DESIGNING HANDBOOK BASED ON ISLAMIC MODERATION VALUES FOR THE SECOND YEAR STUDENTS OF MAN PALOPO

A Thesis

Submitted to the English Language Education Study Program and Teacher Training Faculty State Islamic Institute of Palopo as the Requirements for S.Pd Degree

Composed by:

NUR INAYAH WULANDARI PUTRI

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Supervised by:

1. **Amalia Yahya, S.E., M.Hum.**
2. **Fadhliyah Rahmah Muin, S.Pd.I., M.Pd.**

ENGLISH LANGUAGE EDUCATION STUDY PROGRAM

TARBIYAH AND TEACHER TRAINING FACULTY

STATE ISLAMIC INSTITUTE OF PALOPO

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TARBIYAH AND TEACHER TRAINING FACULTY

STATE ISLAMIC INSTITUTE OF PALOPO

2022

THESIS APPROVAL

This thesis entitles **"Designing Handbook Based on Islamic Moderation Values for the Second Year Students of MAN Palopo"**, which is written by **Nur Inayah Wulandari Putri,** Reg. Number 18 0202 0028, English Language Education Study Program of Palopo and has been examined and defended in **Munaqasyah** session which is carried out on, August 19th 2022. Coincided with Muharram 21st 1444 H, it is authorized and acceptable as fulfillment for undergraduate degree in English Language Education Study Program.

Palopo, September 21st 2022

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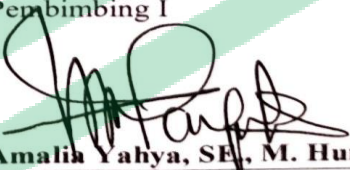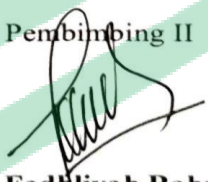
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Fakultas   : Tarbiyah dan Ilmu Keguruan

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ACKNOWLEDGEMENT

بِسْمِ ٱللَّهِ ٱلرَّحْمَٰنِ ٱلرَّحِيمِ

الحَمْدُ للهِ رَبِّ العَالَمِيْنَ ، وَالصَّلَاةُ وَالسَّلَامُ عَلَى أَشْرَفِ الأَنْبِيَاءِ وَالمُرْسَلِيْنَ ، نَبِيِّنَا وَحَبِيْبِنَا مُحَمَّدٍ وَعَلَى آلِهِ وَصَحْبِهِ أَجْمَعِيْنَ ، وَمَنْ تَبِعَهُمْ بِإِحْسَانٍ إِلَى يَوْمِ الدِّيْنِ ، أَمَّا بَعْدُ

All praise to the almighty Allah SWT. for His mercy and blessing so that the researcher can complete the thesis entitled "Designing Handbook Based on Islamic Moderation Values for the Second Year Students of MAN Palopo" after many processes are completed.

Salawat and salam are given to the beloved prophet Muhammad SAW., his family, companion, and adherence. The thesis is a requirement to achieve the *Sarjana Pendidikan* degree in the English Language Education Study Program at the State Islamic Institute of Palopo. The researcher realizes that several individuals support, advise, and guide the researcher. In this opportunity, the researcher would like to express the highest appreciation to:

1. Prof. Dr. Abdul Pirol, M.Ag. as the Rector of IAIN Palopo.

2. Dr. Nurdin Kaso, M.Pd., as the Dean of Tarbiyah and Teacher Training Facultyof IAIN Palopo.

3. Amaliya Yahya, S.E., M.Hum as the Head of English Language Education Study Program of IAIN Palopo, also the first consultant for not stopping to deliver valuable suggestions, directions, and improvements during the research.

4. Fadhliyah Rahmah Muin, S.Pd.I., M.Pd as the second consultant who always gives guidance, help, time, corrections, suggestions and kindness while

composing this research.

5. Wisran, S.S., M.Pd as the first examiner who offered many valuable suggestions and corrections for the improvement of this research.

6. Husnaini, S.Pd.I., M.Pd as the second examiner who always gives essential suggestions and ideas which assist the researcher in completing the research.

7. Mustika, S.Pd., M.Pd as the language expert and a lecturer who gives many suggestions related to the language used in the product.

8. Dr. Masruddin, S.S., M.Hum as the design and layout expert for giving several essential suggestions for the product.

9. Rahmawati, S.S as the material expert and the teacher of the XI MIPA 3 class in MAN Palopo who always be patient in conducting the research and for every positive feedback she gives.

10. All the lecturers of IAIN Palopo, especially the English Education Study Program lecturers, have given knowledge, support, and attention to learning a language. Also, thanks to all the staff of IAIN Palopo who have helped the researcher.

11. The school stakeholders and the teachers of MAN Palopo who permit the researcher to conduct the research.

12. The second-grade students of MAN Palopo who have participated with the researcher to complete the research.

13. The researcher's family. Abu Bakar and Hadijah as the researcher's superior parents, and the researcher's sisters, Nur Hikmah Tusahadiyah Putri, Nur

Alam Magfirah Putri, and Nur Safira Sariatun Putri, for their prayers, sacrifices, love, motivations, and many financial-supports since the beginning.

14. The researcher's friends who have always supported the researcher, especially for the BIG D class since 2018, and special thanks to Amelia, Rezqhii Amalia.S, Annisa Zidni Ananda, Miftahul Jannah, Wakia Auliya, Widia Amanda Utami, Nur Alfia, Poppy Melati, Imam Fadli, and Nur Jihadilla as a support system who always give jokes and smile in every situation, and always help the researcher complete this thesis.

Special thanks to the people that the researcher cannot mention one by one who has dedicated their time, motivation, support, and spirit to complete this thesis. The researcher realizes that this thesis would not be composed without their dedication. The researcher hopes this research will be helpful for the readers. Then, the researcher expects some suggestions and critics to increase this thesis. Finally, the researcher presents this thesis. May Allah SWT bless us. Aamiin.
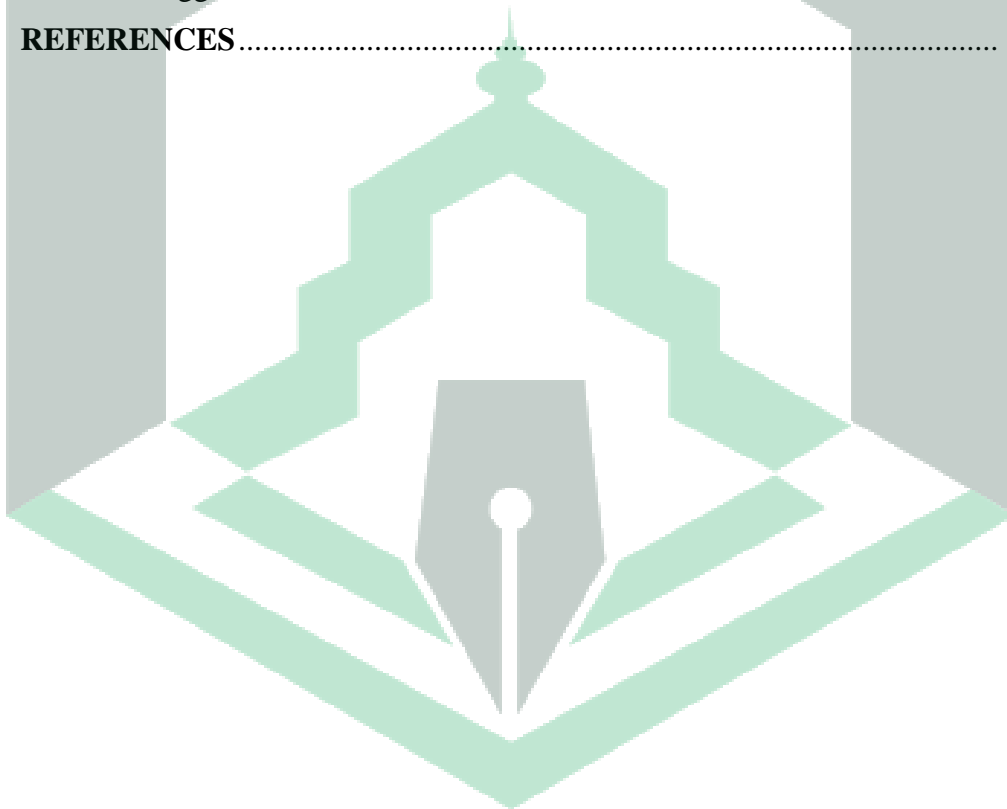
Palopo, July 28th 2022

The Researcher,

Nur Inayah Wulandari Putri

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ABSTRACT

Nur Inayah Wulandari Putri, 2022, *"Designing Handbook Based on Islamic Moderation Values for the Second Year Students of MAN Palopo"*
A thesis of English Language Education Study Program of Tarbiyah and Teacher Training Faculty State Islamic Institute IAIN) of Palopo. Supervised by the consultant (I) Amalia Yahya and consultant (II) Fadhliyah Rahma Muin.

The research aimed to design an appropriate handbook based on Islamic moderation values for the second year students of MAN Palopo. The problem statement of this research is (1) what is the appropriate handbook based on Islamic moderation values for the second year students of MAN Palopo according to students' target and learning needs?. The design used in this research was research and development by applying the ADDIE model (analysis, design, development, implementation, and evaluation). The handbook was designed based on the target and learning needs through the need analysis result of 28 second year students of MAN Palopo. The findings shown that the analysis of data has revealed that the students need to be proficient in the speaking skill, as result; this research indicates a speaking handbook which takes into consideration the students' needs, should be design for the second year students of MAN Palopo. The handbook is arranged by adapting TBLT (task-based language teaching) approach. The researcher collected the data through distributed questionnaires and interview instruments of need analysis, experts' validation questionnaires for handbook validation, and the students' perceptions. Furthermore, the findings explained that the students were at a basic level and preferred speaking skills to be developed. Consequently, an attempt to the appropriate product for this research was the Speaking Handbook Integrated with Islamic Moderation Values for the Second Year Students of MAN Palopo. The product consists of 1) four materials chapters; how should I do it? (offers and suggestions), respect other opinions (asking and giving opinion), it's a great honour to be here (formal invitation), and hello it's me (personal letter); 2) various activities of task-based language teaching; 3) Islamic moderation values; 4) attractive layout and media; 5) other skills such as listening, reading, and writing. The design handbook was tried out to the 28 second year students at MAN Palopo. Therefore, the students' perception result gained a mean score of 3,79 and had an "excellent" category. The score supported by the students' interview. It was summarized as follows: the result designed handbook is great for helping the students to understand the material in the existing textbook at school and improving the speaking skill of the students. The design and layout of the product is interesting and the tasks is easy to understand.

Keywords: *Islamic Moderation Values, Need Analysis, Speaking Handbook*

CHAPTER I

INTRODUCTION

A. Background

Nowadays, the demand for English has increased in many aspects. Around 375 million people used it as their mother tongue, and in terms of the second language, more than 750 million people applied for that.[1] The necessity of English influences many sectors, particularly education for the student during the learning process. English as a foreign language has had an important requirement for everyone who wants to enlarge their capability on an international level, seek a job, continue to study abroad, etc. In addition, there are four skills in learning English: listening, speaking, reading and writing.[2] Furthermore, English was involved in the teaching and learning process because it has been included in the curriculum as a compulsory subject, especially for senior high school grades in Indonesia.

Moreover, Indonesian education faced the challenging circumstances of various schools and students. For instance, in senior high school grade, there were several types, such as general, vocational, and religious schools. In terms of the religious school, particularly Islam religion, we commonly know the school as Islamic school where students' activity will be affected more by religious values. Furthermore, it is considered that not every student has the same ability in

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[1] Parupalli Srinivas Rao, "The Role of English as a Global Language, " Reserach Journal of English (RJOE), 4.January (2019), 68 <https : //www. researchgate. net / publication /334282978_THE_ROLE_OF_ENGLISH_AS_A_GLOBAL_LANGUAGE>.

[2] Gabriela Tavella, "Approaches and Methods in Language Teaching (Third Edition)," *ELT Journal* 71, no. 1 (January 2017): 64, doi:10.1093/elt/ccw083.

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learning, especially in learning English as one of the lessons at school as attached in the 2013 Curriculum (K13).

Based on the researcher's direct observation on January 17th, 2022, conducted in the second year students' of MAN Palopo that implemented the 2013 Curriculum. According to the English teacher, Rahmawati, S.S., the second-year students of MAN Palopo utilized an English textbook arranged by the ministry of education and culture based on the curriculum and syllabus. However, the existing textbook is still challenging to understand for the students, and it was an essential source for students in learning English. Moreover, the researcher considered the students' need for a product to support their material in learning English. The handbook was the appropriate determining product that could enhance the students' learning of English. In addition, the teacher said that the product could be focused on one English skill, so the students could easily understand the material. But, it should be appropriate for the students' target and learning needs which could be found through need analysis.

Need analysis is a crucial part of conducting the handbook, and it is generally considered the counter stone of English for Specific Purposes (ESP) and leads to a focused handbook. In order to understand the core components and driving forces of an ESP, it is crucial first to analyze the particular needs of certain students. It aided in choosing and prioritizing the target and learning needs of the students. The target needs of the students and their learning needs must be included in the need analysis. Analyzing the target needs takes language use and

language-related activities into account. However, we also need to understand how to learn a language and what we can do with it.[3]

      Furthermore, the researcher inferred to design an appropriate handbook for students that could be conducted by analyzing the students' target and learning needs. Besides, the researcher considered and was interested in integrating the product with Islamic moderation values because it was an Islamic senior high school (MAN). Hence, it was necessary to teach moderation through Islamic moderation values. Islamic moderation appears from government planning to establish the value of religious moderation in Indonesia, particularly in many sectors of strategic programs that should be adapted for every religion. Meanwhile, "The 2020-2024 National Medium-Term Development Plan (RPJMN 2020-2024)" also regulated it. As a further, there were four aspects indicators of religious moderation, and those were: (1) national commitment, (2) harmony, (3) anti-violence, and (4) wisdom towards local culture.[4] Furthermore, the directorate general of the Islamic education ministry of education Republic Indonesia established the ninth value of Islamic moderation, which is convenient to four indicators of religious moderation. These were*: (1) at-Tasawuth (moderate), (2) Al-I'tidal (fair and proportional), (3) At-Tasamuh (tolerance), (4) Asy-Syura (discussion), (5) Al-Ishlah (improvement), (6) Al-Qudwah (pioneering), (7) Al-Muwathanah (nationalism), (8) Al-La 'Unf (anti-violence), (9) I'tiraf al-'Urf*

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[3] Tom Hutchinson and Alan Waters, *English for Specific Purposes: A Learning-Centred Approach*, *Cambride University Press* (Cambridge: Cambride University Press, 1987), doi:10.2307/327576.

[4] Agama; Indonesia; Moderasi, *Moderasi Beragama Kemenak RI*, *Badan Litbang Dan Diklat Kementerian Agama RI Gedung Kementerian Agama RI Jl.MH. Thamrin No.6 Lt. 2 Jakarta Pusat*, 1st ed. (Jakarta: Badan Litbang dan Diklat Kementerian Agama RI, 2019).

(culture-friendly).[5] The ninth value of Islamic moderation is determined to be involved in the handbook.

Moreover, the probability of students achieving competence would be higher than before because the product was designed based on the student's capability and fulfilled the values of Islamic moderation, which could increase the faithfulness and motivation in learning. It relied on the Islamic perspective in the Holy Qur'an that humans should ask and pray for knowledge to the almighty God.

فَتَعَٰلَى ٱللَّهُ ٱلۡمَلِكُ ٱلۡحَقُّ ۗ وَلَا تَعۡجَلۡ بِٱلۡقُرۡءَانِ مِن قَبۡلِ أَن يُقۡضَىٰٓ إِلَيۡكَ وَحۡيُهُۥ ۖ وَقُل رَّبِّ زِدۡنِي عِلۡمٗاا

"So high (above all) is Allah, the Sovereign, the Truth. And, (o Muhammad), do not hasten with (recitation of) the Qur'an before its revelation is completed to you, and say, "My Lord, increase me in knowledge". (Q.S. Thaha: 114).

The research entitled *The Design English Instructional Materials (Course Book) For EFL Senior High School Students Based on School Curriculum* indicated that the students improved their English through the learning process because the book is designed with various strategies, following the materials equivalent to students.[6] It noted that teachers must create learning products that correspond to students' abilities. In addition, the textbooks mainly focused on improving students' English achievement. Hence, this research not only noticed students' accomplishments but delivered a product according to students' needs and taught Islamic moderation values.

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[5] Abdul Azis and A. Khoirul Anam, *Moderasi Beragama Berlandaskan Nilai-Nilai Islam*, ed. Anis Masykhur, 1st ed. (Jakarta: Direktorat Jenderal Pendidikan Islam Kementerian Agama RI Jl., 2021), https://cendikia.kemenag.go.id/publik/buku_detail/517.

[6] Eni Syatriani, "Designing English Instructional Materials for EFL Senior High School Students Based on School Curriculum" (Universitas Negeri Makassar, 2015), http://eprints.unm.ac.id/id/eprint/1790.

Therefore, concerning the above case that students need a product to support and enhance their English because they were difficulty in understanding the textbook also the necessity to involve the Islamic moderation values, it turned out as the reason for this research conducted with the title **"Designing Handbook Based on Islamic Moderation Values for the Second Year Students of MAN Palopo."**

B. Research Question

The second-year students of MAN Palopo need a handbook with adjustment materials supporting learning English formulated with Islamic moderation values because they had difficulty understanding the existing textbook that was inappropriate for their ability. Moreover, the product was established according to the students' target and learning needs because it was necessary to conduct the appropriate product. Based on this identification, the researcher formulated the research question as follows:

What is the appropriate speaking handbook based on Islamic moderation values for the second-year students of MAN Palopo according to students' target and learning needs?

C. The Objective of the Research

Based on the formulation of the problem, the researcher's objective was to design the appropriate Handbook Based on Islamic Moderation Values for the Second Year Students of MAN Palopo according to students' target and learning needs.

D. The Specification of the Research

The expected product specifications in this research as the designed handbook based on the students' target needs and learning needs consists of (1) The handbook elaborated to focus on speaking skill, (2) The title of the handbook was "Speaking Handbook Integrated with Islamic Moderation Values for the Second Year Students of MAN Palopo", (3) The form of the handbook was in the printed media (hard file) and soft file with A4-sized paper, (4) Some quotes or motivational quote and tongue twister before gaining the students to the material, (4) Learning Materials including Offers and Suggestions, Asking and Giving Opinion, Formal Invitation, and Personal Letter which contained the Islamic moderation values on each chapter, (5) Vocabulary list is attached on the last section of the handbook.

E. The Significance of the Research

The research results were expected to help the English teacher and students in the second year of MAN Palopo. There were two parts of the significance of this research, they were:

1. Theoretically

   a. The researchers could use the result of the research as references based on their research needs.

   b. Further, the result of the research could be scientific knowledge in English education and Islamic moderation.

2. Practically

    a. The teachers

       The result of the research could be useful for English teachers in teaching English, particularly for speaking.

    b. The learners

       The result of the research could help the students learn and enhance their speaking ability and understand Islamic moderation values.

F. The Assumption and Delimitation of the Research

       The researcher has several assumptions in designing a handbook for the second-year students of MAN Palopo as follows:

1. The need analysis and response questionnaires were filled out according to the students' situation.

2. The experts' judgments were objective in evaluating the design handbook

3. The handbook would be useful for the students as a learner and correlated with their needs.

       Furthermore, the researcher has some delimitations in this research as follows:

1. Due to the students' target and learning needs, the product is completed as a speaking handbook focusing on speaking skill, but still integrates other skills.

2. Due to the limitation of chapters, the handbook was only conducted for four chapters.

3. Due to the product arrangement, it used TBLT *(Task-Based Language Teaching)* approach.

4. The material of the handbook is composed based on students' needs and syllabus.

5. The designing handbook is utilized ADDIE *(analysis, design, development, implementation, and evaluation)* models.

CHAPTER II

LITERATUR REVIEW

A. Previous Related Research Findings

The research summarizes several previous conducted researchers' findings that are relevant to this research as follows:

The first research was from Reni Septiana, Elysa Hartati (2018), entitled *Designing an Oral English Handbook for Supervisors Community.* The research purpose was to design a handbook to improve the supervisors' speaking (oral communication) ability in the corporation because most of the corporation's customers were foreigners. Besides, the community had higher relations with other foreign corporations. The product is excellent and could be applied to the learners (supervisors).[7] The similarities with this research were; 1) the research was research and development (R&D), and 2) the product was a handbook. The differences were; 1) the research subject was the supervisors in Textile Company (PT. URW in Purworejo), and 2) the current research was the second-year students of Islamic senior high school, and the previous research only focused on the increasing corporation's sale rate accommodated by improving supervisors' ability in oral speaking through learning the provided handbook, on the contrary, the current research focused on designing a handbook according to the students' needs.

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[7] Reni Septiana and Elysa Hartati, "Designing an Oral English Handbook for Supervisors Community," *JELE (Journal of ENglish Language and Education)* 4, no. 1 (2018): 1–6, http://eprints.mercubuana-yogya.ac.id/7343/.

Pande Gede Artha Pratama compiled the second research (2019), *Designing English Correspondence Handbook for Academic Staff at Universitas Pendidikan Ganesha.* The research referred to fulfilling the needs of academic staff regarding correspondence.[8] According to that research, the correspondence was important for academic staff where some correspondence was using English. Therefore, they needed a handbook to guide the staff because they had not been given training and pre-training in English correspondence before working as academic staff. According to the result, the handbook is categorized as *good* and could be used for academic staff at Universitas Pendidikan Ganesha. The similarities to this present research were; 1) it was research and development (R&D), and 2) it applied the ADDIE model. The differences were; 1) Pratama's research subject was the university's academic staff, and the current research subject was the second-year students at an Islamic school, 2) the previous research established a correspondence handbook which directly tends to writing skill, while the present research conducted a handbook purposed to fulfill students' needs.

The third research was a journal entitled *Developing a Handbook 'Principles of Translation' to Increase Non-Language Students' Skill in Translating Indonesian-English Text and English-Indonesian Text,* written by Armila Sari (2020). The previous researcher was concerned with conducting the handbook principle of translation for non-language students of Sriwijaya University because the students used international references and submitted the

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[8] Pande Gede Artha Pratama, "Designing English Correspondence Handbook for Academic Staff at Universitas Pendidikan Ganesha" (Universitas Pendidikan Ganesha, 2019), http://repo.undiksha.ac.id/id/eprint/531.

research to international conferences. Unfortunately, there has been no book or handbook to guide and teach about translation to support the students in learning. The students only used word-for-word translation without considering how it was used in phrases or sentences.[9] The similarities with the present research were; 1) the previous and the present research were research and development (R&D), 2) both utilized the ADDIE model and 3) both research products were a handbook. The differences were; 1) the research subject was university students, while the current research subject was Islamic senior high school students, and 2) the research contributed in fulfilled the students' requirement product to support the translation ability; in contrast, the present research contributed to solving the students' difficulty in learning English from a patent book at school by developing an appropriate handbook, also involved the Islamic moderation values.

The fourth research was from Zakariyah, Umu Fauziyah, and Muhammad Maulana Nur Kholis (2022), in the research journal entitled *Strengthening the Value of Religious Moderation in Islamic Boarding Schools.*[10] The research aimed to describe the strengthening implementation of moderation values at the Al-Fattah Siman Islamic Boarding School Sekaran Lamongan. The result of the research showed that the boarding school implemented the value of moderation through three stages they were *(1) planning;* referred to test in accepting the santri (students) and the fundamental elements, *(2) implementation;* implementation

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[9] Armilia Sari, "Developing a Handbook 'Principles of Translation' to Increase Non-Language Students' Skill in Translating Indonesian-English Text and English-Indonesian Text," *Social Science, Education and Humanities Research* 513 (2020): 508–12, doi:10.2991/assehr.k.201230.155.

[10] Zakariyah, Umu Fauziyah, and Muhammad Maulana Nur Kholis, "Strengthening the Value of Religious Moderation in Islamic Boarding Schools," *Tafkir: Interdisciplinary Journal of Islamic Education* 3 (2022): 20–39, doi:10.31538/tijie.v3i1.104.

through teaching and learning activities in the class, religious-spiritual activity, and extracurricular by applying four strategies *(introduction, habituation, example, and practice)*, and *(3) evaluation;* referred to the measurement that was divided into three parts, they were evaluation program, the evaluate of the learning process and the evaluation of learning outcomes. The described moderation values in the strengthening are included in the Islamic moderation values. The research' result showed that the boarding school (an Islamic school) applied complete stages for the values of religious moderation. The similarity to the present research was that 1) both were concerned with the moderation values in an Islamic school. The differences were; 1) it was qualitative research while the present research was research and development (R&D), and 2) the previous research was concerned with describing the way to strengthen the value of religious moderation in Islamic boarding schools, and the current research was designed a handbook to support the students in learning English and involved the Islamic moderation values in the handbook.

The fifth research was compiled by Daviq Rizal (2020) in the article research entitled Islamic *Moderation Values within ELT in a Higher Education Context.*[11] It used qualitative metadata analysis, and the data source was scientific journal papers in South-East Asia. According to the result, none of the countries such as Myanmar, Singapore, Malaysia, Vietnam, the Philippines, and Cambodia integrated the Islamic moderations values in ELT *(English Language Teaching)*

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[11] Daviq Rizal, "Islamic Moderation Values within ELT in a Higher Education Context," in *Proceedings of the First International Conference on Islamic History and Civilization, ICON-ISHIC 2020, 14 October, Semarang, Indonesia* (Semarang: EAI (European Alliance for Innovation), 2021), doi:10.4108/eai.14-10-2020.2303850.

except Indonesia. Even though some countries in South-East Asia utilized English as their second language rather than Indonesia, which mainly used English lessons in class, this approved Indonesia had given attention to Islamic moderation values or religious moderation in general in the context of education. The similarity with the current research was; that 1) both were related to the moderation values in the teaching context, Islamic moderation values, and moderation values in general. The differences were; 1) it was qualitative research while this research was a research and development (R&D), and 2) the previous research analyzed the education situation, particularly the values of Islamic moderation in higher education in South-East Asia; nevertheless, the present research tended to design a handbook containing Islamic moderation values for the second-year or eleventh-grade students.

Research gap should be elaborated more

Islamic moderation values theory should be elaborated more

Suggestion for further researcher should be elaborated more

Add new vocabulary in each chapter

references

The researcher indicates the similarity in designing a handbook based on the previous research above. The researcher stated that the handbook is an appropriate supporting media to help students improve their English. To help the students learn and teach and understand the material, the researcher noticed that the focus of skill in this research is according to students' target needs and learning needs through need analysis. Furthermore, the difference with the

researcher's thesis is that the researcher involves the Islamic moderation values in handbook content, which is also designed based on students' needs. In comparison, the other researchers only focused on the general handbook or only focused on the term of analyzing the moderation values.

B. Literature Review

1. Handbook

There were several learning products to achieve students' comprehension in teaching English. Handbook was an innovative product to fulfill the students' needs following students' abilities.

a. Definition of Handbook

Murphy, Redding, Janet, and Twyman stated handbooks referred to personalizing a book for effective learning. The contents follow the subject who would use the book. It could reflect learner needs because the text should be arranged based on students' competence and needs.[12] Furthermore, Crawford (2002) established that the designed material is more appropriate for students and teachers to fulfill the learning process. [13] Thus, the handbook as designed consists of systematic content materials that rely on students' needs.

Rizal Saiful Haq, Ida Farida, Alfida & Agus Umar (2005) established that the handbook consisted of limited fundamental and exhaustive information about

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[12] Marilyn Murphy, Sam Redding, and Janet Twyman, *Handbook on Personalized Learning for States, Districts, and Schools*, ed. Https://files.eric.ed.gov/fulltext/ED568173.pdf, 3rd ed. (Phyladhelphia: Center on Innovations in Learning, 2014).

[13] KONDER MANURUNG, "Designing Instructional Materials To Improve Efl Learners Achievement," *International Journal of English Language, Literature and Humanities* 5, no. 2 (2017): 112, doi:10.24113/ijellh.v5i2.1870.

specific subjects, particularly in one of the particular parts.[14] As a result, the handbook could make learning more focused on particular lesson subjects, which used the students' needs as the parameter in designing and conducting the handbook.

Mustafa & Saleh (1994), the handbook was the compilation of facts about a specific problem or subject. Besides, it is followed with information or guidance and the primary identification of the problem.[15] Then, this meant handbook in teaching was the demand for teaching activity because they could be guided to reach the learning target in teaching English. It supported the students in understanding the lessons.

In conclusion, the handbook for students could be defined as a publication product that focuses on a particular theme or topic designed according to student need analysis for a specific subject in the learning activity. It had the role of facilitating and guiding the student in achieving comprehension in the learning process. Based on this term, designing a handbook is categorized as a tool that may lead students to learn, which used handbook as a media in learning and teaching activity.

b. The criteria of Handbook.

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[14] Rizal Saiful Haq et al., *Pengantar Manajemen Perpustakaan*, ed. Sudarnoto Abdul Hakim, *Pengantar Manajemen Perpustakaan Madrasah* (Jakarta: Fakultas Adab dan Humaniora UIN Syarif HIdayatullah Jakarta, 2005), https://repository.uinjkt.ac.id/dspace/bitstream/123456789/34861/1/Pengantar Manajemen Perpustakaan Madrasah.pdf.

[15] Pergola Irianti, "Perbedaan Handbook Dan Manual Tinjauan Isi," *Media Informasi* XII, no. 1 (1998): 28–31, https://id.scribd.com/document/430354559/Perbedaan-Handbook-Dan-Manual.

As explained in the previous definitions of the handbook, it could represent good criteria in designing a handbook. There were several criteria found to make a practical handbook, namely; (1) a compilation of detailed information for a specific subject or theme, (2) fulfilling the question needs 5W+1H; what, who, when, why, where, and how inside the contents, (3) has explicit instruction and guidance, (4) arranging based on classification, (5) describing the particular subject based on categorizing or type of knowledge, (6) it consists of instructions in implementing or doing task activity, (7) the contents should be modified regarding need analysis, (8) help to stimulate the critical thinking of the learner, (9) simply and easy to use, (10) complete with the definition of new terms.

c. Elements of Handbook

The handbook accompanies several elements that will affect handbook functionality and quality. This research formulated the components of the handbook that are categorized as below:

1) Content Arrangement

The contents may arrange systematically. Start from the handbook cover, which should consist of the title, the contents inside must have a clear chapter, theme, and instructions; page number, references, and the back of the handbook publish the bibliography.

2) Graph

- Appearance

    This part involves the first impression when we see the handbook. It refers to the cover and illustration. The cover should show the type of handbook,

describing the subject inside the handbook. The description may relate to the handbook or has a proper illustration depending on the handbook's character.

- Size

    Generally, the handbook and book are the same sizes, using *Unesco* 15,5 cm x 23 cm (minimum 40 pages)[16]. Moreover, it also may apply some sizes; *A4* 21 cm x 29,7 cm (journal, education), *A5* 14,8 cm x 19 cm (general, novel), *B5 JIS* 18,2 cm x 25,7 cm (education, general) or *B5 ISO* 17,6 cm x 25 cm (education, general).

3) *Materials*

    The handbook must be adaptable for the learners. The materials must correlate to students' needs, textbooks, and the curriculum. Furthermore, students will be conveniently in the teaching and learning process because the materials do not impose on the students.

d. The Advantage of Handbook

    The designing handbook in teaching language had many benefits because it elaborated on students' needs. Hence, it could help students construct the

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[16] ristekdikti.lldikti12, "Kriteria Dan Ragam Buku Yang Peroleh KUM," *Kementerian Pendidikan Dan Kebudayaan Lembaga Layanan Pendidikan Tinggi Wilayah XII Maluku Dan Maluku Utara*, n.d., https://lldikti12.ristekdikti.go.id/2011/08/06/ragam-dan-kriteria-buku-yang-peroleh-kum.html.

subject or lesson knowledge. Particularly for speaking handbook, there are a lot of advantages for students, those are;

1) *Specific and targeted learning*

Students will not be confused because the handbook targets specific subjects during learning. Students' comprehensive target for a particular subject will be well-directed through the material content. As a result, structured learning will be achieved systematically.

2) *Support students' convenience in self-study*

The designing handbook comes from what student needs, and it involves a variety of things they need, such as vocabulary, task, and contents. It also can be implemented in online learning, and it will assist students who study at home and should be independent. Students probably do self-study at home without a teacher where teachers accompany the students in a learning activity at school.

3) *Control stability in complexity and difficulty*

The design contents inside the handbook reflect the ability of the parameter, which can reach particular students. Therefore, this encourages stability of contents which controlled. It will avoid the worry of gaps between comprehension and the level of complexity and difficulty inside the contents.

2. Material Designing of Handbook

a. Material Designing

The teaching and learning process should have a basis to deliver and share with the learners. The crucial thing about that is the material. The different learner has different method and needs for getting the materials. It will depend on the

purpose of objectivity which wants to be learned. Moreover, Hutchinson and Waters conducted the principles that should be existed in the materials' objectives; (1) the materials provide stimulus to learn, not encourage to learn, (2) it can assist in organizing the process of teaching and learning, (3) it actualizes the nature of language and learning, (4) it is reflecting the tasks of learning. Besides, there are several models which should be existed; (1) input, (2) the focus of contents, and (3) the focus of language[17].

b. The process of Material Designing

1) Model of Designing Materials

Hutchinson and Waters established the three appropriate ways and good processes in conducting material they are; (1) consider selecting the existing materials (material evaluation), (2) adapt to existing materials (material adaptation), and (3) compose the learning materials (material development)[18]. In addition, there are some category rely on the process of material designing; (a) It is according to need analysis, (b) selecting the existing material, or (c) the developing materials, (d) developing the method of teaching, (e) giving the trial through try-out of materials, (f) doing materials evaluation, and (g) revising the materials for the final product.

The researcher conducted the materials in designing the handbook by implementing a need analysis to get the necessities, lacks, and students' wants.

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[17] Latifah Suyuti, "Evaluation of ESP Materials Used at State Polytechnic Ujung Pandang" (Hasanuddin University, 2013), http://repository.unhas.ac.id/id/eprint/8068/1/latifahsuy-939-1-13-latif-6 1-2.pdf.

[18] Tom Hutchinson and Alan Waters, *English for Specific Purposes: A Learning-Centred Approach*, 1st ed. (Cambridge: Cambridge University Press, 1987), doi:10.2307/327576. 96

2) Task-Based Language Teaching (TBLT)

The TBLT is standard pedagogy in language teaching. This term concerns the task that will be given to students. Several studies emphasize TBLT as a successful approach for students in language instruction during teaching. Furthermore, Nunan stated that TBLT is a system that implicates the targeted language to be taught the English language; it takes a role as part of classroom work to help students comprehend, manipulate, produce, and interact between purposes language and learners[19]. There are three main steps in this term; (1) pre-task phase, (2) cycle phase, and (3) arranging the task[20]. This research utilized the TBLT in teaching, mainly in speaking class.

3. English for Specific Purposes (ESP)

a. Definition of ESP

English for Specific Purposes (ESP) is a category of English as a Second Language (ESL)/ English for Foreign Language (EFL). ESP aims to help and give the course for specific majors and needs; it depends on the particular group that will be educated and relies on the English language. The concept of ESP should be well-prepared because it belongs to different purposes of students' needs.

Hutchinson and Waters defined ESP as a kind of approach to teaching the language that focuses on students' measurement of the materials and the method[21]. This part requires what is known as need analysis, which refers to targeted

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[19] David Nunan, *Task-Based Language Teaching*, 1st ed. (Cambridge: Cambridge University Press, 2004), doi:https://doi.org/10.1017/CBO9780511667336.

[20] Dodi Mulyadi et al., "Effects of Technology Enhanced Task-Based Language Teaching on Learners' Listening Comprehension and Speaking Performance," *International Journal of Instruction* 14, no. 3 (2021): 719, doi:10.29333/iji.2021.14342a.

[21] Hutchinson and Waters, *English for Specific Purposes: A Learning-Centred Approach*, 1987.

students. That guides the teacher to design appropriate teaching that can help students achieve the goals of particular needs.

Jack C. Richard and Theodore S. Rodger established ESP to provide the language needs for specific matters, roles, and materials and relate to students' backgrounds[22]. Two main points in conducting ESP; are realizing what students as the center subject and being aware of their needs to be prioritized in arranging the materials or products.

In addition, Woodrow Lily acknowledged ESP as the designing course and teaching set for targeted students who have a purpose in learning the language (English)[23]. It considers fulfilling the requirement belongs to students who most need to occupy the academicals, occupations and other professionals target.

In conclusion, ESP is contrasted as a space that can deliver the students' needs to the English language to reach the things that refer to the requirements in their fields. The result of ESP will depend on how the material constructs the students prioritize in this term.

b. Characteristics of ESP

According to Dudley-Evans and ST. John, in the book "Introducing Course Design in English for Specific Purposes," compiled three fundamental characteristics of ESP they are[24]; (1) ESP is designed to gather the learner's needs,

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[22] Jack C Richards and Theodore S Rodgers, *Approaches and Methods in Laguage Teaching*, 1st ed. (Cambridge: Cambridge University Press, 2001), doi:https://doi.org/10.1017/CBO9780511667305.

[23] Lindy Woodrow, *Introducing Course Design in English for Specific Purposes*, ed. Brian University of Sydney Paltridge and Sue University of New South Wales Starfield, *Introducing Course Design in English for Specific Purposes*, 1st ed. (Sidney, Australia: Routledge, 2017), doi:10.4324/9781315143279.

[24] Ibid..6

and (2) It serves the appropriate disciplines method and activities for the learner, and (3) It set as the center on the languages, skills, and whole discipline genres.

Meanwhile, the journal entitled "About ESP Teaching" also provided eight characteristics of variables in ESP[25]; (1) limited as to the skills of language that can be learned, (2) Not taught depends on the previous methodology; old/general method, (3) ESP probably not correlated for particular disciplines, (4) ESP may apply the particular teaching situations, new methods, and perhaps implement various of technics in teaching, (5) ESP can be designed for adults students, whether in tertiary of institutions or in the occupational field which tends to professional circumstance's, but it also can be for senior high students, (6) ESP may design for an intermediate or advanced learner, (7) Amount of ESP course formulate some fundamental knowledge in the language system; grammar, that also can be implemented for the beginners, and (8) Most of the world universities level thought ESP for students, a lot of professional associations of English teachers take a turn in ESP part.

c. Benefits of ESP

Since ESP courses aim to develop linguistic skills relating to particular spheres of activity, not only the type of the language item introduced but also the ways in which they are introduced and how they are practiced, are highly significant. There are three benefits of ESP; (1) firstly, there is learning speed. ESP results in faster acquisition of required linguistic items. This is because it follows the pattern of native speaker acquisition of language for specific purposes;

[25] Sadriddinova Dildora Mahammadjonovna et al., "About ESP Teaching," *The American Journal of Applied Sciences* 03, no. 06 (2021): 83, doi:https://doi.org/10.37547/tajas/Volume03Issue06-13 IMPACT.

in which speaker learn in authentic, content based context. ESP not only follows this pattern, but also provides an opportunity to learn in an accelerated, intensive context, (2) secondly, there is learning efficiency. On an ESP course trainees make the maximal use of their learning resources, all of which are brought to bear on acquiring specific, pre-identified linguistic items and skills. Obviously, the needs analysis is of vital importance here, since it enables trainers to determine the specific requirements of trainees, (3) thirdly, there is learning effectiveness. On completion of an ESP course, trainees are ready to use language appropriately and correctly in job-related tasks, tasks which have been identified prior to the course by means of a need analysis.

d. Need Analysis in ESP

(1) The notion of need Analysis

In this phase, some notions related to the concept of need analysis will be presented because ESP is designed to meet the specific needs of the learners. From the field of language teaching, the focus will be on ESP. The role of need analysis in any ESP course is indisputable. The key stage in ESP is needs analysis. Needs analysis is the cornerstone of ESP and leads to the varied focused course.

Needs analysis has been carried out as the initial phase of this research. The goal was to determine the component of materials that would work with students when designing the product according to students' needs. In identifying the student's needs, this study used questionnaires and interviews. The researcher initially provided a questionnaire with several questions. The interview then turned to the students to learn more about the students' abilities. Hutchinson

and Waters divided need analysis into two parts; target needs and learning needs, as below[26]:
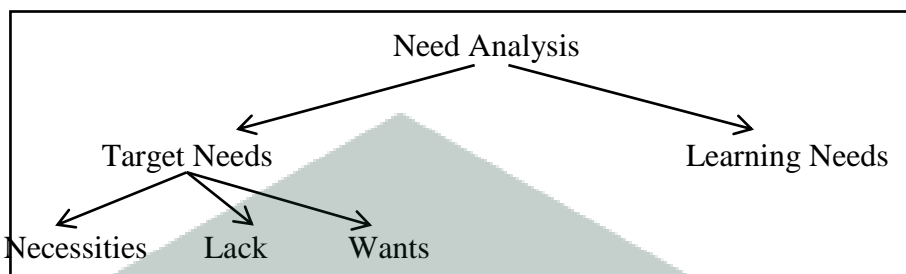
Figure 2.1
The Taxonomy of Needs Analysis

- Target needs

This part defined the target analysis of the situation, knowledge and capabilities. These elements were concerned part by seeking three main points they were; a) *necessities*; this point determined the level comprehensibility of students, b) *lack;* this part gave analysis about what students already know, and c) *wants;* this referred to the students' interesting and the things which they wanted to learn. However, the researcher should implement the 5W+1H (what, who, where, when, why, and how) formula to analyze the students' target needs.

- Learning needs

This category aims to know what is needed by students. It is correlated to their activities, subjects, and what they are prepared to achieve. The materials should be oriented on three main points; a) *how is the learning way of students?* b) *who are the students?* and *c) where the course ESP will take place?*.

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[26] Hutchinson and Waters, *English for Specific Purposes: A Learning-Centred Approach*, 1987. *English for Specific Purposes* 55.

(2) The purpose of Need Analysis

Needs Analysis is useful for comprehending student needs and helping implement educational policy. Nunan (1988) claims that information obtained through need analysis can serve several purposes.[27]

- Need analysis can set the course's goals and guide the content selection.

- The teacher can use need analysis to modify the syllabus and methodology to minimize the gap between the teachers' and learners' expectations.

- Need analysis may be used to identify the gap between the teachers' and learners' expected teaching and learning approaches.

Deciding the exact purpose in conducting a Need Analysis is the first step to conduct a need analysis. Need Analysis in language teaching. According to Richards may be used for numerous and different purposes (Richards, 2001).[28] The purposes are:

- Find out what language skills a learner needs to perform a particular role

- Help determine if an existing course adequately addresses the needs of potential students

- Determine which students from a group are most in need of training in specific language skills

- Identify a change of direction that people in a reference group feel is important

- Identify a gap between what students can do and what they need to be able to do

- Collect the information about particular problems learners are experiencing.

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[27] David Nunan, *The Learner-Centered Curriculum* (Cambridge: Cambridge University Press, 1988).

[28] Richards and Rodgers, *Approaches and Methods in Laguage Teaching*.

(3) Procedure for Conducting Need Analysis

There are some procedures for collecting information during needs analysis that can be selected from among the following there are; (1) questionnaires, which are used in conducting needs analysis because they are easy to prepare, they can be used with a large number of subjects, and they obtain information which is easy to organize and analyze. However, the data gathered from the questionnaires could be erroneous, necessitating more investigation to fully comprehend the respondent's meaning, (2) self-ratings consist of scales that students or others use to rate their knowledge or abilities. The limitation of this instrument is that it merely delivers vague, inaccurate information, (3) interview, in conducting need analysis allow for more in depth exploration of issues than is possible with questionnaire although they take longer to administer and are only feasible for smaller groups, (4) a meeting, allows a large amount of information to be collected in a short time. For example, a gathering of teachers on the topic ―students' problem with re-adding comprehension‖ might generate a wide range of ideas. However, the obtained information may be inaccurate, subjective, and reflect the ideas of more unspoken group members, (5) observations, refers to learners' behavior in a target situation are another way of assessing their needs. However, people often do not perform well when being observed, so this has to be considered. Furthermore, knowing how to observe, what to look for, and how to make use of the obtained information commonly requires specialized training, (6) collecting learner language samples, collecting data on how well learners perform on different language tasks and documenting the typical problems they have is a

useful and direct source of information about learner's language needs. It is possible to acquire language samples through written or oral tasks, role-playing or simulation, accomplishment assessments, and performance testing, (7) task analysis refers to the analysis of the kinds of tasks which the learners will have to carry out in English and assessment of the linguistic characteristics and demand of the tasks, and (8) case studies, a single student or a selected group of students is followed through a relevant. Experience in education to ascertain the characteristics of that event.

4. Islamic Moderation

This research established several theories to know and learn the values of Islamic moderation, which are discussed as follows.

a. Definition of Moderation

KBBI formulated the word "moderation," which means avoiding extremeness or decreasing violence.[29] Moderation could be achieved by behaving like a mediator who does not have particular sympathy for something, does not let one side and uphold another side, or makes every side balance without giving special attention and separation. Then, the person who implements the moderation is called moderate. In addition, moderation is often called *al-wasathiyah* in Arabic, which also means standing in the middle and does not behave uncompromised

Moderator had given equal treatment or fairness to everyone in the forum. The ministry of religion defined moderation as the middle way. It is described

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[29] KBBI, "Moderasi," *Kamus Besar Bahasa Indonesia (KBBI) Online*, accessed February 22, 2022, https://kbbi.kemdikbud.go.id/entri/moderasi.

through moderator behavior in the discussion where they will not stand for one side of a person or community. [30] From this, everyone who moderates needs to set aside their sense, ego, and interest when faced with the situation and everything that implicates two or more sides, foremost if it involves many differences.

Mohammad Hashim Kamali (2015), entitled The Middle Path of Moderation in Islam, emphasized the two fundamentals of moderation in religion; *balance* and *justice*.[31] It brought the requirement not only to see one point of view but also consider if everyone has the same opportunity whether it has similarity or difference, positive or negative purposes, then deciding to examine all parts. As a result, the character of extremeness can be reduced, and the people will live peacefully in diversity, especially in multicultural societies like Indonesia.

Therefore, the previous explanations led us to conclude that moderation is actions that aim to avoid the entire extremeness taking a position in the middle way and uphold balance and fairness. It is crucial to prioritize the truth, receive suggestions, and respect every individual's rights while maintaining moderation.

b. Fundamentals of Islamic Moderation

The word "fundamental" means the base of benchmarks of an activity. The moderation here had the holy Qur'an as the fundamental in implementing religious moderation in Islam. Islamic moderation could be represented by giving massive honour to everyone or other who has different views. This attitude is

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[30] Kemenag RI, *Tanya Jawab Moderasi Beragama* (Jakarta: Badan Litbang dan Diklat Kementerian Agama RI, 2019), https://balitbangdiklat.kemenag.go.id/upload/files/Buku_Saku_Moderasi_Beragama-min.pdf.

[31] Hani Hiqmatunnisa and Ashif Az Zafi, "Penerapan Nilai-Nilai Moderasi Islam Dalam Pembelajaran Fiqih Di PTKIN Menggunakan Konsep Problem Basic Learning," *Jipis* 29, no. 1 (2020): 29, http://ejournal.unis.ac.id/index.php/JIPIS/article/view/546.

based on the truth that differences among human beings are inevitable. The Principe is to understand all terms of agreements, solve the problems collectively, be tolerant to variations, or recognize plurality and willingness to interact.[32] The comprehension of Islamic moderation was not only about definition and values. It needs to actualize in concrete action while treating everything equally and proportionally. Realizing the importance of religious harmonization, Islam has moderation values which need to be aware to gain humanity and peace for the world.

Furthermore, by knowing the fundamentals or the basis of moderation and its values, people will find the identity that has a role in integrating unity into diversity. That way can obtain in education side at school in the polite and correct approach.

c. Islamic Moderation Values

In general, value means everything considered good things, and high esteem for society is fundamental in making decisions and behaving. The directorate of public education and religion republic of Indonesia categorized nine Islamic moderation values in the book *Moderasi Beragama Berlandaskan Nilai-Nilai Islam*" as the reference to utter and implement religious moderation[33].

1) At-Tasawuth

At-Tasawuth (moderate) is the value built based on mindset and practices that are not excessive in certain parts or take a position in the middle or

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[32] Syafri Samsuddin, "Konsep Moderasi Islam Perspektif M.Quraish Shihab Dan Relevansinya Terhadap Pendidikan Agama Islam Kontemporer" (UIN Raden Intan Lampung, 2021), http://repository.radenintan.ac.id/id/eprint/14996.

[33] Azis and Anam, *Moderasi Beragama Berlandaskan Nilai-Nilai Islam.Op.Cit,* 34-70

intermediate. It is the central part of all values because it applies in other matters of religious moderation. The existence of this value as a middle reference is also explained in the Q.S. Al-Baqarah [2]:143, which mentions it as *ummatan wasathan* or middle *ummah* or fair and chosen *ummah*. The indicator of this value; are prioritizing the middle way on every side, do not stay to the right or left, maintaining the equality of obligation and right, keeping the balance of the world and preserving doctrine and knowledge.

2) Al-I'tidal

Al- I'tidal (fair and proportional) intends to behave propositionally, reasonably, and responsibly in a consideration, decision, and position. The characteristics are putting something in the right place, not applying one side and being proportional in judging and consistent. This value sues people to fulfil something according to their rights, get rights and operate obligation; responsibility depends on principle and professionalism.

3) *At-Tasamuh*

At-Tasamuh (tolerance) refers to being open-minded, voluntary, generous and wise in receiving the differences. This value purposes to know and respect whole diversity in all aspects of life. Tolerance here means appreciating every religious adherent without forcing them but not following their beliefs, which is also confirmed in Q.S. Al-Kafirun: 1-6. This value has several morals; Honour the diversity in ethnic and religious, reward racial and inter-community or group differences (SARA) and other religious events or rituals.

4) Asy-Syura

Asy-Syura (discussion) is the significance of gathering in a forum to deliberate something and then take a joint discussion with vital facts, reason, and logic. The features of this value are; fixing and resolving matters together, acknowledging other opinions, not talking about another personal statement to other people or gossiping, and respecting the recognized agreement from all panellists in a conference. In addition, this value automatically involves the value of Tasawuth (moderate) in moderation.

5) Al-Ishlah

Al-Ishlah (improvement) is involved in a constructive and reformative action for the common good. These actions improve the situation in accommodating it to the resolution and the developing era. In terminology, this norm points as actions that will carry the change from the darkness to a bright mindset and era. The characterizations of al-Ishlah are; to approve with better transformation, prioritize common interests, and solve conflict for the goodness of every human being.

6) Al-Qudwah

Al-quwadh (pioneering) refers to the goals by giving examples, patterns, and life- models. This motivates an initiative to achieve welfare. The value marks several things; can be a role model, start simple steps from self and be a pioneer in a good attitude, for example, keep the environment preservation for well-being. To measure someone's commitment in moderation can be seen in how much they

can take a position as a pioneer in creating peaceful life, tolerance and honouring another, which orients the norm of justice.

7) Al-Muwathanah

Al-Muwathanah (nationalism) is the comprehension and acceptance of the nation-state existence, then formulates the nationalism for citizens. It prioritizes the sense of society's faithfulness to the homeland while respecting citizenship and rights. This value consists of some characteristics; regarding the symbol of countries, the purpose of brotherhood in citizenships, and conceding the sovereignty of another state. This value stimulates people to be educated citizens and aware of the importance of nationality.

8) Al-La'Unf

Al-La'Urf (anti-violence) is an activity to prevent the violation. At present, violence comes with new terms, such as radicalism. The main point is rejecting whole parts involving extremeness, devastation, and violence that can bring an ideology to change good politics and social system while contradicting the norm. The characteristics of Al-la'urf are; dealing peacefully to solve the problems, not being allowed to do own-judging, surrendering matters to the authority holder, and recognizing the territory as part of the country's unit. The value of socializing the people must be mutual assistance and not give separation for the minority or majority.

9) I'tiraf Al-'Urf

I'tiraf-'Urf (culture-friendly) tends to all systems, ideas, actions, and human work in public society. Culture-friendly represents in characteristics;

awareness of the culture/tradition and the local culture of society, and people who apply moderation can put themselves in every place and has the sterilization for the culture that they were able or unable to do in their religion. Maintenance of culture and tradition, which is acceptable to religious norms, is essential because Islam does not have the purpose of removing culture and tradition. It indirectly leads to bad things and digression.

C. Conceptual Framework
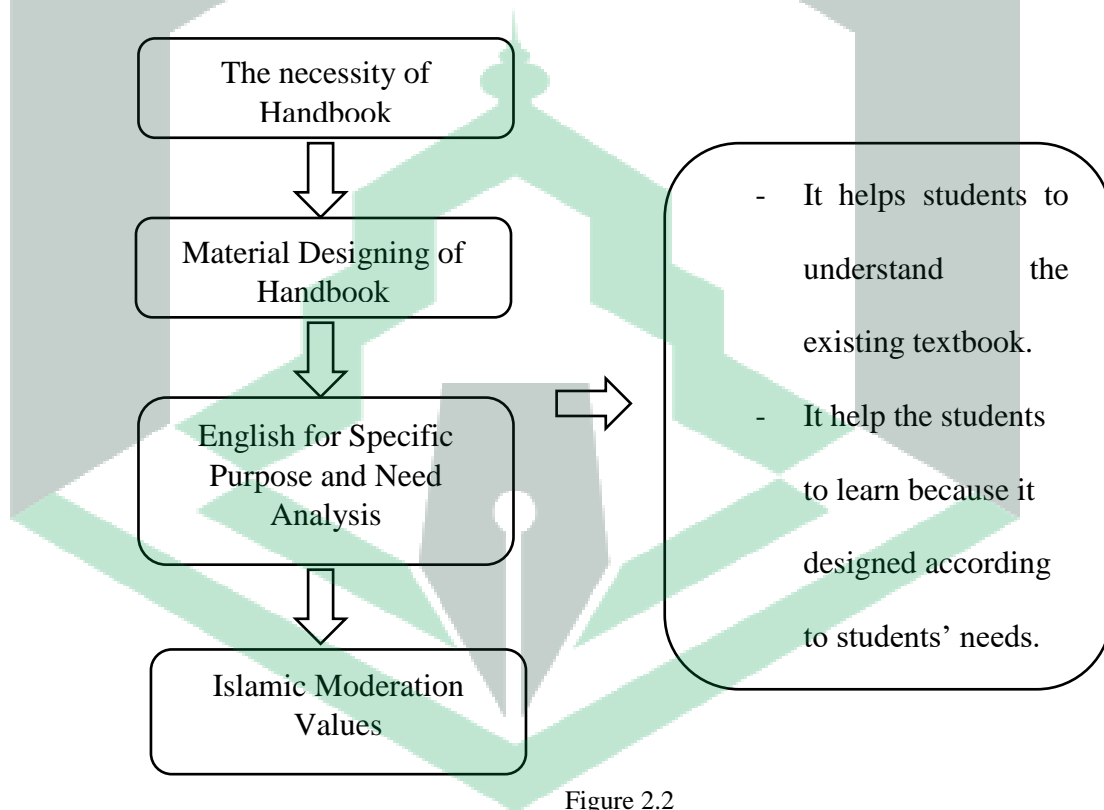
Figure 2.2
Conceptual Framework

To help the students learn English and understand the material in the existing handbook, students need a handbook based on the target needs and learning needs. The material design should be related to the result of the need analysis. The

designing handbook is also integrated with the ninth value of Islamic moderation because it is necessary to learn by the students, especially in religious schools to increase harmony in a pluralistic country such as Indonesia.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This research was categorized into Research and Development (R & D) method. The researcher designed a handbook for the second-year students of MAN Palopo by utilizing the ADDIE model *(analysis, design, development, implementation and evaluation)*. The research was conducted by collecting the students' target needs and learning needs as the parameter for composing the product. The research design involved several components, such as vocabularies, expressions, tasks and learning materials that are considered integrated with the Islamic moderation values. Therefore, this was an appropriate method in finishing the handbook that fulfilled students' needs.

B. The subject of the Research

The research subject was the second-year students of MAN Palopo, particularly in academic years 2021/2022. The sample techniques utilized convenience sampling, and one class (XI MIPA 3 with 28 students) was used as the research sample.

C. The procedure of Research and Development

The researcher applied the ADDIE model in developing the Handbook Based on Islamic Moderation Values for the Second Year Students of MAN. This model was considered essential and effective in developing the programs in the

educational sector. It compiles through five phases, and the explanation can be seen as below.[34]
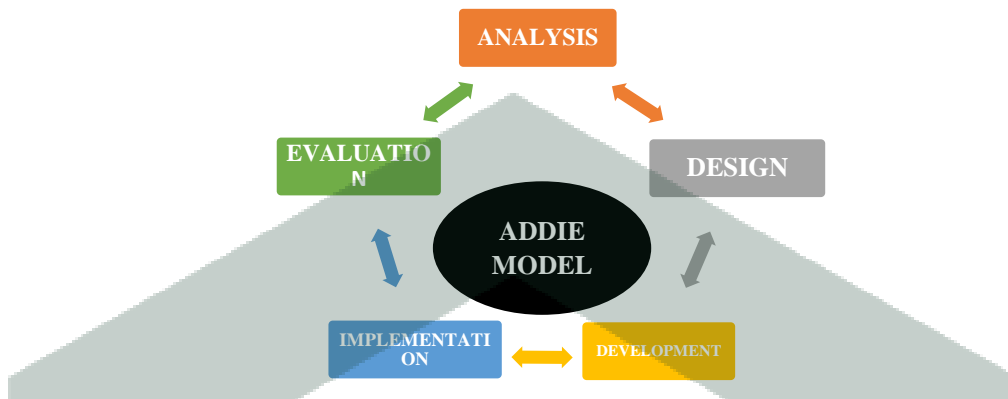
Figure 3.1

1. *Analysis*

The phases were the most crucial, and this was the first step that should be implemented in research because it helped to make the research line easier. This part was not only analyzing the surface problem. This part was also compatible with describing the student's competence, capability, and learning situation. The researcher acquired all the information about students' target needs and learning needs for the designing product. This compulsory step collected students' necessities, lacks, and wants by distributing the questionnaire and interview. Then, the prepared questionnaire explored students' needs in the second year of MAN Palopo. It could investigate students' competencies, capabilities, interests, difficulties, and experiences not only for measuring their needs. Furthermore, the collected data determined the entire students' needs. The blue print of the questionnaires and instrument of the interview can be seen in the appendix.

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[34] Nada Aldoobie, "ADDIE Model," *American International Journal of Contemporary Research* 5, no. 6 (2015): 68–72, http://www.aijcrnet.com/journals/Vol_5_No_6_December_2015/10.pdf.

2. Design

In this phase, the researcher created the product outline. The output could be a pillar in constructing the designing materials. The design reflected the previous result step by analyzing the students'' needs. This point focused on designing topics, task forms, and how to create new instructional strategies to help students understand the product. The researcher should also consider increasing student participation in the product contents.

3. Development

In this phase, the researcher's goal was the completeness matter in the handbook. This point sued to show the result of the product in a factual form that could be functioned as an accurate sample. This part encouraged the improvement of products. The researcher implicated some experts to check and give the assessments, feedback, and suggestions related to the product. Thus, the experts' revisions were demanded to enhance the product's benefits and quality. There were several steps in this part; (1) collecting the material resources, (2) arranging the handbook materials, (3) arranging the handbook using the TBLT approach, and (4) validating the handbook to the appropriate experts.

4. Implementation

In this phase, the researcher attempted a try-out for students. This part was aimed to know the effectiveness and suitability of the product. The test could support the researcher to seek the product's excess and deficiency or see the significance of designing products for students.

5. Evaluation

In this phase, the researcher evaluated the product rate through collected information after the try-out questionnaires to the students. The evaluation aimed to compile suggestions and corrections from the students and the experts to upgrade the final product better than before.

D. The technique of Data Collection

In this research, the data collection components are observation, interview, and questionnaires. It is explained as follows:

a. Observation

The researcher conducted the observation on January 17[th,] 2022. Several components were observed; the subjects, the obstacles in learning English, and supported by interviewing the English teacher.

b. Questionnaire

The primary data was collected through a questionnaire correlated to the students' target and learning needs. The researcher provided thirty questions to find out information about necessities, lacks and wants. The questionnaire was distributed through the Google form on April 27th, 2022.

c. Interview

The researcher was interviewed to collect data or information supporting the data of questionnaires. The interview was conducted in the XI MIPA 3 class or the second-year students of MAN Palopo.

E. The technique of Data Analysis

1. Data analysis of Interview

The result data from the interview was analyzed through the descriptive qualitative method.

2. Data analysis of Questionnaire

The questionnaire was analyzed through the quantitative descriptive method, and the percentage of the answers was calculated. The formulations used here involved the students' answers and the total of students. The pattern can be seen in the following formula:

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

$$X \qquad = score$$

$$\sum X \qquad = \text{the same answer given by the students}$$

$$N \qquad = \text{the total of the students}$$

Figure 3.2

The amount of percentage indicated the most choice of students. It was the researcher's source background in developing the handbook for the students.

3. Data analysis of Expert Validation and Students' Perception

The calculation in this research utilized the *Likert scale* to measure opinion, behaviour, and perception.[35] It came from the questionnaire result. The pattern in measuring the calculation in analyzing the data by counting the average of answers points according to experts' scoring. The researcher applied *1,2,3,4*

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[35] Sugiyono, *Metode Penelitian Pendidikan. Bandung*, *Alfabeta*, 22nd ed. (Bandung: Penerbit Alfabeta, 2015).

scale for the experts' validation of the product and the students' perception of the

product. The formula used the analysis formula proposed by Arifin Z.[36]

The number of answer *excellent* $\quad = E \times 4 \quad = \dots$

The number of answer *good* $\quad = G \times 3 \quad = \dots$

The number of answer *fairly* $\quad = F \times 2 \quad = \dots$

The number of answer *poor* $\quad = P \times 1 \quad = \dots$

Total score $\quad\quad\quad\quad\quad\quad\quad\quad\quad = \dots$

After finishing the calculation of the total score, the researcher calculated

the average by implementing the next formulation as follows:

$$M = \frac{B}{N}$$

M $\quad$ = mean score

B $\quad$ = total score

N $\quad$ = total number of material topics

Figure 3.3

[36] Zainal Arifin, *Evaluasi Pembelajaran*, *Evaluasi Pembelajaran*, 2nd ed. (Jakarta: Direktorat Jenderal Pendidikan Islam Kementerian Agama RI, 2012).

Next, the result of the average score continues by calculating the value used in the following formula.

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

X = the value

M = average score

N = total number of value

Figure 3.4

After the previous calculation, the researcher defined the outcome as an appropriate handbook for the second-year students of MAN Palopo.

Score	Percentage	Qualification	Classification
3,6 – 4	90% - 100%	Excellent	It can be used without revision
2,6 - 3,5	65% - 89%	Good	It can be used follow by a little bit revision
1,6 – 2,5	40% - 64%	Fairly	It can be used with much revision
0 – 1,5	0% - 39%	Poor	It cannot be used

Table 3.1 Material Topics Qualification of Product Evaluation

No	Indicators	Average Score	Qualification	Categories	Experts' Suggestion

Table 3.2 The Example of Experts' Validation Table

No	Indicators	Average Score	Qualification	Categories

Table 3.2 The Example of Students' Perception Table

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter is about the findings and discussion of the research process. Furthermore, it will explain in this part. Two main points discussed are the detailed process of designing a Handbook Based on Islamic Moderation Values for the Second Year Students of MAN Palopo and the discussion presented in the second part of this chapter.

A. Research Findings

In this stage, the researcher gives the detailed process of designing a handbook. As explained in chapter three, the researcher applied ADDIE (analysis, design, development, and evaluation) models. Before implementing ADDIE models in designing the product, the researcher did the observation at school. The specific of all these steps explain as follows.

1. Observation

The activity in this step finished by observing the research subject, discovering the students' situation during the learning process, and interviewing the English teacher of the second-year students of MAN Palopo. The result from the observation is presented as follows.

a. Number of subjects

The number of subjects in this research is the second year of MAN Palopo, specifically the XI MIPA 3 class consisting of 28 students.

b. *Teaching Materials*

The material used by the English teacher of the second-year students of MAN Palopo is a textbook based on the 2013 Curriculum as the patent book in learning English. In teaching the material contained in the textbook, the teacher tried to deliver and explain slowly to students because mostly the students are hard to get the point of materials. Besides, the textbook is the only book that prepares material resources.

c. *Teaching Strategy and Media*

In the teaching process, the teacher implements the strategy used in the teaching and learning process in a class by analyzing the material of the meeting and trying to find and elaborate a suitable strategy for students. Moreover, before starting the lesson, the teacher usually gives the motivation and asks about the student's condition. Furthermore, the teacher used media such as video and social media (YouTube, WhatsApp) because it was famous for using by students during online learning and also utilized for the present situation of learning and teaching process in class.

d. *The necessary of handbook for Students*

In the learning process, the students needed a handbook because it was difficult for students to use only the textbook.

e. *The need for English skills*

The teacher explained that she expected that students need speaking skills more than other skills; listening, reading, and writing. This skill might increase

the students' confidence in English because they will do spoken language, which they should speak in practicing the speaking skill.

The interview conducted in observation consists of fifteen questions. The interview has done in Bahasa. The result of the interview transcript in English can be seen in the appendix. After conducting the observation and analyzing the result of an interview with the English teacher, it concluded that most students have difficulties learning English. They cannot express their words in English because they lack vocabulary, mispronunciations, and only have one book as the guidance of the learning process, which seems too difficult to understand. Furthermore, the specified handbook is given after evaluating and analyzing the result of students' and learning needs through need analysis.

2. The Material Process of the Designing Product

a. Need Analysis

This phase is the first step in conducting the design product's data. The researcher analyzed the students' needs for the handbook. This part identified the students' needs, necessities, lacks, and wants. The researcher distributed a questionnaire to collect the data and interviewed the second-year students of MAN Palopo, the XI MIPA 3 students. The interview is a structured interview with a set of questions; it was not a one-by-one student interview. The researcher asked the entire classroom students and then summarized the answer. The questionnaire for the students was distributed through a Google form. The collected data from questionnaires and interviews were used to is utilized to set the target needs and learning needs of the students as the measurement in

designing the new product of handbook for the second-year students of MAN Palopo. The result of the questionnaire and interview are shown below.

1) **Questionnaires' results with the second year students of MAN Palopo**

In determining the appropriate material for the students in the product, the researcher should collect the data to know the students' needs and characteristics. Therefore, the researcher distributed the questionnaire of thirty questions to 28 students in the XI MIPA 3 class. The questionnaire is characterized by target needs (necessity, wants, and lacks) and learning needs (activities, setting, teacher's role, and the students' role). The researchers started distributing the questionnaire after finishing the questionnaire from two experts. The expert for the questionnaire's validations were Dr. Masruddin, S.S., M.hum as the material expert and Husnaini S.Pd.I., M.Pd as the language expert. Moreover, the results of the instrument of questionnaire validation are shown below.

Aspects	Score
Contents	4,66
Scope of the Contents	4,75
Language	4,25
Average Score	**4,55**

Table 4. 1 The Result of the Instrument's Validation by the Material Expert

Aspects	Score
Contents	4,66
Scope of the Contents	4,75
Language	5
Average Score	**4,8**

Table 4. 2 The Result of the Instrument's Validation by the Language Expert

After the validators gave the validations, the researcher pursued the next step by distributing the questionnaire through a Google form. There are 28 students of second-year students of MAN Palopo from the XI MIPA 3 class who fulfilled the questionnaire. The details of the respondents are shown in the table below.

Gender		Ages					
		15		16		17	
Males	Females	M	F	M	F	M	F
5	23	0	1	0	9	5	13

Table 4. 3 Data of the Respondents

After the researcher got the collecting data from the questionnaire, the researcher investigated the result of each question from 28 students of second-year students of MAN Palopo.

a) Target Needs

(1) Necessity

What is your purpose in learning English?
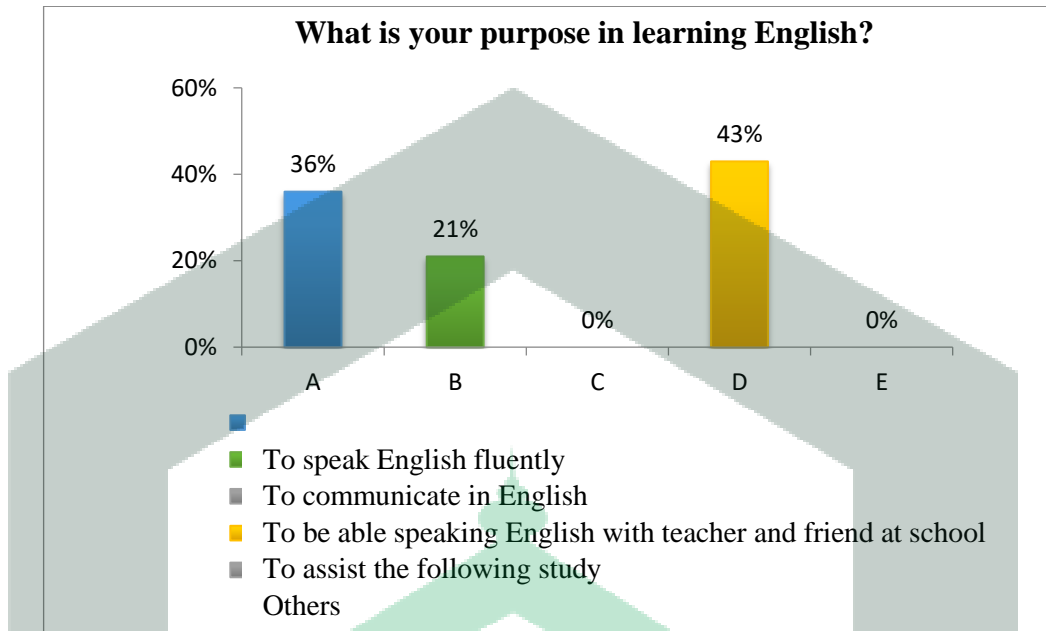
Chart 4. 1 The percentages of the students' purposes in learning English

The first question aimed to find students' intentions in learning English. The researcher prepared five options where the highest vote is on point D (To assist the following study) with a 43% score. Most students prepare to continue their studies and find English at the next level. Furthermore, a higher percentage is interested in the current research. It means that students were still aware of learning English.

What is the sequence skills of learning English for you?

Legend:
- Listening, Speaking, Reading, Writing
- Listening, Reading, Speaking, Writing
- Speaking, Listening, Reading Writing
- Speaking, Reading, Writing, Listening
- Others
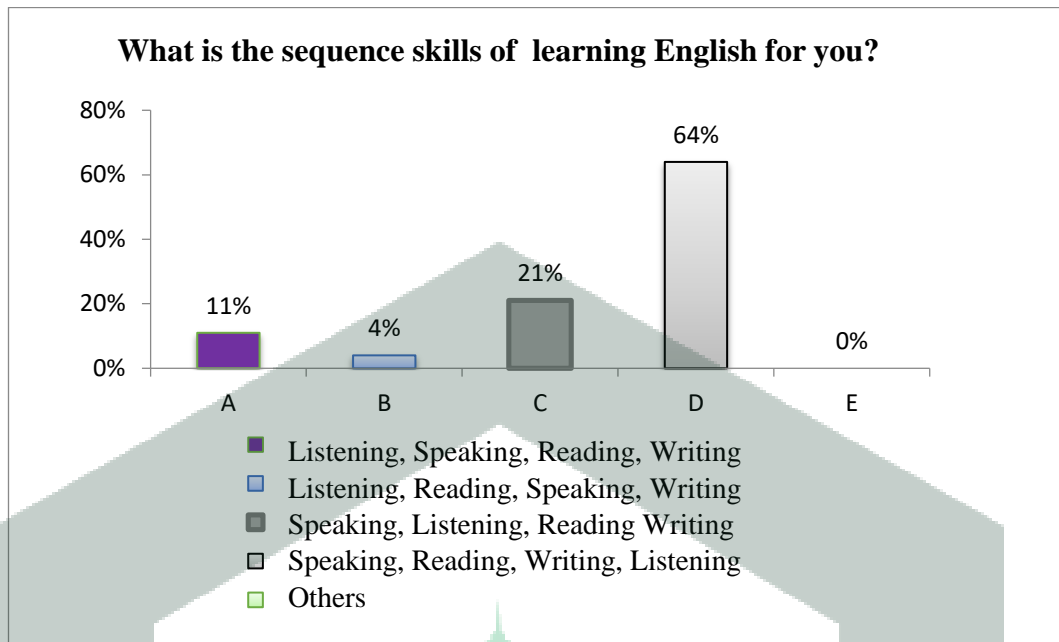
Chart 4. 2 The percentages of the students' interesting sequence in English skill

The second question purposes to know students' interest in the sequence of learning English skills. There are five prepared options shown in the chart. The highest percentage is focused on option D, 64% (Speaking, Reading, Writing, and Listening). Option D is more highlighted in this research. It illustrated that students decided to put Speaking skills as the first sequence in English, followed by reading, writing, and listening.

What skills do you need most to support learning English at school?

Legend:
- Listening skill
- Speaking skill
- Reading skill
- Writing skill
- Others
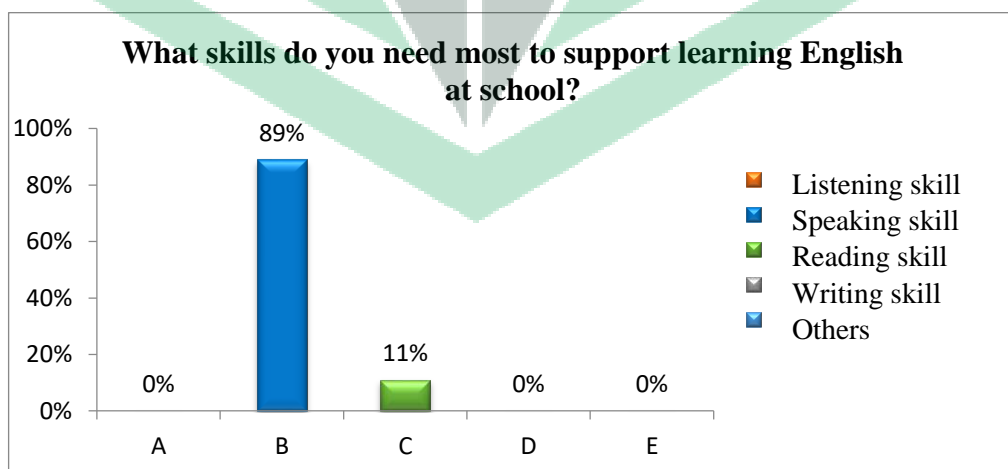
Chart 4. 3 The percentages of English skills that needed by students

The chart presented the skills which needed most by students to learn English at school. There are four skills provided in the chart, including listening skill, speaking skill, reading skill, and writing skill. Furthermore, the chart shows that the selected option is B (speaking skill) with 89% percentage points. It could be concluded that students put speaking skill on top among other skills. This is supported by the interview with an English teacher who said that students need the speaking skill as the prior needs than other skills. Besides, it also can enhance students' confidence to speak. Moreover, the result of the student interview showed the students preferred speaking to another skill because by speaking, they may directly use English to communicate. Therefore, speaking skill is more highlighted in this research.
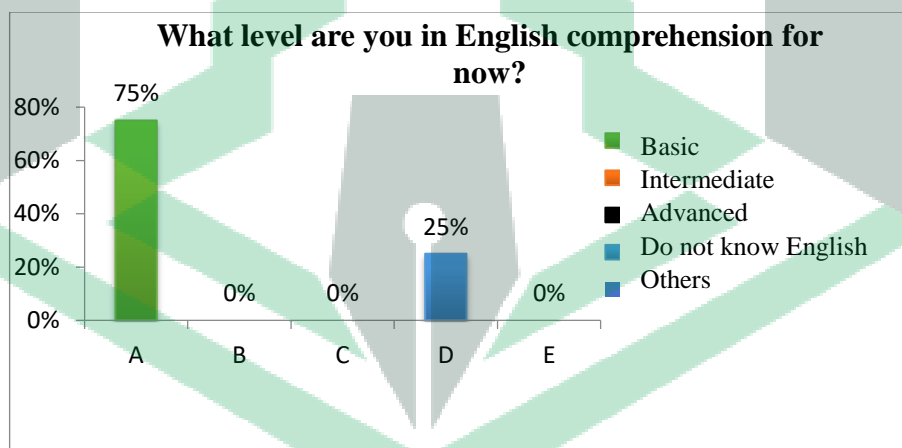
Chart 4. 4 The percentage of students' level in English

The chart shows the percentage of students' level in English. There are five options in the chart. The highest score is on option A (Basic), with 75% points. Moreover, 25% of students seem confused with their comprehension of English by choosing option D. It means that most students are at the basic level.

Why do you need handbook in learning English?
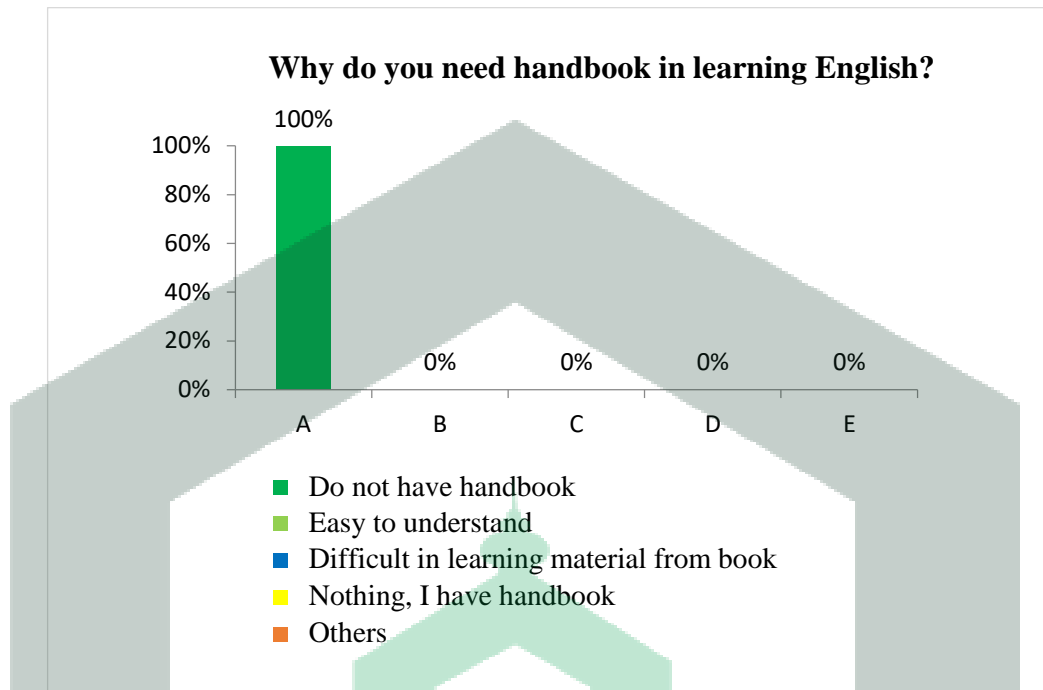
Chart 4. 5 The percentage of the students' reasons for having a handbook

The chart explains why the students need a handbook to support their learning process and activity in English. The question in this chart purposed to find students' interest in having a handbook. The highest score is on option A (do not have handbook) with 100% points. It means that the students acquire a handbook to help them learn English. This was coordinated with the students' interview that announced the students needed a handbook. This was also followed by the result of a teacher interview who said that the handbook is necessary for students.

(2) Lacks
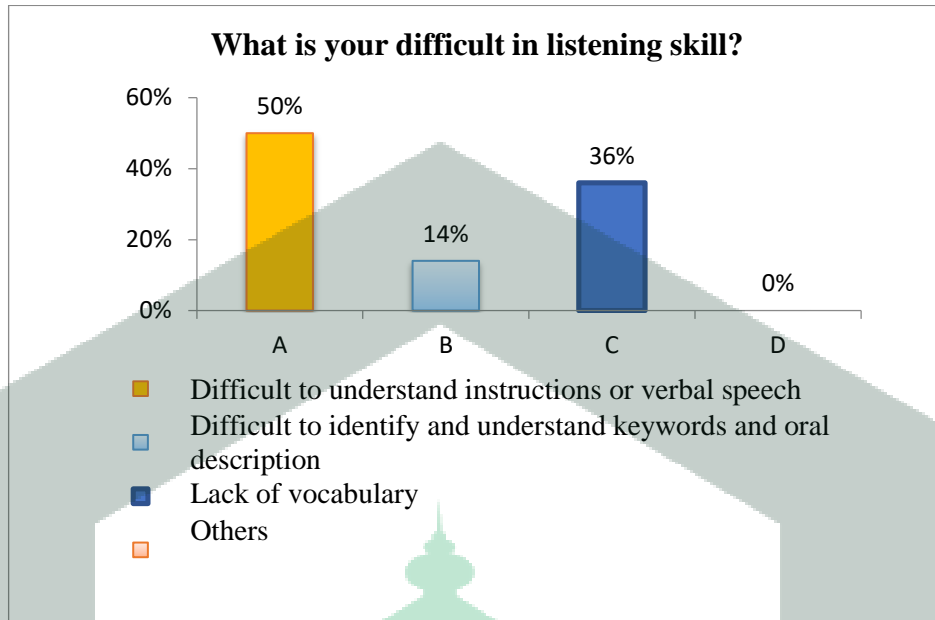
Chart 4. 6 The percentage of the students' difficulties in listening skill

The chart delineates the percentage of the listening difficulties faced by students. There are four prepared options; the highest score is on option A (difficult to understand the instructions or verbal speech) with a 50% percentage. The result explained that if students could not clearly understand the spoken language, they should listen to it, which is difficult for the students.
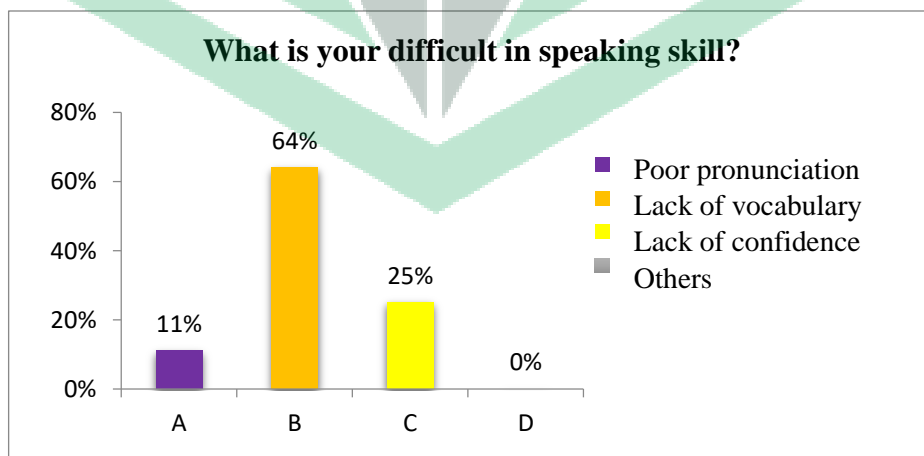
Chart 4. 7 The percentage of the students' difficulties in speaking skill

The supplied chart refers to students' difficulties in speaking skill. The highest score was on option B (Lack of vocabulary) with 64%. The result assumed that mostly the students need the vocabulary to support their speaking skill.

What is your difficult in reading skill?
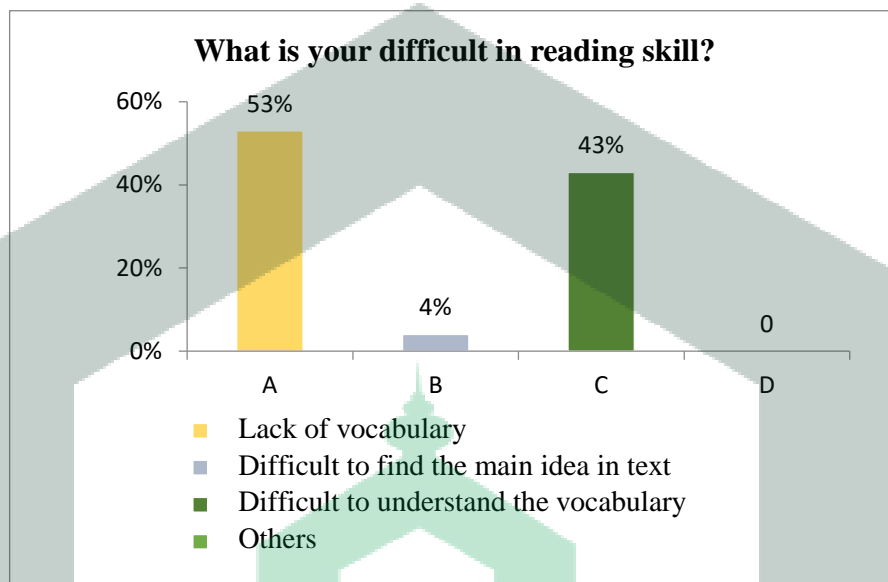
Chart 4. 8 The percentage of the students' difficulties in reading skill

The chart above is about the students' difficulties in reading skill. The highest score is on option A (Lack of vocabulary) with 53% percentage. It means that the students are deficient in mastering vocabulary that should be increased.

What is your difficult in writing skill?
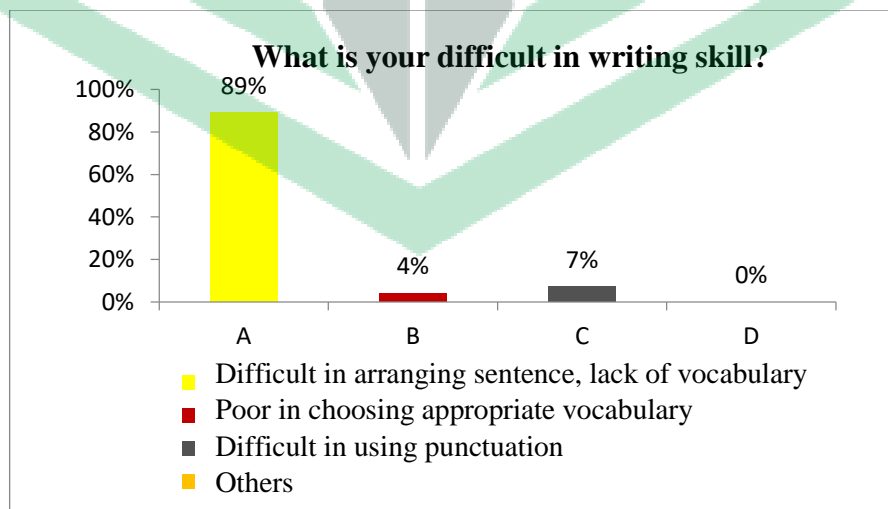
Chart 4. 9 The percentage of the students' difficulties in writing skill

The chart describes the student's difficulties in writing skill. Mostly the students choose option A (difficult in arranging sentences, lack of vocabulary) with a 90% score. The result explains that the lack of students' vocabulary blocks their writing ability.

(3) Wants

What competence do you want to achieve in listening skill?
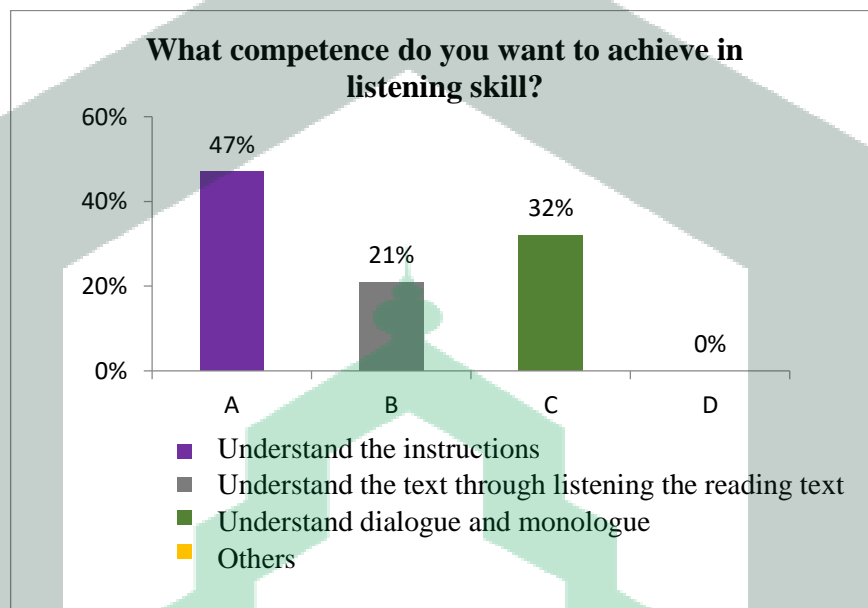
Chart 4. 10 The percentage of the students' needs in listening skill

The provided chart indicates the students' target in listening skill. Most of the students' choice is to understand the instructions given in English (option A). The evidence can be seen in the percentage in option A with a 46% score.

What competence do you want to achieve in speaking skill?

- Understand and practice the simple topic
- Understand the use of expressions and context
- Others
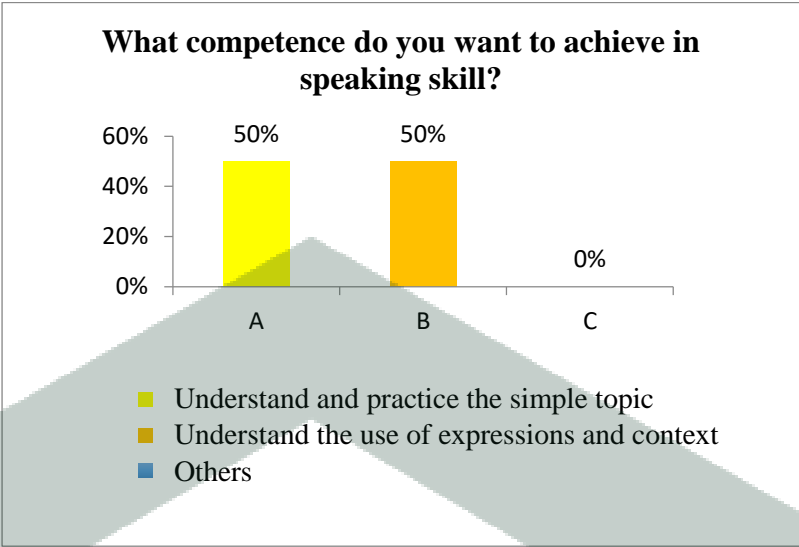
Chart 4. 11The percentage of the students' need in speaking skill

The provided chart concludes the percentage of students targeted in speaking skill. Three chosen options resulted from a balance score between option A and option B, where the summit percentage for option A (understand and practice simple topic) is 50%, option B (understand the use of expressions and context) is 50%, and option C 0%.

What competence do you want to achieve in reading skill?

- Understand simple text
- Understand parts of text
- Others
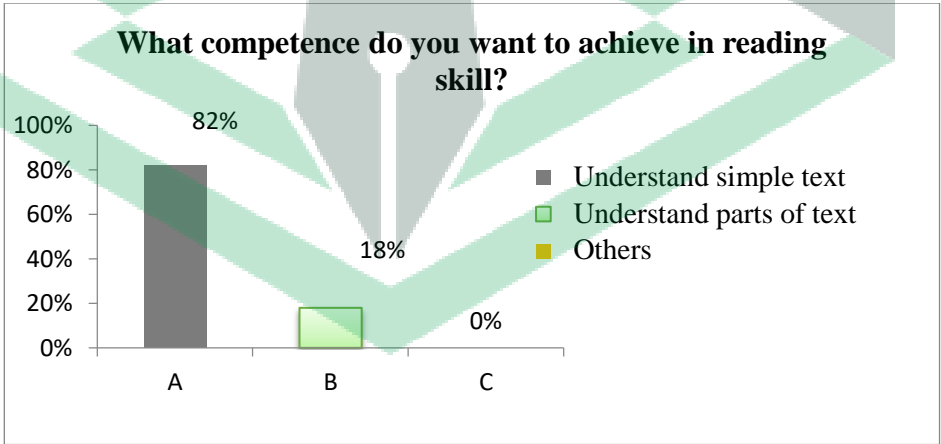
Chart 4. 12 The percentage of the students' need in reading skill

The chart represents the percentages of students' needs in reading skill. Apparently, there are three options shown in the chart, and the option with a peak

percentage is achieved by option A (understand the simple text) with an 82% score.

What competence do you want to achieve in writing skill?

- Be able to use punctuation
- Be able to write simple text based on topic
- Be able to arrange simple sentences
- Others
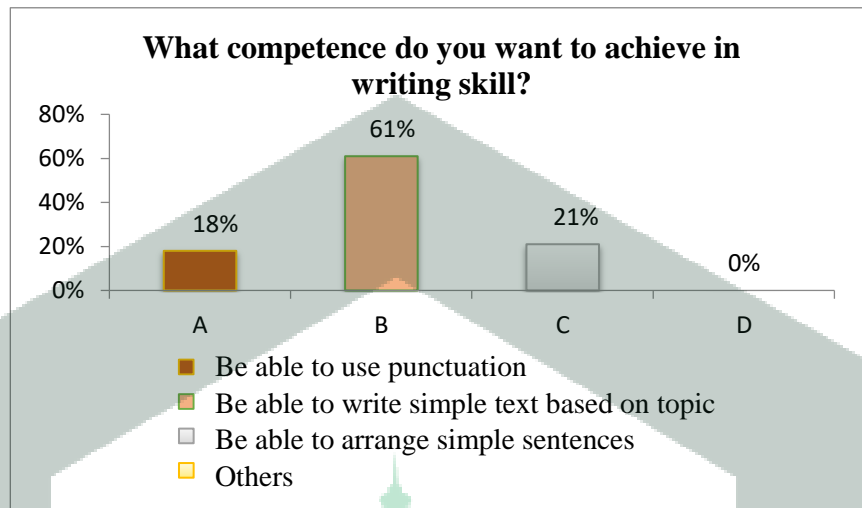
Chart 4. 13 The percentage of the students need in writing skill

The chart presents the information about the students' objectives in writing skill. As the illustration suggested, the highest score is reached by option B (be able to write simple text based on topic) with a 61% percentage. This approved the students have a low ability to write simple text, which may cause by limited vocabulary.

What is your expectation to be achieved after learning handbook with Islamic moderation values?

- Understand and respect other religion, race, tribe and culture
- Increase the tolerance in school and society
- Educate people to implement moderation in life
- Others
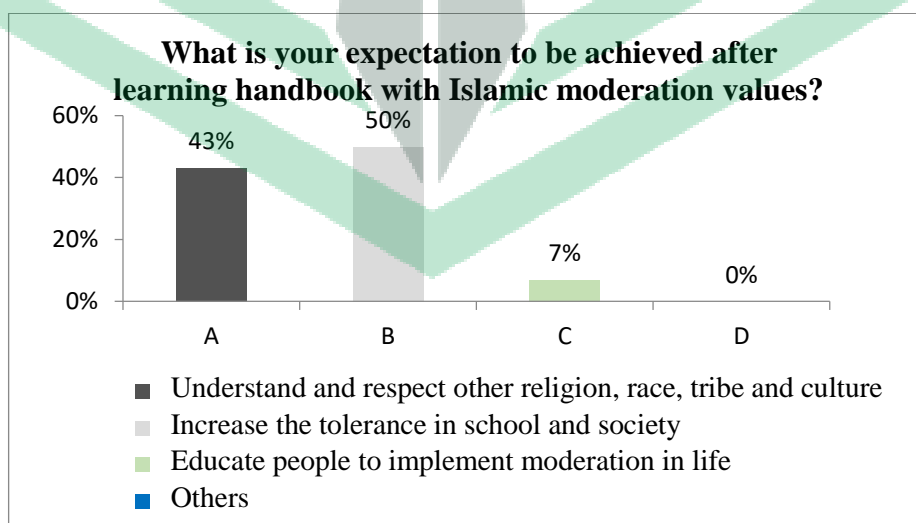
Chart 4. 14 The percentage of the students' objective after learning and using the product

The chart shows the students' objectives or expectations after learning and using the handbook with Islamic moderation values. This indicates option B (increase the tolerance in school and society) and 50% as the highest score. It means that the students have enough attention to the tolerance itself. This is supported by the teacher interview in the observation where the teacher thought that from the handbook, the students could get two things; the materials and the aspect of Islamic moderation values in the contents. In addition, the students will be familiar with the term of moderation when they elaborate on the different societies in the future.

b) **Learning Needs**

(1) Input

What skill that you need to be focused in handbook?

- Listening skill
- Speaking skill
- Reading skill
- Writing skill
- Others
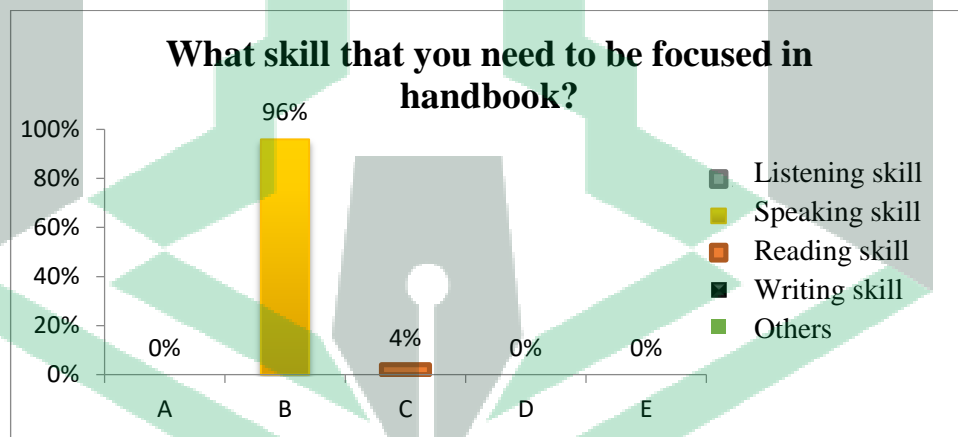
Chart 4. 15 The percentage of the students interesting in English skills that will focus in the handbook

The supplied chart indicates the percentage of the English skills students would like to focus on in the handbook. The chart has five options; the highest score is on option B (speaking skill) with 100% points. This option is highlighted in composing a handbook with Islamic moderation values for students in the eleventh grade of MAN Palopo, which noticed speaking skill on top in designing

the handbook that decided to be speaking. This is also supported by the students' interview results, which stated she students need speaking as the focus of the handbook because it is easier to learn, and they can directly practice English in oral communication.

What material do you need in handbook?

- 🟧 Offers and Suggestions
- ⬜ Opinions
- 🟩 Formal Invitation
- 🟫 Analytical Exposition
- 🟥 Descriptive
- 🟦 Personal Letter
- 🟧 Explanation
- 🟧 Others
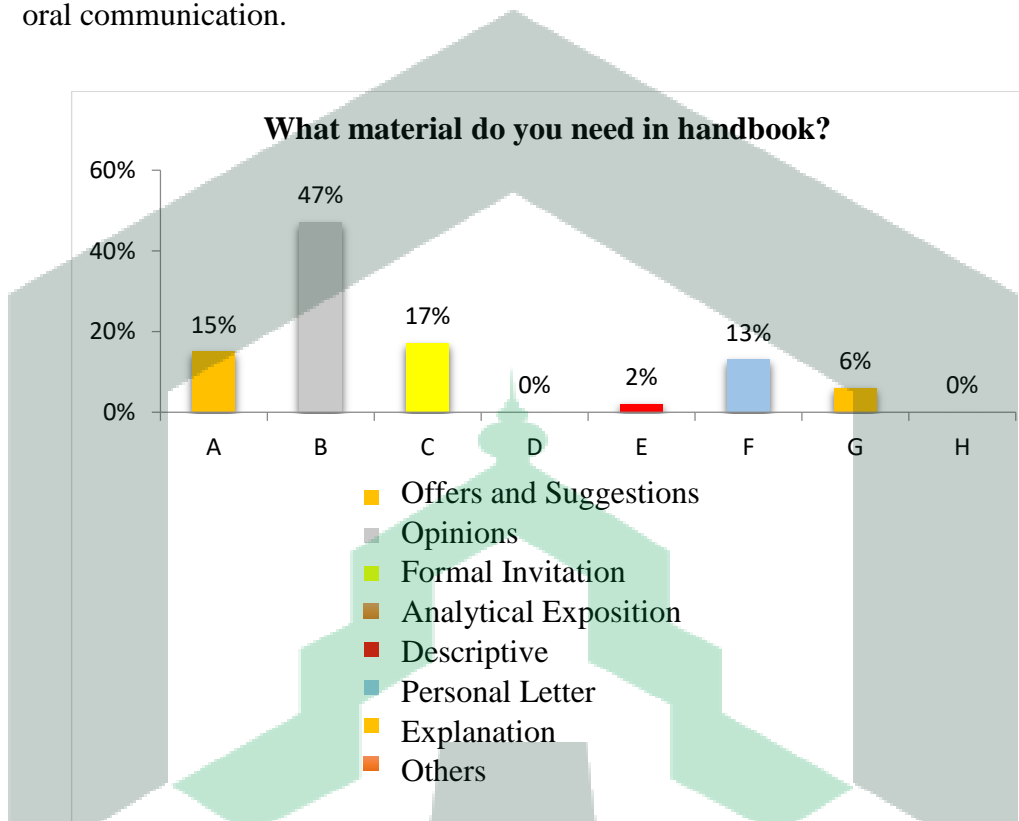
Chart 4. 10 The percentage of the students' preferred material to fulfil in the handbook

The chart above illustrates the students' interest in the material they preferred to add to the handbook. The prepared material options are based on the syllabus of MAN Palopo for the eleventh-grade students. There are seventh kinds of material in the chart. The fourth highest options will be highlighted in this research. As evidence, there are four options in the chart with the percentage; option A (offers and suggestions) 15%, option B (opinions) 47%, option C (formal invitation) 17%, and option F (personal letter) 13%.

What Islamic moderation values do you need to elaborate in handbook themes?

Legend:
- At-Tasawuth (moderate)
- Al-I'tidal (fair and proportional)
- At-Tasamuh (tolerance)
- Asy-Syura (discussion)
- Al-Ishlah (improvement)
- Al-Qudwah (pioneering)
- Al-Muwathanah (nationalism)
- Al-La 'Unf (anti-violence)
- I'tiraf al-'Urf (culture-friendly)
- Others
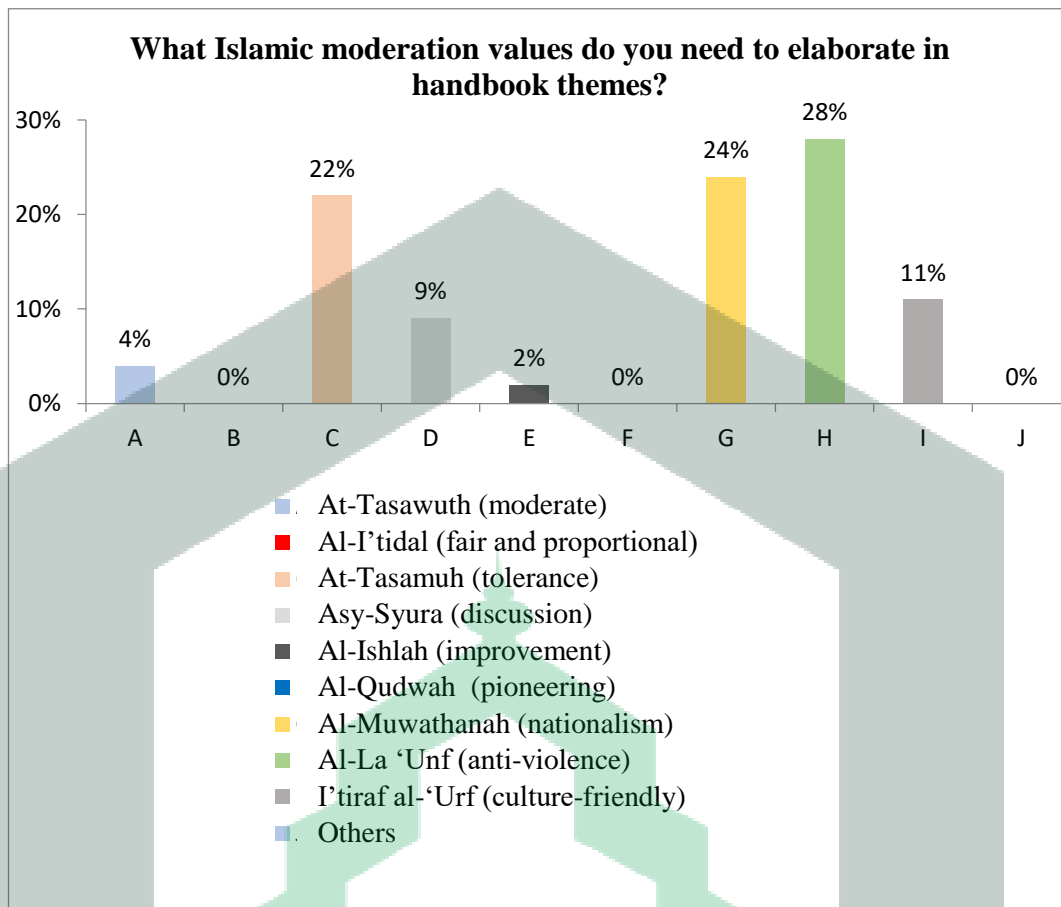
Chart 4. 11 The percentage of the students' preferred Islamic moderation values to fulfil and elaborate in handbook themes

The chart evaluates the percentage of students comfortable with Islamic moderation values. The chart has ten options prepared, consisting of nine values of Islamic moderation. There is the fourth highest score from the options: option H with a 28% score, option G with a 24% score, option C with a 22% score, and option I with an 11% score. However, all the chosen points will be considered highlighted in the product.
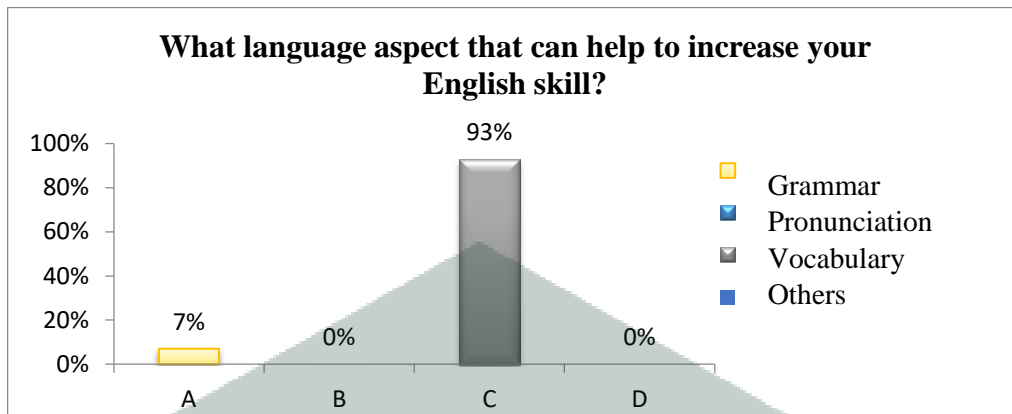
Chart 4. 12 The percentage of the students' preferred language aspects

The chart describes the aspect of language that will help them to increase their English through the handbook. As a result, the highest score is on option C (vocabulary), which is 93% of students. The result explained that students have a low vocabulary of English. This is supported by the teacher interview in the observation, who explained that many students still do not understand the vocabulary in the textbook. Furthermore, it is considered to add the vocabulary list in the handbook.

(2) Procedure and Activity
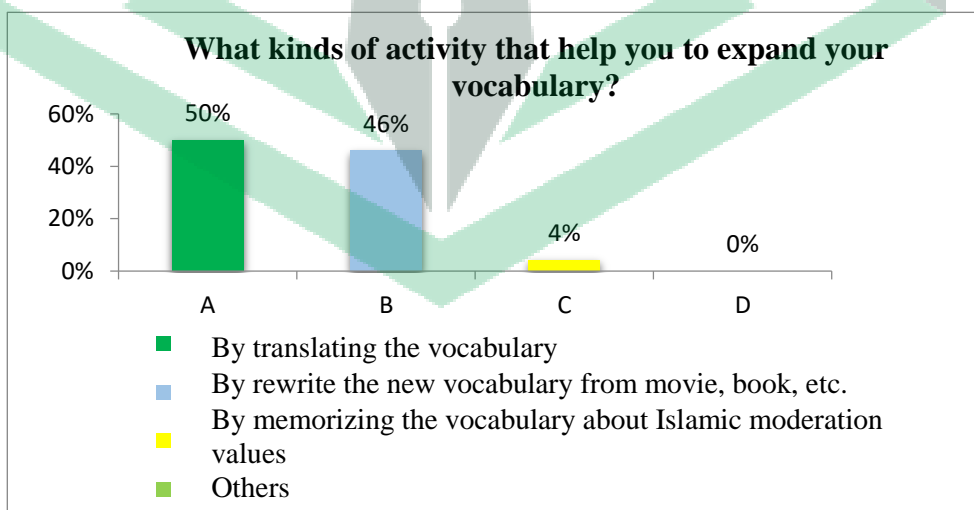
Chart 4. 13 The percentage of the students' activities to expand their vocabulary

The chart above expresses the percentage of activities the students prefer to expand their vocabulary. There are four options of activities given in the chart. From the result in the chart, it is evident that the students like to translate the vocabulary (option A), which is 50% percentage.

What kinds of activity that help you to learn grammar?

- Arranging the jumble sentences
- Arranging the words by using Tenses
- Arranging paragraphs by using Tenses
- Others
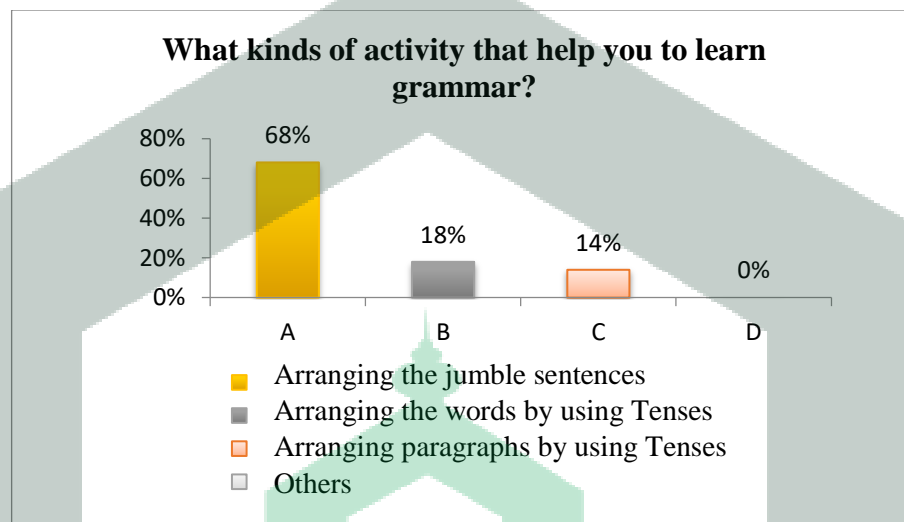
Chart 4. 14 The percentage of the students' activity to learn grammar

The provided chart is about the students' preferred activities to help them in learning grammar. The chart shows four chosen options where the students highlighted option A (arranging the jumble sentences) with a 68% score.

In pronouncing the words, is there any kind of struggle to learn how to pronounce it?

- Accent
- Sound
- Intonation
- Stressing
- Others
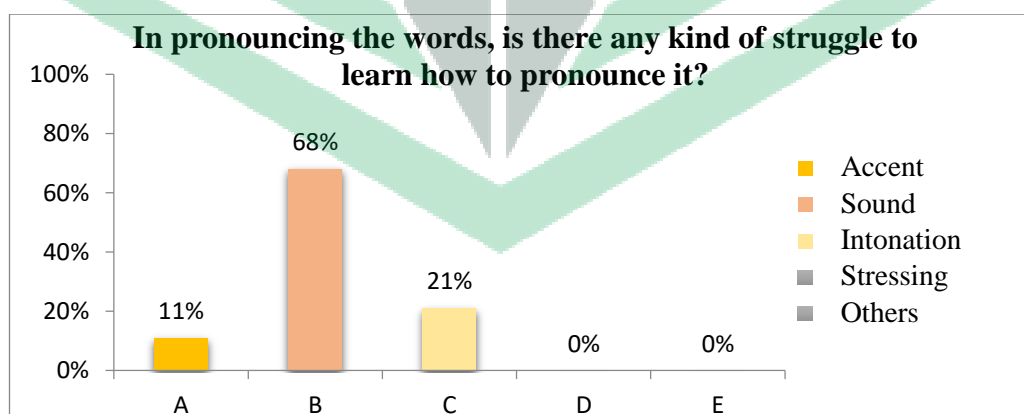
Chart 4. 15 The percentage of the students' activity to improve their pronunciation

The supplied chart delineates the percentage of activity in increasing the students' potential to pronounce the words in English. There are five chosen options given in the chart. The highest score is on option B (sound) with a 68% percentage. The result indicates that students do not know how to say the English words or the vocabulary.

What kinds of activity that help you in listening?
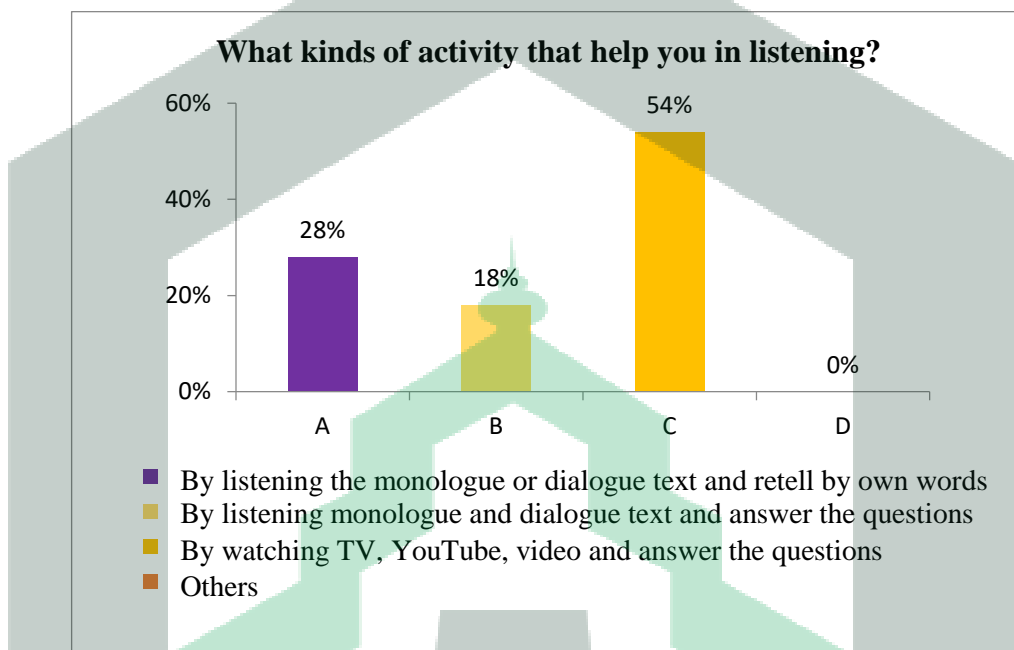
Chart 4. 16 The percentage of the students' listening activities

The chart simplifies the percentage of the students' preferred activity in listening. There are four chosen options imposed in the chart. The highest score is on option C (watching TV, YouTube, videos and answering the questions) with 54% percentage.

What kinds of activity that interesting for you in speaking skill?

60%	
40%	39%
20%	29%
	14% 11% 0% 7% 0%
0%	A B C D E F G

- Discussion
- Giving opinion
- Question & Answer
- Role play
- Speech
- Games
- Others
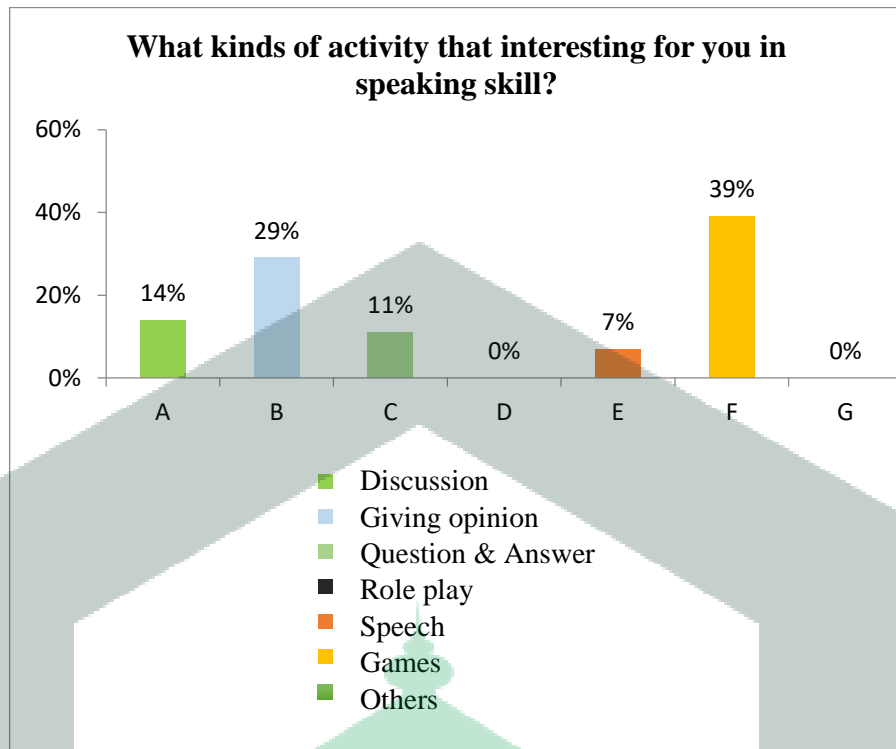
Chart 4. 17 The percentage of the students' speaking activities

The chart above categorizes the speaking activity that the students prefer at the eleventh grade of MAN Palopo. There are seventh given options in the chart. The fourth inflated options are option G (Games) 39%, option B (giving opinion) 29%, option A (discussion) and option C (question and answer) 11%.

What kinds of activity that interesting for you in reading skill?

- 100%
- 80%
- 60%
- 40%
- 20%
- 0%

A	B	C	D	E
86%	7%	0%	7%	0%

- ■ Identifying the correct and incorrect in text
- ■ Determine the appropriate words for blank paragraph in text
- ■ Giving conclusion idea in text
- ■ Identifying the main idea in text
- ■ Others
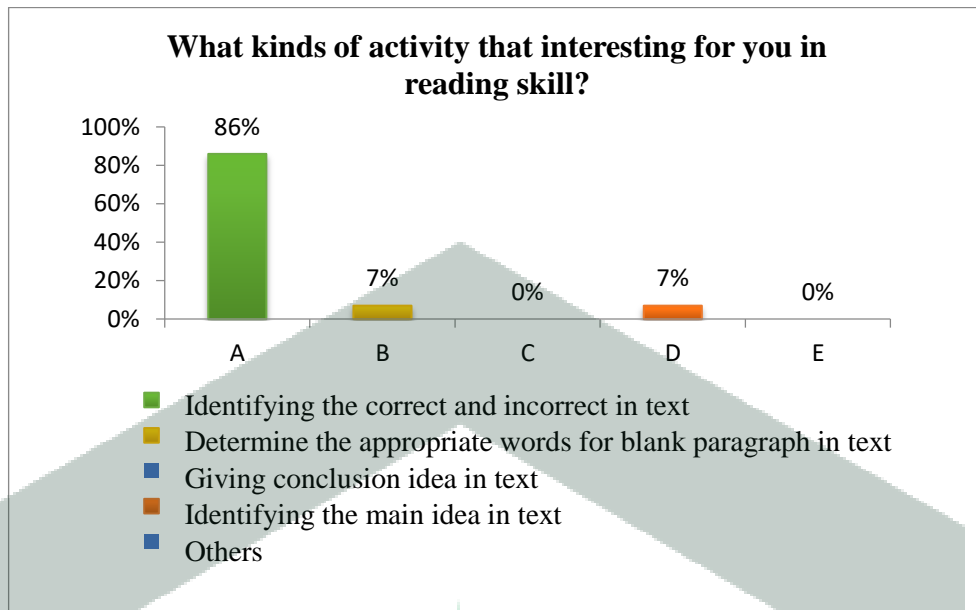
Chart 4. 18 The percentage of the students' preferred activities in reading

The chart above demonstrates the preferred activity in reading by the students'. It means most students like to do identifying activities by seeing the correct and incorrect based on the text rather than giving the conclusion and main idea and providing the chart result displays the highest score on option A (identifying the correct and incorrect text), which is 86%.

What kinds of activity that interesting for you in writing skill?

- 60%
- 40%
- 20%
- 0%

A	B	C	D
39%	7%	54%	0%

- ■ Complete the blank text
- ■ Write personal opinion about a narrative, text, event, or topic
- ■ Write the answers of giving questions
- ■ Others
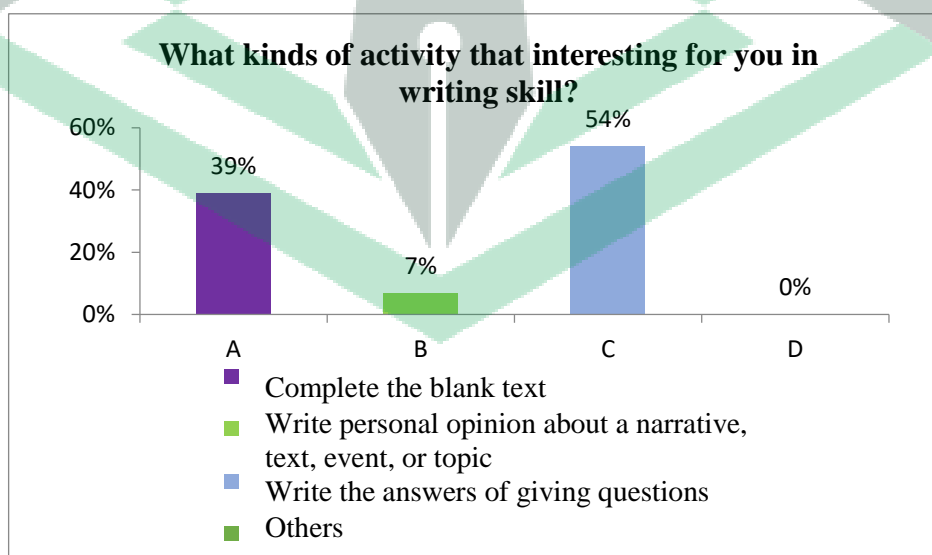
Chart 4. 19 The percentage of the students' preferred activities in writing

The chart indicates the needs in the kinds of activity in writing. The highest score is on option C (write the answer of giving questions) with a 54% score. The option interprets the students' interests to improve their writing skill by writing the answer to the given questions.

(3) Media
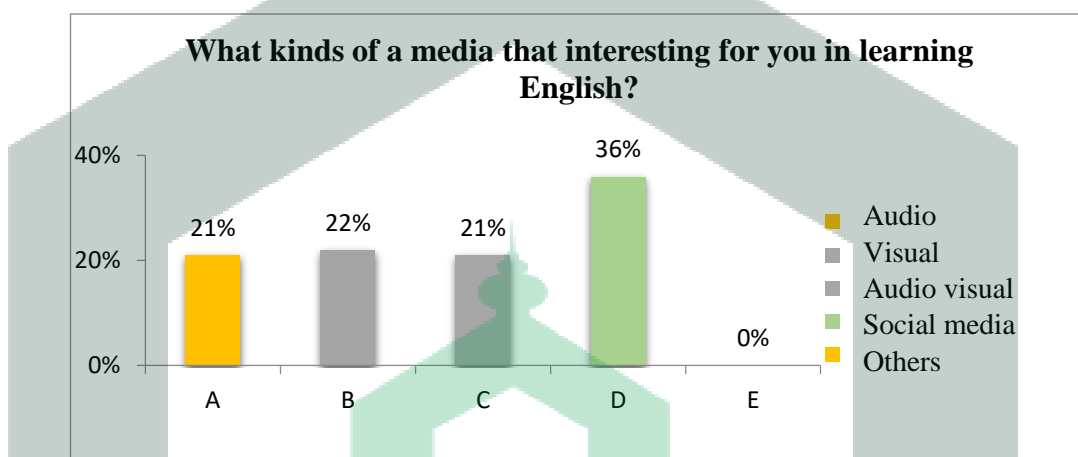
Chart 4. 20 The percentage of the students' preferred media in learning English

The chart above is related to the students' needs in media for learning English. There are five prepared options in the chart. The highest score is on option D (social media), with a 36% score. This is supported by the teacher interview result in observation where it stated that the teacher tends to use social media such as YouTube, WhatsApp, and video in the learning process because the students were familiar with online learning during the pandemic. Besides, it is still used in the teaching and learning process. Moreover, the students' interviews also resulted that the students being familiar with using mobile phones to access any applications related to learning activities.

(4) Setting

Where is the interesting places for you in learning English?
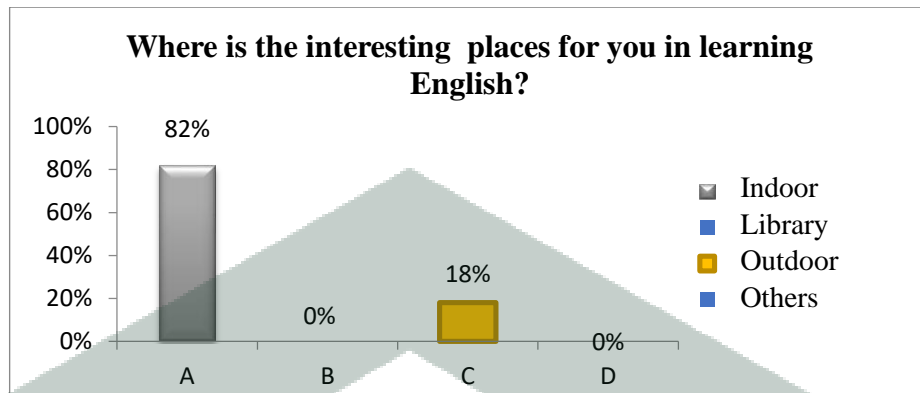
Chart 4. 21 The percentage of the students' preferred place in learning English

The chart results outcomes the students' needs for the place to learn English. The highest score is on option A (Indoor), with an 82% score. It means that the students' would like to have indoor activities.

In learning English, what kinds of way that interesting for you?
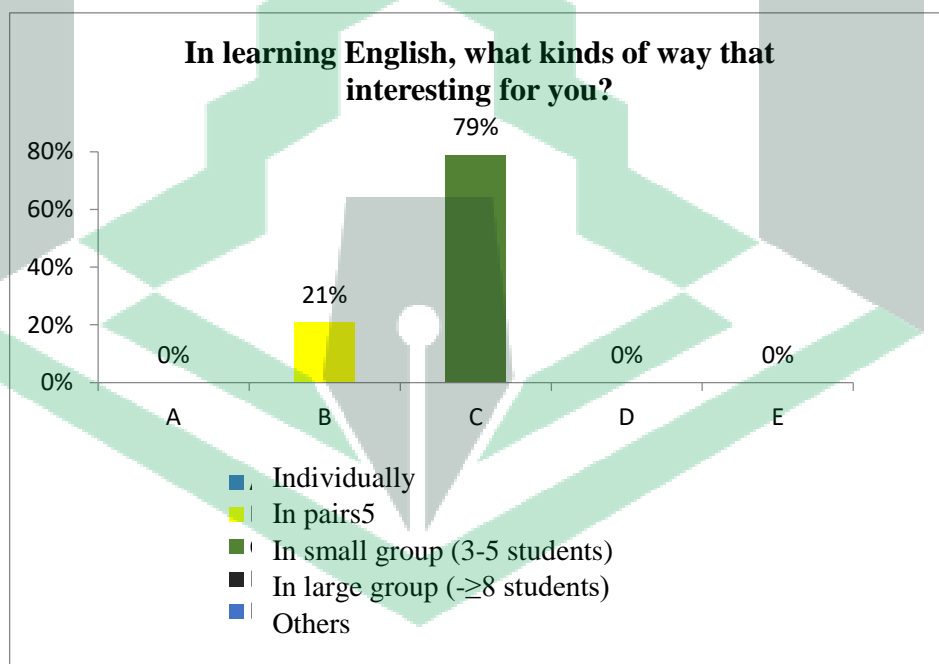
Chart 4. 22 The percentage of the students' preferred task completion

The chart above expresses the students' preference for exercise completion. There are five options given in the chart. The highest score is on

option C (in small groups of 3-5 students) with a 79% score. It means that the students would like to do the exercise in a small group with other students in the class.

(5) Teacher's Role
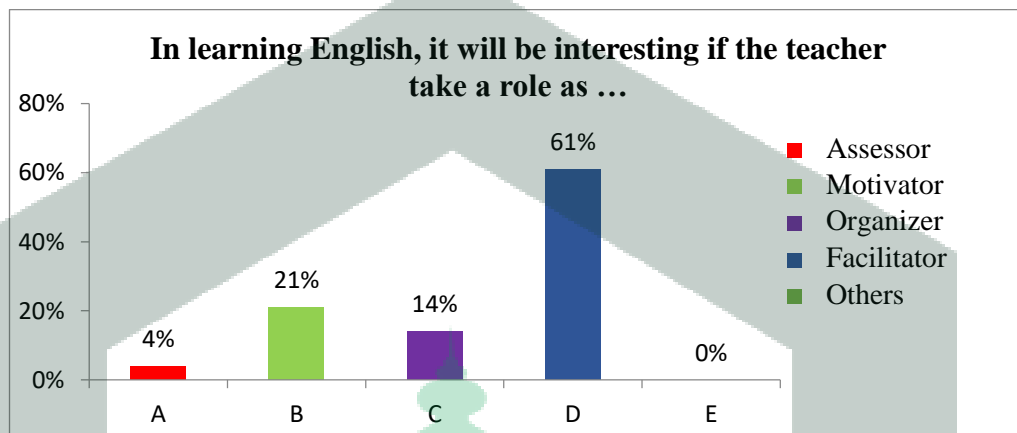
Chart 4. 29 The percentage of the teachers' role

The highest score is on option D (facilitator), with a 61% score. The students' need, in this case, is about the teachers' role in the learning process. It means that the students generally would like the teachers to be a facilitator who gives the facility for students about the given material. This is also supported by the teacher's interview result in observation which stated that the teacher mostly took a role as a facilitator in the teaching and learning process because the students had difficulty learning the material in the textbook. Besides, the teacher also identifies the students' situation to measure the strategy that will utilize in teaching.

(6) Student's Role

In learning process, what roles do you like?

- 61% (A)
- 0% (B)
- 39% (C)
- 0% (D)

■ Actively in participating the learning and teaching time
■ Explaining the lessons given by teacher and follow the directions
■ Utilizing the opportunity and practice at school
■ Others
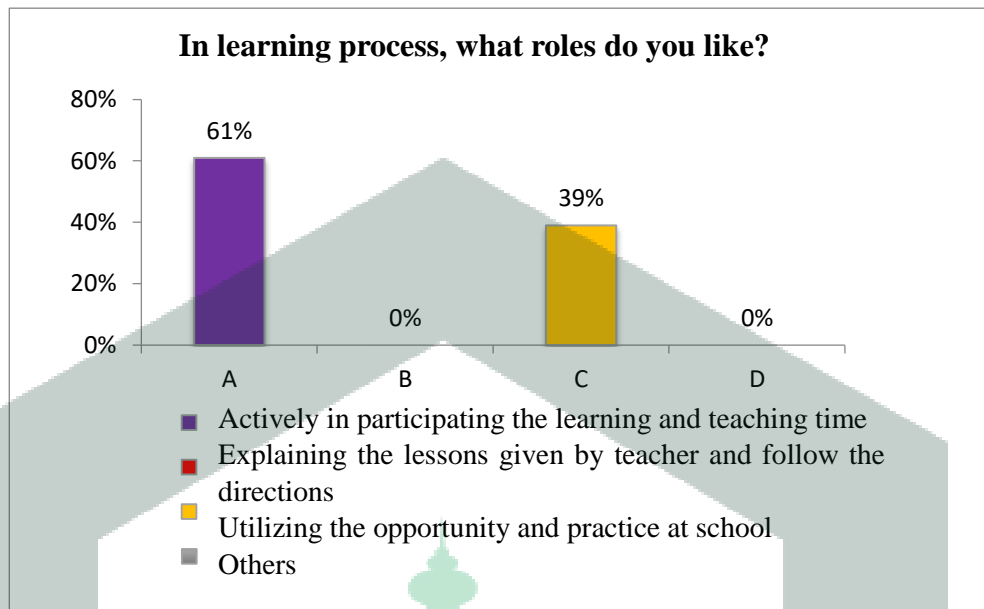
Chart 4. 30 The percentage of the students' role

The provided chart expresses the percentage of students' roles in the learning process. The chart has four options; the highest score is on option A (actively participating in the learning and teaching time), reaching 61%.

2) The Interview Result with the Students of MAN Palopo

The researcher continued collecting the data through interviews. The interview was conducted to support the data from questionnaires. The interview questions are correlated to the questionnaires. There were ten questions in the students' interview by using Bahasa. There were 28 total students involved in the interview. The interview question was already structured before entering the class. The researcher asks the students about each question, and they answer it at once. The interview result concluded that the students need a handbook to help the students understand the material from the textbook because the students only use a textbook in learning English. The students preferred speaking skill as the focus of

the handbook. In addition, the students also stated that Islamic moderation values are needed to be learned. The resulting transcript of the students' interview in the XI MIPA 3 MAN can be seen in the appendix.

b. Designing

1) Designing Speaking Handbook Goal

The speaking handbook is intended for the second-year or eleventh-class students of MAN Palopo. Based on the need analysis and interview results, the researcher formulated the goals of the speaking handbook as follows:

"After learning and using the speaking handbook integrated with Islamic moderation values, the students are expected to be able to improve their speaking skill, help the students understand the material in the textbook, increase students' motivation in learning, know the values of Islamic moderation values and apply the values in their daily life."

2) Designing Learning Objectives

In constructing the learning objectives, the researcher arranged the topics for the speaking handbook by analyzing the need analysis and questionnaire results. Then, the topic corresponds to the syllabus used by the second-year students of MAN Palopo. Four topics are elaborate in the handbook chapters; offers and suggestions, asking and giving opinion, formal invitations, and personal letter. Furthermore, the descriptions of learning objectives from the chosen and arranged topics can be seen in Table 4.4.

No.	Topics	Learning Objectives
1.	**Chapter 1** **How Should I do It?** *(Offers and Suggestions)*	1. Students will be able to express offers and responds appropriately. 2. Students will be able to express suggestions and respond appropriately. 3. Students will be able to use the expressions of offers and suggestions in daily life.
2.	**Chapter 2** **Respect Other Opinion** *(Asking and Giving Opinion)*	1. Students will be able to understand about asking and giving opinion. 2. Students will be able to identify the expressions of asking and giving opinion. 3. Students will be able to use and respond of asking and giving opinion with their friends and teachers.
3.	**Chapter 3** **It's a Great Honour to be Here** *(Formal Invitations)*	1. Students will be able to identify the expressions of formal invitation. 2. Students will be able to make formal invitation. 3. Students will be able to know the way to accept or reject formal invitation. 4. Students will be able to use the expressions of formal invitation.
4.	**Chapter 4** **Hello It's Me** *(Personal Letter)*	1. Students will be able to understand the purpose of the personal letter. 2. Students will be able to know the structure of the personal letter. 3. Students will be able to make the personal letter. 4. Students will be able to express and share their idea in personal letter.

Table 4. 4 The Learning Objectives of the Designing Speaking Handbook

3) Designing Materials and Activities

In designing the materials, the researcher determined the appropriate material for the students. Based on the result of the need analysis and the research limitation, the speaking handbook will consist of four chapters from the highest percentages of students' needs. The title of each chapter are; How Should I do It?, Respect Other Opinions, It's a Great Honor to be Here, and Hello It's Me. The

activities for each chapter are chosen according to the student's knowledge and skills. The researcher prepared several different activities, most involving the students' speaking skills.

Moreover, the researcher also involved the handbook's listening, reading, and writing skills. The percentage was not as much speaking skill as the handbook's focus in elaborating the materials. The other skill is mainly integrated with the activities of the given tasks in the handbook. The researcher tried to make it simple so the students could understand the materials of the handbook. The blue print of the handbook contents that integrated with Islamic moderation values for the second-year students of MAN Palopo can be seen in table below.

No.	Topic	Dimension	Element in Handbook	Objective
1.	How Should I Do It? *(Offers and Suggestions)* *Islamic moderation values: At-Tasamuh (tolerance), Muwathanah (nationalism), Al-I'tidal (fair and proportional).*	Resppect and be brave in speaking English.	Let's Get Ready • motivational quote • tongue twister	• Increase the students motivation in learning and inspire them to enhance the importance of giving offers or suggestions. • Stimulates the students in speaking and increase their confidence.
		Understand of offers and suggestions.	Learning Material	• Giving the summary of the materials about offers and suggestions, complete with some expressions use and example to help the students.
		Supporting the students' comprehension for the materials.	Others Practice Task • Let's Talk • Let's Practice More	• Stimulates the students in speaking in conversation that involve the offers and suggestion in the contents. • Ensuring the students understand the material by providing some practice tasks in pairs, group, or each self. • Giving the understand of the Islamic moderation values indirectly through the content.

		Engaging the students in learning.	Games	• Helping the students not be boring during learning activity and creating fun activity for students.
		Students' feedback.	Learning Journal	• Stimulates the students to give the feedback and emphasize what they have learnt about.
2.	Respect Others Opinion *(Asking and Giving Opinion)* *Islamic moderation values: Al-Ishlah (improvement), Al-Muwathanah (nationalism)* and *At-Tasamuh (tolerance), Asy-Syura (discussion), At-Tasawuth (moderate), Al-La 'Unf (anti-violence).*	Resppect and be brave in speaking English.	Let's Get Ready • motivational quote • tongue twister	• Increase the students' motivation in learning and inspire them to enhance the importance of asking and giving opinion. • Stimulates the students in speaking and increase their confidence.
		Understand of asking and giving opinion.	Learning Material	• Giving the summary of the materials about asking and giving opinion, complete with some expressions use and example to help the students.
		Supporting the students' comprehension for the materials.	Others Practice Task • Let's Talk • Let's Practice More	• Stimulates the students in speaking in conversation that involve asking and giving opinion.in the contents. • Ensuring the students understand the material by providing some practice tasks in pairs, group, or each self. • Giving the understand of the Islamic moderation values indirectly through the content.
		Engaging the students in learning.	Games	• Helping the students not be boring during learning activity and creating fun activity for students.
		Students' feedback.	Learning Journal	• Stimulates the students to give the feedback and emphasize what they have learnt about.
3.	It's a Great Honout to be Here *(Formal Invitation)* *Islamic moderation*	Resppect and be brave in speaking English.	Let's Get Ready • motivational quote • tongue twister	• Increase the students' motivation in learning and inspire them to enhance the importance formal invitation. • Stimulates the students in speaking and increase their confidence.

		values: Al-Ishlah (improvement), Al-Muwathanah (nationalism) and At-Tasamuh (tolerance), Asy-Syura (discussion), At-Tasawuth (moderate), and Al-La 'Unf (anti-violence).	Understand of formal invitation.	Learning Material	• Giving the summary of the materials about formal invitation, complete with some expressions use, the structure and example to help the students.
			Supporting the students' comprehension for the materials.	Others Practice Task • Let's Talk • Let's Practice More	• Stimulates the students in speaking in conversation that involve formal invitation in the contents. • Ensuring the students understand the material by providing some practice tasks in pairs, group, or each self. • Giving the understand of the Islamic moderation values indirectly through the content.
			Engaging the students in learning.	Games	• Helping the students not be boring during learning activity and creating fun activity for students.
			Students' feedback.	Learning Journal	• Stimulates the students to give the feedback and emphasize what they learnt about have.
4.	Hello It's Me (Personal Letter) Islamic moderation values: I'tibar al-'Urf (culture-friendly) and At-Tasamuh (tolerance).		Resppect and be brave in speaking English.	Let's Get Ready • motivational quote tongue twister	• Increase the students' motivation in learning and inspire them to enhance the importance formal invitation. Stimulates the students in speaking and increase their confidence.
			Understand of personal letter.	Learning Material	• Giving the summary of the materials about formal invitation, complete with some expressions use, the structure and example to help the students.
			Supporting the students' comprehension for the materials.	Others Practice Task • Let's Talk • Let's Practice More	• Stimulates the students in speaking in conversation that involve formal invitation in the contents. • Ensuring the students understand the material by providing some practice tasks in pairs, group, or each self. • Giving the understand of the Islamic moderation values

| | | Engaging the students in learning. | Games | • Helping the students not be boring during learning activity and creating fun activity for students. |
| | | Students' feedback. | Learning Journal | • Stimulates the students to give the feedback and emphasize what they have learnt about. |

Table 4.5 The blue print of Handboook Material

c. Developing

In the developing phase, the designing blue print of handbook is develop as follows:

1) The First Draft of the Speaking Handbook

The researcher developed the handbook by adopting TBLT (Task-Based Language Teaching) composed by David Nunan (2004). The TBLT is divided into three parts; the pre-task, task cycle, and language focus & feedback. Furthermore, there are ten tasks for each chapter, and those chapters are integrated with six steps involved the tasks those are (a) Let's Get Ready, (b) Learning Material, (c) Let's Talk, (d) Let's Practice More, (e) Games, and (f) Learning Journal. The explanation of these six steps can is presented in the following explanation.

a) Let's Get Ready

This part is the beginning activity in the speaking handbook. This part contains a quote, the students' motivational quote and a tongue twister. These expected activities can help the students improve their enthusiasm and motivation

to learn. This part can be the brainstorming for the students before coming to the specific material that would be studied.

b) Learning Material

The learning material aims to define the material that will be learned. Besides, it supports the example and the expressions that correlate to the material.

c) Let's Talk

This part focuses on students speaking activities that probably let the students practice speaking loudly by performing in front of the class or through a video uploaded on social media.

d) Let's Practice More

This phase is prepared for students to practice more. It aims that the students will be fully active in speaking.

e) Games

This section provides the students with a game, and they perhaps play the game to create a fun situation or atmosphere. So, the learning process will not be boring and too monotonous.

f) Learning Journal

Here, the students can reflect on what they have learned from the material chapter. Each chapter consists of a learning journal with the same goals for the student's reflection.

Furthermore, the result of developing chapters can be seen in Table 4.8, Table 4.9, Table 4.8, and Table 4.9.

CHAPTER 1. How should I do it?

The chapter encourages the students to learn about offers and suggestions. There are ten tasks provided in this chapter. The learning objectives are:

1. Students will be able to express offers and responds appropriately.
2. Students will be able to express suggestions and respond appropriately.
3. Students will be able to use the expressions of offers and suggestions in daily life.

Islamic Moderation Values:
At-Tasamuh (tolerance), Muwathanah (nationalism), Al-I'tidal (fair and proportional).

Let's Get Rady	*Let's get ready* part can be said as the brainstorming before getting the main of material composed in this chapter. This part is about a quote and tongue twister.	
	Quote	Description: This quote is about a friend who advises his/her friend's faults. The quote leads the students to be motivated to start learning; where this quote is from Ali ibn Abi Thalib (Islamic figure). This is also expected that students will be interested to know the Islamic figure.
	Task 1	Instruction: *Please write your motivational quote in the box below.* Description: This task requires the students to write their own motivational quote to reflect the quote that was given before, or they may write their favourite quote from figures.
	Task 2	Instruction: *Practice the following tongue twister below, then say it slowly to fast.* Description: This task is about a tongue twister. The students will practice by listening to their teacher and can also learn how to pronounce through video, which can be accessed by scanning the QR code.
	Learning Material part includes the focus material consisting of explanation, examples, and some expressions related to offers and suggestions.	
	Task 3	Instruction: *Study the explanation about the following material of offer and suggestion.* Description: This part aims to guide the students to learn the explanation of

		offers and suggestions.
Learning Material	Task 4	Instruction: *Study the following expressions below. You may pronounce together with your friends.* Description: This task obtains to guide the students in learning the expression related to offers and suggestions, those expressions of making offers, accepting offers, declining offers, asking for suggestions, giving suggestions, accepting suggestions, and declining suggestions.
	Task 5	Instruction: *Write down your suggestion for the situation below. You may tell your result in front of the class.* Description: This part consists of three numbers of statements about some situations in which students should give their suggestions of given situations.
	Task 6	Instruction: *In pairs, match the following pictures with the appropriate of offers and suggestions sentence. You may come forward and present your answer.* Description: The task includes four pictures. The students need to match the picture with appropriate statements. The pictures are about (1) not throwing rubbish everywhere, (2) not doing riot among students, (3) offering to give a cup water, (4) offering to give money. This part contains Islamic moderation values; *Al-Ishlah (improvement), Al-La 'Unf (anti-violence), and Al-Muwathanah (nationalism)*
	Task 7	Instruction: *There are some pictures below. Pay attention to the descriptions. Then, give your appropriate offers and suggestions. You may come forward and present our answer.* Description: The task aims to increase the students' ability to give offers and suggestions by seeing the provided pictures where it is about (1) not being lazy to study, (2) not cheating, and (3) not breaking the rules. These contain Islamic moderation values; *At-Tasamuh (tolerance).*

Let's Talk	*Let's Talk* aims to guide the students in speaking focus.	
	Task 8	Instruction: *In pairs, you may practice the following conversation in front of the class.* Description: In this task, students will perform speaking practice by the provided conversation. The conversation is about caring for people who are attacked by the disaster. The Islamic moderation values; *Muwathanah (nationalism)* and *At-Tasamuh (tolerance),*
	Task 9	Instruction: *In pairs, write down the answer of the following question regarding on the previous conversation. You may tell your answer to others pairs.* Description: In this task, the students must write their answers to the given question related to task 8. This is expected to increase the students' sensitiveness of nationalism by helping others and tolerance by accepting other suggestions.
Let's Practice More	*Let's Practice More* gains to practice more to enhance the ability of material in the book chapter.	
	Task 10	Instruction: *Now, you will work in small group 3-5 students. Discuss the problem below. Make the accepting and declining suggestions, then decide the best solution for each problem. Present the solution of the problems in front of the class.* Description: In this task, the students will enter the group to complete the task. They presented four statements of problem where they should find the best solution for each statement. Besides, they also should choose one statement of the problem and make a conversation containing offers and suggestions. This task is expected to increase the students' ability to solve the problems fairly or adapt the values of *Al-I'tidal (fair and proportional).*

Table 4. 6 Task Description of Chapter 1.

CHAPTER 2. Respect Other Opinions.		
The chapter encourages the students to learn about asking and giving opinion. There are ten tasks provided in this chapter. The learning objectives are:		
1. Students will be able to understand about asking and giving opinion.		
2. Students will be able to identify the expressions of asking and giving opinion		
3. Students will be able to use and respond of asking and giving opinion with their friends and teachers		
Islamic Moderation Values: *Al-Ishlah (improvement), Al-Muwathanah (nationalism)* and *At-Tasamuh (tolerance), Asy-Syura (discussion), At-Tasawuth (moderate), and Al-La 'Unf (anti-violence).*		
Let's Get Rady	*Let's get ready* aims to brainstorm before letting the students with the core of the material in chapter 2. This part consists of a quote and tongue twister.	
	Quote	Description: The quote in this chapter is from a hadith; HR. Muslim 1893. The quote talk about someone who guides other in the goodness, he/she will get the same beneficial/ rewards from God. This part of quote expected that students will know the hadith of Islam. This quote tends to increase students' motivation to learn.
	Task 1	Instruction: *Please write your motivational quote in the box below.* Description: This task leads the students to write their own or favorite motivational quote like in the previous quote.
	Task 2	Instruction: *Practice the following tongue twister below, then say it slowly to fast.* Description: This part contains a tongue twister. The teacher will guide students on how to pronounce the words or might watch the video in the QR code.
Learning Material	*Learning Material* is conducted by explaining asking and giving opinions, following with the example and several expressions of asking and giving opinion.	
	Task 3	Instruction: *Study the following explanation about asking and giving opinion.* Description: In this part, there are some explanations of the core material.
	Task 4	Instruction: *Study the following expressions below. You may pronounce together with your friends.* Description:

		In this part, students are provided with expressions related to asking and giving opinions.
	Task 5	Instruction: *Understand the following dialogue. Then, identify each sentence which consists of asking and giving opinion expressions. You may practice the conversation with your friends.* Description: In this part, students will learn about the given conversation, and then they should identify the sentence which contains asking and giving opinion. The students also can practice conversation with their friends. The conversation is about caring for a friend who gets an accident. This content contains *Al-Muwathanah (nationalism).*
	Task 6	Instruction: *Pay attention to the previous conversation. Give a mark (✔) to the column whether the statement is correct or incorrect. You may tell your answer in front of the class.* Description: In this task, it correlates to task 5. The students were provided with correct and incorrect statements where they should identify which one is correct and incorrect by giving marks in the column.
	Task 7	Instruction: *In pairs, discuss the picture below and give your opinion about the conditions. You may tell your opinion to your friends and let them tell you their opinion.* Description: Students will do the task with their partner and discuss three provided pictures in this task. Then they will give their opinion on each picture with their partner. The pictures are about; (1) students who leave the class by passing the gate, (2) students who join the demonstration, and (3) students who are standing while eating the food. These pictures hopefully can reach the students understanding of the values of *Al-Ishlah (improvement)* to wrong behaviors or habits such as; absence from class and eating while standing.

Let's Talk	*Let's Talk* gains the students more to a speaking activity	
	Task 8	Instruction: *In pairs, practice the following conversation in front of the class.* Description: In this task, the students will practice the conversation with their partners in front of the class. The conversation is about giving extra-time of holiday and closing the course for the Christian mentors. This conversation contains the value of *Al-Muwathanah (nationalism)* and *At-Tasamuh (tolerance)*.
	Task 9	Instruction: *You may work in the group. Take one of the following topics of situations and write down the problems regarding the topic. Then present the result of your group to other groups. Next, the teacher will let another group deliver their opinion on whether they agree or disagree about the topic.* Description: This activitydiscussion in a group and among groups. In this task, the students need to identify the topic's problem, give their opinion on whether they agree or disagree with the topic, and listen to another group's opinion. The students will work in small groups. This task will increase students' relationships with other students and try to listen to and respect other opinions. This task expected can give the points of *Asy-Syura (discussion)* and *at-Tasawuth (moderate)*.
Let's Practice More	*Let's Practice More* guides the student to practice more in increasing their ability in speaking.	
	Task 10	Instruction: *Please do a role play. Make a group and choose one of the following situations. Arrange a dialogue based on the situation using appropriate asking and giving opinion expressions. You may perform the dialogue in front of the class.* Description: In this task, the students will do a role play with their group members. Some situations are prepared in the box with some characters that will be involved in the role play. Before that, the students will make dialogue referring to the box they get and act in front of the class. This activity is expected to build students' relationships with one another. This is supposed the value of *Al-La 'Unf (anti-violence)*.

Table 4. 7 Task Description of Chapter 2

CHAPTER 3. It's a Great Honour to be Here

The chapter encourages the students in learning about formal invitation. There are ten tasks provided in this chapter. The learning objectives are:
1. Students will be able to identify the expressions of formal invitation.
2. Students will be able to make formal invitation.
3. Students will be able to know the way to accept or reject formal invitation.
4. Students will be able to use the expressions of formal invitation.

Islamic Moderation Values:
I'tibar al-'Urf (culture-friendly), At-Tasamuh (tolerance), Al-Muwathanah (nationalism)

Let's Get Rady		
	Let's get ready is designed as the beginning part, in this case as a brainstorming before the students come to the main point about the formal invitation.	
	Quote	Description: The quote in this chapter is from a hadith; H.R. Bukhari;1164. It is about five rights of Muslims, one of which is to accept an invitation. Indirectly, this quote correlates to the material in this chapter. This quote also corresponds to the value of *I'tibar al-'Urf (culture-friendly)*.
	Task 1	Instruction: *Please write your motivational quote in the box below.* Description: In this task, the students need to write their motivational quote. They can make it or take a favourite from their idol, the internet, etc.
	Task 2	Instruction: *Practice the following tongue twister below, then say it slowly to fast.* Description: In this task, the student is prepared with a tongue twister, and they may pronounce it together. The students can learn how to pronounce the words by watching the video in QR code, or they can listen to the teacher pronounce the words.
	Learning Material is set by the core material of this chapter, which is formal invitation. It consists of explanation and some expression relies on the material and the structure.	
	Task 3	Instruction: *Pay attention to your teacher's explanation of the following material. Then, study the expressions of a formal invitation. You may ask your teacher if there is something you do not understand.*

Learning Material		Description: In this task, the students are prepared with the explanation of formal invitation. Next, the are some expressions of making the invitation, accepting the invitation, and declining the invitation. Furthermore, there is an explanation of the structure of formal invitation, following the example.
	Task 4	Instruction: *Pay attention to the following pictures below and write down what the pictures are about. You may tell your answer to others pairs.* Description: In this task, the students need to observe three pictures and mention what the pictures represent. The picture is about kinds of formal invitations; *Walimatul Urs* or wedding invitation, graduation invitation, and Aqiqah invitation. These are very famous in our culture, especially for Muslims, this is also correlated to the value of *I'tibar al-'Urf (culture-friendly).*
	Task 5	Instruction: *In pairs, do the interview below in front of the class. Each student may pay attention to all the pairs that present their interview.* Description: In this task, the students will present an interview activity in front of the class while other students need to pay attention.
	Task 6	Instruction: *Each student summarizes all the students' answers to the interview in the previous task. Write it down on a piece of paper. Then, you may present your result in front of the class. .* Description: In this task, the students will summarize the result of interviews with other pairs. They should write their summary on paper and collect the result to the teacher. As the highlight, the students may do it by himself/herself or they should be honest in writing their summary without cheating others.
	Task 7	Instruction: *Read the following invitation card. After that, answer the questions. Then, you may tell your answer in front of the class.* Description: In this task, the students analyse the invitation card. Several questions need to be answered by the students. The answer can be found by identifying the invitation card. Furthermore, each student will tell the class about their answer.

Let's Talk	*Let's Talk* aims to guide the students in improving their speaking skill.	
	Task 8	Instruction: *In the group, understand the following conversation and listen carefully to your teacher pronounce the words. Then, each group should deliver the moral value from the conversation below and tell their result in front of the class.* Description: In this task, the students are in the group and should make the moral value from the conversation. The conversation is about the event of a comparative study held by a Christian school that invited the Islamic school. This task is expected to demonstrate the value of *At-Tasamuh (tolerance)* and *Al-Muwathanah (nationalism)* by respecting other religions and courtesy of one another.
	Task 9	Instruction: *Pay attention to the previous task. You should summarize all the moral values of other groups during the conversation. Then, make a short video of your conclusion, you may upload your video on your social media and your classmate and teacher will give their comment.* Description: This task is correlated to the previous task (Task 8). The task requires the students to work in a group to make a video containing the conclusion of each group's moral values.
Let's Practice More	*Let's Practice More* gains to enhance their speaking skill by making videos relies on the material of this chapter.	
	Task 10	Instruction: *Work in a group. Make three formal invitation cards. Each group may choose three of the topics below. Each group will present through video making, then upload it to YouTube and put the link in the column.* Description: In this task, the students will do a project in a group. The group of students needed to choose three prepared topics and make three invitation cards regarding the topic. Each group will present their result in a video and upload it on YouTube.

Table 4. 7 Task Description of Chapter 3

CHAPTER 4. Hello It's Me		
The chapter encourages the students in learning personal letter. There are ten task provided in this chapter. The learning objectives are: 1. Students will be able to understand the purpose of the personal letter. 2. Students will be able to know the structure of the personal letter. 3. Students will be able to make the personal letter. 4. Students will be able to express and share their idea in personal letter.		
Islamic Moderation Values: *I'tibar al- 'Urf (culture-friendly)* and *At-Tasamuh (tolerance).*		
Let's Get Rady		*Let's Get Ready* focuses on creating the students' attention at the beginning of the chapter. It consists of a quote and a tongue twister.
	Quote	Description: The quote in this chapter is cited from the Holy Qur'an; Q.S An-Nisa: 36.
	Task 1	Instruction: *Please write your motivational quote in the box below.* Description: This task requires the student to write their motivational quote in the column. This task expected students could be more motivated in learning.
	Task 2	Instruction: *Practice the following tongue twister below, then say it slowly to fast.* Description: In this task, the students will pronounce a tongue twister. They can scan the QR code to watch the video about how to pronounce the tongue twister.
Learning Material		*Learning Material* gains the students in core of material that explain in this chapter.
	Task 3	Instruction: *Pay attention to your teacher's explanation of the following material. Listen carefully, you may ask the teacher if you do not understand.* Description: In this task, the students will learn about the material of personal letter. It contains the explanation and the example.
	Task 4	Instruction: *Practice the following expressions. Let your teacher pronounce it first. Then, you may repeat it.*

		Description:
		In this task, the students will learn the expressions used in this material. They are; expressions in starting and closing the letter.
	Task 5	Instruction:
		In pairs. You may interview your partner by the question below. Then, act in front of the class. Let your classmate and teacher give their comment.
		Description:
		In this task, the students are paired and do the interview with their partners in front of the class. Meanwhile, other students will give their comments.
	Task 6	Instruction:
		Work in group. Each group chooses one topic from the following topic of a personal letter. Make a personal letter, then identify the structure and present the result in front of the class.
		Description:
		In this task, the students work in a small group. Each group will get one topic, and then the group should make a personal letter relies on the topic. At last, they will present the result in front of the class. There are some topics provided in this task. The topics are about apologizing letter for teacher, asking about the condition to family, congratulation of graduation letter, apologizing letter for teacher, and inform the condition, in conclusion, it can be said that the letter is to ensure keep in touch with one another. The topic contains the value of *Al-Muwathanah (nationalism).*
	Task 7	Instruction:
		Make your own personal letter. Write it down in your book. Do it by yourself and give the teacher. Let the teacher correct your letter.
		Description:
		In this task, the students will make a personal letter of their own, then collect the result to the teacher. The teacher will give corrections of their letter.
	Let's Talk guides the students in increasing the speaking activity.	
	Task 8	Instruction:
		Pay attention to the previous task. After getting the correction of your letter, design it as creative as you can, print out the letter, and put it in an envelope like you make a real letter for someone. Then, present your result through video and post it on social

Let's Talk		*media. Do not forget to tag your teacher and classmate. You may put the link to your video in the column below.* Description: In this task, the students will do a project correlated to the previous task (Task 7). The students will design the corrected letter like making an actual personal letter for someone, complete by entering the letter into an envelope. Lastly, the student should present their result by making a video and posting it on social media, and they may put the link in the column. Furthermore, the post on social media should give the tag for the teacher and other classmates.
	Task 9	Instruction: *Translate the following personal letter into your own local language. Collect your result to your teacher.* Description: In this task, the students will translate the provided letter into their local language, such as Java, Bugis, etc. The teacher will collect the result. This task expected the students could keep the cultural heritage in the form of the local language and respect other cultures. This task corresponds to the value of *I'tibar al-'Urf (culture-friendly)* and *At-Tasamuh (tolerance).*
Let's Practice More	*Let's Practice More* gains the students to practice more in increasing the knowledge and ability of the material chapter.	
	Task 10	Instruction: *Pay attention to the task above. Pease come forward one by one. Then, take one of handing paper. Read loudly in front of the class. Let your classmate and teacher give for correction and teach the way to pronounce the local language that you get.* Description: This task still relies on Task 9, where each student will come forward and take one paper that was collected to the teacher in the previous task. The student will read the trans literacy of letters in the local language. The teacher and other students will give corrections. This task aims to increase the student's knowledge of another local language. At least they know what it sounds look like. That way will build up the students' nationalism.

Table 4. 8 Task Description of Chapter 4

2) The Result of Experts' Validation

The researcher asked three experts to validate the speaking handbook they are Rahmawati, S.S as the material expert also as the English teacher of XI MIPA 3 of MAN Palopo, Mustika, S.Pd., M.Pd as the language expert, and Dr. Masruddin, S.S., M.Hum as the design and layout expert. Therefore, the expert recapitulation result is presented as follows:

No.	Indicators	Average Score	Categories	Expertise Suggestion
A. **Content**				
1.	The scope speaking handbook materials is appropriate with the needs of students of XI class MAN Palopo.	4,0	Excellent	It can use without a revision
2.	The depth of the speaking handbook material is adequate.	3,7	Excellent	It can be used with a little bit of revision
3.	The originality of the speaking handbook materials is adequate.	4,0	Excellent	It can use without a revision
4.	The speaking handbook materials consist of Islamic moderation values.	4,0	Excellent	It can use without a revision
5.	The latest issues in the speaking handbook are interesting.	3,7	Excellent	It can be used with a little bit of revision
B. Activity				
6.	Activities in each task involve a lot of students.	4,0	Excellent	It can use without a revision
7.	Activities in tasks are various.	4,0	Excellent	It can use without a revision
8.	Activities in tasks are appropriate to the topic.	3,7	Excellent	It can be used with a little bit

No.	Statement	Score	Category	Conclusion
				of revision
9.	Activities in tasks are interesting.	**4,0**	**Excellent**	**It can use without a revision**
10.	Activities in tasks can motivate students to learn English.	**4,0**	**Excellent**	**It can use without a revision**
11.	Activities in tasks help the students in understanding the material.	**3,7**	**Excellent**	**It can be used with a little bit of revision**
12.	The activities involve students working individually, in pairs, or in groups.	**4,0**	**Excellent**	**It can use without a revision**
13.	Activities in tasks are organized from easy to difficult level.	**4,0**	**Excellent**	**It can use without a revision**
14.	Activities in tasks are useful in students' real life.	**3,7**	**Excellent**	**It can be used with a little bit of revision**
C.	**Input**			
15.	The instruction in each task are easy to understand.	**4,0**	**Excellent**	**It can use without a revision**
16.	The materials input in the form of text and images are relevant.	**4,0**	**Excellent**	**It can use without a revision**
17.	The materials input in the form of text and images are appropriate to the students' ability.	**4,0**	**Excellent**	**It can use without a revision**
18.	The materials input in the form of text and images are interested.	**3,7**	**Excellent**	**It can be used with a little bit of revision**
19.	Material input includes the correct language structure.	**4,0**	**Excellent**	**It can use without a revision**
20.	Material input can enrich the students' insight.	**4,0**	**Excellent**	**It can use without a revision**
21.	Material input can enrich the students' vocabulary.	**4,0**	**Excellent**	**It can use without a revision**
22.	Material input help students in the language.	**4,0**	**Excellent**	**It can use without a**

No.	Statement	Score	Category	Note
				revision
23.	Input and task are balanced.	**4,0**	**Excellent**	**It can use without a revision**
24.	The chosen topics correspond to the characteristics of the students.	**3,7**	**Excellent**	**It can be used with a little bit of revision**
25.	The chosen topics consist of Islamic moderation values.	**4,0**	**Excellent**	**It can use without a revision**
D. Language				
26.	The language use in the speaking handbook is in accordance with students' ability.	**3,7**	**Excellent**	**Add the phonetics symbol**
27.	The language presented in the speaking handbook is comprehensive and corresponds to the student's cognitive development level.	**4,0**	**Excellent**	**It can use without a revision**
28.	The expressions used in the speaking handbook correspond to the correct grammar.	**4,0**	**Excellent**	**It can use without a revision**
29.	The language presented in the speaking handbook is easy to understand.	**3,3**	**Good**	**It can be used with a little bit of revision**
E. Design and layout				
30.	The material choices are clear.	**4,0**	**Excellent**	**It can use without a revision**
31.	The display of the contents is interesting.	**3,7**	**Excellent**	**Revise the cover by changing the color**
32.	The font size is appropriate.	**4,0**	**Excellent**	**It can use without a revision**
33.	The space size is appropriate.	**4,0**	**Excellent**	**It can use without a revision**
34.	Appropriate spacing.	**4,0**	**Excellent**	**It can use without a revision**

35.	Proper use of punctuation.	**3,7**	**Excellent**	**It can be used with a little bit of revision**

F. General Evaluation

36.	Systematic presentation.	**4,0**	**Excellent**	**It can use without a revision**
37.	The entire material is appropriate for the students' language skill.	**4,0**	**Excellent**	**It can use without a revision**
38.	The entire units consist of Islamic moderation values.	**4,0**	**Excellent**	**It can use without a revision**
39.	The assessment is in accordance with the input given.	**3,7**	**Excellent**	**It can be used with a little bit of revision**
	Total score	**148**		

Table 4. 10 The Recapitulations of Experts' Validation Result

Reverse to the data, the mean score (M) of the experts' validation is presented as follows:

$$M = \frac{B}{N} = \frac{148}{39} = 3,80$$

Reverse to the mean, the percentage of the experts' validation is presented as follows:

$$x = \frac{3,80}{4} \times 100\% = 95\%$$

The calculation result shows that the mean validation score is 3,80 with the 95% of percentages, and it is qualified as "excellent." The experts' judgment result summarized that the product could be used with a little revision.

3) The Revision Draft of the Speaking Handbook

After conducting the experts' validation, the researcher obtained some given revisions from the experts. The revisions aimed to increase the design draft of the speaking handbook. Furthermore, the experts' corrections are presented as follows:

a) Design and Layout

As the expert validator for design and layout, Dr. Masruddin, S.S., M.Hum said that the overall design product is good and interesting for the students. Still, the cover looks too formal, so it might be changed to make it more attractive for students.

b) Language

Mustika, S.Pd., M.Pd., the language expert, said that some tasks use incorrect grammar and punctuation. The words used should be considered easy to understand by the students. The researcher also should be careful in choosing the word or content related to Islamic moderation values.

c) Material

The material expert, Rahmawati, S.S, said that the speaking handbook corresponds to and engages the student's ability. It is also appropriate to the curriculum at school.

d. Implementation

In this section, the product that has been revised was carried to the students through a limited try-out in two days. The time limit for each meeting was 45 minutes because it was not time for the learning process, but it was the

time of the remedial schedule after joining the semester exam. The schedule of try out can be seen as follows:

Meeting	Date & Time	Chapter	Task
1	Friday, June 10th 2022	1	Task 1
			Task 2
		2	Task 6
			Task 8
2	Saturday, June 11th 2022	3	Task 2
			Task 4
		4	Task 4
			Task 5

Table 4. 10 The Try-out Schedule

The researcher sent the speaking handbook accessed file through the WhatsApp group when implementing the product. The try-out was held for the XI MIPA 3 class of MAN Palopo, which consisted of 28 students. Besides implementing the task of speaking handbook, the researcher also explained the instruction, how to scan QR codes, how to put and make the link, and how to create the students' vocabulary list on the last page of the product.

e. Evaluation

The evaluation part is necessary for designing a better product. Therefore, the researcher distributed the questionnaires for the students to know the product's effectiveness. Before that, students already asked three experts to evaluate the product, as seen in Table 4.5. Therefore, the researcher has spread the questionnaires of students' perceptions to 28 students through the Google form. The result of students' perception recapitulation can be seen as follows:

No.	Statements	Average Score	Categories
1.	The material presented is suitable with students' ability.	3,9	Excellent
2.	The material is in accordance with te needs of the class XI of MAN Palopo.	3,7	Excellent
3.	The material presented can improve the speaking ability of the class XI of MAN Palopo.	3,8	Excellent
4.	The overall materials input are various.	3,7	Excellent
5.	The material input is interesting and understandable.	3,8	Excellent
6.	The topic of material input has been in accordance with the needs of students.	3,8	Excellent
7.	The topic of material input consists of Islamic moderation values.	3,9	Excellent
8.	Tasks and instructions input given is clear and has been in accordance with the needs of students XI class of MAN Palopo.	3,8	Excellent
9.	Activitie in the whole chapter are various.	3,7	Excellent
10.	Tasks input include individual, paired, and group exercise.	3,8	Excellent
	Total Score	37,9	

Table 4. 12 Recapitulations of Students' Perceptions

Reverse to the data, the mean score (M) of students' perception is presented as follows:

$$M = \frac{B}{N} = \frac{37,9}{10} = 3,79$$

The researcher calculates the total percentage of students' perceptions as follows:

$$x = \frac{3,79}{4} \times 100\% = 94,75\%$$

The score of students' perceptions was 94,75% and qualified as "excellent." The result indicated that the speaking handbook could be used without revision. It can be said that the product is appropriate for the second-year students of MAN Palopo.

Moreover, by evaluating the given inside from the experts before, the researcher has done several changes to the product draft, and the elaborated suggestion such as the cover color, the selection words in the content, the topic discussion of the task, and other additional things that should be entered in the new draft has finished before presenting the product for the try-out. Here, the look of several drafts renewed by the researcher for the speaking handbook in the form of before and after editing and some additional suggestion contents are presented as follows:

Before	After

Before	After

Additional Content   Additional Content

B. Discussion

The second-year students of MAN Palopo a handbook to support their learning process because they only had a textbook as the source of materials. It indicated that the textbook is difficult to understand, so the students should be facilitated with the appropriate product. The product was arranged according to the student's target and learning needs which could be analyzed in need analysis. The need analysis result assumed that speaking was the appropriate handbook for the students. Furthermore, the researcher designed an adequate handbook for the students. Besides, the Islamic students need to know the Islamic moderation values, which correlate to the situation of a pluralistic society in Indonesia. The researcher realized it could be beneficial for the students. Therefore, this research conducted a handbook entitled *"Speaking Handbook Integrated with Islamic Moderation Values for the Second* Year *Students of MAN Palopo."*

The researcher adopted an ADDIE (analysis, design, development, implementation, and evaluation) design model in arranging the handbook.[37] The researcher also used David Nunan's theory of TBLT (Task-Based Language Teaching) approach in developing the product.[38] Enhana Tarbiatunnisa (2021) also utilized this ADDIE model in the previous research entitled *Developing Basic English Module for the English Club Program at Senior High School of Modern Islamic Boarding School Datok Sulaiman Putri Palopo*. The result was classified as an excellent module where it deserved a 93% score collected from students' perceptions.[39] Besides that, the product implemented TBLT to develop the speaking module by phasing the analysis, design, development, implementation, and evaluation. The correlation of the previous research with this research was (1) The product's model design, (2) The method, (3) The chosen English skills that were developed for the product focus (speaking skill), and (4) The schools are Islamic school. Enhana's research differed from the present research; (1) The subject was the English club students. Meanwhile, this research leads to general students at the second-year or eleventh-grade students, (2) The product was a basic speaking module, while this research is a speaking handbook integrated with Islamic moderation values.

Meanwhile, another study from Batari A.S (2021) entitled Designing Speaking Handbook for Students in the Eleventh Grade of SMAN 2 Palopo

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[37] Robert Maribe Branch, *Instructional Design: The ADDIE Approach* (New York: Springer US, 2009), doi:https://doi.org/10.1007/978-0-387-09506-6.

[38] David Nunan, *Task-Based Language Teaching*, *Task-Based Language Teaching*, 1st ed. (Cambridge: Cambridge University Press, 2004), doi:10.1017/cbo9780511667336.

[39] Enhana Tarbiatunnisa, "Developing Basic English Speaking Module for the English Club Program At Senior High School of Modern Islamic Boarding School Datok Sulaiman Putri Palopo," *Thesis* (IAIN Palopo, 2021).

resulted in a speaking handbook while the handbook was categorized as "excellent" with a 97,75% result score for teacher perception. The research applied a 4D model inhere with four sections: Define, Design, Develop, and Disseminate. There were several parallelisms with this research those are (1) The product was a handbook concerned with speaking skill, (2) The research applied TBLT (Task-Based Language Teaching) to the product development, and (3) The grade of students from both were the second-year or eleventh-grade students. Moreover, there was some distinctiveness, those were (1) The research only resulted a speaking handbook while this research consequence a speaking handbook with Islamic moderation values in the content, (2) The subject was referred to as general high school students while the present research was Islamic senior high school students., (3) The designing model was the 4D model and the current research was utilized ADDIE model. [40]

Furthermore, a research from Husnaini (2022) entitled *Development of Self Esteem-Oriented Micro Teaching Materials for IAIN Palopo English Education Students* resulted a microteaching module which based on self-esteem. The module examined as "very good" category with 95% score. The module developed with ADDIE model. However, there were some differences with the current research, those were; 1) the subject of the research was the 5th semester students of Islamic higher education, and the present research subject was Islamic senior high school students, 2) the previous research product was module and this research was speaking handbook. The similarities were; 1) the previous and

[40] Batari As, "Designing Speaking Handbook for Students In The Eleventh-Grade of SMAN 2 Palopo" (IAIN PALOPO, 2021).

current research was research and development, 2) bot research utilized ADDIE model.[41]

As explained in the research design that the research applied ADDIE (analysis, design, development, implementation, and evaluation) and integrated the Islamic moderation values in the speaking, the research started by analyzing the result of interview questionnaires through the instrument of the research. The need analysis implemented the principle of *Target needs,* and *Learning* needs composed by Hutchinson and Waters (1987), which consist of three components: *necessities, lacks* and *wants*.[42] Before doing the analysis, the researcher conducted observation following teacher interview at the beginning of the research. Getting the result of the questionnaire, the researcher analyzed it and then determined what should the product's title, topic, learning objectives, and other contents. This is supposed to find out students' abilities and problems in learning. The need analysis resulted in students wanting the speaking skill as the focus of the product, so the product was decided to be a speaking handbook integrated with Islamic moderation values. The result correlates to the teacher's speculation in the interview that the students prefer speaking over other skills developed in the handbook.

The data reached from the analysis section would process in the second section; designing. The researcher determined the product's title, the cover's color, and the handbook's components. The product assured four chapters. The chapter

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[41] Husnaini, "Development of Self Esteem-Oriented Micro Teaching Materials for IAIN Palopo English Education Students," *IDEAS Journal of Language Teaching and Learning, Linguistics and Literature* 10 (2022): 538–60, doi:10.24256/ideas.v10i1.2408.

[42] Hutchinson and Waters, *English for Specific Purposes: A Learning-Centred Approach*, 1987.

consists of ten tasks, a game, and a learning journal as the reflection. The material was designed by coordinating the syllabus, need analysis data, and Islamic moderation values. In addition, the skills developed in the task were speaking, listening, reading, and writing skills in limited proportion.

The third section of ADDIE is the developing phase. The researcher developed a speaking handbook that relied on the design phase. The researcher used the Canva application in developing the product. This section took around three months to be completed. Next, the result of the product prototype was carried out to the experts. They were Rahmawati, S.S as the material experts, Mustika, S.Pd., M.Pd as the language expert, and Dr. Masruddin, S.S., M.Hum as the design and layout expert. The score from the experts' validation reached 95% and was categorized as "Excellent" the calculation can be seen in the previous table (Table 4.5).

The fourth section comes to the implementation phase. The researcher finished a limited try-out for the XI MIPA 3 class of MAN Palopo. It was conducted in two meetings on Friday-Saturday (10-11 of June 2022). Each meeting was taken 45 minutes with two chapters. The product was sent to the students in the form of a soft file which was delivered to 28 students. Besides giving the try-out about the chapter, the researcher also taught students on how to scan the QR codes and the link and explained other components of the handbook. The schedule table of try-out can be seen in the previous table (Table 4.6). The researcher found some obstacles in the implementation phase; they were (1) Difficult to deal with the time for try-out because the students were busy on their

exams. So, the researcher delayed the time for several days until the students had the free time to do try-out access.

The implementation result brought the researcher to the last phase, which was the evaluation phase. This part has done by distributing the questionnaires of students' perceptions of the product. This questionnaire would measure whether the product correlates with the students or not. The questionnaires were fulfilled by 28 students, where the perception score for the product was 94,75%, as seen in the previous table (Table 4.7). Furthermore, the researcher also evaluated the product by considering the suggestions from the experts who had validated the product. After revising all the product components, the researcher produced the final product draft, which is attached in the appendix.
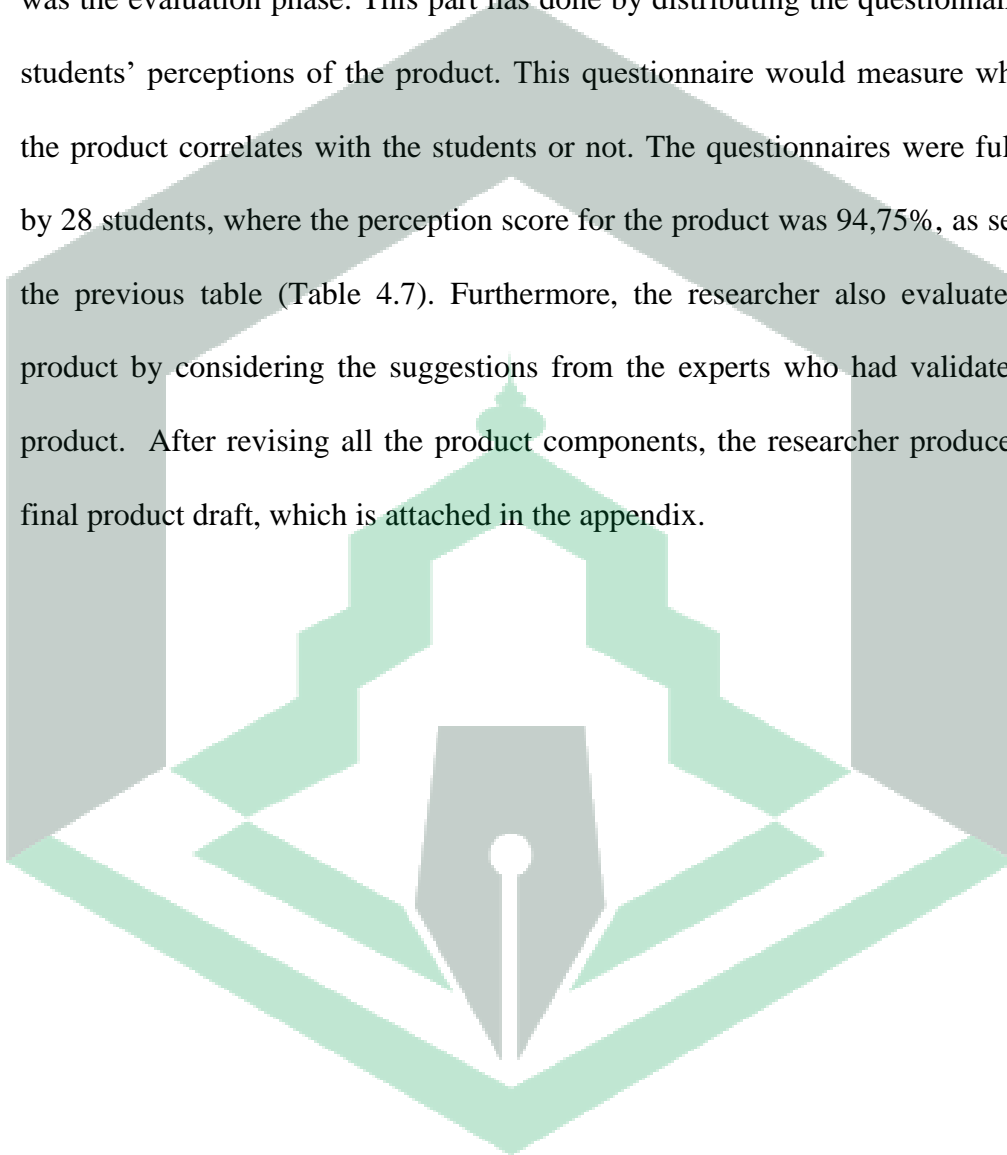
CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

The handbook is one of the products to fulfil students' needs and help the students in learning English. Designing a handbook by integrating the materials with Islamic moderation values is necessary to introduce the students to moderation, particularly in plural countries such as Indonesia. Furthermore, the material design of the handbook should be correlated to the students' target and learning needs. Based on the findings and discussions, the researcher summarized that according to the target and learning needs of the students, the appropriate handbook based on Islamic moderation values for the second-year students of MAN Palopo is a *Speaking Handbook Integrated with Islamic Moderation Values for the Second Year Students of MAN Palopo*. The speaking handbook developed ADDIE *(analysis, design, development, implementation, and evaluation)* model and utilized the TBLT *(task-based language teaching)* approach. Four chapters included ten tasks, the main material, the expression, practice, pronunciation, and Islamic moderation values which attempts in the content. The first step of this research is the analysis of the student's needs, and the data result gains the researcher to design the product and construct the product, validate the products to the experts and give limited try-out. As a result, the product qualifying as "excellent" was proven by the result of students' perception was 94,75% of

percentage. Therefore, the speaking handbook is appropriate for the second-year students of MAN Palopo.

B. Suggestion

Due to the conclusion, the researcher would like to give suggestions to the students, the English teacher, and other researchers.

1. For the Students

The students can use the product to improve their understanding of English, particularly for speaking skills.

2. For the English Teacher

The English teacher suggested using the product as a supporting media in teaching English, particularly speaking skills.

3. For Further Researchers

Further researchers are expected to design more complex student handbooks to assist teachers and students in teaching and learning.

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APPENDICES

APPENDIX 1
SURAT IZIN MENELITI DAN SETELAH MENELITI
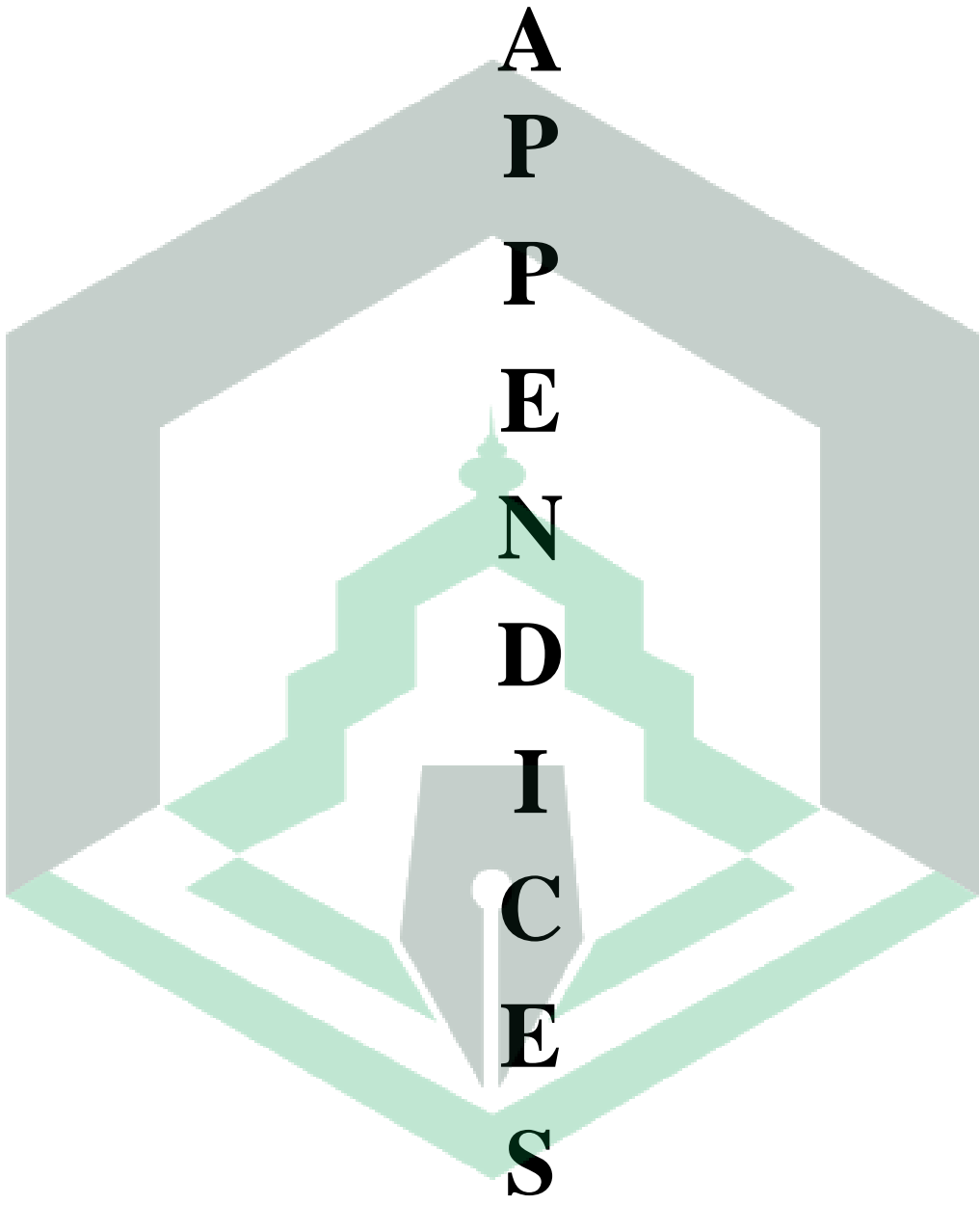
PEMERINTAH KOTA PALOPO
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU
Alamat : Jl. K.H.M. Hasyim No.5 Kota Palopo - Sulawesi Selatan Telpon : (0471) 326048

ASLI

IZIN PENELITIAN
NOMOR : 264/IP/DPMPTSP/III/2022

DASAR HUKUM :

1. Undang-Undang Nomor 11 Tahun 2019 tentang Sistem Nasional Ilmu Pengetahuan dan Teknologi;
2. Undang-Undang Nomor 11 Tahun 2020 tentang Cipta Kerja;
3. Peraturan Mendagri Nomor 3 Tahun 28 tentang Penerbitan Surat Keterangan Penelitian;
4. Peraturan Walikota Palopo Nomor 23 Tahun 2016 tentang Penyederhanaan Perizinan dan Non Perizinan di Kota Palopo;
5. Peraturan Walikota Palopo Nomor 34 Tahun 2019 tentang Pendelegasian Kewewenang Penyelenggaraan Perizinan dan Nonperizinan Yang Menjadi Urusan Pemerintah Kota Palopo dan Kewenangan Perizinan dan Nonperizinan Yang Menjadi Urusan Pemerintah Yang Diberikan Pelimpahan Wewenang Walikota Palopo Kepada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.

MEMBERIKAN IZIN KEPADA

Nama	:	NUR INAYAH WULANDARI PUTRI
Jenis Kelamin	:	Perempuan
Alamat	:	Dsn. Makumpa Kab. Luwu Utara
Pekerjaan	:	Mahasiswa
NIM	:	18 0202 0028

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

DESIGNING HANDBOOK BASED ON ISLAMIC MODERATION VALUES FOR THE SECOND YEAR STUDENTS OF MAN PALOPO

Lokasi Penelitian	:	MADRASAH ALIYAH NEGERI (MAN) PALOPO
Lamanya Penelitian	:	22 Maret 2022 s.d. 22 Juni 2022

DENGAN KETENTUAN SEBAGAI BERIKUT :

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

Demikian Surat Izin Penelitian ini diterbitkan untuk dipergunakan sebagaimana mestinya.

Diterbitkan di Kota Palopo
Pada tanggal : 23 Maret 2022
plt Kepala Dinas Penanaman Modal dan PTSP

MUH. IHSAN ASHARUDDIN, S.STP, M.Si
Pangkat : Pembina Tk.I
NIP : 19780611 199612 1 001

Tembusan :

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

KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KOTA PALOPO
MADRASAH ALIYAH NEGERI (MAN) KOTA PALOPO
Jalan Dr. Ratulangi Balandai Kota Palopo 91914
Telp/Fax (0471) 21671 E-mail : manpalopo7@gmail.com
P a l o p o

SURAT KETERANGAN PENELITIAN
Nomor : 268 /Ma.21.14.01/TL.00/VI/2022

Yang bertanda tangan dibawah ini :

N a m a	:	**Dra. Hj. Jumrah, M.Pd.I**
NIP.	:	196612311994032009
Pangkat/Gol.	:	Pembina IV/a
Jabatan	:	Kepala MAN Kota Palopo

Dengan ini menerangkan bahwa :

N a m a	:	**Nur Inayah Wulandari Putri**
Kelamin	:	Perempuan
Alamat	:	Dsn. Makumpa Kab. Luwu Utara
Pekerjaan	:	Mahasiswa
NIM	:	18.0202.0028

Bahwa yang bersangkutan benar-benar telah mengadakan penelitian di instansi kami sehubungan dengan penulisan Skripsi yang berjudul *"Designing Handbook Based On Islamic Moderation Values For The Second Year Students Of MAN Palopo"*.

Demikian Keterangan ini diberikan untuk dipergunakan sebagaimana mestinya.

Palopo, 14 Juni 2022
Kepala Madrasah,

Dra. Hj. Jumrah, M.Pd.I ·
NIP. 196612311994032009

APPENDIX 2
THE BLUE PRINT OF QUESTIONNAIRE'S INSTRUMENT OF NEED ANALYSIS

THE BLUEPRINT OF THE NEED ANALYSIS QUESTIONNAIRE

DESIGNING HANDBOOK BASED ON ISLAMIC MODERATION

VALUES FOR THE SECOND YEAR STUDENTS OF MAN PALOPO

	Dimension	Item Number	Purpose of Question	Reference
Target Needs	Necessity	1-5	a. To find out several information about the respondents. b. To find out the most English skill which needed by the respondents. c. To find out the respondents' comprehension in English as the measure in improving their English. d. To find out the respondents overview about handbook.	David Nunan (2004) Tom Hutchinson & Alan Waters (1987)
	Lacks	6-9	To find out the respondents' needs in improving their listening, speaking, reading and writing.	
	Wants	10-14	a. To find out the aspects of English that needed by students. b. To find out the students objectivity after learning handbook that integrated with Islamic moderation values.	
	Input	10	To find out the focus of English skill which needed by	

Learning Needs			students in handbook which integrated with Islamic moderation values.	
		16-18	a. To find out the handbook material which needed by respondents. b. To find out the respondents' overview about Islamic moderation values. c. To find out language aspects that needed by respondents.	
	Procedure and Activity	19-25	To find out the activities which suitable for the respondents in learning English skill.	
	Media	26	To find out the learning media that respondents preferred to use.	
	Setting	27-28	To find out the settings for learning process which needed by the respondents.	
	Teachers' Role	29	To find out the information of teacher role that preferred by the respondents.	
	Students'Role	30	To find out the information of the respondent's (students) role.	

APPENDIX 3

QUESTIONNAIRE'S INSTRUMENT OF NEED ANALYSIS

QUESTIONNAIRE OF NEED ANALYSIS

DESIGNING HANDBOOK BASED ON ISLAMIC MODERATION

VALUES FOR THE SECOND YEAR STUDENTS OF MAN PALOPO

Kuesioner ini disusun dengan tujuan mengumpulkan data analisis kebutuhan atau *need analysis* siswa pada kemampuan dan kebutuhan terhadap keterampilan *listening* (mendengar)*, speaking* (berbicara)*, reading* (membaca) dan *writing* (menulis) dalam mata pelajaran bahasa Inggris kelas XI. Hasil data yang diperoleh akan dijadikan sebagai salah satu acuan penyusunan materi pada pembuatan *handbook* dengan isi yang dikaitkan dengan nilai-nilai moderasi Islam.

A. Data Responden

Nama   :
Kelas   :
Jenis Kelamin   :
Usia   :

B. Petunjuk Pengisian

Berilah tanda (✓) pada pilihan yang sesuai pernyataan yang mendeskripsikan keadaan Anda saat ini. Sesuaikan dengan kebutuhan yang Anda inginkan terkait dengan buku pegangan siswa (*handbook*) untuk mata pelajaran bahasa Inggris. Jika Anda memilih jawaban lain-lain, tuliskan jawaban tersebut dengan jelas dan singkat.

1. **Tujuan Anda belajar bahasa Inggris saat ini adalah ….**
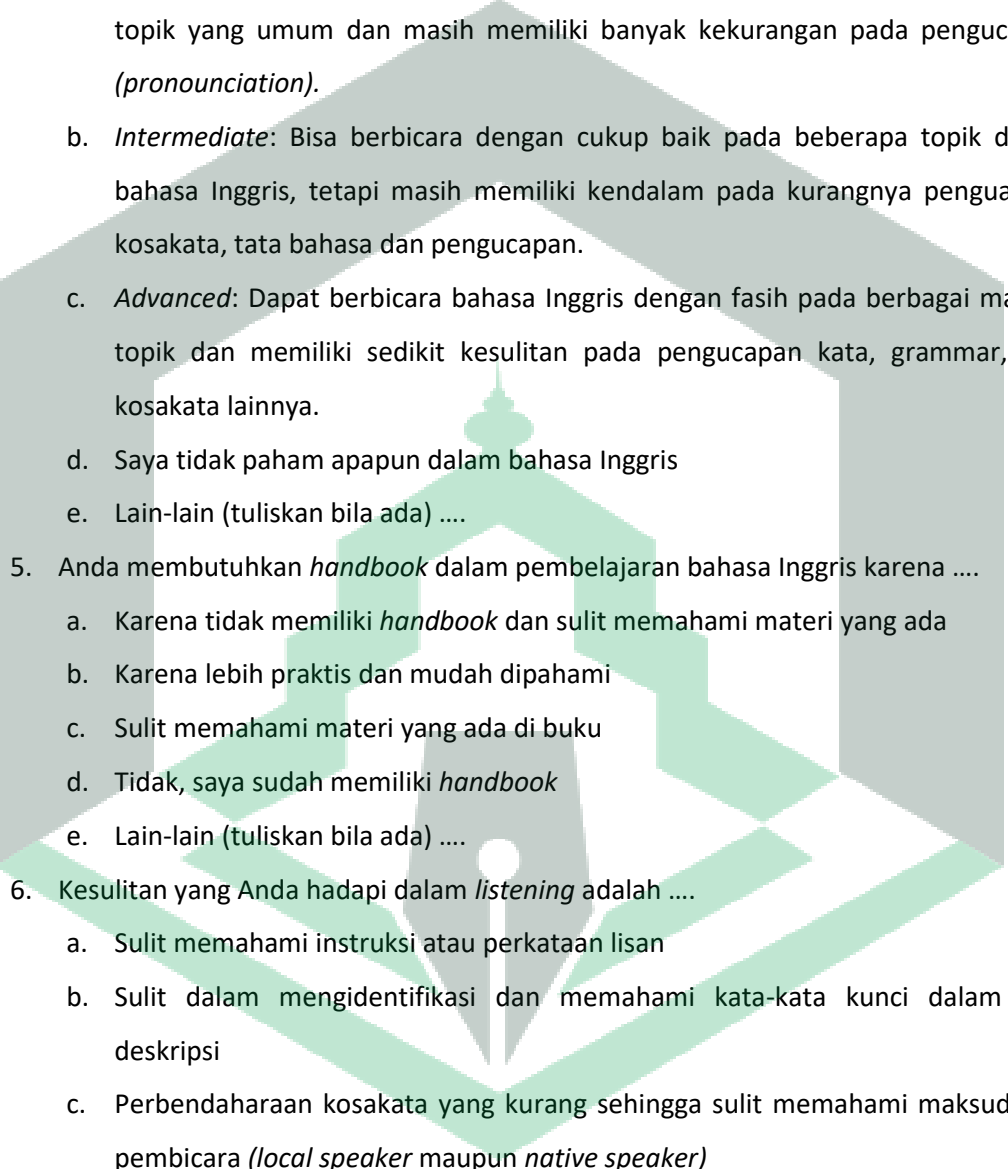
   a. Saya ingin fasih berbicara bahasa Inggris

   b. Saya ingin berkomunikasi dengan bahasa Inggris yang baik dan benar

   c. Agar dapat berbicara bahasa Inggris dengan guru dan teman di sekolah

   d. Sebagai kebutuhan untuk pendidikan selanjutnya

   e. Lain-lain (tuliskan bila ada) ….
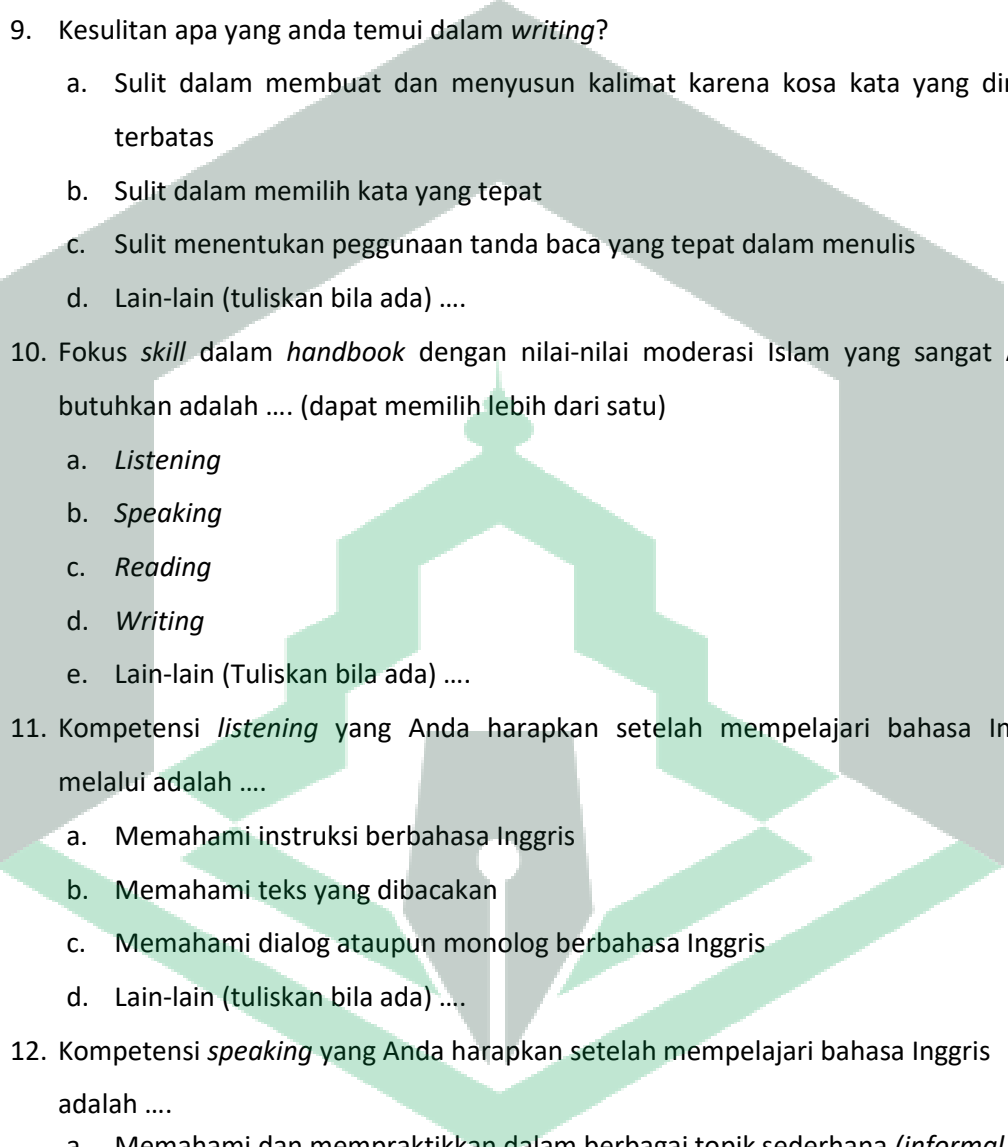
2. Yang manakah urutan belajar bahasa Inggris yang tepat menurut Anda ….

   a. *Listening, Speaking, reading, writing*

   b. *Listening, reading, speaking, writing*

   c. *Speaking, listening, reading writing*

   d. *Speaking, reading, writing, listening*

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

3. *Skill* bahasa Inggris apa yang sangat Anda butuhkan untuk menunjang pembelajaran di sekolah saat ini?

   a. *Listening skill* (keterampilan mendengar)
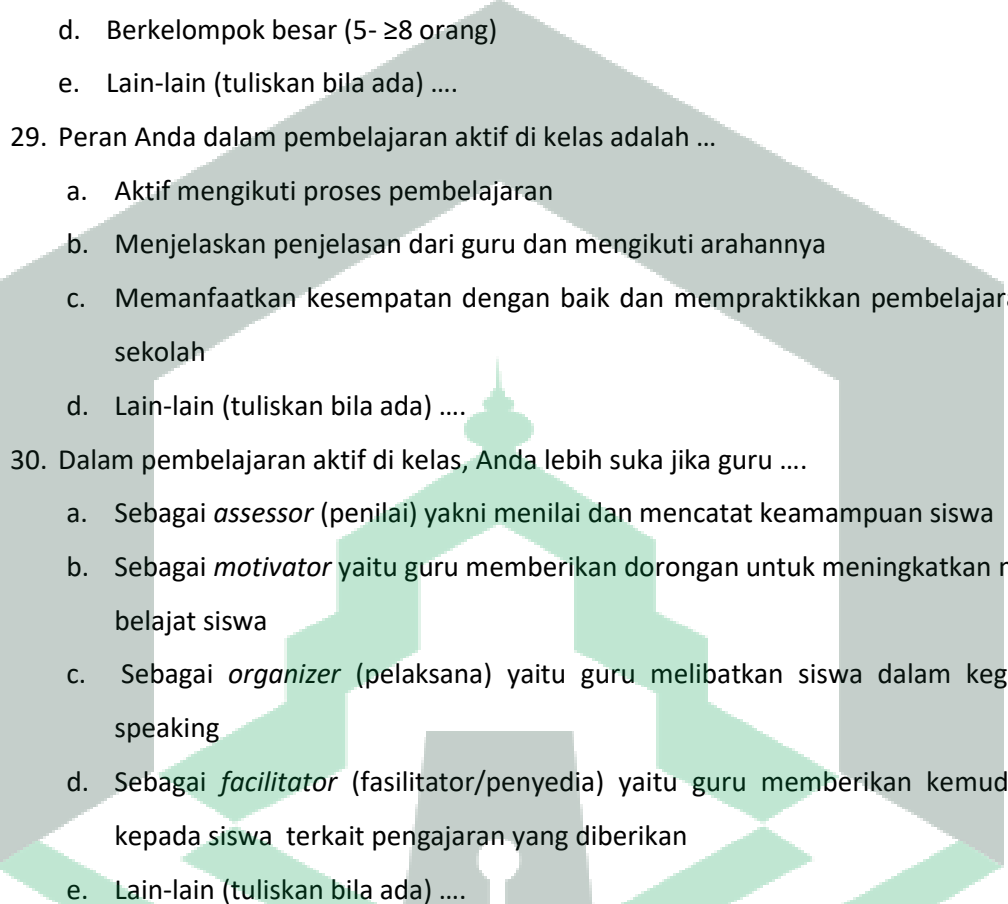
b. *Speaking skill* (keterampilan berbicara)

c. *Reading skill* (keterampilan membaca)

d. *Writing skill* (keterampilan menulis)

4. Tingkat penguasaan bahasa Inggris Anda saat ini adalah ….

a. *Basic:* Mengetahui sedikit kosa kata dan ungkapan seperti salam *(greeting),* perkenalan diri *(self-introduction),* mampu menjawab pertanyaan mengenai topik yang umum dan masih memiliki banyak kekurangan pada pengucapan *(pronounciation).*

b. *Intermediate*: Bisa berbicara dengan cukup baik pada beberapa topik dalam bahasa Inggris, tetapi masih memiliki kendalam pada kurangnya penguasaan kosakata, tata bahasa dan pengucapan.

c. *Advanced*: Dapat berbicara bahasa Inggris dengan fasih pada berbagai macam topik dan memiliki sedikit kesulitan pada pengucapan kata, grammar, dan kosakata lainnya.

d. Saya tidak paham apapun dalam bahasa Inggris

e. Lain-lain (tuliskan bila ada) ….

5. Anda membutuhkan *handbook* dalam pembelajaran bahasa Inggris karena ….

a. Karena tidak memiliki *handbook* dan sulit memahami materi yang ada

b. Karena lebih praktis dan mudah dipahami

c. Sulit memahami materi yang ada di buku

d. Tidak, saya sudah memiliki *handbook*

e. Lain-lain (tuliskan bila ada) ….

6. Kesulitan yang Anda hadapi dalam *listening* adalah ….

a. Sulit memahami instruksi atau perkataan lisan

b. Sulit dalam mengidentifikasi dan memahami kata-kata kunci dalam oral deskripsi

c. Perbendaharaan kosakata yang kurang sehingga sulit memahami maksud dari pembicara *(local speaker* maupun *native speaker)*

d. Lain-lain (tuliskan bila ada) ….

7. Kesulitan yang Anda temui dalam *speaking* adalah ….

a. Sulit dalam melafalkan kosakata *(how to pronounce)*

b. Kekurangan kosakata *(less of vocabularies)*

c. Tidak percaya diri dalam berbicara *(less of self-confidence)*

d. Lain-lain (tuliskan bila ada) ….

8. Kesulitan yang Anda hadapi dalam *reading* adalah ….

    a. Sulit dalam memahami bacaan karena terbatasnya kosakata yang diketahui

    b. Sulit menemukan ide pokok atau gagasan utama dalam teks

    c. Sulit memahami kosa kata yang ada pada teks

    d. Lain-lain (tuliskan bila ada) ….

9. Kesulitan apa yang anda temui dalam *writing*?

    a. Sulit dalam membuat dan menyusun kalimat karena kosa kata yang dimiliki terbatas

    b. Sulit dalam memilih kata yang tepat

    c. Sulit menentukan peggunaan tanda baca yang tepat dalam menulis

    d. Lain-lain (tuliskan bila ada) ….

10. Fokus *skill* dalam *handbook* dengan nilai-nilai moderasi Islam yang sangat Anda butuhkan adalah …. (dapat memilih lebih dari satu)

    a. *Listening*

    b. *Speaking*

    c. *Reading*

    d. *Writing*

    e. Lain-lain (Tuliskan bila ada) ….

11. Kompetensi *listening* yang Anda harapkan setelah mempelajari bahasa Inggris melalui adalah ….

    a. Memahami instruksi berbahasa Inggris

    b. Memahami teks yang dibacakan

    c. Memahami dialog ataupun monolog berbahasa Inggris

    d. Lain-lain (tuliskan bila ada) ….

12. Kompetensi *speaking* yang Anda harapkan setelah mempelajari bahasa Inggris adalah ….

    a. Memahami dan mempraktikkan dalam berbagai topik sederhana *(informal)*

    b. Memahami cara penggunaan ungkapan-ungkapan sesuai dengan konteksnya *(formal & informal)*

    c. Lain-lain (tuliskan bila ada) ….

13. Kompetensi *reading* yang Anda harapkan setelah mempelajari bahasa Inggris adalah ….

a. Memahami teks bacaan sederhana

b. Memahami bagian-bagian bacaan (ide pokok, topik,dll)

c. Lain-lain (tuliskan bila ada) ….

14. Kompetensi *writing* yang Anda harapkan setelah mempelajari bahasa Inggris adalah

….

a. Mampu menggunakan tanda baca yang benar dalam tulisan

b. Mampu menulis teks sederhana sesuai dengan topik yang diberikan

c. Mampu menyusun kalimat sederhana secara runtut sesuai *tenses*

d. Lain-lain (tuliskan bila ada) ….

15. Tujuan yang Anda harapkan setelah mempelajari *handbook* yang dipadukan dengan

nilai-nilai moderasi Islam adalah …. (dapat memilih lebih dari satu)

a. Memahami dan menghargai agama, suku, ras dan budaya lain

b. Meningkatkan sikap toleransi dilingkungan sekolah maupun masyarakat

c. Mengajarkan orang-orang disekililing agar menerapkan sikap moderasi dalam
kehidupan

d. Lain-lain (tuliskan bila ada) ….

16. Materi bahasa Inggris yang ingin Anda pelajari dalam *handbook adalah ….* (dapat

memilih lebih dari satu)

a. *Offers and Suggestions* (penawaran dan saran)

b. *Opinions* (opini atau pendapat)

c. *Formal Invitation*(undangan resmi)

d. *Analytical Exposition*(eksposisi)

e. *Descriptive*(deskriptif)

f. *Personal Letter* (surat pribadi)

g. *Explanation*(penjelasan)

h. Lain-lain (Tuliskan bila ada) ….

17. Tema/topik dengan nilai-nilai moderasi Islam yang anda inginkan untuk

dikembangkan dalam *handbook* adalah ….

a. *At-Tasawuth/moderate* (bersikap tengah-tengah)

b. *Al-I'tidal/ fair and proportional* (lurus dan bersikap proporsional)

c. *At-Tasamuh/tolerance* (toleran)

d. *Asy-Syura/discussion* (musyawarah)

e. *Al-Ishlah/ improvement* (perbaikan)

f. *Al-Qudwah/ pioneering* (kepeloporan)

g. *Al-Muwathanah/ nationalism* (cinta tanah air*)*

h. *Al-La 'Unf/ anti-violence* (anti kekerasan)

i. *I'tiraf al-'Urf/ culture-friendly* (ramah budaya)

j. Lain-lain (tuliskan bila ada) ….

18. Pengetahuan kebahasaan yang dapat membantu Anda meningkatkan kemampuan bahasa Inggris adalah …. …. (dapat memilih lebih dari satu)

    a. *Grammar* (tata bahasa)

    b. *Pronunciationion* (pelafalan)

    c. *Vocabulary* (kosakata)

    d. Lain-lain (tuliskan bila ada) ….

19. Aktivitas apa yang dapat membantu meningkatkan penguasaan *vocabulary* bahasa Inggris Anda?

    a. Menerjemahkan kosakata

    b. Menulis kembali kosakata baru yang diperoleh dari; bacaan, film, dll.

    c. Menghafalkan kosakata yang berkaitan dengan nilai-nilai moderasi Islam

    d. Lain-lain (tuliskan bila ada) ….

20. Aktivitas apa yang dapat membantu meningkatkan kemampuan Anda dalam menguasai *grammar* bahasa Inggris*?*

    a. Menyusun kata atau kalimat acak

    b. Membuat kalimat berdasarkan *tenses*

    c. Menyusun paragraf/kalimat sesuai dengan *tenses*

    d. Lain-lain (tuliskan bila ada) ….

21. Dalam meningkatkan kemampuan *pronounciation* bahasa Inggris, hal yang penting untuk Anda pelajari adalah ….

    a. *Accent* (aksen/logat)

    b. *Sound* (bunyi)

    c. *Intonation* (intonasi)

    d. *Stressing* (penekanan)

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

22. Aktivitas yang dapat membantu Anda dalam *listening* adalah ….

    a. Mendengarkan teks monolog atau dialog dan menjelaskan kembali dengan bahasa sendiri

b. Mendengarkan teks monolog atau dialog, kemudian menjawab pertanyaan

c. Menonton siaran/acara tv, youtube, video, dll., dilanjutkan dengan menjawab pertanyaan

d. Lain-lain (tuliskan bila ada) ….

23. Dalam *speaking,* aktivitas yang Anda sukai adalah ….

a. *Discussion* (diskusi)

b. *Giving opinion* (beropini)

c. *Question & Answer* (tanya jawab)

d. *Role play* (bermain peran)

e. *Speech* (pidato/ceramah)

f. *Games* (bermain)

g. Lain-lain (tuliskan bila ada) ….

24. Aktivitas apa yang anda sukai dalam *reading*?

a. Mengidentifikasi pernyataan benar atau salah dalam suatu teks atau bacaan

b. Menentukan kata yang sesuai pada bagian paragraf yang kosong pada teks

c. Menyimpulkan ide pokok dalam teks

d. Menentukan ideo pokok pada teks yang telah ditentukan

e. Lain-lain (tuliskan bila ada) ….

25. Menurut Anda, aktivitas *writing* yang Anda sukai adalah ….

a. Melengkapi bagian teks yang kosong

b. Menuliskan pendapat pribadi mengenai suatu teks bacaan, kejadian, ataupu topik tertentu

c. Menuliskan jawaban dari pertanyaan yang diberikan

d. Lain-lain (tuliskan bila ada) ….

26. Media pembelajaran bahasa Inggris yang anda sukai adalah ….

a. Audio (rekaman suara, podcast, lagu, dll)

b. Visual (gambar pada kertas, gambar yang diproyeksikan melalui proyektor, dll)

c. Audiovisualual (*talk show, tv, film,* dll.)

d. *Social media* (Youtube, Instagram, Facebook, Whatsapp,dll.)

e. Lain-lain (tuliskan bila ada) ….

27. Tempat belajar bahasa Inggris yang anda sukai adalah ….

a. *Indoor* (dalam ruangan; kelas, dll.)

b. *Library* (perpustakaan)

c. *Outdoor* (diluar ruangan; taman, dll.)

d. Lain-lain (tuliskan bila ada) ….

28. Dalam pembelajaran bahasa Inggris, anda lebih suka mengerjakan tugas secara ….

    a. Individu

    b. Berpasangan

    c. Berkelompok kecil (3-5 orang)

    d. Berkelompok besar (5- ≥8 orang)

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

29. Peran Anda dalam pembelajaran aktif di kelas adalah …

    a. Aktif mengikuti proses pembelajaran

    b. Menjelaskan penjelasan dari guru dan mengikuti arahannya

    c. Memanfaatkan kesempatan dengan baik dan mempraktikkan pembelajaran di sekolah

    d. Lain-lain (tuliskan bila ada) ….

30. Dalam pembelajaran aktif di kelas, Anda lebih suka jika guru ….

    a. Sebagai *assessor* (penilai) yakni menilai dan mencatat keamampuan siswa

    b. Sebagai *motivator* yaitu guru memberikan dorongan untuk meningkatkan minat belajat siswa

    c. Sebagai *organizer* (pelaksana) yaitu guru melibatkan siswa dalam kegiatan speaking

    d. Sebagai *facilitator* (fasilitator/penyedia) yaitu guru memberikan kemudahan kepada siswa terkait pengajaran yang diberikan

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

APPENDIX 4
INSTRUMENTS VALIDATION BY THE EXPERTS

LEMBAR VALIDASI INSTRUMEN EVALUASI UNTUK AHLI MATERI

DESIGNING HANDBOOK BASED ON ISLAMIC MODERATION VALUES FOR THE SECOND YEAR STUDENTS OF MAN PALOPO

A. Petunjuk Pengisian

1. Lembar penilaian kelayakan ini meliputi asper pendahuluan, isi, dan 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 dimohon kesediaannya untuk memberikan saran perbaikan pada akhir lembar ini.

5.

B. Penilaian Kelayakan

No.	Uraian	Kelayakan				
		1	2	3	4	5
I	**Aspek Isi**	1	2	3	4	5
a	Tujuan penelitian dinyatakan jelas					
b	Tujuan kuesioner dinyatakan dengan jelas.					
c	Petunjuk pengisian kuesioner mudah dipahami					
II	**Aspek Cakupan (Isi)**	1	2	3	4	5
a	Butir-butir kuesioner mencakup data yang berhubungan dengan cakupan isi materi memadai.					
b	Butir-butir kuesioner dirumuskan dalam Bahasa Indonesia yang baik dan benar.					
c	Butir-butir kuesioner dirumuskan dalam Bahasa Indonesia yang efisien.					

			1	2	3	4	5
d	Butir-butir kuesioner dirumuskan dalam bahasa yang mudah dipahami sesuai tingkat kemampuan berbahasa responden.						
III	**Aspek Bahasa**		**1**	**2**	**3**	**4**	**5**
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

....

D. Saran

....

E. Kesimpulan

Instrumen kuesioner ini (lingkari salah satu pilihan)
1. Tidak dapat digunakan
2. Dapat digunakan
3. Dapat digunakan dengan perbaikan sebagai berikut.

....

Palopo, ...
Penilai Kelayakan

....

LEMBAR VALIDASI INSTRUMEN EVALUASI UNTUK AHLI BAHASA

DESIGNING HANDBOOK BASED ON ISLAMIC MODERATION VALUES FOR THE SECOND YEAR STUDENTS OF MAN PALOPO

A. Petunjuk Pengisian

1. Lembar penilaian kelayakan ini meliputi asper pendahuluan, isi, dan 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 dimohon kesediaannya untuk memberikan saran perbaikan pada akhir lembar ini.

B. Penilaian Kelayakan

No.	Uraian	Kelayakan				
I	**Aspek Isi**	1	2	3	4	5
a	Tujuan penelitian dinyatakan jelas					
b	Tujuan kuesioner dinyatakan dengan jelas.					
c	Petunjuk pengisian kuesioner mudah dipahami					
II	**Aspek Cakupan (Isi)**	1	2	3	4	5
a	Butir-butir kuesioner mencakup data yang berhubungan dengan cakupan isi materi memadai.					
b	Butir-butir kuesioner dirumuskan dalam Bahasa Indonesia yang baik dan benar.					
c	Butir-butir kuesioner dirumuskan dalam Bahasa Indonesia yang efisien.					

			1	2	3	4	5
d	Butir-butir kuesioner dirumuskan dalam bahasa yang mudah dipahami sesuai tingkat kemampuan berbahasa responden.						
III	**Aspek Bahasa**		1	2	3	4	5
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

....

D. Saran

....

E. Kesimpulan

Instrumen kuesioner ini (lingkari salah satu pilihan)

1. Tidak dapat digunakan

2. Dapat digunakan

3. Dapat digunakan dengan perbaikan sebagai berikut.

....

Palopo, ...
Penilai Kelayakan

....

APPENDIX 5

THE RESULT OF THE INSTRUMENT'S VALIDATION BY EXPERTS

LEMBAR VALIDASI INSTRUMEN EVALUASI UNTUK AHLI MATERI

DESIGNING HANDBOOK BASED ON ISLAMIC MODERATION VALUES FOR THE SECOND YEAR STUDENTS OF MAN PALOPO

A. Petunjuk Pengisian

1. Lembar penilaian kelayakan ini meliputi aspek pendahuluan, isi dan 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 dimohon kesediaannya untuk memberikan saran-saran perbaikan pada bagian akhir lembar ini.

B. Penilaian Kelayakan

NO	URAIAN	Kelayakan				
I	**Aspek Isi**	1	2	3	4	5
a.	Tujuan penelitian dinyatakan dengan jelas.				✓	
b.	Tujuan kuesioner dinyatakan dengan jelas.					✓
c.	Petunjuk pengisian kuesioner mudah dipahami.					✓
II	**Aspek Cakupan (Isi)**	1	2	3	4	5
a.	Butir-butir kuesioner mencakup data yang berhubungan dengan cakupan isi materi memadai.					✓

		1	2	3	4	5
b.	Butir-butir kuesioner mencakup data yang berhubungan dengan penggunaan bahasa didalam materi baik dan benar.				✓	
c.	Butir-butir kuesioner mencakup data yang berhubungan dengan aktifitas pembelajaran memadai.					✓
d.	Butir-butir kuesioner mencakup data yang berhubungan dengan input materi memadai.					✓
III	**Aspek Bahasa**	**1**	**2**	**3**	**4**	**5**
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**

Questionnare sudah disusun dengan menggunakan bahasa Indonesia yang benar efektif dan effisien. Poin pertanyaan sudah memuat materi yang ingin diteliti /pengembangan buku pegangan fisika

D. Saran

Tema Speaking yang ditawarkan sebaiknya ditambahkan tema religion (agama) untuk melihat motivasi /minat siswa dalam mempelajari tema Agama dalam bahasa Inggris.

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....

....

E. Kesimpulan
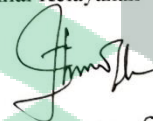
Instrumen kuesioner ini (lingkari salah satu pilihan):

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

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Palopo, 31 Maret 2022

Penilai Kelayakan

HUSNAINI S.Pd.I. M.Pd.

NIP. 19840820 200902 2007

LEMBAR VALIDASI INSTRUMEN EVALUASI UNTUK AHLI BAHASA

DESIGNING HANDBOOK BASED ON ISLAMIC MODERATION VALUES FOR THE SECOND YEAR STUDENTS OF MAN PALOPO

A. Petunjuk Pengisian

1. Lembar penilaian kelayakan ini meliputi aspek pendahuluan, isi dan 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 dimohon kesediaannya untuk memberikan saran-saran perbaikan pada bagian akhir lembar ini.

B. Penilaian Kelayakan

NO	URAIAN	Kelayakan				
I	**Aspek Isi**	**1**	**2**	**3**	**4**	**5**
a.	Tujuan penelitian dinyatakan dengan jelas.				✓	
b.	Tujuan kuesioner dinyatakan dengan jelas.					✓
c.	Petunjuk pengisian kuesioner mudah dipahami.					✓
II	**Aspek Cakupan (Isi)**	**1**	**2**	**3**	**4**	**5**
a.	Butir-butir kuesioner mencakup data yang berhubungan dengan cakupan isi materi memadai.				✓	

		1	2	3	4	5
b.	Butir-butir kuesioner mencakup data yang berhubungan dengan penggunaan bahasa didalam materi baik dan benar.					✓
c.	Butir-butir kuesioner mencakup data yang berhubungan dengan aktifitas pembelajaran memadai.					✓
d.	Butir-butir kuesioner mencakup data yang berhubungan dengan input materi memadai.					✓
III	**Aspek Bahasa**	1	2	3	4	5
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**

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D. Saran

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E. Kesimpulan

Instrumen kuesioner ini (lingkari salah satu pilihan):

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

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Palopo, 31 Maret 2022

Penilai Kelayakan

Dr. Masruddin, S.S., M.Hum.

APPENDIX 6

THE RESULT OF THE QUESTIONNAIRE'S INSTRUMENT OF NEED ANALYSIS

QUESTIONNAIRE (NEED ANALISYS)

QUESTIONNAIRE OF NEED ANALYSIS

Kuesioner ini disusun dengan tujuan mengumpulkan data analisis kebutuhan atau need analysis siswa pada kemampuan dan kebutuhan terhadap keterampilan listening (mendengar), speaking (berbicara), reading (membaca) dan writing (menulis) dalam mata pelajaran bahasa Inggris kelas XI. Hasil data yang diperoleh akan dijadikan sebagai salah satu acuan penyusunan materi pada pembuatan handbook dengan isi yang dikaitkan dengan nilai-nilai moderasi Islam.

Petunjuk Pengisian

Berilah tanda pada pilihan yang sesuai pernyataan yang mendeskripsikan keadaan Anda saat ini. Sesuaikan dengan kebutuhan yang Anda inginkan terkait dengan buku pegangan siswa (handbook) untuk mata pelajaran bahasa Inggris. Jika Anda memilih jawaban lain-lain, tuliskan jawaban tersebut dengan jelas dan singkat.

Nama: *

Paisah

Kelas: *

XI MIPA 3

Jenis Kelamin *

◯ Laki-Laki

◉ Perempuan

Usia *

15 Tahun

QUESTIONNAIRE (NEED ANALISYS)

1. Tujuan Anda belajar bahasa Inggris saat ini adalah …. *

- ☐ a. Saya ingin fasih berbicara bahasa Inggris
- ☐ b. Saya ingin berkomunikasi dengan bahasa Inggris yang baik dan benar
- ☐ c. Agar dapat berbicara bahasa Inggris dengan guru dan teman di sekolah
- ☑ d. Sebagai kebutuhan untuk pendidikan selanjutnya
- ☐ Yang lain: _____

2. Yang manakah urutan belajar bahasa Inggris yang tepat menurut Anda …. *

- ☐ a. Listening, Speaking, reading, writing
- ☐ b. Listening, reading, Speaking, writing
- ☐ c. Speaking, listening, reading writing
- ☑ d. Speaking, reading, writing, listening
- ☐ Yang lain: _____

3. Skill bahasa Inggris apa yang sangat Anda butuhkan untuk menunjang pembelajaran di sekolah saat ini? *

- ☐ a. Listening skill (keterampilan mendengar)
- ☑ b. Speaking skill (keterampilan berbicara)
- ☐ c. Reading skill (keterampilan membaca)
- ☐ d. Writing skill (keterampilan menulis)
- ☐ Yang lain: _____

QUESTIONNAIRE (NEED ANALISYS)

4. Tingkat penguasaan bahasa Inggris Anda saat ini adalah …. *

☐ a. Basic: Mengetahui sedikit kosa kata dan ungkapan seperti salam (greeting), perkenalan diri (self-introduction), mampu menjawab pertanyaan mengenai topik yang umum dan masih memilikibanyak kekurangan pada pengucapan (pronounciation).

☐ b. Intermediate: Bisa berbicara dengan cukup baik pada beberapa topik dalam bahasa Inggris, tetapi masih memiliki kendalam pada kurangnya penguasaan kosakata, tata bahasa dan pengucapan.

☐ c. Advanced: Dapat berbicara bahasa Inggris dengan fasih pada berbagai macam topik dan memiliki sedikit kesulitan pada pengucapan kata, grammar, dan kosakata lainnya.

☑ d. Saya tidak paham apapun dalam bahasa Inggris

☐ Yang lain: _____

5. Anda membutuhkan handbook dalam pembelajaran bahasa Inggris karena …. *

☑ a. Karena tidak memiliki handbook dan sulit memahami materi yang ada

☐ b. Karena lebih praktis dan mudah dipahami

☐ c. Sulit memahami materi yang ada di buku

☐ d. Tidak, saya sudah memiliki handbook

☐ Yang lain: _____

6. Kesulitan yang Anda hadapi dalam listening adalah …. *

☐ a. Sulit memahami instruksi atau perkataan lisan

☑ b. Sulit dalam mengidentifikasi dan memahami kata-kata kunci dalam oral deskripsi

☐ c. Perbendaharaan kosakata yang kurang sehingga sulit memahami maksud dari pembicara (local speaker maupun native speaker)

☐ Yang lain: _____

QUESTIONNAIRE (NEED ANALISYS)

7. Kesulitan yang Anda temui dalam speaking adalah …. *

- ☐ a. Sulit dalam melafalkan kosakata (how to pronounce)
- ☐ b. Kekurangan kosakata (less of vocabularies)
- ☑ c. Tidak percaya diri dalam berbicara (less of self-confidence)
- ☐ Yang lain: _____

8. Kesulitan yang Anda hadapi dalam reading adalah …. *

- ☑ a. Sulit dalam memahami bacaan karena terbatasnya kosakata yang diketahui
- ☐ b. Sulit menemukan ide pokok atau gagasan utama dalam teks
- ☐ c. Sulit memahami kosa kata yang ada pada teks
- ☐ Yang lain: _____

9. Kesulitan apa yang anda temui dalam writing? *

- ☐ a. Sulit dalam membuat dan menyusun kalimat karena kosa kata yang dimiliki terbatas
- ☐ b. Sulit dalam memilih kata yang tepat
- ☑ c. Sulit menentukan peggunaan tanda baca yang tepat dalam menulis
- ☐ Yang lain: _____

QUESTIONNAIRE (NEED ANALISYS)

10. Fokus skill dalam handbook dengan nilai-nilai moderasi Islam yang sangat Anda butuhkan adalah …. (dapat memilih lebih dari satu) *

- [ ] a. Listening
- [x] b. Speaking
- [ ] c. Reading
- [ ] d. Writing

- [ ] Yang lain: _____

11. Kompetensi listening yang Anda harapkan setelah mempelajari bahasa Inggris melalui adalah …. *

- [ ] a. Memahami instruksi berbahasa Inggris
- [ ] b. Memahami teks yang dibacakan
- [x] c. Memahami dialog ataupun monolog berbahasa Inggris
- [ ] Yang lain: _____

12. Kompetensi speaking yang Anda harapkan setelah mempelajari bahasa Inggris adalah …. *

- [x] a. Memahami dan mempraktikkan dalam berbagai topik sederhana (informal)
- [ ] b. Memahami cara penggunaan ungkapan-ungkapan sesuai dengan konteksnya (formal & informal)
- [ ] Yang lain: _____

QUESTIONNAIRE (NEED ANALISYS)

13. Kompetensi reading yang Anda harapkan setelah mempelajari bahasa Inggris adalah .... *

- [ ] a. Memahami teks bacaan sederhana
- [x] b. Memahami bagian-bagian bacaan (ide pokok, topik,dll)
- [ ] Yang lain: _____

14. Kompetensi writing yang Anda harapkan setelah mempelajari bahasa Inggris adalah .... *

- [ ] a. Mampu menggunakan tanda baca yang benar dalam tulisan
- [x] b. Mampu menulis teks sederhana sesuai dengan topik yang diberikan
- [ ] c. Mampu menyusun kalimat sederhana secara runtut sesuai tenses
- [ ] Yang lain: _____

15. Tujuan yang Anda harapkan setelah mempelajari handbook yang dipadukan dengan nilai-nilai moderasi Islam adalah .... (dapat memilih lebih dari satu) *

- [ ] a. Memahami dan menghargai agama, suku, ras dan budaya lain
- [ ] b. Meningkatkan sikap toleransi dilingkungan sekolah maupun masyarakat
- [x] c. Mengajarkan orang-orang disekililing agar menerapkan sikap moderasi dalam kehidupan
- [ ] Yang lain: _____

QUESTIONNAIRE (NEED ANALISYS)

16. Materi bahasa Inggris yang ingin Anda pelajari dalam handbook adalah …. (dapat memilih lebih dari satu) *

- [ ] a. Offers and Suggestions (penawaran dan saran)
- [ ] b. Opinions (opini atau pendapat)
- [ ] c. Formal Invitation(undangan resmi)
- [ ] d. Analytical Exposition(eksposisi)
- [ ] e. Descriptive(deskriptif)
- [ ] f. Personal Letter (surat pribadi)
- [x] g. Explanation(penjelasan)
- [ ] Yang lain: _____

17. Tema/topik dengan nilai-nilai moderasi Islam yang anda inginkan untuk dikembangkan dalam handbook adalah …. (dapat memilih lebih dari satu) *

- [ ] a. At-Tasawuth/moderate (bersikap tengah-tengah)
- [ ] b. Al-I'tidal/ fair and proportional (lurus dan bersikap proporsional)
- [ ] c. At-Tasamuh/tolerance (toleran)
- [ ] d. Asy-Syura/discussion   (musyawarah)
- [ ] e. Al-Ishlah/ improvement (perbaikan)
- [ ] f. Al-Qudwah/ pioneering (kepeloporan)
- [x] g. Al-Muwathanah/ nationalism (cinta tanah air)
- [ ] h. Al-La 'Unf/ anti-violence (anti kekerasan)
- [ ] i. I'tiraf al-'Urf/ culture-friendly (ramah budaya)
- [ ] Yang lain: _____

QUESTIONNAIRE (NEED ANALISYS)

18. Pengetahuan kebahasaan yang dapat membantu Anda meningkatkan kemampuan bahasa Inggris adalah …. (dapat memilih lebih dari satu) *

- [x] a. Grammar (tata bahasa)
- [ ] b. Pronounciation (pelafalan)
- [ ] c. Vocabulary (kosakata)
- [ ] Yang lain: _____

19. Aktivitas apa yang dapat membantu meningkatkan penguasaan vocabulary bahasa Inggris Anda? *

- [ ] a. Menerjemahkan kosakata
- [x] b. Menulis kembali kosakata baru yang diperoleh dari; bacaan, film, dll.
- [ ] c. Menghafalkan kosakata yang berkaitan dengan nilai-nilai moderasi Islam
- [ ] Yang lain: _____

20. Aktivitas apa yang dapat membantu meningkatkan kemampuan Anda dalam menguasai grammar bahasa Inggris? *

- [ ] a. Menyusun kata atau kalimat acak
- [ ] b. Membuat kalimat berdasarkan tenses
- [x] c. Menyusun paragraf/kalimat sesuai dengan tenses
- [ ] Yang lain: _____

QUESTIONNAIRE (NEED ANALISYS)

21. Dalam meningkatkan kemampuan pronounciation bahasa Inggris, hal yang penting untuk Anda pelajari adalah …. *

- ☐ a. Accent (aksen/logat)
- ☑ b. Sound (bunyi)
- ☐ c. Intonation (intonasi)
- ☐ d. Stressing (penekanan)
- ☐ Yang lain: _____

22. Aktivitas yang dapat membantu Anda dalam listening adalah …. *

- ☐ a. Mendengarkan teks monolog atau dialog dan menjelaskan kembali dengan bahasa sendiri
- ☑ b. Mendengarkan teks monolog atau dialog, kemudian menjawab pertanyaan
- ☐ c. Menonton siaran/acara tv, youtube, video, dll., dilanjutkan dengan menjawab pertanyaan
- ☐ Yang lain: _____

23. Dalam speaking, aktivitas yang Anda sukai adalah …. *

- ☑ a. Discussion (diskusi)
- ☐ b. Giving opinion (beropini)
- ☐ c. Question & Answer (tanya jawab)
- ☐ d. Role play (bermain peran)
- ☐ e. Speech (pidato/ceramah)
- ☐ f. Games (bermain)
- ☐ Yang lain: _____

QUESTIONNAIRE (NEED ANALISYS)

24. Aktivitas apa yang anda sukai dalam reading? *

☐ a. Mengidentifikasi pernyataan benar atau salah dalam suatu teks atau bacaan

☐ b. Menentukan kata yang sesuai pada bagian paragraf yang kosong pada teks

☐ c. Menyimpulkan ide pokok dalam teks

☑ d. Menentukan ideo pokok pada teks yang telah ditentukan

☐ Yang lain: _____

25. Menurut Anda, aktivitas writing yang Anda sukai adalah …. *

☐ a. Melengkapi bagian teks yang kosong

☐ b. Menuliskan pendapat pribadi mengenai suatu teks bacaan, kejadian, ataupu topik tertentu

☑ c. Menuliskan jawaban dari pertanyaan yang diberikan

☐ Yang lain: _____

26. Media pembelajaran bahasa Inggris yang anda sukai adalah …. *

☐ a. Audio (rekaman suara, podcast, lagu, dll)

☑ b. Visual (gambar pada kertas, gambar yang diproyeksikan melalui proyektor, dll)

☐ c. Audio visual (talk show, tv, film, dll.)

☐ d. Social media (Youtube, Instagram, Facebook, Whatsapp,dll.)

☐ Yang lain: _____

QUESTIONNAIRE (NEED ANALISYS)

27. Tempat belajar bahasa Inggris yang anda sukai adalah …. *

- ☑ a. Indoor (dalam ruangan; kelas, dll.)
- ☐ b. Library (perpustakaan)
- ☐ c. Outdoor (diluar ruangan; taman, dll.)
- ☐ Yang lain: _____

28. Dalam pembelajaran bahasa Inggris, anda lebih suka mengerjakan tugas secara …. *

- ☐ a. Individu
- ☐ b. Berpasangan
- ☑ c. Berkelompok kecil (3-5 orang)
- ☐ d. Berkelompok besar (5- ≥8 orang)
- ☐ Yang lain: _____

29. Peran Anda dalam pembelajaran aktif di kelas adalah … *

- ☐ a. Aktif mengikuti proses pembelajaran
- ☐ b. Menjelaskan penjelasan dari guru dan mengikuti arahannya
- ☑ c. Memanfaatkan kesempatan dengan baik dan mempraktikkan pembelajaran di sekolah
- ☐ Yang lain: _____

QUESTIONNAIRE (NEED ANALISYS)

30. Dalam pembelajaran aktif di kelas, Anda lebih suka jika guru …. *

☐ a. Sebagai assessor (penilai) yakni menilai dan mencatat keamampuan siswa

☑ b. Sebagai motivator yaitu guru memberikan dorongan untuk meningkatkan minat belajat siswa

☐ c. Sebagai organizer (pelaksana) yaitu guru melibatkan siswa dalam kegiatan speaking

☐ d. Sebagai facilitator (fasilitator/penyedia) yaitu guru memberikan kemudahan kepada siswa terkait pengajaran yang diberikan

☐ Yang lain: _____

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QUESTIONNAIRE OF NEED ANALYSIS

Kuesioner ini disusun dengan tujuan mengumpulkan data analisis kebutuhan atau need analysis siswa pada kemampuan dan kebutuhan terhadap keterampilan listening (mendengar), speaking (berbicara), reading (membaca) dan writing (menulis) dalam mata pelajaran bahasa Inggris kelas XI. Hasil data yang diperoleh akan dijadikan sebagai salah satu acuan penyusunan materi pada pembuatan handbook dengan isi yang dikaitkan dengan nilai-nilai moderasi Islam.

Petunjuk Pengisian

Berilah tanda pada pilihan yang sesuai pernyataan yang mendeskripsikan keadaan Anda saat ini. Sesuaikan dengan kebutuhan yang Anda inginkan terkait dengan buku pegangan siswa (handbook) untuk mata pelajaran bahasa Inggris. Jika Anda memilih jawaban lain-lain, tuliskan jawaban tersebut dengan jelas dan singkat.

Nama: *

Miftakhul Jannah

Kelas: *

XI MIPA 3

Jenis Kelamin *

◯ Laki-Laki

🔘 Perempuan

Usia *

17 Tahun

QUESTIONNAIRE (NEED ANALISYS)

1. Tujuan Anda belajar bahasa Inggris saat ini adalah …. *

- ☐ a. Saya ingin fasih berbicara bahasa Inggris
- ☐ b. Saya ingin berkomunikasi dengan bahasa Inggris yang baik dan benar
- ☐ c. Agar dapat berbicara bahasa Inggris dengan guru dan teman di sekolah
- ☑ d. Sebagai kebutuhan untuk pendidikan selanjutnya
- ☐ Yang lain: _____

2. Yang manakah urutan belajar bahasa Inggris yang tepat menurut Anda …. *

- ☑ a. Listening, Speaking, reading, writing
- ☐ b. Listening, reading, Speaking, writing
- ☐ c. Speaking, listening, reading writing
- ☐ d. Speaking, reading, writing, listening
- ☐ Yang lain: _____

3. Skill bahasa Inggris apa yang sangat Anda butuhkan untuk menunjang pembelajaran di sekolah saat ini? *

- ☐ a. Listening skill (keterampilan mendengar)
- ☑ b. Speaking skill (keterampilan berbicara)
- ☐ c. Reading skill (keterampilan membaca)
- ☐ d. Writing skill (keterampilan menulis)
- ☐ Yang lain: _____

QUESTIONNAIRE (NEED ANALISYS)

4. Tingkat penguasaan bahasa Inggris Anda saat ini adalah …. *

- ☑ a. Basic: Mengetahui sedikit kosa kata dan ungkapan seperti salam (greeting), perkenalan diri (self-introduction), mampu menjawab pertanyaan mengenai topik yang umum dan masih memilikibanyak kekurangan pada pengucapan (pronounciation).

- ☐ b. Intermediate: Bisa berbicara dengan cukup baik pada beberapa topik dalam bahasa Inggris, tetapi masih memiliki kendalam pada kurangnya penguasaan kosakata, tata bahasa dan pengucapan.

- ☐ c. Advanced: Dapat berbicara bahasa Inggris dengan fasih pada berbagai macam topik dan memiliki sedikit kesulitan pada pengucapan kata, grammar, dan kosakata lainnya.

- ☐ d. Saya tidak paham apapun dalam bahasa Inggris

- ☐ Yang lain: _____

5. Anda membutuhkan handbook dalam pembelajaran bahasa Inggris karena …. *

- ☑ a. Karena tidak memiliki handbook dan sulit memahami materi yang ada

- ☐ b. Karena lebih praktis dan mudah dipahami

- ☐ c. Sulit memahami materi yang ada di buku

- ☐ d. Tidak, saya sudah memiliki handbook

- ☐ Yang lain: _____

6. Kesulitan yang Anda hadapi dalam listening adalah …. *

- ☑ a. Sulit memahami instruksi atau perkataan lisan

- ☐ b. Sulit dalam mengidentifikasi dan memahami kata-kata kunci dalam oral deskripsi

- ☐ c. Perbendaharaan kosakata yang kurang sehingga sulit memahami maksud dari pembicara (local speaker maupun native speaker)

- ☐ Yang lain: _____

QUESTIONNAIRE (NEED ANALISYS)

7. Kesulitan yang Anda temui dalam speaking adalah …. *

☐ a. Sulit dalam melafalkan kosakata (how to pronounce)

☑ b. Kekurangan kosakata (less of vocabularies)

☐ c. Tidak percaya diri dalam berbicara (less of self-confidence)

☐ Yang lain: _____

8. Kesulitan yang Anda hadapi dalam reading adalah …. *

☐ a. Sulit dalam memahami bacaan karena terbatasnya kosakata yang diketahui

☑ b. Sulit menemukan ide pokok atau gagasan utama dalam teks

☐ c. Sulit memahami kosa kata yang ada pada teks

☐ Yang lain: _____

9. Kesulitan apa yang anda temui dalam writing? *

☑ a. Sulit dalam membuat dan menyusun kalimat karena kosa kata yang dimiliki terbatas

☐ b. Sulit dalam memilih kata yang tepat

☐ c. Sulit menentukan peggunaan tanda baca yang tepat dalam menulis

☐ Yang lain: _____

QUESTIONNAIRE (NEED ANALISYS)

10. Fokus skill dalam handbook dengan nilai-nilai moderasi Islam yang sangat Anda butuhkan adalah …. (dapat memilih lebih dari satu) *

- [ ] a. Listening
- [x] b. Speaking
- [ ] c. Reading
- [ ] d. Writing
- [ ] Yang lain: _____

11. Kompetensi listening yang Anda harapkan setelah mempelajari bahasa Inggris melalui adalah …. *

- [ ] a. Memahami instruksi berbahasa Inggris
- [ ] b. Memahami teks yang dibacakan
- [x] c. Memahami dialog ataupun monolog berbahasa Inggris
- [ ] Yang lain: _____

12. Kompetensi speaking yang Anda harapkan setelah mempelajari bahasa Inggris adalah …. *

- [ ] a. Memahami dan mempraktikkan dalam berbagai topik sederhana (informal)
- [x] b. Memahami cara penggunaan ungkapan-ungkapan sesuai dengan konteksnya (formal & informal)
- [ ] Yang lain: _____

QUESTIONNAIRE (NEED ANALISYS)

13. Kompetensi reading yang Anda harapkan setelah mempelajari bahasa Inggris adalah …. *

☐ a. Memahami teks bacaan sederhana

☑ b. Memahami bagian-bagian bacaan (ide pokok, topik,dll)

☐ Yang lain: _____

14. Kompetensi writing yang Anda harapkan setelah mempelajari bahasa Inggris adalah …. *

☐ a. Mampu menggunakan tanda baca yang benar dalam tulisan

☐ b. Mampu menulis teks sederhana sesuai dengan topik yang diberikan

☑ c. Mampu menyusun kalimat sederhana secara runtut sesuai tenses

☐ Yang lain: _____

15. Tujuan yang Anda harapkan setelah mempelajari handbook yang dipadukan dengan nilai-nilai moderasi Islam adalah …. (dapat memilih lebih dari satu) *

☑ a. Memahami dan menghargai agama, suku, ras dan budaya lain

☐ b. Meningkatkan sikap toleransi dilingkungan sekolah maupun masyarakat

☐ c. Mengajarkan orang-orang disekililing agar menerapkan sikap moderasi dalam kehidupan

☐ Yang lain: _____

QUESTIONNAIRE (NEED ANALISYS)

16. Materi bahasa Inggris yang ingin Anda pelajari dalam handbook adalah …. (dapat memilih lebih dari satu) *

- ☐ a. Offers and Suggestions (penawaran dan saran)
- ☐ b. Opinions (opini atau pendapat)
- ☐ c. Formal Invitation(undangan resmi)
- ☐ d. Analytical Exposition(eksposisi)
- ☐ e. Descriptive(deskriptif)
- ☐ f. Personal Letter (surat pribadi)
- ☑ g. Explanation(penjelasan)
- ☐ Yang lain: _____

17. Tema/topik dengan nilai-nilai moderasi Islam yang anda inginkan untuk dikembangkan dalam handbook adalah …. (dapat memilih lebih dari satu) *

- ☑ a. At-Tasawuth/moderate (bersikap tengah-tengah)
- ☐ b. Al-I'tidal/ fair and proportional (lurus dan bersikap proporsional)
- ☐ c. At-Tasamuh/tolerance (toleran)
- ☐ d. Asy-Syura/discussion (musyawarah)
- ☐ e. Al-Ishlah/ improvement (perbaikan)
- ☐ f. Al-Qudwah/ pioneering (kepeloporan)
- ☐ g. Al-Muwathanah/ nationalism (cinta tanah air)
- ☐ h. Al-La 'Unf/ anti-violence (anti kekerasan)
- ☐ i. I'tiraf al-'Urf/ culture-friendly (ramah budaya)
- ☐ Yang lain: _____

QUESTIONNAIRE (NEED ANALISYS)

18. Pengetahuan kebahasaan yang dapat membantu Anda meningkatkan kemampuan bahasa Inggris adalah …. (dapat memilih lebih dari satu) *

- ☐ a. Grammar (tata bahasa)
- ☐ b. Pronounciation (pelafalan)
- ☑ c. Vocabulary (kosakata)
- ☐ Yang lain: _____

19. Aktivitas apa yang dapat membantu meningkatkan penguasaan vocabulary bahasa Inggris Anda? *

- ☐ a. Menerjemahkan kosakata
- ☑ b. Menulis kembali kosakata baru yang diperoleh dari; bacaan, film, dll.
- ☐ c. Menghafalkan kosakata yang berkaitan dengan nilai-nilai moderasi Islam
- ☐ Yang lain: _____

20. Aktivitas apa yang dapat membantu meningkatkan kemampuan Anda dalam menguasai grammar bahasa Inggris? *

- ☐ a. Menyusun kata atau kalimat acak
- ☐ b. Membuat kalimat berdasarkan tenses
- ☑ c. Menyusun paragraf/kalimat sesuai dengan tenses
- ☐ Yang lain: _____

QUESTIONNAIRE (NEED ANALISYS)

21. Dalam meningkatkan kemampuan pronounciation bahasa Inggris, hal yang penting untuk Anda pelajari adalah …. *

- ☑ a. Accent (aksen/logat)
- ☐ b. Sound (bunyi)
- ☐ c. Intonation (intonasi)
- ☐ d. Stressing (penekanan)
- ☐ Yang lain: _____

22. Aktivitas yang dapat membantu Anda dalam listening adalah …. *

- ☑ a. Mendengarkan teks monolog atau dialog dan menjelaskan kembali dengan bahasa sendiri
- ☐ b. Mendengarkan teks monolog atau dialog, kemudian menjawab pertanyaan
- ☐ c. Menonton siaran/acara tv, youtube, video, dll., dilanjutkan dengan menjawab pertanyaan
- ☐ Yang lain: _____

23. Dalam speaking, aktivitas yang Anda sukai adalah …. *

- ☐ a. Discussion (diskusi)
- ☑ b. Giving opinion (beropini)
- ☐ c. Question & Answer (tanya jawab)
- ☐ d. Role play (bermain peran)
- ☐ e. Speech (pidato/ceramah)
- ☐ f. Games (bermain)
- ☐ Yang lain: _____

QUESTIONNAIRE (NEED ANALISYS)

24. Aktivitas apa yang anda sukai dalam reading? *

☑ a. Mengidentifikasi pernyataan benar atau salah dalam suatu teks atau bacaan

☐ b. Menentukan kata yang sesuai pada bagian paragraf yang kosong pada teks

☐ c. Menyimpulkan ide pokok dalam teks

☐ d. Menentukan ideo pokok pada teks yang telah ditentukan

☐ Yang lain: _____

25. Menurut Anda, aktivitas writing yang Anda sukai adalah …. *

☐ a. Melengkapi bagian teks yang kosong

☐ b. Menuliskan pendapat pribadi mengenai suatu teks bacaan, kejadian, ataupu topik tertentu

☑ c. Menuliskan jawaban dari pertanyaan yang diberikan

☐ Yang lain: _____

26. Media pembelajaran bahasa Inggris yang anda sukai adalah …. *

☑ a. Audio (rekaman suara, podcast, lagu, dll)

☐ b. Visual (gambar pada kertas, gambar yang diproyeksikan melalui proyektor, dll)

☐ c. Audio visual (talk show, tv, film, dll.)

☐ d. Social media (Youtube, Instagram, Facebook, Whatsapp,dll.)

☐ Yang lain: _____

QUESTIONNAIRE (NEED ANALISYS)

27. Tempat belajar bahasa Inggris yang anda sukai adalah …. *

☐ a. Indoor (dalam ruangan; kelas, dll.)

☐ b. Library (perpustakaan)

☑ c. Outdoor (diluar ruangan; taman, dll.)

☐ Yang lain: _____

28. Dalam pembelajaran bahasa Inggris, anda lebih suka mengerjakan tugas secara …. *

☐ a. Individu

☐ b. Berpasangan

☑ c. Berkelompok kecil (3-5 orang)

☐ d. Berkelompok besar (5- ≥8 orang)

☐ Yang lain: _____

29. Peran Anda dalam pembelajaran aktif di kelas adalah … *

☑ a. Aktif mengikuti proses pembelajaran

☐ b. Menjelaskan penjelasan dari guru dan mengikuti arahannya

☐ c. Memanfaatkan kesempatan dengan baik dan mempraktikkan pembelajaran di sekolah

☐ Yang lain: _____

QUESTIONNAIRE (NEED ANALISYS)

30. Dalam pembelajaran aktif di kelas, Anda lebih suka jika guru …. *

☐ a. Sebagai assessor (penilai) yakni menilai dan mencatat keamampuan siswa

☑ b. Sebagai motivator yaitu guru memberikan dorongan untuk meningkatkan minat belajat siswa

☐ c. Sebagai organizer (pelaksana) yaitu guru melibatkan siswa dalam kegiatan speaking

☐ d. Sebagai facilitator (fasilitator/penyedia) yaitu guru memberikan kemudahan kepada siswa terkait pengajaran yang diberikan

☐ Yang lain: _____

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APPENDIX 7
THE QUESTIONNAIRE OF STUDENTS' INTERVIEW

QUESTIONNAIRE OF STUDENTS' INTERVIEW

DESIGNING HANDBOOK BASED ON ISLAMIC MODERATION VALUES FOR THE SECOND YEAR STUDENTS OF MAN PALOPO

1. Apakah anda merasa kemampuan Bahasa Inggris anda meningkat setelah belajar dikelas? Mengapa?

   Jawab : _____
   _____

2. Apakah MAN Palopo memiliki buku/media ajar selain buku paket yang dapat membantu dalam meningkatkan kemampuan bahasa Inggris anda?

   Jawab : _____
   _____

3. Apa kelebihan dan kekurangan dari buku ajar yang tersedia?

   Jawab : _____
   _____

4. Apakah bahan ajar yang tersedia membantu anda dalam meningkatkan Bahasa Inggris anda?

   Jawab : _____
   _____

5. Apakah diperlukan buku pegangan siswa *(handbook)* untuk siswa kelas XI MAN Palopo?

   Jawab : _____
   _____

6. Dalam bahasa Inggris terdapat empat *skill* yaitu *listening, speaking, reading* dan writing. *Skill* manakah yang sangat anda butuhkan saat ini? Mengapa?

   Jawab : _____
   _____

7. *Skill* Bahasa Inggris apa yang sangat anda butuhkan untuk dimuat kedalam *handbook*?

   Jawab : _____
   _____

8. Perlukah anda mempelajari nilai-nilai moderasi Islam?

   Jawab : _____
   _____

9. Perlukah memasukkan aspek kebahasaan seperti *vocabulary, pronunciation* dan *expression* kedalam *handbook*?

Jawab : _____

_____

10. Apakah anda sudah familiar dengan penggunaan teknologi seperti *handphone* untuk

mengakses aplikasi yang akan digunakan dalam pembelajaran?

Jawab : _____

_____

APPENDIX 8
THE RESULT OF
STUDENTS' INTERVIEW

QUESTIONNAIRE OF STUDENTS' INTERVIEW

DESIGNING HANDBOOK BASED ON ISLAMIC MODERATION VALUES FOR THE SECOND YEAR STUDENTS OF MAN PALOPO

1. Apakah anda merasa kemampuan bahasa Inggris anda meningkat setelah belajar dikelas? Mengapa?

   Jawab: Setelah belajar belajar dikelas, kemampuan bahasa Inggris sedikit meningkat tetapi terbatas. Hal ini disebabkan oleh kurangnya minat siswa belajar bahasa Inggris dan mengangggapnya susah unrk dipelajari.

2. Apakah MAN Palopo memiliki buku/media ajar selain buku paket yang dapat membantu dalam meningkatkan kemampuan bahasa Inggris anda?

   Jawab: Tidak punya, hanya buku paket Bahasa Inggris.

3. Apa kelebihan dan kekurangan dari buku ajar yang tersedia?

   Jawab: Buku yang ada sudah mencakup materi yang telah ditetapkan pada kurikulum dan silabus. Akan tetapi, materi didalam buku cenderung sulit dipahami oleh siswa.

4. Apakah bahan ajar yang tersedia membantu anda dalam meningkatkan Bahasa Inggris anda?

   Jawab: Iya, namun tidak signifikan.

5. Apakah diperlukan buku pegangan siswa *(handbook)* untuk siswa kelas XI MAN Palopo?

   Jawab: Iya, siswa merasa sangat memerlukan *handbook.*

6. Dalam bahasa Inggris terdapat empat *skill* yaitu *listening, speaking, reading* dan writing. *Skill* manakah yang sangat anda butuhkan saat ini? Mengapa?

   Jawab: Siswa cenderung memilih *speaking* dari ketiga *skill* yang lain. Siswa berpendapat bahwa *speaking skill* sangat dibutuhkan karena dengan *speaking*, maka akan secara langsung menggunakan bahasa Inggris untuk berkomunikas siswa juga menambahkan bahwa *speaking* lebih mudah untuk dipelajari daripada skil lainnya.

7. *Skill* bahasa Inggris apa yang sangat anda butuhkan untuk dimuat kedalam *handbook*?

   Jawab: *Skill* bahasa Inggris yang sangat dibutuhkan oleh siswa untuk dibuat kedalam *handbook* adalah *speaking skill.*

8. Perlukah anda mempelajari nilai-nilai moderasi Islam?

   Jawab: Perlu, sangat perlu.
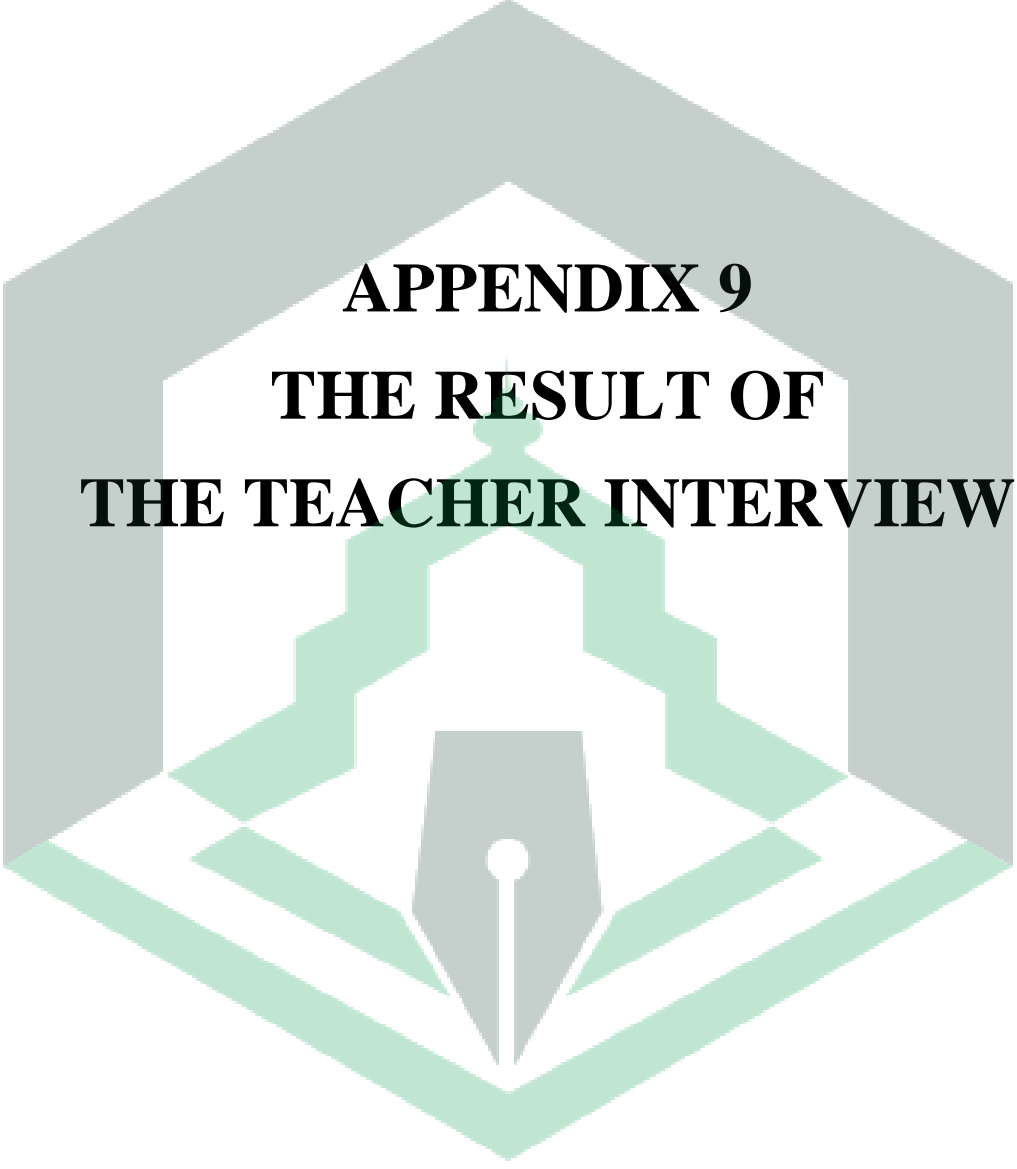
9. Perlukah memasukkan aspek kebahasaan seperti *vocabulary, pronunciation* dan *expression* kedalam *handbook*?

Jawab: Iya, aspek kebahasaan perlu untuk dicantumkan kedalam *handbook* karena akan membantu siswa dalam menyerap dan memahami materi yang ada didalam *handbook.*

10. Apakah anda sudah familiar dengan penggunaan teknologi seperti *handphone* untuk mengakses aplikasi yang akan digunakan dalam pembelajaran?

Jawab: Iya, sangat familiar. Siswa sudah terbiasa menggunakan alat seperti *handphone* untuk mengakses informasi dan aplikasi lainnya karena sebelumnya telah dilakukan pada masa pembelajaran *online* selama pandemic.

APPENDIX 9

THE RESULT OF

THE TEACHER INTERVIEW

Lembar Interview

Narasumber　　　　　　　: Rahmawati, S.S.

Sekolah　　　　　　: MAN Palopo

Kelas Observasi　　　: XI MIPA 3

Hari/Tanggal Interview : 25 April 2022 (Ganti jadi yang observasi)

No.	Pertanyaan	Jawaban
1.	Berapa jumlah siswa dalam kelas XI MIPA 3?	Untuk kelas XI MIPA 3 sendiri ada 28 orang siswa. Pada awalnya ada 29 orang, tetapi satu orang pindah.
2.	Kurikulum apa yang digunakan dalam proses belajar mengajar di sekolah ini?	Kurikulum 2013 (K13).
3.	Pada tahap awal pembelajaran, apa yang ibu lakukan untuk menarik perhatian siswa, dan sekaligus menimbulkan motivasi dalam mengajar?	Sebelum memulai materi yang akan diajarkan, saya biasanya berusaha mencairkan suasana dengan menyapa dan menanyakan kondisi siswa dan memberi motivasi atau nasehat.
4.	Pada pembelajaran bahasa Inggris, apakah menggunakan *student centered* atau guru hanya sebagai fasilitator?	Dalam mengajar, biasanya saya berusaha mengkombinasikan keduanya. Namun, kebanyakan lebih kepada sebagai fasilitator karena siswa cenderung masih susah dalam mempelajari materi yang ada. Makanya, perlu dihantarkan, kalau mumpuni untuk *student centered,* maka kita lakukan seperti itu, tergantung situasi dan kondisi siswa saja.
5.	Dalam proses pembelajaran bahasa Inggris, apakah menggunkan media?	Iya, dalam proses pembelajaran saya menggunakan media, lebih kepada media sosial seperti Youtube, video, dan WA. Apalagi, dalam kondisi sekarang siswa telah terbiasa beradaptasi dengan media sosial selama pembelajaran online.
6.	Apa strategi pembelajaran yang sering ibu gunakan?	Untuk strategi pembelajaran, ini tergantung yah. Saya harus melihat dulu materi apa yang akan saya ajarkan, kemudian mempertimbangkan strategi yang kiranya tepat untuk siswa dikelas nantinya.
7.	Apakah buku paket menjadi satu-satunya sumber belajar?	Kalau sumber belajar, yang menjadi acuan tentunya buku dari Kemendikbud. Tetapi, kalau dirasa materi atau soal latihan yang ada pada buku yang tersedia kurang atau sulit dipahami oleh siswa, saya akan mencari materi referensi lainnya di Youtube ataupun google.

8.	Apakah buku paket yang dipakai dalam mengajar bahasa Inggris sudah relevan dengan kebutuhan proses belajar mengajar?	Kalau dibilang relevan yah kadang relevan kadang tidak. Hal ini karena tipe siswa dalam menerima materi itu berbeda-beda, juga kemampunnya pun berbeda.
9.	Bagaimana menurut ibu mengenai penguasaan siswa terhadap vocabulary, grammar, apakah siswa memiliki kemampuan yang cukup?	Dibilang cukup, yah saya rasa masih belum cukup, yah. Masih banyak siswa yang belum paham banyak mengani vocabulary ataupun grammar yang ada dalam materi atau buku, sehingga kita juga sebagai guru harus berusaha keras dalam proses pengajaran nantinya, bagaimana agar supaya materi yang ada ini dapat tersampaikan kepada siswa.
10.	Menurut ibu, kesulitan apa yang dimiliki oleh siswa dalam belajar bahasa Inggris?	Secara umum, kesulitan yang dimiliki oleh siswa terletak pada penguasaan kosa kata yang masih sedikit (terbatas), rasa percaya diri yang kurang, dan kesulitan dalam melafalkan kosa kata yang ada. Saya sering kali menasehati siswa supaya jangan malu dalam belajar bahasa Inggris, kan namanya bukan bahasa kita yah awalnya pasti akan susah, yang penting mereka harus niat dan mau belajar karena ini akan berguna kedepannya, semakin kita menimba ilmu yah pasti kita akan menjumpai bahasa Inggris ini.
11.	Menurut ibu, dari keempat skill bahasa Inggris; *listening, speaking, reading* dan *writing,* yang manakah yang paling dibutuhkan siswa?	Menurut saya, skill *speaking* ini sangat dibutuhkan oleh siswa untuk sekarang. Dengan *speaking* siswa mau tidak mau harus berusaha berbicara dalam bahasa Inggris meskipun dengan sangat terbata-bata, tetapi dengan begitu mereka bisa melawan rasa kurang percaya diri. Akan tetapi, siswa juga harus diberkan materi mengenai kosa kata bahasa Inggris agar supaya lebih mudah dalam berlatih *speaking.*
12.	Kesulitan apa yang ibu hadapi dalam proses belajar mengajar?	Kesulitan yang saya hadapi yah itu; kurangnya kosa kata dan rasa percaya diri siswa untuk belajar berbahasa Inggris dan ini tentunya akan berpengaruh pada rendahnya minat siswa dalam bahasa Inggris.
13.	Menurut ibu, apakah siswa perlu memiliki buku pegangan siswa *(handbook)*?	Iya, tentu. Sangat perlu, siswa sangat membutuhkan *handbook* untuk menunjang pembelajaran dan materi yang ada dibuku.
14.	Bagaimana pendapat ibu tentang nilai-nilai moderasi Islam, apakah ini perlu	Iya, menurut saya sangat perlu. Nilai-nilai moderasi Islam ini sangat penting untuk

	diajarkan kepada siswa?	diajarkan kepada siswa agar meningkatkan rasa toleransi, saling menghargai terhadap sesama. Melihat situasi siswa kedepannya yang akan bertemu dengan masyarakat yan majemuk yang berbeda agama, maupun suku, mereka perlu dibekali dengan pentingnya akan pemahaman terhadap moderasi itu sendiri.
15.	Bagaimana pendapat ibu mengenai buku ataupun *handbook* yang didalamnya diselipkan nilai-nilai moderasi Islam.	Menurut saya, itu sangat bagus yah. Jadi, kita bisa dapat dua hal, dapat materi yang ada didalamnya serta niali-nilai moderasi Islam yang diselipkan dalam konten-konten didalamnya. Untuk disekolah ini, saya pribadi merasa sangat perlu. Jadi, siswa yang semuanya beragama Islam bisa lebih paham nilai-nilai moderasi Islam yang ada. Nanti, kalau mereka sudah ada ditengah-tengah masyarakat atau dibangku kuliah misalnya, mereka tidak akan kaget dan merasa ambigu dengan istilah moderasi ini.
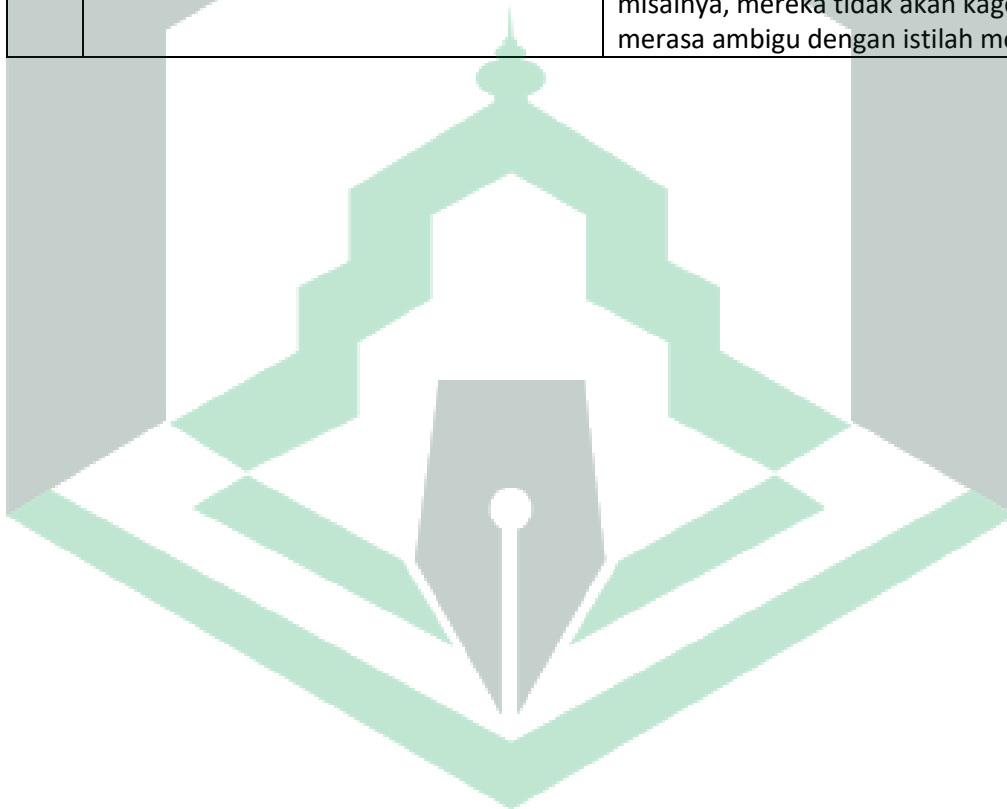
APPENDIX 10
THE EXPERTS' EVALUATION QUESTIONNAIRE OF THE PRODUCT

KUESIONER EVALUASI UNTUK AHLI MATERI

DESIGNING HANDBOOK BASED ON ISLAMIC MODERATION VALUES FOR THE SECOND YEAR STUDENTS OF MAN PALOPO

A. Data Responden

Nama :

Umur :

Jenis Kelamin :

Pendidikan : ☐ S1 ☐ S2 ☐ S3 ☐ Profesor

Pengalaman :

Mengajar ☐ 0-2 tahun

☐ 2-4 tahun

☐ 4-6 tahun

☐ ≥ 6 tahun

B. Tabel Evaluasi

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

Keterangan :

4 : Sangat Baik

3 : Baik

2 : Kurang Baik

1 : Tidak Baik

No.	Pernyataan	4	3	2	1
A. KONTEN					
1.	Cakupan isi materi dalam bahan ajar *Handbook* sesuai dengan kebutuhan siswa kelas XI MAN Palopo.				
2.	Kedalaman materi dalam bahan ajar *Handbook* memadai.				
3.	Keaslian materi dalam bahan ajar *Handbook* memadai.				
4.	Materi dalam buku pegangan siswa *handbook* mengandung nilai moderasi Islam.				
5.	Isu-isu terbaru di dalam buku pegangan siswa *handbook* menarik.				

	Saran Perbaikan:				

B. AKTIVITAS

6.	Kegiatan dalam tiap tasks banyak melibatkan siswa.				
7.	Kegiatan dalam tasks bervariasi.				
8.	Kegiatan dalam tasks sesuai topik.				
9.	Kegiatan dalam tasks menarik bagi siswa.				
10.	Kegiatan dalam tasks dapat memotivasi siswa untuk belajar bahasa Inggris.				
11.	Kegiatan dalam tasks membantu siswa dalam memahami materi.				
12.	Kegiatan melibatkan siswa untuk bekerja secara individu, berpasangan, maupun berkelompok.				
13.	Kegiatan dalam tasks disusun dari tingkat mudah kesulit.				
14.	Kegiatan dalam tasks berguna dalam kehidupan nyata siswa.				
	Saran Perbaikan:				

C. INPUT

15.	Instruksi dalam tiap tasks mudah dipahami.				
16.	Input materi berbentuk teks dan gambar relevan.				
17.	Input materi berbentuk teks dan gambar sesuai dengan kemampuan siswa.				
18.	Input materi berbentuk teks dengan gambar menarik.				
19.	Input materi mencakup struktur bahasa yang benar.				
20.	Input materi dapat menambah wawasan siswa.				
21.	Input materi dapat menambah kosa kata siswa.				
22.	Input materi membantu siswa dalam berbahasa.				

23.	Input dan tasks seimbang.				
24.	Pilihan topik sesuai dengan karakteristik siswa.				
25.	Pilihan topik mengandung nilai moderasi Islam.				

Saran Perbaikan:

D. BAHASA					
26.	Bahasa yang digunakan dalam buku pegangan siswa *handbook* sesuai dengan kemampuan siswa.				
27.	Bahasa yang disajikan pada *handbook* komprehensif dan sesuai dengan tingkat perkembangan kognitif siswa.				
28.	Ekspresi yang digunakan pada *Handbook* sesuai dengan tata bahasa yang benar.				
29.	Bahasa yang disajikan dalam buku pegangan siswa *handbook* mudah dipahami				

Saran Perbaikan:

E. DESAIN DAN LAYOUT					
30.	Tampilan materi jelas.				
31.	Tampilan materi menarik.				
32.	Ukuran huruf sesuai.				
33.	Ukuran spasi sesuai.				
34.	Jarak spasi sesuai.				
35.	Penggunaan tanda baca tepat.				

Saran Perbaikan:

F.	EVALUASI UMUM				
36.	Sistematika penyajian runtut.				
37.	Keseluruhan materi sesuai dengan kemampuan berbahasa siswa.				
38.	Keseluruhan unit mengandung nilai moderasi Islam,				
39.	Penilaian sesuai dengan input yang diberikan.				
Saran Perbaikan:					

C. Kesimpulan

Secara umum, pendapat bapak/ibu terhadap buku pegangan siswa (handbook) yang didesain:

a. Layak

b. Layak dengan perbaikan

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....
....

c. Tidak layak

Palopo, **……………….**
Penilai Kelayakan

_____

KUESIONER EVALUASI UNTUK AHLI BAHASA

DESIGNING HANDBOOK BASED ON ISLAMIC MODERATION VALUES FOR THE SECOND YEAR STUDENTS OF MAN PALOPO

A. Data Responden

Nama :
Umur :
Jenis Kelamin :
Pendidikan : ☐ S1 ☐ S2 ☐ S3 ☐ Profesor
Pengalaman :
Mengajar ☐ 0-2 tahun
☐ 2-4 tahun
☐ 4-6 tahun
☐ ≥ 6 tahun

B. Tabel Evaluasi

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

Keterangan :

4 : Sangat Baik
3 : Baik
2 : Kurang Baik
1 : Tidak Baik

No.	Pernyataan	4	3	2	1
A. KONTEN					
1.	Cakupan isi materi dalam bahan ajar *Handbook* sesuai dengan kebutuhan siswa kelas XI MAN Palopo.				
2.	Kedalaman materi dalam bahan ajar *Handbook* memadai.				
3.	Keaslian materi dalam bahan ajar *Handbook* memadai.				
4.	Materi dalam buku pegangan siswa *handbook* mengandung nilai moderasi Islam.				
5.	Isu-isu terbaru di dalam buku pegangan siswa *handbook* menarik.				

	Saran Perbaikan:				

B. AKTIVITAS

6.	Kegiatan dalam tiap tasks banyak melibatkan siswa.				
7.	Kegiatan dalam tasks bervariasi.				
8.	Kegiatan dalam tasks sesuai topik.				
9.	Kegiatan dalam tasks menarik bagi siswa.				
10.	Kegiatan dalam tasks dapat memotivasi siswa untuk belajar bahasa Inggris.				
11.	Kegiatan dalam tasks membantu siswa dalam memahami materi.				
12.	Kegiatan melibatkan siswa untuk bekerja secara individu, berpasangan, maupun berkelompok.				
13.	Kegiatan dalam tasks disusun dari tingkat mudah kesulit.				
14.	Kegiatan dalam tasks berguna dalam kehidupan nyata siswa.				
	Saran Perbaikan:				

C. INPUT

15.	Instruksi dalam tiap tasks mudah dipahami.				
16.	Input materi berbentuk teks dan gambar relevan.				
17.	Input materi berbentuk teks dan gambar sesuai dengan kemampuan siswa.				
18.	Input materi berbentuk teks dengan gambar menarik.				
19.	Input materi mencakup struktur bahasa yang benar.				
20.	Input materi dapat menambah wawasan siswa.				
21.	Input materi dapat menambah kosa kata siswa.				
22.	Input materi membantu siswa dalam berbahasa.				

23.	Input dan tasks seimbang.				
24.	Pilihan topik sesuai dengan karakteristik siswa.				
25.	Pilihan topik mengandung nilai moderasi Islam.				

Saran Perbaikan:

D. BAHASA

26.	Bahasa yang digunakan dalam buku pegangan siswa *handbook* sesuai dengan kemampuan siswa.				
27.	Bahasa yang disajikan pada *handbook* komprehensif dan sesuai dengan tingkat perkembangan kognitif siswa.				
28.	Ekspresi yang digunakan pada *Handbook* sesuai dengan tata bahasa yang benar.				
29.	Bahasa yang disajikan dalam buku pegangan siswa *handbook* mudah dipahami				

Saran Perbaikan:

E. DESAIN DAN LAYOUT

30.	Tampilan materi jelas.				
31.	Tampilan materi menarik.				
32.	Ukuran huruf sesuai.				
33.	Ukuran spasi sesuai.				
34.	Jarak spasi sesuai.				
35.	Penggunaan tanda baca tepat.				

Saran Perbaikan:

F.	EVALUASI UMUM				
36.	Sistematika penyajian runtut.				
37.	Keseluruhan materi sesuai dengan kemampuan berbahasa siswa.				
38.	Keseluruhan unit mengandung nilai moderasi Islam,				
39.	Penilaian sesuai dengan input yang diberikan.				
Saran Perbaikan:					

C. Kesimpulan

Secara umum, pendapat bapak/ibu terhadap buku pegangan siswa (handbook) yang didesain:

d. Layak

e. Layak dengan perbaikan

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

f. Tidak layak

Palopo, **……………….**
Penilai Kelayakan

_____

KUESIONER EVALUASI UNTUK AHLI DESAIN DAN LAYOUT

DESIGNING HANDBOOK BASED ON ISLAMIC MODERATION VALUES FOR THE SECOND YEAR STUDENTS OF MAN PALOPO

A. Data Responden

Nama   :

Umur   :

Jenis Kelamin   :

Pendidikan   : ☐ S1   ☐ S2   ☐ S3   Profesor

Pengalaman   :

Mengajar   ☐ 0-2 tahun

                            ☐ 2-4 tahun

                            ☐ 4-6 tahun

                            ☐ ≥ 6 tahun

B. Tabel Evaluasi

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

Keterangan :

4   : Sangat Baik

3   : Baik

2   : Kurang Baik

1   : Tidak Baik

No.	Pernyataan	4	3	2	1
A.	**KONTEN**				
1.	Cakupan isi materi dalam bahan ajar *Handbook* sesuai dengan kebutuhan siswa kelas XI MAN Palopo.				
2.	Kedalaman materi dalam bahan ajar *Handbook* memadai.				
3.	Keaslian materi dalam bahan ajar *Handbook* memadai.				
4.	Materi dalam buku pegangan siswa *handbook* mengandung nilai moderasi Islam.				
5.	Isu-isu terbaru di dalam buku pegangan siswa *handbook* menarik.				

	Saran Perbaikan:				

B.	**AKTIVITAS**				
6.	Kegiatan dalam tiap tasks banyak melibatkan siswa.				
7.	Kegiatan dalam tasks bervariasi.				
8.	Kegiatan dalam tasks sesuai topik.				
9.	Kegiatan dalam tasks menarik bagi siswa.				
10.	Kegiatan dalam tasks dapat memotivasi siswa untuk belajar bahasa Inggris.				
11.	Kegiatan dalam tasks membantu siswa dalam memahami materi.				
12.	Kegiatan melibatkan siswa untuk bekerja secara individu, berpasangan, maupun berkelompok.				
13.	Kegiatan dalam tasks disusun dari tingkat mudah kesulit.				
14.	Kegiatan dalam tasks berguna dalam kehidupan nyata siswa.				
Saran Perbaikan:					

C.	**INPUT**				
15.	Instruksi dalam tiap tasks mudah dipahami.				
16.	Input materi berbentuk teks dan gambar relevan.				
17.	Input materi berbentuk teks dan gambar sesuai dengan kemampuan siswa.				
18.	Input materi berbentuk teks dengan gambar menarik.				
19.	Input materi mencakup struktur bahasa yang benar.				
20.	Input materi dapat menambah wawasan siswa.				
21.	Input materi dapat menambah kosa kata siswa.				
22.	Input materi membantu siswa dalam berbahasa.				

23.	Input dan tasks seimbang.				
24.	Pilihan topik sesuai dengan karakteristik siswa.				
25.	Pilihan topik mengandung nilai moderasi Islam.				

Saran Perbaikan:

D. BAHASA

26.	Bahasa yang digunakan dalam buku pegangan siswa *handbook* sesuai dengan kemampuan siswa.				
27.	Bahasa yang disajikan pada *handbook* komprehensif dan sesuai dengan tingkat perkembangan kognitif siswa.				
28.	Ekspresi yang digunakan pada *Handbook* sesuai dengan tata bahasa yang benar.				
29.	Bahasa yang disajikan dalam buku pegangan siswa *handbook* mudah dipahami				

Saran Perbaikan:

E. DESAIN DAN LAYOUT

30.	Tampilan materi jelas.				
31.	Tampilan materi menarik.				
32.	Ukuran huruf sesuai.				
33.	Ukuran spasi sesuai.				
34.	Jarak spasi sesuai.				
35.	Penggunaan tanda baca tepat.				

Saran Perbaikan:

F.	EVALUASI UMUM				
36.	Sistematika penyajian runtut.				
37.	Keseluruhan materi sesuai dengan kemampuan berbahasa siswa.				
38.	Keseluruhan unit mengandung nilai moderasi Islam,				
39.	Penilaian sesuai dengan input yang diberikan.				
Saran Perbaikan:					

C. Kesimpulan

Secara umum, pendapat bapak/ibu terhadap buku pegangan siswa (handbook) yang didesain:

g. Layak

h. Layak dengan perbaikan

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

i. Tidak layak

Palopo, **……………….**
Penilai Kelayakan

_____

APPENDIX 11

THE RESULT OF THE EXPERTS' EVALUATION QUESTIONNAIRE OF THE PRODUCT

KUESIONER EVALUASI UNTUK AHLI MATERI

DESIGNING HANDBOOK BASED ON ISLAMIC MODERATION VALUES FOR THE SECOND YEAR STUDENTS OF MAN PALOPO

A. Data Responden

Nama : Rahmawati, S.S.

Umur :

Jenis Kelamin : Perempuan

Pendidikan : [✓] S1   [ ] S2   [ ] S3   [ ] Profesor

Pengalaman :

Mengajar

[ ] 0-2 tahun
[ ] 2-4 tahun
[ ] 4-6 tahun
[✓] ≥ 6 tahun

B. Tabel Evaluasi

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

Keterangan :

4   : Sangat Baik

3   : Baik

2   : Kurang Baik

1   : Tidak Baik

No.	Pernyataan	4	3	2	1
A. KONTEN					
1.	Cakupan isi materi dalam bahan ajar *Handbook* sesuai dengan kebutuhan siswa kelas XI MAN Palopo.	✓			
2.	Kedalaman materi dalam bahan ajar *Handbook* memadai.	✓			
3.	Keaslian materi dalam bahan ajar *Handbook* memadai.	✓			

4.	Materi dalam buku pegangan siswa *handbook* mengandung nilai moderasi Islam.	✓				
5.	Isu-isu terbaru di dalam buku pegangan siswa *handbook* menarik.	✓				

Saran Perbaikan:

B. AKTIVITAS

6.	Kegiatan dalam tiap tasks banyak melibatkan siswa.	✓				
7.	Kegiatan dalam tasks bervariasi.	✓				
8.	Kegiatan dalam tasks sesuai topik.	✓				
9.	Kegiatan dalam tasks menarik bagi siswa.	✓				
10.	Kegiatan dalam tasks dapat memotivasi siswa untuk belajar bahasa Inggris.	✓				
11.	Kegiatan dalam tasks membantu siswa dalam memahami materi.	✓				
12.	Kegiatan melibatkan siswa untuk bekerja secara individu, berpasangan, maupun berkelompok.	✓				
13.	Kegiatan dalam tasks disusun dari tingkat mudah kesulit.	✓				
14.	Kegiatan dalam tasks berguna dalam kehidupan nyata siswa.	✓				
	Saran Perbaikan:					

C. INPUT

15.	Instruksi dalam tiap tasks mudah dipahami.	✓				
16.	Input materi berbentuk teks dan gambar	✓				

	relevan.					
17.	Input materi berbentuk teks dan gambar sesuai dengan kemampuan siswa.	✓				
18.	Input materi berbentuk teks dengan gambar menarik.	✓				
19.	Input materi mencakup struktur bahasa yang benar.	✓				
20.	Input materi dapat menambah wawasan siswa.	✓				
21.	Input materi dapat menambah kosa kata siswa.	✓				
22.	Input materi membantu siswa dalam berbahasa.	✓				
23.	Input dan tasks seimbang.	✓				
24.	Pilihan topik sesuai dengan karakteristik siswa.	✓				
25.	Pilihan topik mengandung nilai moderasi Islam.	✓				

Saran Perbaikan:

D. BAHASA

26.	Bahasa yang digunakan dalam buku pegangan siswa *handbook* sesuai dengan kemampuan siswa.	✓				
27.	Bahasa yang disajikan pada *handbook* komprehensif dan sesuai dengan tingkat perkembangan kognitif siswa.	✓				
28.	Ekspresi yang digunakan pada *Handbook* sesuai dengan tata bahasa yang benar.	✓				

29.	Bahasa yang disajikan dalam buku pegangan siswa *handbook* mudah dipahami	✓				

Saran Perbaikan:

E. DESAIN DAN LAYOUT

30.	Tampilan materi jelas.	✓				
31.	Tampilan materi menarik.	✓				
32.	Ukuran huruf sesuai.	✓				
33.	Ukuran spasi sesuai.	✓				
34.	Jarak spasi sesuai.	✓				
35.	Penggunaan tanda baca tepat.	✓				

Saran Perbaikan:

F. EVALUASI UMUM

36.	Sistematika penyajian runtut.	✓				
37.	Keseluruhan materi sesuai dengan kemampuan berbahasa siswa.		✓			
38.	Keseluruhan unit mengandung nilai moderasi Islam,	✓				
39.	Penilaian sesuai dengan input yang diberikan.	✓				

Saran Perbaikan:

E. Kesimpulan

Secara umum, pendapat bapak/ibu terhadap

(a.) Layak

b. Layak dengan perbaikan

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

c. Tidak Layak

Palopo, 2 Juni 2022

Penilai Kelayakan

RAHMAWATI, S.S.
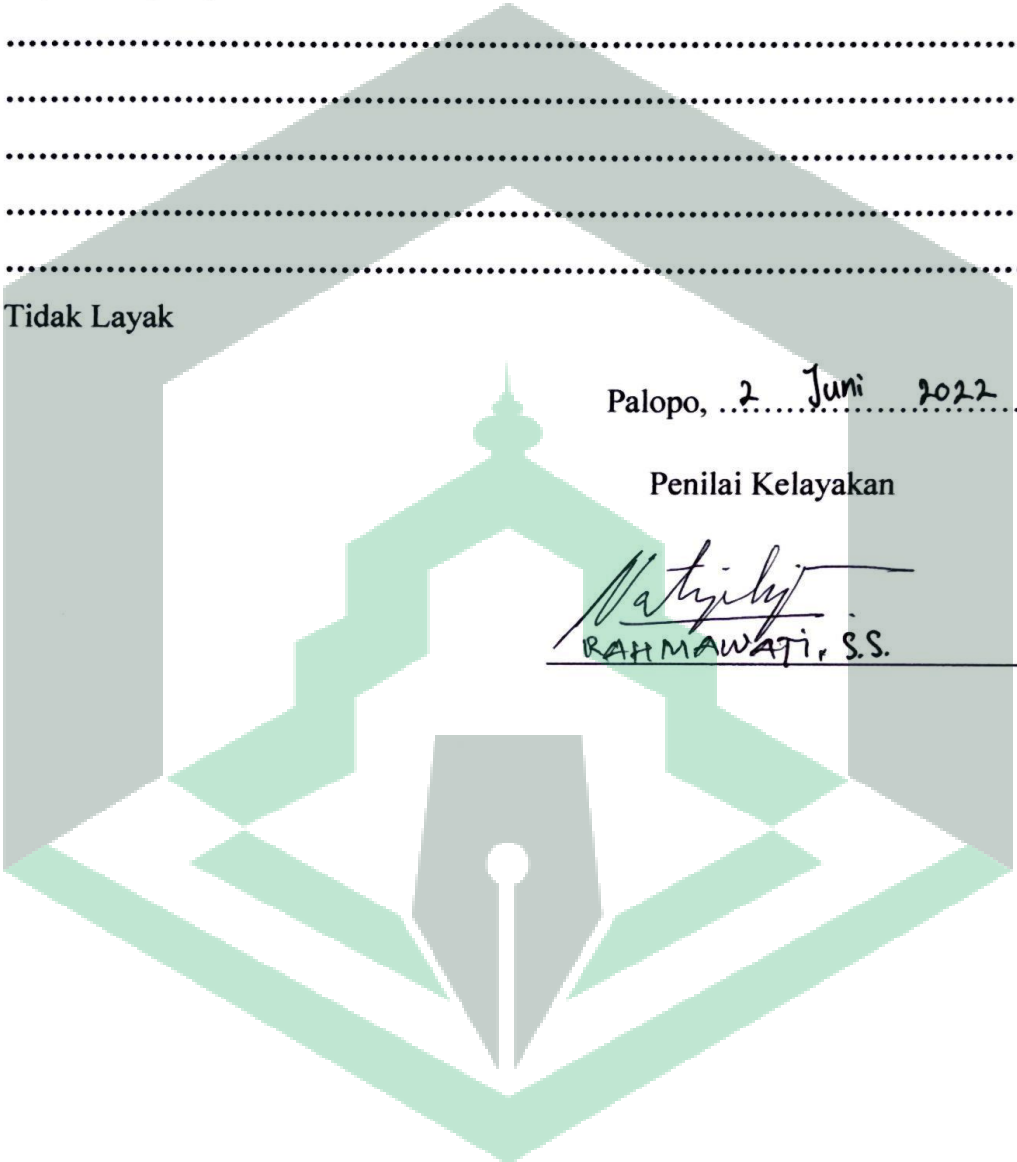
KUESIONER EVALUASI UNTUK AHLI BAHASA

DESIGNING HANDBOOK BASED ON ISLAMIC MODERATION VALUES FOR THE SECOND YEAR STUDENTS OF MAN PALOPO

A. Data Responden

Nama : Mustika, S.Pd., M.Pd

Umur :

Jenis Kelamin : Perempuan

Pendidikan : ☐ S1 ☑ S2 ☐ S3 ☐ Profesor

Pengalaman :

Mengajar
    ☐ 0-2 tahun
    ☐ 2-4 tahun
    ☐ 4-6 tahun
    ☑ ≥ 6 tahun

B. Tabel Evaluasi

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

Keterangan :

4 : Sangat Baik

3 : Baik

2 : Kurang Baik

1 : Tidak Baik

No.	Pernyataan	4	3	2	1
A. KONTEN					
1.	Cakupan isi materi dalam bahan ajar *Handbook* sesuai dengan kebutuhan siswa kelas XI MAN Palopo.	✓			
2.	Kedalaman materi dalam bahan ajar *Handbook* memadai.	✓			
3.	Keaslian materi dalam bahan ajar *Handbook* memadai.	✓			

No.	Pernyataan				
4.	Materi dalam buku pegangan siswa *handbook* mengandung nilai moderasi Islam.	✓			
5.	Isu-isu terbaru di dalam buku pegangan siswa *handbook* menarik.	✓			
Saran Perbaikan:					

B. AKTIVITAS

No.	Pernyataan				
6.	Kegiatan dalam tiap tasks banyak melibatkan siswa.	✓			
7.	Kegiatan dalam tasks bervariasi.	✓			
8.	Kegiatan dalam tasks sesuai topik.		✓		
9.	Kegiatan dalam tasks menarik bagi siswa.	✓			
10.	Kegiatan dalam tasks dapat memotivasi siswa untuk belajar bahasa Inggris.	✓			
11.	Kegiatan dalam tasks membantu siswa dalam memahami materi.	✓			
12.	Kegiatan melibatkan siswa untuk bekerja secara individu, berpasangan, maupun berkelompok.	✓			
13.	Kegiatan dalam tasks disusun dari tingkat mudah kesulit.	✓			
14.	Kegiatan dalam tasks berguna dalam kehidupan nyata siswa.		✓		
Saran Perbaikan:					

C. INPUT

No.	Pernyataan				
15.	Instruksi dalam tiap tasks mudah dipahami.	✓			
16.	Input materi berbentuk teks dan gambar	✓			

No.						
	relevan.					
17.	Input materi berbentuk teks dan gambar sesuai dengan kemampuan siswa.	✓				
18.	Input materi berbentuk teks dengan gambar menarik.		✓			
19.	Input materi mencakup struktur bahasa yang benar.	✓				
20.	Input materi dapat menambah wawasan siswa.	✓				
21.	Input materi dapat menambah kosa kata siswa.	✓				
22.	Input materi membantu siswa dalam berbahasa.	✓				
23.	Input dan tasks seimbang.	✓				
24.	Pilihan topik sesuai dengan karakteristik siswa.		✓			
25.	Pilihan topik mengandung nilai moderasi Islam.	✓				

Saran Perbaikan:

D. BAHASA

No.						
26.	Bahasa yang digunakan dalam buku pegangan siswa *handbook* sesuai dengan kemampuan siswa.		✓			
27.	Bahasa yang disajikan pada *handbook* komprehensif dan sesuai dengan tingkat perkembangan kognitif siswa.	✓				
28.	Ekspresi yang digunakan pada *Handbook* sesuai dengan tata bahasa yang benar.	✓				

| 29. | Bahasa yang disajikan dalam buku pegangan | | ✓ | | | |
| | siswa *handbook* mudah dipahami | | | | | |

Saran Perbaikan:

E. DESAIN DAN LAYOUT

30.	Tampilan materi jelas.	✓				
31.	Tampilan materi menarik.		✓			
32.	Ukuran huruf sesuai.	✓				
33.	Ukuran spasi sesuai.	✓				
34.	Jarak spasi sesuai.	✓				
35.	Penggunaan tanda baca tepat.	✓				

Saran Perbaikan:

F. EVALUASI UMUM

36.	Sistematika penyajian runtut.	✓				
37.	Keseluruhan materi sesuai dengan kemampuan berbahasa siswa.	✓				
38.	Keseluruhan unit mengandung nilai moderasi Islam,	✓				
39.	Penilaian sesuai dengan input yang diberikan.		✓			

Saran Perbaikan:

C. Kesimpulan

Secara umum, pendapat bapak/ibu terhadap buku pegangan siswa (handbook) yang didesain:

a. Layak

b. Layak dengan perbaikan
   - Grammar
   - Gaya bahasa yg profokatif
   - Pilihan Kata
   - Tanda Baca

c. Tidak Layak

Palopo, 2 Juni 2022

Penilai Kelayakan

Mustika, S.Pd., M.Pd.

KUESIONER EVALUASI UNTUK AHLI DESAIN DAN LAYOUT

DESIGNING HANDBOOK BASED ON ISLAMIC MODERATION VALUES FOR THE SECOND YEAR STUDENTS OF MAN PALOPO

A. Data Responden

Nama : Dr. Masruddin, S.S., M.Hum.

Umur :

Jenis Kelamin : Laki-Laki

Pendidikan : ☐ S1 ☐ S2 ☑ S3 ☐ Profesor

Pengalaman :

Mengajar

☐ 0-2 tahun

☐ 2-4 tahun

☐ 4-6 tahun

☑ ≥ 6 tahun

B. Tabel Evaluasi

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

Keterangan :

4 : Sangat Baik

3 : Baik

2 : Kurang Baik

1 : Tidak Baik

No.	Pernyataan	4	3	2	1
A. KONTEN					
1.	Cakupan isi materi dalam bahan ajar *Handbook* sesuai dengan kebutuhan siswa kelas XI MAN Palopo.	✓			
2.	Kedalaman materi dalam bahan ajar *Handbook* memadai.		✓		
3.	Keaslian materi dalam bahan ajar *Handbook*	✓			

No.	Pernyataan				
	memadai.				
4.	Materi dalam buku pegangan siswa *handbook* mengandung nilai moderasi Islam.	✓			
5.	Isu-isu terbaru di dalam buku pegangan siswa *handbook* menarik.		✓		

Saran Perbaikan:

B. AKTIVITAS

No.	Pernyataan				
6.	Kegiatan dalam tiap tasks banyak melibatkan siswa.	✓			
7.	Kegiatan dalam tasks bervariasi.	✓			
8.	Kegiatan dalam tasks sesuai topik.	✓			
9.	Kegiatan dalam tasks menarik bagi siswa.	✓			
10.	Kegiatan dalam tasks dapat memotivasi siswa untuk belajar bahasa Inggris.	✓			
11.	Kegiatan dalam tasks membantu siswa dalam memahami materi.		✓		
12.	Kegiatan melibatkan siswa untuk bekerja secara individu, berpasangan, maupun berkelompok.	✓			
13.	Kegiatan dalam tasks disusun dari tingkat mudah kesulit.	✓			
14.	Kegiatan dalam tasks berguna dalam kehidupan nyata siswa.	✓			

Saran Perbaikan:

C. INPUT

No.	Pernyataan				
15.	Instruksi dalam tiap tasks mudah dipahami.	✓			

16.	Input materi berbentuk teks dan gambar relevan.	✓				
17.	Input materi berbentuk teks dan gambar sesuai dengan kemampuan siswa.	✓				
18.	Input materi berbentuk teks dengan gambar menarik.	✓				
19.	Input materi mencakup struktur bahasa yang benar.	✓				
20.	Input materi dapat menambah wawasan siswa.	✓				
21.	Input materi dapat menambah kosa kata siswa.	✓				
22.	Input materi membantu siswa dalam berbahasa.	✓				
23.	Input dan tasks seimbang.	✓				
24.	Pilihan topik sesuai dengan karakteristik siswa.	✓				
25.	Pilihan topik mengandung nilai moderasi Islam.	✓				

Saran Perbaikan:

D. BAHASA

26.	Bahasa yang digunakan dalam buku pegangan siswa *handbook* sesuai dengan kemampuan siswa.	✓				
27.	Bahasa yang disajikan pada *handbook* komprehensif dan sesuai dengan tingkat perkembangan kognitif siswa.	✓				
28.	Ekspresi yang digunakan pada *Handbook* sesuai dengan tata bahasa yang benar.	✓				

29.	Bahasa yang disajikan dalam buku pegangan siswa *handbook* mudah dipahami		✓			

Saran Perbaikan:

E. DESAIN DAN LAYOUT

30.	Tampilan materi jelas.	✓				
31.	Tampilan materi menarik.	✓				
32.	Ukuran huruf sesuai.	✓				
33.	Ukuran spasi sesuai.	✓				
34.	Jarak spasi sesuai.	✓				
35.	Penggunaan tanda baca tepat.		✓			

Saran Perbaikan:

F. EVALUASI UMUM

36.	Sistematika penyajian runtut.	✓				
37.	Keseluruhan materi sesuai dengan kemampuan berbahasa siswa.	✓				
38.	Keseluruhan unit mengandung nilai moderasi Islam,	✓				
39.	Penilaian sesuai dengan input yang diberikan.	✓				

Saran Perbaikan:

C. Kesimpulan

Secara umum, pendapat bapak/ibu terhadap buku pegangan siswa (handbook) yang didesain:

(a.) Layak

b.   Layak dengan perbaikan

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

c.   Tidak Layak

Palopo, 2 Juni 2022

Penilai Kelayakan

Dr. Masnuddin, S.s., M.Hum.
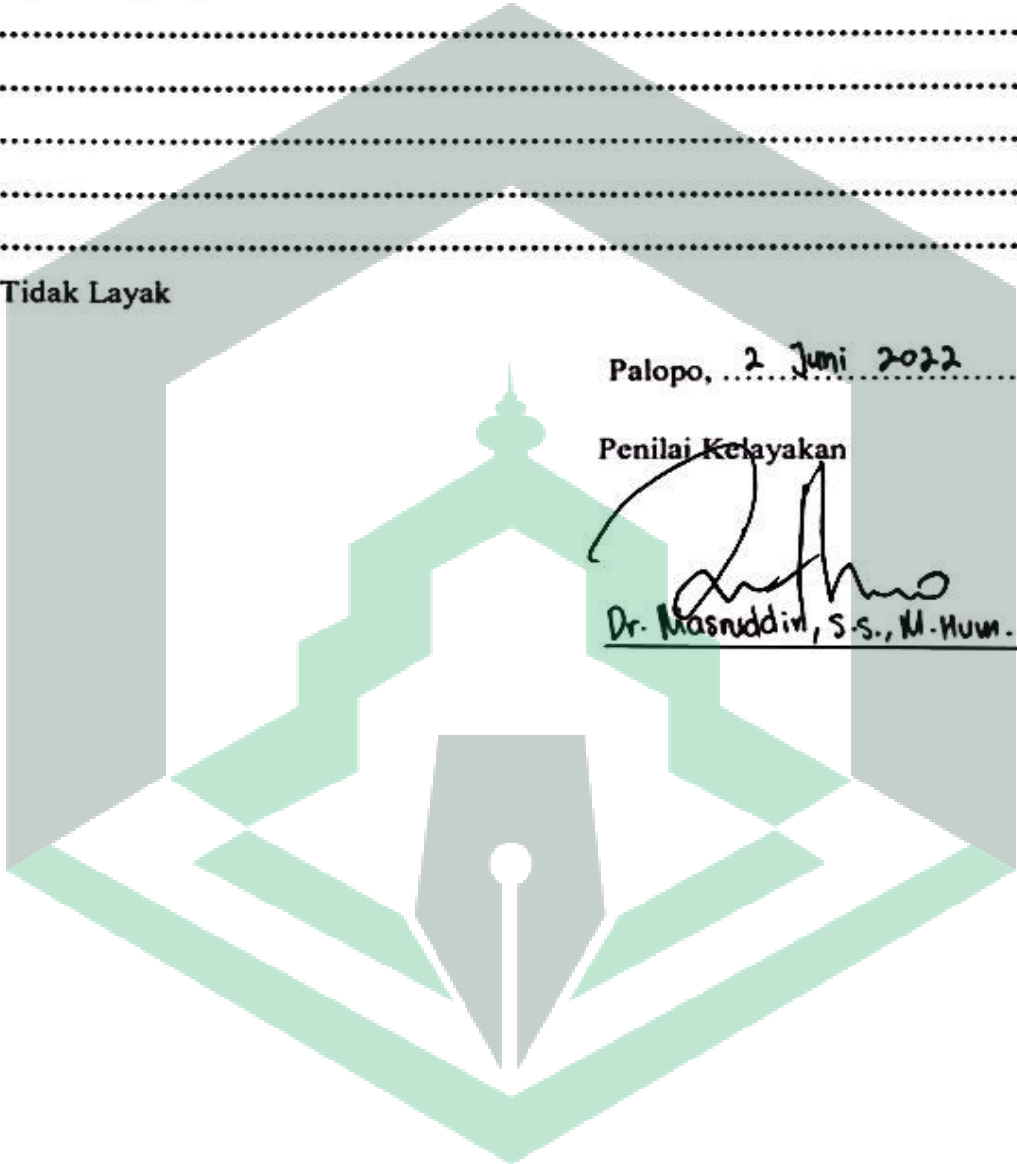
APPENDIX 12
QUESTIONNAIRE OF STUDENTS' PERCEPTIONS
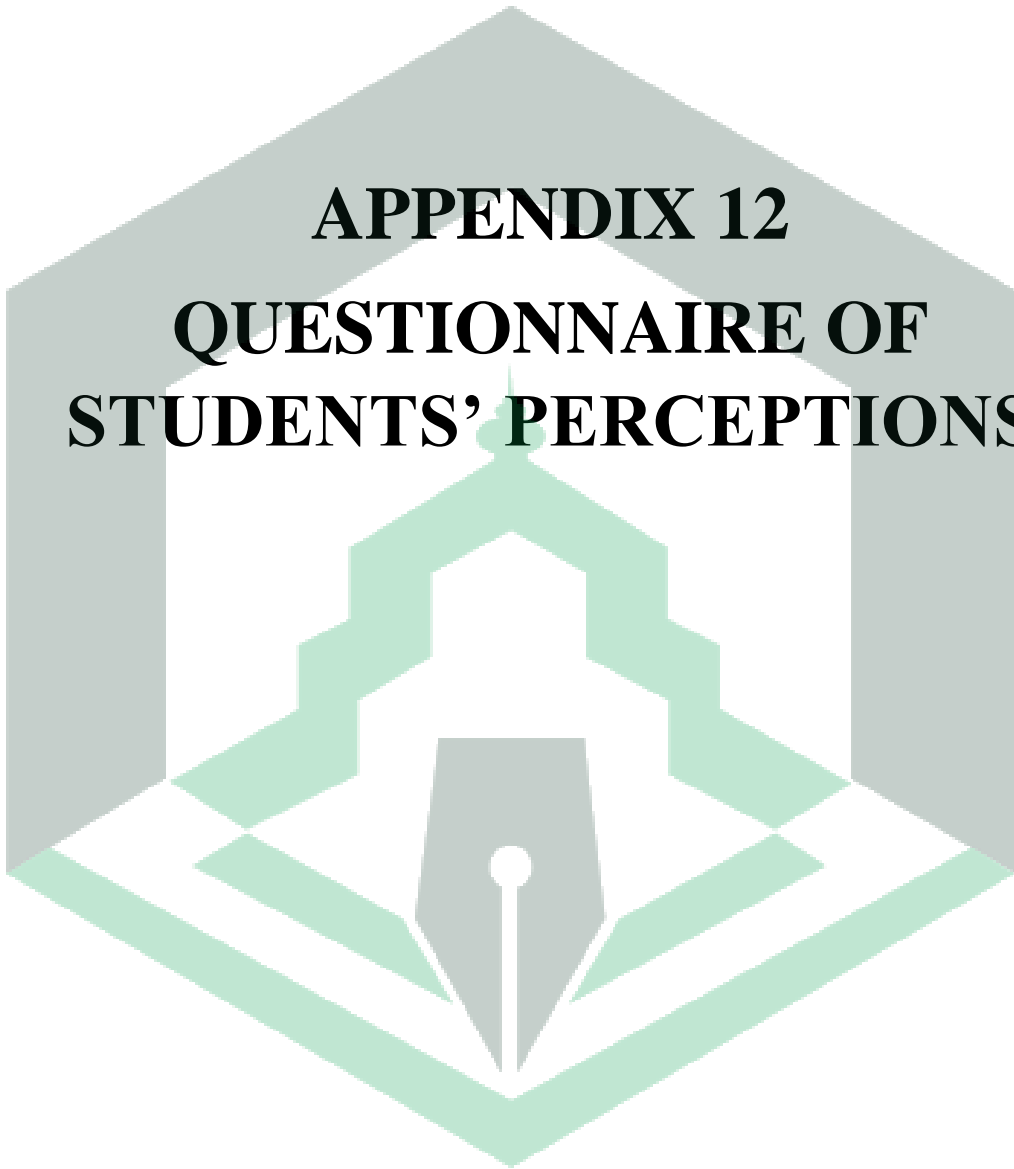
QUESTIONNAIRE FOR STUDENTS PERCEPTION

DESIGNING HANDBOOK BASED ON ISLAMIC MODERATION VALUES FOR THE SECOND YEAR STUDENTS OF MAN PALOPO

Kuesioner ini dibuat untuk mengumpulkan data persepsi siswa terhadap buku pegangan siswa *(handbook)* yang berjudul **"Speaking Handbook Integrated with Islamic Moderation Values for the Second Year Students of MAN Palopo".** Informasi yang terdapat dalam kuesioner sangat berguna menjadi acuan tolok ukur kesesuaian *handbook* yang telah disusun dengan siswa.

A. Data Responden

Nama :
Kelas :
Jenis Kelamin :
Usia :

B. Petunjuk Pengisian

Berilah tanda pada pilihan yang sesuai dengan pertanyaan yang mendeskripsikan keadaan Anda saat ini.

Keterangan:

1 : Sangat Tidak Setuju

2 : Tidak Setuju

3 : Setuju

4 : Sangat Setuju

1. Materi yang disajikan sesuai dengan level kemampuan siswa.

	1	2	3	4	
Sangat tidak setuju	O	O	O	O	Sangat setuju

2. Materi sesuai dengan kebutuhan siswa kelas XI MAN Palopo

	1	2	3	4	
Sangat tidak setuju	O	O	O	O	Sangat setuju

3. Materi yang disajikan mampu meningkatkan kemampuan *speaking* siswa kelas XI MAN Palopo.

	1	2	3	4	
Sangat tidak setuju	O	O	O	O	Sangat setuju

4. Input materi secara keseluruhan beragam.

	1	2	3	4	
Sangat tidak setuju	O	O	O	O	Sangat setuju

5. Input materi menarik dan mudah dipahami.

	1	2	3	4	
Sangat tidak setuju	O	O	O	O	Sangat setuju

6. Topik input materi telah sesuai dengan kebutuhan siswa.

	1	2	3	4	
Sangat tidak setuju	O	O	O	O	Sangat setuju

7. Topik input materi mengandung nilai moderasi Islam

	1	2	3	4	
Sangat tidak setuju	O	O	O	O	Sangat setuju

8. Tasks dan perintah input yang diberikan jelas dan sesuai dengan kebutuhan siswa kelas XI MAN Palopo.

	1	2	3	4	
Sangat tidak setuju	O	O	O	O	Sangat setuju

9. Kegiatan pada setiap chapter beragam.

	1	2	3	4	
Sangat tidak setuju	O	O	O	O	Sangat setuju

10. Latihan dalam input meliputi latihan individu, berpasangan dan berkelompok.

	1	2	3	4	
Sangat tidak setuju	O	O	O	O	Sangat setuju

APPENDIX 13
THE RESULT OF THE STUDENTS' PERCEPTIONS

QUESTIONNAIRE FOR STUDENTS' PERCEPTION

DESIGNING HANDBOOK BASED ON ISLAMIC MODERATION VALUES FOR THE SECOND YEAR
STUDENTS OF MAN PALOPO

    Kuesioner ini dibuat untuk mengumpulkan data persepsi siswa terhadap buku pegangan siswa
(handbook) yang berjudul "Speaking Handbook Integrated with Islamic Moderation Values for the
Second Year Students of MAN Palopo". Informasi yang terdapat dalam kuesioner sangat berguna
menjadi acuan tolok ukur kesesuaian handbook yang telah disusun dengan kebutuhan siswa.

Petunjuk Pengisian
    Berilah tanda pada pilihan yang sesuai dengan pertanyaan yang mendeskripsikan keadaan Anda
saat ini.
Keterangan:

1   : Sangat Tidak Setuju
2   : Tidak Setuju
3   : Setuju
4   : Sangat Setuju

Nama: *

Suryana

Kelas: *

XI MIPA 3

Jenis Kelamin: *

◯ Laki-laki

◉ Perempuan

QUESTIONNAIRE (STUDENTS' PERCEPTION)

Usia: *

16 Tahun

1. Materi yang disajikan sesuai dengan level kemampuan siswa. *

	1	2	3	4	
Sangat tidak setuju	○	○	●	○	Sangat setuju

2. Materi sesuai dengan kebutuhan siswa kelas XI MAN Palopo *

	1	2	3	4	
Sangat tidak setuju	○	○	○	●	Sangat setuju

3. Materi yang disajikan mampu meningkatkan kemampuan speaking siswa kelas XI MAN Palopo. *

	1	2	3	4	
Sangat tidak setuju	○	○	●	○	Sangat setuju

4. Input materi secara keseluruhan beragam. *

	1	2	3	4	
Sangat tidak setuju	○	○	○	●	Sangat setuju

QUESTIONNAIRE (STUDENTS' PERCEPTION)

5. Input materi menarik dan mudah dipahami. *

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

6. Topik input materi telah sesuai dengan kebutuhan siswa. *

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

7. Topik input materi mengandung nilai moderasi Islam *

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

8. Tasks dan perintah input yang diberikan jelas dan sesuai dengan kebutuhan siswa kelas * XI MAN Palopo.

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

9. Kegiatan pada setiap chapter beragam. *

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

QUESTIONNAIRE (STUDENTS' PERCEPTION)

10. Latihan dalam input meliputi latihan individu, berpasangan dan berkelompok. *

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

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QUESTIONNAIRE FOR STUDENTS' PERCEPTION

DESIGNING HANDBOOK BASED ON ISLAMIC MODERATION VALUES FOR THE SECOND YEAR STUDENTS OF MAN PALOPO

Kuesioner ini dibuat untuk mengumpulkan data persepsi siswa terhadap buku pegangan siswa (handbook) yang berjudul "Speaking Handbook Integrated with Islamic Moderation Values for the Second Year Students of MAN Palopo". Informasi yang terdapat dalam kuesioner sangat berguna menjadi acuan tolok ukur kesesuaian handbook yang telah disusun dengan kebutuhan siswa.

Petunjuk Pengisian
Berilah tanda pada pilihan yang sesuai dengan pertanyaan yang mendeskripsikan keadaan Anda saat ini.
Keterangan:

1 : Sangat Tidak Setuju
2 : Tidak Setuju
3 : Setuju
4 : Sangat Setuju

Nama: *

Syahrisal Wirawan

Kelas: *

XI MIPA 3

Jenis Kelamin: *

◉ Laki-laki

◯ Perempuan

QUESTIONNAIRE (STUDENTS' PERCEPTION)

Usia: *

17 Tahun

1. Materi yang disajikan sesuai dengan level kemampuan siswa. *

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

2. Materi sesuai dengan kebutuhan siswa kelas XI MAN Palopo *

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

3. Materi yang disajikan mampu meningkatkan kemampuan speaking siswa kelas XI MAN * Palopo.

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

4. Input materi secara keseluruhan beragam. *

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

QUESTIONNAIRE (STUDENTS' PERCEPTION)

5. Input materi menarik dan mudah dipahami. *

	1	2	3	4	
Sangat tidak setuju	○	○	○	●	Sangat setuju

6. Topik input materi telah sesuai dengan kebutuhan siswa. *

	1	2	3	4	
Sangat tidak setuju	○	○	●	○	Sangat setuju

7. Topik input materi mengandung nilai moderasi Islam *

	1	2	3	4	
Sangat tidak setuju	○	○	●	○	Sangat setuju

8. Tasks dan perintah input yang diberikan jelas dan sesuai dengan kebutuhan siswa kelas *
XI MAN Palopo.

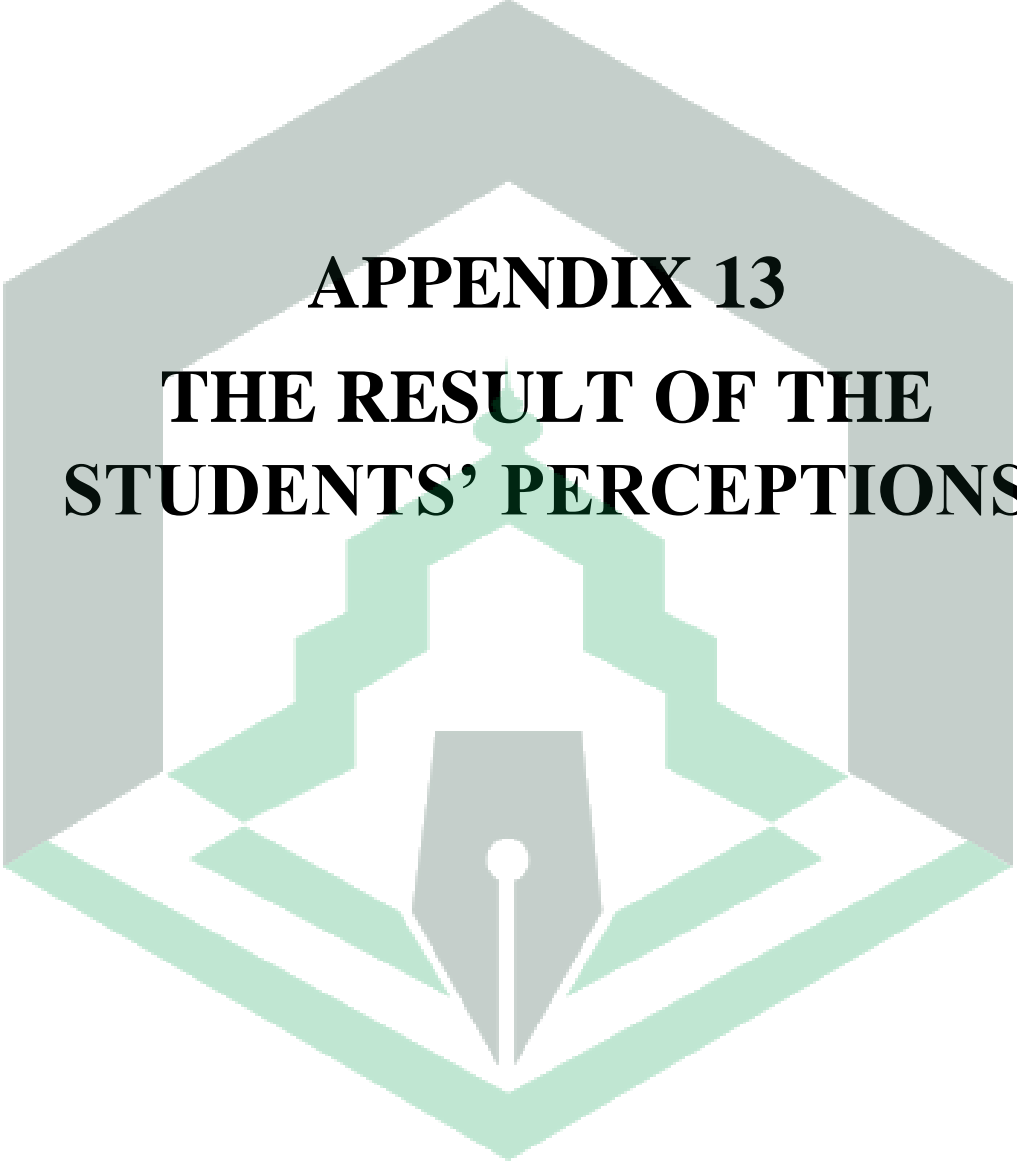|	1	2	3	4	
Sangat tidak setuju	○	○	●	○	Sangat setuju

9. Kegiatan pada setiap chapter beragam. *

	1	2	3	4	
Sangat tidak setuju	○	○	○	●	Sangat setuju

QUESTIONNAIRE (STUDENTS' PERCEPTION)

10. Latihan dalam input meliputi latihan individu, berpasangan dan berkelompok. *

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

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QUESTIONNAIRE FOR STUDENTS' PERCEPTION

DESIGNING HANDBOOK BASED ON ISLAMIC MODERATION VALUES FOR THE SECOND YEAR STUDENTS OF MAN PALOPO

Kuesioner ini dibuat untuk mengumpulkan data persepsi siswa terhadap buku pegangan siswa (handbook) yang berjudul "Speaking Handbook Integrated with Islamic Moderation Values for the Second Year Students of MAN Palopo". Informasi yang terdapat dalam kuesioner sangat berguna menjadi acuan tolok ukur kesesuaian handbook yang telah disusun dengan kebutuhan siswa.

Petunjuk Pengisian
Berilah tanda pada pilihan yang sesuai dengan pertanyaan yang mendeskripsikan keadaan Anda saat ini.
Keterangan:

1 : Sangat Tidak Setuju
2 : Tidak Setuju
3 : Setuju
4 : Sangat Setuju

Nama: *

Nurhalizah

Kelas: *

XI MIPA 3

Jenis Kelamin: *

◯ Laki-laki

◉ Perempuan

QUESTIONNAIRE (STUDENTS' PERCEPTION)

Usia: *

17 Tahun

1. Materi yang disajikan sesuai dengan level kemampuan siswa. *

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

2. Materi sesuai dengan kebutuhan siswa kelas XI MAN Palopo *

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

3. Materi yang disajikan mampu meningkatkan kemampuan speaking siswa kelas XI MAN * Palopo.

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

4. Input materi secara keseluruhan beragam. *

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

QUESTIONNAIRE (STUDENTS' PERCEPTION)

5. Input materi menarik dan mudah dipahami. *

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

6. Topik input materi telah sesuai dengan kebutuhan siswa. *

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

7. Topik input materi mengandung nilai moderasi Islam *

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

8. Tasks dan perintah input yang diberikan jelas dan sesuai dengan kebutuhan siswa kelas *
XI MAN Palopo.

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

9. Kegiatan pada setiap chapter beragam. *

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

QUESTIONNAIRE (STUDENTS' PERCEPTION)

10. Latihan dalam input meliputi latihan individu, berpasangan dan berkelompok. *

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

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Google Formulir

APPENDIX 14
THE FINAL DRAFT
OF PRODUCT

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

SPEAKING HANDBOOK

Integrated with Islamic Moderations Values

Nur Inayah Wulandari Putri   Amalia Yahya, S.E., M.Hum   Fadhliyah Rahmah Muin, S.Pd.I., M.Pd

FOR THE SECOND-YEAR STUDENTS OF MAN PALOPO
G R A D E **XI**

SPEAKING HANDBOOK

Integrated with Islamic Moderations Values

FOR THE SECOND-YEAR STUDENTS OF MAN PALOPO

Designed by:
Nur Inayah Wulandari Putri

Supervised by:
Amalia Yahya, S.E., M.Hum
Fadhliyah Rahmah Muin, S.Pd.I., M.Pd

Validated by:
Dr. Masruddin, S.S., M.Hum
Mustika, S.Pd., M.Pd
Rahmawati, S.S

Exained by:
Wisran, S.S., M.Pd
Husnaini, S.Pd.I., M.Pd

PREFACE

Bismillahirrahmanirrahim, AlhamdulillahI Rabbil 'Alamin, the author expresses to Allah SWT., the almighty God, the only one creator in the world, who has given many mercy, love, blessing, and opportunity to finish this Speaking Handbook. Never forget, shalawat and salam always be delivered to the prophet Muhammad SAW., the has taken all human from Jahiliyah era to Islamiyyah era.

This product is presented to fulfill the partial requirement for the degree of Bachelor Degree or Sarjana Pendidikan (S.Pd) and to finish the study at the English Education Study Program of Teaching and Training Faculty of State Islamic Institute (IAIN) Palopo.

The author admitted that the product still needs more suggestions and complexion from others. However, the author realized that many people have shared their contributions, advisements, and help during the arrangement of this handbook. Huge appreciation is delivered to all of the kind people, especially lovely and the most patient parents who always being the best supporter of the author. Sincerely the beautiful angel, the younger sister for always being cheer up. Big thanks t all of the supportive friends who have been a part of my journey.

The author's deeply grateful to the author's supervisors Amalia Yahya, S.E., M.Hum and Fadhliyah Rahmah Muin, S.Pd.I., M.Pd for the guidance, patients, encouragement, advice, and may more during the study time. Besides, the author would like to thank for the lectures on expert judgments of product and need analysis Dr. Masruddin, S.S., M.Hum, Husnaini S.Pd.I., M.Pd, Mustika S.Pd., M.Pd and the English teacher of MAN Palopo Rahmawati S.S and all of the second-year students of MAN Palopo, particularly XI Mipa 3. After all, the author hopes this Speaking handbook will be useful for all of us. Thank you very much.

Author

TABLE OF CONTENTS

Practice Pronounciation

Vowel

Symbol	Example	Pronunciation
[e]	dress	/dress/
[ɒ]	got	/gɒt/ /
[ə]	about	ə'baʊt/
[ʊ]	put	/pʊt/
[ʌ]	cup	/kʌp/ /
[æ]	ask	'æsk/ /
[ɪ]	if	'ɪf/

Long Vowel

Symbol	Example	Pronunciation
[ɑ:]	start	/stɑ:rt/
[ɪ:]	see	/sɪ:/
[u:]	goose	/gu:s/
[ɜ:]	nurse	/nɜ:rs/
[ɔ:]	saw	/sɔ:w/

Short Vowel

Symbol	Example	Pronunciation
[aɪ]	five	/faɪv/
[eɪ]	pay	/peɪ/
[eə]	hat	/heət/
[əʊ]	home	h/əʊm/
[ɪə]	near	/nɪə/
[aʊ]	now	/naʊ/
[ɔɪ]	join	/dʒɔɪn/
[ʊə]	pure	/'pjʊə/

Dipthongs

Consonant

Symbol	Example	Pronunciation
[p]	pin	/pin/
[t]	tin	/tɪn/
[k]	kind	/kaind/
[f]	five	/faiv/
[s]	say	/sei/
[ʃ]	ship	/ʃip/
[tʃ]	church	/tʃə:tʃ/
[θ]	thin	/θin/
[h]	half	/ha:f/
[b]	bad	/bæd/
[d]	dog	/dɒg/
[g]	gun	/gʌn/
[v]	van	/væn/
[z]	zoo	/zu:/
[ʒ]	measure	/meʒə/
[dʒ]	jam	/dʒæm/
[ð]	that	/ðæt/
[m]	man	/mæn/
[n]	nose	/nəuz/
[ŋ]	thing	/θiŋ/
[l]	leg	/leg/
[r]	run	/rʌn/
[j]	yes	/jes/
[w]	work	/wə:k/

Study the phonetic symbols from Tune Your English. Scan the QR code below:

How should I do it?

Learning Objectives

- Students will be able to express offers and responds appropriately
- Students will be able to express suggestions and respond appropriately
- Students will be able to use the expressions of offers and suggestions in daily life.

Social Function

- Increase the interpersonal relationships with teachers, friends, and others.

Let's Get Ready

Quote

A true friend is one who sees a fault, gives you advice and who defends you in your absence.

~Ali ibn Abi Thalib ra.

Task 1

Please write your motivational letter quote in the box below.

Motivational Quote

Task 2

Practice the following tongue twister below, then say it slowly to fast.

Tongue Twister

To begin to toboggan first buy a toboggan, but don't buy too big a toboggan. Too big a toboggan is too big a toboggan to buy to begin to toboggan

Scan the QR code to learn the tongue twister from the video

Learning Material

Task 3

Study the explanation about the following material of offer and suggestion.

OFFERS AND SUGGESTION

What is offer?   What is suggestion?

Definition

Offer

Offer is an offering of something. It can be used as a verb and noun. To offer something, someone must use the right words and expressions. So that, other people will be not offended and will accept the offer.

Suggestion

Suggestion can be defined as an advice/advice/input or the ideas from one person to another.

This can be implemented in reality where human as human beings will definitely need one another. Sometimes, we can advise others, but at the same time we will be asked b others.

Example

Offers

- Could I give you a help?
- May I offer you a lunch?
- Would you like to sit here?

Suggestions

Ani : *Do you have any ideas* to get donation for homeless children?

Rezky: Well, *How about* ask the donation from students' parents and teachers in our school?

Task 4

Study the following expressions below. You may pronounce it together with your friends.

Making Offers:
- Would you mind...?
- Would you please...?
- What should I do for you?
- May I ...?
- Can I...?
- Would you like me to ...?
- Should I ...?
- What can I get you?
- Can I lend you a hand with that?

Accepting Offers::
- With my pleasure
- With all my hands
- You may help me, please!
- Of course/absolutely/obviously
- Sure, thank you!
- Thank you. I would like.
- Yes, please!
- A bunch of flower, please!
- It sounds nice.

Declining Offers:
- No, but thank you.
- Not this time
- I really appreciate it, but...
- I'd love to, but I can't
- Do not worry. I can do it.
- Not for me, thank you.
- Not now
- Thank you very much, but it is more than enough.

Asking for suggestions:
- Can I...?
- May I...?
- Do you have suggestions for this?
- Your suggestions, please!
- Do you have any ideas?
- Any suggestions?
- Do you have any advice?
- Any idea?
- Would you give solution please!

Giving suggestions:
- How about...?
- We may...
- Maybe you should...
- we could...
- I suggest you...
- You should do...
- I recommend you to...
- I suggest you to...
- I advise you to...

Accepting suggestions:
- Yes, I'd like to
- Yes, I'd love to
- Let's do that
- It sounds good!
- Okay, good.
- That's good idea!
- Sure, why not?
- That's great/nice/awesome idea!

Declining suggestions:
- I don't think that's work/great/nice
- Let's do something else
- No, I don't think so
- I don't think so
- I'm not sure about it...

Task 5

Write down your own suggestion for the situation below. You may tell your result in front of the class.

1. Dafina always stays up at night. So that, she comes too late to school
   Suggestion:
2. Kanaya breaks Zahra's phone. What should Kanaya do?
   Suggestion:
3. Alam likes to buy everything although she does not need it.
   Suggestion:

Task 6

In pairs, match the following pictures with the appropriate of offers and suggestions sentence. You may come forward and present your answer.

(a) You should call the teachers and the police to stop the riot there. It is too dangerous for us to separate them.

(b) Would you like me to bring you a cup of water, please?

(c) May I give you this money?

(d) You should not throw rubbish on the road. Please save it until you find the garbage.

Task 7

There are some pictures below, pay attention to the description. Then, give your appropriate of offers or suggestions. You may come forward and present your answer.

Suggestion:

Picture 1 Putri is lazy to study

Suggestion:

Picture 2 Student is cheating his friend

Suggestion:

Picture 3 Students who are breaking the traffic rules are arrested by police

Task 8

In pairs, you may practice the following conversation in front of the class.

Hikmah and Kahfi are talking in the canteen. Kahfi wants to go as a volunteer in Masamba. Unfortunately, his parents do not let him go. Then, he asks for suggestions from Hikmah.

Kahfi : I want to go to Masamba. Many people need our help after the tragedy of the flash flood there. However, my parents do not permit me to go. What should I do, Hikmah?

Hikmah: You should listen to your parent. They must be worried about you. So that, they do not let you go.

Kahfi : But, I do want to help the people there. They need help. The disaster destroys everything in their city.

Hikmah: Do not worry, Kahf. You still can help them in another way.

Kahfi : Would you mind giving me an idea for that?

Hikmah: How about raising for donation? you cannot go to Masamba, but you can send donations for them. You can ask your parents, teachers, and students in this school for participating in donations.

Kahfi : That is great idea, Hikmah. Jazakumullah Khairan.

Hikmah : Sure, Wa iyyaki.

Task 9

In pairs, write down the answer of the following question regarding on the previous conversation. You may tell your answer to others pairs.

1. Do you like and agree with the offering of an idea from Hikmah?
2. If you are Kahfi's parents, would you mind allowing Kahfi to go to Masamba?
3. What is the moral value that you can get from the conversation?

Task 10

Now, you will work in small group of 3-5 students. Discuss the problem below. Make the accepting and declining suggestion, then decide the best solution for each problem. Present the solution of the problems in front of the class.

1. You have a neighbor who always listens to music loudly everyday. Sometimes, you cannot hear the adzan because it's too loud.
2. You have a friend who likes to disturb you during learning process in the class. So that, you cannot focus.
3. You are the head of class and your classmates have a plan to skip the class because they do not like the teacher. What should you do?
4. Your friend lost his/her money. He/she angry at you and accuses for stealing the money. What should you do?

Your group presents the video in front of the class. Ask other students to record your group. Upload your video in one of social media. Other students will comment your presentation in the comment column.

Games

What shall we do?

The students will make accepting and declining suggestions by completing gap-fill dialogues of suggestion scenarios using prompts on cards.

- First, the teacher will prepare gap-fill dialogue for students
- Then, students complete two gap-fill dialogues with words and phrases for making, accepting, and declining suggestions.
- In pairs, students then read the dialogues with their partner. Students then use the language from the two dialogues to role-play different scenarios where they make, accept and reject suggestions.
- Students turn over cards and role-play various conversations where they make, accept and reject suggestions and try to come up with a plan of things to do based on the topic on the card.
- Afterwards, pairs take it in turns to role-play one of their dialogues in front of the class.

The topics are:
Someone who smokes in a nonsmoking area is my friend
A student who gets angry by parents
Someone who wants to lose weight
A student who got the lowest school grade

Learning Journal

Please write down your comment about the things you have learnt from this chapter. Make it by your own word.

Respect Others Opinion

Learning Objectives

- Students will be able to understand about asking and giving opinion
- Students will be able to identify the expressions of asking and giving opinions
- Students will be able to use and respond of asking and giving opinion with their friends and teachers

Social Function

- Asking Opinion : To ask other's people opinions
- Giving Opinion : To express the opinion to an issue, topic or a matter.

Let's Get Ready

Quote

Whoever guides someone to goodness will have a similar reward
~ H.R Muslim 1893

Task 1

Please write your motivational quote in the box below.

Motivational Quote

Task 2

Practice the following tongue twister below, then say it slowly to fast.

Tongue Twister

Betty Botter bought some butter. But she said the butter's bitter. If I put it in my batter, it will make my batter bitter. But a bit of better butter will make my batter better. So 'twas better Betty Botter bought a bit of better butter
Scan the QR code to learn the tongue twister from the video

Learning Material

Task 3

Study the explanation the following explanation of asking and giving opinion.

ASKING AND GIVING OPINION

What is opinion?

Asking opinion?   Giving opinion?

Definition

Opinion
Opinion can be defined as a view, judgment, or appraisal formed in the mind about a particular matter/topic/issue. Opinion is very important because everyone has different point of view to see something. When we suppose an opinion, it will be better to give the clear reason. Everyone's opinion is matter. In order to asking/giving opinion, we should do it politely and respect other's opinion.

Asking Opinion
Asking opinion means asking for what someone else thinks about something; matter/topic/issue.

Giving Opinion
Giving opinion means telling someone about what we are thinking about something; matter/topic/issue.
While asking and giving opinion, someone also can agree or disagree about the opinion.

Example

- *What do you think about* this book?
- *I think* this book is suitable to fulfill students' needs.

Expression Use

Task 4

Study the following expressions below. You may pronounce it together with your friends.

Asking opinion?

- What do you think/reckon about..?
- What is your opinion..?
- What is your comment on..?
- Do you have an opinion/ idea..?
- Do you have any idea..?
- How do you feel about..?
- How do you think of my idea..?
- Can you tell me your idea..?

Giving opinion?

- In my opinion ...
- I personally think/believe/
- consider ...
- In my opinion ...
- To my mind ...
- To be honest ...
- I feel ...
- In my humble opinion ...
- My own view about the topic/matter is ...
- As far as I'm concerned ...

Agreeing

- Yes, I agree
- Of course
- Exactly
- I think so
- I feel same
- I agree with you
- That's a good point
- That's a good idea
- I couldn't agree any more
- I see your point
- I don't think so either
- Neither do I

Disagreeing

- I don't agree with you
- I don't think so
- I'm sorry to disagree with you
- However ...
- That's different
- I'm not sure about that
- I'm afraid I have to disagree
- That's not the same thing at all
- On the contrary ...

Task 5

Understand the following dialogue. Then, identify each sentence which consists of asking and giving opinion expressions. You may practice the conversation with your friends.

Safira meets Made and Felix, they want to discuss for visiting their friend, Feng, who is in the hospital. (They are friend since elementary school although they come from different background of believe and culture).

Safira : Hello Felix, om swastiastu Made. Sorry, for coming late.
Felix : Sure, Safira, would you mind to have a seat, please.
Safira : Thank you, Felix.
Made : So, Felix, Safira, I got a phone from Feng's sister, yesterday. She told me that Fenf is in the hospital, now. He got an accident.
Felix : Feng absolutely need for our coming, now.
Safira : That's right. We should visit him.
Made : Well, how do you feel about visiting him, tomorrow?
Safira : I feel the same.
Felix : So do I.
Made : Okay. So, let's prepare for fruit parcel for him.

Task 6

Pay attention to the previous conversation. Give mark (✓) to the column whether the statement is correct or incorrect. You may tell your answer in front of the class.

Statement	Correct	Incorrect
Safira, Made, and Feng will go to hospital, tomorrow.	_____	_____
Made tells Safira and Felix that Feng is okay.	_____	_____
Feng got an accident yesterday	_____	_____
Safira, Made, Felix, and Feng are friends.	_____	_____

Task 7

In pairs, discuss the pictures below and give your opinion about the conditions. you may tell your opinion to your friends and let them tell you their opinion.

_____   _____
_____   _____
_____   _____
_____   _____

_____
_____
_____
_____

Let's Talk

Task 8

In pairs, practice the following conversation in front of the class.

Amin is the head of course and Amin is the manager. They are friend. They discuss of giving extra holiday to respect other non-Muslim mentors in the course.

Amin : Assalamu'alaikum, Ardi.
Ardi : Wa'alaikumussalam Amin. What's wrong?
Amin : I want to know the total of non-Muslim mentors who are teaching here, Amin. Especially, for the Cristian.
Ardi : Oh I see. There five non-Muslim mentors, three of them are Cristian. What's going on?
Amin : Okay, today is 22 of December. I want you to announce that the course will close on 24-26 of December.
Ardi : What's the matter with that? Isn't it the Cristmas day is on 25 of December? do you have any idea?
Amin : Well. In my mind, I consider the non-Muslim mentors need extra-holiday to enjoy their time with family on their special day. Also, this will teach other mentors and students to respect one another.
Ardi : Okay, Amin. I will make the announcement about it. You are very kind.
Amin : Not at all, Ardi. This our obligation to respect one another.

Task 9

You may work in group. Take one of the following topics of situations and write down the problems regarding the topic. Then present the result of your group to other groups. Next, the teacher will let another group deliver their opinion on whether they agree or disagree about the topic.

- Indonesia need to move the capital city to Kalimantan
- School should increase the student's awereness about mental health
- Government must change the entrance ticket of Borobudur because it's too expensive
- School should teach the students about hazard disaster
- Israel should not attack Palestine

Let's Practice More

Task 10

Please do a role play. Make a group and choose one of the following situations. Arrange a dialogue based on the situations using appropriate asking and giving opinion expressions. You may perform the dialogue in front of the class.

Situation 1
The school will do the election of student council. There should be three candidates, but unfortunately 10 students register to be the candidates. The committee confused to solve this problem, so they will conduct a meeting
Characters
- Headmaster
- Committee of student council
- Class representative assembly
- Teacher

Situation 2
Your family is preparing for holiday next week. Your family has problem about the place to visit. So that, they should discuss it with whole family members.
Characters
- Parents
- Brother
- Sister
- Grandmother
- Grandfather

Situation 3
You will attend the seminar in the city. When you arrive there, there is only one ticket. The seller tells the customers that they get the ticket if they pay a high price. However, they complain so you should ask the event organizer.
Characters
- The seller
- The buyer
- The event organizer

Truth or Lie

Here the steps to play the game:

- Students give true or false opinions about famous people or things. Players take it in turn to pick up a card and place it face up on the desk for everyone to see.
- The card contains the name of a famous person or thing.
- The student on the player's right asks the player for their opinion of the person or thing on the card, e.g. "What do you think about Ibnu Sina?"
- The player picks up a 'Tell the truth' or 'Tell a lie' card. If the player picks up a 'Tell the truth , they gave an honest opinion.
- The player has a 'Tell a lie' card, they give an opinion that isn't true. The other student then ask the player one follow-up question each to help them decide if the player is lying or telling the truth, e.g.
- 'What's your favourite Ibnu Sina's book?' The other students then collectively decide if the player is lying or telling the truth and the player reveals the answer.
- If the students guess correctly, they will get one point score.
- If they guess incorrectly, the layer scores teo points.
- The student with the most points at the end of the game wins.

Palopo Great Mosque *(Palopo, Indonesia)*	*R.A. Kartini* *(National hero)*	*Najwa Syihab* *(Artist, reporter)*
K.H. Ahmad Dahlan *(National hero)*	*Joko Widodo* *(The president of RI)*	*Indonesia Raya* *(National anthem of RI)*

Please write down your comment about the things you have learnt from this chapter. Make it by your own word.

CHAPTER 3

It's a Great Honour to be Here

Learning Objectives

- Students will be able to identify the expressions of formal invitation
- Students will be able to make formal invitation
- Students will be able to know the way to accept or reject formal invitation
- Students will be able to use the expressions of formal invitation.

Function

To keep interpersonal relation in the formal context.

Let's Get Ready

Quote

The rights of a Muslim on the Muslims are five: to respond to Salam, visiting the sick, follow the funeral processions, to accept an invitation and to reply for those who sneeze.

~H.R Bukhari :1164

Task 1

Please write your motivational quote here.

Motivational Quote

Task 2

Practice the following tongue twister below, then say it slowly to fast.

Tongue Twister

If you must cross a course cross cow across a crowded cow crossing, cross the cross coarse cow across the crowded cow crossing carefully.

Scan the QR code to learn the tongue twister from the video

Learning Material

Task 3

Pay attention to your teacher's explanation of the following material. Then, study the expressions of a formal invitation. You may ask your teacher if there is something you do not understand.

Formal Invitation ✓

Formal invitation is an invitation which follows a dignified form, tone, or style in agreement with the established norms, customs, or values. It can be a letter whether it is written or said in formal language.

Making Invitation	Accepting Invitation	Declining Invitation
• Would you like to…? • I would very happy if…? • We would be delighted if you…? • Would you care to..? • We would be pleased if you could…? • Would you care to…? • You will … want you?	• That's very kind of you • We'd like very much to…. • What a delightful idea • With the greatest pleasure. • Thank you very much for inviting me • It's delightful to….	• I'm very sorry, I don't think I can. • I'd like to, but …. • I'm afraid I've already promised…. • Thank you for asking me, but …. • Unfortunately, I can't

---

The Structure of Formal Invitation ✓

There are several steps of common format in formal invitation letter, those are:

1. The organization or host's logo (if any)
2. The host's full name
3. The event information
4. The purpose of the event
5. The date and time of the event
6. The location of the event
9. The special instructions (if any)
10. Add the request to respond to the invitation (if any).

Task 4

Pay attention to the following pictures below and write down what the pictures are about. You may tell your answer to others pairs.

_____
_____
_____
_____

Task 5

In pairs, do the interview below in front of the class. Each student may pay attention to all the pairs that present their interview.

1. Have you ever been invited to an event?
2. What event have you been to?
3. What kind of event do you like most?
4. Do you have a plan to hold an event?
5. To whom do you prefer to go to the event?

Task 6

Each student summarizes all the students' answers to the interview in the previous task. Write it down on a piece of paper. Then, you may present your result in front of the class.

Task 7

Read the following invitation card. After that, answer the question. Then, you may tell your answer in front of the class.

Questions:

1. What is the name of the event?
2. When will be the event held?
3. Who will be the keynote speaker at the event?
4. Where is the place of the event?
5. What is the theme of the event?

Let's Talk

Task 8

In the group, understand the following conversation and listen carefully to your teacher pronounce the words. Then, each group should deliver the moral value from the conversation below and tell their result in front of the class.

Aisya receives comparative literature/study invitation from Alexa. Alexa is a student from Christian school while Kia is from Islamic school.

Alexa: Hello, Kia. Good morning

Aisya: Good morning too, Yin. What's going on?

Alexa: I have an invitation card for you.

Aisya: What invitation card is it?

Alexa: It is about the comparative study at my school. I will be very happy if you come.

Aisya: Well, of course, with the greatest pleasure.

Alexa: Thank you, Kia.

Aisya: Sure. But, is there any mosque near your school for praying because the event is until evening.

Alexa: There is no mosque, Kia. But for sure, we have prepared the prayer gown and prayer mat in a house beside the school for Muslim to take a pray, there. The house' owner is Muslim too.

Aisya: I see, thank you so much, Alexa.

Alexa: With my pleasure.

Task 9

Pay attention to the previous task. You should summarize all the moral values of other groups during the conversation. Then, make a short video of your conclusion, you may upload your video on your social media and your classmate and teacher will give their comment.

Let's Practice More

Task 10

Work in a group. Make three formal invitation cards. Each group may choose three of the topics below. Each group will present through video making, then upload it to YouTube and put the link in the column.

- Company dinner invitation
- School graduation
- Wedding Invitation
- Annual event
- Grand opening event
- Business meeting
- Student Guardian/Parents meeting

Link:

Games

Pay attention to the explanation of the game. You may try it with your classmate.

Taboo

In this game, one player has a card listing four words:

- The first word is the secret word. The aim of the game is to get another player to say this word. The student with the card will need to describe this word until another student figures out what the secret word is.
- The other three words are the most obvious words that you might use to explain the secret word. They are all "taboo" and cannot be used in the student's description of the secret word.
- This game can be played between two teams. It can also be played between partners.
- You can create your own sets of words based on what you've been studying, or you can find sets in your textbook and on the internet.

Scand this QR code to see how to play the game:

Learning Journal

Please write down your comment about the things you have learnt from this chapter. Make it by your own word.

CHAPTER 4

Hello It's Me

Learning Objectives
- Students will be able to understand the purpose of the personal letter
- Students will be able to know the structure of the personal letter
- Students will be able to make the personal letter
- Students will be able to express and share their idea in personal letters to their friends and teacher

Social Function
To be close and connect the interpersonal relation.

Quote
Worship Allah and associate nothing with Him, and to parents do good, and to relatives, orphans, the needy, the near neighbor, the neighbor farther away, the companion at your side, the traveler, and those whom your right hands possess. Indeed, Allah does not like those who are self-deluding and boastful.

~Q.S An-Nisa :36

Task 1

Please write your motivational quote in the box below

Motivational Quote

Task 2

Practice the following tongue twister below, then say it slowly to fast.

Tongue Twister

How much ground would a groundhog hog, if a groundhog could hog ground? A groundhog would hog all the ground he could hog if a groundhog could hog ground.

Scan the QR code to learn the tongue twister from the video

Learning Material

Task 3

Pay attention to your teacher's explanation of the following material. Listen carefully, you may ask the teacher if you do not understand.

PERSONAL LETTER

What is Personal Letter? ✓

A personal letter or private letter is an unofficial letter that is written for individuals/someone you know. It usually happens between two people who know each other.

What is the purpose of Personal Letter? ✓

A personal letter aims to establish a relationship by greeting and giving personal information to friends, family, etc. The letter can be functioned as:
- To tell good news
- To give advise
- Delivering bad news
- Asking for help
- Apologizing

How is the structure of Personal Letter? ✓

The structure of a personal letter:
- Heading: includes the address and date
- Greeting: always ends with comma
- The body or the main text or content
- The complimentary closing (optional), and
- Signature line.

See the example of personal letter below.

Heading — Palopo, South-Sulawesi, Indonesia
November 15th 2021

Greeting — Assalamu'alaikum..
Dear Tasya,

Body — How are you doing, Sya? It's been a long time since we met. I hope you are always fine there.

What is new with you? I've been doing a lot of activities. Currently, I am preparing for my next study and planning to go to Malang next month. I will meet Zidni in Malang, then continue the trip to Labuan Bajo and Samarinda. I'm very excited and can't wait for that moment. Sure, I hope that you can join us. I am waiting for your decision in these two weeks.

complimentary closing — I'm waiting for your answer and hope we can have fun together. I am looking forward from you soon.

Signature — Sincerely

Alexa

Task 4

Practice the following expressions. Let your teacher pronounce it first. Then, you may repeat it.

Starting the letter
- How are you
- Thank you for your last letter
- It was so good to hear from you
- Hope this letter finds you...
- It was so good to hear from you

Closing
- I am looking forward to seeing you soon
- I will write soon
- My best wishes for the coming test
- I will have to stop now
- See you
- I hope to hear from you soon

Task 5

In pairs. You may interview your partner by the question below. Then, act in front of the lass. Let your classmate and teacher give their comment.

- Have you ever written a personal letter to your friend?
- What is the personal letter that you have written?
- What are the benefits for you of writing a personal letter?
- have you ever received a personal letter?

Task 6

Work in group. Each group chooses one topic from the following topics of a personal letter. Make a personal letter, then identify the structure and present the result in front of the class.

- Apologize letter for teacher
- Apologize letter for teacher
- Asking condition to your family in hometown
- Tell your family if your sick
- Congratulate your friend for graduation
- Tell your friend if you find a job

Task 7

Make your own personal letter. Write it down in your book. Do it by yourself and give the teacher. Let the teacher correct your letter.

Let's Talk

Task 8

Pay attention to the previous task. After getting the correction of your letter, design it as creative as you can, print out the letter, and put it in an envelope like you make a real letter for someone. Then, present your result through video and post it on social media. Do not forget to tag your teacher and classmate. You may put the link to your video in the column below.
*Link:*_____

Task 9

Translate the following personal letter into your local language. Collect your result to your teacher.

Makale, South-Sulawesi, Indonesia
May 28th 2022
Assalamu'alaikum..
Dear Miss Kinan,
    How is your life, miss? Hopefully, you are always fine in every situation wherever you are, miss.

    I'm writing this letter to tell you my deepest and biggest thanks for all these 3 years of my precious senior high school. To be honest, you are the one that makes me think that my years in this school are very gorgeous. I didn't have any interest when I started my study. But, because you had motivate me and I can found the joy in this school. Truly I find myself here, miss.

    Thank you very much miss. I can't repay your kindness and my big heart no matter how hard I try, but I will always remember you and hope that you will always remember me also.

    I will send you another letter next time. I hope we can meet again later, miss.

                              Sincerely

                              Ayandra

Let's Practice More

Task 10

Pay attention to the task above. Please come forward one by one. Then, take one of handing paper. Read loudly in front of the class. Let your classmate and teacher give for correction and teach the way to pronounce the local language that you get.

Games

Pay attention to the explanation of the game. You may try it with your classmate.

Typhoon

    This game is named after the strong wind that blows everything away. It can be played with a class as small as three, but it also works with large classes. It's great for reviewing speaking topics.

- On the board draw a grid of boxes—a 6 x 6 grid works well and can take about 45 minutes to complete, but you may vary this once you've played a few times. You'll just want to choose the size depending on how much time you have. Mark one axis with numbers, the other with letters. (Or use vocabulary words like adjectives on one and nouns on the other.)
- On a piece of paper or in a notebook (out of sight) draw the same grid. On your grid, fill in scores in all of the boxes. Most of them should be numbers, and others will be letters. It doesn't matter which numbers you choose, but it's fun to have some small ones (1, 2, 3, etc.) and some very big ones (500, 1000, etc.). About one in four boxes should have the letter "T" for "Typhoon."
- Put the students into teams—at least three teams—and mark a place on the board to record each team's score.
- Ask questions or give speaking tasks to each team in turn. If they answer correctly, they then "choose a box" using the grid labels. The teacher checks the secret grid, and writes the score into the grid on the board. This score also goes into the team's score box.
- If the chosen box contains a number, the scores simply add up. But if the box contains a "T," the team then chooses which other team's score they want to "blow away" back to zero
- After a couple of times playing this game, students can easily run it themselves. This provides even more opportunities to speak. One student (or a pair) could handle the grid, another could handle the scoreboard, others can make or choose questions or tasks and someone can be Game Presenter.

    You may scan the QR code for more clear about the game.

Please write down your comment about the things you have learned from this chapter. Make it by your own word.

VOCABULARIES

List of Moral Values

1. Able to form judgements	= Mampu memberi penilaian
2. Able to reason	= Mampu bernalar
3. Adherence to the rule of law	= Taat pada aturan hukum
4. Adherence to time (punctual)	= Tepat waktu
5. Admitting one's mistake	= Mengakui kesalahan pribadi
6. Appreciative	= Menghargai
7. Brave	= Berani
8. Compassionate	= Penuh belas kasih
9. Considerate	= Penuh perhatian
10. Courageous	= Teguh hati
11. Determined	= Bertekad
12. Fair	= Adil
13. Forgiving	= Memaafkan
14. Friendly	= Ramah
15. Generous	= Dermawan
16. Grateful	= Bersyukur
17. Hardworking	= Bekerja keras
18. Helping one another	= Saling membantu
19. Independent	= Mandiri
20. Industrious	= Giat
21. Love for peace and harmony	= Cinta damai dan harmonis
22. Not excessive in words and actions	=Tidak berlebihan dalam perkataan dan tindakan
23. Open minded	= Berpikiran terbuka
24. Polite	= Sopan
25. Resolute	= Tegas
26. Respect and loyal	= Hormat dan setia
27. Respect for beliefs and cultures of various races	= Menghargai kepercayaan dan budaya berbagai ras
30. Respect for individual rights	= Menghormati hak individu
31. Responsible	= Bertanggung jawab
32. Self-confident	= Self- Percaya diri
33. Sincere	= Jujur
34. Spirit of brotherhood	= Semangat persaudaraan
35. Thankful	= Berterima kasih
36. Tolerance	= Toleransi
37. Trustworthy	= Dapat dipercaya
38. Understanding	= Pengertian
39. Unity	= Persatuan

List of Islamic Moderation Values

1. *At-Tasawuth*/moderate	= Bersikap tengah-tengah
2. *Al-I'tidal*/ fair and proportional	= Lurus dan bersikap proporsional
3. *At-Tasamuh*/tolerance	= Toleran
4. *Asy-Syura*/discussion	= Musyawarah
5. *Al-Ishlah*/ improvement	= Perbaikan
6. *Al-Qudwah*/ pioneering	= Kepeloporan
7. *Al-Muwathanah*/ nationalism	= Cinta tanah air
8. *Al-La 'Unf*/anti-violence	= Anti kekerasan
9. *I'tiraf al-'Urf*/culture-friendly	= Ramah budaya

General Daily Expressions

1. Come in, please	= Silahkan masuk
2. Do you speak English?	= Apakah kamu paham berbahasa Inggris?
3. Do you understand?	= Apakah kamu mengerti?
4. Excuse me!	= Permisi
5. Good bye	= Selamat tinggal
6. Good morning/afternoon/evening	= Selamat pagi/siang,sore/malam
7. Hi/Hello	= Hai/Halo
8. How are you?	= Bagaimana kabarmu?
9. I am a student	= Saya adalah seorang siswa
10. I am leaving	= Saya duluan
11. Listen and repeat	= Dengarkan dan ulangi
12. Long time no see	= Lama tidak berjumpa
13. My name is Hadijah	= Nama saya Hadijah
14. See you	= Sampai jumpa
15. Sit down, please	= Duduklah
16. Sorry, I can't	= Maaf, saya tidak bisa
17. Stand up, please	= Berdirilah
18. That is a pen	= Itu adalah sebuah pulpen
19. This is a book	= Ini adalah sebuah buku
20. What are you doing?	= Kamu sedang apa?
21. What is that?	= Apa itu?
22. What is this?	= Apa ini?
23. What is your name?	= Siapa namamu?
24. What time is it?	= Jam berapa sekarang
25. Yes, please!	= Iya, silahkan

Daily Vocabulary in the School

1. Administration	= Tata usaha
2. Announcement board	= Papan pengumuman
3. Blackboard	= Papan tulis hitam
4. Bookshelf	= Rak buku
5. Canteen	= Kantin
6. Chair	= Kursi
7. Classroom	= Ruang kelas
8. Elementary school	= TK
9. Field	= Lapangan
10. Globe Bola	= Bola dunia
11. Headmaster	= Kepala sekolah
12. Home room teacher	= Wali kelas
13. Islamic Boarding School	= Pesantren
14. Junior High School	= SMP
15. Laboratory	= Laboratorium
16. Lesson	= Mata pelajaran
17. Library card	= Kartu perpustakaan
18. Library	= Perpustakaan
19. Microscope	= Mikroskop
20. Office room	= Kantor
21. Parking lot	= Tempat parker
22. Prayer room	= Musala
23. Private School	= Sekolah swasta
24. Regulation	= Peraturan/Tata tertib
25. School Gate	= Gerbang sekolah
26. School hall	= Aula sekolah
27. School security guard	= Penjaga sekolah/Satpam
28. Schoolarship	= Beasiswa
29. Senior High School	= SMA
30. State school	= Sekolah negeri
31. Students	= Siswa
32. Table	= Meja
33. Teacher	= Guru
34. Teachers room	= Ruang guru
35. Textbook	= Buku pelajaran
36. Trophy	= Piala
37. Tuition fee	= Uang SPP
38. Vocational High School	= SMK
39. Wall magazine	= Mading
40. Whiteboard	= Papan tulis putih

1. Okay
   oke, baik. = In Sya Allah

2. Wow!
   wow! = Allahu Akbar

3. Thank you/You are welcome
   terima kasih/sama-sama = Jazakumullah Khairan/ Wa iyyaka (lk), Wa iyyaki (pr)

4. Halo/Hi
   halo/hai = Assalamu'alaikum/Wa'alaikumussalam

5. Gosh!/Oh my God!
   ya Tuhan! = Astagfirullah

6. See you
   sampai jumpa/hati-hati = Fi Amanillah

7. Congratulation
   selamat = Barakallah

8. Cool! Great!
   keren!/hebat! = MasyaAllah

9. Yeah! yes..yes...
   Yeah! (bergembira) = Alhamdulillah

Vocabulary from Chapter 1

Write down the new vocabulary and phrases you found based on the topics in chapter 1 in the column below. This will help you to enrich your vocabulary and facilitate you in practicing your speaking skill.

How Should I do it?	
Vocabulary	**Meaning**

Vocabulary from Chapter 2

Write down the new vocabulary and phrases you found based on the topics in chapter 2 in the column below. This will help you to enrich your vocabulary and facilitate you in practicing your speaking skill.

Respect Other Opinion	
Vocabulary	**Meaning**

Vocabulary from Chapter 3

Write down the new vocabulary and phrases you found based on the topics in chapter 3 in the column below. This will help you to enrich your vocabulary and facilitate you in practicing your speaking skill.

It's a Great Honour to be Here	
Vocabulary	**Meaning**

Write down the new vocabulary and phrases you found based on the topics in chapter 4 in the column below. This will help you to enrich your vocabulary and facilitate you in practicing your speaking skill.

Hello It's Me	
Vocabulary	Meaning
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SPEAKING HANDBOOK

Integrated with Islamic Moderations Values
For the Second Year Students of MAN Palopo

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

E-BOOK

SCAN ME

APPENDIX 15
DOCUMENTATIONS

Dokumentations

Observation:

Try-out of the product:

APPENDIX 16
SURAT KETERANGAN PLAGIASI

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SURAT KETERANGAN
No.1598/In.19/FTIK/PBI/PP.00.9/07/2022

Yang bertanda tangan di bawah ini: Admin Turnitin Prodi Pendidikan Bahasa Inggris, dengan ini menerangkan bahwa telah memeriksa proposal/skripsi mahasiswa:

Nama   : Nur Inayah Wulandari
NIM   : 18 0202 0028
Semester   : VIII (Delapan)
Program Studi   : Pendidikan Bahasa Inggris
Keperluan   : Seminar Hasil/Munaqasyah

Dan hasil pemeriksaan menemukan bahwa proposal/skripsi yang diperiksa memiliki tingkat *similarity 14* %. Sebagaimana lembar hasil uji terlampir.

Demikian Surat Keterangan ini dibuat untuk dipergunakan seperlunya.

Palopo,29 Juli 2022

Mengetahui,
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