

**DESIGNING SYLLABUS FOR ISLAMIC MANAGEMENT  
EDUCATION STUDY PROGRAM AT IAIN PALOPO (RESEARCH  
AND DEVELOPMENT DESIGN)**

*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**

**VERAWATI**

**REG.NUMBER :16 0202 0073**

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

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**VERAWATI**

**16 0202 0073**

**Supervised By:**

- 1. Dr. Sahraini, M.Hum**
- 2. Wahibah, S.Ag., M.Hum**

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



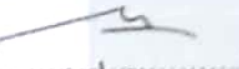
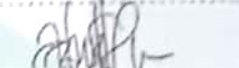
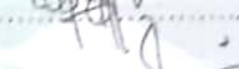
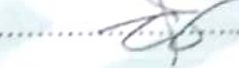
**2021**

## THESIS APPROVAL

This thesis, entitled "Designing Syllabus for Islamic Management Education Study Program at IAIN Palopo (Research and Development)" written by Verawati, Reg. Number 16 0202 0073, English Language Education S1 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 Monday, May 3<sup>rd</sup> 2021 M, coincided with Ramadhan 21<sup>th</sup> 1442 H. It is authorized and acceptable as partial fulfillment of requirement for S.Pd, degree in English language teaching.

Palopo, May 3<sup>rd</sup> 2021  
Ramadhan 21<sup>th</sup> 1442 H

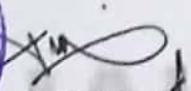
### COMMITTEE OF EXAMINATION

- |                                      |                 |   |
|--------------------------------------|-----------------|---|
| 1. AmaliaYahya, S.E., M.Hum          | Trial Chairman  | (.....  .....)   |
| 2. Wahibah, S.Ag.,M.Hum              | Trial Secretary | (.....  .....)  |
| 3. Madehang, S.Ag., M.Pd             | Examiner I      | (.....  .....) |
| 4. Andi Tenrisanna Syam, S.Pd., M.Pd | Examiner II     | (.....  .....) |
| 5. Dr. Sahraini, M.Hum               | Consultant I    | (.....  .....) |
| 6. Wahibah, S.Ag.,M.Hum              | Consultant II   | (.....  .....) |

Approved by;


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



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

Head of the Study Program  
English Language Education



  
AmaliaYahya, S.E.,M.Hum  
NIP.19771013 200501 2 006

## PRONOUNCEMENT

Signature By:

Name : Verawati  
Reg. Number : 16.0202.0073  
Department : English Education  
Faculty : Tarbiyah and Teacher Training

With all awareness and consciousness, the research who signed bellow, pronounces that this is literary work of research herself. If it is proven that this thesis is duplicated, copied or made by other people as whole or partially, it causes this thesis is invalid for law.

Palopo, May 2021

**The Researcher**



**Verawati**  
**NIM: 16.0202.0073**

## CONSULTANT APPROVAL

**Thesis Entitled Designing Syllabus for Islamic Management Education Study Program  
at IAIN Palopo (research and development)**

**Written By :**

**Name : Verawati**  
**Reg. Number : 16.0202.0073**  
**Faculty : Tarbiyah and Teacher Training**  
**Study Program : English Education**

**Has been corrected and approved to be examined.**

**Palopo, 3 Mei 2021**

**Consultant I**



**Dr. Sahraini ,M.Hum**  
**NIP. 19691231 199903 2 00 1**

**Consultant II**



**Wahibah,S.Ag.,M.Hum**  
**NIP. 19690504 200312 2 002**

## NOTA DINAS PEMBIMBING

Palopo, 3 Mei 2021

Lamp : -  
Hal : Skripsi

Kepada Yth.

Dekan Fakultas Tarbiyah dan Ilmu Keguruan

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*Assalamu 'Alaikum Wr. Wb*

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

Nama : Verawati  
NIM : 16.0202.0073  
Prodi : Pendidikan Bahasa Inggris  
Fakultas : Tarbiyah dan Ilmu Keguruan  
Judul : Designing syllabus for Islamic management education study program  
at IAIN Palopo(research and development)

Menyatakan bahwa skripsi tersebut sudah layak diajukan untuk diujikan.

Demikian untuk diproses selanjutnya.

*Wassalamu 'Alaikum Wr. Wb*

Pembimbing I



Dr. Sahraini ,M.Hum  
NIP. 19691231 199903 2 00 1

Pembimbing II



Wahibah,S.Ag.,M.Hum  
NIP. 19690504 200312 2 002

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**Palopo, 28 April 2021**

**Verawati**

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## ABSTRACT

Verawati, 2021, “Designing Syllabus For Islamic Management Education Study Program At Iain Palopo (Research And Development Design)”. The thesis of the English education study program. Consultant (1) Dr. Sahraini, M.Hum. and (2) Wahibah, S.Ag., M.Hum.

This research is about designing an ESP syllabus for Islamic management education. The research question is “what syllabus that suitable for the Islamic management education study program at Iain palopo?”. Based on the question the researcher wants to make a syllabus that appropriates for the Islamic management education study program at IAIN palopo. This research was done at IAIN palopo, especially the third semester of the Islamic management education study program on January 19<sup>th</sup>, 2021. The population of this researcher is the third semester of Islamic management education student with a total of the population is 124 students and the researcher just took half of the population as the sample of this research are 62 students. The researcher used the research and development (R&D) method utilized ADDIE model. It consists of analysis, design, development, implementation, and evaluation. The English syllabus was designed to refer to the Indonesia national qualification framework(INFQ) and the students’ need analysis result. As the product of this research, the designing English syllabus for the first-semester Islamic management education study program at IAIN Palopo includes several components: (1) learning goals of English for Islamic management education study program can provide academic services using English. (2) Learning material: English material is basic English and vocabulary including auxiliary verb (to be, to do, to have, and modals), describing things, question words, telling time, simple present, and asking and giving an opinion. The Islamic Management material including office, human resources, administration in madrasah, service simulation, management in madrasah marketing. (3) the learning methodology is task-based learning. (4) Learning media are video, pictures, books, and social media. The instrument was used in this research were questioner for need analysis and an observation sheet for three expert validators and students’ perception. In this research three experts were involved to validate the product. Therefore, the result indicated that based on the expert validation and students’ perception as well as try-out design result, the product of this research was appropriate to be applied for the student of Islamic management education teacher study program at the first semester as the primary syllabus for English course. The designed syllabus of this research will be beneficial for English lecturers in teaching English for Islamic management education teacher study program, especially for the first-semester student.

**Keyword:** Design, ESP syllabus, English for Islamic Management Education

# CHAPTER I

## INTRODUCTION

### A. Background

Around the world, every country has its own rules about education that they need to follow. Especially in Indonesia, every teacher has their style about how to teach their student. But, they are still following the government made. The lecture has to make a syllabus to increase the student needs. A syllabus is a curriculum development that describes the basic competency and basic competencies to be achieved, the main point, 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 up to the assessment of learning outcomes. Educators review learning and develop syllabus on an ongoing basis by paying attention and considering the result of the evaluation of learning through reflection and through classroom action research and evaluation of learning outcomes through tests with correct procedures and standards.

The syllabus as a guideline for preparing learning plans, implementing learning, and learning follow-up consist of components of competency standards, basic competencies, subject matter, learning strategies, time allocation, and sources of material and tools used for learning. The syllabus components are analyzed and assessed so that time allocation, subject matter, and learning

resources can be determined which will measure the achievement of competency standards and basic competencies for the student. (H. Syaiful Sagala, 2008).

Make a syllabus sometimes difficult for most person whos has dream being teacher. This case happens when they do not know about the student needs that connected to their major and how to make students anxious about learning English. Especially in the English department is easy to teach about English because they already have an interest in English itself. It is very different to teach English to another major, like Islamic management education almost all of the students have no interest in English. Why? Because they think it is not connected with their major.

So, be based on the matter the writer mention teach English to another major, we need to “Designing ESP Syllabus for Islamic Management Education Study Program”.

## **B. Identification of The Problem**

The problem identification of this research are :

- 1. Lecture teach about general English.**
- 2. Every lecturer has their own syllabus to teach the student.**
- 3. Student do not interest in English.**



### **C. Delimitation of The Problem**

The delimitation of this problem focuses on designing an ESP syllabus in learning English for the Islamic management education study program at IAIN Palopo, especially for the first semester. The researcher will limit the syllabus which will design based on learners' needs analysis.

### **D. Formulation of The Problem**

The researcher to formulate the problem as a research question as follow: 'What syllabus that suitable for Islamic management education Study Program of IAIN Palopo?'

### **E. Objective of The Research**

The objective of the research is to design an English syllabus for the Islamic management education program to help lecturers to teach English in the Islamic management education study program of IAIN Palopo.

### **F. Significant of The research**

There are some expected advantages of this research; theoretically, for helping the lecturer to teach the student in Islamic management education. In practically, the first advantage is for students of Islamic management education

program, the students could comfortable to learn English because related with their major. Second, English lectures can use the syllabus to know the student needs and minimize the lack of the students. The last, for the further researcher, this research can be used as a reference in making a syllabus related to English for specific purposes materials.

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

#### **A. Previous Study**

There are some research that relevant to this research, those are:

1. **Dora Chostelidou (2010) a need analysis approach to ESP syllabus design in greek tertiary education: a descriptive account of students' needs.**

The objective of this research was to design a syllabus for the student of greek tertiary education using need analysis. This research describes the initial phase of a needs analysis project which was developed in the context of greek tertiary education with the aim to identify the need of a target group of learners.

This research a multi-method approach that involved both quantitative and qualitative research methods was adopted in the need analysis project. Triangulation of sources and methods ( Jasso-Aguilar, 1999) was also attempted in order to secure the validity and reliability of the research. Data were collected through the students' questionnaire by 395 students and interview 35 students to gain more meaningful insights into the situation.

The result of this research is designing syllabus for student of greek tertiary education.

2. **Luqman Hakim (2017) developing ESP syllabus for a nursing student at STIKES Al-Irshad Cilacap.**

**The objective of this research was to develop a syllabus for the nursing student of Stikes Al-Irshad at Cilacap. The research focuses on finding out English material that is connected with their profession.**

**This research using Borg and Gall model to designing the syllabus. The data collected using a questionnaire, an interview guide, and an observation guide.**

**The result of this research was the ESP syllabus that suitable for the nursing students at Stikes Al-Irshad Cilacap.**

3. **Dinamika (2016) developing an English syllabus for tourism management students of the second semester in the academic year of 2015/2016 at STIM sukma medan.**

**This research talk about developing an ESP syllabus for tourism management student of the second semester at STIM sukma medan. This research focuses on developing a syllabus that improves student ability in speaking especially daily conversation and presentation that related to their work.**

**The data collecting in this research were questionnaires and interviews by the student of the second semester at STIM sukma medan.**

**The result of this research is the syllabus that suitable for the student of the second semester in the academic year of 2015/2016 at STIM sukma Medan.**

4. **Fatmawati (2017) needs analysis in English for specific purposes at vocational school.**

**Investigated a Descriptive Research at the Eleventh Grade Students of Marketing Major of SMK Negeri 1 Demak. This research used two significance, first, for the teacher, Informing needs of the marketing students in learning English; Informing opinions of the marketing students in learning English; Describing activities of English teaching and learning process in the classroom that can be used as a reference to make English lesson more guided. Second, For the school, Providing a report as a suggestion to design.**

**specific, materials for the marketing students; Increasing the insight of English for Specific Purposes (ESP) in the English teaching and learning process.**

## **B. Some Pertinent Ideas**

### **1. English for Specific Purpose (ESP)**

#### **a. Definition**

**According to Hutchinson and Waters (1987), ESP is an approach to language teaching in which all decisions as to content and method are based on the learners' reason in learning. The ESP focal point is that English is not taught as a subject separated from the students' real world (or wishes); instead, it is integrated into a subject matter area important to the learners while Richards & Rodger (2001) said that ESP as 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.

So, The English teaching approach can be very effective when tailored to students' interests and needs. That is, a foreign language should be studied according to the interests and needs of the students to improve learning performance. Even language teachers and students have realized that lessons are far more interesting when presented specifically to one context regardless of the method used.

#### b. Characteristic of ESP

Stevens (1998) said that English for Specific Purpose (ESP) is needed to distinguish between four absolute and two-variable characteristics. The four absolute characteristics of ESP consist of English language teaching, they are: (1). Design to meet the specific needs of the learners. (2). Related to content ( in themes and topics) to 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). Differentiated to General English. The variable characteristics of it include: (1). Restricted as to the language skills to be learned (e.g. reading only). (2). Not taught according to any pre-ordained methodology.

According to Dudley-Evans (1998), there are two kinds of characteristics that outline ESP: some absolute and some variable. The absolute characteristics of

ESP namely: (1). English Specific Purpose (ESP) is defined to meet the specific needs of the learners. (2). English Specific Purpose (ESP) makes use of the underlying methodology and activities of the discipline it serves. (3). English Specific Purpose (ESP) is centered on the language appropriate to these activities in terms of grammar, lexis, register, study skills, discourse, and genre. The variable characteristics of it include: (1). English Specific Purpose (ESP) may be related to or designed for specific disciplines. (2). English Specific Purpose (ESP) may use, in specific teaching situations, a different methodology from that of General English. (3). English Specific Purpose (ESP) is likely to be designed for adult learners, either at a tertiary level institution or in a professional work situation. It could, however, be for learners at the secondary school level. (4). English Specific Purpose (ESP) is generally designed for intermediate or advanced students. (5) Most English Specific Purpose (ESP) courses assume some basic knowledge of the language system.

Characteristic of English Specific Purpose (ESP) refers to a different approach and assumption than general English. In this context, learners learn English not for reasons of wanting to know the language as the language and culture embodied in it, but learners learn English Specific Purpose (ESP) because it has specific and specific purposes in academic and professional occupations one with another.

### c. The Objective of teaching ESP

There are five main objectives to be reached in the teaching and learning process of ESP according to Basturkmen (2010: 133). They are as follow:

- 1) To reveal subject-specific language use, this objective aims to demonstrate to the learner show the language is used in the target setting.
- 2) Develop target performance competencies.
- 3) To teach underlying knowledge.
- 4) Develop strategic competence.
- 5) To foster critical awareness or what is called cultural knowledge and affective objectives (Stern in Basturkmen, 2010: 143) and aims at making students conscious and culturally aware of the target situation.

## 2. Needs Analysis in ESP

Hutchinson and Waters (1987) divide need analysis into two categories, Target need and learning need (Nation and Macalister, 2010:24)

### a. Target needs analysis

Nation and Macalister (2010: 24-25) define *target needs* as an analysis conducted to know what the learner needs to do in the target situation. The analysis of target needs analyze 1) *Necessities*, the type of need determined by the



demands of target situation to know what the learner has to know to function effectively in the target situation; 2) *Lack*, refers to the analysis to know what the learners know already; and 3) *Wants*, to know what the learner wants to learn.

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. Nunan (2004) proposed six elements of task components. They are the goal, input and procedures, setting, the role of the teacher, and the role of students. Goal refers to the necessities in the target needs; input refers to lack and wants.

#### b. Learning need analysis

Learning needs refers to what the learner needs to do in order to teach (Nation & Macalister, 2010: 24). The learning need is closely related to activities which the learners need to do to achieve the abilities which are required by the learners to be able to perform the required degree of competence in the target situation. To construct the learning materials, it is important to analyze the students' learning need to decide an engaging teaching and learning process which the students wish. This analysis is connected with activities, setting, the role of teacher, and the role of students. to meet the good composition of the learning task, the other elements of the four task components are applied to this research.

According to Hutchinson and Waters, a relevant 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**

According to Hutchinson and water (2001:14) following the main purpose of a syllabus that is to break down the mass of knowledge to be learned into manageable units, the role of syllabus varies from a different.

point of the teaching material which inspires the production of texts and exercise and the basis on which proficiency will be evaluated.

According to Aisyah (2011:3) syllabus is a learning plan for a particular group or subject that includes competency standards, basic competencies, the subject matter of learning, learning activities, indicators of achievement of competencies for assessment, time allocation, and learning resources. Also, the syllabus is compiled based on standard content which contains subject identity, competency standards, and basic competencies, the subject matter of learning, learning activities, indicators, assessment, and learning resources.

#### **b. Types of Syllabus**

Mariana Ulfah Hoesny in her journal said that types of syllabus there are six; (1) grammatical syllabus, (2) lexical syllabus, (3) skills syllabus, (4) functional-notional syllabus, (5) content syllabus, and (6) task-based syllabus.

#### **c. Syllabus Design**

**Syllabus design is a process of developing a syllabus (Ricards, 2001:2). Syllabus design involves two or more types of syllabus since there is no single type of syllabus that can be suitable for all teaching settings.**

**To decide about syllabus design has to be taken into consideration of all the possible factors that may influence the implementation of a particular syllabus. By examining each type of syllabus, choosing and integrating types of the syllabus, a solution to the problem of whether a syllabus is.**

#### **d. Component of Syllabus**

**According to the Islamic management education study program at IAIN Palopo about the component syllabus. There are :**

- 1) Subject Identity ( subject material)**
- 2) The expected final destination**
- 3) Source material**
- 4) Learning form**
- 5) Time allocation**
- 6) Student learning experience**
- 7) Assessment criteria and indicators**

#### **4. Islamic management education (MPI)**

**Islamic education management studies about planning, managing, executing, and monitoring the educational process and the infrastructure of educational institutions. it is the same as the education management study program, but what distinguishes it from the Islamic education management study program is that in this study program management education is studied by referring to Islamic values based on the Qur'an and hadith.**

**job prospects that can be taken in this department are:**

- a. Manager of Islamic education institutions.**
- b. Islamic education institution management consultant practitioners of Islamic education institutions.**
- c. Research in the field of management and/or Islamic education, Islamic education educative personal.**

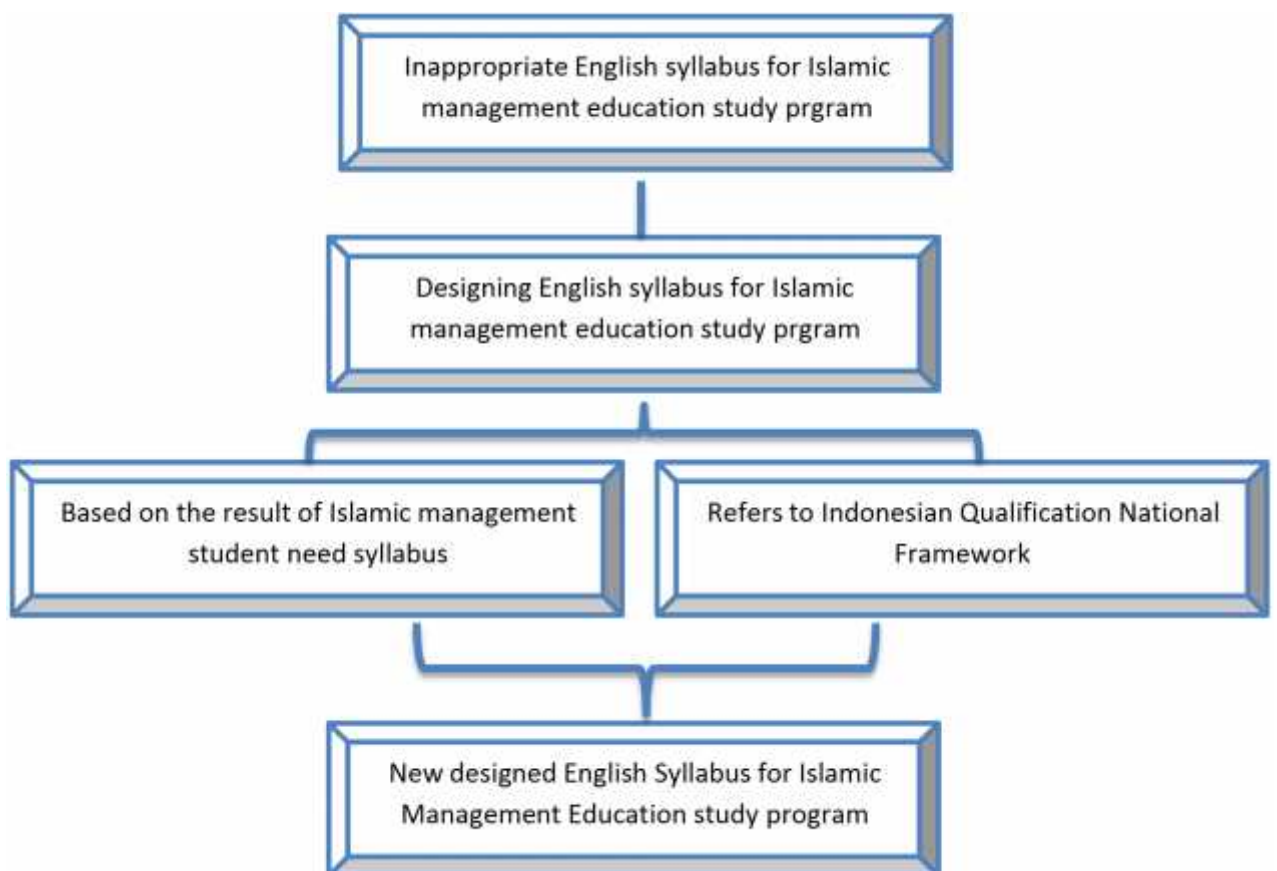
**The essence of management lies in educational management, namely the management of educational institutions as systems. therefore, what should be managed as a whole is:**

- Performance of educational institution employees.**
- Administering educational activities.**
- The activities of educators are their duties and obligations.**
- Curriculum as a concept and educational goals.**

- Learning systems and teaching and learning methods.
- Education supervision and supervision.
- Evaluation of education and education financing in terms of facilities, tools, facilities, and infrastructure.

### 5. Conceptual framework

The purpose of this research is by using R and D model is to design an English syllabus for the student of the Islamic Management Education study program at IAIN Palopo. In this study, the writer will use the ADDIE model in designing and suitable syllabus for the student of Islamic Management Education at IAIN Palopo. It will be described in the following conceptual framework:



The problem faced by the parties of the Islamic Management Education study program was the inappropriate syllabus for their ESP course i.e English for Islamic Management Education. Because of that, in this research, the researcher tried to offer a newly designed English syllabus for Islamic Management Education. By designing the syllabus, the researcher expected it would be appropriate for the Islamic Management Education students' needs in English. Therefore, it could improve their motivation and comprehension in learning English. Moreover, could be useful for their real-world situation. The syllabus was designed based on the result of Islamic students' need analysis and it again refers to the Indonesian National Qualification Framework (INQF). Eventually, the result of this research would be an appropriate English syllabus for the Islamic Management Education study program at IAIN Palopo.

## **CHAPTER III**

### **RESEARCH METHOD**

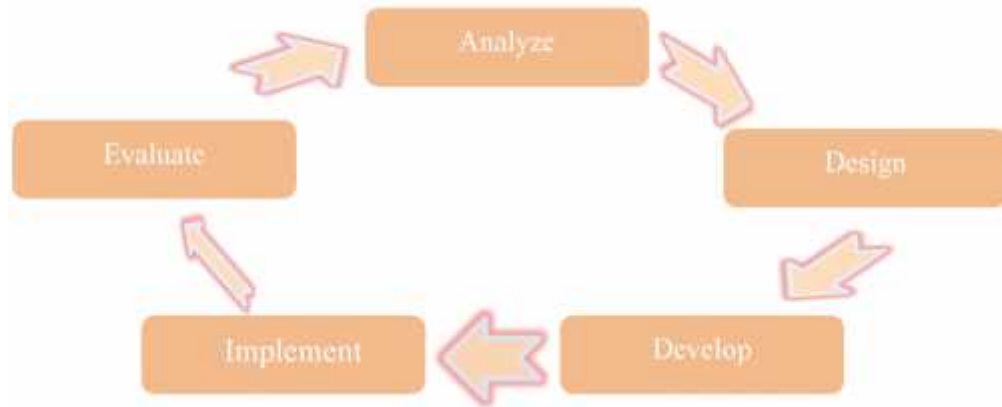
#### **A. Research Design**

**This research is classified into Educational Research and Development (R&D). Educational R & D is adapted from an industry-based development model in which the results of the research will be taken to create new products or procedures, which then are systematically implemented, evaluated, and revised to meet specified criteria of effectiveness, quality, or similar standards.**

**In practice, this type of study takes evaluation to play a key role in the process. Evaluation of the process of refining products is done over and over until the best form of the product is found. Borg and Gall say that this model provides a good promise to improve education because it involves a close connection between systematic evaluation programs and program development. In education, this research is conducted to design the syllabus which can be implemented effectively to meet the students' needs.**

#### **B. Research Procedure**

**The procedures of the research are described as follows:**



### **Analysis**

**In this phase was well-know as a need analysis phase (Madehang and Sukiman,**

**2019). In this phase the researcher do the observation to collect the needs, lack and want by the subject. Also, the researcher find out the goals and objective needed.**

**This pahse the researcher decides the target of population. After deciding the target, the researcher dealing with how data will gather. Then, the researcher prepare the instrument to collecting data from the subject.**

### **Design**

**The data output from the analyze phase were input of the design phase. This phase the researcher formulated object of the course based on findings of need analysis. Then, she collect as much as english material that connect with their major. Finally, she made the prototype component of syllabus from the easiest to the hardest.**



### **Develop**

There are some activities being done in this phase. The first step, she formulated the goals and objectives by stating them in syllabus. Second, she made a strategies and method in the real syllabus based on the characters and needs. Third, she finish the prototype of syllabus. Finally, the researcher wrote all the competencies.

### **Implementation**

This phase was also well-known as product try-out. The product was implemented by the expert of the course. The aims of trying out were; 1) to look at the syllabus already fulfilled the student need, the goals and objectives of the course or not; 2) to look the material and media are appropriate with the target student or not; 3) to analyze the learning activities interest or not. The revision was done until the researcher produces an appropriate syllabus for the course.

### **Evaluation**

In this phase the researcher already made second draft of syllabus after the implement by expert judgement and the student.

### **C. Research Subject**

The subject of research was the students of the Islamic Management Education study program at State Institute For Islamic Studies Palopo.

### **D. Data Collection Techniques**

In this study, the data will collect through questionnaires. Firstly, the needs analysis questionnaire was used to gather the data of the target and learning needs in English. The learners will ask to answer several questions related to their characteristics and needs in learning English by choosing one or more options from several options provided. The teacher will interview informally to support the data from the questionnaire. Secondly, opinions and suggestions from the experts propose through the expert judgments questionnaire to find the appropriateness of the design materials.

#### **E. Data Collection Instruments**

In collecting the data, an interview is the first step to know English learning at the school. An interview is done with students and English

teachers. The questionnaires will distribute to the students and a materials expert. There are two types of questionnaires used in this research. Those are the needs analysis questionnaire and expert judgment questionnaire.

The researcher interviews the English teacher and students to know how English lessons think in class and what materials they think.

##### **1. Needs analysis questionnaire**

The need analysis questionnaire is distributed to find out the target needs and the learning needs of the students of the Islamic Management Education study program at State Institute For Islamic Studies Palopo. In developing the needs analysis questionnaire, this study will refer to the theory of needs assessment proposed by Hutchinson and Waters, Graves, and Nunan.

## 2. Expert judgment questionnaire

The second questionnaire is the expert judgment. It is proposed to a materials expert to know their opinion and suggestions about the developed materials.

## F. Data Analysis Techniques

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

### 1. Data Analysis in the questionnaire.

The data analysis that will be used in this part is descriptive which will be analyzed by calculating the percentage of the answer. The result of the need analysis from the questionnaire will use this pattern:

$$X = \frac{x}{N} \times 100\%$$

$N$

$$X = \text{Score}$$

$x = \text{The same answer of students}$

$N = \text{Total number of students}$

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

### 2. 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.

$$R = \frac{X_h - X_l}{5}$$

5

R = Range

X<sub>l</sub> = The lowest Score

X<sub>h</sub> = The highest 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:

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

n

**Table 3.1.Data Conversion Table**

<b>Scales</b>	<b>Interval</b>	<b>Descriptive Categories</b>
<b>1</b>	<b>1.0 &lt; X 1.7</b>	<b>Very Poor</b>
<b>2</b>	<b>1.8 &lt; X 2.5</b>	<b>Poor</b>
<b>3</b>	<b>2.6 &lt; X 3.3</b>	<b>Fair</b>
<b>4</b>	<b>3.4 &lt; X 4.1</b>	<b>Good</b>
<b>5</b>	<b>4.2 &lt; X 5.0</b>	<b>Very Good</b>

## **CHAPTER IV**

### **FINDING AND DISCUSSION**

**In this chapter consist of the finding of the research show of the result of the data analysis then discuss them into the discussion section research.**

#### **A. Research Finding**

##### **1. The Result of Need Analysis**

**In this need analysis, the researcher did observation about the material in Islamic Management Education by asking the lecture. Then, made a questionnaire and researched through a google form., it provided the result of need analysis of Islamic Management Education students of IAIN Palopo consisting of target needs and learning needs.**

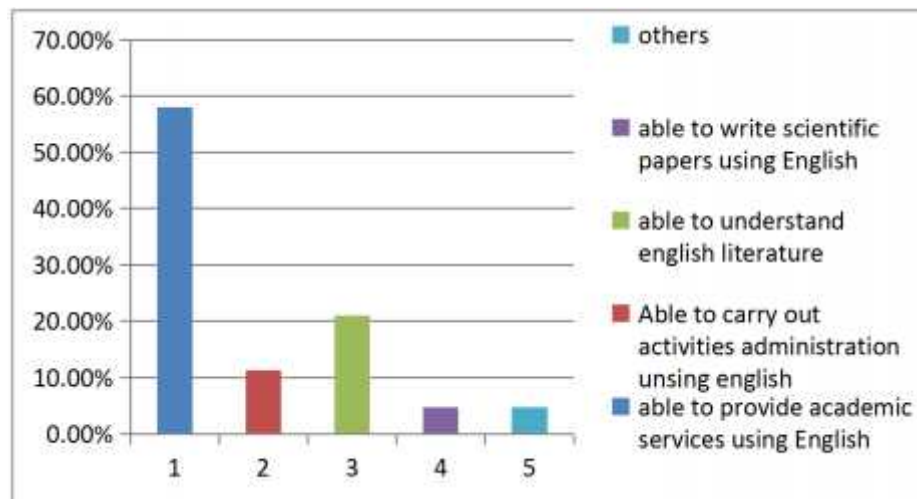
##### **a. Student profile**

**In this research, the researcher choose the student of Islamic management education study program at IAIN Palopo as the subject, here's the student profile of Islamic management education. All the population are 124 student and the sample that researcher took are 62 student from four class. Among them, there are 16 boys and 46 girls. Average age around 18 years until 22 years old.**

##### **b. Target Needs**

###### **1) Need**

The data shows that the final purpose of the students in learning English can be seen in this following chart as follow:



Ch

art 4.1. The percentage of student's need in English learning

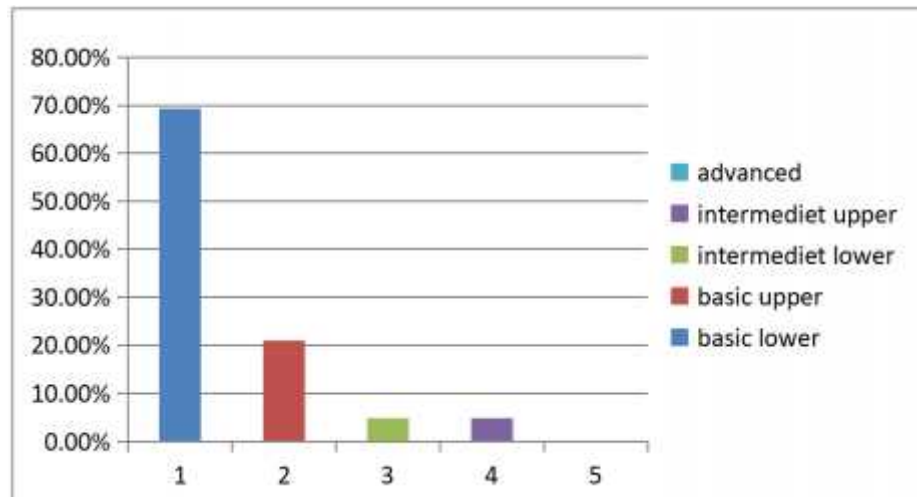
The chart above shows that the final purpose in learning English is able to provide academic services using English (58.10%), able to carry out activities administration using English (11.30%), able to understand English literature(21%), able to write scientific papers using English(4.80%), and others option (4.8%)

Most student choose their target using english was able to provide academic servise english because most of them want to became part of islamic school, like lecture or staff.

## 2) Lack

The data that is related to the student's lack showed that English basic (Lower)of Islamic Management Education students are (69.40%) of students are in Basic (Upper) (21%) of students are in Intermediate (Lower) (4.8%), of

students are in Intermediate (Upper) (4.8%), of students are in Advanced level (0%). The result showed in the chart below:



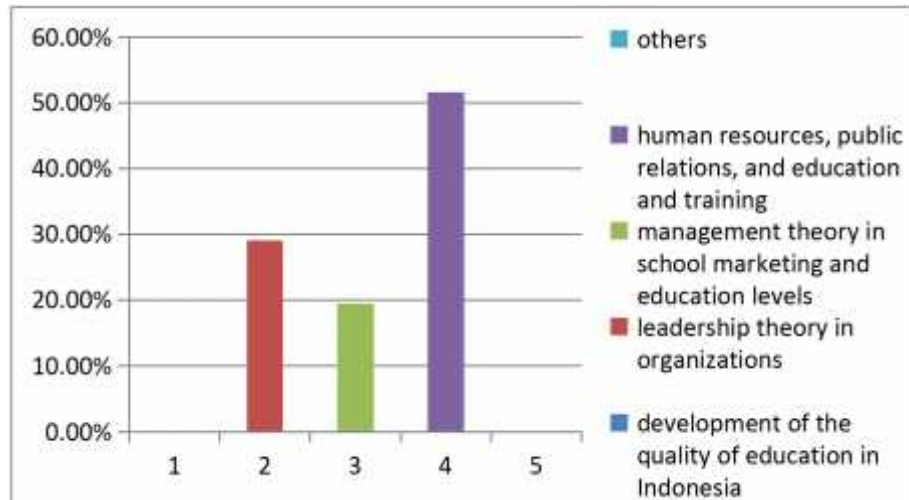
Ch

#### art 4.2. The Percentage of Student's Level Ability

##### a. Learning Needs

##### 1) Learning Material

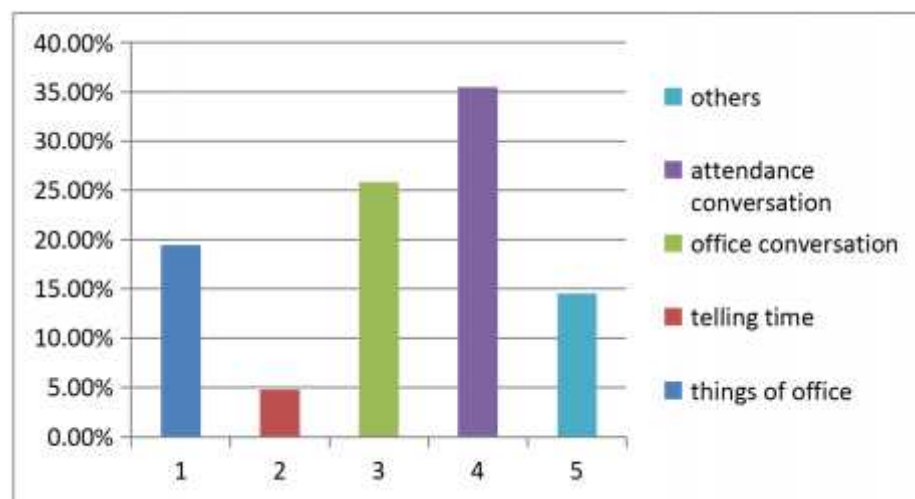
Based on the questionnaire result of need analysis, the student answered the question about what material they wanted to learn in reading skills. It can saw as follow:



**Chart 4.3. The percentage of Learning Material in Reading Skill**

The chart shows the development of the quality of education in Indonesia (0%), leadership theory in the organization (29%), management theory in-school marketing and education levels (19.4%), human resources, public relation, and training (51.6%), and the student chooses the other option (0%).

After that, the material they wanted in listening skill. It can saw as follow:

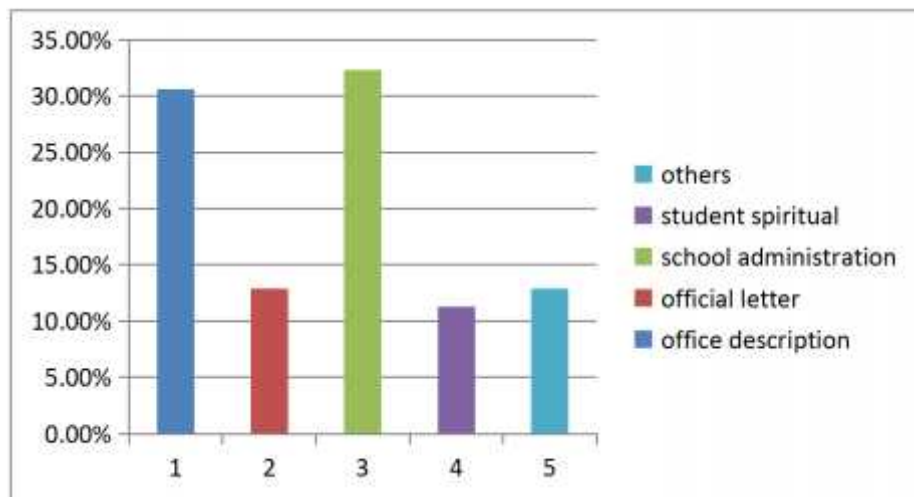


**Chart 4.4. The percentage of Learning Material in Listening Skill**



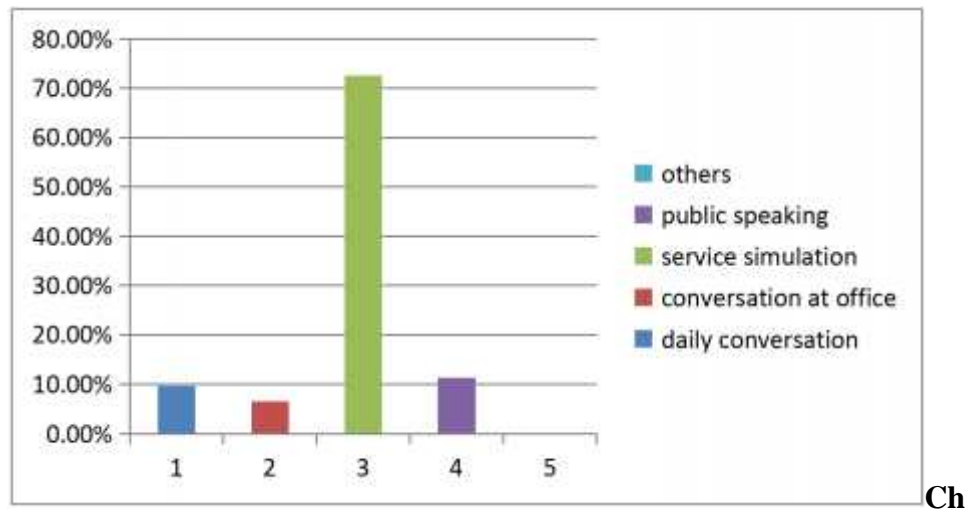
The chart above show the students answered things of office(19.4%), telling time(4.8%), office conversation(25.8%), attendance conversation(35.5%), and other option (14.5%).

Furthermore, the students answered about what material they wanted in writing skill. the chart below show that some of the student answered office description(30.6%), official letter(12.9%), school administration(32.3%), student spiritual(11.3%). and other options (12.9%). It can saw as follow:



**Chart 4.5. The Percentage of Learning Material in Writing Skill**

next, the students answered what material they wanted in speaking skill. It can saw as follow:

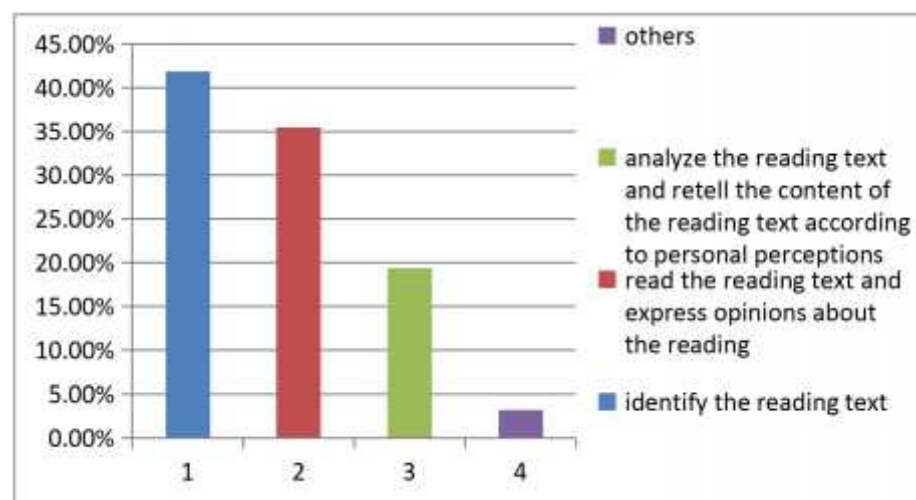


**Chart 4.6. The Percentage of Learning Material in Speaking Skill**

The chart above shows that some of the students answered daily conversation(9.7%), conversation at the office (6.5%), service simulation(72.6%), public speaking(11.3%), and other option (0%).

### 1) Activities

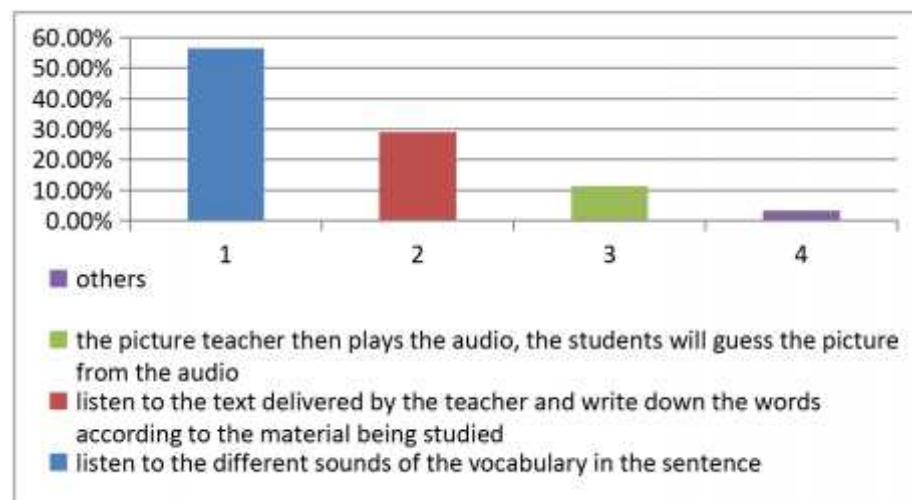
The data show that the students answered about the activities that they wanted to improve their reading skills. It can saw as follow:



**Chart 4.7. The percentage of student's activities in reading skill**

The chart above shows that the students answered identify the reading text(41.9%), read the reading text and express opinions about the reading(35.5%), analyze the reading text, and retell the content of the reading text according to the personal perception(19.4%), and other option (3.2%).

Meanwhile, the activities that the students wanted in listening skill. It can saw as follow:

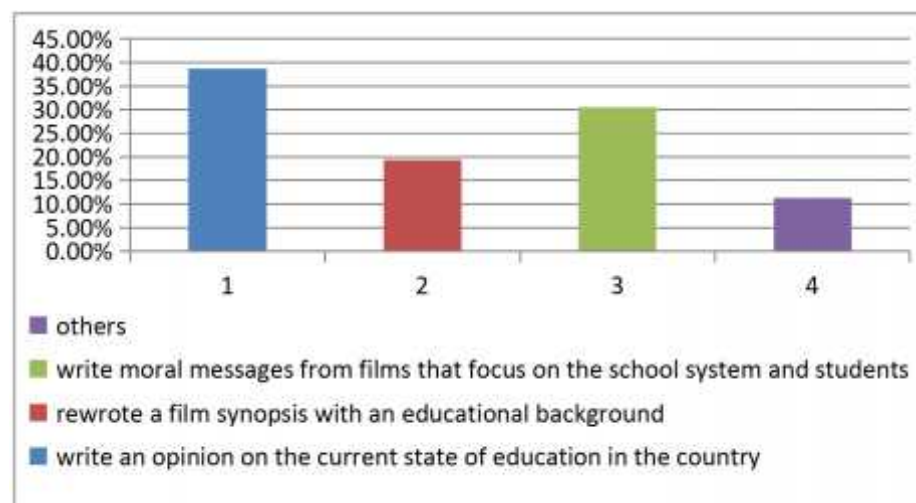


**Chart 4.8. The percentage of student's activities listening skill**

The data above show that the students answered listen to the different sounds of the vocabulary in the sentence(56.5%), listen to the text delivered by the teacher, and write down the words according to the material being studied(29%), the picture teacher then plays the audio, the students will guess the picture from the audio(11.3%), and other option (3.2%).

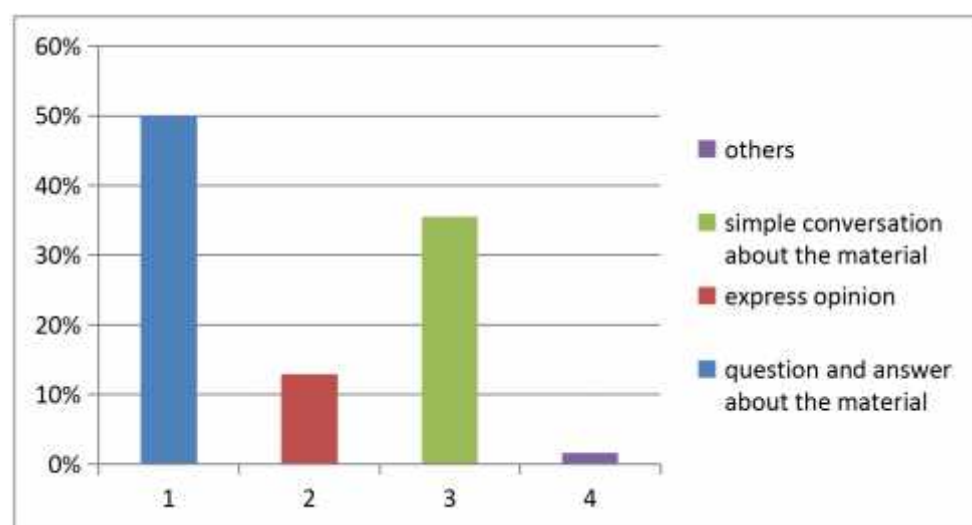
Next, the students answered about the activities that they wanted in writing skills. the data shown below show that the students answered write an opinion on

the current state of education in the country(38.7%), rewrote a film synopsis with an educational background(19.4%), write moral messages from films that focus on the school system and student(30.6%), and other option (11.3%). It can saw as follow:



**Chart 4.9. The percentage of student's activities in writing skill**

Besides, the students answered about the activities that they wanted in speaking skill. It can saw as follow:



**Chart 4.10. The percentage of student's activities in speaking skill**

The chart above shows that the students answered the question and answer about the material(50%), express opinions (12.9%), a simple conversation about the material(35.5%), and other options (1.6%).

### 1) Media

Based on the student's result of need analysis, the question about what is the teaching media that could support students in the learning process especially in reading skill. The students answered mobile phone(29%), newspaper(1.6%), book(67.7%), and other option (1.6%). It can saw as follow:

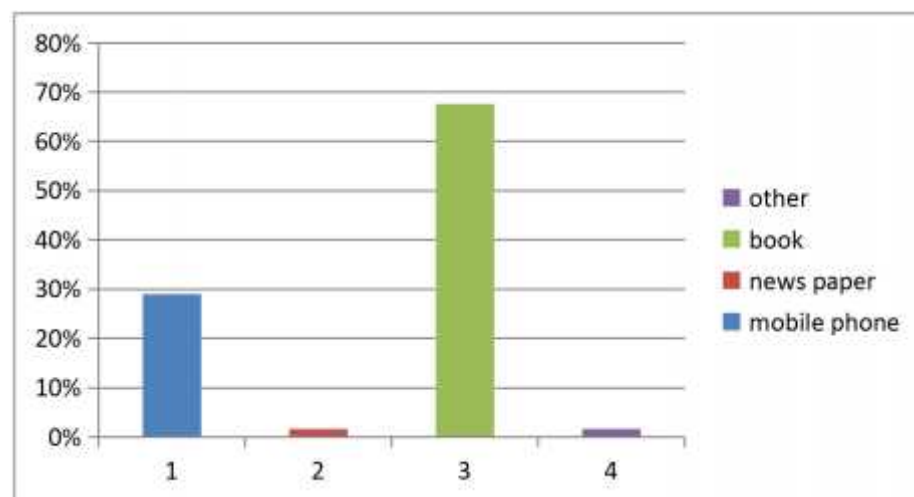
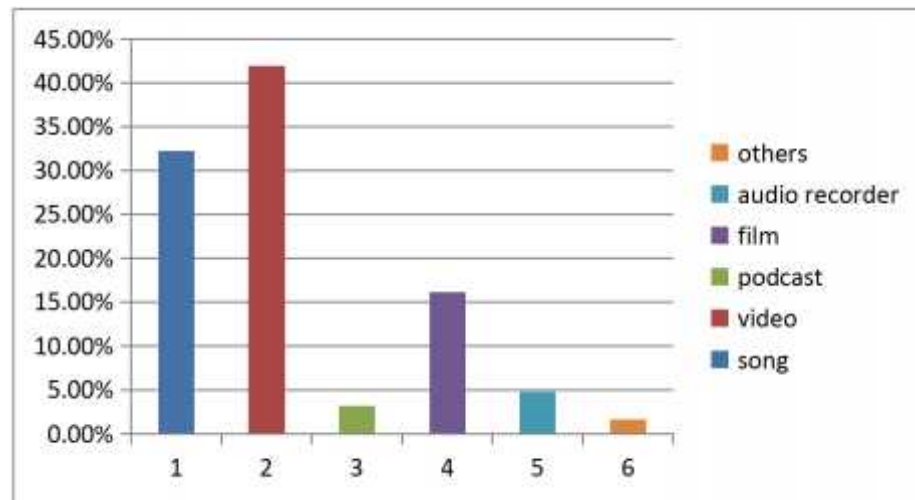


Chart 4.11. The Percentage of Student's media in Reading Skill

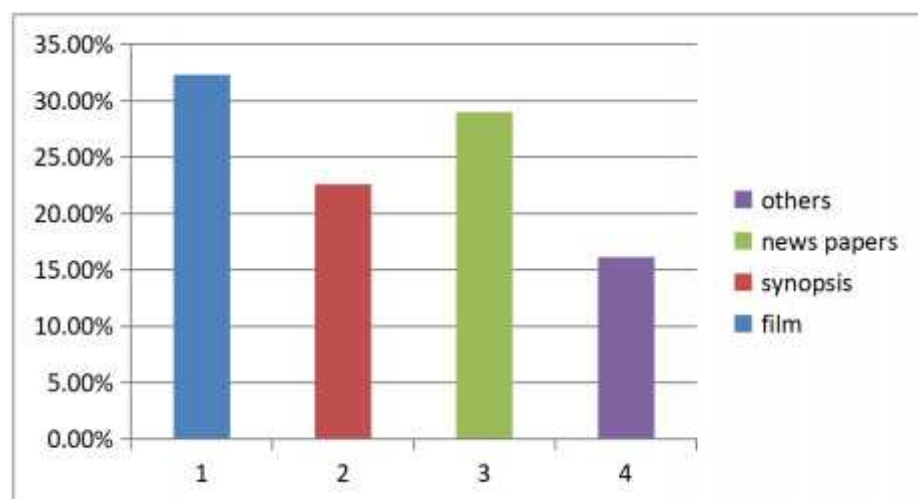
Meanwhile, the students answered about what teaching media that they wanted in learning English, especially in listening skill. It can saw as follow:



**Chart 4.12. The Percentage of Student's media in Listening Skill**

the data above shows that the students answered song(32.2%), video(41.9%), podcast(3.2%), film(16.1%), audio recorder(4.8%), and other option (1.6%).

In the next one, the students answered about what teaching media that they wanted in learning English especially in writing skill. It can saw as follow:



**Chart 4.13. The Percentage of Student's media in Writing Skill**

The data above show that the students answered film(32.3%), synopsis(22.6%), newspaper (29%), and other options (16.1%).

The last, the student answered about what media that they wanted in learning English, especially in speaking skills. the answered book(62.9%), basic English book(32.3%), and other options (4.8%). It can saw as follow:

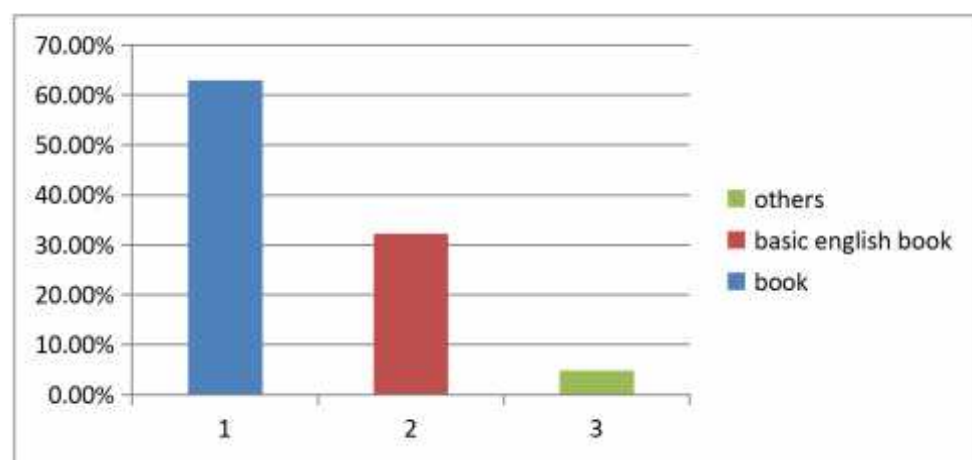
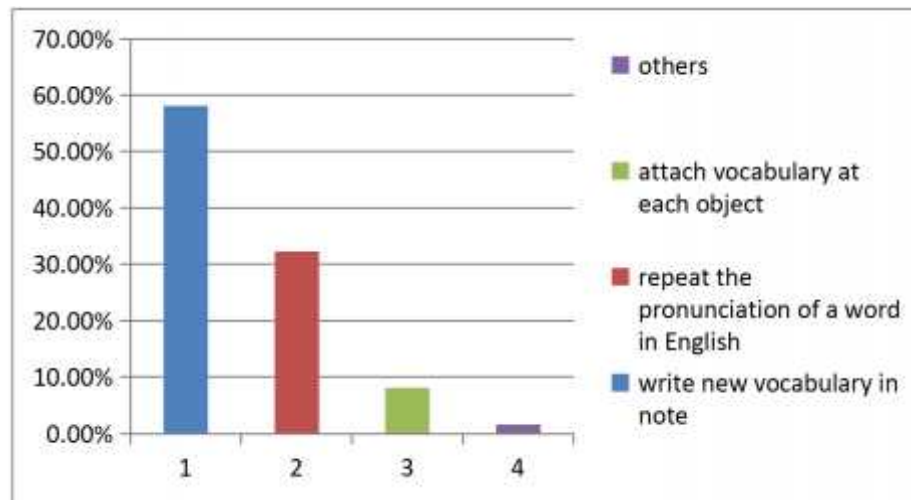


Chart 4.14. The Percentage of Student's media in Speaking Skill

### 1) Pronunciation

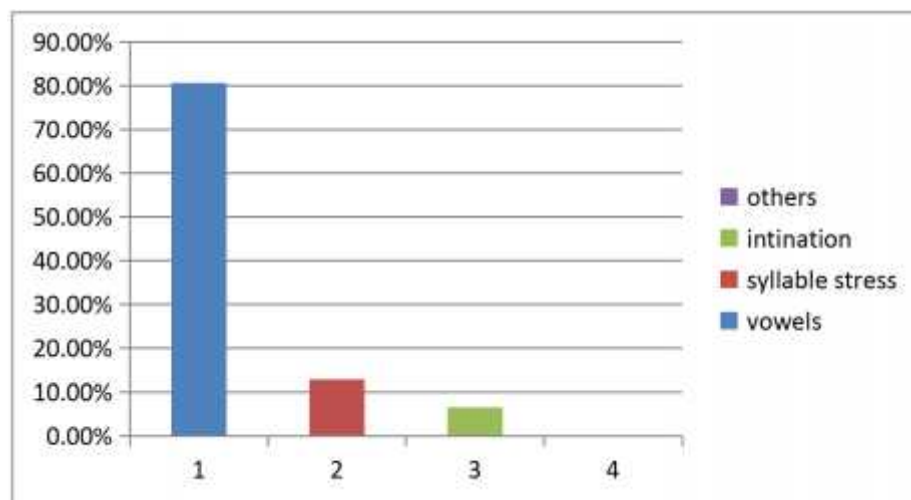
According to the needs analysis result with the question how to improve/develop vocabulary in English, the students answered Writes new words on a notebook (58.1%), repeat the pronunciation of a word in English(32,3%), attach vocabulary at each object(8.1%), and other option (1.6%). It can saw as follow:



Ch

#### art 4. 15. The Percentage of Student's Improving Vocabulary

The last aspect, The difficult Pronunciation aspects of English vocabulary, the students answered Vowel sound (80.6%), Syllable stress (12.9%), Intonation (6.5%), and other option (0%). It can saw as follow:



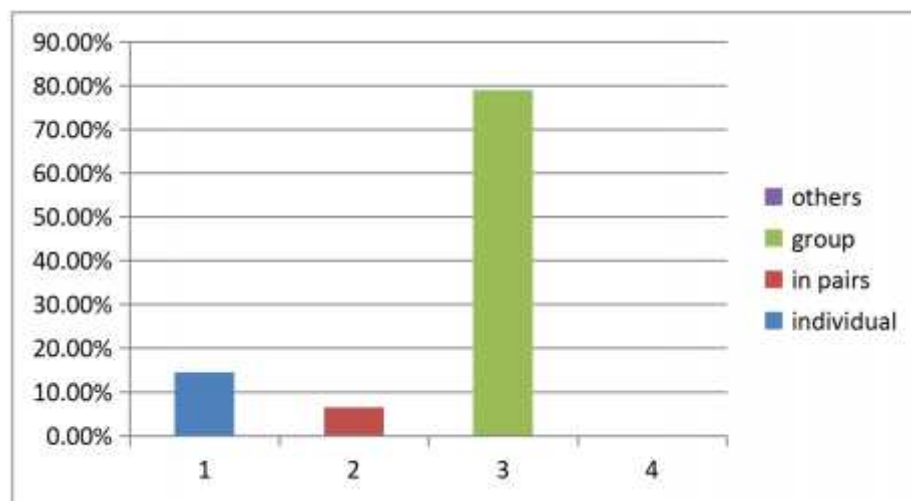
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#### rt 4. 16. The Percentage of Student's difficulty in pronouncing

##### 1) Setting



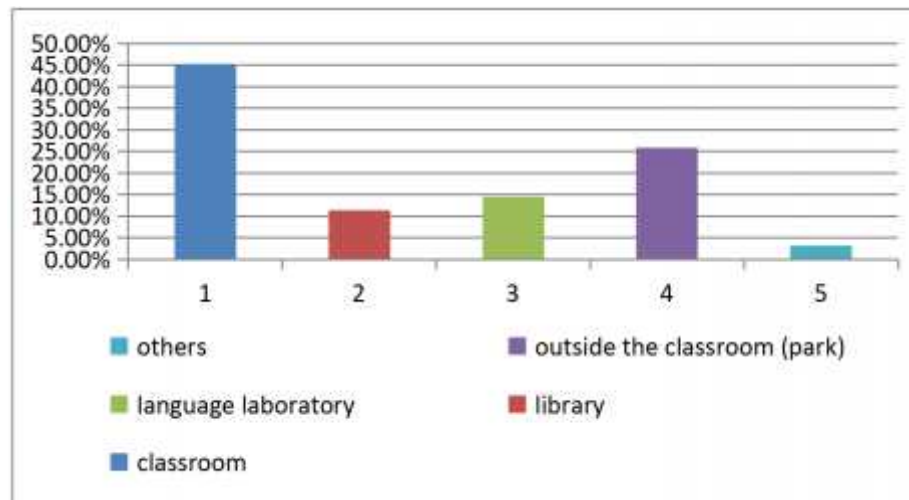
Based on the questionnaire's result of need analysis, the students answered activities that students will do the task in learning English are individuals (14.5%), in pairs (6.5%), group (79%), and another option is (0%). It can show as follow:



Cha

rt 4. 17. The Percentage of Student's Setting in English Learning

The question about where the most favorite place in learning English. The chart below showed that the students answered some of the students like to study in the classroom (45.2%), some of the students like to study at the library (11.3%), other students like to study at language laboratory (14.5%), some of the students like to study in outdoor (25.8%), and other option (3.2%). It can saw as follow:



Ch

art 4. 18. The Percentage of Student's Setting in English Learning

### 1) Student's Role

Based on the questionnaire's result of need analysis, the student answered about what is the student's role in the learning process. It can show as Follow:

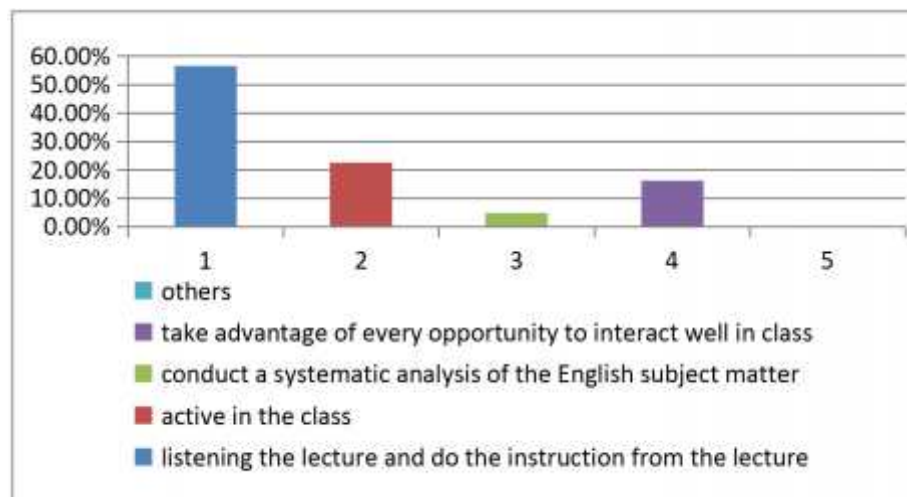


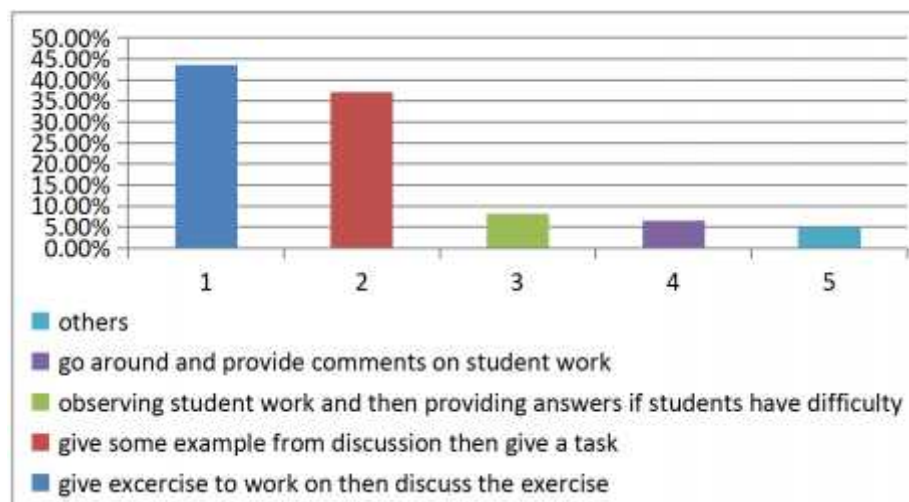
Chart 4.19. The Percentage of Student's Role in English Learning

The chart above shows that the students answered listening to the lecture and do the instruction from the lecture(56.5%), active in the class( 22.6%),

conduct a systematic analysis of the English subject matter(4.8%), take advantage of every opportunity to interact well in class(16.1%), and other option (0%).

## 2) Lecture's Role

The role of lecturer in learning English can show as follow:



Ch

### art 4.20. The Percentage of Teacher's Role in English Learning

According to the chart, give exercise to work on then discuss the exercise (43.5%), give some example from discussion then give a task(37.1%), observing student work and then providing answer if the student has difficulty(8.1%), go around and provide comments on student work(6.5%), and other option (4.8%).

## 2. The Result of Expert Judgement

### a. Expert Judgement on Instrument

#### 1) Material Expert

Based on an expert judgment by overall material, the student's syllabus got a total score of 53 with an average of 4.41, which included a "Very Good" category.

**Table 4.1 Average score by expert material on every aspect**

Question Number	Score	Question Number	Score
1	4	7	4
2	4	8	5
3	4	9	5
4	5	10	4
5	5	11	4
6	5	12	4
<b>Total Score</b>			<b>53</b>

$$\text{Mean} = \frac{53}{12} = 4.41$$

12

#### 1) Language Expert

The table below shows that the instrument designed by the researcher is already qualified to take the sample in an Arabic class. It is proved from the score of the *Language Expert* gave the score 48, and the average mean is 4.00. In the interval, this is classified as "Good".

**Table 4.2 Average score by expert material on every aspect**

<b>Question Number</b>	<b>Score</b>	<b>Question Number</b>	<b>Score</b>
<b>1</b>	<b>4</b>	<b>7</b>	<b>4</b>
<b>2</b>	<b>4</b>	<b>8</b>	<b>5</b>
<b>3</b>	<b>5</b>	<b>9</b>	<b>3</b>
<b>4</b>	<b>5</b>	<b>10</b>	<b>3</b>
<b>5</b>	<b>4</b>	<b>11</b>	<b>3</b>
<b>6</b>	<b>4</b>	<b>12</b>	<b>4</b>
<b>Total Score</b>			<b>48</b>

$$\text{Mean} = \frac{50}{12} = 4.16$$

#### **a. Expert's Judgement on Syllabus**

##### **1) Language Expert**

Based on the expert's assessment, the overall design of the student's syllabus got a total score of 119 an average of 4.40 which included a "Very Good" category.

**Table 4.3 Average score by expert language on every aspect**

Question Number	Score	Question Number	Score	Question Number	Score
1	4	10	5	19	5
2	4	11	4	20	5
3	4	12	4	21	5
4	4	13	4	22	5
5	4	14	4	23	5
6	4	15	4	24	5
7	4	16	4	25	5
8	5	17	5	26	4
9	4	18	5	27	4
<b>Total Score</b>					<b>119</b>

$$\text{Mean} = \frac{119}{27} = 4.40$$

27

## 2) Material Expert

Based on the expert's assessment, the overall material of the student's worksheet got a total score of 118 with an average of 4.37 which included the "Very Good" category.

**Table 4.4. Average score by expert material on every aspect**

Question Number	Score	Question Number	Score	Question Number	Score
1	4	10	4	19	5
2	4	11	4	20	4
3	4	12	5	21	5
4	5	13	5	22	4
5	5	14	4	23	4
6	5	15	4	24	4
7	4	16	4	25	5
8	5	17	4	26	4
9	5	18	4	27	4
<b>Total Score</b>					<b>118</b>

$$\text{Mean} = \frac{118}{27} = 4.37$$

### 3) Layout Expert

Based on the expert's assessment, the overall design of the student's syllabus got a total score of 102 an average of 3.7 which included a "Good" category.

**Table 4.5. Average score by expert design on every aspect**

Question	Score	Question	Score	Question	Score
----------	-------	----------	-------	----------	-------

Number		Number		Number	
1	4	10	4	19	4
2	4	11	4	20	4
3	4	12	2	21	4
4	4	13	2	22	4
5	4	14	2	23	4
6	5	15	2	24	4
7	4	16	4	25	4
8	5	17	4	26	4
9	4	18	4	27	4
<b>Total Score</b>					<b>102</b>

$$\text{Mean} = \frac{102}{27} = 3.7$$

27

#### b. The Second Draft of Syllabus

Validation for the second draft of the syllabus, then the researcher only got 1 correction from the experts and it is about the expert material. the correction from the experts that we can saw in the appendix.



**Table 4.6. Revision on the inconsistency of the material**

	<b>Point to Revision</b>	<b>Revision</b>
<b>Syllabus in all aspect</b>	<b>The background of campus Islam not found in the syllabus</b>	<b>The material in the syllabus based on the basic campus.</b>

**a. Student's Perception on Syllabus**

The student's perception was conducted to make sure that the material is genuinely appropriate to apply to the student Islamic Management majority. The result of student's perception can show as follow:

**Table 4.7. Result of student's perception of the designed syllabus for Islamic Management Education**

<b>No</b>	<b>Statement</b>	<b>Means</b>	<b>Description of Agreement</b>
<b>1</b>	<b>The material on the syllabus based on the lower basic level</b>	<b>4.2</b>	<b>Strongly Agree</b>
<b>2</b>	<b>The material on the syllabus based on student's need in Islamic management education majority</b>	<b>3.9</b>	<b>Agree</b>
<b>3</b>	<b>The material on the syllabus can improve student's English skill in</b>	<b>3.8</b>	<b>Agree</b>

<b>Islamic management education</b>			
<b>4</b>	<b>The input materials on the syllabus are varied</b>	<b>3.8</b>	<b>Agree</b>
<b>5</b>	<b>The input materials are engaging and understandable</b>	<b>3.7</b>	<b>Agree</b>
<b>6</b>	<b>The topic of the material on syllabus based on Islamic management education majority</b>	<b>3.8</b>	<b>Agree</b>
<b>7</b>	<b>The activities make the students active in the classroom</b>	<b>3.9</b>	<b>Agree</b>
<b>8</b>	<b>The activities on the syllabus are varied</b>	<b>4</b>	<b>Agree</b>
<b>9</b>	<b>The materials on the syllabus arranged from the easiest to most challenging</b>	<b>4</b>	<b>Agree</b>
<b>10</b>	<b>The media on syllabus based on the materials</b>	<b>3.9</b>	<b>Agree</b>

The data above shows that the syllabus designed by the researcher is already qualified to apply in the class. It is proved from the score of the student's perception, which answered *Strongly Agree* 4.2 and *Agree* 3.7. Then, the average mean is 3.9. In the interval, this category got "Good".

## **B. Discussion**

**This thesis is research on the development syllabus for the first-semester student of the Islamic management education study program. The question is what syllabus that suitable for the student in the Islamic management education study program by using need analysis?. The purpose of this research was to develop a syllabus that appropriates for the student of Islamic management education by using need analysis and student perception to improve their English skills.**

**The method used in this research is the Research and Development (R&D) method. The population was the third-semester Islamic management education study program at IAIN Palopo with a total of every class are 124 students. To take several samples, the researcher only took 62 students from the third-semester Islamic management education study program. Researchers develop a product that used ADDIE's development model. The ADDIE model consists of 5 steps in development, namely (1) Analysis, the analysis phase is the analysis of the students' needs such as the wants, lacks, and needs of students by using a questionnaire, and the questionnaire aims to see the students' abilities, (2) Design, the design phase of the researcher make a learning grid as planning in making syllabus. The learning grid contains the needs and target of student, (3) Development, the development phase is material development, at the development stage, the researcher makes teaching materials based on data from the design and the product will provide the eligibility of the experts, namely: Material expert, Language expert, lay-out expert, (4) Implementation, at this phase product that has been validated by an expert, will be implemented to students. This aims to see**

the suitability of standard material for the student at the Islamic management education study program in IAIN Palopo. And the result of the product evaluation by student consisting of 31 students and (5) Evaluation, the evaluation is to measure the achievement of development. The product in this research is the English Syllabus includes four English skills (reading, listening, writing, and speaking) plus vocabulary.

This product is considered useful for Islamic management education students at IAIN Palopo. Assessing the feasibility of the English Syllabus showed the following: 1) the material expert gave an average score of 4.3, which included in the category of Very Good, 2) the language expert gave an average score of 4.4, which included in the category of Very Good, 3) the Lay-out expert gave an average score of 3.7, which included in the category of Good. This can be seen from the assessment given by the expert judgment with a value of 4.1 which included the category of Good. Evaluation by students' perception obtained an average score of 3.9, which includes the category Good. The result of data from student perception indicates that the English Syllabus is needed by Islamic management education students. Thus, this syllabus is suitable for use as basic learning.

This research's findings were systemically related to the earlier research about developing a syllabus for a beginner class. Among three of the previous related researches, all of the findings show that the three categories of developing syllabus were all used by the student.

The research finding is developing an English syllabus to improve English skills and there are also differences between this research and several previous research. The first previous research conducted by Soraya Grabiella Dinamika (2016) in her research, she is developing a syllabus, the second Luqman Hakim (2017) in his research, he is developing Syllabus, the third Heni Fatmawati (2017) in her research, she is developing a syllabus. The result of the researcher's findings with the previous researcher finding had a significant difference, namely the researcher developed an English Syllabus that was suitable in the English class at Islamic management education study program, Soraya Grabiella Dinamika develops English Syllabus for Tourism management, Luqman Hakim develops English Syllabus for nursing student, and Heni Fatmawati develops English Syllabus for marketing major at vocational school.

There is a similarity between the previous researcher and the researcher, the researcher and all the previous researcher approach an English specific purpose (ESP).

## CHAPTER V

### CONCLUSIONS AND SUGGESTIONS

#### A. Conclusions

The input of syllabus based on basic skill in English consist of reading, listening, writing, speaking, grammar, dan vocabulary. The product consists of 14 meetings that include the middle semester in the eighth meeting and the final semester in the last meeting. According to the Indonesian National Qualification Framework (INQF) and the result of students' needs analysis, the English syllabus is appropriate for the first semester students of the Islamic Management Education Study Program includes several components: (1) Learning goal of English for Islamic Management Education is communicate both oral and written using English in as Islamic Management students and Islamic Management Education teacher; (2) Learning material: English material is basic English and vocabulary including auxiliary verb (to be, to do, to have, and modals), describing things, question words, telling time, simple present, and asking and giving an opinion. The Islamic Management material including office, human resources, administration in madrasah, service simulation, management in madrasah marketing; (3) Learning Methodology is task-based learning; (4) Learning media are video, picture, book, and social media.

## **B. Suggestion**

**Based on the conclusions above, the researcher would like to suggest as follow:**

- 1. It is suggested to the lecturer who teaches English for Islamic Management Education to use this product as the primary syllabus in teaching English for Islamic Management Education in the first semester.**
- 2. It is suggested to the next or further researcher to continue this research. It is developing an English material book for Islamic Management Education that is referred to English topic on this designed syllabus.**

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**RENCANA PEMBELAJARAN SEMESTER (RPS)  
PROGRAM STUDI MANAJEMEN PENDIDIKAN ISLAM  
INSTITUT AGAMA ISLAM NEGERI (IAIN) PALOPO**

MATA KULIAH	KODE	RUMPUN	BOBOT (SKS)	SEMESTER	TANGGAL PENGESAHAN
BAHASA INGGRIS UNTUK MPI			2	1	
OTORISASI	Dosen Pengemban RPS	Koordinator RMK		ka PRODI	
CAPAIAN PEMBELAJARAN	<p>CP-Prodi / CPL</p> <ol style="list-style-type: none"> <li>1. (N1) Bertakwa kepada Tuhan Yang Maha Esa dan mampu menunjukkan sikap religius.</li> <li>2. (P4) menguasai pengetahuan dan langkah – langkah dalam mengembangkan pemikiran kritis, logis, kreatif, inovatif dan sistematis serta memiliki keingintahuan intelektual untuk memecahkan masalah pada tingkat individual dan kelompok dalam komunitas akademik dan non akademik.</li> <li>3. (KU2) mampu menunjukkan kinerja mandiri, bermutu, dan terukur.</li> <li>4. (KU5) mampu mengambil keputusan secara tepat, dalam konteks penyelesaian masalah di bidang keahliannya berdasarkan hasil analisis informasi dan data.</li> <li>5. (KU11) mampu berkolaborasi baik lisan maupun tulisan dengan menggunakan bahasa arab dan inggris dalam perkembangan dunia akademik dan dunia kerja</li> <li>6. (K2) mampu memanfaatkan teknologi informasi dan komunikasi secara efektif dan berdaya guna untuk pelaksanaan tugas pengelolaan lembaga pendidikan islam.</li> <li>7. (K4) mampu melaksanakan monitoring, penilaian dan evaluasi pengelolaan pendidikan islam secara tepat, serta mampu memanfaatkannya untuk keperluan peningkatan mutu pendidikan islam</li> <li>8. (K7) mampu menyusun <i>school mapping</i> (pemetaan potensi sekolah/madrasah) dalam rangka peningkatan mutu pendidikan di sekolah/madrasah dengan menerapkan berbagai strategi dalam manajemen pendidikan.</li> </ol>				
	<p>Capaian Pembelajaran Mata Kuliah (CPMK)</p> <ol style="list-style-type: none"> <li>1. Mahasiswa mampu memperkenalkan diri menggunakan Bahasa Inggris.</li> <li>2. Mahasiswa mampu memahami dan mengungkapkan kalimat sapaan (<i>greetings</i>) menggunakan bahasa Inggris.</li> <li>3. Mahasiswa mampu membedakan kosa kata-kosa kata yang ada pada sekeliling mereka menggunakan Bahasa Inggris.</li> <li>4. Mahasiswa mampu mendeskripsikan (<i>describing</i>) benda menggunakan Bahasa Inggris.</li> </ol>				

	<ol style="list-style-type: none"> <li>5. Mahasiswa mampu memberikan pertanyaan berdasarkan administrasi sekolah menggunakan Bahasa Inggris.</li> <li>6. Mahasiswa mampu mengemukakan tentang waktu yang digunakan dalam persuratan menggunakan Bahasa Inggris</li> <li>7. Mahasiswa mampu membuat kalimat sederhana dalam proses pelayanan sederhana menggunakan Bahasa Inggris.</li> <li>8. Mahasiswa mampu memberikan komentar atau opini positif pada pemasaran yang mereka lihat menggunakan bahasa inggris</li> </ol>
<p>Deskripsi Singkat MK</p>	<p>Mata kuliah Bahasa Inggris untuk MPI ini merupakan mata kuliah bidang studi pada program S-1 Program Manajemen Pendidikan Islam 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 (<i>basic</i>) dalam pembelajaran Manajemen Pendidikan Islam.</p> <p>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.</p>
<p>Bahan Kajian</p>	<ol style="list-style-type: none"> <li>1. Self Introduction <ul style="list-style-type: none"> <li>• Kosa kata yang berkaitan dengan pengenalan diri</li> <li>• <i>Pronoun dan To be (am, is, are)</i></li> </ul> </li> <li>2. Greetings <ul style="list-style-type: none"> <li>• Kosa kata yang berkaitan dengan kalimat sapaan.</li> <li>• <i>To be (am, is, are) (Definisi dan contoh)</i></li> </ul> </li> <li>3. Office <ul style="list-style-type: none"> <li>• kosa kata yang sering digunakan saat dilingkungan kantor</li> <li>• <i>Noun, adjective, verb dan adverb (definisi dan contoh)</i></li> <li>• Penggunaan “<i>to have</i>”</li> </ul> </li> <li>4. Human Resources <ul style="list-style-type: none"> <li>• Kosa kata yang berkaitan dengan sumber daya manusia</li> <li>• <i>To be (am, is, are) + ANA (definisi dan contoh)</i></li> <li>• <i>Describing Things (definisi dan contoh)</i></li> </ul> </li> <li>5. School Administration in Madrasah <ul style="list-style-type: none"> <li>• kosa kata yang berkaitan dengan administrasi sekolah</li> </ul> </li> </ol>

- *noun, adjective, dan verb (definisi dan contoh)*
- *time dan date (definisi dan contoh)*
- *Question word (5W+1H)*

**6. Service Simulation**

- **Kosa kata yang berkaitan dengan pelayanan administrasi**
- *Adjective dan noun (definisi dan contoh)*
- *Simple Present (definisi dan contoh)*

**7. Management in Madrasah Marketing**

- **Kosa kata yang berkaitan dengan pemasaran sekolah**
- *Adjective and noun (definisi dan contoh)*
- *Will+V1 (definisi dan contoh)*
- *Asking and Giiving Opinion*

**Pustaka**

**Utama :**

1. Arsyad, Azhar. 2013. *Dasar-dasar Penguasaan Bahasa Inggris*. Yogyakarta: Pustaka Belajar
2. Agus Mulyono. 2015. *Simple Vocabulary*. Kediri Jawa Timur: Kaysamedia

**Pendukung :**

**Youtube:**

1. Easy English at Home ( <https://youtube.com/c/EasyEnglishatHome> )
2. Ruangguru Bimbel Online No.1 ( <https://youtube.com/c/RuangGuru> )

Media pembelajaran	Perangkat lunak Slide Powerpoint, Internet, E-Learning, Video, Audio	Perangkat kerja Laptop dan LCD
Tim teaching		
Mata kuliah syarat	Mata kuliah wajib	

Minggu Ke-	Sub CP-MK (Kemampuan Akhir yang Diharapkan)	Idikator	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	<i>Reading:</i> Mahasiswa memahami kosa kata/ istilah bahasa inggris dalam sebuah teks bacaan yang berkaitan dengan pengenalan diri	<i>Reading:</i> Mampu memahami makna kosa kata/ istilah dalam sebuah teks bacaan yang berkaitan dengan pengenalan diri	<i>Reading:</i> Ketepatan dalam mencocokkan kosa kata/istilah bahasa inggris	<i>Reading:</i> • Scanning dan Matching  (25%)	Self introduction	5%
	<i>Listening :</i> Mahasiswa memahami makna kosa kata/istilah bahasa Inggris yang berkaitan dengan pengenalan diri	<i>Listening :</i> Mahasiswa mampu memahami makna kosa kata/ istilah bahasa inggris yang berkaitan dengan pengenalan diri	<i>Listening :</i> Ketepatan dalam mendengarkan kosa kata/ istilah bahasa inggris yang berkaitan dengan pengenalan diri	<i>listening :</i> • Listen and repeat  (25%)		
	<i>Writing :</i> Mahasiswa menuliskan kosa kata (yang berkaitan dengan pengenalan diri) dan mengelompokkan kedalam kelas kata <i>pronoun</i> serta mengaplikasikan penggunaan <i>to be (am, is, are)</i>	<i>Writing :</i> Mahasiswa mampu menulis ulang kosa kata bahasa inggris (yang berkaitan dengan pengenalan diri) dan mampu mengelompokkannya kedalam kelas kata <i>pronoun</i> serta mengaplikasikan penggunaan <i>to be (am, is, are)</i>	<i>Writing :</i> Ketepatan dalam menulis ulang kosa kata bahasa inggris (yang berkaitan dengan pengenalan diri) dan ketepatan mengelompokkannya kedalam kelas kata <i>pronoun</i> serta pengaplikasian <i>to be (am, is, are)</i>	<i>Writing :</i> • Rewriting • Classifying  (25%)		
	<i>Speaking:</i> Mahasiswa memperkenalkan dirinya	<i>Speaking:</i> Mahasiswa mampu menggunakan bahasa inggris	<i>Speaking:</i> Kefasihan dalam memperkenalkan diri	<i>Speaking:</i> • Presentation (individu)		

	dalam bahasa inggris	dalam memperkenalkan diri	menggunakan bahasa inggris	(25%)		
<b>III</b>	<i>Reading:</i> Mahasiswa memahami kosa kata dalam teks bahasa inggris yang berkaitan dengan kalimat sapaan	<i>Reading:</i> Mahasiswa mampu memahami kosa kata dalam teks bahasa inggris yang berkaitan dengan kalimat sapaan	<i>Reading:</i> Ketepatan mengidentifikasi kosa kata dalam teks bacaan yang berkaitan dengan kalimat sapaan	<i>Reading:</i> <ul style="list-style-type: none"> <li>Scanning dan Indetifiying</li> </ul> (25%)	<b>Greetings</b>	<b>5%</b>
	<i>Listening :</i> Mahasiswa memahami kalimat yang didengarkan yang berkaitan dengan kalimat sapaan	<i>Listening :</i> Mahasiswa mampu memahami kalimat yang didengarkan yang berkaitan dengan kalimat sapaan	<i>Listening :</i> Ketepatan dalam mencocokkan kosa kata/istilah dengan gambar	<i>Listening :</i> <ul style="list-style-type: none"> <li>Listen and Match</li> </ul> (25%)		
	<i>Writing :</i> Mahasiswa menyusun kosa kata/istilah bahasa inggris yang berkaitan dengan kalimat sapaan	<i>Writing :</i> Mahasiswa mampu menyusun kosa kata/istilah bahasa inggris yang berkaitan dengan kalimat sapaan	<i>Writing :</i> Ketepatan dalam menyusun kosa kata /istilah bahasa inggris yang berkaitan dengan kalimat sapaan	<i>Writing :</i> <ul style="list-style-type: none"> <li>Arranging</li> </ul> (25%)		
	<i>Speaking:</i> Mahasiswa mengungkapkan kalimat-kalimat sapaan menggunakan bahasa inggris	<i>Speaking:</i> Mahasiswa mampu mengungkapkan kalimat sapaan menggunakan bahasa inggris	<i>Speaking:</i> Ketepatan dalam mengungkapkan kalimat sapaan menggunakan bahasa inggris	<i>Speaking:</i> <ul style="list-style-type: none"> <li>Couple Discussion</li> </ul> (25%)		
<b>IV</b>	<i>Reading:</i> Mahasiswa memahami kosa kata dalam teks bacaan dalam bahasa inggris yang berkaitan dengan lingkungan kantor	<i>Reading:</i> Mahasiswa mampu memahami kosa kata dalam teks bacaan bahasa inggris yang berkaitan dengan lingkungan kantor	<i>Reading:</i> Ketepatan dalam mengidentifikasi kosa kata dalam teks bacaan bahasa inggris yang berkaitan dengan lingkungan kantor	<i>Reading:</i> <ul style="list-style-type: none"> <li>Scanning dan Skimming</li> </ul> (25%)	<b>Office I</b>	<b>5%</b>
	<i>Listening :</i> Mahasiswa memahami kosa kata yang didengarkan yang berkaitan dengan benda – benda lingkungan kantor	<i>Listening :</i> Mahasiswa mampu memahami kosa kata yang didengarkan yang berkaitan dengan benda – benda di lingkungan kantor	<i>Listening :</i> Ketepatan dalam mencocokkan kosa kata / istilah dengan benda	<i>Listening :</i> <ul style="list-style-type: none"> <li>Listen and Match</li> </ul> (25%)		
	<i>Writing :</i> Mahasiswa menyusun kosa kata/istilah bahasa inggris yang berkaitan dengan lingkungan kantor	<i>Writing :</i> Mahasiswa mampu menyusun kosa kata/istilah bahasa inggris yang berkaitan dengan lingkungan kantor	<i>Writing :</i> Ketepatan dalam menyusun kosa kata/istilah bahasa inggris yang berkaitan dengan lingkungan kantor	<i>Writing :</i> <ul style="list-style-type: none"> <li>Arrange word</li> </ul> (25%)		

	<i>Speaking:</i> Mahasiswa menyebutkan kosa kata/istilah menggunakan bahasa inggris tentang benda di lingkungan kantor	<i>Speaking:</i> Mahasiswa mampu menyebutkan kosa kata/istilah menggunakan bahasa inggris tentang benda yang berada di lingkungan kantor	<i>Speaking:</i> Ketepatan dalam menyebutkan kosa kata/istilah bahasa inggris dari benda yang ada dilingkungan kantor	<i>Speaking:</i> • <b>Presentation (individu)</b>  (25%)		
<b>V</b>	<i>Reading:</i> Mahasiswa memahami penggunaan <i>to have</i> didalam teks bacaan yang berkaitan dengan lingkungan kantor	<i>Reading:</i> Mahasiswa mampu memahami penggunaan <i>to have</i> di dalam teks bacaan yang berkaitan dengan lingkungan sekolah	<i>Reading:</i> Ketepatan dalam mengidentifikasi <i>to have</i> dalam teks bacaan yang berkaitan dengan lingkungan sekolah	<i>Reading:</i> • <b>Identifying</b>  (25%)	<b>Office II</b>	<b>5%</b>
	<i>Listening :</i> Mahasiswa memahami kalimat penggunaan <i>to have</i> (yang berkaitan dengan lingkungan kantor) yang didengarkan	<i>Listening :</i> Mahasiswa mampu memahami penggunaan " <i>to have</i> " (yang berkaitan dengan lingkungan kantor) yang didengarkan	<i>Listening :</i> Ketepatan dalam mendengarkan penggunaan " <i>to have</i> " yang terdapat dalam audio	<i>Listening :</i> • <b>Listen and Repeat</b>  (25%)		
	<i>Writing :</i> Mahasiswa memahami pengaplikasian penggunaan <i>to have</i> di dalam kalimat yang berkaitan dengan lingkungan kantor	<i>Writing :</i> Mahasiswa mampu menggunakan aturan <i>grammar</i> " <i>to have</i> " di dalam kalimat yang berkaitan dengan lingkungan kantor	<i>Writing :</i> Ketepatan dalam pembuatan kalimat menggunakan aturan <i>grammar</i> " <i>to have</i> " yang berkaitan dengan lingkungan kantor	<i>Writing :</i> • <b>Making Sentence</b>  (25%)		
	<i>Speaking:</i> Mahasiswa berbicara menggunakan aturan gramatikal " <i>to have</i> " yang berkaitan dengan lingkungan kantor	<i>Speaking:</i> Mahasiswa mampu berbicara menggunakan menggunakan <i>grammatical</i> " <i>to have</i> " yang berkaitan dengan lingkungan kantor	<i>Speaking:</i> Ketepatan dalam menggunakan aturan <i>grammar</i> " <i>to have</i> " dalam kalimat	<i>Speaking:</i> • <b>Discussion pairs</b>  (25%)		
<b>VI</b>	<i>Reading:</i> Mahasiswa memahami kosa kata/istilah bahasa inggris dalam teks bacaan yang berkaitan dengan sumber daya manusia dan deskripsi suatu benda	<i>Reading:</i> Mahasiswa mampu memahami kosa kata/istilah bahasa inggris dalam teks bacaan yang berkaitan dengan sumber daya manusia dan mampu mendeskripsikan suatu benda	<i>Reading:</i> Ketepatan dalam memahami kosa kata/istilah bahasa inggris yang berkaitan dengan sumber daya manusia dan deskripsi suatu benda	<i>Reading:</i> • <b>Scanning</b> • <b>Description understanding</b>  (25%)		



	<p><i>Listening :</i> Mahasiswa memahami kosa kata dalam teks bacaan bahasa inggris yang berkaitan dengan sumber daya manusia dan memahami deskripsi suatu benda yang didengarkan</p>	<p><i>Listening :</i> Mahasiswa mampu memahami kosa kata bahasa inggris yang berkaitan dengan sumber daya manusia dan memahamis deskripsi suatu benda yang didengarkan</p>	<p><i>Listening :</i> Ketepatan dalam mencocokkan kata dengan gambar serta memahami deskripsi suatu benda melalui audio</p>	<p><i>Listening :</i></p> <ul style="list-style-type: none"> <li>• Listen and match</li> <li>• Listen and repeat</li> </ul> <p>(25%)</p>	Human resources	10
	<p><i>Writing :</i> Mahasiswa menulis kosa kata bahasa inggris yang berkaitan dengan sumber daya manusia dan menyusun kalimat deskripsi suatu benda dalam bahasa inggris</p>	<p><i>Writing :</i> Mahasiswa mampu menulis kosa kata bahasa inggris yang berkaitan dengan sumber daya manusia serta mampu menulis kalimat deskripsi suatu benda</p>	<p><i>Writing :</i></p> <ul style="list-style-type: none"> <li>• Rewriting</li> <li>• Write the description</li> </ul> <p>(25%)</p>			
	<p><i>Speaking:</i> Mahasiswa menyebutkan kosa kata bahasa inggris yang berkaitan dengan sumber daya manusia dan mendeskripsikan suatu benda</p>	<p><i>Speaking:</i> Mahasiswa mampu menyebutkan kosa kata bahasa inggris yang berkaitan dengan sumber daya manusia dan mampu mendeskripsikan suatu benda</p>	<p><i>Speaking:</i></p> <ul style="list-style-type: none"> <li>• Group discussion</li> </ul> <p>(25%)</p>			
VII	<p><i>Reading:</i> Mahasiswa memahami kosa kata/istilah bahasa inggris dalam teks bacaan yang berkaitan dengan administrasi pendidikan. Serta mengetahui cara menyampaikan waktu dan tanggal</p>	<p><i>Reading:</i> Mahasiswa mampu memahami kosa kata/istilah bahasa inggris dalam teks bacaan yang berkaitan dengan administrasi pendidikan serta mengetahui penyampaian waktu dan tanggal</p>	<p><i>Reading:</i> Ketepatan dalam memahami kosa kata/istilah bahasa inggris yang berkaitan dengan administrasi pendidikan serta memahami pembacaan waktu dan tanggal</p>	<p><i>Reading:</i></p> <ul style="list-style-type: none"> <li>• Scanning and skimming</li> </ul> <p>(25%)</p>		
		<p><i>Listening :</i> Mahasiswa memahami kosa kata bahasa inggris yang berkaitan dengan administrasi pendidikan serta dapat memahami</p>	<p><i>Listening :</i> Mahasiswa mampu memahami kosa kata bahasa inggris yang berkaitan dengan administrasi pendidikan serta memahami penyebutan waktu dan tanggal</p>	<p><i>Listening :</i> Ketepatan dalam menulis kosa kata yang berkaitan dengan administrasi pendidikan dan memahami penyebutan waktu yang didengarkan</p>	<p><i>listening :</i></p> <ul style="list-style-type: none"> <li>• Listen and write</li> <li>• Listen and repeat</li> </ul> <p>(25%)</p>	

	penyebutan waktu yang didengarkan.	yang didengarkan				
	<i>Writing :</i> Mahasiswa menulis kosa kata bahasa inggris yang berkaitan dengan administrasi pendidikan serta menulis keterangan waktu menggunakan bahasa inggris	<i>Writing :</i> Mahasiswa mampu menulis kosa kata bahasa inggris yang berkaitan dengan administrasi pendidikan serta mampu menulis keterangan waktu menggunakan bahasa inggris	<i>Writing :</i> Ketepatan dalam menulis kosa kata dan penyampaian waktu menggunakan bahasa inggris	<i>Writing :</i> • Writing word and time  (25%)	School administration in Madrasah I	10
	<i>Speaking:</i> Mahasiswa menyebutkan kosa kata bahasa inggris yang berkaitan dengan administrasi pendidikan serta mengutarakan waktu dengan menggunakan bahasa inggris	<i>Speaking:</i> Mahasiswa mampu menyebutkan kosa kata bahasa inggris yang berkaitan dengan administrasi pendidikan serta mampu mengutarakan waktu menggunakan bahasa inggris	<i>Speaking:</i> Ketepatan dalam penyebutan kosa kata dan penyebutan waktu menggunakan bahasa inggris	<i>Speaking:</i> • Group Discussion  (25%)		
<b>VIII</b>	<b>UTS (Membuat video presentasi singkat mengenai salah satu materi pembelajaran diatas menggunakan Bahasa Inggris)</b>					
<b>IX</b>	<i>Reading:</i> Mahasiswa memahami perbedaan kalimat Tanya dengan kalimat biasa yang terdapat dalam teks bacaan yang berkaitan dengan administrasi sekolah	<i>Reading:</i> Mahasiswa mampu memahami perbedaan kalimat Tanya dengan kalimat biasa yang terdapat dalam teks bacaan yang berkaitan dengan administrasi sekolah	<i>Reading:</i> Ketepatan dalam menebak perbedaan kalimat yang terdapat dalam teks bacaan yang berkaitan dengan administrasi sekolah	<i>Reading:</i> • Guest Sentence in the Text  (25%)	School administration in Madrasah II	10
	<i>Listening :</i> Mahasiswa memahami kalimat tanya(5w+1h) (berkaitan dengan administrasi sekolah)yang didengarkan	<i>Listening :</i> Mahasiswa mampu memahami kalimat tanya (5w+1h) (berkaitan dengan administrasi sekolah) yang didengarkan	<i>Listening :</i> Ketepatan dalam memahami kalimat tanya (5w+1h) yang didengarkan	<i>Listening :</i> • Listen and Repeat  (25%)		
	<i>Writing :</i> Mahasiswa memahami pembuatan kalimat tanya 5W+1H yang berkaitan dengan administrasi pendidikan	<i>Writing :</i> Mahasiswa mampu memahami pembuatan kalimat Tanya (5W+1H) yang berkaitan dengan administrasi sekolah	<i>Writing :</i> Ketepatan dalam membuat kalimat Tanya menggunakan 5W+1H yang berkaitan dengan administrasi sekolah	<i>Writing :</i> • Make Sentence  (25%)		

	<i>Speaking:</i> Mahasiswa membuat kalimat tanya 5W+1H yang berkaitan dengan administrasi pendidikan	<i>Speaking:</i> Mahasiswa mampu membuat kalimat Tanya 5W+1H yang berkaitan dengan administrasi pendidikan	<i>Speaking:</i> Ketepatan dalam mengucapkan kalimat Tanya 5W+1H yang berkaitan dengan administrasi pendidikan	<i>Speaking:</i> <ul style="list-style-type: none"> <li>• presentation individu</li> </ul> (25%)		
X	<i>Reading:</i> Mahasiswa memahami kosa kata adjective dan noun bahasa inggris yang berkaitan dengan simulasi pelayanan	<i>Reading:</i> Mahasiswa mampu memahami kosa kata bahasa inggris yang berkaitan dengan simulasi pelayanan	<i>Reading:</i> Ketepatan dalam memahami kosa kata bahasa inggris yang berkaitan dengan simulasi pelayanan	<i>Reading:</i> <ul style="list-style-type: none"> <li>• Scanning teks</li> </ul> (25%)	Service simulation I	10
	<i>Listening :</i> Mahasiswa memahami kosa kata bahasa inggris (yang berkaitan dengan simulasi pelayanan) yang didengarkan	<i>Listening :</i> Mahasiswa mampu memahami kosa kata bahasa inggris (yang berkaitan dengan simulasi pelayanan) yang didengarkan	<i>Listening :</i> Ketepatan kosa kata yang didengarkan dan mampu mengucapkannya	<i>Listening :</i> <ul style="list-style-type: none"> <li>• Listen and repeat</li> </ul> (25%)		
	<i>Writing :</i> Mahasiswa menulis kosa kata bahasa inggris yang berkaitan simulasi pelayanan	<i>Writing :</i> Mahasiswa mampu menulis kosa kata bahasa inggris yang berkaitan dengan simulasi pelayanan	<i>Writing :</i> Ketepatan dalam penulisan kosa kata bahasa inggris yang berkaitan dengan simulasi pelayanan	<i>Writing :</i> <ul style="list-style-type: none"> <li>• Rewriting</li> </ul> (25%)		
	<i>Speaking:</i> Mahasiswa mengucapkan kembali kalimat yang di pelajari yang berkaitan dengan simulasi pelayanan	<i>Speaking:</i> Mahasiswa mampu mengucapkan kembali kalimat yang di pelajari yang berkaitan dengan simulasi pelayanan	<i>Speaking:</i> Ketepatan dalam pengucapan kosa kata yang telah di pelajari berkaitan dengan simulasi pelayanan	<i>Speaking:</i> <ul style="list-style-type: none"> <li>• Group pairs</li> </ul> (25%)		
XI	<i>Reading:</i> Mahasiswa memahami kalimat sederhana “simple present” dalam teks bacaan yang berkaitan dengan simulasi pelayanan	<i>Reading:</i> Mahasiswa mampu memahami kalimat sederhana “simple present” dalam teks bacaan yang berkaitan dengan simulasi pelayanan	<i>Reading:</i> Ketepatan dalam pemahaman kalimat sederhana “simple present” dalam teks bacaan yang berkaitan dengan simulasi pelayanan	<i>Reading:</i> <ul style="list-style-type: none"> <li>• Understanding sentence</li> </ul> (25%)		
	<i>Listening :</i> Mahasiswa memahami simple present dalam kalimat yang didengarkan	<i>Listening :</i> Mahasiswa mampu memahami kalimat “simple present” dalam teks bacaan yang	<i>Listening :</i> Ketepatan dalam memahami “simple present” dalam teks bacaan yang didengarkan	<i>Listening :</i> <ul style="list-style-type: none"> <li>• Listen and repeat</li> </ul> (25%)		

	yang berkaitan dengan simulasi pelayanan	didengarkan berkaitan dengan simulasi pelayanan	berkaitan dengan simulasi pelayanan		Service simulation II	10
	<i>Writing :</i> Mahasiswa menulis kalimat <i>simple present</i> yang berkaitan dengan simulasi pelayanan	<i>Writing :</i> Mahasiswa mampu menulis kalimat sederhana " <i>simple present</i> " yang berkaitan dengan simulasi pelayanan	<i>Writing :</i> Ketepatan dalam menulis kalimat sederhana " <i>simple present</i> " yang berkaitan dengan simulasi pelayanan	<i>Writing :</i> • Write sentence  (25%)		
	<i>Speaking:</i> Mahasiswa mengutarakan kalimat <i>simple present</i> yang berkaitan dengan simulasi pelayanan	<i>Speaking:</i> Mahasiswa mampu mengutarakan kalimat " <i>simple present</i> " yang berkaitan dengan simulasi pelayanan	<i>Speaking:</i> Ketepatan dalam mengutarakan kalimat " <i>simple present</i> " yang berkaitan dengan simulasi pelayanan	<i>Speaking:</i> • Individual presentation  (25%)		
XII	<i>Reading:</i> Mahasiswa memahami kosa kata bahasa inggris serta memahami aturan tata bahasa " <i>Will+VI</i> " yang berkaitan dengan pemasaran sekolah	<i>Reading:</i> Mahasiswa mampu memahami kosa kata bahasa inggris serta memahami aturan tata bahasa " <i>will +VI</i> " yang berkaitan dengan pemasaran sekolah	<i>Reading:</i> Ketepatan mahasiswa memahami kosa kata bahasa inggris serta memahami aturan tata bahasa " <i>will+VI</i> " yang berkaitan dengan pemasaran sekolah	<i>Reading:</i> • Memorize • Text understanding  (25%)	Management in Madrasah marketing I	10
	<i>Listening :</i> Mahasiswa memahami kosa kata bahasa inggris serta memahami kalimat " <i>will+v1</i> " (berkaitan dengan pemasaran sekolah) yang didengarkan	<i>Listening :</i> Mahasiswa mampu memahami kosa kata bahasa inggris serta memahami kalimat " <i>will+v1</i> " (berkaitan dengan pemasaran sekolah) yang didengarkan	<i>Listening :</i> Ketepatan dalam memahami kosa kata yang didengarkan serta memahami kalimat " <i>will+v1</i> " (berkaitan dengan pemasaran sekolah) yang didengarkan	<i>Listening :</i> • Listen and repeat  (25%)		
	<i>Writing :</i> Mahasiswa menulis kosa kata bahasa inggris serta menulis kalimat sederhana dengan aturan " <i>Will+VI</i> " yang berkaitan dengan pemasaran sekolah	<i>Writing :</i> Mahasiswa mampu menulis kosa kata bahasa inggris serta mampu menulis kalimat sederhana dengan aturan " <i>will+VI</i> " yang berkaitan dengan pemasaran sekolah	<i>Writing :</i> Ketepatan dalam menulis kosa kata bahasa inggris serta ketepatan dalam menulis kalimat menggunakan aturan " <i>will+VI</i> " yang berkaitan dengan pemasaran sekolah	<i>Writing :</i> • Make Sentence from Word  (25%)		
	<i>Speaking:</i> Mahasiswa menyebutkan kosa kata bahasa inggris serta mengungkapkan kalimat sederhana dengan	<i>Speaking:</i> Mahasiswa mampu menyebutkan kosa kata bahasa inggris serta mengungkapkan kalimat sederhana dengan	<i>Speaking:</i> Ketepatan dalam penyebutan kosa kata dan kalimat yang menggunakan aturan " <i>will+VI</i> " yang berkaitan	<i>Speaking:</i> • Group presentation  (25%)		

	aturan “Will+VI” yang berkaitan dengan pemasaran sekolah	aturan “will+VI” yang berkaitan dengan pemasaran sekolah	dengan pemasaran sekolah			
<b>XIII</b>	<i>Reading:</i> Mahasiswa memahami teks bacaan menanyakan dan memberikan opini yang berkaitan dengan pemasaran sekolah	<i>Reading:</i> Mahasiswa mampu memahami teks bacaan menanyakan dan memberikan opini yang berkaitan dengan pemasaran sekolah	<i>Reading:</i> Ketepatan dalam memahami teks bacaan menanyakan dan memberikan opini yang berkaitan dengan pemasaran sekolah	<i>Reading:</i> • Scanning  (25%)	Management in Madrasah marketing II	10
	<i>Listening :</i> Mahasiswa memahami teks bacaan tentang menanyakan dan memberikan opini (berkaitan dengan pemasaran sekolah) yang didengarkan	<i>Listening :</i> Mahasiswa mampu memahami teks bacaan tentang menanyakan dan memberikan opini (berkaitan dengan pemasaran sekolah) yang di dengarkan	<i>Listening :</i> Ketepatan dalam memahami teks bacaan tentang menanyakan dan memberikan opini (berkaitan dengan pemasaran sekolah) yang telah di dengarkan	<i>Listening :</i> • Listen and Giving Opinion  (25%)		
	<i>Writing :</i> Mahasiswa menulis opini tentang pemasaran sekolah	<i>Writing :</i> Mahasiswa mampu menulis opini tentang pemasaran sekolah	<i>Writing :</i> Ketepatan dalam penulisan opini tentang sebuah iklan pemasaran sekolah	<i>Writing :</i> • Write opinion and suggestion  (25%)		
	<i>Speaking:</i> Mahasiswa menanyakan dan memberikan opini tentang pemasaran sekolah di depan kelas	<i>Speaking:</i> Mahasiswa mampu menanyakan dan memberikan opini tentang pemasaran sekolah di depan kelas	<i>Speaking:</i> Keberanian dalam mengungkapkan opini di depan kelas dengan menetapkan semua aturan tata bahasa inggris yang telah di pelajari	<i>Speaking:</i> • Individual presentation  (25%)		
<b>XIV</b>	<b>UAS (Membuat video presentasi sesuai dengan materi bhs. Inggris yang dipelajari sebelumnya yang berbeda dengan materi yang di presentasikan di MID Semester)</b>					

Palopo, ..... Dosen Penyaji,

(.....)

## QUESTIONNAIRE

### Designing ESP Syllabus For Islamic Management Education Study Program at IAIN Palopo

#### A. Data Respondent

Nama :  
 Usia :  
 Jenis Kelamin :  
 Semester/kelas :

#### B. Petunjuk Pengisian

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.

Criteria of The Questions		Indicator / Theory	Questions
<b>Target Need</b>	<b>Need</b>	Indonesian Nasional Qualification Framework (2018)	1. Apa tujuan Anda belajar bahasa inggris untuk MPI (manajemen pendidikan islam) setelah lulus nanti setelah lulus nanti? <ol style="list-style-type: none"> <li>a. Mampu melakukan pelayanan akademisi menggunakan bahasa inggris</li> <li>b. Mampu melaksanakan aktivitas administrasi menggunakan bahasa inggris</li> <li>c. Mampu memahami literatur dalam bahasa inggris</li> <li>d. Mampu menulis KTI menggunakan bahasa inggris</li> <li>e. Lain-lain (tuliskan jika ada).....</li> </ol>
			2. Bagaimana tingkat penguasaan bahasa

	<b>Lacks</b>	<p>❖ <b>Student Level in English</b></p> <p>Hutchinson &amp; Waters (1987)  Beginner child was a beginner who didn't understand English or was a beginner and either he had just begun to learn or he had already practiced English without any prior knowledge of the English. Advanced: being able to communicate fluently on most of the topics, experienced only minor difficulties in vocabulary, grammar, and pronunciation.</p>	<p>inggris Anda sekarang ini?</p> <ol style="list-style-type: none"> <li>a. Basic (lower):  mengetahui sedikit kosakata dan ungkapan praktis, penguasaan grammar terbatas, pelafalan sangat dipengaruhi oleh bahasa ibu</li> <li>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</li> <li>c. Intermediet (lower): dapat berkomunikasi secara baik pada topic tertentu namun masih menemui kesulitan untuk topic-topic yang lain, masih mengalami beberapa kesulitan pada kosakata, grammar, dan pelafalan</li> <li>d. Intermediet (upper): walaupun masih mempunyai kesulitan dalam koskata, grammar, dan pelafalan, tapi mampu</li> </ol>
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			<p>terlibat dalam percakapan yang menyenangkan dan pada topic-topic yang dikenal</p> <p>e. Advanced: mampu berkomunikasi dengan lancar pada sebagian besar topic , hanya mengalami sedikit kesulitan pada kosakata, grammar, dan pelafalan</p> <p>f. Lain-lain (tuliskan bila ada).....</p>
<p><b>Learning Need</b></p>	<p><b>Learning Material, Activity, and Media</b></p>	<p>❖ <b>Material of reading</b> Learning Topic Based On subject</p> <p>❖ <b>Learning activity</b> According to Sardiman,2010: there are kinds of learning activity; visual</p>	<p>3. Dalam belajar membaca (<i>reading</i>), materi apa yang anda senangi.....</p> <p>a. Perkembangan mutu pendidikan di Indonesia</p> <p>b. Teori kepemimpinan dalam organisasi</p> <p>c. Teori manajemen dalam pemasaran sekolah atau jenjang pendidikan</p> <p>d. SDM, Humas, dan Diklat</p> <p>e. Lain-lain (Tuliskan bila ada).....</p> <p>4. Dalam belajar membaca (<i>reading</i>), aktivitas apa yang anda senangi.....</p> <p>a. Mengidentifikasi teks bacaan</p> <p>b. Membaca teks bacaan dan</p>



		<p>activities, oral activities, listening activities, writing activities, drawing activities, motor activities, mental activities, emotional activities.</p> <p>❖ <b>Learning media</b> According to Rayanda Asyar,2012:Learning media can be understood as anything that can convey or transmit messages from sources in a planned manner, resulting in a conducive learning environment where the recipient can carry out the learning process efficiently and effectively</p>	<p>mengutarakan pendapat mengenai bacaan.</p> <p>c. Menganalisis teks bacaan dan menceritakan kembali isi bacaan sesuai dengan persepsi pribadi.</p> <p>d. Lain-lain (Tuliskan bila ada).....</p> <p>5. Dalam belajar membaca (<i>reading</i>), media yang anda senangi.....</p> <p>a. HP sebagai media mencari cerita online(mobile phone)</p> <p>b. Koran (news paper)</p> <p>c. Buku (book)</p> <p>d. Lain-lain (Tuliskan jika ada).....</p>
		<p>❖ <b>Learning material</b> Based on subject</p>	<p>6. Dalam belajar mendengarkan (<i>listening</i>), materi apa yang anda senangi.....</p> <p>a. Benda dalam kantor (things of office)</p> <p>b. Telling time</p> <p>c. Percakapan yang terjadi di kantor (office conversation)</p> <p>d. Percakapan dalam pelayanan ( attendance conversation)</p> <p>e. Lain-lain (Tuliskan jika ada).....</p>

		<p>❖ <b>Learning activity</b>          According to Sardiman,2010: there are kinds of learning activity; visual activities, oral activities, listening activities, writing activities, drawing activities, motor activities, mental activities, emotional activities.</p> <p>❖ <b>Learning media</b>  <a href="https://www.wisklik.com/2020/02/media-pembelajaran-listening-skill.html">https://www.wisklik.com/2020/02/media-pembelajaran-listening-skill.html</a></p>	<p>7. Dalam belajar mendengarkan (<i>listening</i>), aktivitas apa yang Anda senangi.....</p> <ol style="list-style-type: none"> <li>Mendengarkan perbedaan bunyi kosakata dalam kalimat</li> <li>Mendengarkan teks yang disampaikan guru dan mencatat kata sesuai materi yang dipelajari</li> <li>Guru menyiapkan gambar lalu memutar audio, siswa akan menebak gambar dari audio tersebut</li> <li>Lain-lain (Tuliskan jika ada).....</li> </ol> <p>8. Media apa yang Anda senangi dalam belajar mendengarkan (<i>listening</i>).....</p> <ol style="list-style-type: none"> <li>Lagu</li> <li>Video</li> <li>Podcast</li> <li>Film</li> <li>Rekaman audio</li> <li>Lain-lain (Tuliskan jika ada).....</li> </ol>
		<p>❖ <b>Learning material</b>          Based on subject</p>	<p>9. Dalam belajar menulis (<i>Writing</i>), materi apa yang Anda senangi....</p> <ol style="list-style-type: none"> <li>gambaran dalam area kantor ( office description)</li> <li>Persuratan resmi (official letter)</li> <li>Administrasi sekolah (school</li> </ol>

		<p>❖ <b>Learning activity</b>  According to Sardiman,2010: there are kinds of learning activity; visual activities, oral activities, listening activities, writing activities, drawing activities, motor activities, mental activities, emotional activities.</p> <p>❖ <b>Learning media</b>  <a href="https://www.wisklik.com/2020/02/media-pembelajaran-listening-skill.html">https://www.wisklik.com/2020/02/media-pembelajaran-listening-skill.html</a></p>	<p>Administrasion)</p> <p>d. Rohani pelajar (student Spiritual)</p> <p>e. Lain-lain (Tuliskan jika ada).....</p> <p>10. Dalam belajar menulis (<i>Writing</i>), aktivitas apa yang Anda senangi....</p> <p>a. Menulis opini mengenai situasi pendidikan Negara saat ini</p> <p>b. Menulis kembali sinopsis movie yang berlatar belakang pendidikan</p> <p>c. Menuliskan pesan moral yang terdapat dari film yang focus ceritanya terhadap sistem sekolah dan siswa</p> <p>d. Lain-lain (Tuliskan jika ada).....</p> <p>11. Media yang Anda senangi dalam belajar menulis (<i>Writing</i>) adalah....</p> <p>a. Film</p> <p>b. Sinopsis movie</p> <p>c. News paper</p> <p>d. Lain-lain (Tuliskan jika ada).....</p>
		<p>❖ <b>Learning material</b>  Based on subject</p>	<p>12. Dalam belajar berbicara (<i>speaking</i>), materi yang Anda senangi adalah.....</p> <p>a. Percakapan sehari – hari (daily conversation)</p>

		<p>❖ <b>Learning activity</b> According to Sardiman,2010: there are kinds of learning activity; visual activities, oral activities, listening activities, writing activities, drawing activities, motor activities, mental activities, emotional activities.</p> <p>❖ <b>Learning media</b> Aried. sadiman argued that the medium of study is a tool that can help the process of learning to teach and function to clarify the meaning of the message being conveyed.</p>	<p>b. Percakapan dalam kantor (conversation at office)</p> <p>c. Simulasi pelayanan (service simulation)</p> <p>d. Bicara di depan umum (public speaking)</p> <p>e. Lain-lain (Tuliskan jika ada)....</p> <p>13. Dalam belajar berbicara (<i>Speaking</i>), aktivitas apa yang Anda senangi....</p> <p>a. Melakukan Tanya jawab sesuai dengan materi</p> <p>b. Mempraktekkan / mengungkapkan opini</p> <p>c. Melakukan percakapan sederhana materi yang di bahas.</p> <p>d. Lain-lain (Tuliskan jika ada).....</p> <p>14. Media yang Anda senangi dalam belajar berbicara (<i>speaking</i>) adalah.....</p> <p>a. Buku atau teks bacaan</p> <p>b. Buku basic bahasa inggris</p> <p>c. Lain-lain (Tuliskan jika ada).....</p>
		<p>❖ Schmitt (2000), Vocabulary learning are mechanical actions in learning new word of learners such</p>	<p>15. Bagaimana cara Anda meningkatkan / mengembangkan kosakata (<i>Vocabulary</i>) dalam bahasa inggris?</p>

	<p>as repeating the pronunciation of new words or keeping vocabulary notebook.</p>	<ul style="list-style-type: none"> <li>a. Menulis kosakata baru di buku catatan</li> <li>b. Mengulang pengucapan suatu kata dalam bahasa inggris</li> <li>c. Menempelkan kosakata baru pada setiap object</li> <li>d. Lain-lain (Tuliskan bila ada).....</li> </ul>
	<p><b>Pronunciation</b></p> <ul style="list-style-type: none"> <li>❖ <b>Accent</b> Crystal (2003, p.3) An accent is the cumulative auditory effect of those features of pronunciation that identify where a person is from, regionally, or socially.</li> <li>❖ <b>Stress, Intonation, And Rhythm.</b> Pronunciation research and teaching focus both on the sounds of language (vowels and consonant) and on supra-segmental features- that is, vocal effects that extend over more than one sound.</li> </ul>	<p>16. Hal utama yang mempengaruhi dalam pengucapan (<i>Pronunciation</i>) kosakata adalah...</p> <ul style="list-style-type: none"> <li>a. Logat / dialek</li> <li>b. Tekanan</li> <li>c. Bahasa ibu</li> <li>d. Lain-lain (Tuliskan jika ada).....</li> </ul> <p>17. Aspek pengucapan (<i>Pronunciation</i>) kosakata bahasa inggris yang sulit adalah...</p> <ul style="list-style-type: none"> <li>a. Bunyi vocal / konsonan</li> <li>b. Tekanan suku kata</li> <li>c. Intonasi</li> <li>d. Lain-lain (Tuliskan jika ada).....</li> </ul>
	<ul style="list-style-type: none"> <li>❖ <b>Learning And Teaching Prosses</b> According to Sriyono (2000: 106) learning patterns guide leraning patterns, discussion learning patterns and other</li> </ul>	<p>18. Cara mengerjakan tugas yang anda senangi adalah.....</p> <ul style="list-style-type: none"> <li>a. Individual</li> <li>b. Berpasangan</li> <li>c. Berkelompok</li> <li>d. Lain-lain (tuliskan</li> </ul>

<b>Setting</b>	<p>❖ <b>Learning Environmets</b> According to Wina Sanjaya, learning facilities are classroom, library, and laboratory</p>	<p>bila ada).....</p> <p>19. Tempat belajar Bahasa Inggris yang anda senangi adalah.....</p> <ol style="list-style-type: none"> <li>Ruang kelas</li> <li>Perpustakaan</li> <li>Lab bahasa</li> <li>Luar kelas (taman, gazebo, dsb)</li> <li>Lain-lain (tuliskan bila ada).....</li> </ol>
<b>Students ' Role</b>	<p>❖ <b>Student Rule In The Classroom</b></p> <p>Gibbs (1995) draws on similar concepts when he dwscribes student centered coursesas those that emphasies: learner activity rather than passivity, students' experience on the course, process and competence, rather than content, where the key decisions about learning are made by the sudent trough negotiation with the teacher.</p>	<p>20. Peran Anda dalam kelas mata kuliah bahasa Inggris adalah.....</p> <ol style="list-style-type: none"> <li>Mendengar penjelasan dosen dan melaksanakan instruksi dari dosen.</li> <li>Berpartisipasi aktif secara komunikatif dikelas.</li> <li>Melakukan analisis secara sistematis terhadap materi pelajaran bahasa Inggris.</li> <li>Memanfaatkan setiap kesempatan untuk berinteraksi dengan baik di kelas.</li> <li>Lain-lain (sebutkan bila ada).....</li> </ol>
<b>Teacher</b>	<p>❖ <b>Teacher Rule In The Classroom</b></p> <p>Abin Syamsuddin by quoting the idea of Gage and Barliner, suggest the role of the teacher in the learning process of students, which</p>	<p>21. Dalam mengerjakan tugas bahasa Inggris di kelas, saya lebih suka jika dosen....</p> <ol style="list-style-type: none"> <li>Memberikan soal untuk dikerjakan</li> </ol>

	<p><b>'s Role</b></p> <p>includes :</p> <ul style="list-style-type: none"> <li>a) The teacher as a planner</li> <li>b) The teacher as on. organizer.</li> <li>c) The teacher as an evaluator.</li> </ul>	<p>kemudian membahasnya.</p> <ul style="list-style-type: none"> <li>b. Memberikan contoh dari suatu pembahasan lalu memberikan tugas.</li> <li>c. Mengamati pekerjaan mahasiswa lalu memberikan jawaban jika mahasiswa menemui kesulitan.</li> <li>d. Berkeliling dan memberikan komentar pada pekerjaan mahasiswa.</li> <li>e. Lain-lain (tuliskan bila ada).....</li> </ul>
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## KUESIONER EVALUASI UNTUK AHLI BAHASA

### A. Data Responden

Nama : ST. HARTINA  
 Umur :  
 Jenis kelamin :  
 Pendidikan :  S1  S2  S3  Professor  
 Pengalaman mengajar :  0-2 tahun  2-4 tahun  4-6 tahun  ≥6 thn

### B. Tabel Evaluasi

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

Keterangan:

SS : Sangat Setuju  
 S : Setuju  
 R : Ragu-ragu  
 TS : Tidak Setuju  
 STS : Sangat Tidak Setuju

No	Pernyataan	SS	S	R	TS	STS
<b>A. Isi</b>						
1.	Cakupan isi materi dalam silabus <i>English for Islamic Management Education Study Program</i> sesuai dengan kebutuhan mahasiswa jurusan bahasa arab		✓			
2.	Kedalaman materi dalam silabus <i>English for Islamic Management Education Study Program</i> memadai.		✓			



3.	Keaslian isi materi dalam silabus <i>English for Islamic Management Education Study Program</i> memadai.		✓			
4.	Kegiatan dalam <i>task</i> banyak melibatkan mahasiswa.		✓			
5.	Kegiatan dalam <i>task</i> bervariasi.		✓			
6.	Kegiatan dalam <i>task</i> sesuai topik.	✓				
7.	Kegiatan dalam <i>task</i> menarik bagi mahasiswa.		✓			
8.	Kegiatan dalam <i>task</i> dapat memotivasi mahasiswa untuk belajar bahasa Inggris.	✓				
9.	Kegiatan dalam <i>task</i> berguna bagi kehidupan nyata mahasiswa.		✓			
10.	Kegiatan disusun berurutan dari mudah ke agak sulit.		✓			
11.	Kegiatan melibatkan siswa untuk dapat bekerja secara individu dan berpasangan.		✓			

Rangkuman kualitatif:

### B. Bahasa

1.	Bahasa yang digunakan dalam silabus sesuai dengan tata bahasa yang benar.				✓	
2.	Bahasa yang disajikan komprehensif dan sesuai dengan tingkat perkembangan kognitif mahasiswa.				✓	
3.	Bahasa yang disajikan dalam bahan ajar mudah dipahami.				✓	
4.	Keseluruhan materi sesuai dengan				✓	

	kemampuan berbahasa mahasiswa				✓	
Rangkuman kualitatif:						
<b>C. Input</b>						
1.	Input materi dalam silabus membantu mahasiswa dalam berbahasa.		✓			
2.	Input materi dalam silabus sesuai dengan kemampuan mahasiswa.		✓			
3.	Input materi dalam silabus menarik.		✓			
4.	Input materi dalam silabus sesuai dengan kemampuan berbahasa mahasiswa.		✓			
5.	Input materi dalam silabus mencakup struktur bahasa yang benar.		✓			
6.	Pilihan topik sesuai dengan karakteristik mahasiswa		✓			
7.	Input materi dalam silabus dapat menambah wawasan mahasiswa.		✓			
Rangkuman kualitatif:						
<b>D. Desain dan Layout</b>						
1.	Tampilan isi silabus jelas.		✓			
2.	Penggunaan tanda baca benar.		✓			
3.	Susunan materi dalam silabus sistematis		✓			
4.	Sumber dalam silabus jelas		✓			

5.	Jarak spasi sesuai.		<input checked="" type="checkbox"/>			
Rangkuman kualitatif:						

Kesimpulan:

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

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

Palopo, 20 februari 2021

Penilai Kelayakan

*ST MARTINA*

.....  
ST MARTINA.

## KUESIONER EVALUASI UNTUK AHLI BAHASA

### A. Data Responden

Nama : DR. MASKUDDIN. SS. M. HUM  
Umur :  
Jenis kelamin :  
Pendidikan :  S1  S2  S3  Professor  
Pengalaman mengajar :  0-2 tahun  2-4 tahun  4-6 tahun  ≥6 thn

### B. Tabel Evaluasi

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

Keterangan:

SS : Sangat Setuju  
S : Setuju  
R : Ragu-ragu  
TS : Tidak Setuju  
STS : Sangat Tidak Setuju

No	Pernyataan	SS	S	R	TS	STS
<b>A. Isi</b>						
1.	Cakupan isi materi dalam silabus <i>English for Islamic Management Education Study Program</i> sesuai dengan kebutuhan mahasiswa jurusan bahasa arab		✓			
2.	Kedalaman materi dalam silabus <i>English for Islamic Management Education Study Program</i> memadai.		✓			

3.	Keaslian isi materi dalam silabus <i>English for Islamic Management Education Study Program</i> memadai.		✓			
4.	Kegiatan dalam <i>task</i> banyak melibatkan mahasiswa.		✓			
5.	Kegiatan dalam <i>task</i> bervariasi.		✓			
6.	Kegiatan dalam <i>task</i> sesuai topik.		✓			
7.	Kegiatan dalam <i>task</i> menarik bagi mahasiswa.		✓			
8.	Kegiatan dalam <i>task</i> dapat memotivasi mahasiswa untuk belajar bahasa Inggris.	✓				
9.	Kegiatan dalam <i>task</i> berguna bagi kehidupan nyata mahasiswa.		✓			
10.	Kegiatan disusun berurutan dari mudah ke agak sulit.	✓	.			
11.	Kegiatan melibatkan siswa untuk dapat bekerja secara individu dan berpasangan.		✓			

Rangkuman kualitatif:

### B. Bahasa

1.	Bahasa yang digunakan dalam silabus sesuai dengan tata bahasa yang benar.		✓			
2.	Bahasa yang disajikan komprehensif dan sesuai dengan tingkat perkembangan kognitif mahasiswa.		✓			
3.	Bahasa yang disajikan dalam bahan ajar mudah dipahami.		✓			
4.	Keseluruhan materi sesuai dengan		✓			



	kemampuan berbahasa mahasiswa		✓			
			✓			
Rangkuman kualitatif:						
<b>C. Input</b>						
1.	Input materi dalam silabus membantu mahasiswa dalam berbahasa.		✓			
2.	Input materi dalam silabus sesuai dengan kemampuan mahasiswa.	✓				
3.	Input materi dalam silabus menarik.	✓				
4.	Input materi dalam silabus sesuai dengan kemampuan berbahasa mahasiswa.	✓				
5.	Input materi dalam silabus mencakup struktur bahasa yang benar.	✓				
6.	Pilihan topik sesuai dengan karakteristik mahasiswa	✓				
7.	Input materi dalam silabus dapat menambah wawasan mahasiswa.	✓				
Rangkuman kualitatif:						
<b>D. Desain dan Layout</b>						
1.	Tampilan isi silabus jelas.	✓				
2.	Penggunaan tanda baca benar.	✓				
3.	Susunan materi dalam silabus sistematis	✓				
4.	Sumber dalam silabus jelas	✓				

5.	Jarak spasi sesuai.		✓			
Rangkuman kualitatif:						

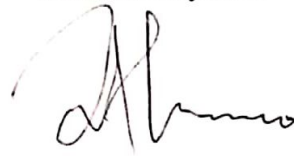
Kesimpulan:

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

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

Palopo,       februari 2021

Penilai Kelayakan



.....

## KUESIONER EVALUASI UNTUK AHLI MATERI

### A. Data Responden

Nama : Magniar, s.pd.i, M.pd  
Umur : 28  
Jenis kelamin : perempuan  
Pendidikan :  S1  S2  S3  Professor  
Pengalaman mengajar :  0-2 tahun  2-4 tahun  4-6 tahun  ≥6 thn

### B. Tabel Evaluasi

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

Keterangan:

SS : Sangat Setuju

S : Setuju

R : Ragu-ragu

TS : Tidak Setuju

STS : Sangat Tidak Setuju

No	Pernyataan	SS	S	R	TS	STS
<b>A. Isi</b>						
1.	Cakupan isi materi dalam silabus <i>English for Islamic Management Education Study Program</i> sesuai dengan kebutuhan mahasiswa jurusan bahasa arab		✓			
2.	Kedalaman materi dalam silabus <i>English for Islamic Management Education Study Program</i> memadai.		✓			



3.	Keaslian isi materi dalam silabus <i>English for Islamic Management Education Study Program</i> memadai.		✓			
4.	Kegiatan dalam <i>task</i> banyak melibatkan mahasiswa.	✓				
5.	Kegiatan dalam <i>task</i> bervariasi.	✓				
6.	Kegiatan dalam <i>task</i> sesuai topik.	✓				
7.	Kegiatan dalam <i>task</i> menarik bagi mahasiswa.		✓			
8.	Kegiatan dalam <i>task</i> dapat memotivasi mahasiswa untuk belajar bahasa Inggris.	✓				
9.	Kegiatan dalam <i>task</i> berguna bagi kehidupan nyata mahasiswa.	✓				
10.	Kegiatan disusun berurutan dari mudah ke agak sulit.		✓			
11.	Kegiatan melibatkan siswa untuk dapat bekerja secara individu dan berpasangan.		✓			
Rangkuman kualitatif:						
<b>B. Bahasa</b>						
1.	Bahasa yang digunakan dalam silabus sesuai dengan tata bahasa yang benar.	✓				
2.	Bahasa yang disajikan komprehensif dan sesuai dengan tingkat perkembangan kognitif mahasiswa.	✓				
3.	Bahasa yang disajikan dalam bahan ajar mudah dipahami.		✓			
4.	Keseluruhan materi sesuai dengan		✓			

	kemampuan berbahasa mahasiswa					
Rangkuman kualitatif:						
<b>C. Input</b>						
1.	Input materi dalam silabus membantu mahasiswa dalam berbahasa.		✓			
2.	Input materi dalam silabus sesuai dengan kemampuan mahasiswa.		✓			
3.	Input materi dalam silabus menarik.		✓			
4.	Input materi dalam silabus sesuai dengan kemampuan berbahasa mahasiswa.	✓				
5.	Input materi dalam silabus mencakup struktur bahasa yang benar.		✓			
6.	Pilihan topik sesuai dengan karakteristik mahasiswa	✓				
7.	Input materi dalam silabus dapat menambah wawasan mahasiswa.		✓			
Rangkuman kualitatif:						
<b>D. Desain dan <i>Layout</i></b>						
1.	Tampilan isi silabus jelas.		✓			
2.	Penggunaan tanda baca benar.		✓			
3.	Susunan materi dalam silabus sistematis	✓				
4.	Sumber dalam silabus jelas		✓			

5.	Jarak spasi sesuai.		✓			
Rangkuman kualitatif:						

Kesimpulan:

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

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

Palopo,       februari 2021

Penilai Kelayakan



.....  
Masniar, S.pd.i, M.pd.

# LEMBAR VALIDASI INSTRUMEN EVALUASI UNTUK AHLI MATERI

*Pengembangan Bahan Ajar Bahasa Inggris untuk Mahasiswa Jurusan Manajemen Pendidikan  
Islam (MPI) IAIN PALOPO*

## **A. Petunjuk Pengisian**

1. Lembar penilaian kelayakan ini meliputi aspek pendahuluan, isi, bahasa.
2. Berilah tanda (  $\checkmark$  ) pada kolom angka yang sesuai dengan penilaian yang anda berikan.
3. Pedoman skala penilaian adalah sebagai berikut :
  1. Tidak Layak
  2. Kurang Banyak
  3. Cukup Banyak
  4.  $\checkmark$  Layak
  5. Sangat Layak
4. Anda di mohon kesediannya untuk memberikan saran-saran perbaikan pada bagian akhir lembar ini.

## B. Penilaian Kelayakan

No.	URAIAN	KELAYAKAN				
		1	2	3	4	5
I.	Aspek Isi					
	a. Tujuan penelitian dinyatakan dengan jelas				✓	
	b. Tujuan kuesioner dinyatakan dengan jelas				✓	
	c. Petunjuk pengisian kuesioner mudah dipahami.				✓	
II.	Aspek Cakupan ( Isi )					
	a. Butir-butir kuesioner mencakup data yang berhubungan dengan cakupan isi materi memadai.					✓
	b. Butir-butir kuesioner mencakup data yang berhubungan dengan Penggunaan Bahasa didalam materi baik dan benar.					✓
	c. Butir-butir kuesioner mencakup data yang berhubungan dengan aktivitas pembelajaran memadai.					✓
	d. Butir-butir kuesioner mencakup data yang berhubungan dengan input materi memadai.				✓	

	e. Butir-butir kuesioner mencakup data yang berhubungan dengan kegrafikan memadai.				<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
III.	Aspek Bahasa					
	a. Butir-butir kuesioner dirumuskan dalam bahasa Indonesia yang baik dan benar.					<input checked="" type="checkbox"/>
	b. Butir-butir kuesioner dirumuskan dalam bahasa Indonesia yang efektif.				<input checked="" type="checkbox"/>	
	c. Butir-butir kuesioner dirumuskan dalam bahasa Indonesia yang efisien.				<input checked="" type="checkbox"/>	
	d. Butir-butir kuesioner dirumuskan dalam bahasa yang mudah dipahami sesuai tingkat kemampuan berbahasa responden.				<input checked="" type="checkbox"/>	

### C. Kuesioner

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**D. Saran**

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**E. Kesimpulan**

Instrumen kuesioner ini ( lingkari salah satu pilihan )

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


.....

.....

.....

Palopo , ..... -..... -.....

Penilai Kelayakan

  
Masliat, S.pd.T. U.pd



# LEMBAR VALIDASI INSTRUMEN EVALUASI UNTUK AHLI BAHASA

*Pengembangan Bahan Ajar Bahasa Inggris untuk Mahasiswa Jurusan Manajemen Pendidikan  
Islam (MPI) IAIN PALOPO*

## A. Petunjuk Pengisian

1. Lembar penilaian kelayakan ini meliputi aspek pendahuluan, isi, bahasa.
2. Berilah tanda (  $\checkmark$  ) pada kolom angka yang sesuai dengan penilaian yang anda berikan.
3. Pedoman skala penilaian adalah sebagai berikut :
  1. Tidak Layak
  2. Kurang Banyak
  3. Cukup Banyak
  4.  Layak
  5. Sangat Layak
4. Anda di mohon kesediannya untuk memberikan saran-saran perbaikan pada bagian akhir lembar ini.



## B. Penilaian Kelayakan

No.	URAIAN	KELAYAKAN				
		1	2	3	4	5
I.	Aspek Isi					
	a. Tujuan penelitian dinyatakan dengan jelas				✓	
	b. Tujuan kuesioner dinyatakan dengan jelas				✓	
	c. Petunjuk pengisian kuesioner mudah dipahami.					✓
II.	Aspek Cakupan ( Isi )					
	a. Butir-butir kuesioner mencakup data yang berhubungan dengan cakupan isi materi memadai.					✓
	b. Butir-butir kuesioner mencakup data yang berhubungan dengan Penggunaan Bahasa didalam materi baik dan benar.				✓	
	c. Butir-butir kuesioner mencakup data yang berhubungan dengan aktivitas pembelajaran memadai.				✓	
	d. Butir-butir kuesioner mencakup data yang berhubungan dengan input materi memadai.				✓	

	e. Butir-butir kuesioner mencakup data yang berhubungan dengan kegrafikan memadai.				✓	✓
III.	Aspek Bahasa					
	a. Butir-butir kuesioner dirumuskan dalam bahasa Indonesia yang baik dan benar.			✓		
	b. Butir-butir kuesioner dirumuskan dalam bahasa Indonesia yang efektif.			✓		
	c. Butir-butir kuesioner dirumuskan dalam bahasa Indonesia yang efisien.			✓		
	d. Butir-butir kuesioner dirumuskan dalam bahasa yang mudah dipahami sesuai tingkat kemampuan berbahasa responden.			✓	✓	

### C. Kuesioner

.....

.....

.....

.....

.....

.....

.....

.....

**D. Saran**

~~Kuesioner~~  
Kuesioner dapat digunakan dg revisi minor

**E. Kesimpulan**

Instrumen kuesioner ini ( lingkari salah satu pilihan )

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

perbaiki susunan bahasa agar mudah dipahami responden

Palopo , ..... - Februari 2021

Penilai Kelayakan

*St. Hartina*

ST. HARTINA



1 2 0 2 1 1 9 0 0 9 0 0 1 1

**PEMERINTAH KOTA PALOPO**  
**DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU**

Alamat : Jl. K.H.M. Hasyim No.5 Kota Palopo - Sulawesi Selatan Telpn : (0471) 326048

**ASLI**

**IZIN PENELITIAN**  
 NOMOR : 11/IP/DPMPSTP/II/2021

**DASAR HUKUM :**

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

**MEMBERIKAN IZIN KEPADA**

Nama : VERAWATI  
 Jenis Kelamin : Perempuan  
 Alamat : Ji. Kutilang I No. 759 Kola Palopo  
 Pekerjaan : Mahasiswa  
 NIM : 16 0202 0073

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

**DESIGNING SYLLABUS FOR ISLAMIC MANAGEMENT EDUCATION STUDY PROGRAM AT IAIN PALOPO  
 (RESEARCH AND DEVELOPMEN DESIGN)**

Lokasi Penelitian : MAHASISWA IAIN PALOPO  
 Lamanya Penelitian : 21 Januari 2021 s.d. 21 Maret 2021

**DENGAN KETENTUAN SEBAGAI BERIKUT :**

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

Demikian Surat Izin Penelitian ini diterbitkan untuk dipergunakan sebagaimana mestinya.

Diterbitkan di Kota Palopo

Pada tanggal : 22 Januari 2021

a.n. Kepala Dinas Penanaman Modal dan PTSP

Kepala Bidang Pengkajian dan Pemrosesan Perizinan PTSP



**ANDI AGUS MANDASINI, SE, M.AP**

Pangkat : Penata

NIP : 19780805 201001 1 014

**Tembusan :**

1. Kepala Badan Kesbang Prov. Sul-Sel;
2. Walikota Palopo
3. Dandim 4403 SWG
4. Kapolres Palopo
5. Kepala Badan Penelitian dan Pengembangan Kota Palopo
6. Kepala Badan Kesbang Kota Palopo
7. Instansi terkait tempat dilaksanakan penelitian

# Angket / Questionnaire

Designing ESP syllabus for islamic management education study program at IAIN Palopo

NAMA \*

Abdurrasyid

USIA \*

19

JENIS KELAMIN \*

- Laki - Laki
- Perempuan

SEMESTER / KELAS \*

- 3 / MPI A
- 3 / MPI B
- 3 / MPI C
- 3 / MPI D

PETUNJUK PENGISIAN

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 MPI.

1. Apa tujuan Anda belajar bahasa inggris untuk MPI (manajemen pendidikan islam) setelah lulus nanti setelah lulus nanti?

- a. Mampu melakukan pelayanan akademisi menggunakan bahasa inggris
- b. Mampu melaksanakan aktivitas administrasi menggunakan bahasa inggris
- c. Mampu memahami literatur dalam bahasa inggris
- d. Mampu menulis KTI menggunakan bahasa inggris
- e. Lain-lain (tuliskan jika ada).....

2. Bagaimana tingkat penguasaan bahasa inggris Anda sekarang ini?

- a. Basic (lower): mengetahui sedikit kosakata dan ungkapan praktis, penguasaan 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

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

- a. Perkembangan mutu pendidikan di Indonesia
- b. Teori kepemimpinan dalam organisasi
- c. Teori manajemen dalam pemasaran sekolah atau jenjang pendidikan
- d. SDM, Humas, dan Diklat
- e. Lain-lain (Tuliskan bila ada).....

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

- a. Mengidentifikasi teks bacaan
- b. Membaca teks bacaan dan mengutarakan pendapat mengenai bacaan.
- c. Menganalisis teks bacaan dan menceritakan kembali isi bacaan sesuai dengan persepsi pribadi.
- d. Lain-lain (Tuliskan bila ada).....

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

- a. HP sebagai media mencari cerita online(mobile phone)
- b. Koran (news paper)
- c. Buku (book)
- d. Lain-lain (Tuliskan jika ada).....



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

- a. Benda dalam kantor (things of office)
- b. Telling time
- c. Percakapan yang terjadi di kantor (office conversation)
- d. Percakapan dalam pelayanan ( attendance conversation)
- e. Lain-lain (Tuliskan jika ada).....

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

- a. Mendengarkan perbedaan bunyi kosakata dalam kalimat
- 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
- b. Video
- c. Podcast
- d. Film
- e. Rekaman audio
- f. Lain-lain (Tuliskan jika ada).....



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

- a. gamabaran dalam area kantor ( office description)
- b. Persuratan resmi (official letter)
- c. Administrasi sekolah (school Administrasition)
- d. Rohani pelajar (student Spiritual)
- e. Lain-lain (Tuliskan jika ada).....

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

- a. Menulis opini mengenai situasi pendidikan Negara saat ini
- b. Menulis kembali sinopsis movie yang berlatar belakang pendidikan
- c. Menuliskan pesan moral yang terdapat dari film yang focus ceritanya terhadap sistem sekolah dan siswa
- d. Lain-lain (Tuliskan jika ada).....

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

- a. Film
- b. Sinopsis movie
- c. News paper
- d. Lain-lain (Tuliskan jika ada).....

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

- a. Percakapan sehari – hari (daily conversation)
- b. Percakapan dalam kantor (conversation at office)
- c. Simulasi pelayanan (service simulation)
- d. Bicara di depan umum (public speaking)
- e. 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 opini
- c. Melakukan percakapan sederhana materi yang di bahas.
- 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. 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).....

17. Aspek pengucapan (Pronunciation) 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).....

## BIOGRAPHY



Verawati, was born in Palopo April 21<sup>st</sup> 1999. She is a daughter of Witoyo and Suriyati, she is the fourth child from four siblings. She lives in Perumnas, Palopo city. She was graduated from state elementary school 484 of Palopo 2009, junior high school 5 of Palopo for the first year and junior high school 10 of Palopo for two years in 2013, senior high school 5 Palopo for the first and a half year and senior high school 2 Palopo for the last year in 2016. Now, she continued her study at English department of state Islamic institute (IAIN) of Palopo.