

**DESIGNING ESP SYLLABUS FOR ARABIC EDUCATION  
STUDY PROGRAM AT IAIN PALOPO**

*A Thesis*

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



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

**2021**

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**By**

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

**2021**

## THESIS APPROVAL

This thesis, entitled “Designing ESP Syllabus for Arabic Education Study Program at IAIN Palopo” written by Nirwana Nengsi, Reg. Number 16 0202 0120, English Language Education S1 Study Program of Tarbiyah and Teacher Training Faculty at State Islamic Institute of Palopo, has been examined and defended in MUNAQASYAH session which is carried out on Monday March 8<sup>th</sup> 2021 M, coincided with Rajab 24<sup>th</sup> 1442 H. It is authorized and acceptable as partial fulfillment of requirement for S.Pd, degree in English language teaching.

Palopo, March 8<sup>th</sup> 2021 M  
Rajab 24<sup>th</sup> 1442 H

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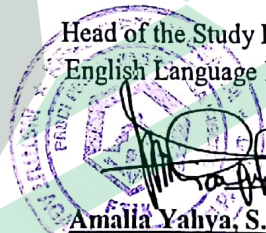
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Palopo, Februari 2021  
The researcher,

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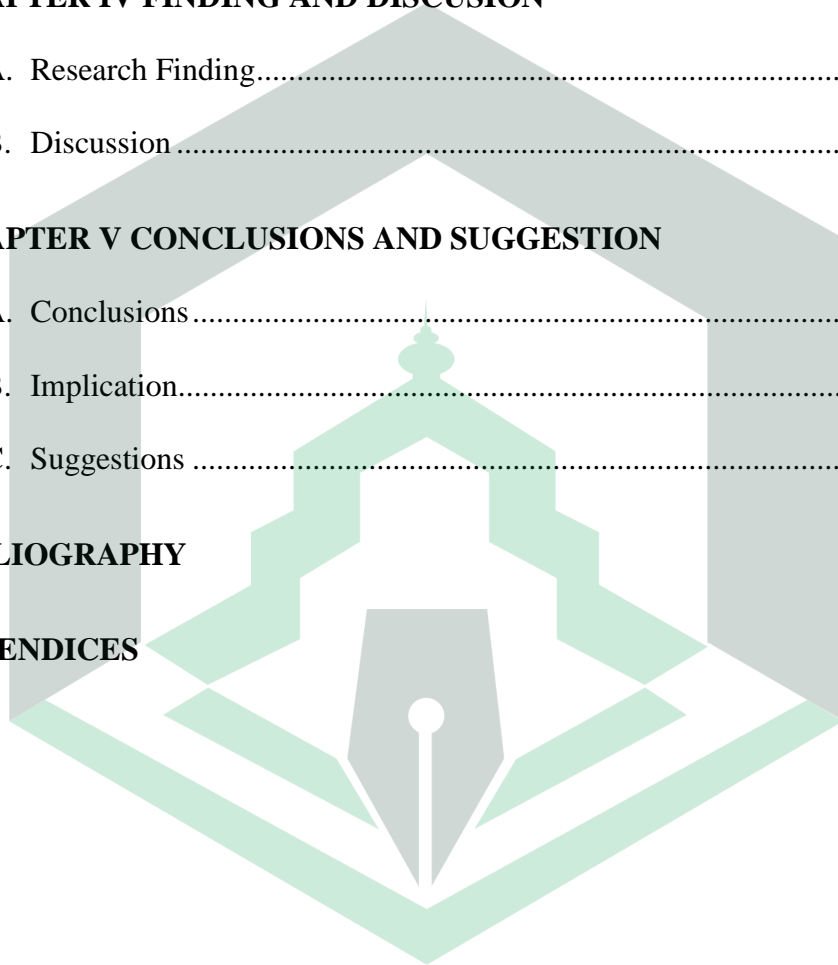
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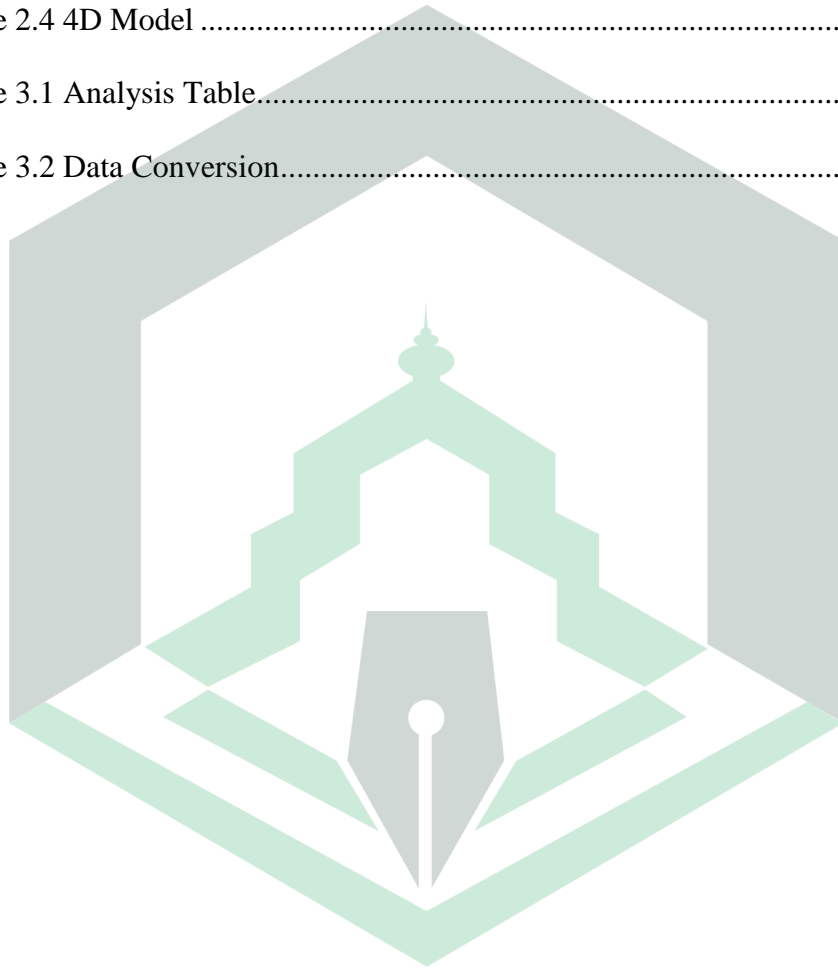
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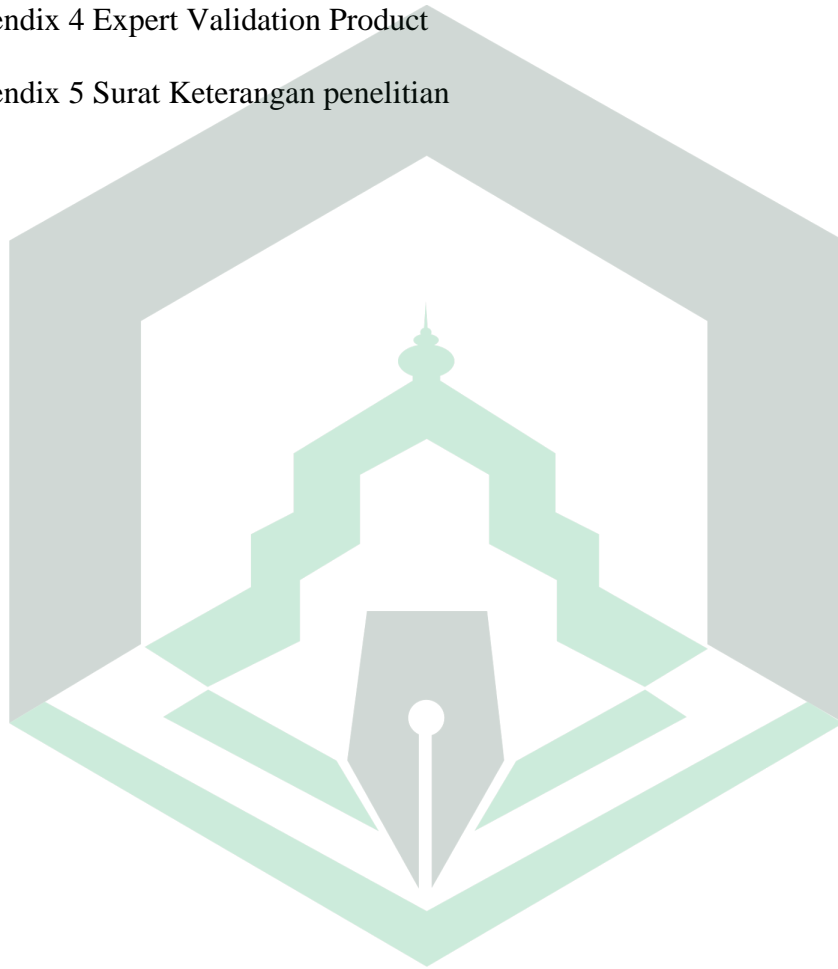
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## ABSTRACT

**NIRWANA NENGSI, 2021**, *“Designing ESP Syllabus for Arabic Education Study Program at IAIN Palopo.”* Thesis English Study Program Educational Department in the State Islamic Studies Palopo, Supervised by Dr. Sahraini, M. Hum. and Dewi Furwana, S.Pd. I., M.Pd

This research attempted to designing an ESP syllabus for Arabic Education Study Program at IAIN Palopo. The research question was “what kind of Syllabus design is appropriate for the Arabic education study program at IAIN Palopo.” The research method is Research and Development method (R&D), which utilized the Addie model. Addie’s model consists of 5 development steps, namely (1) analysis, (2) design, (3) development, (4) implementation, and (5) evaluation. This research used the instruments for need analysis, student’s perception, and observation sheet for three expert validators. The population of this research was the third-semester students of Arabic. The designed ESP syllabus for the second semester of Arabic Education students at IAIN Palopo includes several components: (1) Learning goal is to communicate both oral and written using English for Arabic students and Arabic education teacher; (2) Learning material: English Material is basic English and vocabulary including part of speech, auxiliary verb (to be, to do, to have, and modals), question word, active and passive voice, asking and giving advice, showing prohibition, and asking and giving an opinion. The Arabic material including manners, praiseworthy traits, the five pillars of Islam, the inspirational Islamic figure, ulul azm prophet, halal and haram, the six pillars of faith, virtues of religion, and tolerance in religion. (3) Syllabus types are the skill-based syllabus and content-based syllabus; (4) Learning media are video, picture, book, and social media. This research's product is appropriate to be applied to the second-semester students of the Arabic study program.

**Keywords:** Design, ESP syllabus, English for Arabic Education

## CHAPTER I

### INTRODUCTION

#### A. Background

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

Syllabus design for an ESP program is essential because it is a form of assessment, need, and function for which English is required. As we know that ESP may improve student's English skill-based their study program at college. The importance of having a syllabus for teaching they are: 1) to make the material manageable. Language is complex. We can not learn just in one way; we must have some way to learn it. 2) to give support to the teachers and learners. Besides practice, the benefit syllabus can allow teachers and learners to make learning tasks easy to understand. 3) to make the syllabus can be seen as a way to get the learning.<sup>1</sup>

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<sup>1</sup> Parkes, J., & Harris, M. B. (2002). The purposes of a syllabus. *College Teaching*, 50(2), 55-61.

In IAIN PALOPO, based on the researcher's observation on 20 August 2019 in the Arabic education study program, there are three problems based on the researcher's observation before. First, there is no guidance in teaching and learning English. It may affect the students and lecturers, such as in the learning process, no goal could be reached because there is no guidance (syllabus). Second, the material is in general. Third, the students want to learn specific English material based on their study program. Meanwhile, the one way to solve those problems is looking for an appropriate syllabus in the teaching and learning process. Why syllabus? It is because the syllabus is the first essential thing in making material. There was narrated by Prophet Muhammad SAW giving a

message to Mu'adz bin Jabal r.a. when sending him to the land of Yaman.

لَأَنْ يَهْدِيَ اللَّهُ بِكَ رَجُلًا وَاجِدًا خَيْرٌ لَكَ مِنَ الدُّنْيَا وَمَا فِيهَا

"And if because of your teaching, Allah SWT gives a hint to someone. Then, for you, it is better than the world and its contents".

Based on the illustration above, the researcher is interested in designing an English syllabus for the Arabic education study program. Therefore, this research title is "**Designing ESP Syllabus for Arabic Education Study Program at IAIN Palopo.**"

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## **B. Formulation of The Problem**

Based on the problem above, the researcher formulated the research question as follows "What kind of syllabus design appropriate for the Arabic education study program at IAIN Palopo?."

## **C. The Objective of The Research**

This research aimed to design an ESP syllabus for the second-semester students of the Arabic education study program using the ADDIE model.

## **D. The Significant of The Research**

The result of this research was hoped useful as follow:

### 1. Student

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

### 2. Lecture

It was expected to be useful for English lecturer to teach in the classroom as the references in teaching English to better the quality of teaching and learning.

### 3. The next researcher

It was expected to be useful for the next researchers as one of the research for further research.

## **E. Specification of The Research**

The researcher will design the ESP syllabus for the Arabic Education study Program at IAIN Palopo. A syllabus is a learning plan in the subject that includes CPMK (significant achievement), indicator, criteria, the form of judgment, learning

method, learning material, quality of assessment. This syllabus consists of 14 meetings, including the middle test in the eighth meeting and the final examination in the fourteenth meeting

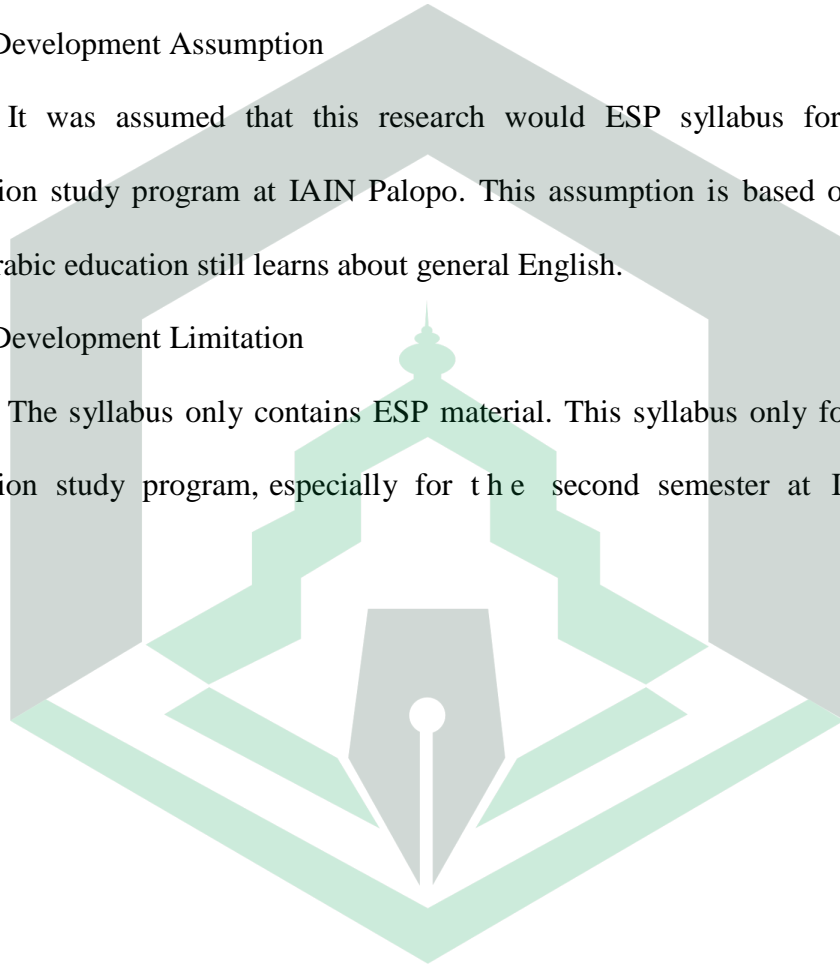
## **F. Assumption and Limitation of The Research**

### **1. Development Assumption**

It was assumed that this research would ESP syllabus for the Arabic education study program at IAIN Palopo. This assumption is based on the reason that Arabic education still learns about general English.

### **2. Development Limitation**

The syllabus only contains ESP material. This syllabus only for the Arabic education study program, especially for the second semester at IAIN Palopo.



## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Previous Studies

In writing this research, the researcher finds out several studies that aimed to develop instructional materials. They are:

1. Wieka Barathayomi & Dina Rachmawati (2016) with the title "Designing English for Specific Purpose Syllabus for Editing Course." This study discusses the editing course syllabus designed based on prerequisites knowledge and skill of an editor.<sup>2</sup> This study has the same purpose as that study above; it is Designing ESP syllabus while the differences are the study above for editing course.
2. Miftahul Khair Nur Ali Mubar (2017) with the title "Developing English Learning materials for Young Learners Based on Need Analysis at MTsN Model Makassar." This study discusses developing learning materials especially for speaking at the third-grade students of MTsN Model Makassar. The final needs analysis showed that the MTsN Model Makassar students want to learn English, especially speaking. Finally, the English learning material for the students named speaking material consists of six topics and 18 activities to improve students speaking skill and presented in 24 pages is the result of this

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<sup>2</sup> Barathayomi, Wieka & Rachmawati, Dina (2016). "Designing English For Spesific Purpose for Editing Course".

study.<sup>3</sup> This study has the same purpose as that study above. It is developing English materials using English Specific purpose: The analysis above advanced English materials for ninth grade.

3. Luqman Hakim (2017), with the title "Developing Esp Syllabus for Nursing Students At Stikes Al-Irsyad Cilacap, " This study discusses developing learning material, especially on speaking and listening to stikes Al- instead of Cilacap. The result of the needs analysis showed that stikes students of Cilacap want English materials especially speaking and listening.<sup>4</sup>

This study has the same purpose as that study above. It is developing English materials using English Specific goals. Simultaneously, the differences are the study above advanced English materials for stikes student and only focused on speaking and listening materials. In contrast, this study will develop English learning material for Arabic Education Program and empowering four integrated skills.

## **B. Literature Review**

1. English for Specific Purposes (ESP)
  - a. Definition of ESP

Hutchinson and Waters define that Esp as an approach to teaching language

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<sup>3</sup> Nur Ali Mubar, Miftahul Khair.(2017) “*Developing English Learning materials for Young Learners Based on Need Analysis at MTsN Model Makassar*”

<sup>4</sup> Hakim. Luqman ( 2017 ) “*Developing Esp Syllabus for Nursing Students At Stikes Al-Irsyad Cilacap*“( *Dipenogoro University* ).

where all decisions as method and content are based on learner's reason in learning English. According to Gatehouse (2001), ESP is oriented with the learning and learners, a conception and preference for communicative competence. It is found to meet what the learners need. Richards & Rodger (2001, p.107) saw ESP as an approach that serves the student's needs.<sup>5</sup>

b. Categorization of ESP

Esp has traditionally been divided into three classified main branches, They are:<sup>6</sup>

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

Branches	Sub Branches	Example
English for Academic Purposes (EAP)	English for General Academic Purpose (EGAP)	English for Academic Writing
	English for Specific Academic Purposes (ESAP)	English for Banking Studies

<sup>5</sup> Das, J. (2012). Role of syllabus in higher education: A critical study. *Global Research Methodology Journal*, 2(7), 1-6

<sup>6</sup> Sabbah, Sabah Salman. (2018). English Language Syllabuses: Definition, Types, Design, and Selection. *Arab World English Journal (AWEJ)*, 9(2), 127-142.

English for Professional Purposes (EPP)	English for General Professional Purposes (EGPP)	
	English for Specific Professional Purposes (ESPP)	English for Doctor
English for Occupational Purposes (EOP)	English For General Occupational Purposes (EGOP)	English for Hospitality Industry
	English for Specific Occupational Purposes (ESOP)	English for Hotel Receptionist

The table shows that the English for academic purposes includes English for general educational purposes and English for Specific Academic Purposes. Simultaneously, English for Professional Purposes has English for General Professional Purposes and English for Specific Professional Purposes. However, English for Occupational Purposes includes English for General Occupational Purposes and English for Specific Occupational Purposes.

### c. Characteristic of ESP

According to Strevens (1998), ESP is needed to distinguish between two variable characteristics and four fundamental characteristics: the varying factors include (1) make the line as language skill to learn, for example, only speaking. (2) it is not illegal according to ordinary pre methodology. The four fundamental characteristics of ESP include (1) designed to find specific needs of the students. (2) based on the content. (3) The language's main point is appropriate to the activities in lexis, syntax, discourse semantic, and analysis. (4) make a difference with general English.

Dudley-Evans (1998) said that there are two kinds of characteristics that outline ESP: variable characteristics and fundamental characteristics. Variable characteristic includes (1) ESP must be related to or designed to specific disciplines. (2) ESP is used in the particular situation of teaching, a different methodology with general English. (3) ESP is designed for adult students, but it is based on the work situation. (4) ESP is designed for intermediate or advanced learners. (5) ESP assumes some basic knowledge of the system of language.

### 2. Needs Analysis in ESP

According to Hutchinson and Waters (1987), there are two categories of needs analysis, namely: Target need and learning need (Nation and Macalister,

2010:24)<sup>7</sup>

a. Target needs analysis

Target needs deal with what the students have to do in the target situation, formulated by Hutchinson and Waters (1987). Target needs include three useful parts: (1) Necessities are the type of demand known as a must by the target situation. It means what the learners must learn is how they function virtually in the target situation. (2) Lacks are discrepancies between target proficiency and learner proficiency. Lacks can be organized only after the teachers or designers have known the needs of students. (3) Want concern with the realizing of requirements that specify the situation of ESP.

b. Learning need analysis

Learning needs refer to what the learner needs to do to teach (Nation & Macalister, 2010: 24). The learning need is based on the activities that the students need to do to achieve the students' abilities to perform the degree of competencies in the target's situation. To construct the materials, it is essential to analyze the students' need to learn to decide an engaging learning and teaching process that the students wish. This analysis is connected with setting, activities, teachers' role and the rule of students. The other four task components are applied to this research to

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<sup>7</sup> Agustina, Titik. (2014). "English For Spesific Purpose (ESP): An Approach of English Teaching For Non-English Department Student". 7(1),37-63.



meet a good composition of the learning task.

### 3. Definition of Syllabus

According to Salim (1987:98), the syllabus explains that a syllabus is an outline, summary, abstract, or the main point of the content or learning material. Yulaelawati (2004:123) defines syllabus as a group planning and implementation in arrangements for assessment and learning made for systems that contain all components having a relationship with the aim of mastering essential competencies. According to Hutchinson and Waters (2002), a syllabus is a statement of what has to be learned. According to Hutchinson & Waters (1987:80), the syllabus is an opinion of the nature of language and learning. Besides, the syllabus is compiled based on standard content, which contains subject identity, competency standards, basic Competencies, learning activities, assessment, indicators, and learning resources. Breen (1989:47) said that the syllabus is a plan of what has to be achieved through the teaching and learning process.<sup>8</sup>

### 4. Types of Syllabus

According to Railley (1988), there are six types of the syllabus; they are:

#### 1) A structural (formal) syllabus

Language teaching is a collection of the forms and structures, usually grammatical, of the language being taught.

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<sup>8</sup> Rahman, M. (2015). English for Specific Purposes (ESP): A Holistic Review. *Universal Journal of Educational Research*, 3(1), 24-31.

2) A notional/functional syllabus

The language teaching content is a collection of the functions performed when language is used or the notions that language was used to express.

3) A situational syllabus.

Language teaching is a collection of real or imaginary situations in which language occurs or is used. A condition usually involves several participants who are engaged in some activity in a specific setting. The language appearing in the situation consists of several functions, combined into a plausible segment of discourse. The primary purpose of a situational language teaching syllabus is to teach the language in cases.

4) A skill-based syllabus.

The language teaching content is a collection of specific abilities that may play a part in using language. Skills are things that people must be able to do to be competent in a language, relatively independently of the situation or setting in which the language use can occur. At the same time, situational syllabi group functions together into specific settings of language use, skill-based syllabi group linguistic competencies (pronunciation, vocabulary, grammar, and discourse) together into generalized types of behavior, such as listening to spoken language for the main idea, writing well-formed paragraphs, giving effective oral presentations, and so on. The primary purpose of skill-based instruction is to learn the specific language skill. A possible secondary goal is to develop more general competence in the language,

learning only incidentally any information that may be available while applying the language skills.

5) A task-based syllabus.

The teaching content is a series of complex and purposeful tasks that the students want or need to perform with their language. The lessons are defined as activities with a purpose other than language learning, but, as in a content-based syllabus, the tasks' performance is approached in a way that is intended to develop second language ability. Language learning is subordinate to task. Performance and language teaching occurs only as the need arises during the performance of a given task. Tasks integrate language (and other) skills in specific settings of language use. Task-based teaching differs from situation-based teaching. While situational teaching aims to teach the particular language in the situation (a predefined product), task-based education aims to introduce students to draw on resources to complete some work (a process). The students draw on various language forms, functions, and skills, often in an individual and unpredictable way, in completing the tasks. Tasks that can be used for language learning are, generally, tasks that the learners have to perform in any case.

6) A content-based-syllabus.

The primary purpose of instruction is to teach some content or information using the language that the students are also learning. The students are simultaneously language students and students of whatever content is being taught.

The subject matter is primary, and language learning occurs incidentally to content learning. The content teaching does not organize around language teaching, but vice-versa. Content-based language teaching is concerned with information, while task-based language teaching is concerned with communicative and cognitive processes.

## 5. Syllabus Design

There are many theories about syllabus design. According to Jordan (1997:20), to design a syllabus in a course, we need to analyze and establish the objectives. The next steps are selecting material, grading, choosing the language content, and dividing the content into units. Richard (2001:2) said that designing a syllabus is selecting the content based on what the students' needs.<sup>9</sup>

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

### a. Need Analysis

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

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<sup>9</sup> Sanal, Fahrudin. *Syllabus Design*. Vol.2, Issue.3, 2016, pp 190-192

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

b. Instrument of collect need analysis

There are different ways to find information about students' need and experiences before. Many questionnaires, research may do it, group discussions, and interviews. According to sysoyev 2002, In syllabus design, student analysis will help teachers bring together the requirement of the students in formulating goals and objectives.

c. Determination of goals and objectives

According to Grave 1996:17, a goal what we must achieve in learning language, goals are a statement of the purposes of a syllabus. While objectives are the systematic of what have to be achieved in a syllabus. A description of specific objectives in terms which can be observed and measure is known as a behavioral objectives.

d. Content conceptualization

To make a concept of content is not easy, or it is not free context process. When account the information about the students, goals, and objectives. Teacher have to determine what aspects of learning will be included and used to address student's needs and expectations. According to Sysoyev 2003:3, syllabus designer may focuses on developing the basic skill, competence of communicative, awareness of vocabulary, etc.

e. Selection and development of material and activities

They are selecting and developing means that create a new material. When the teachers or designer create a material, it should be considered as the language used, the method to be used, etc.

f. Organization of contents and activities

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

g. Evaluation

Teachers have to evaluate their syllabus to promote and improve their quality. Evaluation can be done in two ways: (1) Implicitly evaluation is the evaluation that has to do during the semester. The learners' grades, participation, and motivation have to give the teacher the learning. (2) The detailed evaluation has to do at the end of the syllabus or after learning it.<sup>10</sup>

6. English-Arabic

a. Arabic Departement

Arabic education is one of the majors which the university provides. It is also a study program that many students are interested in and chose, especially female students, for being a job. Besides the Arabic study program, it is easy to

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<sup>10</sup> Basturkmen, Helen. 2010. *Developing Courses in English for Specific Purposes*. New York: Palgrave Macmillan

find a job, and students who have a skill about it can be a master in Arabic.

At this moment, English is known as an essential language in communication in all aspects, including in the education aspect. English in Arabic is very needed for the students to achieve their competence. It may help the students of Arabic to competent in the future.

#### b. English in Arabic

English is a critical subject lesson in the Arabic study program because it teaches English from the first semester until the second semester. Besides, the students learn about general English.

According to the Arabic education study program's goal in learning English, The learning English material should appropriate its skill. One basic approach to developing English material is ESP (English for Specific Purposes).

#### 7. Instructional Design Model

In the literature, there are models of instructional design that are often implemented in research. Borg & Gall, Dick & Carrey, Hannafin and Peck, and 4-D design models.<sup>11</sup>

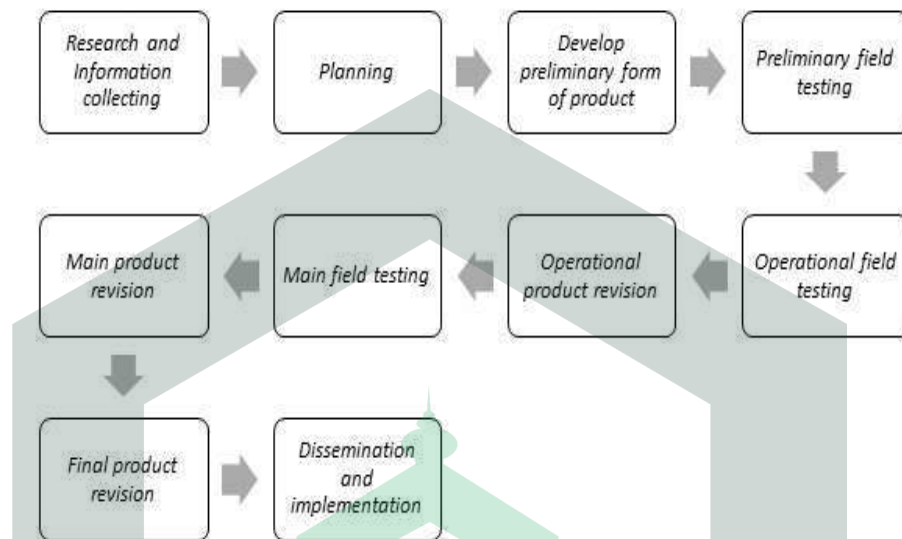
##### a. Borg and Gall

Borg & Gall (1987: 775) develop a procedure containing ten steps in developing learning materials. They are (1) Information and research selection. (2) Planning. (3) Develop form of the product. (4) First field testing.(5) Revision

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<sup>11</sup> Sadiq, Ban Jafar. (2009). Designing ESP Syllabus for Iraqi Colleges or Physical Education

product. (6) Second field testing. (7) Revision product. (8) Third field testing. (9) Last revision product. (10) Dissemination and implementation.

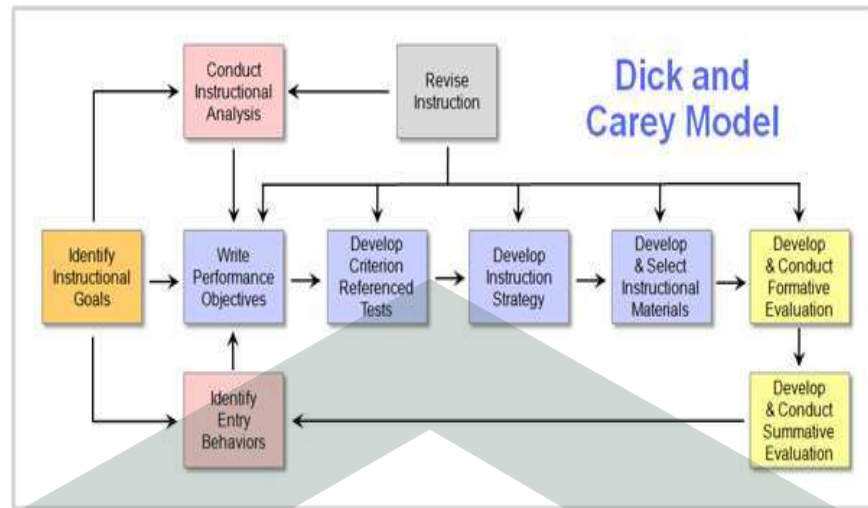


**Figure 1: Borg and Gall Design Model**

b. Dick and Carrey

Another Research and Development model is proposed by Dick & Carey (2001: 240). The steps are (1) identify the instructional goal, (2) writing performance objective, (3) developing assessment instrument, (4) developing the excellent strategy, (5) developing and selecting a suitable material, (6) designing and conducting formative evaluation, (7) revising, (8) working and designing a formative assessment, (9) designing and executing the summative assessment.

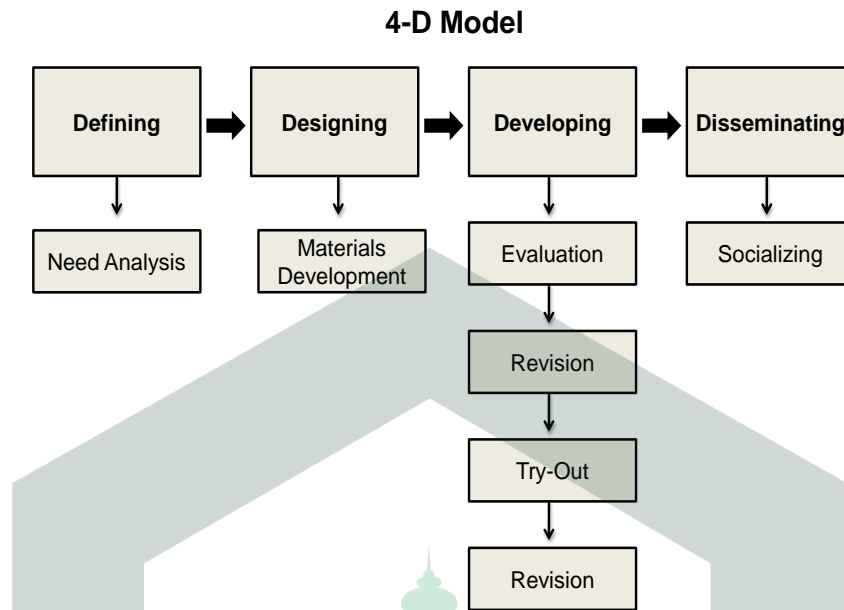




**Figure 2: Dick & Carey Design Model**

c. 4D Model

This model has four phases such as: (1) Defining. (2) Designing. (3) Developing. (4) Disseminating by Thiagarajan, dkk (1974). In *defining* stage, there will be conducting learner's need analysis. The next phase is *designing* a product produced and developed based on the learner's needs analysis. The next step will be *developing* the product with good validities from the expert judgments, lecturer, and the learners as the users. The last phase is disseminating the product published through the seminar, social media, journal, etc.



**Figure 4: Conceptual Framework**

d. Addie Model

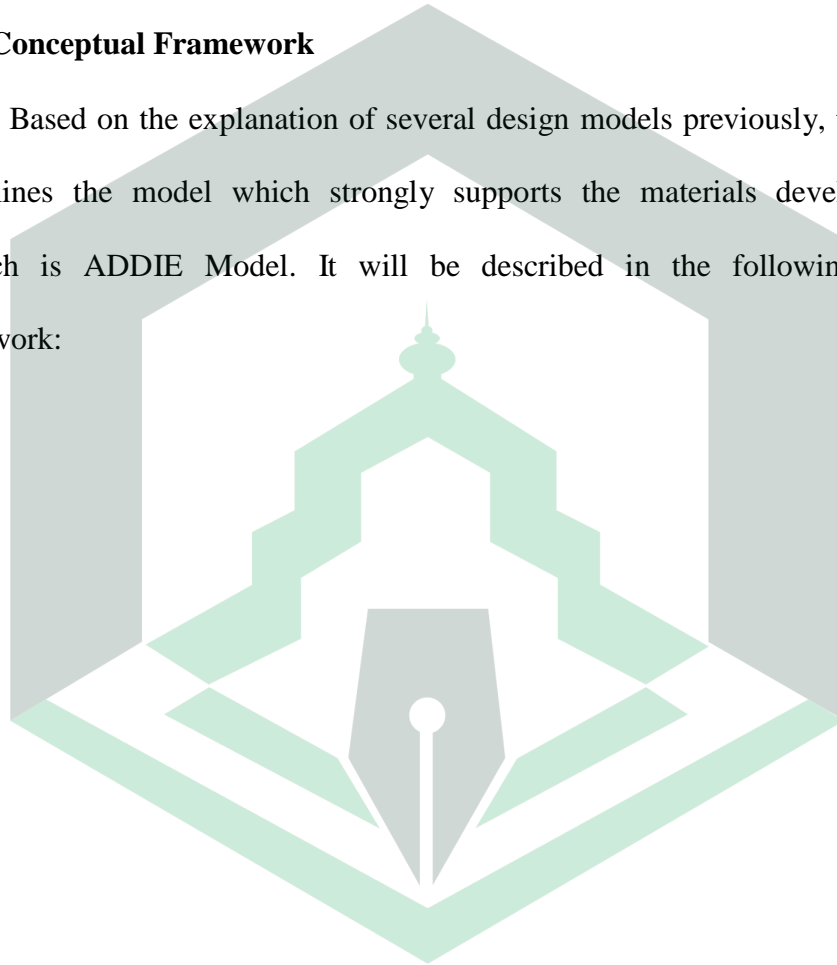
According to Raiser & Mollenda (1990), this model stands for five words.

- (1) Analysis: The analysis phase explains the instructional complication and point, classifies the learning environment and learners' current familiarity and abilities. In the analysis part, there are questions planned for the exploration purposes, including who the learners are, their characteristics, what kind of learning limitation, etc. (2) Design, The specific phase is assigned to focus on learning goal, assessment tools, pieces of training, designs' content, subject analysis, lesson plan, and selection of media and activities. The design part would be organized and precise. (3) The improvement section, the instructional designers, and inverters would generate and

bring together the content resources, blueprint in the former designing phase.(4) Implementation, the implemetation stage improves the procedures for the training – organizer as well as learners. (5) Evaluation, the evaluation phase involves the two features of summative assessment and formative evaluation.<sup>12</sup>

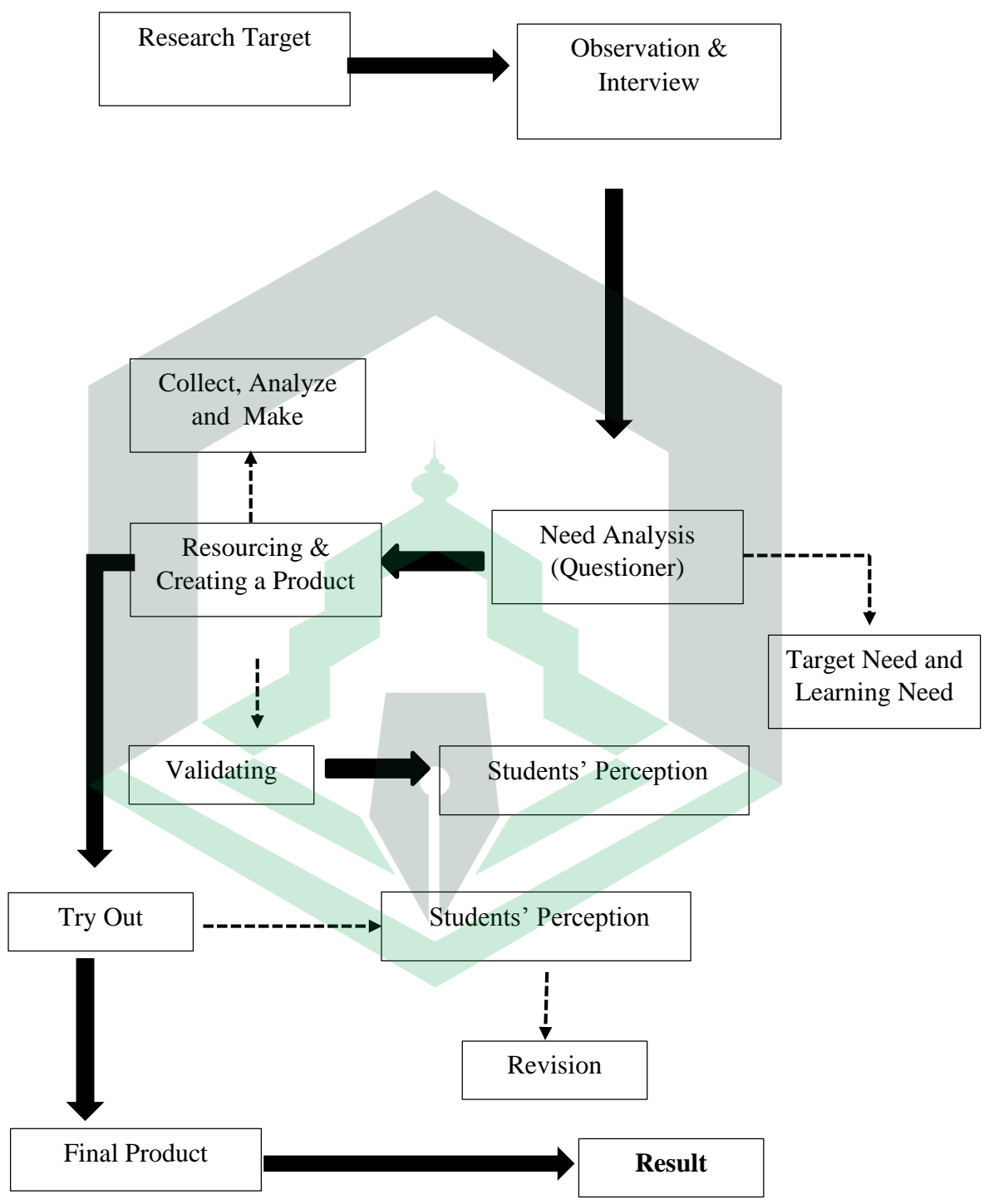
### C. Conceptual Framework

Based on the explanation of several design models previously, the researcher determines the model which strongly supports the materials developed in this research is ADDIE Model. It will be described in the following conceptual framework:



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<sup>12</sup> Aldoobie, Nada. (2015). ADDIE Model. 5(6), 68-71.



#### 1. Analysis

In this phase, the researcher should know students' lack, want, and necessity. To know them, those three components contain in the questionnaire that the researcher gave. In addition, the questionnaire also aimed to know about students' competence, students' learning capability, student' previous knowledge.

#### 2. Design

In this phase, the researcher will design the syllabus as to what would be developed for students of Arabic education. What skills are needed, how the language is used and how students can know English through the language used, how to arrange material systematically based on needs analysis.

#### 3. Development

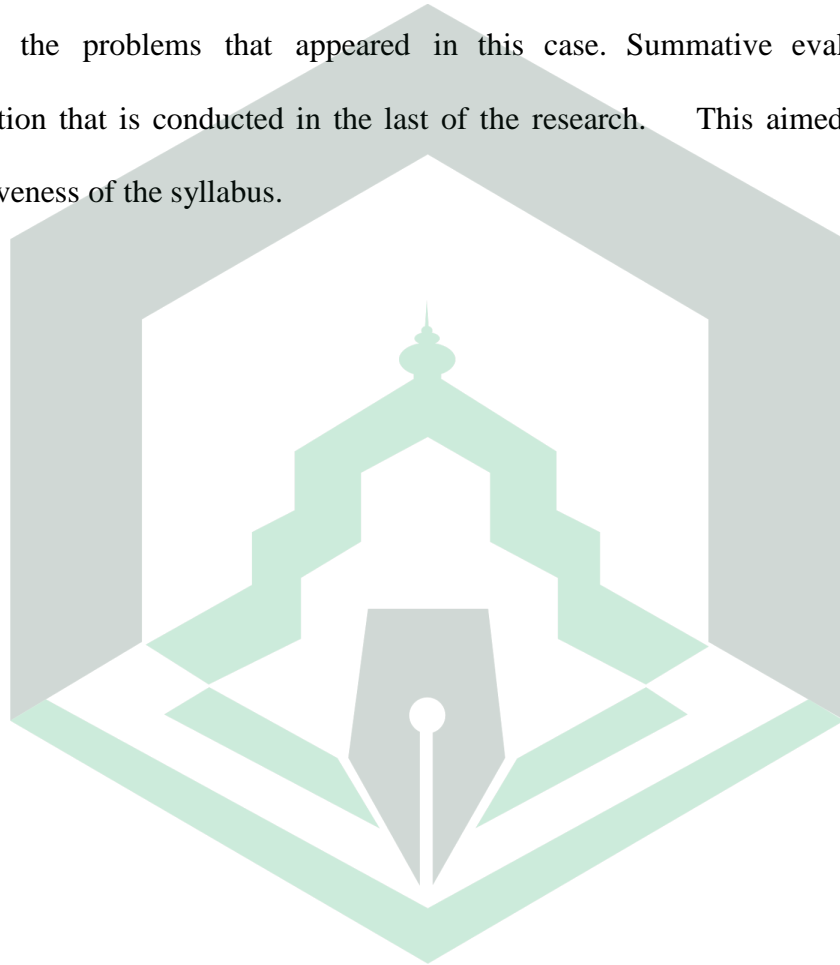
In this phase, the researcher will focus on developing the material. Development here consists of: ((1) Collecting material. (2)Arranging the design by using TBLT (Teaching Based on Language Teaching) approach. It is the design of exercise should be from the lowest to the highest level. Here the design can be typing, illustration, and lay-out. (3) Validating. The validation uses two ways, first way will use expert's judgment and second way will use the student's perception.

#### 4. Implementation

In this phase, the syllabus had been validated by experts. The implementation was in the small number of students. This way aimed to know the effectiveness and interest of the test book.

## 5. Evaluation

In this phase, the researcher will use two evaluations. They are formative evaluation and summative evaluation. Formative evaluation is conducted for collecting the data in each step of doing this research. This aimed to have vital data to fix the problems that appeared in this case. Summative evaluation is an evaluation that is conducted in the last of the research. This aimed to know the effectiveness of the syllabus.



## CHAPTER III

### RESEARCH METHOD

#### A. Research Design

This research is categorized as research and development (R&D). According to Sugiyono (2015: 407), the research and development method (R&D) is used to produce a products and know the product's effectiveness. In creating the product, the writer firstly analyzes needs, designs products, and tests its effectiveness by using expert's judgment and student's perception. The product that will be produced in this research is ESP Syllabus for the Arabic education study program. The design of this research used an ADDIE development model. It is because the ADDIE model is easy to understand, simple, and also systematic. The ADDIE model consists of 5 steps, namely: (1) Analysis, (2)Design, (3) Development, (4) Implementation, and (5) Evaluation. (ADDIE: 1990 by Raiser & Mollenda).<sup>13</sup>

#### B. Location and Time of The Research

This research was conducted at the Institute for Islamic Studies Palopo, South Sulawesi, especially for Arabic Education Study Program students. It was shown from August 2019- January 2021.

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<sup>13</sup> Hanafi.(2017) “ *Konsep penelitian R and D dalam bidang pendidikan.*” 4(2), 129-150.

### **C. Subject and Object of The Research**

This research population was the third semester of the Arabic study program, Tarbiyah and Teacher Training Faculty, English department. The sample of this research was 20 students from each class (A class and B class).

### **D. Design of the Material Try-out**

#### 1. Design of Try-out

The try-out would conduct once after the researcher designed an ESP syllabus. In the try-out, the researcher used student's perceptions.

#### 2. Subject of try out

The subject of trying out in this research was the second-semester students of the Arabic education study program at IAIN Palopo.

### **E. Technique and Data Collection Instrument**

In this research, three instruments would be used to collect the data.

They are :

#### 1. Interview

The researcher has done some interviews with the learners and the English lecture. Interviews were used to collect information about teaching and learning English in the Arabic education study program.

#### 2. Questionnaire

The questionnaire's goal was to know the learners' attitudes toward English material that would be developed. In this research, the data collecting from three questioners. The First was questioner for needs analysis, the second was



questioner for expert's judgments, and the last was questioner for students' perceptions. The questioner will be given by using random sampling from the student of the Arabic education study program.

### 3. Documentation

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

## F. Data Analysis Techniques

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

### 1. Data Analysis in the questionnaire.

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

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

$X$  = the mean

$\sum x$  = number of students who have the same answer

$N$  = the total number of the students

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

**Table: 3.1**

No	Question	Respond	Frequency (N)	Percentage (%)

## 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 below:

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

where:

R = Range

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

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

5 = The range of Likert-scale

Then, the result of the data will be written by using descriptive. The indicator of measuring the product is the mean (X). The Means will be used conversion pattern data:

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

**Table 3.2 Data conversion table**

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



## CHAPTER IV

### FINDING AND DISCUSSION

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

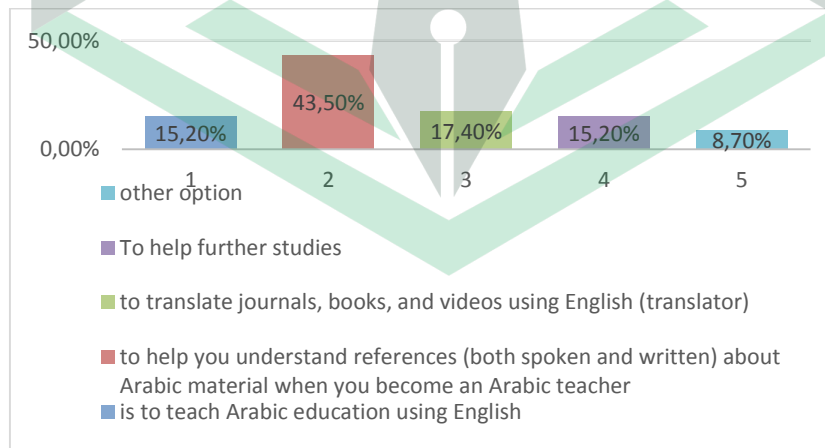
#### A. Research Finding

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

In this need analysis, the researcher observed the material in Arabic by asking an Arabic lecturer. Then, the researcher made a questionnaire and researched through a google form., it provided the result of need analysis of Arabic students of IAIN Palopo consisting of target needs and learning needs.

##### a. Target Needs

##### 1) Need

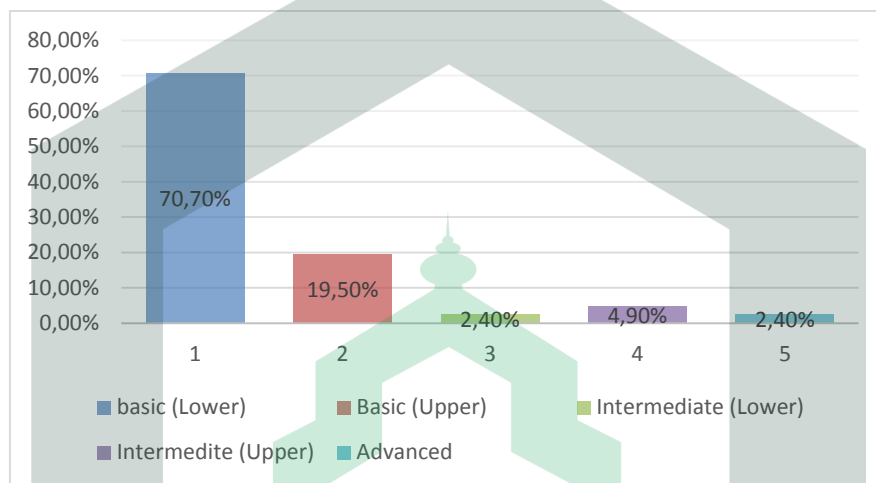


**Chart 4.1. The percentage of student's need in English learning**

The bar chart shows that the final purpose of the students in English learning based

on the result of need analysis questionnaire more than students chose to help them understand reference (both spoken and written) About Arabic material when they became an Arabic teacher with the percentage (43.50%). Finally, this option got the highest rate than other options.

## 2) Lack



**Chart 4.2. The Percentage of Student's Level Ability**

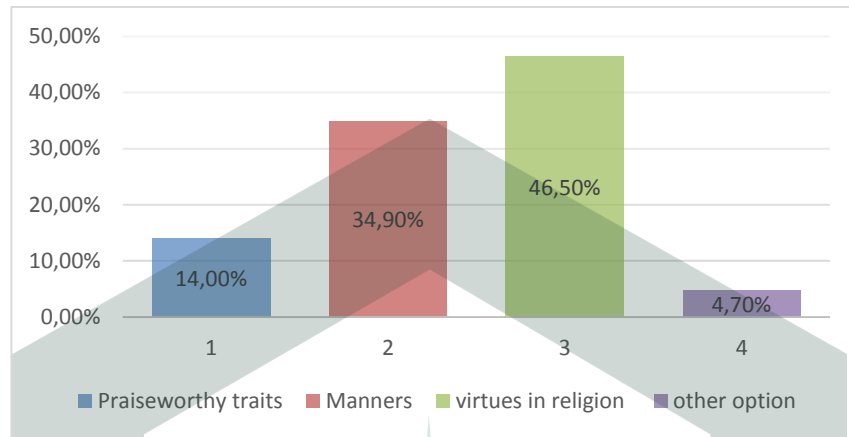
The bar chart explains that the percentage of students' ability to learn English based on the need analysis questionnaire is still at a basic level with the rate (70.70%) and (2.40%) in an advanced level. Eventually, the product would be the focus on the primary level.

## b. Learning Needs

### 1) Learning material

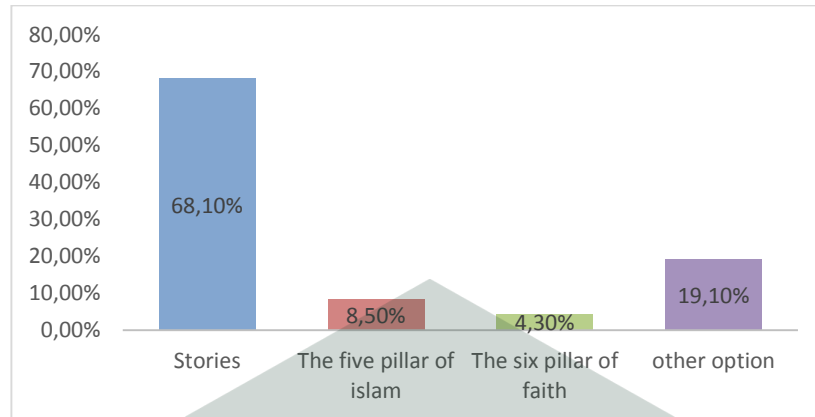
Based on the questionnaire result of need analysis, the student answered what

material they wanted to learn in reading skills. It can saw as follow:



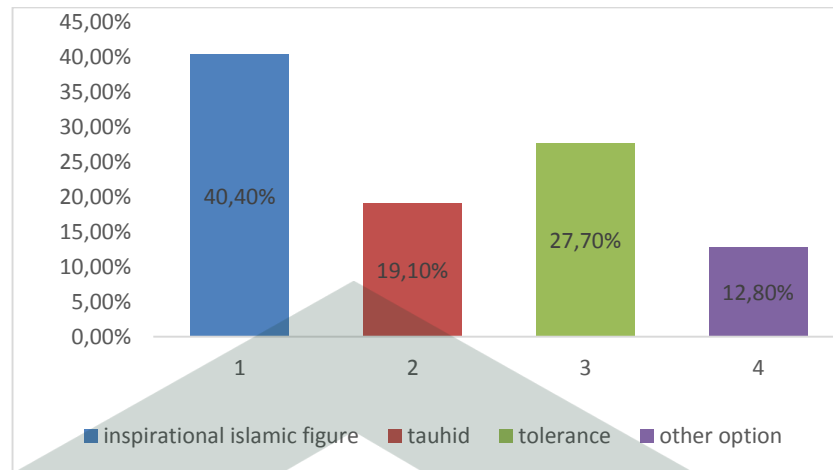
**Chart 4.3. The percentage of Learning Material in Reading Skill**

The bar chart indicates the percentage of the material in reading skills based on the need analysis questionnaire. The higher rate is virtues in religion (46.50%) it means that this material has 70 minutes, especially in reading skill while the other skill has 10 minutes. The second high percentage was manner (34.90%) it means that this material has 55 minutes while the other skill has 15 minutes. The last rate was praiseworthy traits (14.00%) it means that this material has 40 minutes in reading skill while the other skill has 20 minutes.



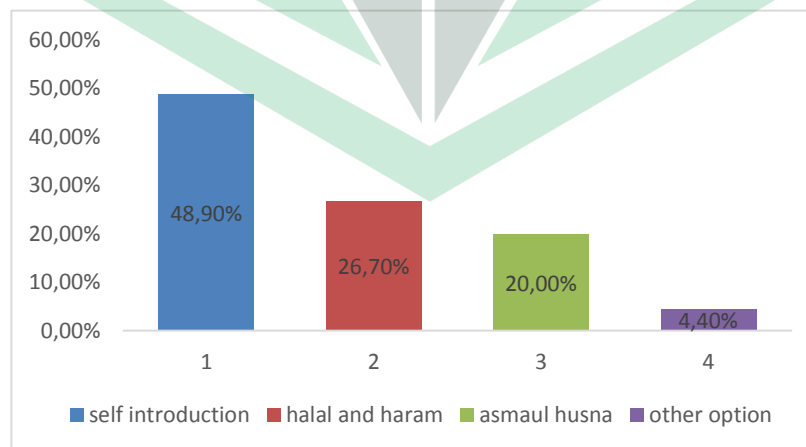
**Chart 4.4. The percentage of Learning Material in Listening Skill**

The bar chart shows that the listening skill percentage is based on the need analysis questionnaire. There is four option, and the option got the highest rate is stories (68.10%) it means that this material has 70 minutes and another skill has 10 minutes, especially in listening skill. The second high percentage was the five pillars of Islam, and it means that this material has 55 minutes while the other skill has 15 minutes. The last high rate was the sixth pillar of Islam, which means that this material has 40 minutes while the other skill has 20 minutes. And the other option has three high percentages: Yusuf prophet, Ismail prophet, and Sulaiman Prophet's histories.



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

The bar chart explains the percentage of the writing skill material based on the need analysis questionnaire. The option that got the highest rate is the inspirational Islamic figure with the rate (40.40%). It means that inspirational Islamic figure material has 70 minutes, especially in listening skill and the other skill has 10 minutes. The second high percentage was tolerance (27.70%) it means that this material has 55 minutes while the other skill has 15 minutes.

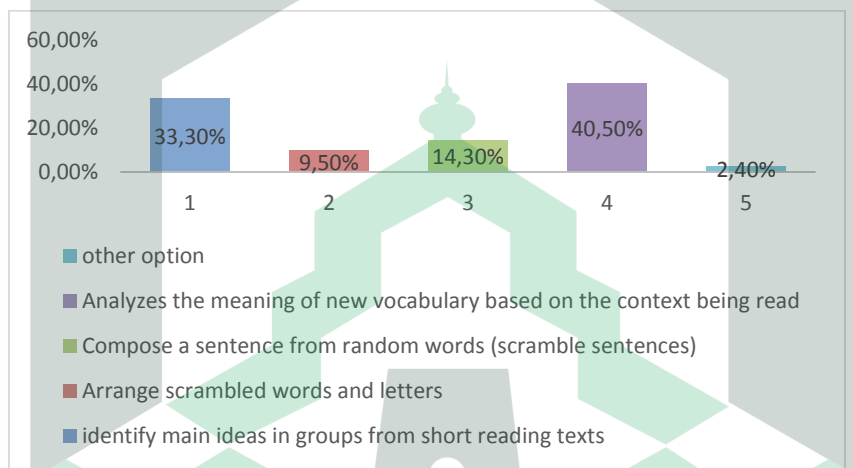


**Chart 4.6. The Percentage of Learning Material in Speaking Skill**



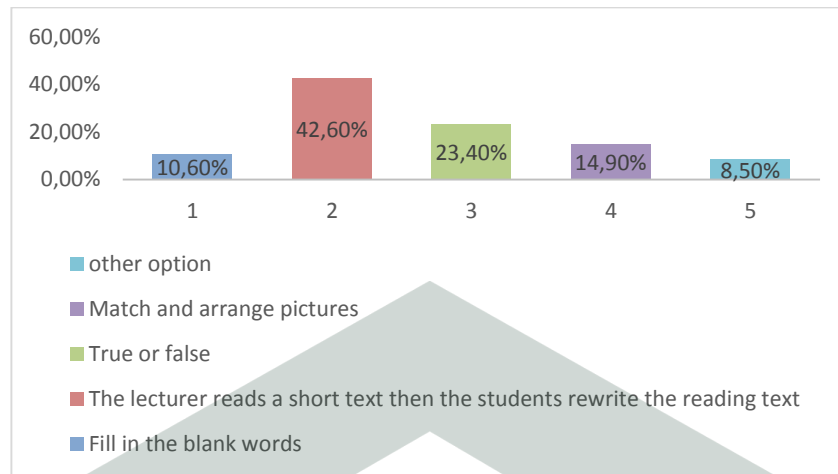
The bar chart indicates that the percentage of the material in speaking skill is based on the need analysis questionnaire. The highest rate is a self-introduction with the rate (48.90material %) it means that self-introduction material has 70 minutes, especially in speaking skill. The second high percentage of halal and haram with the percentage (26.70%) means that halal and haram material has 55 minutes, especially in speaking skill.

## 2) Activities



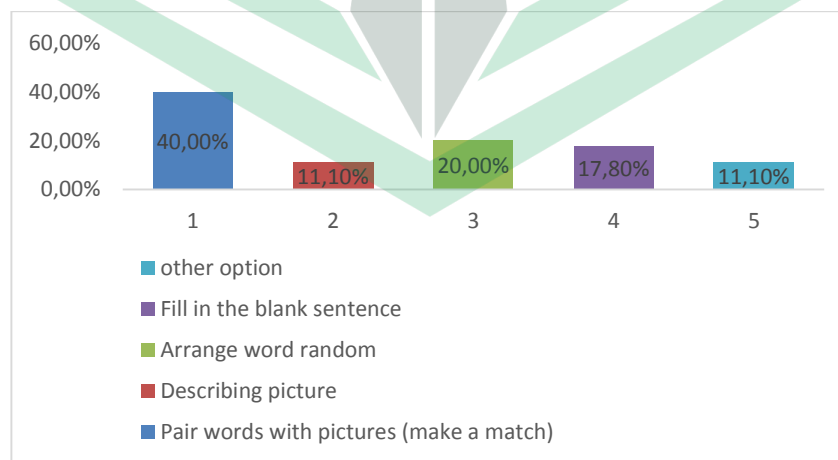
**Chart 4.7. The percentage of student's activities in reading skill**

The bar chart shows that the percentage of students' reading skills activities is based on the need analysis questionnaire. Amount five options, one the option got the highest rate, it analyzes the meaning of new vocabulary based on the context being read (40.50%) and the other choice got the lowest with the percentage (2.40%).



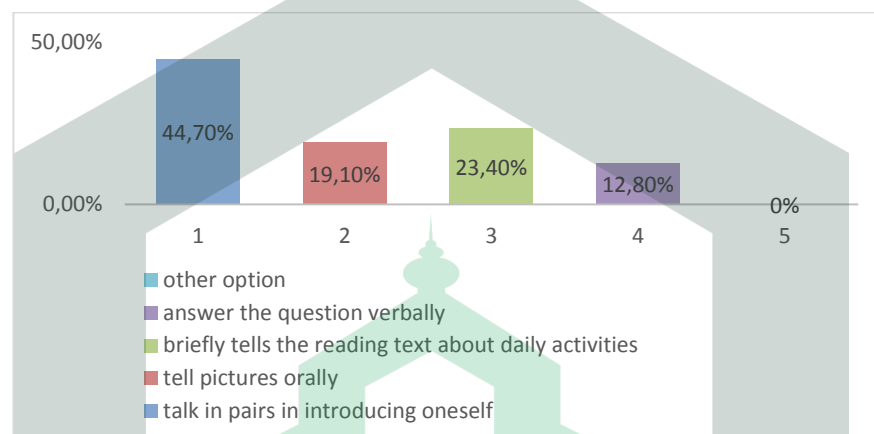
**Chart 4.8. The percentage of student's activities listening skill**

The bar chart explains that the students' activities in listening skill based on the result of the need analysis questioner. There are five options, fill in the blank words, the lecturer read a short text, then the student rewrites the reading text, true or false, match and arranges pictures, and other options. Among these five options, the lecturer read a short text, then the student rewrite the reading tex got the highest percentage (42.60%).



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

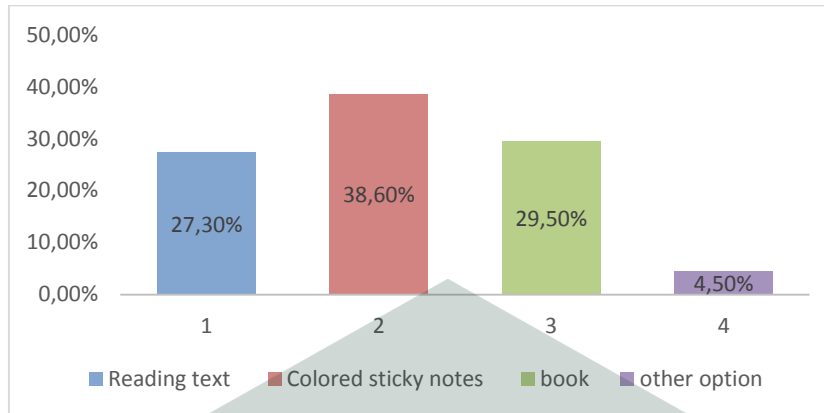
The bar chart indicates that the percentage of students' activities in writing skills based on the result of the need analysis questionnaire. The option which got the highest percentage is pair words with pictures (make and match) with the rate (40.00%) and the choice who got the lowest percentage is describing the image and other option with the rate (11.10%).



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

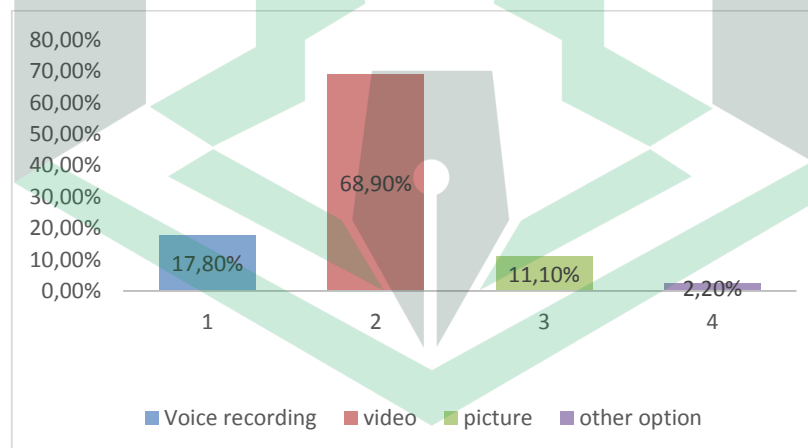
The bar chart shows that the percentage of students' speaking skills is based on the need analysis questionnaire. Among the five options, the option which got the highest percentage is talk in pairs in introducing oneself with the percentage (44.70%). The choice who got the lowest rate answered the question verbally with the percentage (12.80%).

### 3) Media



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

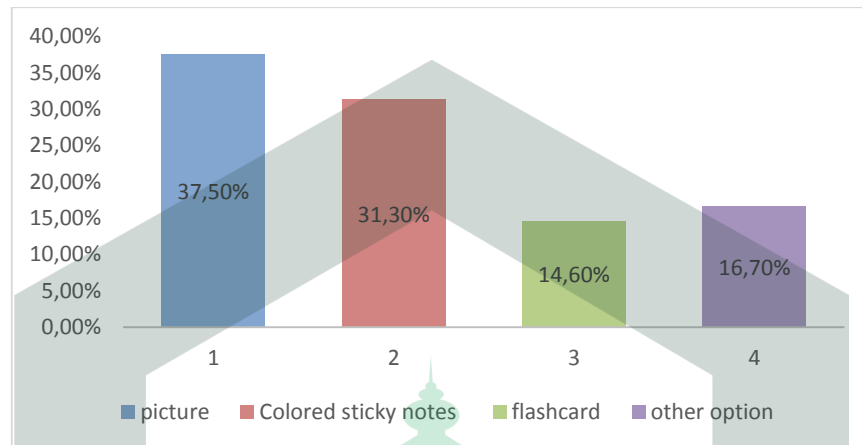
The bar chart shows that the percentage of students' media in reading skill is based on the need analysis questionnaire. The option that got the highest rate is colored sticky note with the rate (38.60%), and the choice who got the lowest percentage is another option with the percentage (4.50%).



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

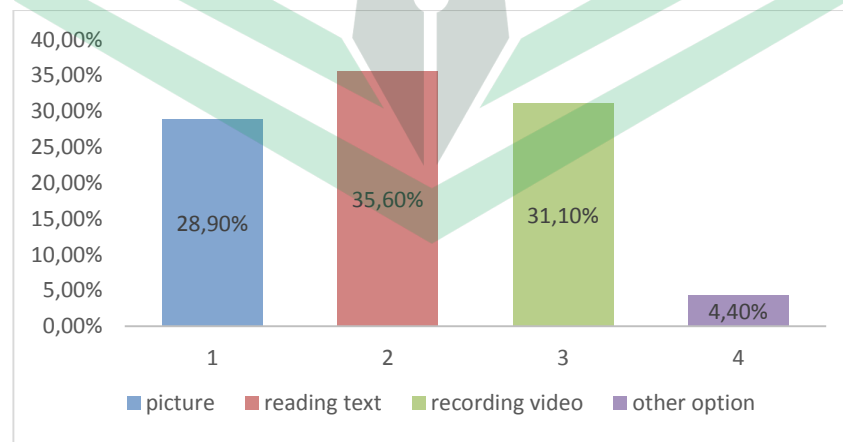
The bar chart explains that the percentage of students' media in listening skill is based on the need analysis questionnaire. Among four options, voice recording,

video, picture, and other options, the option that got the highest percentage is video with the allocation (68.90%). The choice who got the lowest rate is another option with the rate (2.20%).



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

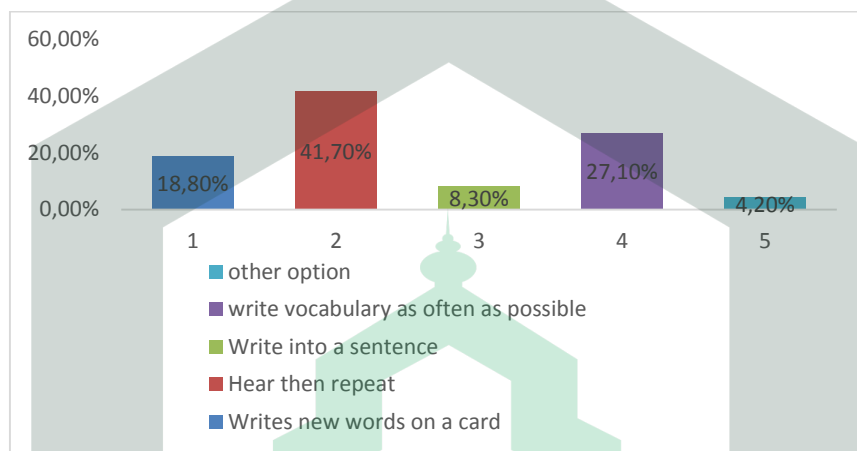
The bar chart indicates that the percentage of students' media in writing skill based on the result of the need analysis questionnaire. The option that got the highest rate is a picture with the percentage (37.50%).



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

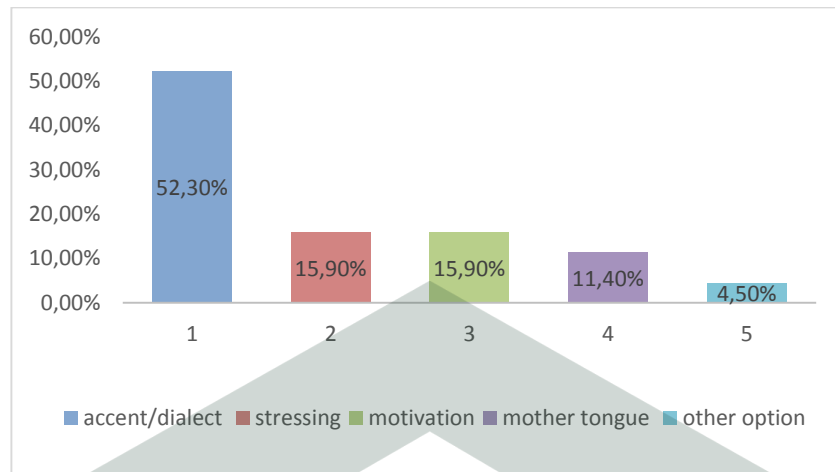
The bar chart shows that students' media in speaking skill is based on the need analysis questionnaire. Among the four options, the option that got the highest percentage is reading text with the rate (35.60%), and the lowest percentage is the other option with the rate (4.40%).

#### 4) Pronunciation



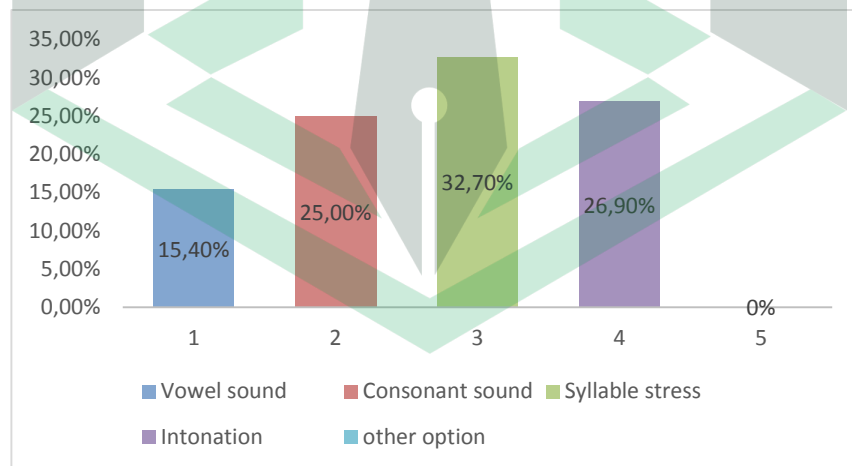
**Chart 4. 15. The Percentage of Student's Improving Vocabulary**

The bar chart indicates that the percentage of students' way to improving vocabulary based on the result of need analysis questionnaire was the students choose hear and repeat with the percentage (41.70%), (27.10%) students chose write vocabulary as often as possible, then writes new words on a card (18.80%), and the last, write into the sentence (8.30%). Overall, the options would submit the product based on the materials' need.



**Chart 4. 16. The Percentage of Student's pronounce a new word**

The bar chart shows that the percentage of the main things that affect the student's pronunciation at a basic level based on the result of the need analysis questionnaire, most of the students chose accent/dialect with the percentage (52.30%).

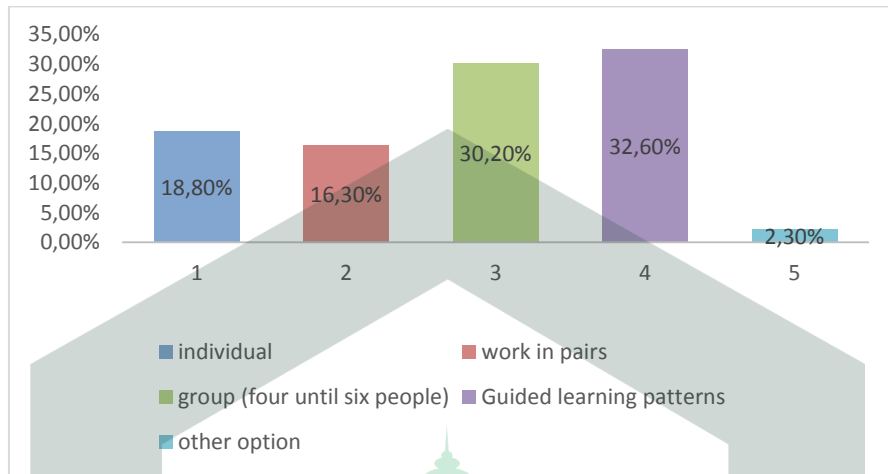


**Chart 4. 17. The Percentage of Student's difficulty in pronouncing**

The bar chart explains the percentage of students' difficulty in pronouncing based on the need analysis questionnaire. The highest rate was syllable stress

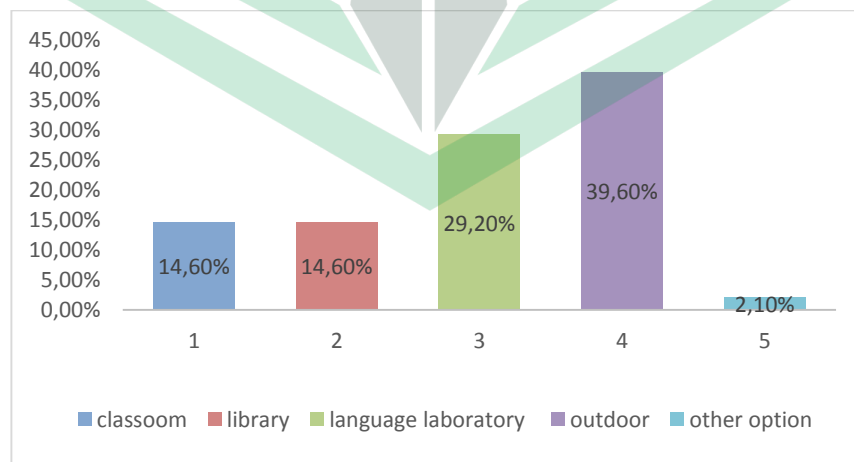
(32.70%), and the lowest percentage was vowel sound (15.40%).

#### 5) Setting



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

The bar chart shows that the percentage of students' setting in learning English is based on the need analysis questionnaire. The option which got the high rate is guided learning patterns with the rate (32.60%), and the low percentage is another option with the percentage (2.30%).



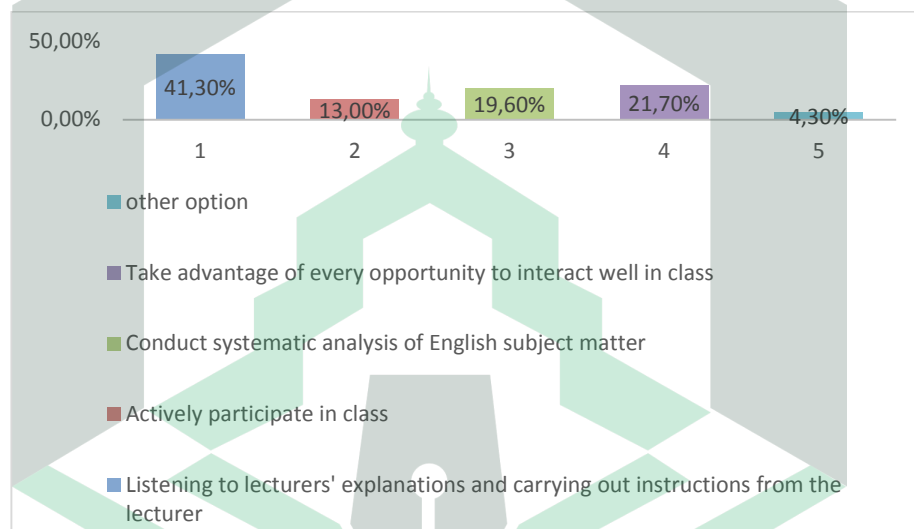
**Chart 4. 19. The Percentage of Student's Setting in English Learning**



The bar chart explains that the percentage of place in learning English is based on the need analysis questionnaire. More the students chose outdoor (39.60%), and it would get the high percentage from amount five options.

#### 6) Student's Role

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



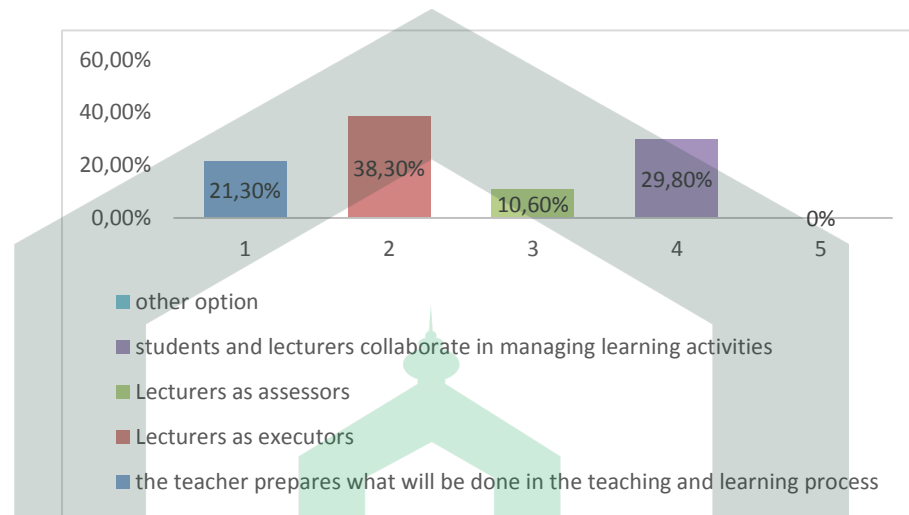
**Chart 4.20. The Percentage of Student's Role in English Learning**

The bar chart explains the percentage of students' role in learning English based on the need analysis questionnaire. Amount the five options listening to lecturers' explanations and carrying out instruction from the lecturer, actively participate in class, conduct a systematic analysis of English subject matter, take advantage of every opportunity to interact well in course and other option. The option which got the highest percentage is listening to lecturers' explanations and

carrying out instruction from the lecturer (41.30%) and the lowest percentage is a another option (4.30%).

#### 7) Lecture's Role

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



**Chart 4.21. The Percentage of Teacher's Role in English Learning**

The bar chart shows the percentage of teachers' role in learning English based on the need analysis questionnaire. The highest rate is that the students want the lecture as executor with the percentage (38.30%) and the lowest is the students who wish to the lecture as an assessor.

The product was designed based on the need analysis questionnaire. The option of who got the high percentage would be put in the syllabus. The material in need analysis questionnaire was divided into four skills, and each gift has four options. In each option, who got the high percentage would have more time than the other option. The material in the syllabus was designed from the lowest level to the

high level.

## 2. The Result of Expert Judgement

### a. Expert Judgement on Instrument

In this expert judgment on the instrument, the researcher validated the instrument by giving a questionnaire to material and language experts that contain questions about the instrument. There are 12 questions in the questionnaire asking all about all aspects of the instrument. The experts are MUSTAFA, M.Pd.I, as a secretary of Arabic at IAIN Palopo and NURHAJAR P, S.Pd. M.Pd as English lecturer of Arabic at IAIN Palopo. The result of expert judgment on the instrument can show as follow:

#### 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
<b>1</b>	4	<b>7</b>	4
<b>2</b>	4	<b>8</b>	4
<b>3</b>	5	<b>9</b>	4
<b>4</b>	5	<b>10</b>	5
<b>5</b>	5	<b>11</b>	5

6	4	12	4
Total Score			53

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

## 2) Language Expert

The table below shows that the researcher's instrument is already qualified to take the sample in an Arabic class. It is proved from the score of the *Language Expert* gave the score **50**, and the average mean is **4.16** in the interval, this is classified as **“Very Good”**.

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

Question Number	Score	Question Number	Score
<b>1</b>	3	<b>7</b>	4
<b>2</b>	2	<b>8</b>	4
<b>3</b>	4	<b>9</b>	5
<b>4</b>	5	<b>10</b>	4
<b>5</b>	5	<b>11</b>	4
<b>6</b>	5	<b>12</b>	5
Total Score			50

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

b. Expert's Judgement on Syllabus

In this expert validation on the syllabus, the researcher validated the syllabus by giving a questionnaire to language, material, and layout experts that contains questions about the product. There are 27 questions in the questionnaire asking about all aspects of the development. The experts are Dr. MASRUDDIN, M.Hum as a lecture in IAIN Palopo, MUSTAFA, M.Pd.I am a secretary of Arabic at IAIN Palopo and NURHAJAR P, S.Pd. M.Pd as English lecturer of Arabic at IAIN Palopo.

1) Language Expert

Based on the expert's assessment, the student's syllabus's overall design got a total score of 108, an average of 4.15, 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	4	19	4
2	4	11	4	20	4
3	5	12	4	21	4
4	4	13	4	22	4
5	4	14	4	23	4
6	4	15	5	24	4
7	4	16	4	25	5

8	4	17	5	26	4
9	4	18	4		
Total Score					108

$$\text{Mean} = \frac{108}{26} = 4.15$$

## 2) Material Expert

Based on the expert's assessment, the student's worksheet's overall material got a total score of **107** with an average of **4.11** 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	5	19	4
2	4	11	4	20	4
3	4	12	4	21	4
4	4	13	5	22	4
5	4	14	4	23	4
6	4	15	4	24	4
7	4	16	4	25	4
8	5	17	4	26	4
9	4	18	4		

Total Score

107

$$\text{Mean} = \frac{107}{26} = 4.11$$

### 3) Layout Expert

Based on the expert's assessment, the student's syllabus's overall design got a total score of 124, an average of 4.8, which included a **"Very Good"** category.

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

Question Number	Score	Question Number	Score	Question Number	Score
1	5	10	5	19	5
2	5	11	4	20	5
3	4	12	5	21	5
4	5	13	4	22	5
5	5	14	4	23	4
6	5	15	5	24	5
7	5	16	5	25	5
8	5	17	5	26	4
9	5	18	5		
Total Score					124

$$\text{Mean} = \frac{124}{26} = 4.8$$

### 3. Trying out

In this research, the trying out was conducted using student's perception questionnaire and shared using google form. There are ten questions in the questionnaire asking about the product. There are 20 students as a sample, ten students from each class (A class and B class). The student's perception was conducted to make sure that the material is genuinely appropriate to apply to Arabic students. The result of students' perception can show as follow:

**Table 4.7.** Result of student's perception of the designed syllabus for Arabic

No	Statement	Means	Description of Agreement
1	The material on syllabus based on the lower basic level	4.2	Strongly Agree
2	The material on syllabus based on student's need in Arabic majority	4.25	Strongly Agree
3	The material on syllabus can improve student's English skill in Arabic	4	Agree
4	The input materials on syllabus are varied	3.75	Agree
5	The input materials are engaging and understandable	3.65	Agree
6	The topic of the the material on syllabus based on Arabic majority	3.75	Agree
7	The activities make the students active in the classroom	3.6	Agree



8	The activities on syllabus are varied	3.55	Agree
9	The materials on syllabus arranged from the easiest to most challenging	3.95	Agree
10	The media on syllabus based on the materials	3.9	Agree

The data above shows that the researcher's syllabus is already qualified to apply in the class. It is proved from the score of the student's perception, which answered *Strongly Agree* 5.25 and *Agree* 3.95. Then, the average mean is **4.6**. In the interval, this category got "**Very Good.**"

#### 4. The revision from expert's correction on syllabus

The correction from all the experts was about there were a lot of missing word on syllabus and and check the syllabus using grammarly and it has been revised. The syllabus got the high percentage which the syllabus got **4.15** from the language experts, **4.11** from the material expert, and **4.8** from lay-out expert. it is means "**very good**".

### B. Discussion

This research aims to design an ESP syllabus for Arabic education students and an Esp syllabus developed using the ADDIE model. It consists of five steps. The researcher does the first step was analysis by conducting need analysis presented in the form of a questioner validated by the experts. The questioner contains target needs and learning needs. Need analysis was done in October 2020. There were 40

students as a sample of this research which 20 students of each class (A class and B class) of the third semester Arabic education study program in the academic year 2019/2020.

The next stage is designing the product. According to Nation and Macalister (2010: 24-25), the learners need to analyze the target situation. The researcher used need analysis results to design material, activity, and Setting of the syllabus.

The next stage is developing the product. In this step, the researcher created the syllabus through several measurements such as English proficiency level, exciting topic, student's target, activity, and setting. The student's syllabus consists of several activities or methods in each meeting and consists of 14 meetings, including the middle semester in the eighth meeting and the final semester in the last meeting. All the aspect above is based on the needs analysis questionnaire, wherein proficiency level the high percentage is the basic level. Developing exciting topics based on a high rate of need analysis questionnaire. It is also based on the high percentage of need analysis questioner and compatibility with the topic about activity and setting.

After constructing the student's syllabus, the next stage was conducting product validation. Three experts validated the product consist of a language expert, material expert, and design expert. The purpose of doing validation is to know the quality of student's syllabus based on the aspect of validity. The expert's validation questioner is composed of four aspects, namely: (1) the precision of the content, (2) the accuracy of the language, (3) the accuracy of material input, and (4) the

precision of the design of syllabus. It is suitable for Kane's (2006) argument based on the approach to validation research. Construct a significant validation claim: score can be trusted, and the score is generalizable to a universe of items or tasks. From these three expert validations, there is a correction.

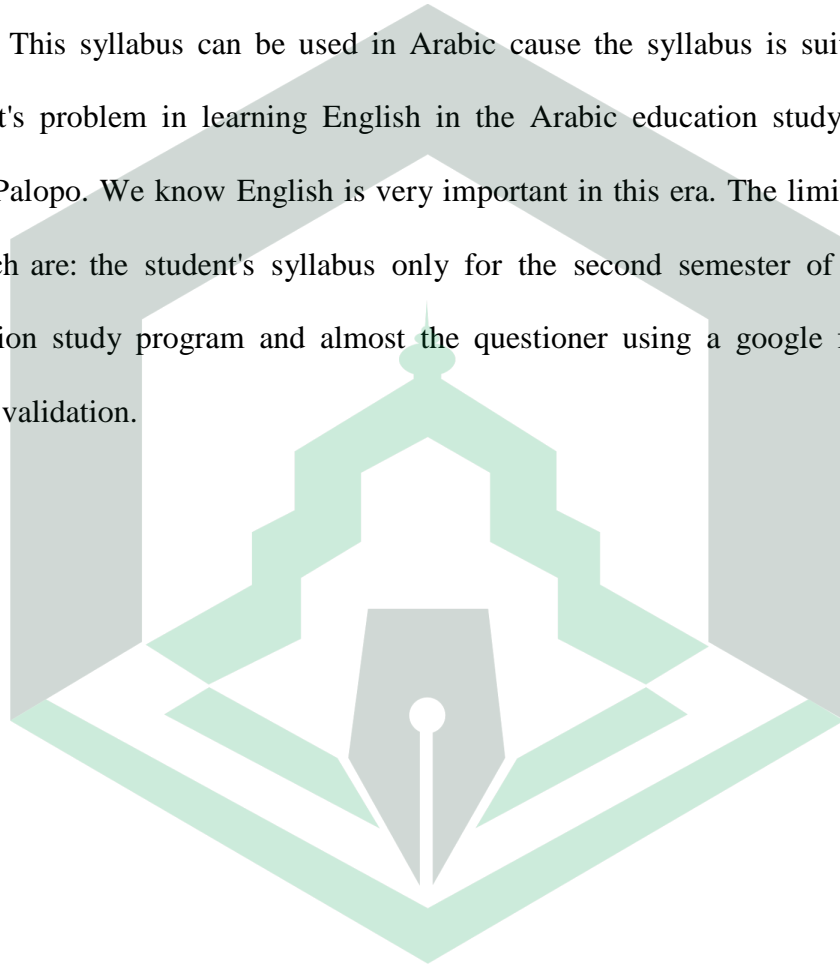
The last stage is the implementation and evaluation of the product. In this step, the revised student's syllabus based on the expert's assessment was tested using the student's perception. There were 20 students doing student's perception, and it is consist of 10 students for each class (A class and B class)—the students perception using google form.

The Arabic Education study program's syllabus design causes an absence of basic learning material, and there was no specific material for Arabic students. As a result, the students communicating by using English. .It is known From the observation that has been done by the researcher before in the Arabic education study program. Eventually, the researcher designed the ESP syllabus, and it is an integrated skill. According to (Brown 2001:233), integrated skill is a perspective that views the four skills as a unit and not separate.

This research was related to two previous studies: Wieka Barhatayomi & Dina Rachmawati. Their journal concluded English for Specific Purposes was suitable for Editing Course. Luqman Hakim, in his Thesis, ended English for Specific Purposes for Stikes Students at Al-Irsyad Cilacap was English material, especially speaking and listening.

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

This syllabus can be used in Arabic cause the syllabus is suitable for the student's problem in learning English in the Arabic education study program at IAIN Palopo. We know English is very important in this era. The limitation of this research are: the student's syllabus only for the second semester of the Arabic education study program and almost the questioner using a google form, except expert validation.



## CHAPTER V

### CONCLUSIONS AND SUGGESTIONS

#### A. Conclusions

The English syllabus is appropriate for the second-semester students of the Arabic Education Study Program was skill-based syllabus and contents based syllabus that includes several components: (1) Learning goal of English for Arabic Education is to communicate both oral and written using English in as Arabic students and Arabic Education teacher; (2) Learning material: English material is basic English and vocabulary including part of speech, auxiliary verb (to be, to do, to have, and modals), question words, active and passive voice, asking and giving advice, showing prohibition, and asking and giving an opinion. The Arabic material including adab-Adab, recommendable traits in Islam, the five pillar of Islam, the inspirational Islamic figure, Elul am a prophet, halal dan haram, the six pillar of faith, virtues of religion, and tolerance in religion; (3) Syllabus types are the skill based syllabus and the content based syllabus ; (4) Learning media are video, picture, buku, and social media.

#### B. Implication

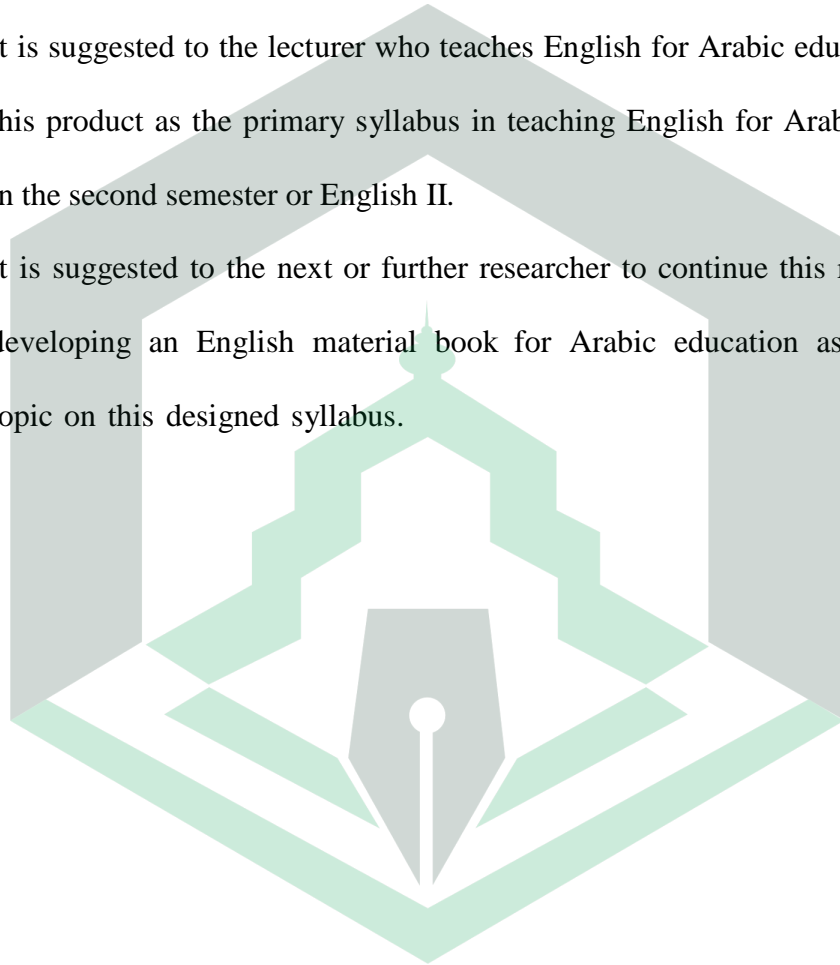
This research's implication was this product can be used in the second semester of Arabic students at IAIN Palopo cause this research was suitable for their major. The other researcher can also continue this syllabus to developing English

material based on this syllabus.

### **C. 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 Arabic education to use this product as the primary syllabus in teaching English for Arabic education in the second semester or English II.
2. It is suggested to the next or further researcher to continue this research. It is developing an English material book for Arabic education as an English topic on this designed syllabus.





# *APPENDICES*

## QUESTIONNAIRE

### DESIGNING ESP SYLLABUS FOR ARABIC EDUCATION STUDY PROGRAM AT IAIN PALOPO

#### A. Data responden

Nama :  
Usia :  
Jenis Kelamin :

#### B. Petunjuk pengisian

Berilah tanda (X) pada pilihan yang sesuai dengan apa yang paling menggambarkan keadaan anda saat ini, serta sesuai dengan apa yang anda butuhkan atau anda inginkan terkait dengan pembelajaran bahasa inggris di jurusan bahasa arab.

Criteria of Question	Indikator/Teori	Question
<b>Target Needs</b>	KKNI Curriculum (2018)	<p>1. Apa tujuan anda belajar bahasa inggris untuk bahasa arab ( English for Arabic ) setelah lulus nanti?</p> <p>a. Untuk mengajarkan pendidikan bahasa arab menggunakan bahasa inggris</p> <p>b. Untuk membantu anda memahami referensi ( baik lisan dan tulisan) tentang materi bahasa arab saat anda menjadi guru bahasa arab</p> <p>c. Untuk menerjemahkan jurnal, buku,dan video menggunakan bahasa ingris (translator)</p>



			<p>d. Untuk membantu studi selanjutnya atau S2</p> <p>e. Lain-lain (tuliskan jika ada).....</p>
	<p><b>Lacks</b></p>	<p>Richard (2001: 75) which was related to the level of students English proficiency level from the lowest to the highest level</p>	<p>2. Bagaimanakah tingkat penguasaan bahasa Inggris anda saat ini ?</p> <p>a. Basic (Lower) : mengetahui sedikit kosakata dan ungkapan praktis, penguasaan grammar terbatas, pelafalan sangat dipengaruhi oleh bahasa ibu</p> <p>b. Basic (upper) : dapat berkomunikasi secara baik pada beberapa topik dengan percakapan pendek, masih mengalami beberapa kesulitan pada kosakata, grammar, dan pelafalan masih dipengaruhi oleh bahasa ibu</p> <p>c. Intermediate (Lower) : dapat berkomunikasi dengan baik pada topik tertentu namun masih menemui kesulitan pada topik-topik yang lain, masih mengalami</p>

			<p>kesulitan pada kosakata, grammar dan pelafalan.</p> <p>d. Intermedite (Upper) : walaupun masih mempunyai kesulitan dalam kosakata, grammar, dan pelafalan, tapi mampu terlibat dalam percakapan yang menyenangkan dan pada topik-topik yang dikenal</p> <p>e. Advanced : mampu berkomunikasi dengan lancar pada sebagian topik, hanya mengalami sedikit kesulitan pada kosakata, grammar, dan pelafalan</p> <p>f. Lain- lain ( sebutkan jika ada)</p>
<p><b>Learning Needs</b></p>		<p><b>a. Material of Reading</b> Based on the students subject in Arabic education</p> <p><b>b. Learning activities</b> According to Sudirman (2010:101), there five kinds of learning activity, they are Visual activity, Oral activity,</p>	<p>3. Dalam pembelajaran reading (membaca), materi yang anda senangi adalah</p> <p>a. Sifat-sifat terpuji</p> <p>b. Adab-adab</p> <p>c. keutamaan-keutamaan dalam beragama</p> <p>d. Lain-lain (tuliskan jika ada).....</p>

<p><b>Learning material &amp; Activities &amp; Media</b></p>	<p>Listening activity Writing activity, Drawing actiity</p> <p><b>c. Learning media</b> The types of media according to Bretz (in Astuti and Nurhidayati, (2010: 17-18) clarify the media in five types:</p> <ol style="list-style-type: none"> <li>1) audio media</li> <li>2) printed media</li> <li>3) silent visual</li> <li>4) motion visual</li> <li>5) semi-motion audio media</li> </ol>	<p>4. Aktivitas dalam pembelajaran reading (membaca) yang anda senangi adalah....</p> <ol style="list-style-type: none"> <li>a. Mengidentifikasi ide pokok secara berkelompok dari teks bacaan singkat</li> <li>b. Menyusun kata-kata dan huruf-huruf yang telah dikacaukan letaknya (scramble word)</li> <li>c. Menyusun kalimat dari kata-kata acak (scramble sentence)</li> <li>d. Menganalisa arti kosakat baru berdasarkan konteks yang dibaca</li> <li>e. Lain-lain (tuliskan jika ada).....</li> </ol> <p>5. Dalam belajar reading (membaca), media yang anda senangi adalah..</p> <ol style="list-style-type: none"> <li>a. Teks bacaan</li> <li>b. Sticky note berwarna</li> <li>c. buku</li> <li>d. Lain-lain (tuliskan jika ada)....</li> </ol>	

	<p><b>Learning material &amp; Activities &amp; Media</b></p>	<p><b>a. Material of Listening</b> Based on the students subject in Arabic education</p> <p><b>b. Learning activities</b> According to Sudirman (2010:101), there five kinds of learning activity, they are Visual activity, Oral activity, Listening activity Writing activity, Drawing actiity</p> <p><b>c. Learning media</b> The types of media according to Bretz (in Astuti and Nurhidayati, (2010: 17-18) clarify the media in five types:</p> <ol style="list-style-type: none"> <li>1) audio media</li> <li>2) printed media</li> <li>3) silent visual</li> <li>4) motion visual</li> <li>5) semi-motion audio media</li> </ol>	<p>6. Dalam pembelajaran listening (mendengarkan), materi yang anda senangi adalah...</p> <ol style="list-style-type: none"> <li>a. rasul ulul azmi</li> <li>b. rukun islam</li> <li>c. rukun iman</li> <li>d. Lain-lain (tuliskan jika ada)...</li> </ol> <p>7. Aktivitas dalam pembelajaran listening (mendengarkan) yang anda senangi adalah..</p> <ol style="list-style-type: none"> <li>a. Mengisi kata yang kosong (fill in the blank)</li> <li>b. Dosen membacakan sebuah teks singkat kemudian mahasiswa menulis ulang teks bacaan tersebut</li> <li>c. Benar atau salah (trus or false)</li> <li>d. Mencocokkan dan menyusun gambar</li> <li>e. Lain-lain (tuliskan jika ada)...</li> </ol> <p>8. Dalam belajar listening (mendengarkan), media yang anda senangi adalah..</p> <ol style="list-style-type: none"> <li>a. Rekaman suara</li> </ol>
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			<ul style="list-style-type: none"> <li>b. video</li> <li>c. Gambar</li> <li>d. Lain-lain (tuliskan jika ada)...</li> </ul>
	<p><b>Learning material &amp; Activities &amp; Media</b></p>	<p><b>a. Material of Writing</b> Based on the students subject in Arabic education</p> <p><b>b. Learning activities</b> According to Sudirman (2010:101), there five kinds of learning activity, they are Visual activity, Oral activity, Listening activity, Writing activity, Drawing actiity</p> <p><b>c. Learning media</b> According Talsonomi Leshin (in Arsyad, 2002: 79-101), learning media divided into three kinds :</p> <ul style="list-style-type: none"> <li>1) Human based media</li> <li>2) print-based media</li> <li>3) Visual-based media</li> </ul>	<p>9. Dalam pembelajaran writing (menulis), materi yang anda senangi adalah..</p> <ul style="list-style-type: none"> <li>a. Tokoh-tokoh agama</li> <li>b. Tauhid</li> <li>c. Toleransi/ kehidupan sosial</li> <li>d. Lain-lain (tuliskan jika ada)....</li> </ul> <p>10. Aktivitas belajar writing (menulis yang anda senangi adalah..</p> <ul style="list-style-type: none"> <li>a. Memasangkan kata dengan gambar (make a match)</li> <li>b. Describing picture</li> <li>c. Mneyusun kata acak (arrange word)</li> <li>d. Mengisi kalimat yang kosong (fill in the blank)</li> <li>e. Lain-lain (tuliskan jika ada)....</li> </ul> <p>11. Dalam pembelajaran writing (menulis), media yang anda senangi adalah..</p> <ul style="list-style-type: none"> <li>a. Gambar</li> </ul>

			<ul style="list-style-type: none"> <li>b. Sticky note berwarna</li> <li>c. flashcard</li> <li>d. Lain-lain (tuliskan jika ada).....</li> </ul>
	<b>Learning material &amp; Activities &amp; Media</b>	<p><b>a. Material of Speaking</b> Based on the students subject in Arabic education</p> <p><b>b. Learning activities</b> According to Sudirman (2010:101), there five kinds of learning activity, they are: Visual activity, Oral activity, Listening activity Writing activity, Drawing actiity</p> <p><b>c. Learning media</b> According Talsonomi Leshin (in Arsyad, 2002: 79-101), learning media divided into three kinds :</p> <ul style="list-style-type: none"> <li>1) Human based media</li> <li>2) print-based media</li> </ul>	<p>12. Dalam pembelajaran speaking (berbicara), materi yang anda senangi adalah..</p> <ul style="list-style-type: none"> <li>a. pengenalan diri (at taaruf)</li> <li>b. Halal dan haram</li> <li>c. Asmaul husna</li> <li>d. Lain-lain (tuliskan jika ada)...</li> </ul> <p>13. Aktivitas belajar speaking (berbicara) yang anda senangi adalah....</p> <ul style="list-style-type: none"> <li>a. berbicara berpasang-pasangan dalam memperkenalkan diri</li> <li>b. menceritakan gambar secara lisan</li> <li>c. menceritakan teks bacaan tentang kegiatan sehari-hari secara singkat</li> <li>d. menjawab pertanyaa secara lisan</li> <li>e. Lain-lain (tuliskan jika ada)....</li> </ul> <p>14. Dalam pembelajaran speaking (berbicara), media yang anda senangi adalah...</p>

		3) Visual-based media	<ul style="list-style-type: none"> <li>a. Gambar (picture)</li> <li>b. Teks bacaan</li> <li>c. Rekaman</li> <li>d. Lain-lain (tuliskan jika ada)....</li> </ul>
		<p>According to Matlin, (1989, h.72), the factors that affect vocabulary memorization in English is attention, encoding, repetition, and mnemonic. Pay attention to vocabulary that will be studied and the correct encoding can be improve memory skill vocabulary in English. Beside that, rehearsal or silent repetition can be performed as a process control to retain information learned.</p>	<p>15. Bagaimana cara anda meningkatkan/mengembangkan kosakata dalam bahasa Inggris</p> <ul style="list-style-type: none"> <li>a. Menulis kata-kata baru di sebuah kartu</li> <li>b. Mendengar lalu mengulangi</li> <li>c. Menuliskan kedalam sebuah kalimat</li> <li>d. menulis kosakata sesring mungkin</li> <li>e. Lain-lain (tuliskan jika ada)...</li> </ul>
		<p>Factors affecting the learning of pronunciation They are as follows:</p> <p><b>a. Accent</b></p> <p>An accent is “the cumulative auditory effect of those features of pronunciation that identify where a person is from,</p>	<p>16. Hal utama yang mempengaruhi dalam pengucapan (Pronunciation) kosakata baru adalah..</p> <ul style="list-style-type: none"> <li>a. Logat/dialek</li> <li>b. Tekanan</li> <li>c. Motivasi</li> <li>d. Bahasa ibu</li> <li>e. Lain-lain (tuliskan jika ada)...</li> </ul>

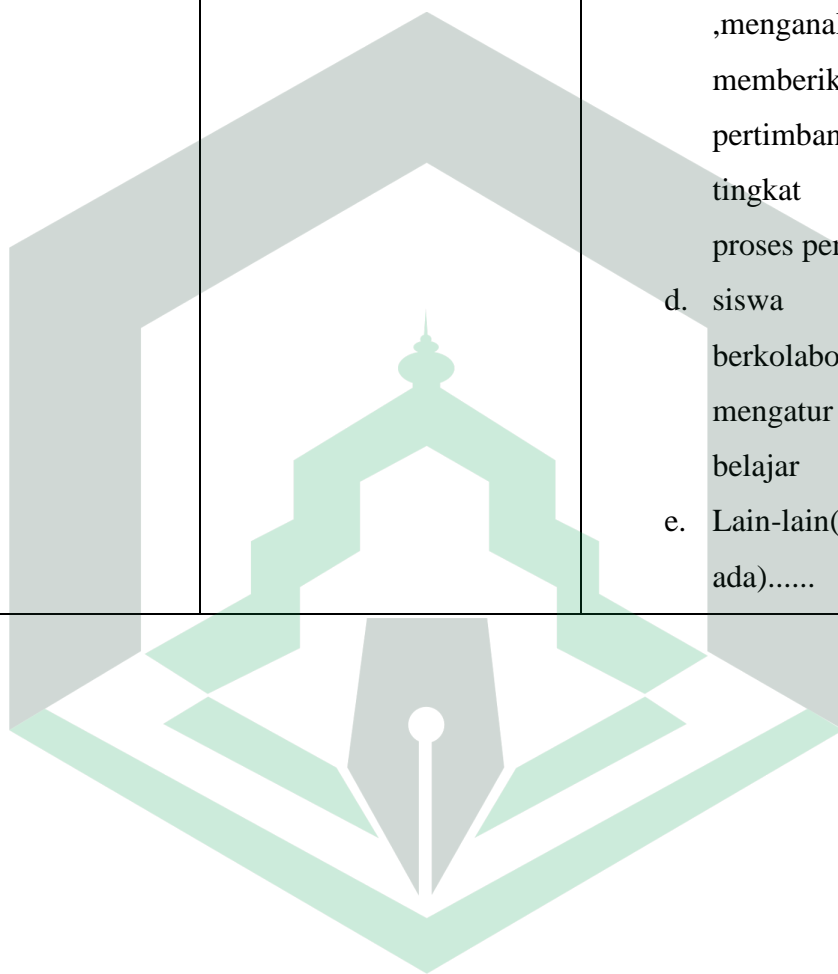
		<p>regionally or socially” (Crystal, 2003, p. 3)</p> <p><b>b. Stress, intonation, and rhythm</b></p> <p>Pronunciation research and teaching focus both on the sounds of language (vowels and consonants) and on supra-segmental features—that is, vocal effects that extend over more than one sound—such as stress, sentence and word intonation, and speech rhythm (Crystal, 2003; Low, 2006; Munro &amp; Derwing, 1999).</p>	<p>17. Aspek pengucapan (Pronunciation) kosakata bahasa inggris yang sulit adalah...</p> <ul style="list-style-type: none"> <li>a. Bunyi vokal</li> <li>b. Bunyi konsonan</li> <li>c. Tekanan suku kata</li> <li>d. Intonasi</li> <li>e. Lain-lain (tuliskan jika ada)...</li> </ul>
	<p><b>Setting</b></p>	<p><b>1. way to do learning and teaching process</b></p> <p><b>a. Slavin in Isjoni (2010: 15)</b></p> <p>According to Slavin in Isjoni (2010: 15) “ in cooperative learning methods, students work together in four member</p>	<p>18. Dalam pembelajaran bahasa inggris anda lebih mengerjakan dengan cara..</p> <ul style="list-style-type: none"> <li>a. Individual</li> <li>b. Berpasangan</li> <li>c. Kelompok 4-6 orang</li> <li>d. Pola belajar terbimbing</li> <li>e. Lain-lain (tuliskan jika ada).....</li> </ul>



		<p>team to master material initially presented by the teacher”. This means that cooperative learning is a learning model in which the system of learning and working in groups small number of 4-6 people.</p> <p><b>b. Sriyono</b> According to Sriyono (in Roestiyah, 2000: 106) state : Learning pattern is a series of procedures in learning which can help the students in mastering the subject matter. Learning pattern in including independent learning patterns, guided learning patterns, group learning pattern, discussion learning patterns,and others.</p> <p><b>2. place to do learning and teaching process</b> According to Wina Sanjaya, Learning facilities includes:</p> <ul style="list-style-type: none"><li>a. Classroom</li><li>b. Library</li></ul>	<p>19. Tempat pembelajaran bahasa inggris yang anda senangi adalah...</p> <ul style="list-style-type: none"><li>a. Ruang kelas</li><li>b. Perpustakaan</li><li>c. Lab bahasa</li><li>d. Ruangan terbuka</li><li>e. Lain-lain</li></ul>
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		c. Laboratory	
	<b>Student's Role</b>	Gibbs (1995) draws on similar concepts when he describes student-centred courses as those that emphasize: learner activity rather than passivity, student's experience on the course outside the institution and prior to the course ; process and competence, rather than content ; where the key decision about learning are made by the student through negotiation with the teacher.	20. Peran anda dalam kelas bahasa inggris adalah... a. Mendengarkan penjelasan dosen dan melaksanakan instruksi dari dosen b. Berpartisipasi aktif dalam kelas c. Melakukan analisis secara sistematis terhadap materi pelajaran bahasa inggris d. Memanfaatkan setiap kesempatan untuk berinteraksi dengan baik di kelas e. Lain-lain (tuliskan jika ada).....
	<b>Teacher's Role</b>	Abin Syamsuddin by quoting the ideas of Gage and Berliner, suggest the role of the teacher in the learning process of student, which includes: a. The teacher as a planner b. The teacher as an organizer c. The teacher as an evaluator	21. Dalam pembelajaran bahasa inggris, anda lebih senang apabila dosen bertindak ? a. Dosen sebagai perencana yaitu guru mempersiapkan dengan apa yang akan dilakukan dalam proses belajar mengajar b. Dosen sebagai pelaksana yaitu dosen dapat menciptakan situasi, memimpin,

			<p>menggerakkan, dan mengarahkan kegiatan belajar mengajar sesuai dengan rencana selama proses pembelajaran berlangsung</p> <p>c. Dosen sebagai penilai yaitu mengumpulkan, menganalisa, dan memberikan pertimbangan atas tingkat keberhasilan proses pembelajaran</p> <p>d. siswa dan dosen berkolaborasi dalam mengatur aktivitas belajar</p> <p>e. Lain-lain(tuliskan jika ada).....</p>
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## LEMBAR VALIDASI INSTRUMENT EVALUASI UNTUK AHLI

### MATERI / Materi

Pengembangan Bahan Ajar Bahasa Inggris untuk Mahasiswa Jurusan Bahasa Arab  
IAIN Palopo

#### A. Petunjuk pengisian

1. Lembar penilaian kelayakan ini meliputi aspek pendahuluan, isi, bahasa.
2. Berilah tanda ( ) pada kolom angka yang sesuai dengan penilaian yang anda berikan.
3. Pedoman skala penilaian adalah sebagai berikut:
  - 1: tidak layak
  - 2: kurang layak
  - 3: cukup layak
  - 4: layak
  - 5: sangat layak
4. Anda di mohon kesediannya untuk memberikan saran-saran perbaikan pada bagian akhir lembar ini.

#### B. Penilaian Kelayakan

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

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

### C. Komentar

- Kuesioner ini telah memiliki unsur-unsur bahasa dan keterampilan bahasa
- Perlu ditambahkan tentang metode

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

**D. Saran**

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

Carakan perbaikan dipulihkan Ganti?

**E. Kesimpulan**

Instrument kuesioner ini (lingkari salah satu pilihan)

1. Tidak dapat digunakan
2. Dapat digunakan
- ③ Dapat digunakan dengan perbaikan sebagai berikut
  - Kata yang berulang dipulihkan/cukup 1 kali ditulis
  - Pilihan a, b, c, dst., diseimbangkan
  - Setiap pilihan tidak berisi sub-in

Palopo, .....

Penilai Kelayakan

  
MUSTAFA, M. D. I

# LEMBAR VALIDASI INSTRUMENT EVALUASI UNTUK AHLI

## MATERI/Bahasa

Pengembangan Bahan Ajar Bahasa Inggris untuk Mahasiswa Jurusan Bahasa Arab

IAIN Palopo

### A. Petunjuk pengisian

1. Lembar penilaian kelayakan ini meliputi aspek pendahuluan, isi, bahasa.
2. Berilah tanda ( ) pada kolom angka yang sesuai dengan penilaian yang anda berikan.
3. Pedoman skala penilaian adalah sebagai berikut:
  - 1: tidak layak
  - 2: kurang layak
  - 3: cukup layak
  - 4: layak
  - 5: sangat layak
4. Anda di mohon kesediannya untuk memberikan saran-saran perbaikan pada bagian akhir lembar ini.

### B. Penilaian Kelayakan

NO	URAIAN	Kelayakan				
		1	2	3	4	5
I	Aspek Isi					
	a. Tujuan penelitian dinyatakan dengan jelas.			<input checked="" type="checkbox"/>		
	b. Tujuan kuesioner dinyatakan dengan jelas.		<input checked="" type="checkbox"/>			
	c. Petunjuk pengisian kuesioner mudah dipahami.				<input checked="" type="checkbox"/>	



II	Aspek Cakupan (Isi)						
a.	Butir-butir kuesioner mencakup data yang berhubungan dengan cakupan isi materi memadai						<input type="checkbox"/>
b.	Butir-butir kuesioner mencakup data yang berhubungan dengan penggunaan bahasa di dalam materi baik dan benar.						<input checked="" type="checkbox"/>
c.	Butir-butir kuesioner mencakup data yang berhubungan dengan aktifitas pembelajaran memadai.						<input checked="" type="checkbox"/>
d.	Butir-butir kuesioner mencakup data yang berhubungan dengan input materi memadai.					<input checked="" type="checkbox"/>	
e.	Butir-butir kuesioner mencakup data yang berhubungan dengan kegrafikan memadai.					<input checked="" type="checkbox"/>	
III	Aspek Bahasa						
a.	Butir-butir kuesioner dirumuskan dalam dalam bahasa indonesia yang baik dan benar.						<input 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. Komentor

Penelitian ini sangat baik untuk menunjukkan kontribusi Prodi Pendidikan Bahasa Inggris (PBI) terhadap prodi lain di IAIN Palopo dalam hal ini Prodi Pendidikan Bahasa Arab (PBA). Namun, sebelum perumusan materi sebaiknya merujuk ke CPL prodi PBA.





Tujuan penelitian dan questionare tidak ditemukan dalam questionare, tetapi hanya tersirat di judul questionarenya.

#### **D. Saran**

Sebaiknya merujuk ke CPL prodi PBA supaya pendesainan materinya sejalan dengan CPL prodi PBA. Jadi kontribusi penelitian ini lebih terlihat.

Koordinasi dengan dosen yang mengajar Bahasa Inggris di prodi PBA agar dapat diberikan saran yang sesuai dengan CPL prodi PBA.

#### **E. Kesimpulan**

Instrument kuesioner ini (lingkari salah satu pilihan)

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

Palopo, 2 November 2020

Penilai Kelayakan

Nurhajar P., S.Pd., M.Pd.

## KUESIONER EVALUASI UNTUK AHLI MATERI/Bahasa

### A. Data Responden

Nama : Nurhajar P., S.Pd., M.Pd.  
Umur : 34 tahun  
Jenis kelamin : Perempuan  
Pendidikan :  S1  S2  S3  Professor  
Pengalaman mengajar :  0-2 tahun  2-4 tahun  4-6 tahun   $\geq$ 6 thn

### B. Tabel Evaluasi

Isilah tabel berikut ini dengan memberikan tanda centang ( $\checkmark$ ) 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 Arabic Eduction Study Program</i> sesuai dengan kebutuhan mahasiswa jurusan bahasa arab	<input type="checkbox"/>				
2.	Kedalaman materi dalam silabus <i>English for Arabic Eduction Study Program</i> memadai.	<input type="checkbox"/>				

3.	Keaslian isi materi dalam silabus <i>English for Arabic Education Study Program</i> memadai.	<input type="checkbox"/>				
4.	Kegiatan dalam <del>task</del> banyak melibatkan mahasiswa. <i>silabus</i>	<input type="checkbox"/>				
5.	Kegiatan dalam <del>task</del> bervariasi. <i>silabus</i>	<input type="checkbox"/>				
6.	Kegiatan dalam <del>task</del> sesuai topik. <i>silabus</i>	<input type="checkbox"/>				
7.	Kegiatan dalam <del>task</del> menarik bagi mahasiswa. <i>silabus</i>	<input type="checkbox"/>				
8.	Kegiatan dalam <del>task</del> dapat memotivasi mahasiswa untuk belajar bahasa Inggris. <i>silabus</i>	<input type="checkbox"/>				
9.	<del>Kegiatan dalam <del>task</del> berguna bagi kehidupan nyata mahasiswa.</del>	<input type="checkbox"/>				
10.	Kegiatan disusun berurutan dari mudah ke agak sulit.	<input type="checkbox"/>				
11.	Kegiatan melibatkan siswa untuk dapat bekerja secara individu dan berpasangan.	<input type="checkbox"/>				
<p>Rangkuman kualitatif: Isi dari produk silabus untuk mahasiswa bahasa Arab sudah baik dan layak untuk diterapkan untuk mata kuliah lanjutan (Bahasa Inggris 2) karena materinya sudah termasuk materi lanjutan dan pembahasannya dari yang umum ke khusus.</p>						
<b>B. Bahasa</b>						
1.	Bahasa yang digunakan dalam silabus sesuai dengan tata bahasa yang benar.	<input type="checkbox"/>				
2.	Bahasa yang disajikan komprehensif dan sesuai dengan tingkat perkembangan kognitif mahasiswa.	<input type="checkbox"/>				
3.	Bahasa yang disajikan dalam bahan ajar	<input type="checkbox"/>				

	mudah dipahami.						
4.	Keseluruhan materi sesuai dengan kemampuan berbahasa mahasiswa	<input type="checkbox"/>					
Rangkuman kualitatif: Dari segi bahasa sudah baik dan mudah dipahami.							
<b>C. Input</b>							
1.	Input materi dalam silabus membantu mahasiswa dalam berbahasa.	<input type="checkbox"/>					
2.	Input materi dalam silabus sesuai dengan kemampuan mahasiswa.	<input type="checkbox"/>					
3.	Input materi dalam silabus menarik.	<input type="checkbox"/>					
4.	Input materi dalam silabus sesuai dengan kemampuan berbahasa mahasiswa.	<input type="checkbox"/>					
5.	Input materi dalam silabus mencakup struktur bahasa yang benar.	<input type="checkbox"/>					
6.	Pilihan topik sesuai dengan karakteristik mahasiswa	<input type="checkbox"/>					
7.	Input materi dalam silabus dapat menambah wawasan mahasiswa.	<input type="checkbox"/>					
Rangkuman kualitatif: Input materi baik dan sesuai dengan kebutuhan mahasiswa Prodi Bahasa Arab dan Capaian Pembelajaran Prodi Pendidikan Bahasa Arab.							
<b>D. Desain dan Layout</b>							
1.	Tampilan isi silabus jelas.	<input type="checkbox"/>					

2.	Penggunaan tanda baca benar.		<input type="checkbox"/>			
3.	Susunan materi dalam silabus sistematis	<input type="checkbox"/>				
4.	Sumber dalam silabus jelas	<input type="checkbox"/>				
5.	Jarak spasi sesuai.		<input type="checkbox"/>			

Rangkuman kualitatif:

Desain dan Layout sudah baik.

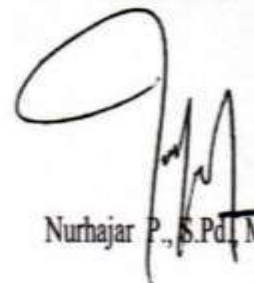
Kesimpulan:

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

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

Palopo, 16 Agustus 2020

Penilai Kelayakan



Nurhajar P., S.Pd, M.Pd.



## KUESIONER EVALUASI UNTUK AHLI MATERI /Materi

### A. Data Responden

- Nama : \_\_\_\_\_
- 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 Arabic Education Study Program</i> sesuai dengan kebutuhan mahasiswa jurusan bahasa arab		✓			
2.	Kedalaman materi dalam silabus <i>English for Arabic Education Study Program</i> memadai.		✓			

3.	Keaslian isi materi dalam silabus <i>English for Arabic Education Study Program</i> memadai.		✓			
4.	Kegiatan dalam <del>task</del> <sup>silabus</sup> banyak melibatkan mahasiswa.		✓			
5.	Kegiatan dalam <del>task</del> <sup>silabus</sup> bervariasi.		✓			
6.	Kegiatan dalam <del>task</del> <sup>silabus</sup> sesuai topik.		✓			
7.	Kegiatan dalam <del>task</del> <sup>silabus</sup> menarik bagi mahasiswa.		✓			
8.	Kegiatan dalam <del>task</del> <sup>silabus</sup> dapat memotivasi mahasiswa untuk belajar bahasa Inggris.	✓				
9.	Kegiatan dalam <del>task</del> <sup>silabus</sup> 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: Isi materi dalam silabus sudah sesuai dengan dan memadai untuk meningkatkan kemampuan bahasa Inggris mahasiswa bahasa Arab						
<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: Penggunaan bahasa dalam silabus sudah tepat dan baik						
<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: Input materi sangat menarik dan baik untuk mahasiswa bahasa arab						
<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: Tampilan silabus sudah baik dan benar						

Kesimpulan:

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

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

Palopo, November 2020

Penilai Kelayakan

Mustafa, M.Pd.I

# KUESIONER EVALUASI UNTUK AHLI MATERI / ~~Layout~~ <sup>Lay out</sup>

## A. Data Responden

Nama : Dr. Masruddin, M.Hum  
 Umur : -  
 Jenis kelamin : Laki-laki  
 Pendidikan :  S1  S2  S3  Professor  
 Pengalaman mengajar :  0-2 tahun  2-4 tahun  4-6 tahun  ≥6 thn

## B. Tabel Evaluasi

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

Keterangan:

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

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

3.	Keaslian isi materi dalam silabus <i>English for Arabic Education Study Program</i> memadai.	✓				
4.	Kegiatan dalam <del>task</del> <sup>silabus</sup> banyak melibatkan mahasiswa.	✓				
5.	Kegiatan dalam <del>task</del> <sup>silabus</sup> bervariasi.	✓				
6.	Kegiatan dalam <del>task</del> <sup>silabus</sup> sesuai topik.	✓				
7.	Kegiatan dalam <del>task</del> <sup>silabus</sup> menarik bagi mahasiswa.					
8.	Kegiatan dalam <del>task</del> <sup>silabus</sup> dapat memotivasi mahasiswa untuk belajar bahasa Inggris.	✓				
9.	Kegiatan dalam <del>task</del> <sup>silabus</sup> 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: Tambahkan the Role of Arabic in the world and its history						
<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 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"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Rangkuman kualitatif:					

Kesimpulan:

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

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

Palopo, November 2020

Penilai Kelayakan



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KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI PALOPO  
FAKULTAS TARBIYAH & ILMU KEGURUAN

Jl. Agatis Kel. Balandai Kec. Bara 91914 Kota Palopo  
Email: [ftik@iainpalopo.ac.id](mailto:ftik@iainpalopo.ac.id) / Web: [www.ftik-iainpalopo.ac.id](http://www.ftik-iainpalopo.ac.id)

Nomor : 1840 /In.19/FTIK/HM. 01/11/2020

Palopo, 02 Nopember 2020

Lampiran : -

Perihal : **Permohonan Surat Izin Penelitian**

Yth. Kepala Badan Kesbangpol dan Linmas  
Kota Palopo  
di -  
Palopo

*Assalamu Alaikum Wr. Wb.*

Dengan hormat, kami sampaikan bahwa mahasiswa (i) kami, yaitu :

Nama	: Nirwana Nengsi
NIM	: 16 0202 0120
Program Studi	: Pendidikan Bahasa Inggris
Semester	: IX (Sembilan)
Tahun Akademik	: 2020/2021

akan melaksanakan penelitian dalam rangka penulisan skripsi pada lokasi IAIN Palopo dengan judul: **"Designing ESP Syllabus for Arabic Education Study Program at IAIN Palopo"**. Untuk itu kami mohon kiranya Bapak/Ibu berkenan menerbitkan Surat Izin Penelitian.

Demikian surat permohonan ini kami ajukan, atas perhatian dan kerjasamanya kami ucapkan banyak terima kasih.

*Wassalamu Alaikum Wr. Wb.*



Dekan,

*[Signature]*  
Dekan,  
NIP 19681231 199903 1 014



**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) 23692

**ASLI**

**IZIN PENELITIAN**  
NOMOR : 911/IP/DPMTSP/XI/2020

**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 Penделegasian 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 : NIRWANA NENGSI  
Jenis Kelamin : Perempuan  
Alamat : Dsn. Larewa Kab. Luwu  
Pekerjaan : Mahasiswa  
NIM : 16.0202.0120

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

**DESIGNING ESP SYLLABUS FOR ARABIC EDUCATION STUDY PROGRAM AT IAIN PALOPO**

Lokasi Penelitian : KAMPUS INSTITUT AGAMA ISLAM NEGERI (IAIN) PALOPO

Lamanya Penelitian : 03 November 2020 s.d. 03 Desember 2020

**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 : 03 November 2020

a. Kepala Dinas Penanaman Modal dan PTSP  
Kepala Bidang Pengkajian dan Pemrosesan Perizinan PTSP

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

**Tembusan :**

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





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

MATA KULIAH	KODE	RUMPUN	BOBOT (SKS)	SEMESTER	TANGGAL PENGESAHAN
BAHASA INGGRIS UNTUK PENDIDIKAN BAHASA ARAB	-	-	2	2	-
OTORISASI	Dosen Pengembang RPS		Koordinator RMK		Ka PRODI
	-		-		
<b>CAPAIAN PEMBELAJARAN</b>	<b>CP-Prodi/ CPL</b> <ol style="list-style-type: none"><li>1. <b>(N1)</b> Bertakwa kepada Tuhan Yang Maha Esa dan mampu menunjukkan sikap religius</li><li>2. <b>(P3)</b> Menguasai pengetahuan dan langkah-langkah berkomunikasi baik lisan maupun tulisan dengan menggunakan bahasa Inggris dalam perkembangan dunia akademik dan dunia kerja.</li><li>3. <b>(P5)</b> Menguasai pengetahuan dasar-dasar keislaman sebagai agama <i>rahmatan lil 'alamin</i></li><li>4. <b>(KU.1)</b> Mampu menerapkan pemikiran logis, kritis, sistematis, dan inovatif dalam konteks pengembangan atau implementasi ilmu pengetahuan dan teknologi yang memperhatikan dan menerapkan nilai humaniora yang sesuai dengan bidang keahliannya;</li><li>5. <b>(KU.2)</b> Mampu menunjukkan kinerja mandiri, bermutu dan terukur.</li><li>6. <b>(KU.11)</b> Mampu berkomunikasi baik lisan maupun tulisan dengan menggunakan bahasa Inggris dalam perkembangan</li></ol>				

	<p>dunia akademik dan dunia kerja.</p> <p>7. <b>(KU.12)</b> Mampu berkolaborasi dalam team, menunjukkan kemampuan kreatif (creativity skill), inovatif (innovation skill), berpikir kritis (critical thinking) dan pemecahan masalah (problem solving skill) dalam pengembangan keilmuan dan pelaksanaan tugas di dunia kerja.</p> <p>8. <b>(KK.6)</b> Menerapkan pengetahuan dan keterampilan teknologi informasi dalam konteks pengembangan keilmuan dan implementasi bidang keahlian secara efektif dan berdaya guna.</p>
	<p><b>Capaian Pembelajaran Mata Kuliah (CPMK)</b></p> <ol style="list-style-type: none"> <li>1. Mahasiswa mampu memperkenalkan diri dan menggunakan kata sapaan dalam bahasa Inggris</li> <li>2. Mahasiswa mampu mengemukakan dan menjelaskan adab-adab (kehidupan sehari-hari) dalam Bahasa Inggris</li> <li>3. Mahasiswa mampu memahami dan menjelaskan sifat-sifat terpuji dalam Bahasa Inggris</li> <li>4. Mahasiswa mampu mengemukakan Rukun Islam dan Rukun Iman menggunakan Bahasa Inggris.</li> <li>5. Mahasiswa mampu mendeskripsikan (<i>describing</i>) tokoh-tokoh Islam inspiratif menggunakan Bahasa Inggris.</li> <li>6. Mahasiswa mampu membuat biografi singkat tokoh-tokoh Islam inspiratif menggunakan Bahasa Inggris.</li> <li>7. Mahasiswa mampu mengemukakan hal-hal yang berkaitan dengan kisah teladan rasul ulul azmi menggunakan Bahasa Inggris.</li> <li>8. Mahasiswa mampu mengemukakan hal-hal yang halal dan haram (dilakukan dan dikonsumsi) bagi umat islam menggunakan Bahasa Inggris.</li> <li>9. Mahasiswa mampu mengemukakan dan memahami keutamaan-keutamaan dalam beragama dalam Bahasa Inggris</li> <li>10. Mahasiswa mampu mengemukakan tentang toleransi dalam beragama</li> </ol>
<p><b>Deskripsi Singkat MK</b></p>	<p>Mata kuliah Bahasa Inggris untuk Pendidikan Bahasa Arab ini merupakan mata kuliah bidang studi pada program S-1 Program Pendidikan Bahasa Arab 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 Pendidikan Bahasa Arab</p>

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 keterampilan dan komponen berbahasa tersebut disajikan dalam setiap pertemuan secara terintegrasi agar mahasiswa benar-benar memiliki kemampuan yang mumpuni setelah lulus.

**Bahan Kajian**

**1. Self Introduction and Greetings**

- Kosakata yang berkaitan dengan self introduction dan Greetings
- *To be (am, is, are)*
- formal dan informal

**2. Adab-Adab**

- Kosakata yang berkaitan dengan adab-adab dalam kehidupan sehari-hari
- *To be (am, is, are) + ing* (definisi dan contoh)
- Adab makan dan minum
- Adab terhadap orang yang lebih tua

**3. Sifat-Sifat Terpuji**

- Kosakata verb yang berkaitan dengan sifat-sifat terpuji
- Penggunaan “*to do*”
- Bersedekah
- saling tolong menolong

**4. The Five Pillar of Islam**

- *The Five Pillar of Islam (syahadat, shalat, zakat, puasa, haji bagi yang mampu)*
- Kosakata yang berkaitan dengan pengamalan rukun islam
- *Pronoun and verb* (definisi and contoh)

**5. Inspirational Islamic Figure**

- Kosakata yang berkaitan dengan tokoh islam inspiratif (KH. Ahmad Dahlan, KH. Hasyim asy’ary)
- *Adjective, Noun, and Adverb* (definisi dan contoh)
- *To be (am, is, are) + ANA (adjective, noun, and adverb)*

**6. Ulu’l – Azm Prophets**

- Kosakata yang berkaitan dengan rasul ulul azmi (Nabi Nuh as, Ibrahim as, Musa as, Isa as, dan Muhammad Saw)
- Question word (*5W + 1H*)

**7. Halal and Haram**

- Kosakata yang berhubungan dengan hal-hal yang halal dan haram dalam islam
- *Expression of showing prohibition*

### 8. The Six Pillar of Faith

- The six pillar of islam (iman kepada Allah swt, iman kepada malaikat, iman kepada kitab-kitab Allah, iman kepada nabi dan rasul, iman kepada hari akhir, dan iman kepada qada dan qadar
- Kosakata yang berkaitan dengan pengamalan rukun iman
- *Active and passive voice* (definisi dan contoh)

### 9. Virtues of Religion

- Kosakata yang berkaitan dengan keutamaan-keutamaan dalam beragama
- Expression of Asking and Giving Advice

### 10. Tolerance in Religion

- Kosakata yang berkaitan dengan toleransi dalam beragama (diutamakan verb)
- *Expresion of asking and giving opinion*

#### Pustaka

##### Utama :

1. Arsyad, Azhar. 2013. *Dasar-dasar Penguasaan Bahasa Inggris*. Yogyakarta: PUSTAKA BELAJAR
2. Maslani. 2012. *Qiroatul Kutub*. SERI MODUL
3. Mustafa, Imron. 2018. *KH.AHMAD SI PENYANTUN*. Banguntapan Yogyakarta: Diva Press
4. Baso, Ahmad. Mummaziq, Rijal. Sunyoto, K. *KH.HASYIM ASY'ARY "PENGABDIAN SEORANG KYAI UNTUK NEGERI"*.

Website:

##### Pendukung :

Book:

1. Suherman. 2016. *Top Grammar*. Pare Kediri Jawa Timur: CV. Resonansi Ilmu. Tim museum kebangkitan nasional.

	Youtube: <ul style="list-style-type: none"> <li>• Rumaysho Tv</li> <li>• Sahabat Youtube Channel</li> </ul>					
<b>Media Pembelajaran</b>	<b>Perangkat Lunak:</b>			<b>Perangkat Keras:</b>		
	Slide Powerpoint, Internet, E-Learning, Video, Audio			Laptop, LCD, Buku		
<b>Tim Teaching</b>						
<b>Mata Kuliah Syarat</b> Mata Kuliah Wajib						
Minggu Ke-	Sub CP-MK (Kemampuan Akhir yang Diharapkan)	Indikator	Kriteria dan Bentuk Penilaian	Metode Pembelajaran [Estimasi Waktu]	Materi Pembelajaran [Pustaka]	Bobot Penilaian (%)
(1)	(2)	(3)	(4)	(5)	(6)	(7)
I	Mahasiswa mengetahui Mekanisme perkuliahan, proses pembelajaran, dan penilaian		-	Ceramah Tanya jawab  (100 menit)	<b>Kontrak Perkuliahan</b>	-
II	<b>Reading:</b> Mahasiswa memahami kosa kata/ istilah bahasa Inggris dalam sebuah teks bacaan yang berkaitan Dengan Pengenalan Diri dan Kata Sapaan singkat	<b>Reading:</b> Mampu memahami makna kosa kata/ istilah bahasa Inggris dalam sebuah teks bacaan yang berkaitan dengan Self Introduction dan Kata Sapaan	<b>Reading:</b> <ul style="list-style-type: none"> <li>▪ Ketepatan dalam mencocokkan kosa kata/istilah bahasa Inggris tersebut dengan gambar.</li> </ul>	<b>Reading:</b> <ul style="list-style-type: none"> <li>▪ Scanning</li> <li>▪ Matching pictures</li> </ul> (10 menit)	<b>Self Introduction and Greetings</b>	5%

<p><b>Listening:</b> Mahasiswa memahami makna kosa kata/istilah bahasa Inggris yang berkaitan dengan Pengenalan Diri dan Kata Sapaan yang didengarkan.</p>	<p><b>Listening:</b> Mahasiswa mampu memahami makna kosa kata/istilah bahasa Inggris yang berkaitan dengan Pengenalan Diri dan Kata Sapaan yang didengarkan</p>	<p><b>Listening:</b> Ketepatan dalam mencocokkan kosa kata/istilah bahasa Inggris yang berkaitan dengan Pengenalan Diri dan Kata Sapaan dengan terjemahannya.</p>	<p><b>Listening:</b></p> <ul style="list-style-type: none"> <li>▪ Listen and repeat</li> <li>▪ True or False</li> </ul> <p>(10 menit)</p>		
<p><b>Writing:</b> Mahasiswa menuliskan kosa kata yang berkaitan dengan Pengenalan Diri dan Kata Sapaan menggunakan <i>to be (am,is,are)</i></p>	<p><b>Writing:</b> Mahasiswa mampu menulis ulang kosa kata bahasa Inggris (yang berkaitan dengan Pengenalan Diri dan Kata Sapaan menggunakan <i>to be (am,is,are)</i></p>	<p><b>Writing:</b> Ketepatan dalam menulis ulang kosa kata bahasa Inggris Pengenalan Diri dan Kata Sapaan dan ketepatan dalam menggunakan <i>to be (am,is,are)</i></p>	<p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>▪ Rewriting</li> <li>▪ Classifying</li> </ul> <p>(10 menit)</p>		

	<p><b>Speaking:</b> Mahasiswa memperkenalkan diri dan mengungkapkan kata sapaan menggunakan <i>to be</i> (<i>am, is, are</i>)</p>	<p><b>Speaking:</b> Mahasiswa mampu memperkenalkan diri dan mengungkapkan kata sapaan menggunakan <i>to be</i> (<i>am, is, are</i>)</p>	<p><b>Speaking:</b> Ketepatan dalam memperkenalkan diri dan mengungkapkan kata sapaan menggunakan <i>to be</i> (<i>am, is, are</i>)</p>	<p><b>Speaking:</b></p> <ul style="list-style-type: none"> <li>▪ Presentation (Pairs) (70 menit)</li> </ul>		
III	<p><b>Reading:</b> Mahasiswa memahami makna kosakata/istilah bahasa inggris yang berkaitan dengan adab-adab dalam kehidupan sehari-hari</p>	<p><b>Reading:</b> Mampu memahami makna kosakata/istilah dalam bahasa inggris yang berkaitan dengan adab-adab dalam kehidupan sehari-hari</p>	<p><b>Reading:</b> Ketepatan dalam mengidentifikasi makna kosakata/istilah bahasa inggris yang berkaitan dengan adab-adab dalam kehidupan sehari-hari</p>	<p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>▪ Scanning and identifiyig (55 menit)</li> </ul>	<b>Adab-Adab</b>	10%

	<p><b>Listening:</b> Mahasiswa memahami makna kosakata/istilah bahasa Inggris yang berkaitan dengan adab-adab dalam kehidupan sehari-hari yang didengarkan</p>	<p><b>Listening:</b> Mahasiswa mampu mencocokkan kosakata yang didengarkan tersebut dengan gambar.</p>	<p><b>Listening:</b> Ketepatan dalam mencocokkan kosakata/istilah bahasa Inggris tersebut dengan gambar.</p>	<p><b>Listening:</b> ▪ Listen and matching  (15 menit)</p>		
	<p><b>Writing:</b> Mahasiswa menulis bahasa Inggris yang berkaitan dengan adab-adab dalam kehidupan sehari-hari menggunakan <i>to be (am, is, are)+V+ing</i></p>	<p><b>Writing:</b> Mampu menulis dan mencocokkan bahasa Inggris yang berkaitan dengan adab-adab dalam kehidupan sehari-hari menggunakan <i>to be (am, is, are)+V+ing</i></p>	<p><b>Writing:</b> Ketepatan menulis dan mencocokkan bahasa Inggris yang berkaitan dengan adab-adab dalam kehidupan sehari-hari menggunakan <i>to be (am, is, are)+V+ing</i> dengan gambar</p>	<p><b>Writing:</b> ▪ Rewriting ▪ Classifying  (15 menit)</p>		
	<p><b>Speaking:</b> Mahasiswa mengemukakan adab-adab dalam kehidupan sehari-hari menggunakan <i>to be (am, is, are)+V+ing</i></p>	<p><b>Speaking:</b> Mahasiswa mampu mengemukakan adab-adab dalam kehidupan sehari-hari menggunakan <i>to be (am, is, are)+V+ing</i></p>	<p><b>Speaking:</b> Ketepatan mengemukakan adab-adab dalam kehidupan sehari-hari menggunakan <i>to be (am, is, are)+V+ing</i></p>	<p><b>Speaking:</b> ▪ Presentation (Group)  (15 menit)</p>		
IV	<p><b>Reading:</b> Mahasiswa memahami kosa kata/ istilah bahasa Inggris dalam sebuah teks bacaan/ kalimat-kalimat yang berkaitan dengan sifat-sifat terpuji</p>	<p><b>Reading:</b> Mampu memahami makna kosa kata/ istilah bahasa Inggris dalam sebuah teks bacaan/ kalimat-kalimat yang berkaitan dengan sifat-sifat terpuji</p>	<p><b>Reading:</b> Ketepatan dalam mencocokkan kosakata/istilah bahasa Inggris tersebut dengan gambar</p>	<p><b>Reading:</b> Scanning and Matching  (40 menit)</p>	Sifat-Sifat Terpuji	10%



		seorang muslim				
	<b>Listening:</b> Mahasiswa memahami makna kosa kata/istilah bahasa Inggris yang didengarkan yang berkaitan dengan sifat-sifat terpuji	<b>Listening:</b> Mahasiswa mampu memahami makna kosa kata/istilah bahasa Inggris Inggris yang didengarkan yang berkaitan dengan sifat-sifat terpuji	<b>Listening:</b> Ketepatan dalam mencocokkan kosa kata/ istilah bahasa Inggris yang berkaitan dengan sifat-sifat terpuji yang didengarkan dengan gambar	<b>Listening:</b> ▪ Listen and Sequences (Pairs)  (20 menit)		
	<b>Writing:</b> Mahasiswa menulis kalimat bahasa Inggris menggunakan konsep “to do” yang berkaitan dengan sifat-sifat terpuji sebagai seorang muslim	<b>Writing:</b> Mahasiswa mampu menulis kalimat bahasa Inggris menggunakan konsep “to do” yang berkaitan dengan sifat-sifat terpuji sebagai seorang muslim	<b>Writing:</b> Ketepatan mengisi kata yang hilang “to do” (d,does) dalam sebuah kalimat. yang berkaitan dengan sifat-sifat terpuji sebagai seorang muslim	<b>Writing:</b> ▪ Fill in the missing words  (20 menit)		
	<b>Speaking:</b> Mahasiswa mengemukakan sifat-sifat terpuji sebagai seorang muslim dalam bahasa Inggris	<b>Speaking:</b> Mahasiswa mampu mengemukakan sifat-sifat terpuji sebagai seorang muslim dalam bahasa Inggris	<b>Speaking:</b> Ketepatan mengemukakan sifat-sifat terpuji sebagai seorang muslim dalam bahasa Inggris	<b>Speaking:</b> ▪ Giving orders (Group)  (20 menit)		
V	<b>Reading:</b> Mahasiswa memahami	<b>Reading:</b> Mampu memahami	<b>Reading:</b> Ketepatan dalam	<b>Reading:</b>	<b>The Five Pillar of Islam</b>	10%

<p>Kosakata/istilah bahasa inggris dalam sebuah teks bacaan yang berkaitan dengan pengamalan rukun islam</p>	<p>Kosakata/istilah bahasa inggris dalam sebuah teks bacaan yang behubungan dengan pengamalan rukun islam</p>	<p>Mencocokkan kosakata/istilah bahasa inggris tersebut dengan gambar</p>	<p>Scanning Matching Pictures  (15 menit)</p>		
<p><b>Listening:</b> Mahasiswa memahami makna kosakata/istilah bahasa inggris yang berkaitan dengan pengamalan rukun islam yang didengarkan</p>	<p><b>Listening:</b> Mahasiswa mampu memahami kosakata/istilah bahasa inggris yang berkaitan dengan pegamalan rukun islam yang didengarkan</p>	<p><b>Listening:</b> Keteatan dalam mencocokkan kosakata/istilah bahasa inggris yang berkaitan dengan pengamalan rukun silam dengan terjemahannya</p>	<p><b>Listening:</b></p> <ul style="list-style-type: none"> <li>▪ Listen and repeat</li> <li>▪ True or false</li> </ul> <p>(55 menit)</p>		
<p><b>Writing:</b> Mahasiswa menuliskan kosakat yang berkaitan dengan Pengamalan Ruun Islam dan mengelompokkannya ke dalam kelas kata <i>pronoun</i> dan <i>verb</i></p>	<p><b>Writing</b> Mahasiswa mampu menulis ulang kosakata bahasa ingris yang berkaitan dengan pengamalan rukun islam dan mampu mengelompokkannya kedalam kelas kata <i>pronoun</i> andan <i>verb</i></p>	<p><b>Writing:</b> Ketepatan dalam menulis ulang kosakata bahasa inggris yang berkaitan dengan pengamalan rukun islam dan ketepatan mengelompokkannya kedalam kelas kata <i>pronoun</i> dan <i>verb</i></p>	<p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>▪ Rewriting</li> <li>▪ Classifiying</li> </ul> <p>(15 menit)</p>		
<p><b>Speaking:</b> Mahasiswa Mengemukakan 5 Rukun islam dalam bahasa inggris</p>	<p><b>Speaking:</b> Mahasiswa mampu mengemukakan 5 rukun islam dalam bahasa inggris</p>	<p><b>Speaking:</b> Ketepatan mengemukakan 5 rukun islam dalm bahasa inggris</p>	<p><b>Speaking:</b></p> <ul style="list-style-type: none"> <li>▪ Presentation (Group)</li> </ul> <p>(15 menit)</p>		

VI	<p><b>Reading:</b> Mahasiswa memahami makna kosakata (<i>Adjective, Noun, Adverb</i>) istilah bahasa Inggris dalam sebuah teks bacaan yang berkaitan dengan tokoh Islam inspiratif</p>	<p><b>Reading:</b> Mahasiswa memahami makna kosa kata (<i>Adjective, Noun, Adverb</i>) / istilah bahasa Inggris dalam sebuah teks bacaan yang berkaitan dengan tokoh Islam inspiratif</p>	<p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>▪ Ketepatan dalam mencocokkan kosa kata/istilah bahasa Inggris tersebut dengan video.</li> </ul>	<p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>▪ Scanning</li> <li>▪ Matching (video)</li> </ul> <p>(10 menit)</p>	<p><b>Inspirational Islamic Figures (I)</b></p>	<p>10%</p>
	<p><b>Listening:</b> Mahasiswa memahami makna kosa kata (<i>Adjective, Noun, Adverb</i>) / istilah bahasa Inggris yang didengarkan yang berkaitan dengan tokoh Islam inspiratif</p>	<p><b>Listening:</b> Mahasiswa mampu memahami makna kosa kata (<i>Adjective, Noun, Adverb</i>) / istilah bahasa Inggris yang didengarkan yang berkaitan dengan tokoh Islam inspiratif</p>	<p><b>Listening:</b> Ketepatan dalam mencocokkan kosa kata/istilah bahasa Inggris yang berkaitan dengan tokoh Islam inspiratif</p>	<p><b>Listening:</b></p> <ul style="list-style-type: none"> <li>▪ Listen and repeat</li> <li>▪ True or False</li> </ul> <p>(10 menit)</p>		
	<p><b>Writing:</b> Mahasiswa menuliskan kosa kata/istilah bahasa Inggris (yang berkaitan dengan tokoh Islam inspiratif) dan mengelompokkannya kedalam kelas kata <i>Adjective, noun, adverb.</i></p>	<p><b>Writing:</b> Mahasiswa menuliskan kosa kata/istilah bahasa Inggris (yang berkaitan dengan tokoh Islam inspiratif) dan mengelompokkannya kedalam kelas kata <i>Adjective, noun, adverb.</i></p>	<p><b>Writing:</b> Ketepatan menuliskan kosa kata/istilah bahasa Inggris yang didengarkan (berkaitan dengan tokoh Islam inspiratif) dan mengelompokkannya kedalam kelas kata <i>Adjective, noun, adverb.</i></p>	<p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>▪ Rewriting</li> <li>▪ Classifying (Pairs)</li> </ul> <p>(70 menit)</p>		

	<p><b>Speaking:</b> Mahasiswa mengemukakan kosa kata (<i>Adjective, Noun, Adverb</i>) /istilah bahasa Inggris yang berkaitan dengan tokoh Islam inspiratif</p>	<p><b>Speaking:</b> Mahasiswa mampu menebak dan mengemukakan kosa kata/istilah bahasa Inggris yang berkaitan dengan tokoh Islam inspiratif yang diperagakan oleh teman sekelas</p>	<p><b>Speaking:</b> Ketepatan menebak dan mengemukakan kosa kata/istilah bahasa Inggris (berkaitan dengan tokoh Islam inspiratif) yang diperagakan oleh teman sekelas</p>	<p><b>Speaking:</b></p> <ul style="list-style-type: none"> <li>▪ Guessing and Speak (Group)</li> </ul> <p>(10 menit)</p>		
VII	<p><b>Reading:</b> Mahasiswa memahami penggunaan <i>to be (am, is, are)</i>+ ANA (<i>Adjective, Noun, Adverb</i>) dalam teks bahasa Inggris yang berkaitan dengan tokoh Islam inspiratif</p>	<p><b>Reading:</b> Mampu mengidentifikasi kalimat-kalimat yang menggunakan <i>to be (am, is, are)</i>+ ANA (<i>Adjective, Noun, Adverb</i>) dalam teks bahasa Inggris tersebut</p>	<p><b>Reading:</b> Ketepatan mengidentifikasi kalimat-kalimat yang menggunakan <i>to be (am, is, are)</i>+ ANA (<i>Adjective, Noun, Adverb</i>) dalam teks bahasa Inggris tersebut .</p>	<p><b>Reading:</b> Scanning and identifying</p> <p>(10 menit)</p>	<p><b>Inspirational Islamic Figures (II)</b></p>	<p>10%</p>
	<p><b>Listening:</b> Mahasiswa memahami makna kalimat bahasa Inggris ( tokoh Islam inspiratif) yang didengarkan.</p>	<p><b>Listening:</b> Mahasiswa mampu mengisi teks dengan kata yang dihilangkan sesuai dengan kalimat yang didengarkan tersebut</p>	<p><b>Listening:</b> Ketepatan dalam mengisi teks dengan kata yang dihilangkan sesuai dengan kalimat yang didengarkan tersebut .</p>	<p><b>Listening:</b></p> <ul style="list-style-type: none"> <li>▪ Listen and fill in the blank</li> </ul> <p>(10 menit)</p>		
	<p><b>Writing:</b> Mahasiswa menulis kalimat bahasa Inggris menggunakan <i>to be (am, is, are)</i>+ ANA (<i>Adjective, Noun, Adverb</i>)</p>	<p><b>Writing:</b> Mahasiswa mampu menyusun kata acak (<i>to be (am, is, are)</i>+ ANA (<i>Adjective, Noun, Adverb</i>) ) menjadi</p>	<p><b>Writing:</b> Ketepatan menyusun kata acak acak (<i>to be (am, is, are)</i>+ ANA (<i>Adjective, Noun, Adverb</i>) ) menjadi kalimat yang</p>	<p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>▪ Arranging</li> </ul> <p>(70 menit)</p>		

	berkaitan dengan tokoh Islam inspiratif	kalimat yang benar dalam bahasa Inggris (berkaitan dengan tokoh Islam inspiratif )	benar dalam bahasa Inggris ( berkaitan dengan tokoh Islam inspiratif )			
	<b>Speaking:</b> Mahasiswa mengemukakan biografi singkat dalam satu kalimat atau lebih tokoh Islam inspiratif menggunakan <i>to be (am, is, are)+ ANA (Adjective, Noun, Adverb)</i>	<b>Speaking:</b> Mahasiswa mampu mengemukakan biografi singkat dalam satu kalimat atau lebih tokoh Islam inspiratif menggunakan <i>to be (am, is, are)+ ANA (Adjective, Noun, Adverb)</i>	<b>Speaking:</b> Ketepatan mengemukakan biografi singkat dalam satu kalimat atau lebih tokoh Islam inspiratif menggunakan <i>to be (am, is, are)+ ANA (Adjective, Noun, Adverb)</i> yang sesuai dengan video	<b>Speaking:</b> <ul style="list-style-type: none"> <li>▪ Group Presentation (using video)</li> </ul> (10 menit)		
VIII	UTS (Membuat video presentasi singkat mengenai salah satu materi pembelajaran diatas Kecuali materi <i>Tokoh Inspiratif Islam</i> (menggunakan bahasa Inggris)					
IX	<b>Reading:</b> Mahasiswa memahami kosakata/istilah bahasa inggris dalam sebuah teks bacaan singkat yang berkaitan dengan Rasul Ulul Azmi	<b>Reading:</b> Mampu memahami makna kosakata/istilah bahasa inggris dalam sebuah teks bacaan singkat yang berkaitan dengan Rasul Ulul Azmi	<b>Reading:</b> Ketepatan dalam mencocokkan kosakata/istilah bahasa inggris tersebut dengan gambar	<b>Reading:</b> <ul style="list-style-type: none"> <li>▪ Scanning</li> <li>▪ Matching pictures</li> </ul> (10 menit)	<b>Ulu'l – Azm Prophets</b>	10%

<p><b>Listening:</b> Mahasiswa memahami kosakata/istilah bahasa inggris yang didengarkan berkaitan dengan Rasul Ulul Azmi</p>	<p><b>Listening:</b> Mahasiswa mampu memahami makna kosakata/istilah bahasa inggris yang didengarkan berkaitan dengan Rasul Ulul Azmi</p>	<p><b>Listening:</b> Ketepatan dalam mencocokkan kosakata/istilah bahasa inggris berkaitan dengan Rasul Ulul Azmi dengan terjemahannya</p>	<p><b>Listening:</b></p> <ul style="list-style-type: none"> <li>▪ Listen and repeat</li> <li>▪ True or False</li> </ul> <p>(70 menit)</p>		
<p><b>Writing:</b> Mahasiswa menuliskan kalimat berkaitan dengan Rasul Ulul Azmi dalam bentuk kalimat tanya 5W+1H</p>	<p><b>Writing:</b> Mahasiswa mampu menulis dan mengubah kalimat biasa yang berkaitan dengan Rasul Ulul Azmi kedalam bentuk kalimat tanya 5W+1H</p>	<p><b>Writing:</b> Ketepatan dalam menulis dan mengubah kalimat biasa yang berkaitan dengan Rasul Ulul Azmi kedalam bentuk kalimat tanya 5W+1H</p>	<p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>▪ Rewriting</li> <li>▪ Changing</li> </ul> <p>(10 menit)</p>		
<p><b>Speaking:</b> Mahasiswa tanya jawab secara singkat berkaitan dengan Rasul Ulul Azmi menggunakan kalimat tanya 5W+1H</p>	<p><b>Speaking:</b> Mahasiswa mampu melakukan tanya jawab yang berkaitan dengan Rasul Ulul Azmi menggunakan kalimat tanya 5W+1H</p>	<p><b>Speaking:</b> Ketepatan menggunakan kalimat tanya dalam melakukan tanya jawab yang berkaitan dengan Rasul Ulul Azmi</p>	<p><b>Speaking:</b></p> <ul style="list-style-type: none"> <li>▪ Discussion (pairs)</li> </ul> <p>(10 menit)</p>		

X	<p><b>Reading:</b> Mahasiswa memahami kosakata/istilah bahasa inggris dalam sebuah teks bacaan yang berkaitan dengan Halal dan Haram</p>	<p><b>Reading:</b> Mampu memahami makna kosakata/istilah bahasa inggris dalam sebuah teks bacaan yang berkaitan dengan Halal dan Haram</p>	<p><b>Reading:</b> Ketepatan dalam mencocokkan kosakata/istilah bahasa inggris tersebut dengan gambar</p>	<p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>▪ Scanning</li> <li>▪ Matching pictures</li> </ul> <p>(15 menit)</p>	<p><b>Halal and Haram</b></p>	<p>10%</p>
	<p><b>Listening:</b> Mahasiswa memahami makna kosakata/istilah bahasa inggris yang didengarkan yang berkaitan dengan Halal dan Haram</p>	<p><b>Listening:</b> Mahasiswa mampu memahami makna kosakata/istilah bahasa inggris yang didengarkan berkaitan dengan Halal dan Haram</p>	<p><b>Listening:</b> Ketepatan dalam mencocokkan kosakata/istilah bahasa inggris dengan gambar yang berkaitan dengan Halal dan Haram</p>	<p><b>Listening:</b></p> <ul style="list-style-type: none"> <li>▪ Listen and repeat</li> <li>▪ True or false</li> </ul> <p>(15 menit)</p>		
	<p><b>Writing:</b> Mahasiswa menuliskan kalimat berkaitan dengan Halal dan Haram menggunakan ungkapan <i>Showing prohibition</i></p>	<p><b>Writing:</b> Mahasiswa mampu melengkapi kalimat berkaitan dengan Halal dan Haram menggunakan ungkapan <i>showing prohibition</i> sesuai dengan dialog singkat yang didengarkan</p>	<p><b>Writing:</b> Ketepatan dalam melengkapi kalimat yang berkaitan dengan Halal dan Haram menggunakan ungkapan <i>showing prohibition</i> sesuai dengan dialog singkat yang didengarkan</p>	<p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>▪ Fill in the blank</li> </ul> <p>(15 menit)</p>		
	<p><b>Speaking:</b> Mahasiswa berdialog singkat berkaitan dengan Halal dan Haram menggunakan ungkapan <i>Showing Prohibition</i></p>	<p><b>Speaking:</b> Mahasiswa mampu berdialog singkat berkaitan dengan Halal dan Haram menggunakan ungkapan <i>showing prohibition</i></p>	<p><b>Speaking:</b> Ketepatan menggunakan ungkapan <i>showing prohibition</i> dalam berdialog singkat berkaitan dengan Halal dan Haram</p>	<p><b>Speaking:</b></p> <ul style="list-style-type: none"> <li>▪ Role play</li> </ul> <p>(55 menit)</p>		

XI	<p><b>Reading:</b> Mahasiswa memahami kosa kata/ istilah bahasa Inggris dalam sebuah teks bacaan yang berkaitan dengan pengamalan Rukun Iman.</p>	<p><b>Reading:</b> Mampu memahami makna kosa kata/ istilah bahasa Inggris dalam sebuah teks bacaan yang berkaitan dengan pengamalan Rukun Iman</p>	<p><b>Reading:</b> Ketepatan dalam mencocokkan kosa kata/istilah bahasa Inggris tersebut dengan gambar.</p>	<p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>▪ Scanning</li> <li>▪ Matching pictures</li> </ul> <p>(20 menit)</p>	<p><b>The Six Pillars of Faith</b></p>	<p>5%</p>
	<p><b>Listening:</b> Mahasiswa memahami makna kosa kata/istilah bahasa Inggris yang didengarkan (berkaitan dengan pengamalan Rukun Iman)</p>	<p><b>Listening:</b> Mahasiswa mampu memahami makna kosa kata/istilah bahasa Inggris yang didengarkan (berkaitan dengan pengamalan Rukun Iman)</p>	<p><b>Listening:</b> Ketepatan dalam mencocokkan kosa kata/istilah bahasa Inggris (berkaitan dengan pengamalan rukun Islam) dengan terjemahannya.</p>	<p><b>Listening:</b></p> <ul style="list-style-type: none"> <li>▪ Listen and repeat</li> <li>▪ True or False</li> </ul> <p>(40 menit)</p>		
	<p><b>Writing:</b> Mahasiswa menuliskan kalimat (berkaitan dengan pengamalan Rukun Iman) dalam bentuk kalimat pasif dan aktif</p>	<p><b>Writing:</b> Mahasiswa mampu menulis dan mengubah kalimat aktif menjadi kalimat pasif atau sebaliknya (berkaitan dengan pengamalan Rukun Iman)</p>	<p><b>Writing:</b> Ketepatan dalam menulis dan mengubah kalimat aktif menjadi kalimat pasif atau sebaliknya (berkaitan dengan pengamalan Rukun Iman)</p>	<p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>▪ Rewriting and Changing</li> </ul> <p>(20 menit)</p>		



	<b>Speaking:</b> Mahasiswa mengemukakan 6 Rukun Iman dalam bahasa Inggris.	<b>Speaking:</b> Mahasiswa mampu mengemukakan 6 Rukun Iman dalam bahasa Inggris	<b>Speaking:</b> Ketepatan mengemukakan 6 Rukun Iman dalam bahasa Inggris	<b>Speaking:</b> <ul style="list-style-type: none"> <li>▪ Presentation (Group)</li> </ul> (20 menit)		
XII	<b>Reading:</b> Mahasiswa memahami kosa kata/ istilah bahasa Inggris dalam sebuah teks bacaan yang berkaitan dengan keutamaan-keutamaan dalam beragama	<b>Reading:</b> Mampu memahami makna kosa kata/ istilah bahasa Inggris dalam sebuah teks bacaan yang berkaitan dengan keutamaan-keutamaan dalam beragama	<b>Reading:</b> Ketepatan dalam mencocokkan kosa kata/istilah bahasa Inggris tersebut dengan gambar.	<b>Reading:</b> <ul style="list-style-type: none"> <li>▪ Scanning</li> <li>▪ Matching pictures</li> </ul> (70 menit)	<b>Virtues of Religion</b>	10%
	<b>Listening:</b> Mahasiswa memahami makna kosa kata/istilah bahasa Inggris yang didengarkanyang berkaitan dengan keutamaan-keutamaan dalam beragama	<b>Listening:</b> Mahasiswa mampu memahami makna kosa kata/istilah bahasa Inggris yang didengarkan berkaitan dengan keutamaan-keutamaan dalam beragama	<b>Listening:</b> Ketepatan dalam mencocokkan kosa kata/istilah bahasa Inggris yang berkaitan dengan keutamaan-keutamaan dalam beragama dengan gambar	<b>Listening:</b> <ul style="list-style-type: none"> <li>▪ Listen and repeat</li> <li>▪ True or False</li> </ul> (10 menit)		
	<b>Writing:</b> Mahasiswa menuliskan kalimat yang berkaitan dengan keutamaan-keutamaan dalam beragama menggunakan ungkapan <i>asking and givig advice</i>	<b>Writing:</b> Mahasiswa mampu melengkapi kalimat berkaitan dengan keutamaan-keutamaan dalam beragama menggunakan <i>asking and giving advice</i> sesuai dengan dialog yang	<b>Writing:</b> Ketepatan dalam melengkapi kalimat berkaitan dengan keutamaan-keutamaan dalam beragama menggunakan <i>asking and giving advice</i> sesuai dengan dialog yang didengarkan	<b>Writing:</b> <ul style="list-style-type: none"> <li>▪ Fill in the blank</li> </ul> (10 menit)		

	<p><b>Speaking:</b> Mahasiswa berdialog menggunakan ungkapan <i>asking and giving advice</i> yang berkaitan dengan keutamaan-keutamaan dalam beragama</p>	<p><b>Speaking:</b> Mahasiswa mampu berdialog menggunakan ungkapan <i>asking and giving advice</i> yang berkaitan dengan keutamaan-keutamaan dalam beragama</p>	<p><b>Speaking:</b> Ketepatan menggunakan ungkapan <i>asking and giving opinion</i> dalam berdialog yang berkaitan dengan keutamaan-keutamaan dalam beragama</p>	<p><b>Speaking:</b></p> <ul style="list-style-type: none"> <li>▪ Role play</li> </ul> <p>(10 menit)</p>		
XIII	<p><b>Reading:</b> Mahasiswa memahami kosa kata/ istilah bahasa Inggris dalam sebuah teks bacaan yang berkaitan dengan toleransi dalam beragama</p>	<p><b>Reading:</b> Mampu memahami makna kosa kata/ istilah bahasa Inggris dalam sebuah teks bacaan yang berkaitan dengan toleransi dalam beragama</p>	<p><b>Reading:</b> Ketepatan dalam mencocokkan kosa kata/istilah bahasa Inggris tersebut dengan video.</p>	<p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>▪ Scanning</li> <li>▪ Matching pictures</li> </ul> <p>(15 menit)</p>	<p><b>Tolerance of Religion</b></p>	<p>10%</p>
	<p><b>Listening:</b> Mahasiswa memahami makna kosa kata/istilah bahasa Inggris yang didengarkan yang berkaitan dengan toleransi dalam beragama</p>	<p><b>Listening:</b> Mahasiswa mampu memahami makna kosa kata/istilah bahasa Inggris yang didengarkan (berkaitan dengan toleransi dalam beragama)</p>	<p><b>Listening:</b> Ketepatan dalam mencocokkan kosa kata/istilah bahasa Inggris yang berkaitan dengan toleransi dalam beragama</p>	<p><b>Listening:</b></p> <ul style="list-style-type: none"> <li>▪ Listen and repeat</li> <li>▪ True or False</li> </ul> <p>(15 menit)</p>		

	<p><b>Writing:</b> Mahasiswa menuliskan kalimat yang berkaitan dengan toleransi dalam beragama menggunakan ungkapan <i>asking and giving opinion</i></p>	<p><b>Writing:</b> Mahasiswa mampu melengkapi kalimat yang berkaitan dengan toleransi dalam beragama menggunakan ungkapan <i>asking and giving opinion</i> sesuai dengan dialog singkat yang didengarkan</p>	<p><b>Writing:</b> Ketepatan dalam melengkapi kalimat yang berkaitan dengan toleransi dalam beragama menggunakan ungkapan <i>asking and giving opinion</i> sesuai dengan dialog singkat yang didengarkan</p>	<p><b>Writing:</b> Fill in the blank  (55 menit)</p>	
	<p><b>Speaking:</b> Mahasiswa berdialog Tentang toleransi dalam beragama menggunakan ungkapan <i>asking and giving opinion</i></p>	<p><b>Speaking:</b> Mahasiswa mampu Berdialog tentang toleransi dalam beragama menggunakan ungkapan <i>asking and giving opinion</i></p>	<p><b>Speaking:</b> Ketepatan menggunakan ungkapan <i>asking and giving opinion</i> dalam berdialog tentang toleransi dalam beragama</p>	<p><b>Speaking:</b> Role Play (15 menit)</p>	
XIV	UAS (Membuat biografi lengkap salah satu tokoh Islam inspiratif sesuai dengan materi bhs. Inggris yang dipelajari sebelumnya)				

Palopo, .....  
Dosen Penyaji,

(.....)

## **BIOGRAPHY**



**Nirwana Nengsi**, was born in Palopo on July, 17<sup>th</sup> 1998. She is a first daughter of Abdul Azis and Sumiati. She lives in Suli, Kaili village, West Suli district, Luwu Regency. She was graduated from SDN 16 Kaili in 2010, SMP Satap Kaili in 2013, MAN Suli in 2016. When she was a senior high school student, she joined OSIS . She continued her study at English Education Department of IAIN (Institute Agama Islam Negeri) Palopo.

From the high motivation to study and working hard. the researcher has done this research. The researcher hoped this research can give positive contribution for education in Indonesia.

Last, the researcher say thank you so much for making done this research with the title **“Designing ESP Syllabus for Arabic Education Study Program at IAIN Palopo”**.

