menjelaskan kosakata/kalimat bahasa Inggris dalam sebuah teks bacaan yang berkaitan dengan kekeluargaan Nabi/Rasul dan mampu menuliskan penggunaan *I have*	***Reading and Writing:*** Ketepatan dalam menjelaskan kosakata/kalimat bahasa Inggris dalam sebuah teks bacaan yang berkaitan dengan kekeluargaan Nabi/Rasul dan mampu menuliskan penggunaan *I have*	***Reading and Writing:*** Menyusun kata menjadi kalimat yang benar **(35 menit)** Rewriting **(55 menit)**		
VII	***Listening and Speaking:*** Mahasiswa menjelaskan Kosakata/kalimat bahasa Inggris yang berkaitan dengan daily activity dan menceritakan kegiatan sehari-hari seperti wudhu, sholat, mengaji, puasa dll	***Listening and Speaking:*** Mahasiswa mampu menjelaskan Kosakata/kalimat bahasa Inggris yang berkaitan dengan daily activity dan menceritakan kegiatan sehari-hari seperti wudhu,	***Listening and Speaking:*** Ketepatan dalam menjelaskan Kosakata/kalimat bahasa Inggris yang berkaitan dengan daily activity dan menceritakan kegiatan sehari-hari seperti wudhu,	***Listening and speaking:*** Video singkat Metode bercerita **(2x50 menit)**	**Daily Activity**	5%

		sholat, mengaji, puasa dll	sholat, mengaji, puasa dll			
	Reading and Writing: Mahasiswa menjelaskan makna kosa kata/paragraph dan menuliskannya(*simple present tense*) dalam teks bacaan yang berkaitan dengan kegiatan sehari-hari seperti wudhu, sholat, mengaji, puasa dll dan menuliskannya kedalam bahasa inggris	*Reading and Writing:* Mahasiswa mampu menjelaskan makna kosa kata/paragraph dan menuliskannya (*simple present tense*) dalam teks bacaan yang berkaitan dengan dengan kegiatan sehari-hari seperti wudhu, sholat, mengaji, puasa dll dan menuliskannya kedalam bahasa inggris	*Reading and Writing:* Ketepatan dalam menjelaskan makna kosa kata/paragraph dan menuliskannya(*simple present tense*) dalam teks bacaan yang berkaitan dengan dengan kegiatan sehari-hari seperti wudhu, sholat, mengaji, puasa dll dan menuliskannya kedalam bahasa inggris	*Reading and writing:* Small group discussion Rewrite **(50 menit)**		
VIII	**UTS(membuat video persentasi singkat tentang salah satu materi pembelajaran diatas)**					
IX	*Listening and Speaking:* Mahasiswa menjelaskan kosakata dan kalimat bahasa inggris yang berhubungan dengan Dongeng Abu Nawas dan menceritakan kembali dongeng yang ditonton	*Listening and Speaking:* Mahasiswa mampu menjelaskan kosakata dan kalimat yang didengar dan diungkapkam dalam bahasa inggris yang berhubungan dengan Dongeng Abu Nawas dan menceritakan kembali dongeng yang ditonton	*Listening and Speaking:* Ketepatan menjelaskan kosakata dan kalimat yang didengar dan diungkapkam dalam bahasa inggris yang berhubungan dengan Dongeng Abu Nawas dan menceritakan kembali dongeng yang ditonton	*Listening and Speaking:* Watch Video **(55 menit)** Story Telling **(20 menit)**	**Fable**	10%

	Reading and Writing: Mahasiswa menjelaskan kosakata dan kalimat yang terdapat dalam teks bahasa inggris yang berhubungan dengan Dongeng Abu Nawas dan menuliskan struktur dari narrative text	***Reading and Writing:*** Mahasiswa mampu menjelaskan kosakata dan kalimat yang terdapat dalam teks (*narrative text*) dalam bahasa inggris yang berhubungan dengan Dongeng Abu Nawas dan menuliskan struktur dari narrative text	***Reading and Writing:*** Ketepatan dalam menjelaskan kosakata dan kalimat yang terdapat dalam teks (*narrative text*) dalam bahasa inggris yang berhubungan dengan Dongeng Abu Nawas dan menuliskan struktur dari narrative text	***Reading and Writing:*** Identification the text with seatmate (**55 menit**) Rewrite and Classifying (**20 menit**)		
X	***Listening and speaking:*** Mahasiswa memberi contoh kata/kalimat bahasa inggris yang didengar, berkaitan dengan kisah Nabi/Rasul dan menceritakan kembali tentang film yang di tonton	***Listening and speaking:*** Mahasiswa memberi contoh kata/kalimat bahasa inggris yang didengar, berkaitan dengan dengan kisah Nabi/Rasul dan menceritakan kembali tentang film yang di tonton	***Listening and speaking:*** Ketepatan dalam memberi contoh kata/kalimat bahasa inggris yang didengar, berkaitan dengan dengan kisah Nabi/Rasul dan menceritakan kembali tentang film yang di tonton	***Listening and speaking:*** • Watch movie (**40 menit**) • Story telling (**20 menit**)	**Short Story**	10%
	Reading and Writing: Mahasiswa memberi contoh kosakata/istilah bahasa Inggris dalam sebuah teks bacaan yang berkaitan dengan kisah Nabi/Rasul dan menuliskan penggunaan dari simple past tense	***Reading and Writing:*** Mahasiswa mampu memberi contoh kosakata/istilah bahasa Inggris seperti dalam sebuah teks bacaan yang berkaitan kisah Nabi/Rasul dan menuliskan penggunaan dari simple past tense	***Reading and Writing:*** Ketepatan dalam memberi contoh kosakata/istilah bahasa Inggris dalam sebuah teks bacaan yang berkaitan dengan kisah Nabi/Rasul dan menuliskan penggunaan dari simple past tense	***Reading and writing:*** • Discussion group (**70 menit**) • Rewrite story (**20 menit**)		

XI	**_Listening and Speaking:_** Mahasiswa mendemonstrasikan kata/kalimat bahasa inggris yang berhubungan dengan _Favorite Idol_ dan menjelaskan tentang _Favorite Idol_ masing-masing	**_Listening and Speaking:_** Mahasiswa mampu mendemonstrasikan kata/kalimat bahasa inggris yang berhubungan dengan _Favorite Idol_ dan menjelaskan tentang _Favorite Idol_ masing-masing	**_Listening and Speaking:_** Ketepatan dalam mendemonstrasikan kata/kalimat bahasa inggris yang berhubungan dengan _Favorite Idol_ dan menjelaskan tentang _Favorite Idol_ masing-masing	**_Listening and Speaking:_** Listening Task(Menjawab pertanyaan secara lisan) (**45 menit**) Persentation(Individu) (**55 menit**)		
	Reading and Writing: Mahasiswa mendemonstrasikan Kosa kata/paragraph bacaan ,dengan penggunaan beberapa istilah seperti, _My favorite idol is… he is from…. ,he has …. nose, etc (possessive pronoun, tobe, has/have, and adjective)_ dalam teks bahasa Inggris yang berkaitan _Favorite Idol_	**_Reading and Writing:_** Mahasiswa mampu mendemonstrasikan Kosa kata/paragraph bacaan dengan penggunaan beberapa istilah seperti, _My favorite idol is… he is from…. ,he has …. nose, etc (possessive pronoun, tobe, has/have, and adjective)_ dalam teks bahasa Inggris yang berkaitan dengan _Favorite Idol_	**_Reading and Writing:_** Ketepatan dalam mendemonstrasikan Kosa kata/paragraph bacaan dengan penggunaan beberapa istilah seperti, _My favorite idol is… he is from…. ,he has …. nose, etc (possessive pronoun, tobe, has/have, and adjective)_ dalamteks bahasa Inggris yang berkaitan dengan _Favorite Idol_	**_Reading and Writing:_** Persentation (Individu) Fill the missing word (**2x25 menit**)	**Favorite Idol**	10%
XII	**_Listening and Speaking:_**	**_Listening and Speaking:_**	**_Listening and Speaking:_**	**_Listening and_**		

	Mahasiswa mengemukakan kosa kata / kalimat bahasa inggris ,yang berkaitan dengan lagu islami untuk anak usia dini dalam bahasa inggris	Mahasiswa mampu mengemukakan kosa kata / kalimat bahasa inggris ,yang berkaitan dengan lagu islami untuk anak usia dini dalam bahasa inggris	Ketepatan dalam mengemukakan kosa kata / kalimat bahasa inggris ,yang berkaitan dengan lagu islami untuk anak usia dini dalam bahasa inggris	*Speaking:* Listen and repeat **(70 menit)** Presentation **(30 menit)**	**Song**	10%
	Reading and Writing: Mahasiswa mengemukakan kosa kata / kalimat yang terdapat dalam teks dan menuliskan meaning dari lagu islami untuk anak usia dini dalam bahasa inggris	*Reading and Writing:* Mahasiswa mampu mengemukakan kosa kata / kalimat yang terdapat dalam teks dan menuliskan meaning dari lagu islami untuk anak usia dini dalam bahasa inggris	*Reading and Writing:* Ketepatan dalam mengemukakan kosa kata / kalimat yang terdapat dalam teks dan menuliskan meaning dari lagu islami untuk anak usia dini dalam bahasa inggris	*Reading and Writing:* Rewriting the meaning **(2x25 menit)**		
XIII	*Listening and Speaking:* Mahasiswa mendeskripsikan kata/kalimat bahasa inggris yang diungkapkan dalam bahasa inggris dengan menggunakan penggunaan simple future tense (*will,shall*) yang berkaitan dengan *Future plan* dan menjelaskan mengenai *Future plan* masing-masing	*Listening and Speaking:* Mahasiswa mampu mendeskripsikan kata/kalimat bahasa inggris yang diungkapkan dalam bahasa inggris dengan menggunakan penggunaan simple future tense (*will,shall*) yang berkaitan dengan *Future plan* dan menjelaskan mengenai *Future plan* masing-masing	*Listening and Speaking:* Ketepatan dalam mendeskripsikan kata/kalimat bahasa inggris yang terdapat dalam teks bacaan dan menuliskannya dalam bahasa inggris dengan menggunakan penggunaan simple future tense (*will,shall*) yang berkaitan dengan *Future plan* dan menjelaskan mengenai *Future plan* masing-masing	*Listening and Speaking:* Question and Answer Discovery Learning **(2x25 menit)**	**Future Plan**	10%

	Reading and Writing: Mahasiswa mendeskripsikan kata/kalimat bahasa inggris yang terdapat dalam teks bacaan dan menuliskan penggunaan simple future tense (*will,shall*)	*Reading and Writing:* Mahasiswa mampu mendeskripsikan kata/kalimat bahasa inggris yang terdapat dalam teks bacaan dan menuliskan penggunaan simple future tense (*will,shall*)	*Reading and Writing:* Ketepatan dalam mendeskripiskan kata/kalimat bahasa inggris yang terdapat dalam teks bacaan dan menuliskan penggunaan simple future tense (*will,shall*)	*Reading and Writing:* Fill in the missing word (**25 menit**) Rewrite (**75 menit**)		
XIV	*Listening and Speaking:* Mahasiswa mengaplikasikan kosakata bahasa inggris yang berhubungan dengan *waktu sholat*, menggunakan *American style* dan menerapkan pengucapan waktu dalam kehidupan sehari-hari (kelas,rumah,dll)	*Listening and Speaking:* Mahasiswa mampu mengaplikasikan kosakata bahasa yang berhubungan dengan *waktu sholat*, menggunakan *American style* dan menerapkan pengucapan waktu dalam kehidupan sehari-hari(kelas,rumah,dll)	*Listening and Speaking:* Ketepatan dalam mengaplikasikan kosakata bahasa inggris yang berhubungan dengan *waktu sholat*, menggunakan *American style* dan menerapkan pengucapan waktu dalam kehidupan sehari-hari (kelas,rumah,dll)	*Listening and Speaking:* Question and answer (**50 menit**) Discussion (**50 menit**)	**Telling time**	
	Reading and Writing: Mahasiswa mengaplikasikan kosakata (yang berhubungan dengan *waktu sholat*, mengaplikasikan *American style*) dalam bahasa inggris yang terdapat dalam teks dan menuliskan penggunaan *to be (am is are)*	*Reading and Writing:* Mahasiswa mampu mengaplikasikan kosakata (yang berhubungan dengan *waktu sholat*, menggunakan *American style*) dalam bahasa inggris yang terdapat dalam teks dan menuliskan penggunaan *to be (am is are)*	*Reading and Writing:* Ketepatan dalam mengaplikasikan kosakata (yang berhubungan dengan *waktu sholat*, mengaplikasikan *American style*) dalam bahasa inggris yang terdapat dalam teks dan menuliskan penggunaan *to be (am is are)*	*Reading and Writing:* Matching pictures Rewriting (**50 menit**)		10%

XV	*Listening and Speaking:* Mahasiswa menganalisis kosakata dan kalimat yang berkaitan dengan pekerjaan baik dan buruk dan menjelaskan materi menggunakan bahasa inggris	*Listening and Speaking:* Mahasiswa mampu menganalisis kosakata dan kalimat yang berkaitan dengan pekerjaan baik dan buruk dan menjelaskan materi menggunakan bahasa inggris	*Listening and Speaking:* Ketepatan dalam menganalisis kosakata dan kalimat yang berkaitan dengan pekerjaan baik dan buruk dan menjelaskan materi menggunakan bahasa inggris	*Listening and Speaking:* Presentation (small group) **(2x50 menit)**	**professions**	10%
	Reading and Writing: Mahasiswa menganalisis kosakata dan kalimat terdapat dalam teks bacaan yang berkaitan pekerjaan baik dan buruk dan menuliskan penggunaan *to do*	*Reading and Writing:* Mahasiswa mampu menganalisis kosakata dan kalimat terdapat dalam teks bacaan yang berkaitan pekerjaan baik dan buruk dan menuliskan penggunaan *to do*	*Reading and Writing:* Ketepatan dalam menganalisis kosakata dan kalimat terdapat dalam teks bacaan yang berkaitan pekerjaan baik dan buruk dan menuliskan penggunaan *to do*	*Reading and Writing:* Fill the missing words Rewriting **(50 menit)**		
XV1	**UAS(membuat rangkuman/resume mengenai materi pembelajaran di atas)**					

Palopo, ...

Dosen Penyaji,

(...)

KUESIONER EVALUASI UNTUK PENGGUNA (MAHASISWA)

Isilah Pilihan di Bawah Ini
Keterangan:

5 : Sangat Setuju
4 : Setuju
3 : Ragu-ragu
2 : Tidak Setuju
1 : Sangat Tidak Setuju

Nama

ASTRIANI

Kelas/Semester

3A

Materi yang disajikan sesuai untuk level basic lower

	1	2	3	4	5	
Sangat Tidak Setuju	○	○	○	◉	○	Sangat Setuju

Materi telah sesuai dengan bidang dan kebutuhan mahasiswa PIAUD

	1	2	3	4	5	
Sangat Tidak Setuju	○	○	○	◉	○	Sangat Setuju

Materi dalam silabus mampu meningkatkan kemampuan bahasa inggris mahasiswa di bidang PIAUD

	1	2	3	4	5	
Sangat Tidak Setuju	○	○	○	○	◉	Sangat Setuju

Topik input materi dalam silabus telah sesuai dengan bidang kebutuhan mahasiswa yaitu bidang PIAUD

	1	2	3	4	5	
Sangat Tidak Setuju	○	○	○	◉	○	Sangat Setuju

Input materi dalam silabus menarik dan mudah dipahami

	1	2	3	4	5	
Sangat Tidak Setuju	○	○	○	○	◉	Sangat Setuju

Input materi dalam silabus secara keseluruhan beragam

	1	2	3	4	5	
Sangat Tidak Setuju	○	○	○	○	◉	Sangat Setuju

Kegiatan dalam silabus mendorong mahasiswa berpartisipasi aktif dalam kelas

	1	2	3	4	5	
Sangat Tidak Setuju	○	○	◉	○	○	Sangat Setuju

Kegiatan keseluruhan unit beragam

	1	2	3	4	5	
Sangat Tidak Setuju	○	○	○	◉	○	Sangat Setuju

Materi yang terdapat didalam silabus tersusun dengan baik yaitu dari mudah ke sulit

	1	2	3	4	5	
Sangat Tidak Setuju	○	○	○	◉	○	Sangat Setuju

Latihan dalam silabus meliputi latihan individu, berpasangan, dan kelompok

	1	2	3	4	5	
Sangat Tidak Setuju	○	○	○	◉	○	Sangat Setuju

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IZIN PENELITIAN
NOMOR : 951/IP/DPMPTSP/XI/2020

ASLI

DASAR HUKUM :

1. Undang-Undang Nomor 18 Tahun 2002 tentang Sistem Nasional Penelitian, Pengembangan dan Penerapan IPTEK;
2. Peraturan Mendagri Nomor 64 Tahun 2011 tentang Pedoman Penerbitan Rekomendasi Penelitian, sebagaimana telah diubah dengan Peraturan Mendagri Nomor 7 Tahun 2014;
3. Peraturan Walikota Palopo Nomor 23 Tahun 2016 tentang Penyederhanaan Perizinan dan Non Perizinan di Kota Palopo;
4. Peraturan Walikota Palopo Nomor 34 Tahun 2019 tentang Pendelegasian Kewewenang Penyelenggaraan Perizinan dan Nonperizinan Yang Menjadi Urusan Pemerintah Kota Palopo dan Kewenangan Perizinan dan Nonperizinan Yang Menjadi Urusan Pemerintah Yang Diberikan Pelimpahan Wewenang Walikota Palopo Kepada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.

MEMBERIKAN IZIN KEPADA

Nama	:	ARYI
Jenis Kelamin	:	Perempuan
Alamat	:	Jl. Bakau Kota Palopo
Pekerjaan	:	Mahasiswa
NIM	:	16.0202.0067

Maksud dan Tujuan mengadakan penelitian dalam rangka penulisan Skripsi dengan Judul :

DESIGNING ESP SYLLABUS FOR EARLY CHILDHOOD EDUCATION STUDY PROGRAM AT IAIN PALOPO

Lokasi Penelitian	:	KAMPUS INSTITUT AGAMA ISLAM NEGERI (IAIN) PALOPO
Lamanya Penelitian	:	20 November 2020 s.d. 20 Januari 2021

DENGAN KETENTUAN SEBAGAI BERIKUT :

1. Sebelum dan sesudah melaksanakan kegiatan penelitian kiranya melapor pada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.
2. Menaati semua peraturan perundang-undangan yang berlaku, serta menghormati Adat Istiadat setempat.
3. Penelitian tidak menyimpang dari maksud izin yang diberikan.
4. Menyerahkan 1 (satu) examplar foto copy hasil penelitian kepada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.
5. Surat Izin Penelitian ini dinyatakan tidak berlaku, bilamana pemegang izin ternyata tidak menaati ketentuan-ketentuan tersebut di atas.

Demikian Surat Izin Penelitian ini diterbitkan untuk dipergunakan sebagaimana mestinya.

Diterbitkan di Kota Palopo
Pada tanggal : 20 November 2020
a.n. Kepala Dinas Penanaman Modal dan PTSP
Kepala Bidang Pengkajian dan Pemrosesan Perizinan PTSP

ANDI AGUS MANDASINI, SE, M.AP
Pangkat : Penata
NIP : 19780805 201001 1 014

Tembusan :

1. Kepala Badan Kesbang Prov. Sul-Sel;
2. Walikota Palopo
3. Dandim 1403 SWG
4. Kapolres Palopo
5. Kepala Badan Penelitian dan Pengembangan Kota Palopo
6. Kepala Badan Kesbang Kota Palopo
7. Instasi terkait tempat dilaksanakan penelitian

IAIN PALOPO

SURAT KEPUTUSAN
DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN
INSTITUT AGAMA ISLAM NEGERI PALOPO
NOMOR : 0359 TAHUN 2021
TENTANG
PENGANGKATAN TIM DOSEN PENGUJI SKRIPSI MAHASISWA PROGRAM S1

DENGAN RAHMAT TUHAN YANG MAHA ESA
DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN INSTITUT AGAMA ISLAM NEGERI PALOPO

Menimbang	:	a.	bahwa demi kelancaran proses Pengujian Skripsi bagi mahasiswa Program S1, maka dipandang perlu dibentuk Tim Penguji Skripsi;
		b.	bahwa untuk menjamin terlaksananya tugas Tim Dosen Penguji Skripsi sebagaimana dimaksud dalam butir a di atas,maka perlu ditetapkan melalui Surat Keputusan Dekan;
		c.	bahwa yang tercantum namanya dalam Surat Keputusan ini dianggap memenuhi syarat untuk diangkat sebagai dosen Penguji Skripsi;
Mengingat	:	1.	Undang-Undang RI Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional;
		2.	Undang-Undang RI Nomor 12 Tahun 2012 tentang Pendidikan Tinggi;
		3.	Peraturan Pemerintah Nomor 4 Tahun 2014 tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
		4.	Peraturan Presiden RI Nomor 141 Tahun 2014 tentang Perubahan STAIN Palopo menjadi IAIN Palopo;
		5.	Peraturan Menteri Agama RI Nomor 5 Tahun 2015 tentang Organisasi dan Tata Kerja IAIN Palopo.

MEMUTUSKAN

Menetapkan	:	KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN IAIN PALOPO TENTANG PENGANGKATAN TIM DOSEN PENGUJI SKRIPSI MAHASISWA PROGRAM S1
Kesatu	:	Mengangkat mereka yang tersebut namanya pada lampiran Surat Keputusan ini sebagaimana Pemberian Kuasa dan Pendelegasian Wewenang Menandatangani Surat Penetapan Dosen Pembimbing dan Dosen Penguji Skripsi;
Kedua	:	Tugas Tim Dosen Penguji Skripsi adalah: mengoreksi, mengarahkan, menilai/mengevaluasi dan menguji kompetensi dan kemampuan mahasiswa berdasarkan Skripsi yang diajukan serta memberi dan menyampaikan hasil keputusan atas pelaksanaan Ujian Skripsi mahasiswa berdasarkan pertimbangan tingkat penguasaan dan kualitas penulisan karya ilmiah dalam bentuk Skripsi;
Ketiga	:	Surat Keputusan ini berlaku pada Ujian Seminar Hasil dan Ujian Munaqasyah Skripsi;
Keempat	:	Segala biaya yang timbul sebagai akibat ditetapkannya Surat Keputusan ini dibebankan kepada DIPA IAIN Palopo Tahun Anggaran 2021;
Kelima	:	Surat Keputusan ini berlaku sejak tanggal ditetapkannya dan berakhir setelah kegiatan Pengujian Skripsi selesai, dan akan diadakan perbaikan seperlunya jika terdapat kekeliruan di dalamnya;
Keenam	:	Surat Keputusan ini disampaikan kepada yang bersangkutan untuk dilaksanakan sebagaimana mestinya.

Ditetapkan di : Palopo
RadaTanggal : 01 April 2021
Dekan,

Nurdin K.

Tembusan :
1. Rektor IAIN Palopo di Palopo;
2. Ketua Prodi Pendidikan Bahasa Inggris FTIK di Palopo;
3. Arsip.

I. Nama Mahasiswa   : Aryi

    NIM   : 16 0202 0067

    Fakultas   : Tarbiyah dan Ilmu Keguruan

    Program Studi   : Pendidikan Bahasa Inggris

II. Judul Skripsi   : Designing Esp Syllabus for Early Childhood Islamic Education Study Program at IAIN Palopo.

III. Tim Dosen Penguji   :

     Ketua Sidang   : Dr. Sahraini, M.Hum.

     Penguji (I)   : Dr. Masruddin, S.S., M.Hum.

     Penguji (II)   : Syamsudarni, S.Pd.I., M.Pd.

     Pembimbing (I)   : Dr. Sahraini, M.Hum.

     Pembimbing (II)   : Dewi Furwana, S.Pd.I.,M.Pd.

Dekan,

Nurdin K.

BIOGRAPHY

Aryi, was born in Waituo on October, 28th 1998. She is a daughter of Anjas and Sahriah. She lives in Cilallang, Tanete Village, Belopa District, Luwu Regency. She was graduated from MIN 04 Kamang in 2010, SMPN 2 Belopa in 2013, and SMAN 2 Palopo in 2016. When she was a senior high school student, she joined basketball and the writing of scientific treatise extracurricular. After graduated from SMAN 2 Palopo, she continued her study at English Education Department of IAIN (*Institut Agama Islam Negeri*) Palopo.