DESIGNING ESP SYLLABUS FOR MADRASAH IBTIDAIYAH TEACHER 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

TIRTA RHAMADANTY

REG. NUMBER: 16.0202.0058

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

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Supervisid By:

1. **Dr. Sahraini, M.Hum**
2. **Fadhliyah Rahmah Muin, S.Pd. M.Pd**
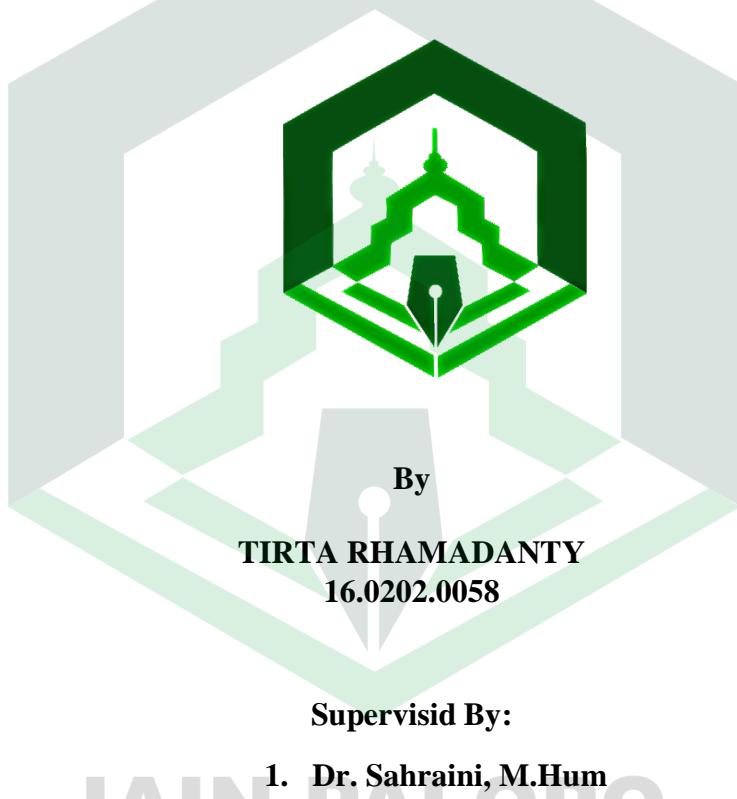
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2021

THESIS APPROVAL

This thesis entitled "Designing ESP Syllabus for Madrasah Ibtidaiyah Teacher Education Study Program at IAIN Palopo" Which is written by **Tirta Rhamadanty, Reg. Number. 16.0202.0058**, S1 English Language Study Program of Tarbiyah and Teacher Training Faculty of Institute for Islamic Studies (IAIN) Palopo, has been examined and defended in Munaqasyah session which is carried out on **Tuesday, 23rd of February 2021 M**, coincided with **11th Rajab 1442 H**, it is authorized and acceptable as partial fulfillment for **S.Pd.** degree in English language teaching.

<u>Tuesday, 23rd of February 2021</u>
Rajab 11th 1442 H

COMMITTEE OF EXAMINATION

1. Fadhliyah Rahmah Muin, S.Pd., M.Pd   Trial Chairman   (.................)

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

3. Rusdiansyah, S.Pd., M.Hum   Examiner II   (.................)

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

5. Fadhliyah Rahmah Muin, S.Pd., M.Pd   Consultant II   (.................)

Approved by;

a.n Rektor IAIN Palopo
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
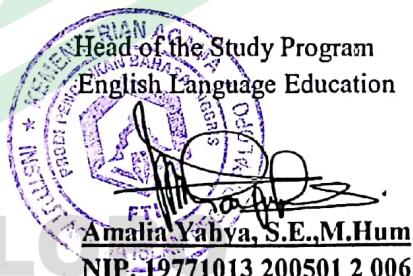
STATEMENT OF AUTHENTICITY

I. Who undersigned below:

Name	: Tirta Rhamadanty
Registration Number	: 16.0202.0058
Faculty	: Tarbiyah and Teacher Training
Study Program	: English Education Study Program

Stating exactly that:

1. This thesis is originally my own work, not the result of plagiarism or duplication of the work of others that i acknowledge as my own work or thought.
2. All parts of this research are my own work except the citations whose originally sources have been reported. All mistakes or errors in it are my responsibility.

If later this statement is not true, I am willing t accept administrative sanctions for the act, then the academic degree that i have achieved can be revoked.

In the end, this statement is made truthfully and to be used in accordance with its purpose.

Palopo, Februari 2021
Regards,

(Tirta Rhamadanty)
16.0202.0058

NOTA DINAS PEMBIMBING

Hal   : Skripsi

Lampiran   : -

Kepada Yth

Dekan Fakultas Tarbiyah dan Ilmu Keguruan

Di-

   Tempat

Assalamu' Alaikum Wr.Wb

      Setelah melakukan bimbingan, baik dari segi isi, bahasa, maupun teknik penulisan terhadap skripsi mahasiswa tersebut di bawah ini :

    Nama   : Tirta Rhamadanty

    Nim   : 16.0202.0058

    Prodi   : Pendidikan Bahasa Inggris

    Fakultas : Tarbiyah dan Ilmu Keguruan

    Judul   : Designing Esp Syllabus For Madrasah Ibtidaiyah Teacher 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

Fadhliyah Rahmah Muin, M. Pd
NIP

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Finally, the researcher realizes that this thesis is still far from being perfect, therefore it is really a pleasure for the researcher to receive suggestion and criticism in order to make it better. And the researcher hopes this thesis can be useful and give positive contribution for the readers and the others.

Palopo, 2 Februari 2021

The researcher

Tirta Rhamadanty
NIM: 1602020058
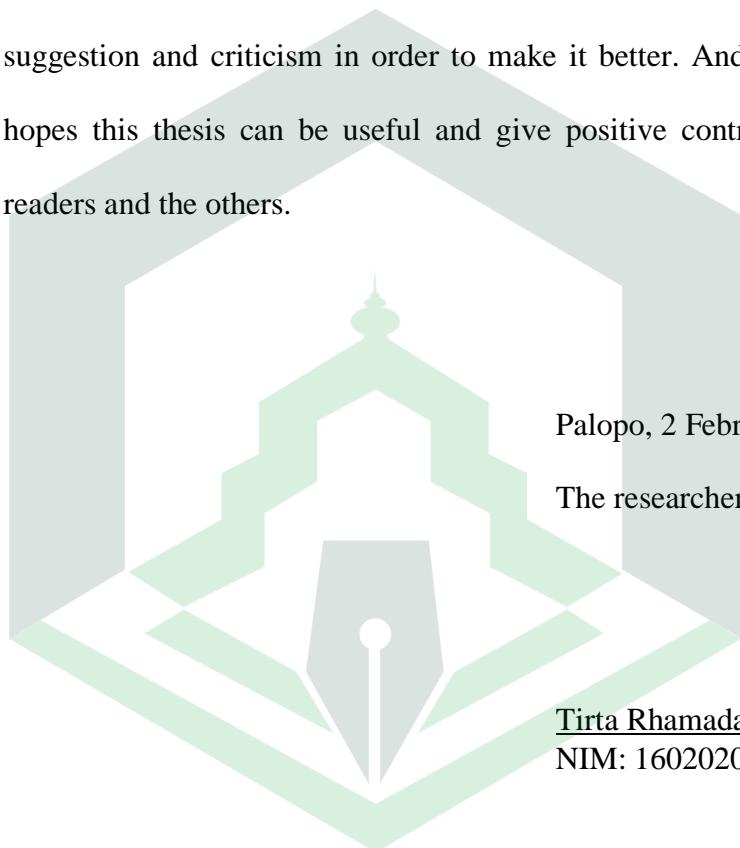
ABSTRACT

Tirta Rhamadanty, 2021, "Desigining Esp Syllabus For Madrasah Ibtidaiyah Teacher Education Study Program at IAIN Palopo". Thesis of English Education Study Program. Consultant (1) Dr. Sahraini, M.Hum. and (2) Fadhliyah Rahmah Muin, S. Pd, M.Pd.

This research attempted to designing Esp syllabus for madrasah ibtidaiyah teacher education study program at IAIN Palopo. The research question of this research "what kinds of syllabus design for madrasah ibtidaiyah teacher education study program at IAIN Palopo?". Related to description above, the objectives of the research was to designing esp syllabus for the first semester students of Madrasah Ibtidaiyah Teacher Education Study Program at IAIN Palopo. The research design used in this research was Research and Development (R&D) utilized ADDIE model. It consist of analysis, design, development, implementation, and evaluation. The English syllabus was designed refered to the Indonesian National Qualification Framework (INFQ) and the students' need analysis result. As the product of this research, the designing English syllabus for the first semester Madrasah Ibtidaiyah Study Program at IAIN Palopo includes several components: (1) learning goals of English for Madrasah Ibtidaiyah Teacher Education Study Program is elementary school/ Madrasah Ibtidaiyah teacher and to communicate both oral and written using English in Madrasah Ibtidaiyah Teacher Education. (2) learning material: English materials is basic English and vocabulary including part of speech, auxiliary verb (to be, to do, etc). Madrasah Ibtidaiyah materials including self introduction, greetings, family, home, school, food and drinks, animals, expressing feelings, telling time, profession, and fable. (3) learning methodology is task-based learning. (4) learning media are: video, picture, audio, and story book. The instrument were used in this research were questionnaire for need analysis and observation sheet for three expert validators and students' perception. In this research, three experts were were involved in order to validate the product. Therefore, the result indicated that based on the experts validation and students' perception as well as try-out design result, the product of this research was appropriate to be applied for students of Madrasah Ibtidaiyah Teacher Education Study Program at the first semester as primary syllabus for English course. The designed syllabus of this research will be beneficial for English lecturer in teaching English for Madrasah Ibtidaiyah Teacher Education Study Program especially for the first semester students.

Keywords: Design, Syllabus, English for Madrasah Ibtidaiyah education.

TABLE OF CONTENT

IAIN PALOPO

CHAPTER I

INTRODUCTION

A. Background

English for Specific Purposes refers to teaching English to specific learners who study for a particular majority. It provides teaching English led is related to learners' need in their majority. English for Specific Purposes is an umbrella term that conveys English to students who are learning the language for a particular work or study-related reason[1]. Moreover, English for Specific Purposes is more emphasized to students who learn specific skills in their study and contributes to learning English for a particular gift[2]. English for specific purposes is an approach which his based on learners' need or it is not a language product.

A syllabus is a curriculum development that describes the necessary competency and necessary competencies to be achieved, the main points, and descriptions of material that students need to learn. The syllabus as curriculum development and learning in its implementation by educators is elaborated in the plan and implementation of learning to assess learning outcomes. Educators review and develop syllabus on an ongoing basis by paying attention and considering the evaluation results through reflection and through classroom action research and evaluation of learning outcomes through tests with correct procedures and standards.

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[1] B Tomlinson. *Material Development In Language Teaching* . (London: Cambridge university press. 2008).

[2] Tom Hutchinson and Allan Waters. *English For Specific Purpose*. (London: Cambridge university press. 1987). 19.

The syllabus is defined as a document that consists of a topic or portion covered in a specific subject. It is proved by the examination board and created by the experts. The experts are responsible for the quality of the study. It is made flexible to the students by the teacher. The syllabus is a part of a university structure. However, the purpose or use of syllabus in university is as a communication mechanism, a planning tool for the teacher, a course plan for the user, a socialization process for students to the academic environment, and a scholarship opportunity for instructors.[3]

The problem lies in the fact that many researchers and syllabus designers have ignored the students as sources of information in designing any syllabus. They focus on particular lexicon and translation in their texts. Such designers and researchers try to develop their syllabus according to their objectives without paying attention to the students" goals in learning English.

This research attempts to design an English Specific Purpose (ESP) syllabus for the Madrasah Ibtidayah Teacher Education Study program at IAIN Palopo. The syllabus was hoped to give the students the opportunities to use English effectively. The same is true of the scriptures and the hadith below that explain education.

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[3] Cardozo, K. M. At the museum of natural theory*: The experiential syllabus (or, what happens when students act like professors). Pedagogy*, *6*(3), 405-433. (2006).

دَرَجَٰتٍۚ ٱلْعِلْمَ أُوتُوا۟ وَٱلَّذِينَ مِنكُمْ ءَامَنُوا۟ ٱلَّذِينَ ٱللَّهَ يَرْفَعِ.

Meaning: "God will elevate the faithful among you and those who are given a few degrees of knowledge." (Al-Mujadalah ayat 11)

مَنْ سَلَكَ طَرِيْقًا يَلْتَمِسُ فِيْهِ عِلْمًا سَهَّلَ اللهُ بِهِ طَرِيْقًا إِلَى الْجَنَّةِ

Meaning: "Whoever takes a path of study , then god will make it easier for him to go to heaven." (HR. Muslim)

At Madrasah Ibtidayah Teacher Education, English learning needs are vocabulary and speaking because they want to know and access information in English. And at Madrasah Ibtidayah Teacher Education, the lecturer teaches about general English, and the lecturer did not teach about specific English. How important is designing a syllabus? Creating a syllabus is very important because it is a guide or model for developing learning and managing learning activities and providing even syllabus resources to perform the successful assessment of a learning program. And the specialty of syllabus designing at Madrasah Ibtidayah Teacher Education Study Program is that teachers can teach better without worrying about getting out of the way, material scope, teaching strategies, or getting out of the evaluation system to be.

B. The Identification of the Problem

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

1. The lecturer teaches the student about general English

2. The lecturer does not have a syllabus for teaching English material.

C. Limitation of the Problem

The problem limited only focuses on designing ESP syllabus in learning English for Madrasah Ibtidayah Teacher Education Study Program at IAIN Palopo, especially for the first 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 above, the researcher formulated the research question as follows: "How is the appropriate ESP syllabus for Madrasah Ibtidayah Teacher Education Study Program at IAIN Palopo?"

E. The Objective of the Research

This research aims to designed ESP syllabus for Madrasah Ibtidayah Teacher Education Study Program using the ADDIE design model to help English lecturer teach and teach the students in Madrasah Ibtidayah Teacher Education Study Program at IAIN Palopo.

F. Specification Of the Research

This research was design ESP syllabus for Madrasah Ibtidayah Teacher Education Study Program at IAIN Palopo. The syllabus is a learning plan in a group of subjects that includes CPMK (significant achievement), indicators, criteria, a form of judgment, learning method, learning material, and assessment quality. This syllabus consists of 14 meetings, including the middle test in the eighth meeting and the final examination in fourteen sessions.

G. The Significance of the Research

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

1. Theoretically contributes to the development of ESP (English for Specific Purpose), especially English materials for Madrasah Ibtidaiyah Teacher Education Study Program.

2. Practically, this study is helpful for:

a) The learners

It is expected to use for the learners to improve their English according to their needs.

b) The lecturers

It is expected to use English lecturers to teach the students and as the references in teaching English to improve the teaching quality in the learning and teaching process.

c) The next writers

It is expected to use for the next researchers as one of the research for further research.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Studies

There are some relevant studies related to the learning material design that will be explained here. They are:

The first is Soraya Grabiella Dinamika (2016) "Developing English Syllabus for Tourism Management Student of The Second Semester in Academic Year 0f 2015/2016 at STIM Sukma Medan". This study discusses developing an ESP syllabusparticulary for the second semester's tourism management student in the academic year of 2015/2016 at STIM Sukma Medan. Focusing on the results of needs analysis indicates that the tourism management student needs to speak in English, both in daily conversations and in presentations, about the topic related to their work.[4]

This study has the same purpose as that study above, it is Developing English Material using English for specific purposes (ESP) based on respondent's need. The difference is this research aimed at developing materials for the first semester English Specific Purpose (ESP) syllabus, particularly for the tourism management student. There were two instruments used to collect the data. The first was a questionnaire, and the second was an interview. In contrast, this research was the observation, interview, questioner, and documentation.

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[4] Soraya Grabiella Dinamika "*Developing English Syllabus for Tourism Management Student of The Second Semester in Academic Year* 0f 2015/2016 at STIM Sukma Medan.

The second Febriani Asih Rahayu (2014). "Developing English Learning Material for Grade XI Students of Fishery Study Program." This study conduct (1) to describe the target needs of the grade XI student of the Fishery Study Program, (2) to describe the learning needs of grade XI student of the Fishery Study Program, (3) to develop English learning materials for grade XI students of Fishery Study Program[5].

This study has the same purpose as that study above; it is developing English material. Still, the analysis above was developed English learning material for the grade XI student of Fishery study program and only focused on speaking and writing materials. In contrast, this study will develop English Materials for Madrasah Ibtidayah Teacher Education and empowering four integrated skills.

The third is Ban Jafar Shadiq (2009) "Design an ESP syllabus for Iraqi Students at Colleges of Physical Education". The study is an attempt to design an ESP syllabus for Iraqi Students at Colleges of Physical Education. The current English course in these Colleges adopts the old and traditional teaching method, which mainly focuses on the English language structure and discrete points. At

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[5] Febriani Asih Rahayu . "Developing English Learning Material for Grade XI Students of Fishery Study Program." (2014).

the same time, the proposed syllabus is designed according to the students" needs and interests.[6]

This study has the same purpose as that study above. It is designing an English Specific Purpose (ESP). Simultaneously, the differences are the study above creating English Specific Purpose (ESP) for Iraqi Students at Colleges of Physical Education. In contrast, this study will design English Specific Purpose for Madrasah Ibtidayah Teacher Education Study Program.

B. Literature Review

1. English for Specific Purposes (ESP)

a. Definition of ESP

ESP focuses more on language content than on grammar teaching and the structure of language.[7] ESP is a movement that seeks to serve the language needs of learners who need English to carry out specific roles (e.g., student, engineer, nurse) and who need to acquire content and real-world skills through the medium of it rather than master the language for its shake[8], and ESP is including education, training, and practice and include three significant realism of knowledge, namely: language, pedagogy, and participants of the students specialist area of interest.

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[6] Ban Jafar Shadiq. "Design an ESP syllabus for Iraqi Students at Colleges of Physical Education. (2009).

[7] M. Basri Wello & Syarifuddin Dollah, *Approaches To Syllabus For Foreign Language Teaching* (2008:7)

[8] Richard, J. & Rodgers, T.S. *Approaches And Methods In Language Teaching.* (New York. Cambridge university press. 2006).

The English teaching approach can be instrumental when tailored to students' interests and needs. A foreign language should be studied according to the students' interests and needs to improve learning performance. Even language teachers and students had realized that lessons are far more interesting when explicitly presented to one context regardless of the method used.

b.   Categorization of ESP

ESP has traditionally been divided into three classified main branches, they are:

Table 1: Areas of ESP teaching (Basturkmen, 2010:6)

Branches	Sub Branches	Example
English for Academic Purposes (EAP)	English for General Academic Purpose (EGAP)	English for Academic Writing
	English for Specific Academic Purposes (EAP)	English for Banking Studies
English for Professional Purposes (EPP)	English for General Professional Purposes (EGPP)	
	English for Specific Professional Purposes (ESPP)	English for Doctor

English for Occupational Purposes (EOP)	English For General Occupational Purposes (EGOP)	English for Hospitality Industry
	English for Specific Occupational Purposes (ESOP)	English for Hotel Receptionist

c. Characteristic of ESP

English for specific purposes (ESP) must be divided into two kinds, namely: four fundamental and two-variable characteristics. The four essential ESP attributes consist of English language teaching (1) Design to meetthe specific needs. (2). Related to the content with particular disciplines, occupations, and activities. (3). Centered on the language appropriate to those activities in syntax, lexis, discourse, semantics, etc., and analysis of this discourse. (4). Make it different from general English. The variable characteristics of it include: (1). Make a line as to the language skills to be learned (e.g., reading only). (2). Not teach one specific knowledge.[9]

There are two kinds of ESP characteristics: some absolutes and some variables. The fundamental attributes of ESP, namely: (1) English Specific Purpose (ESP), is hoped to meet the learners' specific needs. (2) English Specific Purpose (ESP) uses the underlying methodology and activities of the discipline its

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[9] Strevens. *Caracteristic of English specific purpose.* (1998)

course. (3) English Specific Purpose (ESP) is centered on the language appropriate to these activities in terms of grammar and lexis. The variable characteristic of it includes: (1) English Specific Purposes must be related to the specific discipline. (2). English for particular purposes is used in particular teaching situations and a different methodology for General English. (3). English Specific Purpose (ESP) is likely to be designed for adult learners, either at a tertiary level or in a professional work situation. It could, however, be for learners at the secondary school level.[10]

d. The objective of Teaching ESP

Five primary objectives must be reached in the teaching and learning process of ESP[11]. They are as follow:

1. This objective aims to demonstrate that the learner shows the language is used in the target setting to reveal subject-specific language use.

2. To develop the target performance

3. To teach based on the excellent knowledge

4. To develop a strategic competence

2. Needs Analysis in ESP

There are two categories of needs analysis: Target needs and learning needs. They are:

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[10] Dudley-Evans. *Developments in English for specific purposes.* Cambridge University Press (1998)

[11] Basturkmen, H. *Developing course in English for specific purposes.* New York: Palgrave Macmillan. (2010).

a. Target needs analysis

Target needs an analysis conducted to know what the learner wants to do in the target situation. The study of target needs analysis include: (1) *Necessities*, the type of need determined by the demands of target situation to know what the learner has to learn to function effectively in the target situation, (2) *Lack*, which refers to the analysis to understand what the learners know already, and (3) *Wants,* to understsand what the learner wants to learn.[12]
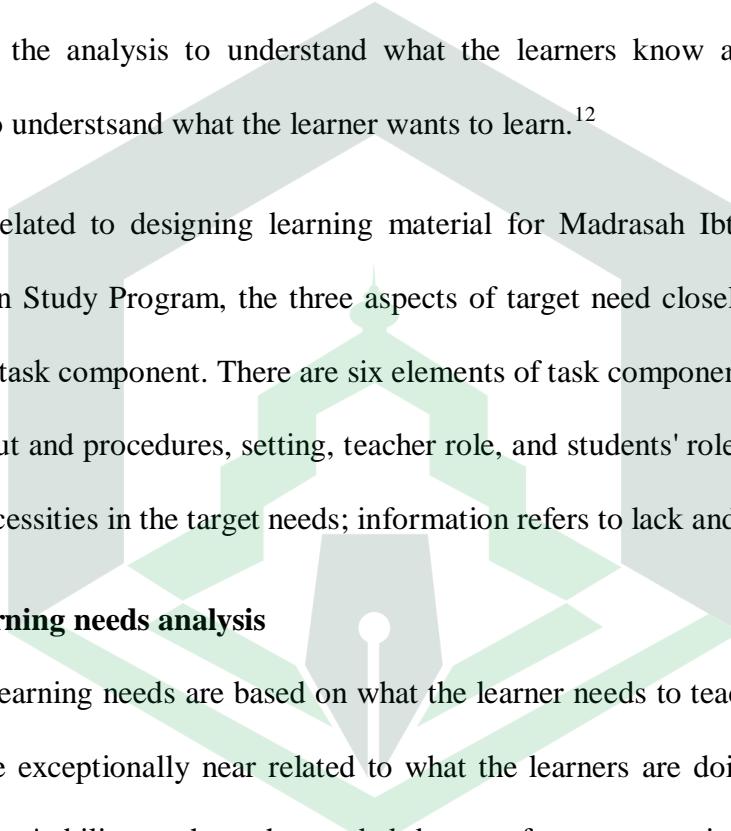
Related to designing learning material for Madrasah Ibtidayah Teacher Education Study Program, the three aspects of target need closely related to the Nunan's task component. There are six elements of task components. They are the goal, input and procedures, setting, teacher role, and students' role. Purpose refers to the necessities in the target needs; information refers to lack and wants.[13]

b. Learning needs analysis

Learning needs are based on what the learner needs to teach. The learning needs are exceptionally near related to what the learners are doing in achieving the learners' ability to show the needed degree of competence in the situation of the target. To construct the learning materials, it is essential to analyze the students' learning need to decide an engaging learning and teaching process which the learners want.[14] This analysis is connected with activities, setting, the

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[12] Nation & Macalister. *Language Curriculum Design*. New York. Routledge. (2010).

[13] Nunan, D. *The learner-centred curriculum: A Study In Second Language Teaching*. Cambridge University Press. (1988).

[14] Nation & Macalister. *Language Curriculum Design*. New York. Routledge. (2010).

teacher's role, and the student's position. The other four task components are applied to this research to meet the excellent composition of a learning task.

According to Hutchinson and Waters, a suitable needs analysis of the target situation can divulge and reveal "what the learners need to learn"; However, it is not sufficient, in esp context the question "how will the learners learn" is of central importance to determine the content of the course.

3. Material Development

a. Definition of Syllabus

Syllabus explains that a syllabus is an outline, summary, abstract, or the main point of the content or learning material.[15] Syllabus as a set of implementation and plans of arrangements for learning and assessment made for systems that contain all components having a relationship with the aim of mastering essential competencies. Syllabus is a learning plan for a specific subject or group which includes: (1) competency standards, (2) essential competencies, (3) subject matter of learning, (4) learning activities, (5) indicators of achievement of competencies for assessment, (6) time allocation, and the last is resources of learning.[16]

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[15] Salim, Peter (1987). *The Contemporary English – Indonesia Dictionary*. Jakarta: Modern English Press.

[16] Yulaelawati, Ella. *Curriculum and learning*: Philosophy, Theory and Application. Bandung: Pakar Raya. (2004)

b. Types of Syllabus

Classification of the different syllabus which composed with the synthetic and analytic programs. They are as follows: 'Synthetic' syllabus includes the classical approaches to syllabuses as the grammatical, the linguistic, the functional- notional, and the situational and topical ones. However, the 'Analytic' consists of the task-based, learner-centered, and content-based syllabus, which is considered modern approaches in language teaching methodologies.

c. Syllabus Design

There are many theories about syllabus design. To design a syllabus in a course, we need to analyze and establish the objectives. The next steps are selecting material, grading, choosing the language content, and dividing the content into units[17]. Meanwhile states that syllabus designing determines the content based on the subject's needs[18].

Systematic syllabus design consisting of six steps. Those steps are: (1) conducting a needs assessment, followed needs analysis. (2) choose the goal and objective of the course. (3) make a concept about the material. (4) selecting and developing material and activities. (5) organizing the content and activities, and the last is doing the evaluation.

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[17] Jordan. Cours Design. (1997:20)

[18] Richard, J. & Rodgers, T.S. *Approaches and methods in language teaching*. New York. Cambridge university press. (2006).

4. **English Madrasah Ibtidayah Teacher Education**

Madrasah Ibtidayah Teacher Education is one of the major which provided by the university. PGMI is to prepare students to enter the professional world of primary education, both madrasah ibtidaiyah (MI) and elementary school (SD). And aim to produce competent graduates, become class teachers, and develop innovative science. The Madrasah Ibtidaiyah (MI) is the most basic formal education level in Indonesia, equivalent to the elementary school, which the Ministry of Religion runs. Madrasah Ibtidaiyah's education was covered in six years, from 1st to 6th grade. Madrasah Ibtidaiyah graduates can continue teaching to the tsanawiyah madrasah or middle school.

The Madrasah Ibtidaiyah curriculum is the same as the elementary school curriculum, but there is much more on (MI) about Islamic education. In addition to teaching subjects like elementary school, also supplemented with such lessons as (1) Al-Qur'an and hadith, (2) Aqidah and fiqih, (3) The history of Islamic culture, and (4) Arabic.

In Madrasah Ibtidaiyah Teacher Education Study Program is a critical subject because the student learns English just in the first semester. Besides, the student also learns about general English. One of the basic approaches to developing English material is English Specific Purpose (ESP).

C. **Conceptual Framework**

This research uses the R and D model to design ESP syllabus for the student of the Madrasah Ibtidaiyah Teacher education study program at IAIN Palopo. In this study, the writer will use the ADDIE model to design a suitable syllabus for Madrasah Ibtidayah Teacher education at IAIN Palopo. It will be described in the following conceptual framework:
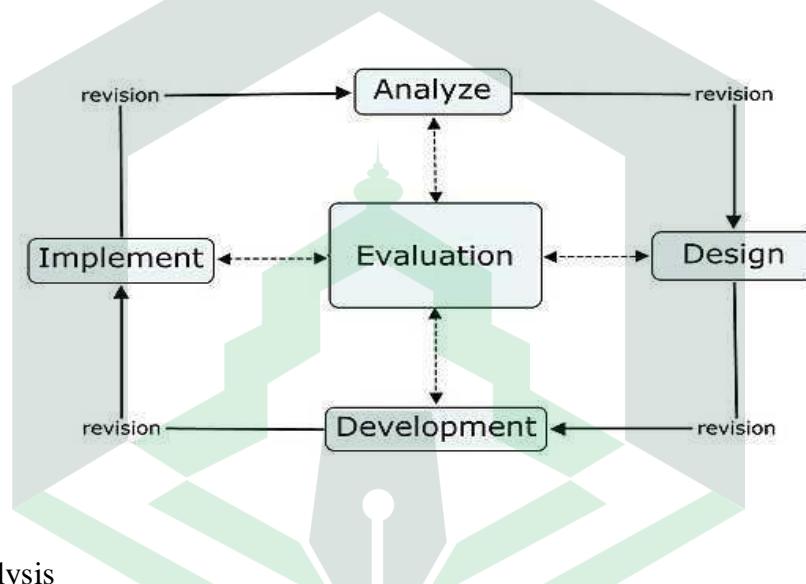
1. Analysis

Some activities must be done in the analysis phase. First, the instructional problem should be clarified. Second, the instructional goals and objectives are established. Finally, the learning environment and the learner's existing knowledge and skills are identified.

2. Design

The design phase deals with the learning objectives, assessment instruments, exercises, content, subject matter analysis, lesson planning, and

media selection. This phase should be systematic and specific to show a brief view of the goal.

3. Development

The development phase is where instructional designers and developers create and assemble the content assets that were blueprinted in the design phase.

4. Implementation

During the implementation phase, a procedure for training the facilitators and the learners is developed. The training should cover many things, i.e., the course curriculum, learning outcomes, delivery method, and testing procedures.

5. Evaluation

The evaluation phase consists of two parts: formative and summative. The formative evaluation is present in each stage of the ADDIE process. Meanwhile, the summative assessment consists of tests that are designed for domain-specific criterion-related referenced items. It provides opportunities for feedback from the identified use.

CHAPTER III

RESEARCH METHOD

A. Research Design

This research is categorized as Research and Development (R&D). Research methods and development (R&D) produce specific products and test the product's effectiveness. In creating the product, the researcher firstly analyzes the needs, designs the product, and pushes its efficacy using the expert's judgment and student's perception[19]. The product that was produced in this research is Esp Syllabus for Madrasah Ibtidayah Teacher Education study program. The design of this research uses the ADDIE model. The ADDIE model's model of research and development consists of 5 stages, namely; Analysis, Design, Development, Implementation, and Evaluation.

B. Research Procedure

The procedure of this research was described as follow:

This development model of developing a product was stand for five words. They are Analysis (needs, requirement, tasks, and participants' current capabilities), Design (learning objectives delivery format, activities, and exercises), Development (create a prototype, develop course materials, review,

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[19] Sugiono. Metode Kualitatif, and Pendekatan Kualitatif. "Kuantitatif dan R & D."*Bandung: Alfa Beta*. (2007).

pilot session), Implementation (training implementation, tools in place and observation), and Evaluation (awareness, knowledge, behavior, and result).[20]

Analysis: Here, the researcher should be able to know students' lack, want, and also a necessity. To know them, those three components were contained in the questionnaire that the writer gave for Madrasah Ibtidayah Teacher Education Study Programs. The questionnaire also aimed to learn about students' competence, students' learning capability, students' previous knowledge about English for Madrasah Ibtidayah Teacher Education.

Design: The writer designed a course grid to plan a learning study in English for Madrasah Ibtidayah Teacher Education. The course grid contained the need and targets of the learners—the students' specific skills, how the materials were delivered, and how they know about English.

Development: This phase is where instructional designers and developers create and assemble the content assets that were blueprinted in the design phase.

Implementation: During the implementation phase, a procedure for training the facilitators and the learners is developed. The training should cover many things (curriculum, learning outcomes, delivery methods, and testing procedures).

Evaluation: This phase consists of two parts: formative and summative. The constructive assessments present in each stage of the ADDIE process. Meanwhile, the summative assessment consists of tests that are designed for

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[20] Raiser and Mollenda. *Instructional Design The ADDIE Approach*. (1990)

domain-specific criterion-related referenced items. It provides opportunities for feedback from the identify users.

C. Research Subject

This study's subject is the first semester students of the Madrasah Ibtidayah Teacher Education Study Program in the States Islamic Institute of Palopo.

D. Technique and Data Collection Instrument

1. Data collection instrument for need analysis

The mechanisms of collecting data in this study are:

a) Interview

The researcher will do some interviews with the learners and the English lecturers. The first interviews were used to manage the need analysis information, especially about target needs consisting of necessity, wants, lacks.

b) Questioners

The questionnaire's goal was to know the learners' attitudes toward the materials that would be developed. In this research, the questionnaires were given to the first semester of the Madrasah Ibtidayah Teacher Education Study Program. The questionnaire items consist of topics such as goal, input, activities, setting,

teacher's role, learners' role, and target needs consist of necessity, wants and lacks.[21]

c)   Documentation

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

2.   Data collection instrument for the experts' product evaluation

The researcher designed the ESP syllabus from four experts' product evaluation (management, assessment, English program study, and English skills), the practicians (the lecturer), and the learners. Then, the researcher will revise the esp syllabus based on them.

E. Data Analysis Techniques

In this research, the data will be collected three times by using a questionnaire. The First was a questionnaire in need analysis, the second is a questionnaire in expert judgment, and the last is a questionnaire in try-out (Students' perception).

a) Data Analysis in the questionnaire.

The data analysis used in this part was descriptive, analyzed by calculating the answer's percentage. The result of the need analysis from the questionnaire will use this pattern:

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[21] Nunan, D. *The Learner-Centred Curriculum: A Study In Second Language Teaching.* Cambridge University Press. (1988).

$$X = \frac{\Sigma x}{N} \, X \, 100\% \qquad X = Score$$

Σx = The same answer of students

N = Total number of students

	The Item of Questions	Response	Percentage(%)

Students' choices (Necessity, lack, and want) are becoming writer background in designing the syllabus.

b) Data Analysis in expert judgment and Students' perception

This analysis will use Likert-Scala as the measurement. The results of the questionnaires are going to use a pattern proposed by Suharto.

$$R = \frac{Xh-Xl}{5}$$

R = Range

Xh= The highest score

Xl = The lowest Score

5 = The Range of Likert-Scale

Then, the result of the data will be converted into a descriptive analysis. The indicator in measuring the result is the Mean (X). The Means will be used by using conversion pattern data:

Mn (X) = $\frac{\sum fx}{n}$

Data Conversion Table

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

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CHAPTER VI

FINDING AND DISCUSSION

This chapter consists of finding the research show of the data analysis result and then discussing them in the discussion section research.

A. Research findings

1. The Result Of Need Analysis

In this need analysis, the researcher observed material in Madrasah Ibtidaiyah Teacher Education Study Program by asking the lecturer and students. Then, I made a questionnaire and researched through Google Form, and it provided the result of need analysis of madrasah ibtidaiyah teacher education students of IAIN Palopo.

a. Target Needs

1) Need
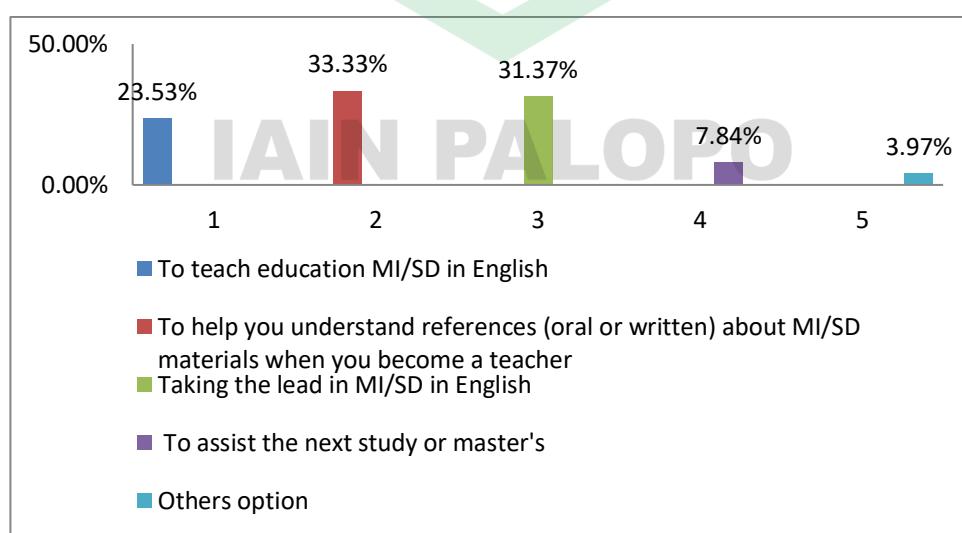
Chart 4.1. The percentage of students' need in English learning

The bar chart explains the students' need in English learning based on the need analysis questionnaire. The options got the high percentage from the five options to help you understand references (oral or written) about MI/SD materials when you became a teacher (33.33%). Eventually, the researcher focuses more on a high percentage than on a lower portion.

2) Lack
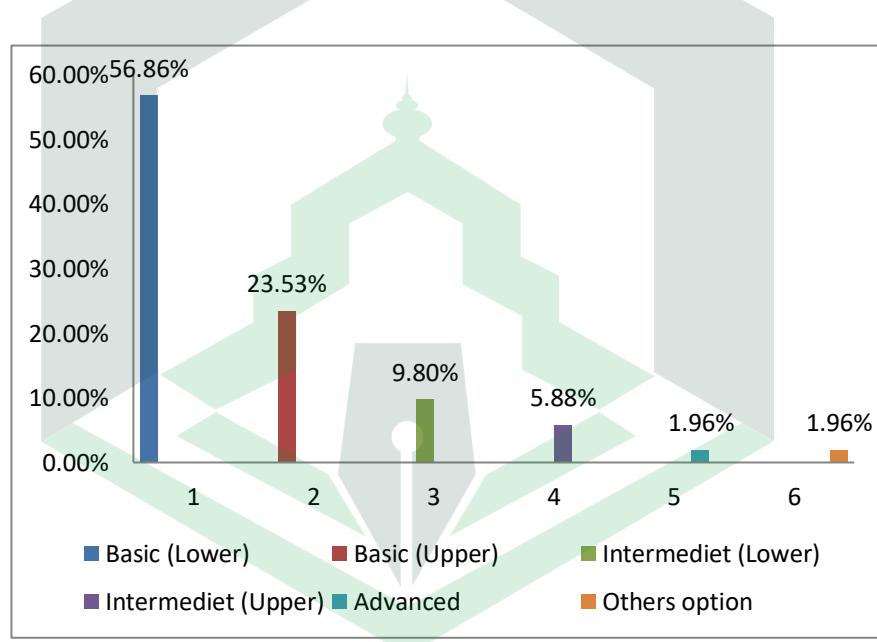
Chart 4.2. The percentage of the students' Level Ability

The bar chart presents the percentage of the students' level ability, there are five means of level ability demonstrated in the graph, which is necessary (lower), critical (upper), intermediate (lower), medium (upper), and advanced, and eventually, the respondents still had a lot of very basic English as shown on the chart above that the basic (lower) is (56.86%).

b. Learning Needs

1) Learning Material
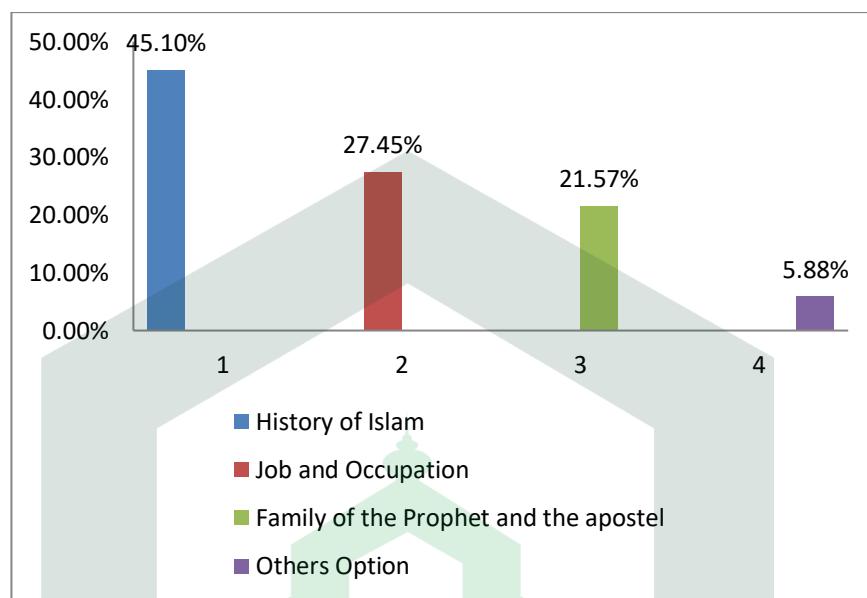
Chart 4.3. The percentage of the Students' learning material in Reading skill

The bar chart depicts the percentage of the students' learning material in reading skills. There are three means of materials in reading gift presented in the graph: the history of English, job and occupation, the prophet's family and the apostles, and other option, eventually respondents more selecting option history of Islam (45.10%).
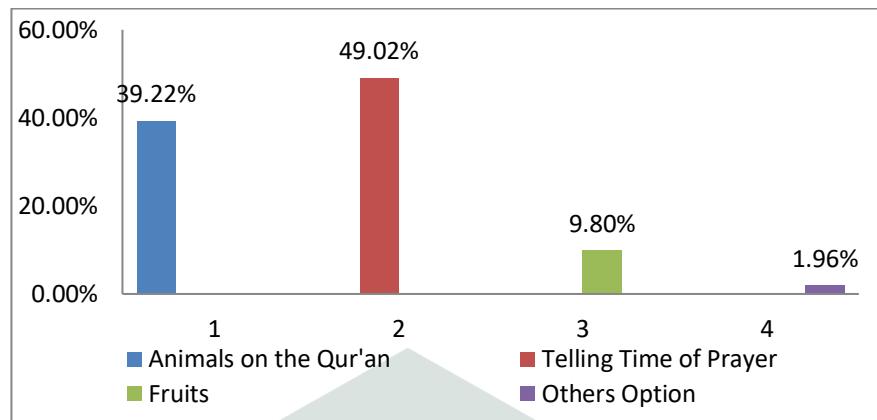
Chart 4.4.The percentage of the Students' learning material in Listening

The bar chart indicates the percentage of the students' learning material in listening skill, and there are three means of materials in listening skill presented in the graph which are animal on the Qur'an, telling time of prayer, fruits, and others option. Eventually, respondents prefer the telling time prayer materials as found in the diagram above the top fabric is (49.02%).
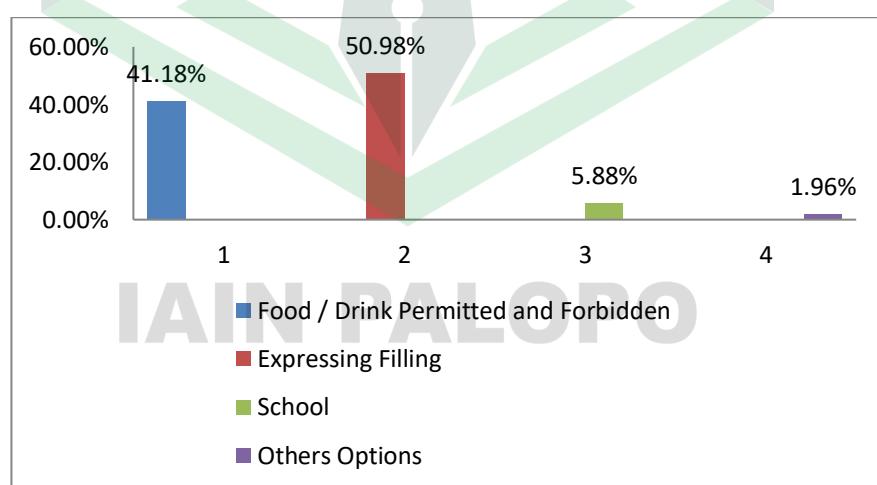

Chart 4.5. The percentage of the Students' learning material in Writing skill

The bar chart illustrates the percentage of the students' learning material in writing skills. There are three means of writing skills presented in the graph: food/drink permitted and forbidden, expressing a feeling, school, and other options. Finally, of all the material that flows on the chart, expressing sense is the most abundant in the students' population with a percentage of (50.98%).
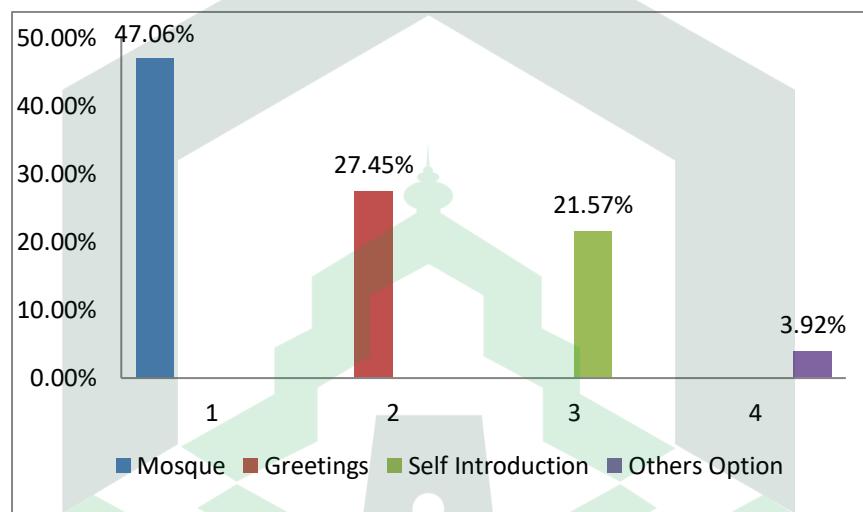

Chart 4.6.The percentage of the Students' learning material in Speaking

The bar chart shows the percentage of the students' learning material in speaking skills. The graph presents three speaking skills: mosque, greetings, self-introduction, and other options. Eventually, all of the materials that flaws on the chart material about mosques are the most abundant in the students' population with a percentage of (47.06%).

2) Activity
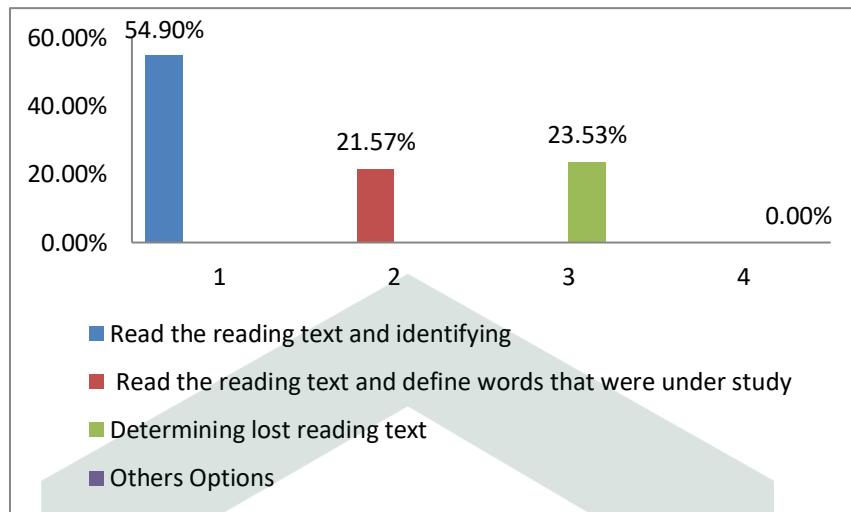
Chart. 4.7. The percentage of the Students' activity in Reading

The bar chart illustrates the percentage of the students' activity in learning reading, and there are three means of action in learning lesson presented in the graph which is read the reading text and identifying, read the reading text and define words that were under study, determining lost reading text, and other option. Eventually, all of the activity that flaws on the chart, read the reading text, and identify is the highest of all the options listed as on the chart above, the percentage is (54.90%).
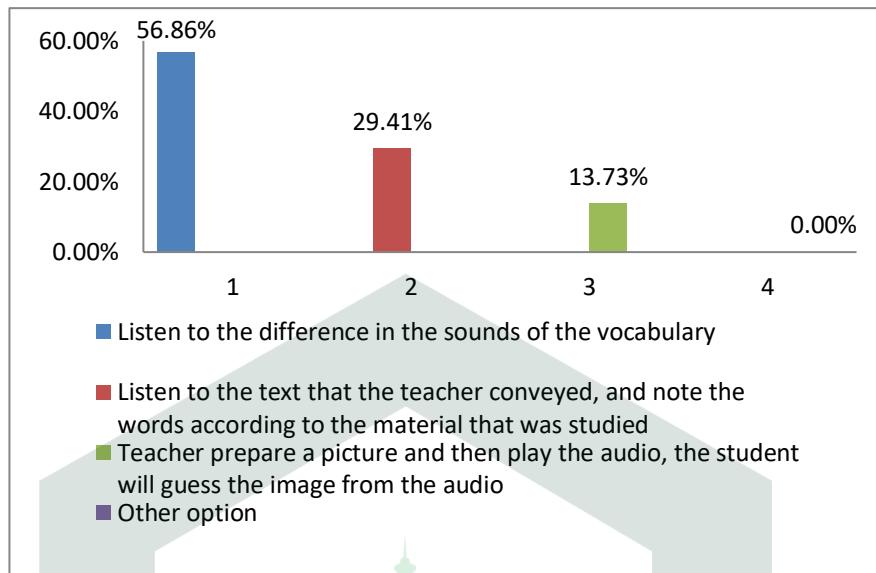
Chart. 4.8. The percentage of the Students' activity in Listening skill

The bar chart indicates the portion of the students' training in listening skills. There are three means of exercise in listening skill presented in the graph, which are attended to the difference in the sounds of the vocabulary, listen to the text that the teacher conveyed, and note the words according to the material that was studied; teacher prepares a picture and then play the audio, the student will guess the image from the audio, and other option. Eventually, the student preferred the first option like the one shown in the chart above, which showed that the first option had a high percentage is (56.86%).
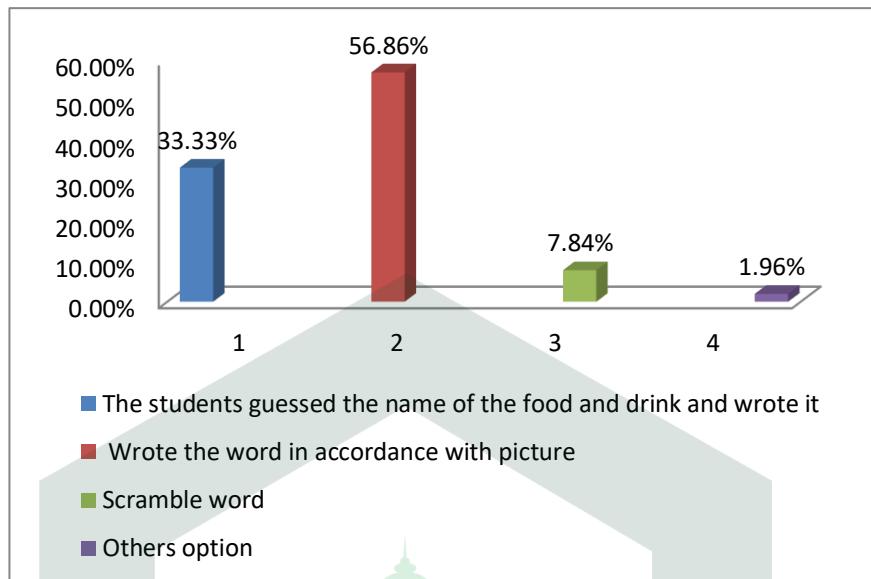
Chart. 4.9. The percentage of the Students' activity in Writing skill

The bar chart shows the portion of the students' movement in writing craft, and there are three means of action in writing skill presented on the graph which is the students guessed the name of the food and drink and wrote it, wrote the word following picture, scramble word, and other option. And eventually, the second option is highest than the other option is (56.86%).
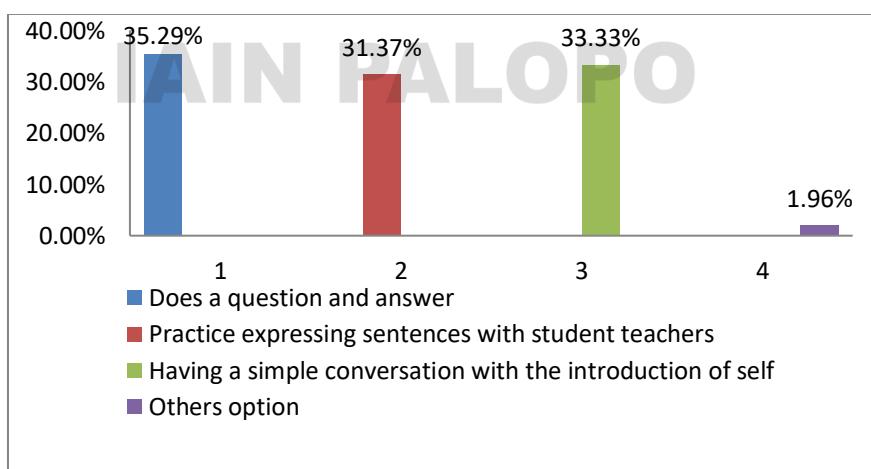
Chart. 4.10. The percentage of the Students' activity in Speaking skill

The bar shows the percentage of the students' activity in speaking skills. There are three means of activity in speaking skill presented in the graph: does a question and answer, practice expressing sentences with the student, and has a simple conversation about the introduction of self and other options. Eventually, all of the activity that the chart's flow does a question and answer is the most abundant in the students' population (35.29%).

3) Media
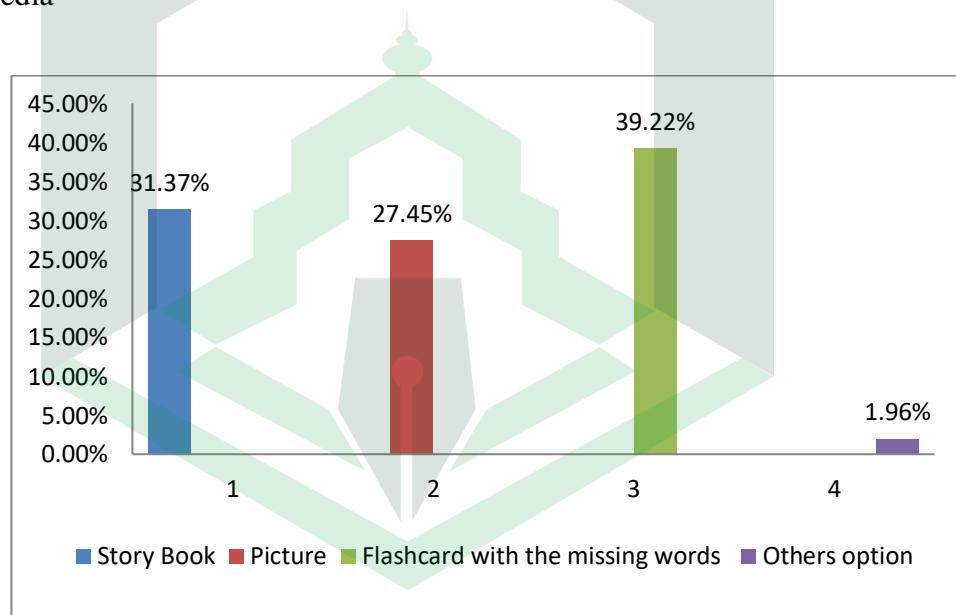
Chart. 4.11. The percentage of the Students' media on Reading skill

The bar chart explains the ratio of the students' media in reading skill, and there are three means of media in reading gift presented in the graph: storybook, picture, a flashcard with the missing word, and other option. Finally, all of the media that flows on the chart, flashcard with the missing word is highest in the students' population (39.22%).
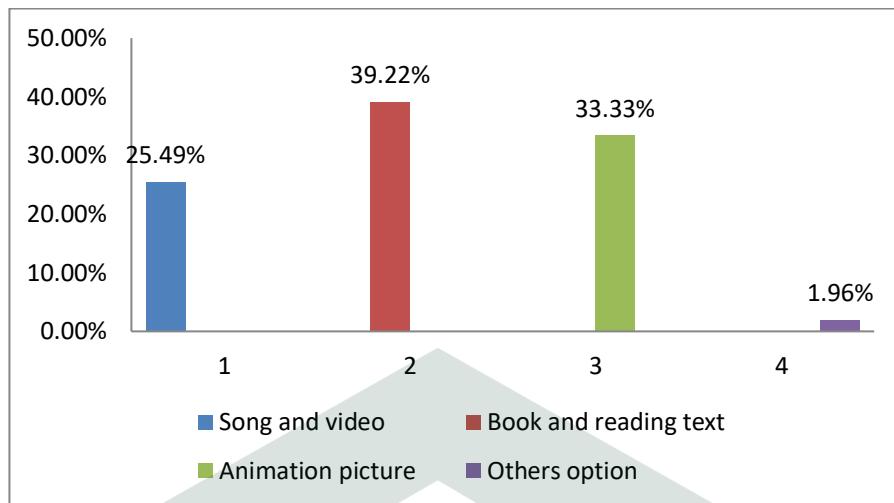
Chart. 4.12. The percentage of the Students' media on Listening skill

The bar chart presents the percentage of the students' media on listening skills. There are three means of media on listening skill presented in the graph: song and video, book and reading text, animation picture, and other option. Eventually, the respondents more selecting option books and reading text (39.22%).
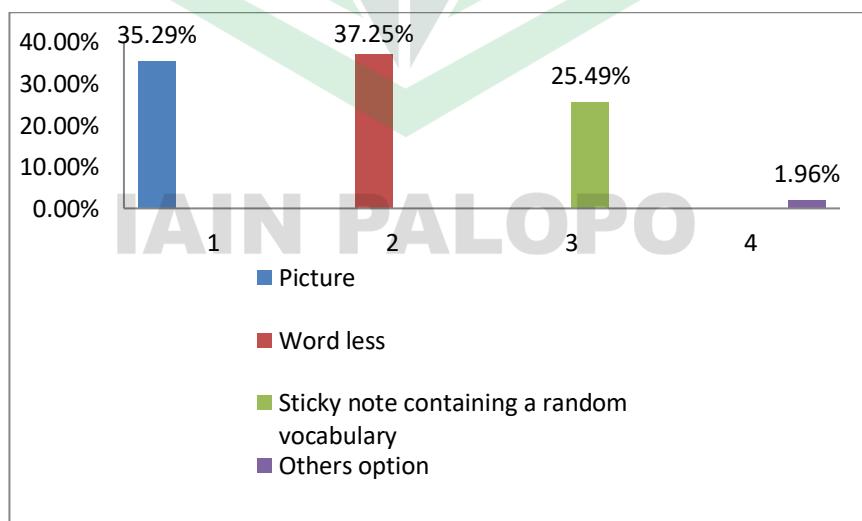
Chart. 4.13. The percentage of the Students' media on Writing skill

The bar chart depicts the percentage of the students' media on writing craft. There are three means of media on writing skill presented in the graph: pictures, wordless, a sticky note containing a random vocabulary, and Finally, respondents more selecting option wordless (37.25%) as shown on the chart above.
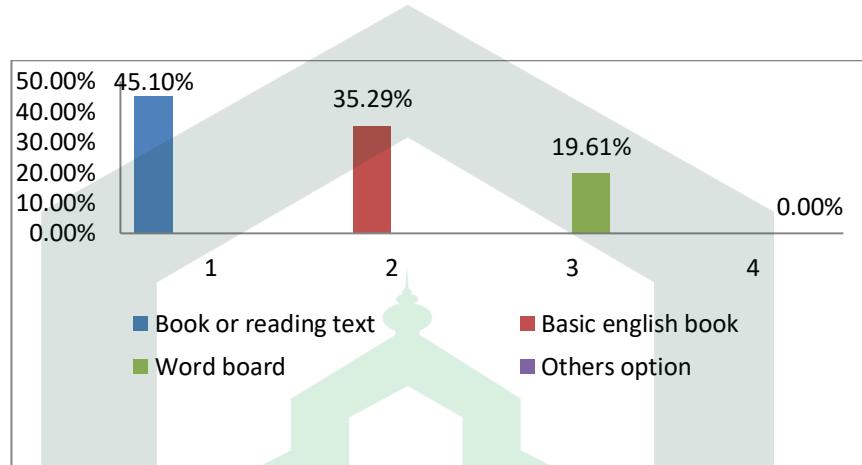

Chart. 4.14. The percentage of the Students' media on Speaking skill

The bar chart presents the percentage of the students' media on speaking skill, and there are three means of media on speaking skill demonstrated in the graph: book or reading text, essential English book, word board, and other option. Finally, all of the media that flows on the chart, book, or reading text is the most abundant in the students' population with a percentage of (45.10%)

4) Pronunciation

Furthermore, the main thing that affects the students' pronunciation can be seen in the table below.
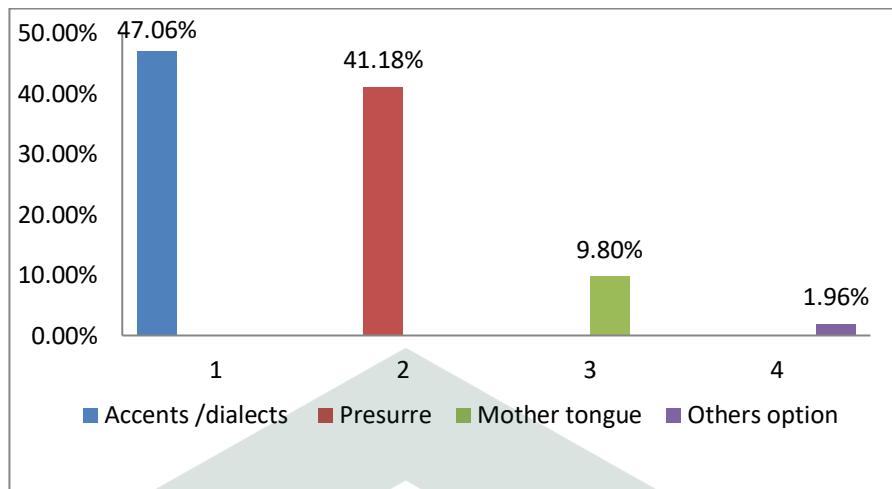
Chart. 4.15. The percentage of the Students' effect in Pronunciation

The bar chart illustrates the percentage of the students' effect on pronunciation. There are three means of affect in pronunciation presented in the graph: accents/dialects, pressure, mother tongue, and other options. Finally, the respondents' more selecting option accents/dialects (47.06%).

Meanwhile, the students also answered about how do they improve vocabulary in English. It can saw as follows:
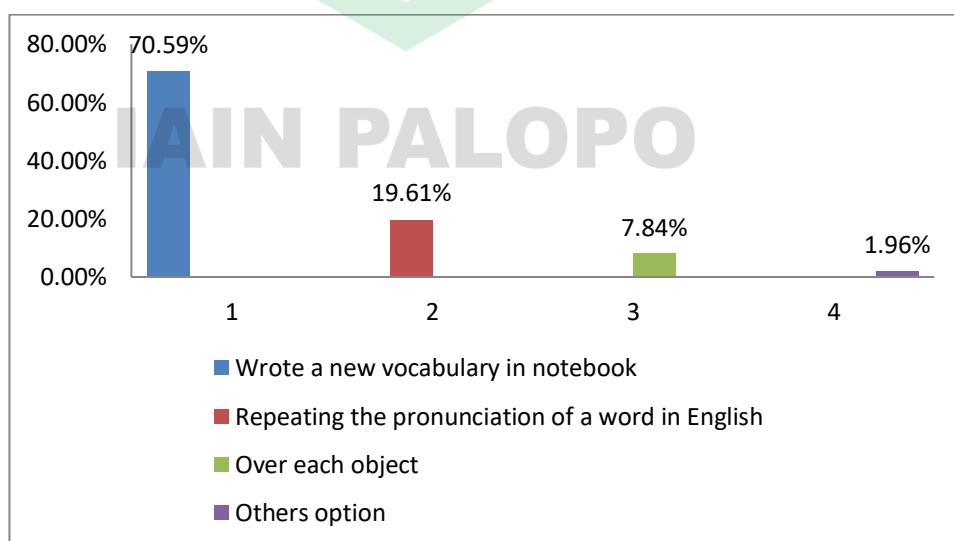
Chart. 4.16. The percentage of the Students' improve vocabulary

The bar chart above shows the percentage of the students' improve vocabulary. There are three means of improving vocabulary presented in the graph: wrote a new language in the notebook, repeating the pronunciation of a word in English, over each object, and other options. Eventually, a new vocabulary in the notebook is the most abundant in the student population, with a percentage of (70.59%).
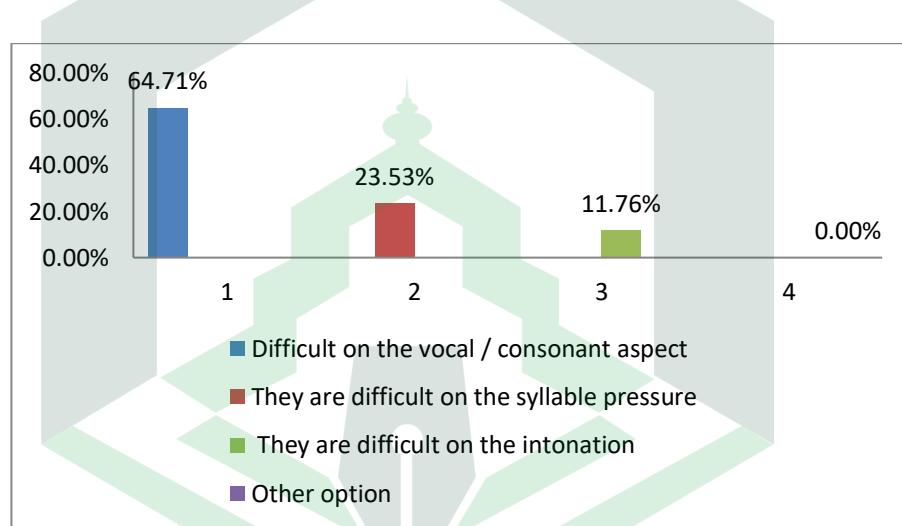
Chart. 4.17. The percentage of the Students' difficult aspect of pronunciation

The bar chart illustrates the percentage of the students' challenging aspect of pronunciation. There are three aspects of pronunciation presented in the graph: complicated on the vocal/consonant part, complicated on the syllable pressure, elaborate on the intonation, and other options. Eventually, respondents more selecting choice difficult on the vocal/consonant aspect (64.71%).

5) Settings
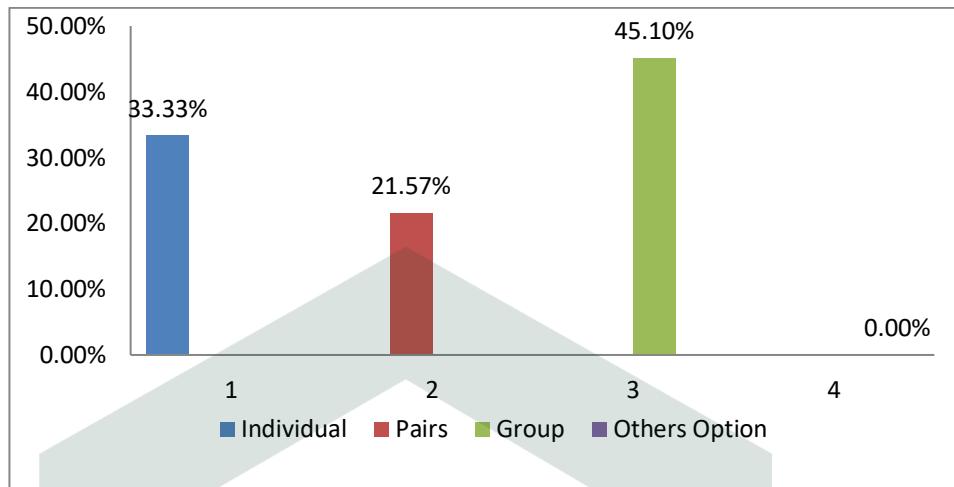
Chart. 4.18. The percentage of the doing chores that student like

The bar chart depicts the percentage of the doing chores that student like, there are three means presented in the graph which are individual, pairs, group, other option, eventually respondents more selecting option group and percentage is (45.10%).
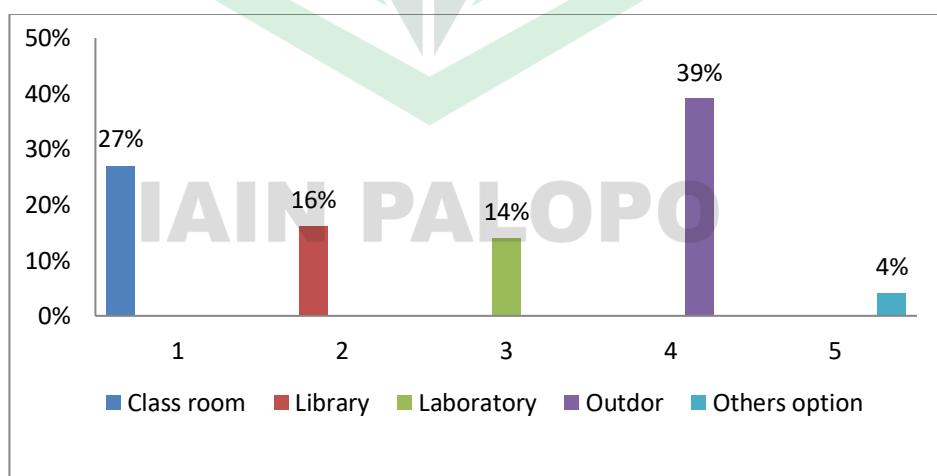
Chart. 4.19. The percentage of the place students' like to study

The bar chart shows the percentage of the place students' like to study, there are three means of place students' like to study presented in the graph which are class room, library, laboratory, outdoor, and other option. Eventually, respondents more selecting option outdoor (39%).

6) The Role of Students
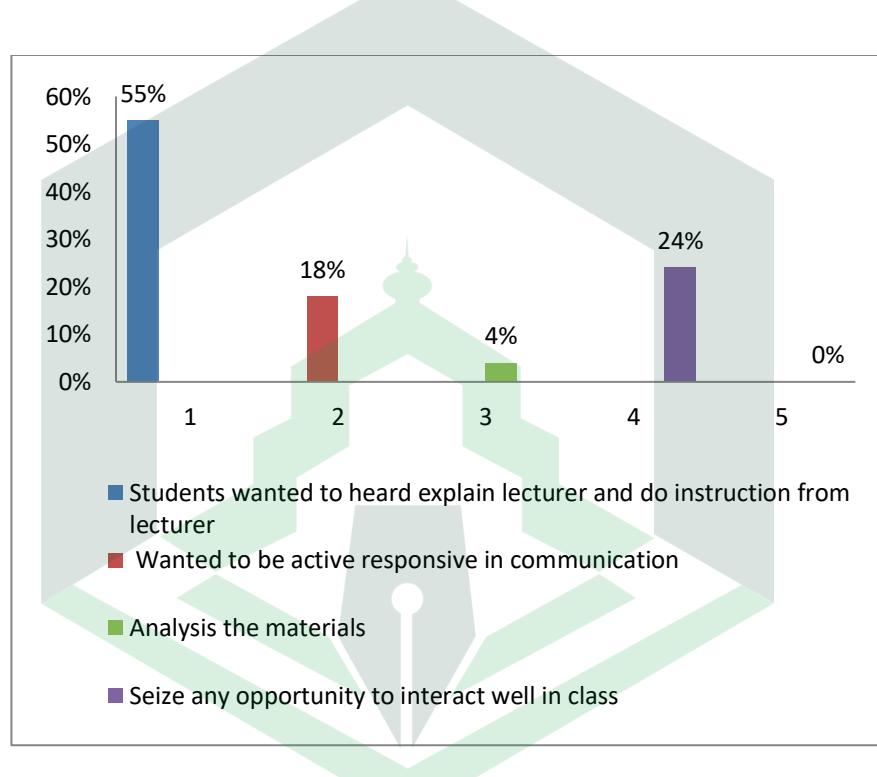
Chart. 4.20. The percentage the role of students

The bar chart depicts the percentage the role of students, there are four means the role of students presented in the graph which are, wanted to heard explain lecturer and do instruction from lecturer, wanted to be active responsive in communication, analysis the materials,seize any opportunity to interact well in class. Eventually, all of the role o students the first option is the most abundant in the students population with a percentage of (50%).

7) The role of lecturer
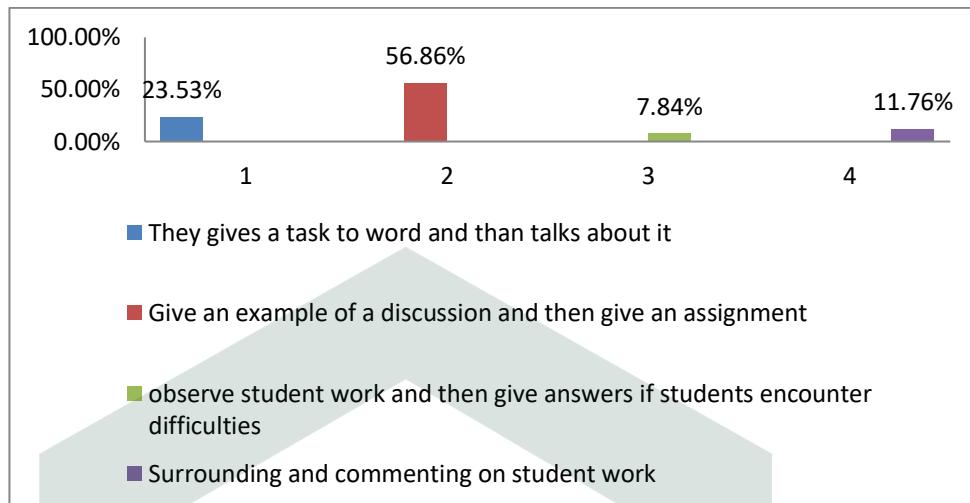
Chart. 4.20. The percentage of the teachers' role

The bar chart above shows the percentage of the teachers' role, there are three means of the teachers' role presented in the chart which are they gives a task to word and than talks about it , give an example of a discussion and then give an assignment, observe student work and then give answers if students encounter difficulties . Surrounding and commenting on student work , another option. Eventually, respondents more selecting option given an example of a discussion and then give an assignment (56.86%).

2. Material Validation

a. Expert Judgment

Five experts validated the instrument and learning material. Those experts are *layout, language,* and *material experts.*

1). Expert's Judgment on Instrument

In this research, the researcher validated the instrument by giving a questionnaire to language and material experts. There are twelve questions about the instrument. Devani Mardiana, M.Pd as an English lecture of Madrasah Ibtidaiyah Teacher Education Study Program at IAIN Palopo, and Mirnawati, S.Pd., M.Pd as a secretary program studies of Madrasah Ibtidaiyah Teacher Education Study Program at IAIN Palopo.

a. Material Expert

Based on an expert assessment by overall material, the students' worksheet got a total score of 46 with an average of 3.83, including a "Good" category.

Table 4.1. Average score by expert material on every aspect

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

Mean= $\frac{46}{12}$ = 3.83

b. Language Expert

The table below shows that the instrument designed by the researcher is already qualified to take the sample in the Madrasah Ibtidaiyah Teacher Education class. It proved from the score of the language expert gave score   47, and the average mean is 3.91. In the interval, this classified as "Good". The result can saw as follow:

Table 4.2. Average score by expert language on every aspect

Question Number	Score	Question Number	Score
1	4	7	3
2	4	8	3
3	5	9	4
4	4	10	4
5	4	11	4
6	4	12	4
	Total Score		47

Mean= $\frac{47}{12}$= 3.91

2) Expert's Judgment on Syllabus

This research, the researcher validated the syllabus by giving a questionnaire to layout expert, material expert, and language expert. There are twenty seven questions about the syllabus, the experts are Devani Mardiana, M.Pd as a English lecture of Madrasah Ibtidaiyah Teacher Education Study Program at IAIN Palopo, Mirnawati, S.Pd.,M.Pd as a secretary program studies of Madrasah Ibtidaiyah Teacher Education Study Program at IAIN Palopo, and Dr. Masruddin, M.Hum as a English lecturer at IAIN Palopo.

a. Layout Expert

Based on the experts' assessment, the overall designed of the students' worksheet got a total score of 106 an average of 3.92, which include as a "Good" category.

Table 4.3. Average score by expert design on every aspect

Question Number	Score	Question Number	Score	Question Number	Score
1	5	10	4	19	4
2	4	11	3	20	4
3	4	12	4	21	4
4	3	13	4	22	4
5	2	14	4	23	4
6	4	15	4	24	4

7	3	**16**	4	**25**	4
8	4	**17**	4	**26**	3
9	4	**18**	3	**27**	4
		Total Score			106

Mean= $\underline{106}$ = 3.92
            27

b. Material Expert

According to the expert assessment, the overall material of a students' worksheet gets a total score of 112 with an average of 4.14, which include as "Very Good" category.

Table 4.4. Average score by expert material on every aspect

Question Number	Score	Question Number	Score	Question Number	Score
1	5	**10**	4	**19**	3
2	4	**11**	4	**20**	4
3	5	**12**	5	**21**	4
4	4	**13**	4	**22**	4
5	3	**14**	4	**23**	5
6	4	**15**	4	**24**	5
7	4	**16**	4	**25**	4

8	5	**17**	4	**26**	4
9	4	**18**	4	**27**	5
		Total Score			112

Mean = $\frac{112}{27}$ = 4.14

c. Language Expert

Based on the experts' assessment. The overall language of students' worksheet gets a total score of 109 is an average of 4.03, which include a "Good" category.

Table 4.5. Average score by expert language on every aspect

Question Number	Score	Question Number	Score	Question Number	Score
1	4	**10**	4	**19**	4
2	4	**11**	4	**20**	4
3	4	**12**	4	**21**	5
4	5	**13**	4	**22**	4
5	4	**14**	4	**23**	4
6	4	**15**	4	**24**	4
7	4	**16**	4	**25**	4
8	5	**17**	4	**26**	4

9	4	**18**	5	**27**	5
		Total Score			109

Mean = $\dfrac{109}{27}$ = 4.03

3) The Second Draft of Material

Validation for the second of material, than the researcher obtained some corrections from experts. These are the correction from Learning Material Expert. Therefore, the final product of material can saw in the appendix.

a. Material Expert Correction

Table 4.6. Revision on the inconsistency of the material

	Part of Page	**Point to Revision**	**Revision**
	List of Material	The arrange of material in Madrasah Ibtidaiyah Teacher Education.	The material should be more accessible to difficult
Page 3			
Page 4			
	Basic Material	Basic Madrasah Ibtidaiyah material	Self introduction basic should be the first material before another material

4) Students' Perception of Learning Material

The students' perception hope to must be that the material is genuinely suitable to apply to a student of PGMI majority. The result of students' perception can saw as follow:

Table 4.7.result of student perception of designed materials of English for PGMI

No	Statement	Means	Description of Agreement
1	The material in the syllabus is served to level basic lower	4.44	Very Good
2	The material in the syllabus has been consistent with the field and needs of PGMI students	4	Good
3	Material in the syllabus was able to improve students' English skill in PGMI	3.84	Good
4	The material inputs in the syllabus overall are varied	4.12	Very Good
5	The material input in the syllabus is interesting and easy to understand	3.8	Good
6	The syllabus input topic has been appropriate to the student needs area which is PGMI	4.16	Very Good

7	Activities in the syllabus encourage students to actively participate in the class	3.96	Good
8	Overall activity in syllabus varies	3.84	Good
9	The materials in the syllabus are best arranged from easy to difficult	3.8	Good
10	The media in the syllabus is consistent with the material	3.96	Good

The data above shows that the English learning material designed by the researcher is already qualified to apply in the class. It proved from the score of the students' perception, which answered very good 4.44 and good 3.8. Then, the average mean is 4.12. In the interval, this category got "Good".

B. Discussion

This research focused on designing the English syllabus for Madrasah Ibtidaiyah Teacher Education students, and creating an ADDIE model. It consisted of five steps. The researcher does the first step was analysis with conducting need analysis, which is present in the form of a questionnaire containing students' needs, lack, wants, and setting.

After students answered the questionnaire, the next stage is designing the product, they differentiate between two needs groups: (1) target needs (i.e.what, the learner needs to do in the target situation) and (2) learning needs (i.e., how the

learner can acquire the required language in such cases).[22] These are further divided into subcategories. Thus, necessities lack and want belong to target needs, whereas learning strategies and constraints are part of learning needs.

The next 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 a product validation, the product, and validation completed by three design, language, and material experts. The purpose of verification is to see the quality of the syllabus based on the aspect of validity. A subject matter expert did the validation. In this process of validation, the expert conducted an assessment on the questionnaires. Questionnaire for subject matter expert composed of four aspects: the syllabus' contents, the language used in the syllabus, the material input in syllabus, design, and layout in the syllabus. After that, the researcher corrected the syllabus according to the revision of the validator.

The next stage is the implementation and evaluation of the product. In this stage, is revised syllabus is based on the expert's assessment has to be tested or student's perception. Researchers utilize student perception's method by sharing links that contain necessary aspects of the syllabus worth. Judged by students' perception, the syllabus is already available in Madrasah Ibtidaiyah Teacher Education Study Program.

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[22] Hutchinson, T. & waters, A. *English for specific purpose*. London: Cambridge university press. (1987).

Furthermore, design an ESP syllabus for Iraqi Students at Colleges of Physical Education". The study is an attempt to design an ESP syllabus for Iraqi Students at Colleges of Physical Education. The current English course in these Colleges adopts the old and traditional teaching method, which mainly focuses on the English language structure and discrete points. At the same time, the proposed syllabus is designed according to the students" needs and interests.[23]

This study has the same purpose as that study above. It is designing an English Specific Purpose (ESP). Simultaneously, the differences are the study above creating English Specific Purpose (ESP) for Iraqi Students at Colleges of Physical Education. In contrast, this study will design English Specific Purpose for Madrasah Ibtidayah Teacher Education Study Program.

The questionnaire used consisted of 21 statement. And the questionnaire of student perception used consisted of 10 statements. The purpose of the students perception is to look at the quality of the English syllabus based on the aspects of validity. The English syllabus design for Madrasah Ibtidaiyah Teacher Education Study Program causes the absence of primary material, and there was no English material for PGMI specifically. As a result, the students were not proficient communicating English for PGMI while the student need in the future. The limitations of the study is, test implementation and evaluation of the syllabus only performed on one semester at Madrasah Ibitidaiyah Teacher Education Study

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[23] Ban Jafar Shadiq. "*Design an ESP syllabus for Iraqi Students at Colleges of Physical Education.* (2009).

Program of IAIN Palopo, almost the researcher used google form, and student perception used Google form and only 25 subjects.

The students were not proficient communicating because when the researcher conducted the interview, the undergraduate students said that they could not communicate properly in English, thus the researcher presented specific syllabus regarding learning English and linked to the Madrasah Ibtidaiyah Teacher Education Study Program itself.

Study English in the class is expected to be able to develop both the knowledge and skill of the student in using language in a act of communication that involves four language skills of listening (listening), speaking (speaking), reading (reading), and writing (writing). Integrated skill isa passive way of looking at four language skills asa unified and fragmented.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusion

English for Specific Purposes (ESP) is a learner-centered approach to teaching English as an additional language, which focuses on developing communicative competence in a specific discipline such as academics, accounting, agrology, business, IT, teaching, and engineering.

English syllabus is appropriate for the first semester students of Madrasah Ibtidaiyah Teacher Education Study Program includes several components: (1) Learning goal of English for Madrasah Ibtidaiyah Teacher Education Study Program is elementary school / Madrasah Ibtidaiyah teacher and to communicate both oral and written using English in Madrasah Ibtidaiyah Teacher Education. (2) Learning material: English material is basic English and vocabulary including part of speech, auxiliary verb (to be, to do, etc). Madrasah Ibtidaiyah Materials including, self introduction, greetings, family, home, school, food and drink, animals, expressing feelings, telling time, profession, and fable. (3) learning methodology is task-based learning. (4) Learning media are: video, picture, audio, story book.

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 Madrasah Ibtidaiyah teacher education to use this product as primary syllabus in teaching English for PGMI at the first semester.

2. It is suggested to the next researcher to continue this researcher. It is developing an English material book for madrasah ibtidayah teacher education that is refers to English on this designed syllabus.

C. Limitation of The Research

Due to the government had issued an 0nline learning policy to minimize the spread of Covid-19, the try out of the designed syllabus were carried out by distrubusimg online the outline materials to Madrasah Ibtidaiyah teacher education students at IAIN Paloopo then the students responded to the material by filling out the google form.

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APPENDIXES

Kuesioner kebutuhan merancang silabus bahasa inggris untuk PGMI

Berilah tanda (x) pada pilihan questions 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 pada jurusan PGMI.

Nama *

Kurniati tallao

Jenis Kelamin *

Perempuan

Semester *

3

1. Apa tujuan Anda belajar bahasa inggris untu PGMI (Pendidikan Guru Madrasah Ibtidaiyah) setelah lulus nanti? *

○ a. Untuk mengajarkan pendidikan MI / SD menggunakan bahasa ingrris

● b. Untuk membantu anda memahami referensi (lisan atau tulisan) tentang materi SD / MI saat anda menjadi guru nanti

○ c. Sebagai pengemban bahan ajar SD / MI dalam bahasa inggris

○ d. Untuk membantu study selanjutnta atau S2

○ e. Lain-lain (tuliskan jika ada)……………

2. Bagaimana tingkat penguasaan bahasa inggris Anda sekarang ini? *

◉ a. Basic (lower): mengetahui sedikit kosakata dan ungkapan praktis, pengusaan grammar terbatas, pelafalan sangat dipengaruhi oleh bahasa ibu

○ b. Basic (upper): dapat berkomunikasi secara baik pada beberapa topic dengan percakapan pendek , masih mengalami beberapa kesulitan pada kosakata, grammar, dan pelafalan masih dipengaruhi oleh bahasa ibu

○ c. Intermediet (lower): dapat berkomunikasi secara baik pada topic tertentu namun masih namun masih menemui kesulitan untuk topic-topic yang lain, masih mengalami beberapa kesulitan pada kosakata, grammar, dan pelafalan

○ d. Intermediet (upper): walaupun masih mempunyai kesulitan dalam koskata, grammar, dan pelafalan, tapi mampu terlibat dalam percakapan yang menyenangkan dan pada topic-topic yang dikenal

○ e. Advanced: mampu berkomunikasi dengan lancar pada sebagian besar topic , hanya mengalami sedikit kesulitan pada kosakata, grammar, dan pelafalan

○ f. Lain-lain (tuliskan bila ada)…………

3. Dalam belajar membaca (reading), materi apa yang anda senangi……. *

○ a. Sejarah Islam (History of Islam)

◉ b. Pekerjaan atau profesi (Job and Occupation)

○ c. Keluarga Nabi / Rasul (Family)

○ d. Lain-lain (Tuliskan bila ada)………

4. Dalam belajar membaca (reading), aktivitas apa yang anda senangi…… *

◯ a. Membaca teks bacaan dan mengidentifikasinya

◉ b. Membaca teks bacaan dan menentukan kata yang sedang dipelajari

◯ c. Menentukan teks bacaan yang beberapa kata hilang

◯ d. Lain-lain (Tuliskan bila ada)……..

5. Dalam belajar membaca (reading), media yang anda senangi……. *

◯ a. Buku cerita (Story book)

◉ b. Gambar (Picture)

◯ c. Flashcard yang berisikan kata-kata yang hilag

◯ d. Lain-lain (Tuliskan jika ada)…….

6. Dalam belajar mendengarkan (listening), materi apa yang anda senangi….. *

◉ a. Hewan (Animals)

◯ b. Telling time

◯ c. Buah-buahan (Fruits)

◯ d. Lain-lain (Tuliskan jika ada)…….

7. Dalam belajar mendengarkan (listening), aktivitas apa yang Anda senangi….. *

○ a. Mendengarkan perbedaan bunyi kosakata

○ b. Mendengarkan teks yang disampaikan guru dan mencatat kata sesuai materi yang dipelajari

● c. Guru menyiapkan gambar lalu memutar audio, siswa akan menebak gambar dari audio tersebut

○ d. Lain-lain (Tuliskan jika ada)……

8. Media apa yang Anda senangi dalam belajar mendengarkan (listening)……. *

○ a. Lagu dan video

○ b. Buku atau teks bacaan

● c. Gambar animasi

○ d. Lain-lain (Tuliskan jika ada)…….

9. Dalam belajar menulis (Writing), materi apa yang Anda senangi… *

● a. Makanan dan minuman (Foods and drinks)

○ b. Menyatakan perasaan (Expressing filling)

○ c. Sekolah (School)

○ d. Lain-lain (Tuliskan jika ada)…….

10. Dalam belajar menulis (Writing), aktivitas apa yang Anda senangi…. *

- (●) a. Siswa menebak nama makanan dan minuman lalu menulisnya
- ( ) b. Menulis kata sesuai dengan gambar
- ( ) c. Menyusun kata yang beracak (Scramble kata)
- ( ) d. Lain-lain (Tuliskan jika ada)…...

11. Media yang Anda senangi dalam belajar menulis (Writing) adalah…. *

- ( ) a. Gambar
- ( ) b. Gambar tanpa kata (Wordless picture)
- (●) c. Sticky note yang berisikan kosakata acak
- ( ) d. Lain-lain (Tuliskan jika ada)……
- ( )

12. Dalam belajar berbicara (speaking), materi yang Anda senangi adalah….. *

- ( ) a. Masjid (Mosque)
- ( ) b. Sapaan (Greetings)
- (●) c. Pengenalan diri dasar (Self introduction basic)
- ( ) d. Lain-lain (Tuliskan jika ada)….

13. Dalam belajar berbicara (Speaking), aktivitas apa yang Anda senangi…. *

○ a. Melakukan Tanya jawab sesuai dengan materi

◉ b. Mempraktekkan / mengungkapkan kalimat sapaan dengan guru / siswa

○ c. Melakukan percakapan sederhana seputar self introduction

○ d. Lain-lain (Tuliskan jika ada)…..

14. Media yang Anda senangi dalam belajar berbicara (speaking) adalah….. *

◉ a. Buku atau teks bacaan

○ b. Buku basic bahasa inggris

○ c. Papan kata

○ d. Lain-lain (Tuliskan jika ada)……

15. Bagaimana cara Anda meningkatkan / mengembangkan kosakata (Vocabulary) dalam bahasa inggris? *

○ a. Menulis kosakata baru di buku catatan

◉ b. Mengulang pengucapan suatu kata dalam bahasa inggris

○ c. Menempelkan kosakata baru pada setiap object

○ d. Lain-lain (Tuliskan bila ada)……

16. Hal utama yang mempengaruhi dalam pengucapan (Pronunciation) kosakata adalah… *

- ⦿ a. Logat / dialek
- ◯ b. Tekanan
- ◯ c. Bahasa ibu
- ◯ d. Lain-lain (Tuliskan jika ada)…….

17. Aspek pengucapan (Pronounciation) kosakata bahasa inggris yang sulit adalah… *

- ⦿ a. Bunyi vocal / konsonan
- ◯ b. Tekanan suku kata
- ◯ c. Intonasi
- ◯ d. Lain-lain (Tuliskan jika ada)…….

18. Cara mengerjakan tugas yang anda senangi adalah………… *

- ◯ a. Individual
- ◯ b. Berpasangan
- ⦿ c. Berkelompok
- ◯ d. Lain-lain (tuliskan bila ada)………

19. Tempat belajar Bahasa Inggris yang anda senangi adalah .... *

○ a. Ruang kelas

○ b. Perpustakaan

○ c. Lab bahasa

● d. Luar kelas (taman, gazebo, dsb)

○ e. Lain-lain (tuliskan bila ada)…….

20. Peran Anda dalam kelas mata kuliah bahasa Inggris adalah……. *

● a. Mendengar penjelasan dosen dan melaksanakan instruksi dari dosen.

○ b. Berpartisipasi aktif secara komunikatif dikelas.

○ c. Melakukan analisis secara sistematis terhadap materi pelajaran bahasa Inggris.

○ d. Memanfaatkan setiap kesempatan untuk berinteraksi dengan baik di kelas.

○ e. Lain-lain (sebutkan bila ada)...............

21. Dalam mengerjakan tugas bahasa Inggris di kelas, saya lebih suka jika dosen..... *

○ a. Memberikan soal untuk dikerjakan kemudian membahasnya.

● b. Memberikan contoh dari suatu pembahasan lalu memberikan tugas.

○ c. Mengamati pekerjaan mahasiswa lalu memberikan jawaban jika mahasiswa menemui kesulitan.

○ d. Berkeliling dan memberikan komentar pada pekerjaan mahasiswa.

○ e. Lain-lain (tuliskan bila ada).........

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	RENCANA PEMBELAJARAN SEMESTER (RPS) PROGRAM STUDI PENDIDIKAN GURU MADRASAH IBTIDAIYAH INSTITUT AGAMA ISLAM NEGERI (IAIN) PALOPO				
MATA KULIAH	**KODE**	**RUMPUN**	**BOBOT (SKS)**	**SEMESTER**	**TANGGAL PENGESAHAN**
BAHASA INGGRIS UNTUK PGMI	-	-	2	1	-
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. **(P3)** Menguasai pengetahuan dan langkah-langkah berkomunikasi baik lisan maupun tulisan dengan menggunakan bahasa Inggris dalam perkembangan dunia akademik dan dunia kerja.
	3. **(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;
	4. **(KU.2)** Mampu menunjukkan kinerja mandiri , bermutu dan terukur.
	5. **(KU.11)** Mampu berkomunikasi baik lisan maupun tulisan dengan menggunakan bahasa Inggris dalam perkembangan

	dunia akademik dan dunia kerja.
	6. **(KU.12)** Mampu berkolaborasi dalam team, menunjukkan kemampuan kreatif (creativity skill), inovatif (innovation skill), berpikir kritis (critical thinking) dan pemecahan masalah (problem solving skill) dalam pengembangan keilmuan dan pelaksanaan tugas di dunia kerja.
	7. **(KK.6)** Menerapkan pengetahuan dan keterampilan teknologi informasi dalam konteks pengembangan keilmuan dan implementasi bidang keahlian secara efektif dan berdaya guna.
	Capaian Pembelajaran Mata Kuliah (CPMK) 1. Mahasiswa mampu memperkenalkan diri menggunakan Bahasa Inggris. 2. Mahasiswa mampu memahami dan mengungkapkan kalimat sapaan (*greetings*) menggunakan bahasa Inggris. 3. Mahasiswa mampu membedakan kosa kata-kosa kata yang ada pada sekeliling mereka menggunakan Bahasa Inggris. 4. Mahasiswa mampu mendeskripsikan (*describing*) keadaan / perasaan menggunakan Bahasa Inggris. 5. Mahasiswa mampu mengemukakan aktifitas sehari-hari menggunakan Bahasa Inggris. 6. Mahasiswa mampu mengemukakan hal-hal yang berkaitan dengan pekerjaan / professions menggunakan Bahasa Inggris 7. Mahasiswa mampu membuat cerita singkat menggunakan Bahasa Inggris.
Deskripsi Singkat MK	Mata kuliah Bahasa Inggris untuk PGMI ini merupakan mata kuliah bidang studi pada program S-1 Program Pendidikan Guru Madrasah Ibtidaiyah dengan status mata kuliah wajib. Mata kuliah ini diberikan kepada mahasiswa semester 1 dengan bobot mata kuliah 2 SKS. Mata kuliah ini membahas mengenai penggunaan Bahasa Inggris (*basic*) dalam pembelajaran Pendidikan Guru Madrasah Ibtidaiyah.

	Keterampilan yang diajarkan meliputi keterampilan 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 dan Informal
	   • Kosa kata yang berkaitan dengan pengenalan diri
	   • *Pronoun* dan *To be (am, is, are)*
	2. **Greetings**
	   • Kosa kata yang berkaitan dengan kalimat sapaan.
	   • *To be (am, is, are)* (Definisi dan contoh)
	   • Asking and giving opinion
	3. **Family**
	   • Kosa kata yang berkaitan dengan rantai kekeluargaan para Nabi / Rasul
	   • Rantai kekeluargaan Nabi Muhammad SAW, dan Nabi Ibrahim A.S
	   • Penggunaan *i have* (definisi dan contoh)
	4. **Mosque**
	   • Kosa kata yang berkaitan dengan benda-benda yang ada disekitaran Masjid / Mushollah
	   • Masjid berserah (Masjid Nabawi, Masjid Jawatha, Masjidil Haram, Dll)
	   • Penggunaan *preposition* (definisi dan contoh)
	5. **Shcool**
	   • Kosa kata yang berkaitan dengan benda-benda yang berada disekolah
	   • *Noun*, *verb* dan *adverb* (definisi dan contoh)
	6. **Food and Drink**
	   • Kosa kata yang berkaitan dengan makanan dan minuman yang Halal / Haram
	   • *Adjactive* dan *noun* (definisi dan contoh)
	   • *To do* (definisi dan contoh)

7. **Animals**
   - Kosa kata yang berkaitan dengan hewan
   - Kisah hewan dalam Al-Qur'an (Burung hud-hud, Semut, Unta, Dll)
   - *Adjactive dan noun (definisi dan contoh)*
   - To be (am, is, are)
8. **Exspressing Feelings**
   - Kosa kata yang berkaitan dengan keadaan perasaan
   - *Adjective and noun* (definisi dan contoh)
   - *To be (am, is, are)* (definisi dan contoh)
9. **Telling Time**
   - Kosa kata yang berkaitan dengan waktu Beribadah
   - *Noun, adjective, and verb* (definition dan contoh)
   - *To be (am, is, are)*
10. **Frofessi / Pekerjaan**
   - Kosa kata yang bekaitan dengan hal-hal pekerjaan yang Baik dan Buruk
   - *Verb, dan noun (definisi dan contoh)*
   - Penggunaan *to do*
11. **History of Islam**
   - Kosa kata yang berhubungan dengan cerita Kisah Nabi / Rasul
   - Kisah Nabi Nuh A.S, Nabi Ibrahim A.S, Nabi Musa A.S, Nabi Isa A.S, dan Nabi Muhammad SAW.
   - *Noun, verb dan adverb* (definisi dan contoh)
   - Penggunaan *to be (am, is, are) + verb ing*

Pustaka	**Utama :** 1. Arsyad, Azhar. 2013. *Dasar-dasar Penguasaan Bahasa Inggris*. Yogyakarta: Pustaka Belajar 2. Agus Mulyono. 2015. *Simple Vocabulary*. Kediri Jawa Timur: Kaysamedia 3. Suherman. 2018. Top *Grammar*. Kediri Jawa Timur: Cv Resonansi Ilmu 4. Raymond Murphy. 1997. Essential Grammar in Use. Cambridge University Press **Pendukung :** Website: 1. Necerz.com Youtube: 1. Yufid Kids 2. Kisah Islami
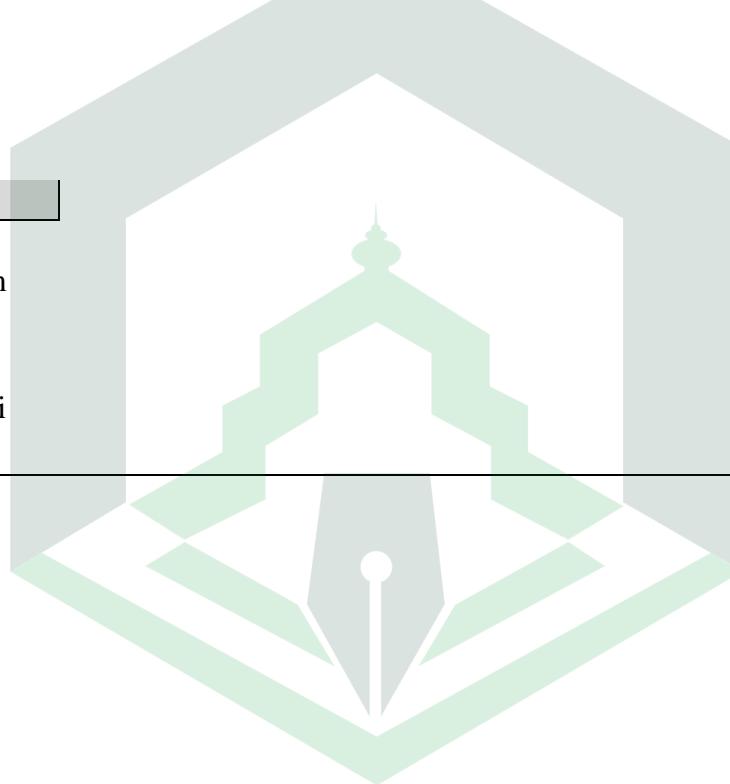
Media Pembelajaran	Perangkat Lunak:		Perangkat Keras:		
	Slide Powerpoint, Internet, E-Learning, Video, Audio		Laptop, LCD.		
Tim Teaching					
Mata Kuliah Syarat	Mata Kuliah Wajib				

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	*Reading*: Mahasiswa memahami kosa kata/ istilah bahasa Inggris dalam sebuah teks bacaan yang berkaitan dengan perkenalan diri	*Reading*: Mampu memahami makna kosa kata/ istilah bahasa Inggris dalam sebuah teks bacaan yang berkaitan dengan perkenalan diri	*Reading:* ▪ Ketepatan dalam mencocokkan kosa kata/istilah bahasa Inggris tersebut dengan gambar.	*Reading:* ▪ Scanning ▪ Matching pictures (25 menit)	Self Intoduction	5%

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		Listening: Mahasiswa memahami makna kosa kata/istilah bahasa Inggris yang berkaitan dengan perkenalan diri	*Listening:* Mahasiswa mampu memahami makna kosa kata/istilah bahasa Inggris yang berkaitan dengan perkenalan diri	*Listening*: Ketepatan dalam mencocokkan kosa kata/ istilah bahasa Inggris yang berkaitan dengan perkenalan diri	*Listening:* ▪ Listen and repeat ▪ True or False (25 menit)	
		Writing: Mahasiswa menuliskan kosa kata *(*yang berkaitan dengan perkenalan diri) dan mengelompokkannya kedalam kelas kata *pronoun* serta mengaplikasikan penggunaan *to be (am, is, are)*	*Writing:* Mahasiswa mampu menulis ulang kosa kata bahasa Inggris *(*yang berkaitan dengan perkenalan diri) dan mampu mengelompokkannya kedalam kelas kata *pronoun* serta mengaplikasan pengguna to be (am, is, are)	*Writing:* Ketepatan dalam menulis ulang kosa kata bahasa Inggris *(*yang berkaitan dengan perkenalan diri) dan ketepatan mengelompokkannya kedalam kelas kata *pronoun* serta mengaplikasikan penggunaan *to be (am, is, are)* .	*Writing:* ▪ Rewriting ▪ Classifiying (25 menit)	
		Speaking: Mahasiswa memperkenalkan dirinya dalam bahasa Inggris.	*Speaking:* Mahasiswa mampu memperkenalkan dirinya dalam bahasa Inggris	*Speaking:* Ketepatan dalam memperkenalkan diri menggunakan bahasa Inggris	*Speaking:* Presentation (individu) (25 menit)	
III		*Reading***:** Mahasiswa memahami Kosa kata dalam teks bahasa Inggris yang berkaitan dengan kalimat sapaan.	*Reading***:** Mampu memahami makna kosa kata / istilah bahasa inggris dalam sebuah kalimat-kalimat yang berkaitan dengan kalimat sapaan	*Reading:* Ketepatan mengidentifikasi kosa kata dalam kalimat teks bacaan bahasa ingrris yang berkaitan dengan kalimat sapaan	*Reading:* Scanning and identifiying (25 menit)	**Greetings**	10%

				Inggris tersebut .		
	Listening: Mahasiswa memahami makna kalimat bahasa Inggris (yang berkaitan dengan kalimat sapaan) yang didengarkan.	*Listening:* Mahasiswa mampu mencocokkan kalimat yang didengarkan tersebut dengan gambar.	*Listening:* Ketepatan dalam mencocokkan kosa kata/istilah bahasa Inggris tersebut dengan gambar.	*Listening:* ▪ Listen and matching (25 menit)		
	Writing: Mahasiswa menulis kalimat bahasa Inggris menggunakan *to be (am, is, are)* (yang berkaitan dengan kalimat sapaan)	*Writing:* Mahasiswa mampu menulis kalimat menggunakan to be (am, is, are) yang berkaitan dengan kalimat sapaan)	*Writing:* Ketepatan menyusun kata menjadi kalimat yang benar dalam bahasa Inggris (yang berkaitan dengan kalimat sapaan)	*Writing:* ▪ Arranging (25 menit)		
	Speaking: Mahasiswa Mengemukakan kalimat-kalimat sapaan dalam bahasa inggris	*Speaking:* Mahasiswa mampu Mengemukakan k a l i m a t s a p a a n dalam bahasa Inggris.	*Speaking:* Ketepatan mengemukakan Kalimat sapaan dalam bahasa Inggris.	*Speaking:* ▪ Discussion (pairs) (25 menit)		
IV	*Reading***:** Mahasiswa memahami kosa kata/ istilah bahasa Inggris dalam sebuah teks bacaan/ kalimat-kalimat yang berkaitan dengan kekeluargaan Nabi/Rasul	*Reading***:** Mampu memahami makna kosa kata/ istilah bahasa Inggris dalam sebuah teks bacaan/ kalimat-kalimat yang berkaitan kekeluargaan Nabi/Rasul	*Reading:* Ketepatan dalam mencocokkan kosa kata/istilah bahasa Inggris tersebut dengan gambar	*Reading:* Scanning and Matching (25 menit)	**Family**	10%

	Listening: Mahasiswa memahami makna kosa kata/istilah bahasa Inggris yang didengarkan (berkaitan dengan kekeluargaan Nabi/Rasul)	*Listening:* Mahasiswa mampu memahami makna kosa kata/istilah bahasa Inggris Inggris yang didengarkan (berkaitan dengan kekeluargaan Nabi/Rasul)	*Listening:* Ketepatan dalam mencocokkan kosa kata (yang berkaitan dengan family) yang di dengarkan dengan gambar.	*Listening:* ▪ Listen and guess (25 menit)		
	Writing: Mahasiswa menulis kalimat bahasa Inggris Dengan mengaplikasikan penggunaan *i have* yang berkaitan dengan kekeluargaan Nabi/Rasul	*Writing:* Mahasiswa mampu menulis kalimat bahasa Inggris dengan mengaplikasikan penggunaan *I have* yang berkaitan dengan kekeluargaan Nabi/Rasul	*Writing:* Ketepatan menulis kalimat bahasa inggris dengan mengaplikasikan penggunaan *I have* yang berkaitan dengan kekeluargaan Nabi/ Rasul	*Writing:* ▪ (25 menit)		
	Speaking: Mahasiswa mengemukakan kalimat yang berkaitan dengan kekeluargaan Nabi/Rasul dalam bahasa Inggris	*Speaking:* Mahasiswa mampu mengemukakan kalimat yang berkaitan dengan kekeluargaan Nabi dalam bahasa inggris	*Speaking:* Ketepatan mengemukakan kalimat yang berkaitan dengan kekeluargaan Nabi/ Rasul dalam bahasa Inggris	*Speaking:* ▪ Questions and Answer (pairs) (25 menit)		
V	*Reading:* Mahasiswa memahami kosa kata/ istilah bahasa Inggris dalam sebuah teks	*Reading:* Mahasiswa mampu memahami kosa kata/ istilah bahasa Inggris	*Reading:* Ketepatan dalam mencocokkan kosa kata/istilah bahasa Inggris	*Reading:* Scanning And Matching		

				Mosque	10%
bacaan/ kalimat-kalimat yang berkaitan dengan hal-hal yang ada di Masjid/ Mushollah	dalam sebuah teks bacaan/ kalimat-kalimat yang berkaitan dengan hal-hal yang ada di Masjid/Mushollah	tersebut dengan gambar	(25 menit)		
Listening: Mahasiswa memahami makna kosa kata/istilah bahasa Inggris yang didengarkan (berkaitan dengan hal-hal yang ada di Masjid / Mushollah	*Listening:* Mahasiswa mampu memahami makna kosa kata/istilah bahasa Inggris yang didengarkan (berkaitan dengan hal-hal yang ada di Masjid / Mushollah	*Listening*: Ketepatan dalam mencocokkan kosa kata/ istilah bahasa Inggris yang didengarkan (berkaitan dengan hal-hal yang ada dirumah) dengan video	*Listening:* ▪ Listen and matching (25 menit)		
Writing: Mahasiswa menulis kalimat bahasa Inggris menggunakan grammar *preposition* yang berkaitan dengan hal-hal yang ada di Masjid / Mushollah	*Writing:* Mahasiswa mampu menulis kalimat bahasa Inggris menggunakan grammar *preposition* yang berkaitan dengan hal-hal yang ada di Masjid / Mushollah	*Writing:* Ketepatan menulis kalimat bahasa Inggris yang sesuai dengan gambar menggunakan grammar *preposition* yang berkaitan dengan hal-hal di Masjid / Mushollah	*Writing:* ▪ Matching (25 menit)		
Speaking: Mahasiswa mengemukakan kalimat yang berkaitan dengan hal-hal yang ada di Masjid/Mushollah menggunakan *preposition*	*Speaking:* Mahasiswa mengemukakan kalimat yang berkaitan dengan hal-hal yang ada di Masjid/Mushollah menggunakan *preposition*	*Speaking:* Ketepatan Mahasiswa mengemukakan kalimat yang sesuai dengan video yang berkaitan dengan hal-hal yang ada di Masjid/Mushollah menggunakan *preposition*	*Speaking:* ▪ Brainstorming (Group) (25 menit)		

VI	Reading: Mahasiswa memahami makna kosa kata (*Noun, verb, and Adverb*)/ istilah bahasa Inggris dalam sebuah teks bacaan yang berkaitan dengan sekolah	Reading: Mahasiswa memahami makna kosa kata (*Noun,verb and Adverb*) dalam sebuah teks bacaan yang berkaitan dengan sekolah	Reading: ▪ Ketepatan dalam membaca teks bacaan dalam bahasa Inggris tentang sekolah	Reading: ▪ Scanning ▪ Matching (video) (25 menit)	School	10%
	Listening: Mahasiswa memahami makna kosa kata (*Noun, verb and adverb*)/ istilah bahasa Inggris yang didengarkan yang berkaitan dengan sekolah	Listening: Mahasiswa mampu memahami makna kosa kata (*Noun,verb and adverb*) / istilah bahasa Inggris yang didengarkan yang berkaitan dengan sekolah	Listening: Ketepatan dalam mencocokkan kosa kata/ istilah bahasa Inggris yang berkaitan dengan sekolah	Listening: ▪ Listen and repeat ▪ True or False (25 menit)		
	Writing: Mahasiswa menuliskan kosa kata/istilah bahasa Inggris (*yang berkaitan dengan sekolah*) dan mengelompokkannya kedalam kelas kata *noun,verb and adverb*.	Writing: Mahasiswa menuliskan kosa kata/istilah bahasa Inggris (*yang berkaitan dengan sekolah*) dan mengelompokkannya kedalam kelas kata *noun,verb and adverb*.	Writing: Ketepatan menuliskan kosa kata/istilah bahasa Inggris yang didengarkan (*berkaitan dengan sekolah*) dan mengelompokkannya kedalam kelas kata *Noun,verb and adverb*.	Writing: ▪ Rewriting ▪ Classifiying (pairs) (25 menit)		

	Speaking: Mahasiswa mengemukakan kosa kata(*noun,adverb and adverb*)/istilah bahasa Inggris yang berkaitan dengan sekolah	*Speaking:* Mahasiswa mampu menebak dan mengemukakan kosa kata/istilah bahasa Inggris yang berkaitan dengan sekolah yang diperagakan oleh teman Sekelas	*Speaking:* Ketepatan menebak dan mengemukakan kosa kata/istilah bahasa Inggris (berkaitan dengan sekolah*)* yang diperagakan oleh teman sekelas	*Speaking:* ▪ Guessing and Speak (Group) (25 menit)		
VII	*Reading***:** Mahasiswa memahami makna kosa kata (*adjective and noun*) dalam teks bacaan yang berkaitan dengan makanan/minuman halal dan haram	*Reading***:** Mampu mengidentifikasi dan memahami makna kosa dalam sebuah teks bacaan/ kalimat-kalimat yang berkaitan dengan makanan/minuman halal dan haram	*Reading:* Ketepatan dalam membaca teks bacaan dalam bahasa Inggris tentang makanan /minuman halal dan haram	*Reading:* Scanning and identifiying (25 menit)	**Foods and Drinks**	10%
	Listening: Mahasiswa memahami makna kalimat bahasa Inggris (yang berkaitan dengan makanan/minuman halal dan haram) yang didengarkan.	*Listening:* Mahasiswa mampu mengisi teks dengan kata yang dihilangkan sesuai dengan kalimat yang didengarkan tersebut	*Listening:* Ketepatan dalam mengisi teks dengan kata yang dihilangkan sesuai dengan kalimat yang didengarkan tersebut .	*Listening:* ▪ Listen and fill in the blank (25 menit)		
	Writing: Mahasiswa menulis kalimat bahasa Inggris menggunakan *to do* yang berkaitan dengan makanan/minuman halal dan haram	*Writing:* Mahasiswa mampu membuat kalimat menggunakan *to do* yang benar dalam bahasa inggris	*Writing:* Ketepatan membuat kalimat menggunakan *to do* yang benar dalam bahasa inggris berkaitan dengan makanan / minuman halal dan haram	*Writing:* ▪ Arranging (25 menit)		

	Speaking: Mahasiswa mengemukakan kalimat singkat dalam bahasa inggris dengan menggunakan penggunaan *to do* yang berkaitan dengan makanan / minuman halal dan haram	*Speaking:* Mahasiswa mampu mengemukakan kalimat singkat dalam bahasa inggris menggunakan penggunaan *to do* yang berkaitan dengan makanan/ minuman halal dan haram	*Speaking:* Ketepatan mengemukakan kalimat singkat dalam bahasa inggris menggunakan penggunaan *to do* yang berkaitan dengan makanan / minuman halal dan haram	*Speaking:* ▪ Group Presentation (25 menit)		
VIII	UTS					
IX	*Reading***:** Mahasiswa memahami makna kosa kata (*adjective dan noun*) / istilah bahasa Inggris dalam sebuah teks bacaan yang berkaitan dengan kisah hewan dalam Al-Qur'an	*Reading***:** Mahasiswa memahami makna kosa kata (*adjective dan noun*) / istilah bahasa Inggris dalam sebuah teks bacaan yang berkaitan dengan kisah hewan dalam Al-Qur'an	*Reading:* ▪ Ketepatan dalam mencocokkan kosa kata (*adjective dan noun*)/ istilah bahasa Inggris tersebut dengan video.	*Reading:* ▪ Scanning ▪ Matching (video) (25 menit)	**Animals on the Qur'an**	5%

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Listening: Mahasiswa memahami makna kosa kata (*adjective dan noun*)/ istilah bahasa Inggris yang didengarkan dan yang berkaitan dengan kisah hewan dalam Al-Qur'an	*Listening:* Mahasiswa mampu memahami makna kosa Kata (*adjective dan noun*)/ istilah bahasa Inggris yang didengarkan yang berkaitan dengan kisah hewan dalam Al-Qur'an	*Listening*: Ketepatan dalam mencocokkan kosa kata(*adjective dan noun*)/ istilah bahasa Inggris yang berkaitan dengan kisah hewan dalam Al-Qur'an	*Listening:* ▪ Listen and repeat ▪ True or False (25 menit)
Writing: Mahasiswa menuliskan kalimat dengan menggunakan *to be (am, is, are)* yang berkaitan dengan kisah hewan dalam Al-Qur'an menggunakan kosa kata noun dan adjective	*Writing:* Mahasiswa mampu menuliskan kalimat Menggunakan *to be (am, is, are)*/ yang berkaitan dengan kisah hewan dalam Al-Qur'an dengan menggunakan kosa kata noun dan adjective	*Writing:* Ketepatan menulis kalimat menggunakan *to be (am, is, are)*/ yang berkaitan dengan kisah hewan dalam Al-Qur'an dalam bahasa inggris	*Writing:* ▪ Rewriting (25 menit)
Speaking: Mahasiswa mengemukakan kosa kata (*adjective dan noun*)/istilah bahasa Inggris yang berkaitan dengan kisah hewan dalam Al-Qur'an	*Speaking:* Mahasiswa mampu menebak dan mengemukakan kosa kata (*adjective dan noun*) /istilah bahasa Inggris yang berkaitan dengan kisah hewan dalam Al-Qur'an yang diperagakan oleh teman sekelas	*Speaking:* Ketepatan menebak dan mengemukakan kosa kata (*adjective dan noun*)/istilah bahasa Inggris (berkaitan dengan kisah hewan dalam Al-Qur'an*)* yang diperagakan oleh teman sekelas	*Speaking:* ▪ Guessing and Speak (25 menit)

X	Reading: Mahasiswa memahami makna kosa kata (*adjective dan noun*) / istilah bahasa Inggris dalam sebuah teks bacaan yang berkaitan dengan keadaan/perasaan	Reading: Mampu memahami makna kosa kata (*adjective dan noun*)/ istilah bahasa inggris dalam teks bacaan yang berkaitan dengan keadaan/perasaan dalam bahasa Inggris	Reading: Ketepatan memahami kosa kata (*adjective dan noun*)/ istilah bahasa inggris dalam teks bacaan yang berkaitan dengan keaadaan/ perasaan dalam bahasa	Reading: Scanning and identifiying (25 menit)	**Expressing Feelings**	10%
	Listening: Mahasiswa memahami makna kosa kata (*adjective dan noun*)/ istilah bahasa Inggris yang berkaitan dengan keadaan/perasaan	Listening: Mahasiswa mampu mengisi teks dengan kata (*adjective dan noun)* yang dihilangkan sesuai dengan kalimat yang didengarkan tersebut	Listening: Ketepatan dalam mengisi teks dengan kata (*adjective dan noun)* yang dihilangkan sesuai dengan kalimat yang didengarkan tersebut .	Listening: ▪ Listen and fill in the blasnk (25 menit)		
	Writing: Mahasiswa menulis kalimat bahasa Inggris Menggunakan *to be (am, is, are)* berkaitan dengan Keadaan/perasaan	Writing: Mahasiswa mampu menyusun kata acak *to be (am, is, are)* menjadi kalimat yang benar dalam bahasa Inggris berkaitan dengan keadaan/perasaan	Writing: Ketepatan menyusun kata acak *to be (am, is, are)* menjadi kalimat yang benar dalam bahasa Inggris berkaitan dengan keadaan/perasaan	Writing: ▪ Arranging (25 menit)		
	Speaking: Mahasiswa Mengemukakan keadaan/perasaan dalam satu kalimat atau lebih, menggunakan *to be (am, is, are)*	Speaking: Mahasiswa mampu Mengemukakan keadaan/perasaan singkat dalam satu kalimat atau lebih menggunakan *to be (am, is, are)*	Speaking: Ketepatan mengemukakan Perasaan/keadaan dalam satu kalimat atau lebih menggunakan *to be (am, is, are)*	Speaking: ▪ Presentation (25 menit)		

XI	Reading: Mahasiswa memahami kosa kata/ istilah bahasa Inggris dalam sebuah teks bacaan yang berkaitan dengan waktu beribadah	Reading: Mampu memahami makna kosa kata/ istilah bahasa Inggris dalam sebuah teks bacaan yang berkaitan dengan waktu beribadah	Reading: Ketepatan dalam mencocokkan kosa kata/istilah bahasa Inggris tersebut dengan gambar.	Reading: ■ Scanning ■ Matching pictures (25 menit)		
	Listening: Mahasiswa memahami makna kosa kata/istilah bahasa Inggris yang didengarkan (berkaitan dengan waktu beribadah)	Listening: Mahasiswa mampu memahami makna kosa kata/istilah bahasa Inggris yang didengarkan (berkaitan dengan waktu beribadah)	Listening: Ketepatan dalam mencocokkan kosa kata/ istilah bahasa Inggris (berkaitan dengan waktu beribadah) dengan terjemahannya.	Listening: ■ Listen and repeat (25 menit)	Telling Time	10%
	Writing: Mahasiswa menuliskan kalimat berkaitan dengan Waktu beribadah dengan menggunakan to be (am, is, are)	Writing: Mahasiswa mampu menulis kalimat yang berkaitan dengan waktu beribadah dengan menggunakan to be (am, is, are)	Writing: Ketepatan dalam menulis menulis kalimat yang berkaitan dengan waktu beribadah dengan menggunakan to be (am, is, are)	Writing: ■ Rewriting (25 menit)		

		Speaking: Mahasiswa mengemukakan aktifitas sehari-hari dalam hal ibadah dengan singkat dalam bahasa	*Speaking:* Mahasiswa mampu mengemukakan aktifitas sehari-hari dalam hal ibadah dengan singkat dalam bahasa	*Speaking:* Ketepatan mengemukakan Aktifitas sehari-hari dalam hal ibadah dengan singkat dalam bahasa Inggris	*Speaking:* Presentation (25 menit)		
XII	*Reading***:** Mahasiswa memahami kosa kata/ istilah bahasa Inggris dalam sebuah teks bacaan yang berkaitan dengan pekerjaan yang baik dan buruk	*Reading***:** Mampu memahami makna kosa kata/ istilah bahasa Inggris dalam sebuah teks bacaan yang berkaitan dengan pekerjaan yang baik dan buruk	*Reading:* Ketepatan dalam mencocokkan kosa kata/istilah bahasa Inggris tersebut dengan gambar.	*Reading:* ▪ Scanning ▪ Matching pictures (25 menit)	**Professions (pekerjaan)**	10%
	Listening: Mahasiswa memahami makna kosa kata/istilah bahasa Inggris yang didengarkan (berkaitan dengan pekerjaan yang baik dan buruk)	*Listening:* Mahasiswa mampu memahami makna kosa kata/istilah bahasa Inggris yang didengarkan (berkaitan dengan pekerjaan yang baik dan buruk)	*Listening*: Ketepatan dalam mencocokkan kosa kata/ istilah bahasa Inggris (berkaitan dengan pekerjaan yang baik dan buruk) dengan terjemahannya.	*Listening:* ▪ Listen and repeat ▪ True or False (25 menit)		
	Writing: Mahasiswa menuliskan kalimat (berkaitan dengan pekerjaan yang baik dan buruk) dengan menggunakan penggunaan *to do*	*Writing:* Mahasiswa mampu menulis kalimat (berkaitan dengan pekerjaan yang baik dan buruk) dengan menggunakan penggunaan *to do*	*Writing:* Ketepatan dalam menulis kalimat (berkaitan dengan pekerjaan yang baik dan buruk) dengan menggunakan penggunaan *to do*	*Writing:* ▪ Rewriting (25 menit)		

	Speaking: Mahasiswa mengemukakan kalimat yang berkaitan dengan Pekerjaan / professions yang baik dan buruk menggunakan *to do*	*Speaking:* Mahasiswa mampu mengemukakan kalimat yang berkaitan dengan Pekerjaan/profession yang baik dan burukmenggunakan *to do*	*Speaking:* Ketepatan mengemukakan kalimat yang berkaitan pekerjaan/professions yang baik dan buruk menggunakan *to do*	*Speaking:* Discussion (Pairs) (25 menit)		
	*Reading***:** Mahasiswa memahami kosa kata/ istilah bahasa Inggris *(noun, verb, dan adverb)* dalam sebuah teks bacaan yang berkaitan dengan sejarah islam	*Reading***:** Mampu memahami makna kosa kata/ istilah bahasa Inggris *(noun, verb, and adverb)* dalam sebuah teks bacaan yang berkaitan dengan sejarah islam	*Reading:* Ketepatan dalam mencocokkan kosa kata/istilah *(noun, verb, dan adverb)* bahasa Inggris tersebut dengan video.	*Reading:* ▪ Scanning ▪ Matching pictures (25 menit)	**History of Islam**	10%
	Listening: Mahasiswa memahami makna kosa kata/istilah bahasa Inggris *(noun, verb, dan adverb)* yang didengarkan berkaitan dengan sejarah islam	*Listening:* Mahasiswa mampu memahami makna kosa kata/istilah bahasa Inggris *(noun, verb, adverb)* yang didengarkan berkaitan dengan sejarah islam	*Listening:* Ketepatan dalam mencocokkan kosa kata/ istilah bahasa Inggris *(noun, verb, dan adverb)* berkaitan dengan sejarah islam dengan gambar.	*Listening:* ▪ Listen and repeat ▪ True or False (25 menit)		

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		Writing: Mahasiswa menuliskan kalimat bahasa inggris (berkaitan dengan Sejarah islam) menggunakan *to be (am, is, are) + verb ing*	Writing: Mahasiswa mampu menuliskan kalimat (berkaitan dengan Sejarah islam) menggunakan *to be (am, is, are) + verb ing*	Writing: Ketepatan dalam menuliskan kalimat (berkaitan dengan sejarah islam) Menggunakan *to be (am, is, are) + verb ing*	Writing: Rewriting (25 menit)		
		Speaking: Mahasiswa mengemukakan cerita singkat dalam bahasa inggris menggunakan *to be (am,is,are)+ verb ing*	Speaking: Mahasiswa mampu Mengemukakan cerita singkat dalam bahasa inggris menggunakan menggunakan *to be (am, is, are)+ verb ing*	Speaking: Ketepatan mengemukakan cerita singkat dalam bahasa inggris menggunakan *to be (am, is, are)+ verb ing*	Speaking: Role Play (25 menit)		
XVI	UAS						

Palopo, ...
Dosen Penyaji,

(...)

KUESIONER EVALUASI UNTUK PENGGUNA (MAHASISWA)

Isilah pilihan dibawah ini
Keterangan:
5 : Sangat Setuju
4 : Setuju
3 : Ragu-ragu
2 : Tidak setuju
1 : Sangat tidak setuju

Nama *

M Wahyuquran

Semester *

3

1. Materi dalam silabus yang disajikan sesuai untuk level basic lower *

	1	2	3	4	5	
Sangat tidak setuju	○	○	○	◉	○	Sangat setuju

2. Materi dalam silabus telah sesuai dengan bidang dan kebutuhan mahasiswa PGMI *

	1	2	3	4	5	
Sangat tidak setuju	○	○	○	◉	○	Sangat setuju

3. Materi dalam silabus mampu meningkatkan kemampuan bahasa inggris mahasiswa dibidang PGMI *

	1	2	3	4	5	
Sangat tidak setuju	◯	◯	◉	◯	◯	Sangat setuju

4. Input materi dalam silabus secara keseluruhan beragam *

	1	2	3	4	5	
Sangat tidak setuju	◯	◯	◯	◉	◯	Sangat setuju
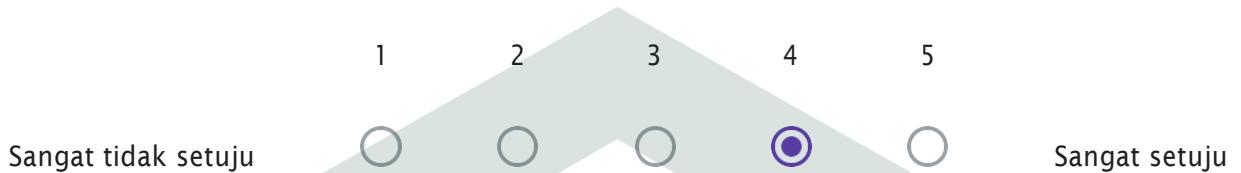
5. Input materi dalam silabus menarik dan mudah dipahami *

	1	2	3	4	5	
Sangat tidak setuju	◯	◯	◯	◉	◯	Sangat setuju
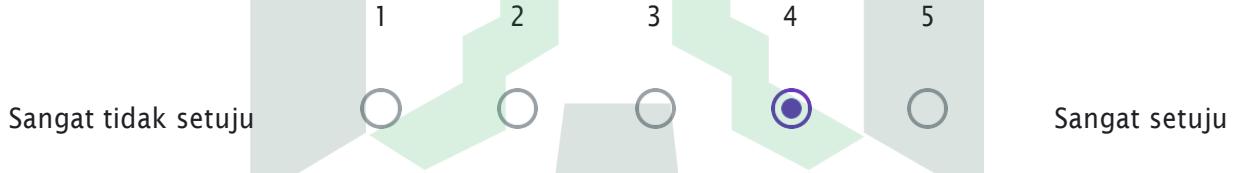
6. Topic input silabus telah sesuai dengan bidang kebutuhan mahasiswa yaitu bidang PGMI *

	1	2	3	4	5	
Sangat tidak setuju	◯	◯	◯	◯	◉	Sangat setuju

7. Kegiatan dalam silabus mendorong mahasiswa berpartisipasi aktif dalam kelas *

	1	2	3	4	5	
Sangat tidak setuju	◯	◯	◯	◉	◯	Sangat setuju

8. Kegiatan keseluruhan dalam silabus beragam *

	1	2	3	4	5	
Sangat tidak setuju	○	○	○	◉	○	Sangat setuju

9. Materi-materi dalam silabus tersusun dengan baik yaitu dari mudah ke sulit *

	1	2	3	4	5	
Sangat tidak setuju	○	○	○	◉	○	Sangat setuju
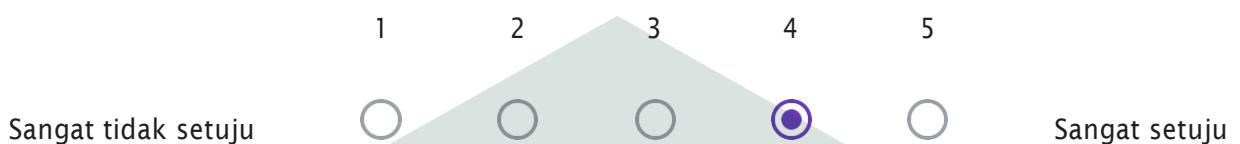
10. Media dalam silabus sudah sesuai dengan materi *

	1	2	3	4	5	
Sangat tidak setuju	○	○	○	◉	○	Sangat setuju

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BIOGRAPHY

Tirta Rhamadanty, was born in Masamba on March, 30th 1999, and she was 22th years old. She is a daughter of Opu Dg. Mamela and Muliyana. She lives in Baliase village, Masamba district, North Luwu Regency. She was graduated from SDN 092 Lindu in 2010, SMPN2 Masamba in 2013, SMAN 1 Masamba in 2016. When she was a senior high school student, she join Dance Art. She continued her study at English Education Department of IAIN (Institute Agama Islam Negeri) Palopo.