THE DEVELOPMENT OF ISLAMIC-BASED ENGLISH

INSTRUCTIONAL MATERIAL FOR 3RD GRADERS IN ISLAMIC

ELEMENTARY GLOBAL SCHOOL MALANG

THESIS

Presented to Faculty of Tarbiyah and Teaching Training of Maulana Malik
Ibrahim State University of Malang in partial fulfillment of the requirement for
the degree of Sarjana Pendidikan (S.Pd)

BY

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MALANG

2015

i

APPROVAL SHEET

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MATERIAL FOR 3RD GRADERS IN ISLAMIC ELEMENTARY GLOBAL
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ii

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APPROVAL SHEET

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SCHOOL MALANG

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iii

DEDICATION

Bismillahirrahmaanirrahiim...

Let's thank to Allah who has given me some mercies and blessing so I can finished this research perfect. Proudly this paper I offer to:

My Parents Mr. H. Sholeh Afif S.Pd and Mrs. Hj. Masri'ah

Who has been guiding, directing, praying, and giving millions of affection to me. Thanks for educate with full of sincere and patient so that it becomes useful personal later.

MOTTO

<div dir="rtl">

وَالَّذِينَ جَاهَدُوا فِينَا لَنَهْدِيَنَّهُمْ سُبُلَنَا (العنكبوت:69)

</div>

"And those who strive hard and fight (look for green), we'll show it to them on our streets, and truly God with people who do good. " (QS: Al-Ankabut 69)

Dr. H. M. Zainuddin, MA

The Lecturer of Tarbiyah and Teaching Training Faculty
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ADVISOR OFFICIAL NOTE

Matter   : Thesis of Fira Nadliratul Afrida, June 12, 2015
Appendixes   : 4 (four) Exemplar

Dear,
Dean of Tarbiyah and Teaching Training Faculty
The State Islamic University of Maulana Malik Ibrahim Malang
At
Malang

Assalamu'alaikum Wr. Wb

After carrying out several times for guidance, both in terms of content, language
and writing techniques, and after reading the following thesis:

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Program   : Teacher Education of Islamic Elementary School
Title of Thesis : The Development of Islamic Based-English Instructional
                  Material for 3rd Graders in Islamic Elementary Global School
                  Malang

As the advisor, we argue that this thesis has been proposed and tested decent.
Thus please tolerate presence.

Wassalamu'alaikum Wr. Wb

Advisor,

Dr. H. M. Zainuddin, MA
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CERTIFICATE OF SKRIPSI AUTHORSHIP

I certify that the skirpsi I wrote to fulfill the requirement for Sarjana Pendidikan (S.Pd) entitles The Development of Islamic-Based English Instructional Material for 3rd Graders in Islamic Elementary Global School Malang is truly my original work. It does not incorporate any materials previously written or published by another person, except those indicate in quotations and bibliography. Due to fact, I am the only person who responsible for skripsi if there is any objection or claim from others.

Malang, June 2015

Fira Nadliratul Afrida

PREFACE

Praise to Allah The All Merciful and The All Compassionate. Thanks to Allah because of all blessing ang guidance, so the writer is able to finish the arrangement of Research and Development "The Development of Islamic-Based English Instructional Material for 3rd Graders in Islamic Elementary Global School Malang" as the final instruction activities on The State Islamic University of Maulana Malik Ibrahim Malang. Salawat and salam always be given to our prophet Muhammad SAW who brought us form the jahiliyyah to islamiyah era.

The aim of this thesis is the requirement for obtaining bachelor degree of education (S.Pd). The specific purpose of this thesis is as a discourse of education that is still a lot of things from an education that must be developed.

There is no pronounceable word that can be extended except the great gratitude to the excellency :

1. Prof. Dr. Mudjia Raharjo, M.Si., as Rector of The State Islamic University of Maulana Malik Ibrahim Malang.

2. Dr. H. Nur Ali, M.Pd, as Dean Faculty of Tarbiyah and Teaching Training, The State Islamic University of Maulana Malik Ibrahim Malang.

3. Dr. Muhammad Walid, MA, as the Chief of Teacher Education of Islamic Elementary School Program.

4. Dr. H. M. Zainuddin, MA, as Advisor who always give guidance and a lot of suggestion in order to complete the arrangement of research report.

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6. Dewi Nur Suci, M.Pd, as design expert that has taken time to provide validation and improvement suggestion of instructional material

7. Akhmad Santo, S,Si, as teacher at fourth grade in Islamic Global School Malang that has taken time to provide validation and improvement suggestion of instructional material.

8. Mufidatul Khasanah, S.Pd., as teacher at 3rd graders in Islamic Global School Malang that has taken time to provide validation and improvement suggestion of instructional material

9. All civitas of Islamic Global School Malang especially student at 3rd graders. Drs. Suyadi, S.Pd, MM as the headmaster of Islamic Global School Malang. Thank you for the ease of research and permission has been granted.

10. Mr. Sholeh Afif and Mrs. Masri'ah (My beloved father and mother) who always love me, teach me, and give me suggestion in everything I do, who always pray for me and give me spirit. Thus writer can solve study in first degree (S1) at The State Islamic University of Maulana Malik Ibrahim Malang.

11. The member of Ummu Salamah Boarding, Fitri, Bunda, Dian, Atus, Diana, Mbak Lis, Iir who teach me how to be a good friend in the first time.

12. My roommate Ika and Desy in mbah barji boarding house, thanks for always give me support, guidance and always hearing my story every day.

13. My best partner Gabby in Simfoni Fm, who always gives me support, motivation, affection. Thanks for meaningful togetherness.

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15. All of member of Simfoni FM (Bang sony, Bunda, Pak do, Kakak Moza, Mbul, Abi Chibi, Syafa, etc. which not mention one by one. They are my family, my friend, and everything.

16. All the colleagues of ICP PGMI 2011 "WEXA Class" who always encourage and give support to the writer in process of arrangement and observation this report.

Hopefully this simple thesis can be beneficial to all researchers and readers. Hopefully this thesis can become part of academic discourse in order to develop the English lesson. This thesis is still a lot of shortcomings. Therefore, the author expects criticism and suggestions from all parties for the perfection of this thesis.

Malang, June 2015

Writer

TRANSLATION GUIDELINES OF ARAB LATIN

Translation of Arab Latin in this thesis utilize the translation guidelines based on the agreement between Religion Minister and Educational and Culture Minister of Indonesia number 158/1987 and number 0543b/ U/ 1987. Those are:

A. Huruf

ا = a	ز = z	ق = q
ب = b	س = s	ك = k
ت = t	ش = sy	ل = l
ث = ts	ص = sh	م = m
ج = j	ض = dl	ن = n
ح = h	ط = th	و = w
خ = kh	ظ = zh	ه = h
د = d	ع = '	ء = ,
ذ = dz	غ = gh	ي = y
ر = r	ف = f	

B. Vocal Panjang

Vokal (a) panjang= â

Vokal (i) panjang= î

Vokal (u) panjang= û

C. Vokal Diftong

آوْ = aw

أيْ = ay

اُوْ = û

إيْ = î

LIST OF TABLES

LIST OF PICTURES

LIST OF APPENDIXES

Appendix I The Letter from the faculty

Appendix II The letter form the school

Appendix III Consultation sheet

Appendix IV The letter for the expert

Appendix V The identity of the expert

Appendix VI The result form the validator

Appendix VII The result product trial

Appendix VIII Data of Student 3rd graders

Appendix IX Documentation

Appendix X Instructional material

Appendix XI Teacher's guidance

Appendix XII Curriculum Vitae

TABLE OF CONTENT

ABSTRAK

Afrida, Fira Nadliratul. 2015. *Pengembangan Bahan Ajar Bahasa Inggris Berbasis Islami Pada Siswa Kelas 3 Di SD Islamic Global Shchool Malang*. Skripsi. Jurusan Pendidikan Guru Madrasah Ibtidaiyah. Fakultas Ilmu Tarbiyah dan Keguruan. Universitas Islam Negeri Maulana Malik Ibrahim Malang. Pembimbing, Dr. H. M. Zainuddin, MA

Kata Kunci : Bahan Ajar, Bahasa Inggris Berbasis Islami

Bahasa inggris adalah bahasa yang saat ini dianggap sebagai bahasa international yang dapat digunakan secara luas hingga ke belahan dunia. Selain itu bahasa inggris juga digunakan sebagai bahasa dalam berbagai ilmu pengetahuan, tekhnologi, budaya dan lain sebagainya. Pembelajaran bahasa inggris hendaknya sudah dikenalkan pada siswa sejak dini. Pengenalan bahasa semenjak dini diharapkan dapat menjadikan ketertarikan siswa untuk mengeksplorasi pengalaman, dan menjadikan bahasa sebagai media perantara untuk berkomunikasi.

Nilai-nilai agama dan etika harus ditanamkan melalui pengetahuan dan pendidikan yang ada, pendidik harus menanamkan jiwa spiritual sejak dini. Berdasarkan fakta yang ada, peneliti akan mengembangkan bahan ajar bahasa inggris berbasis islami, melalui pendekatan ini siswa dapat dengan mudah memahami materi dan mempunyai jiwa spliritualisme, khususnya pada pembelajaran bahasa inggris, siswa akan mengetahui empat ketrampilan berbahasa dan materi keislaman dari bahan ajar yang di kembangkan.

Penelitian ini menggunakan metode penelitian dan pengembahan yang diadaptasi oleh Borg dan Gall, penelitian ini mempunyai 6 tahap pengembangan. Penelitian ini telah di terapkan pada siswa kelas 3 di SD Islamic Global School Malang.

Berdasarkan hasil penelitian menunjukan bahwa bahan ajar ini mendapatkan penilaian yang memuaskan, hasil validasi dari ahli materi mencapai 80%, ahli desain mencapai 92%, guru bahasa inggris 94%, uji coba kelompok kecil 97%, dan uji coba kelompok besar mendapatkan hasi 90,4%. Jadi bahan ajar ini tidak membutuhkan perbaikan dan memenuhi syarat sebagai bahan ajar.

ABSTRACT

Afrida, Fira Nadliratul. 2015. *The Development of Islamic-Based English Instructional Material for 3rd Graders in Islamic Elementary Global School Malang.* Thesis. Education for Islamic Primary School Teacher Department. Faculty of Tarbiyah and Teaching Sciences. The State of Islamic University Maulana Malik Ibrahim Malang.

Advisor: Dr. H. M. Zainuddin, MA

Keyword: Instructional Material, Islamic-Based English

      English is the language is currently considered to be the international language that can be used extensively to part of the world. In addition, English language is also used as a language in various fields of science, technology, culture, etc. learning English should have been introduced to students early, because since the early the students are expected to attract of learning experiences and use the language as a medium communicate.

      Religious values and ethics must be implanted through the existing knowledge and education; the educators must infuse the soul of spiritualism early. For this happen it is necessary to development of Islamic-Based instructional material, because through this approach the student can easily understand of the material and they also have a good in spiritualism, especially English lesson, the student know the four of English skill and Islamic material from the textbook.

      This research use *Research and Development* (R&D) method, *Borg and Gall* model that have 6 steps in the procedure development. The research was implemented in Islamic elementary global school especially for 3rd graders.

      Based on the results, that instructional material obtain a good assessment of qualifications, because based on the results obtain validate the value of material expert with percentage of 80%, design expert with percentage of 92%, teacher class with percentage of 94%, the individual test phase I with percentage of 97% and the individual test phase II with percentage 90,4%. So the instructional material doesn't need to be revised and it's qualified.

ملخص البحث

أفريدا، فيرا نظيرة. 2015. تطوير مادة التعليم لغة الإنجليزية بمؤسس الإسلامي للتلاميذ فصل الثالث بمدرسة الإبتدائية الإسلامية العالمية مالانج (*Islamic Global Shchool Malang*). بحث جامعي. قسم التربية المدرس المدرسة الإبتدائية. كلية علوم التربية و التعليم.

مشرف، الدكتور الحاج محمد زين الدين الماجستير

_____

الكلمات الأساسية: مادة التعليم، لغة الإنجليزية بمؤسس الإسلامي

لغة الإنجليزية هي كلغة العالية لهذا الزمان التي تستخدمها متوسع في هذه الأرض. بجانب ذلك أن لغة الإنجليزية تستخدم أيضا لعلوم المتنوعة، تكنولجيا، ثقافة، و غير ذلك. إن تعليم اللغة الإنجليزية على الأحسن يبدأ منذ الصغر. و اعتراف اللغة من الصغر، يرجى أن يجعل التلاميذ يحبها و يكشفها، و جعل اللغة كوسائيل الاتصالات.

كان غرس القيم الدين و الأخلاق من التعليم و التربية، لابد للمدرس أن يغرس نفس الدينية منذ الصغر. بالحقوق الموجودة، كانت الباحثة ستطور مادة التعليم اللغة الإنجليزية بمؤسس الإسلامي، بهذا المدخل يرجون إلى التلاميذ سهولة في فهم المادة و نفس الدينية في تعليم اللغة الإنجليزية خاصة، و التلاميذ سيعرفون أربعة من مهارات اللغة و مادة الإسلامية من مادة التعليم المتطور.

كان هذا البحث يستخدم منهج البحث و التطوير تكيف ببروق و كال (Borg dan Gall)، هذا البحث له ستة مراحل التطوير. هذا البحث قد طبق للتلاميذ فصل الثالث بمدرسة الإبتدائية الإسلامية العالمية مالانج.

كان نتائج هذا البحث يعرض أن مادة التعليم ينال القيمة الحسنة، نتائج الحقيقة من أهل المادة يحصل إلى 80 في الميئة (80 %)، أهل التصميم يحصل إلى 92 في الميئة (92 %)، مدرس اللغة الإنجليزية يحصل إلى 94 في الميئة (94 %)، تجريبة الفرقة الصغيرة يحصل إلى 97 في الميئة (97 %)، و تجريبة الفرقة الكبيرة يحصل النتائج إلى 90،4 في الميئة (90،4 %). إذا هذه المادة التعليم لا يحتاج على الاصلاح و تأهل كمادة التعليم.

CHAPTER 1

INTRODUCTION

A. Background of Study

The development of modern culture and the rapidly growing communication needs the readiness of all the parties including the aspect of education. Educators and learners should be able to utilize information technology to face the ASEAN Community 2015. The mastery of English becomes the first requirement if we want to communicate and get information effectively. English is the language that is currently considered to be the international language that can be used extensively in all over the world. In addition, English language is also used as a communicative language in various fields such as science, technology, culture, etc. Based on the description, we can take a conclusion that English should have been introduced to students early. Introducing the language since early is expected to attract the students to explore learning experiences and use the language as a medium to communicate.

The principal goal of education is to create students who are capable in doing new things, no simply of repeating what other generations have done, the students who are creative, inventive, and discovers. The second goal of education is to form minds which are critical, can verify, and do not accept everything they are offered. The great danger today is of slogan, collective opinions, and ready-made trends of thought. We have to be able to resist individually, criticizing, to distinguish between what is proven and what is not. So, we need pupils who are active, who learn early to find out by themselves, partly by their own spontaneous

activity, and partly through material we set up for them, who learn early to tell what is verifiable and what is simply the first idea to come up from them.[1]

English learning for children is called EYL (English for Young Learners). Students of English for Young Learners are 6-7 years old. Basically, the important thing for learning English in elementary school is developing the children's interest for learning English. To achieve the purpose, we need to understand the characteristic of student so we are able to choose the method and the learning material which are good for them. [2]

The characteristics of student in elementary school are egocentric attitude. The attitude means that the students like to connect what they learn or they do to their life. [3] They also like the subject which is connected with their daily life and the surrounding. Children tend to be imaginative and active. They like learning through games, stories, and songs. So, they will be more motivated to learn English even though the process is indirect.

Participation of elementary school students in terms of learning English language is still lacking. They assume that English is a difficult language to learn. They are sometimes still shy to raise their hands if they have difficulties in learning. That situation requires the creativity of the teacher in terms of teaching and attracting the students' interest in learning. One of the factors that affect EYL learning is the instructional materials. Instructional materials which are used should be observed and consider the needs of the students because elementary

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[1] Kusdwiratri setiono, *Psikologi Perkembangan* (Bandung: Widya Padjajaran, 2008), Page. 37.
[2] Kasihani, S, *English for Young Learners* (Jakarta: Bumi Aksara, 2007), Page.15.
[3] 3 Desmita. *Psikologi Perkembangan* (Bandung: Remaja Rosdakarya, 2010), Page.105.

school students are students who are active and imaginative and require instructional materials which are related to their environment and daily life.

Currently, a challenge for educators in developing instructional materials is not only in terms of learning materials, but rather educators must infuse the soul of spiritualism early. Religious values and ethics must be implanted through the existing knowledge and education. Based on the description, the researcher will develop Islamic-based English language instructional materials. Through these instructional materials, students will learn English language as well as apply the religious knowledge in learning English at the same time. To prepare these instructional materials, the researcher will provide the Islamic-based materials in English language using Islamic songs, stories, and materials related to the world of spiritualism.;

However, the facts in the field based on the interview with the English teacher in Islamic Global School Malang[4] show that the English instructional material is still general and the content of the English book is not related to the Islamic knowledge. The researcher found that there are several weaknesses of the English textbook used by the students of Islamic Global School. Those are:

1. The content of the textbook is general. The textbook is not related to Islamic religion knowledge;

2. The instructional material is not related to the students' environment and daily life;

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[4] Interview with Ahmad Susanto, *English Teacher of Islamic Elementary Global School Malang*, at 14 December 2014

3. The language used in the textbook is too difficult to understand by the third grade students.

Based on the weaknesses, the researcher was interested to develop instructional material which is expected to be able to solve the problem. The product which will be developed uses Islamic-based English. It is expected to help the students in learning the English materials and get the religion values. In addition, the students will learn English easier because the language is easy to understand and the material is related to their environment. Therefore, the researcher is intrigued to conduct a study entitled **"The Development of Islamic-based English Instructional Materials for 3rd Graders in Islamic Elementary Global School Malang".**

B. Problems of The Study

Based on the background of the study above, the researcher obtained the formulation of the problems as follows:

1. How is the process of the development of Islamic-based English instructional materials for 3rd graders in Islamic Global School Malang?

2. How is the level of validity, efficiency, and attractiveness of Islamic-based English instructional materials for 3rd graders in Islamic Global School Malang?

C. The Objectives of Study

Based on the formulation of the problems mentioned above, the research aims to:

1. Produce Islamic-based English instructional materials for 3rd graders in Islamic Global School Malang;

2. Know the level of validity, efficiency, and the attractiveness of Islamic-based English instructional materials for 3rd graders in Islamic Global School Malang.

D. The Benefits of Study

1. Lecturer, college student, and education developers

This research can be a reference and source of development for the lecturers, college students, and education developers to further develop instructional materials that are innovative, creative, and effective.

2. Teacher

Through Islamic-based English language instructional materials, teachers can deliver learning materials effectively and efficiently because in English language instructional materials there are some Islamic-based learning materials which can make the students to understand easily. Moreover, there are also Islamic elements that can support learners' spiritual life.

3. Student

The product of this research is supposed to increase the understanding of the learning materials because the materials are presented in an attractive form, closely related to the students' environment, and certainly accentuate the Islamic religion.

E. The Limitation of Study

The development of Islamic-based English language instructional materials is limited to second semester of 3rd graders in Islamic Global School Malang on the "Daily Activities" material.

F. The Definition of Key Terms

In order to have the same understanding of each variable of terms in the title of the development of Islamic-based English instructional material for 3rd graders in Islamic elementary global school Malang, the definition of key terms is required as follows:

1. Development of Instructional Material

   The development of instructional materials is a systematic approach in designing, evaluating, utilizing the connectedness of fact, matter, the principle, or the theory contained in the subject or subject materials with reference to the objectives.[5]

2. Islamic-Based English

   Islamic-Based English in this book means that the material presented includes Islamic-based learning activities, ranging from learning content, pictures, and songs dealing with Islamic activities. In the book, there are also prayers and those associated with the learning material. The development of instructional material is equipped by four language skills, they are: listening, speaking, reading, and writing. That is expected to assist

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[5] Nova Kristian, "Pengembangan Bahan Ajar Membaca Dongeng Berbentuk Komik untuk Siswa kelas III SD", *Skripsi*, (Malang: Program Studi Pendidikan Bahasa dan Sastra Indonesia Universitas Negeri Malang, 2011), hlm.22.

learners in attaining English language competence intact so that it can be used in communication and the students may apply them in everyday life

G. Product Specification

The product produced from the development of Islamic-based English instructional material is supposed to include the following specification:

1. To support the students' success in learning English because the development of these materials was in accordance with the principles of development, namely: relevance, consistency, and sufficiency. The development of learning materials is also equipped with materials that will instill Islamic spiritual soul to the children since early;

2. The physical form of the development of learning materials is a learning textbook for students which can be used in the process of teaching and learning activities;

3. The product of Islamic-based English instructional material contains daily activities materials which include Islamic-based learning activities, ranging from the contents, pictures, songs that are related to the Islamic activities;

4. The product of the textbook includes four language skills. Those are: listening, speaking, reading, and writing;

5. The instructional materials produced include teacher's guidance which is expected to assist teachers in learning process;

6. The English textbook is also equipped with an interesting layout so that the students will be motivated in the teaching and learning activities.

CHAPTER II

REVIEW OF LITERATURES

A. The Previous of Study

Related to this study, the researcher tried to find previous studies conducted with related topic. The first study was a thesis in Elementary School Teacher Education department of UIN Malang, written by Imam Sholihin entitled "Development of Instructional Materials Arabic Classes 5th and significant Rule Method in MI Syalafiyah Mlandingan Situbondo"[6]. This research produced an Arabic language textbook using a kawaid approach and significant rule method. The research was able to gain a high level of effectiveness and attractiveness. It was obtained from the average of the learning outcomes of the students in the final test which reached 81.45 compared to the preliminary test which has only been at 63.71.

The second study found was a thesis in Elementary School Teacher Education department of UIN Malang entitled "Development of a mathematical Textbook 3rd class about measurement by using Realistic Mathematics Learning Approach in MI Islamiyah Tumpang"[7]. The development of this textbook has produced a product in the form of a book of activities for students and teachers of mathematics which meets the qualification as a good textbook. This was

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[6] Imam Shalihin, "*Pengembangan Bahan Ajar Bahasa Arab Kelas 5 Dengan Metode Kaidah dan Tarjamah Di MI Syalafiyah Syafiiyah Mlandingan Situbondo",* (Skripsi, Jurusan Pendidikan guru Madrasah Ibtidaiyah, Fakultas Tarbiyah, UIN Maulana Malik Ibrahim Malang, 2012)

[7] Sulistyowati. "*Pengembangan Buku Ajar Matematika Kelas III Tentang Pengukuran Dengan Menggunakan Pendekatan Pembelajaran Matematika Realistik di MI Islamiyah Pakis-Tumpang",* (Skipsi, Jurusan Pendidikan Guru Madrasah Ibtidaiyah, Fakultas Tarbiyah, UIN Maulana Malik Ibrahim Malang, 2012)

evidenced by the response about the content, experts, and material experts which reached 87.5%.

The third study found was Yesica Ayu Rachmawati's thesis entitled "The development of learning materials for mathematics at 2nd Islamic elementary school based on the character[8]". This research resulted the character-based math textbook which proposes advantages as follow: (1) contains characters or values in any of the materials presented, (2) includes the representation figures in GLBT (3) integrates mathematical materials with character values which are presented thematically, (4) uses language that is easily understood by the students (5) includes narrative that is used to load a language, such as Islamic Subhanallah, God willing, etc, (6) presents exercise items more because it consists of two separate book packages; they are textbook and workbook for students. Based on research, this result of the expert's textbook material validity reached 56.3%, whereas the expert's design assessment achieved 86.1%.

Table 2.1
Originality of Research

Research Titles	Similarities	Differences	Originality of Research
1. The development of Arabic instructional material by instructional method and significant at Syalafiyah Sagiiyah Islamic elementary school	Development of instructional material	The resulted product is module of Arabic learning language by instructional method and significant	This research is a study of the development of instructional material Islamic-based. Model of development which is used by Borg and Gall, this research

[8] Yesica Ayu Rachmawati "*Pengembangan Bahan Ajar Matematika Berbasis Karakter di Madrasah Ibtidaiyah Negeri II Malang",* (Skipsi, Jurusan Pendidikan Guru Madrasah Ibtidaiyah, Fakultas Tarbiyah, UIN Maulana Malik Ibrahim Malang, 2013)

			produces a textbook for English language learning on Daily Activities material
2. The development of Mathematics Textbook of Measurement Using Realistic Mathematics Learning Approach at Islamiyah Elementary School Pakis Tumpang (By: Sulistyowati)	Development Of textbook material	The resulted product is in the form of mathematics textbook with PMR approach, which consists of student activity book and teacher's book	
3. The development of mathematic instructional material based on character for 2nd student in Islamic elementary School II Malang (by: Yesica)	Development Of textbook material	The resulted product is in the form of character-based math textbook which consists of textbook and workbook	

B. Study of Literature

The study of the English learning materials development for Islamic-based 3rd students in Islamic global school includes a few things that need to be examined. They are: (1) Instructional Material, (2) learning English, (3) Islamic-based English, and (4) Learning Theory.

1. Instructional Material

Learning materials are any materials used to help teachers/trainers in carrying out activities of teaching and learning in the classroom. The form of the learning materials is both printed and non-printed.

a. The types of instructional materials including:

(1) Perspective materials (Visual) consist of printed materials (printed) such as: hand out, books, student worksheets, module, brochure, leaflet, wall chart, photos/images, and non-printed materials like scale/model;

(2) Learning materials are for listening (Audio), such as: cassette, radio, and compact disk;

(3) Audio visual learning materials like: video compact disk, movies;

(4) Interactive multimedia learning materials (interactive instructional material) such as CAI (Computer Assisted Instruction), compact disk (CD) multimedia interactive learning, and web-based materials. (web based learning materials)[9]

We can choose these types of materials in developing learning materials. The types of materials we can choose do not only focus on the explanation above, but we can also develop our own learning materials without abandoning the principles of creating learning materials that comply with the existing curriculum.

b. The Principles of Development

In developing learning materials, we should pay attention to the principles of development, among them:

1) Ranging from easy to difficult to understand, from the concrete to the abstract understanding;

2) Repetition will strengthen understanding;

3) Positive feedback will be given to strengthening the understanding of learners;

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[9] Muhaimin. *Modul Wawasan Tentang Pengembangan Buku Ajar*. Bab V. (Malang: LKP2-I, 2008)

4) A high learning motivation is the decisive factor of successful learning;

5) The achievement of learning objectives.

Developing learning materials should also see different characteristics or types of the students. There are students who have the ability of verbal, visual, audio, and more. Materials that we make must meet the needs of students, both the needs of his education and the curriculum needs to see the basic competencies that must be mastered by all students.

c. Composing Technique Of Learning Materials

Before composing the learning materials, the materials must be adjusted to the basic curriculum as follows:

1) Determination of learning material

2) The purpose of the development of learning materials, the purpose in developing learning materials includes:

a) Develop learning materials that comply with the demands of the curriculum. In this case, the researcher accentuates more on the aspects of religiosity without leaving the characteristics of learners and their environment;

b) Help learners in obtaining alternatives to existing materials;

c) Assist the teachers in the implementation of learning because the researcher uses an easy language which is in accordance with the needs of learners.[10]

2. Learning English Language

In the context of teaching and education development in Indonesia, English has a very convenient function. There are three strategic relevant functions of English. First, English is the lingua franca of the world. Second, English is the main language used in science and technology, English is the third language of intercourse between countries.[11] Therefore, English learning needs to be instilled early, because at the age of 7-12 years old children are on concrete operational stage, i.e. the child is capable to operate different logic to solve concrete, are only capable of dealing with the real things or things they can imagine.

English has four basic skills which must be learned if someone wants to learn English well and correctly. The four basic skills are listening skills, speaking, reading, and writing. Among the four skills, there are mutual relatedness and they are a unity that cannot be separated.

a. Listening Skill

Listening skill understands the spoken language which is reversed (stimulation of receptive attitude). Thus, it means that it is not just listening to the sounds of language but rather at once understand it. In the first language (mother

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[10] Sofan Amri, Iif Khoiru Ahmadi, *Kontruksi Pengembangan Pembelajaran* (Jakarta: Prestasi Pustaka Publisher, 2010) Page. 159.

[11] Teguh Budiharso, *Prinsip dan Strategi Pengajaran Bahasa* (Surabaya:Lutfansah Mediatama, 2004) Page.3.

tongue), we gain skills to listen through the process we don't realize that the complex process of obtaining the listening skills.

The followings are the micro skills involved when we attempt to conceive of what we heard, the listener must:

1) Listen or remember language element considering the use of short-term memory;

2) Attempt to distinguish the sounds that distinguish the meaning in the target language;

3) Be aware of the existence of other forms of pressure and color tones, sounds and intonation, and aware of the redaction word forms;

4) Distinguish and understand the meaning of the words that are heard;

5) Get to know other forms of special words (typical word-order patterns).

b. Speaking Skill

Speaking skills outline has three types of situation. They are interactive, semi active, and non-interactive. Interactive speaking situations, such as: face to face conversation and talk by phone that allows any change between speaking and listening, and also allows us to ask for clarification, slow down the tempo of the opponents' talk. Then, there are also semi active speaking situations, for example in addressing before the public directly. In this situation, your audience is not able to do against the speaking, but the speaker can see the reaction of the listeners through their facial expressions and body language. Some situations can be said as non-interactive speaking, for example, addressed through radio or television[12].

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[12] Ibid

Here are some micro skills that should be available in the speaking, where the speakers should be able to:

1) Pronounce different sounds clearly so that the listeners can tell the difference;

2) Use pressure, tone, and intonation clearly and precisely so that the listener can understand what spoken speaker;

3) Use these forms of words, word order, as well as the selection of the right word;

4) Using the register or variety of a language which is appropriate to the situation of communication including appropriate review of the relationships between the speaker and listener.

c. Reading Skill

Reading is resistive language skill. Reading skill can be developed individually, separately from listening and speaking skills. Reading skill is taught from the word, phrase, then the discourse from an easy vocabulary to a more difficult vocabulary, from a short discourse into a longer discourse with the more manifold grammar. The level of difficulty and length of reading materials tailored to the child's language development level and the level of the class. The followings are the micro-skills related to reading process which must be owned by the speakers. They are:

1) Get to know the vocabulary and the writing system used;

2) Specify a keyword that identifies topics of the main idea;

3) Determine the meaning of the words including a vocabulary split, written from the context;

4) Know the grammatical word classes, noun, adjective, and so on.

d. Writing Skill

Writing is produced by using skill of handwriting. Writing can be said to be one of the most complex language skills among the kinds of other language skills. This is because the writing is not merely copy the words and sentences, but also develop and pour those thoughts in a structure of regular paper. In addition, the necessary ability or way of thinking and logic skills concocted words into meaningful sentences.

The following micro-skills those are required in writing, namely:

1) Use the correct orthography, including in the use of the spelling;

2) Use the form of words correctly;

3) Sort the words correctly;

4) Use proper sentence structure and clear for the reader.[13]

3. Islamic-based English

Modern culture is a challenge that needs to be faced with attention from the parents and teachers in educating children because this culture can make a human being a materialist and individualist. If it is not observed with great prudence and the younger generation hopes the nation to grow to the next generation who is always covered and healthy competition is always pursuing the matter. The most dangerous thing is that the students will live far from the guidance of religious teachings. But, in this life there is nothing more important

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[13] Anymous, *ketrampilan berbahasa.html* (http:www.sarjanaku.com, accessed on 16th march 2015 at 10.00 Am)

than a thing which should be pursued by man, namely to always live in guidance and the pleasure of Allah.

Related to this, the system of education in Indonesia need to be developed in the direction of integration of scientific values, religious values and ethics that become the characteristic of civil society in the global era that was able to give birth to humans who mastered and apply science, technology, and the arts, have a professional maturity, and at the same time live up to the values of religion.[14]

The education system can be done when the teachers understand how faith and values are included in the subjects/fields of study taught. In this context, there are two problems faced by teachers, namely: 1) teachers must master the field of science, 2) teacher should be able to translate the science with faith and values so let contained in Islamic teachings.

Thus, the necessary effort of spiritualism or attempt to internalize educational values or the spirit of religion is through the educational process into all aspects of education in the school. It is intended to integrate modern science with belief and piety in learners. In the field of English language learning, for example, teachers can incorporate Islamic teachings in the learning process and keep applying the principles of language learning.

The successes of learning at the school were affected by factors of teachers, material, and students. In order to establish an Islamic character, then the factors of teachers and learning materials in advance need to be kept abreast of the

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[14] Rina Sari. 2007. *Pembelajaran Bahasa Inggris Berbasis Qur'ani*. Malang: UIN Press Page. 3

teaching contained with Islamic knowledge. Thus, the goal of integrating science and Islam can be realized fully.

a. Teachers implementing the teachings of religion.

Teachers are an important factor in the formation of moral and character of learners. Diligence and patience need to be owned by a teacher in shaping the character of the student who is good at both in his knowledge and moral. Therefore, in carrying out its task, the teacher needs to have a strong foundation in order to achieve the success of the learning process

Some of the conditions or obligations that need to be owned by a teacher are presented in the Qur'an. The guidance to become a good teacher is stated in the Qur'an then is expected the verses of the Quran which can be made into a base or foundation for teachers in carrying out its work:

1) A teacher needs to be aware that in the exercise of his profession, he should always have the motivation to realize the teachings of ihsan. He must strive to always give the best to the sons to obtain pleasure. As stated in Al-Qashash verse 77:

وَٱبْتَغِ فِيمَآ ءَاتَىٰكَ ٱللَّهُ ٱلدَّارَ ٱلْأَخِرَةَ ۖ وَلَا تَنسَ نَصِيبَكَ مِنَ ٱلدُّنْيَا ۖ وَأَحْسِن كَمَآ أَحْسَنَ ٱللَّهُ إِلَيْكَ ۖ وَلَا تَبْغِ ٱلْفَسَادَ فِى ٱلْأَرْضِ ۖ إِنَّ ٱللَّهَ لَا يُحِبُّ ٱلْمُفْسِدِينَ ﴿٧٧﴾

Meaning: "And look at what has God given you (happiness) land afterlife, and do not forget thy portion of worldly and (enjoyment) are doing all right (to others) as God have done good, unto you, and ye shall do no damage on the (face) of the Earth. Verily, Allah does not love those who do mischief. "[15]

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[15] *Al-Qur'an and Translation* (Bandung: J.ART,2004), Page. 394.

2) As a teacher, they should not be working lightly and indifferently because it would mean downgrading the meaning for the pleasure of Allah or God's condescending. It states that anyone who expects the meeting with their Lord to gain the pleasure of Allah, then he should work fine, and in worship to his God that doesn't do shirk, the redirect works in addition to the intrinsic value of work to be a source of human beings. As the word of God in Surat Al-Kahfi Verse 110:

$$\text{قُلْ إِنَّمَآ أَنَا۠ بَشَرٌ مِّثْلُكُمْ يُوحَىٰٓ إِلَيَّ أَنَّمَآ إِلَٰهُكُمْ إِلَٰهٌ وَٰحِدٌ ۖ فَمَن كَانَ يَرْجُوا۟ لِقَآءَ رَبِّهِۦ فَلْيَعْمَلْ عَمَلًا صَٰلِحًا وَلَا يُشْرِكْ بِعِبَادَةِ رَبِّهِۦٓ أَحَدًۢا ۝}$$

Meaning: "say: he is human like you, revealed to me:" That Indeed your Lord is the Lord of Esa ". Everyone hopes meeting with his Lord, he shall do good that saleh and do they ascribe divinity side by native in worship to his Lord"[16]

3) A teacher is obliged to work optimally and propose a strong commitment to the process and results of the work quality or as good as possible, in harmony with the teachings of ihsan. In the letter An-Nahl verse 90 mentioned:

$$\text{إِنَّ ٱللَّهَ يَأْمُرُ بِٱلْعَدْلِ وَٱلْإِحْسَٰنِ وَإِيتَآئِ ذِى ٱلْقُرْبَىٰ وَيَنْهَىٰ عَنِ ٱلْفَحْشَآءِ وَٱلْمُنكَرِ وَٱلْبَغْىِ ۚ يَعِظُكُمْ لَعَلَّكُمْ تَذَكَّرُونَ ۝}$$

Meaning: "Allah commands (you) to be fair and do welfare, give to relatives, and God forbid from indecency, tandem and hostilities. He gave a lesson to you that you can take lessons.[17]

4) A teacher is required to have a high dynamic work dedication, a commitment to the future, has a sense of community as well as the development of science

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[16] *Al-Qur'an Digital and Translation* (Bandung: J-ART, 2004), Page.304.
[17] *Al-Qur'an Digital and Translation* (Bandung: J-ART, 2004), Page.277.

and technology, and to be continued. The attitude in the exercise of the profession important continuing owned by everyone including the teachers. By having this attitude, a teacher will be resilient to face a wide range of issues. For example in the process of learning, he is always trying not to be easily in despair in respect of finding ways or strategies best used to facilitate students in absorbing knowledge. As mentioned in the word of God surat Adh-Duha verse 4:

$$\text{وَلَلْءَاخِرَةُ خَيْرٌ لَّكَ مِنَ ٱلْأُولَىٰ ۝}$$

Meaning: "and behold, days later it is better for you than now (beginning)".[18]

b. The material of English learning language Islamic-based

A duty of a teacher in the teaching and learning process is preparing the material to be taught to students. The material taught to students should be prepared from the beginning before teaching. It is intended to provide learning activities that are interesting and well planned.

English learning materials should be adapted to the characteristics of the learners, interests, and abilities of the child. In this case, the researcher adjusts the textbook with the age of the learners and uses language that is easy to understand. Applied materials also use the knowledge of Islam, such as creating Islamic songs, Islamic stories, pictures, and sentences that contain religious side.

4. Theory of Learning

a. Jean Piaget's Cognitive Theory

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[18] *Al-Qur'an Digital and Translation* (Bandung: J-ART, 2004), Page.596.

Cognitive theory assumes that learning is organizing and cognitive aspects of perception to get understanding. The principles of cognitive theory, learning is a change perception and understanding are not always visible as behavior.[19] The cognitive activities are assimilated and accommodate a variety of information or knowledge of the environment to be a particular mental structure.

According to Piaget, someone has a learning process that will follow the pattern of a particular stage of development and in accordance with its age. Each stage of development cognitive structure of content represents the typical stages in accordance with the differences in phase.[20] The stages of cognitive development in Piaget as follows:

1) Sensori-motorik phase (0-2 years)

In this phase, cognitive knowledge is still limited on perception of her senses and motoric activities. The behavior is still limited to simple motoric response caused by stimulation of the activities. Children are using the skills and abilities that are carried from birth, such as viewing, grasping and hearing to study the environment

2) Pra-operational phase (2-7)

In this phase, the thinking is more symbolic, egocentric and intuitive. So, it doesn't involve operational thinking. This phase is also called phase of intuition because it is affected by perception and egocentrism. It is very important in the way children think looks at things from the

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[19] Bambang Warsita, *Tekhnologi Pembelajaran Landasan dan Aplikasinya* (Jakarta: Rineka Cipta.2008) Page 69

[20] Ibid

point of view. At this phase it seems language proficiency and mastery of the concept is thriving. At this phase cannot think conceptually but can be observed

3) Concrete operational phase (7-12 years)

Concrete operational phase is a base to think concrete can be seen, touched, felt from an object or event. At this phase, there are changes from a less logical thinking becomes more logical, the children is able to solve concrete problems. Children are only able to deal with things that are real or whit things they can imagine

4) Formal operational phase (12-15 years)

In this phase, children are capable to think abstract, idealistic and logical. Formal operational thought seems clearer to solving verbal problems. In this phase, cognitive ability reaches top developments. [21]

b. Theory behaviorism by Ivan Pavlov

Basic concept in this theory is that learning is one of the types of individual behavior which are done consciously. Learning is defined as the process of the establishment of the relationship between stimulus and response. Humans are strongly influenced by events in the environment that will provide learning experiences.[22] The most important to apply this teory is teachers, instructional designer, instructional programs developers must understand the characteristics of the students and the environment. So, the success rate of students during the learning

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[21] Rifa'I, Achmad dan Catharina Tri Anni, *Psikologi Pendidikan* (Semarang: Unnes Press, 2009) Page 26
[22] Ibid

activities can be known. This theory is suitable to use in the process of teaching and learning, especially in learning language. So, it can be concluded, according to the theory of behaviorism, learning is the type of behavior caused the result of stimulus and response. Therefore, the role of the teacher is very influential in providing stimulus through the meaning experience in learning. Teachers must be resourceful in creating conditions for learning. So, the students get excited and interested in the process of learning.
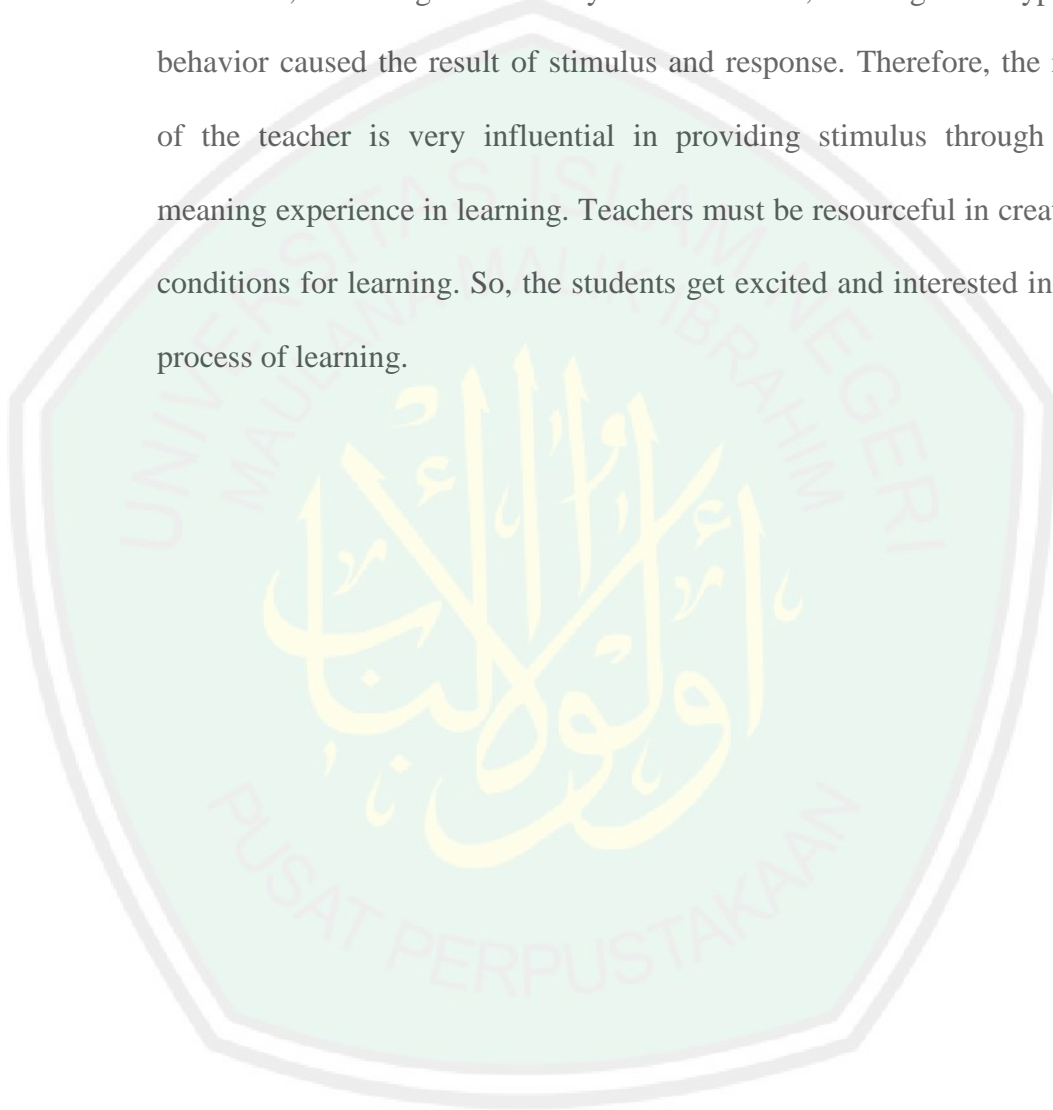
CHAPTER III

RESEARCH METHOD

This third chapter explains the method of research which is used in this research. This chapter includes A) Method of development and B) Model of development. The complete explanation is described as follows:

A. Method of Development

The method of this research is research and development method. Research and development is a process or steps to development of an existing product, which can be asked for the responsibility.[23]

According to Borg and Gall, educational research and development is a process used to develop and validate educational products.[24] In this research and development, the researcher developed a product appropriate with objectives and necessity in education found in field. After the product was developed then it was revised and corrected on the deficiencies found in the product. After that, the researcher did a field test until showing the attainment of objectives from this research.[25]

B. Model of Development

Model of development in this study refers to the experiments that have been conducted on the Far West Laboratory research and development style adopted from Borg and Gall (1989) design.

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[23] Nana Syaodih Sukmadinata, *Metode Penelitian Pendidikan* (Bandung: Rosdakarya, 2010), page.22.
[24] Walter R. Borg and Meredith Damien Gall. *Educational Research* (New York: Longman Inc, 1979), page. 624.
[25] Ibid

The procedure of research and development is as follows:
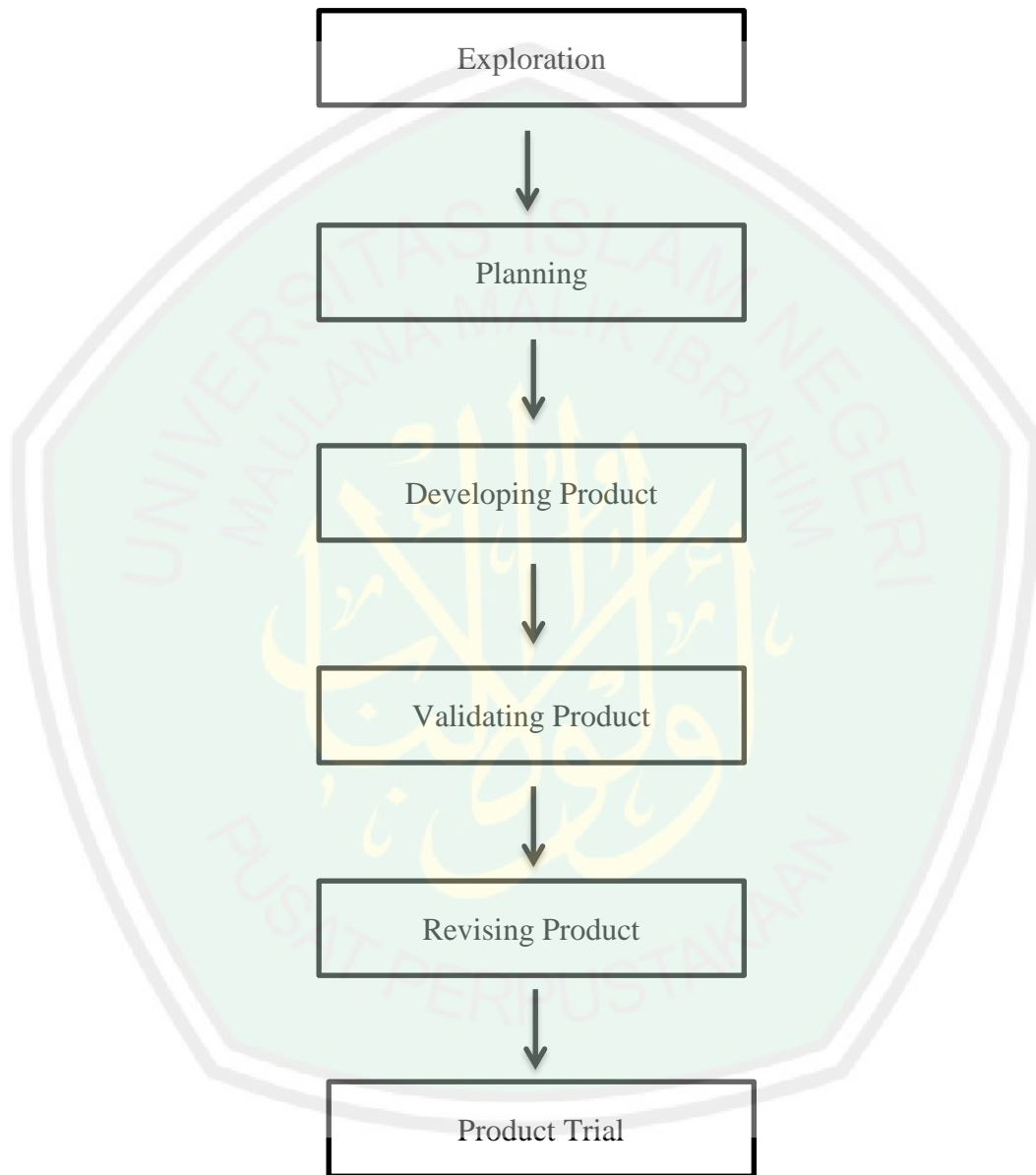
Picture 3.1 Procedure of Research and Development

1. Exploration

    At the exploration stage, the researcher collected the data and information to measure the needs that exist in the field. Information and data obtained

from field observation in Islamic Elementary Global School Malang used the instructional material from the Ministry of national education. The content of the book is not integrated with the religion and the materials are general.

2. Planning

In the planning stage, the researcher conducted a study about the curriculum with the aim to determine the material will be presented in the learning text book and to learn some competencies that must be achieved by the student. With the review of the curriculum, the researcher can be determine the topic will be presented in the material and determine the allocation of time required during the learning process.

3. Developing product

Development of resulting product in the form of textbook with the material of daily activities for 3rd graders which the specifications:

a. The resulting product is a learning textbook;

b. Learning textbook design using a variety of layouts for front cover and back cover, designed attractively to give image that suitable with the content of learning textbook;

c. The content of textbook based on Islamic. It means that the material of textbook includes the activities and learning material which be related to the Islamic religion such as: pray, picture, song which be related to the Islamic and material. The textbook also includes the skills of language; they are: listening, speaking, reading, and writing;

d. The textbook includes English map, mini dictionary, and review test that is expected to help the student in learning process;

e. This book comes with the instructions of use book that are expected to help the teacher in the learning process;

f. Description of the contents of the textbook using A4 paper, Comic Sans MS font size 14. Any part of the contents of books and pictures in design attractively .The language is easy to understand and communicative;

4. Validating product

a. Design Validation

Design validation in this study is the validation of English lesson that includes the expert of media, content, teacher and student. In this validation, there are validation of content and product validation. This validation is to know the validity of the product that will be developed and are foundational in revising the development of this product.

b. Subject Validation

Subjects in the development of learning materials include:

1) The expert of material

The expert of material in research and the development of learning materials in English-based Islamic is an already completed a master's degree in English education. The selection of the material expert is based on the consideration that those concerned have competence in the field of English language material. Material expert comment and advice is

generally to existing learning material in a textbook of Islamic-based English.

2) The expert of learning media

The expert who studies the media in research and development of these materials is an expert in instructional media. The selection of the expert of learning media is based on the consideration that the pertinent lecturer education is frequently engaged with the world and represents the competence in the development of the learning media.

3) Teacher of English language

The teacher who gives feedback and assessment of learning materials is a graduate teacher education in Islamic elementary global school Malang. The selection of the classroom teacher was based on the consideration that the question already has a lot of teaching experience and knowing the character of learners. Classroom teacher gives feedback and assessment of learning materials, examples of questions, etc. Moreover, classroom teacher also gave comment in general to revise components that are evaluated.

4) The students of 3rd grade

Individual trials were conducted in semester II in 2014/2015 academic year. Execution of individual tests was conducted in two stages. The first test was conducted in Mei 2015. A subject of individual trials of the first stage was the 3rd grade Islamic elementary global school Malang. These three students taken at random and representative groups capable of low,

medium, and high views from consideration of a classroom teacher. The second stage of the individual test was carried out in Mei 2015. Subjects of individual trials in the second phase were twenty students of the fourth grade III in Islamic elementary Global school Malang.

5. Revising product

At this stage, the product revision aims to improve the viability and quality of the product in terms of organizing the composition of textbook (design), content / materials textbook, and languages after getting various suggestions for improvement of English textbook.

6. Product Trial

1. The trial was designed to determine the feasibility of the products that has been developed, with the following stages:

a. Revise instructional material which has been validation by the expert of material, media, and teacher;

b. Conduct stage 1 trials which are trials for small groups;

c. Collect the data to measure the validity of the textbook, if it doesn't valid then it should be revised;

d. After it is valid or has been revised, then conduct a stage II trial of the large group;

e. Collect data to measure the feasibility and interest in the instructional materials that has been developed;

f. Make revisions if the product isn't valid from the results of data collection. If it has been valid then the final product has been developed.

2. Data type

a. Qualitative Data

At the trial from an material content expert, learning media expert, and subject teachers, qualitative data acquired criticism, suggestions, and comments from subject matter experts trials, learning and media expert teachers field study of the materials. While in field trials, qualitative data were derived from answers to the subject field trials at the time of filling textbook.

b. Quantitative Data

Quantitative data of the point rating given by a subject matter expert testing, learning media expert, and subject teachers to the textbook and subject of the field trials of textbook in accordance with the judgment given.

c. Data collection Instruments.

Data collection instruments include the responses and assessments, interview guidelines and others. Question form responses and ratings given to the teacher's area of study. Field of study teacher gives feedback and assessment of all aspects of each component materials.

d. Data analysis techniques

The data analysis technique in the development of this is describing all opinions, suggestions, and feedback the evaluator in the comments. The data is the qualitative data in quantitative scale using the Linkert which has four criteria, then it should be analyzed via calculation of the

percentage of the item's average score on each answer to each question in the question form.

Table 3.1 The Scoring Criteria used by Developers in delivering judgment on learning materials

Score			
1	2	4	5
Doesn't match	Less matched	Matched	Great fit

Whereas, to determine the degree of validity of learning materials development, results analysis techniques used by using the following formula:[26]

$$P = \frac{\sum x}{\sum xi} \text{ x } 100\%$$

Description:

P : Percentage of the feasibility

$\sum x$ **:** Total score answers evaluators (real value)

$\sum xi$ **:** Total score the highest response

Whereas, the basis and guideline for determining the level of validity as well as the decision-making basis for revising materials use the following assessment qualification criteria:[27]

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26 Arikunto, *Dasar-Dasar Evaluasi Pendidikan* (Jakarta: Bumi Aksara, 2003). Page.313
27 Ibid

Table 3.2 Eligibility Levels Qualifying based on the percentage

Percentage %	Validity	Description
80-100	Valid	No revision
60-79	Enough	No revision
40-59	Less	Partial revision
0-39	Invalid	Total revision

Based on the above criteria, the materials were declared valid if it meets the criteria of score 80 of all elements contained in question form validation expert assessment material, media experts, teachers of English majors, and student in Islamic elementary global school Malang. In this development, learning materials must meet the valid criteria. Therefore, we do a revisiting if still not valid.

CHAPTER IV

THE RESULT OF RESEARCH AND DEVELOPMENT

In this fourth chapter, the researcher presents two issues related to data exposure. Those are: A) Presentation of analysis data; and B) Description of the Development of instructional material.

A. Presentation of Analysis Data

Presentation of analysis data is includes the analysis of the development of instructional material those are:

1. Exploration

At the exploration stage, the researcher collected data and information to measure the needs that exist in the field. Information and data obtained from field observation in Islamic Elementary Global School Malang. The content of the book is not integrated with the religion and the materials are general.

2. Planning

In the planning stage, the researcher studies about the curriculum with the aim to determine the material will be presented in the learning text book and to learn some competencies that must be achieved by the student. With the review of the curriculum, the researcher determined the topic which will be presented

3. Developing product

Development of resulting product is in the form of textbook with the material of daily activities for 3rd graders with the specifications:

a. The resulting product is a learning textbook;

b. Learning textbook design using a variety of layouts for front cover and back cover, it was designed attractively to give image that is suitable with the content of learning textbook;

c. The content of textbook based on Islamic which means the material of textbook including the activities and learning material which be related to the Islamic religion such as pray, picture, song which be related to the Islamic, and material. The textbook also includes the skill of languages. They are: listening, speaking, reading, and writing;

d. In the textbook, the researcher includes English map, mini dictionary, and review test that is expected to help the student in learning process;

e. This book comes with the instructions of use book that are expected to help the teacher in the learning process;

f. Description of the contents of the textbook using A4 paper, Comic Sans MS font size 14. Any part of the contents of books and pictures in design attractively .The language is easy to understand and communicative.

4. **Validating Product**

Data which were taken from this research were divided into two parts. They are quantitative and qualitative data. The data obtained through the assessment was going through expert validation. Data validation through the learning textbook was gotten from the result of evaluation which done by two validator those are validation of an expert of material and an expert of media, while field test was gotten from the respond of English teacher of Islamic elementary global school who doing a learning process.

The obtained data are qualitative and quantitative. Quantitative data was gotten from assesment of questionnaire using Likert scale, while qualitative data is in the form of an additional assessment or suggestion from the validator. Questionnaire for validator experts and criteria of giving score are as follows[28]:

Table 4.1 Scoring Criteria Questionnaire of Material Expert, Media Expert, Teachers of English Lesson and Students

Score			
1	2	4	5
Doesn't match	Less matched	Matched	Great fit

a. Result of the expert validation

1) The validation of English material

Validation of Islamic-based English instructional material by the material expert was done on Mei 2014. It was done to the English lecturer Faculty of Tarbiyah and Teaching Training at State Islamic University of Maulana Malik Ibrahim Malang.

Quantitative data form the results of validation by material expert can be seen table 4.2

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[28] Ibid

Table 4.2 Instructional Material Data by Material Expert Phase 1

Num.	Criteria	Score		Percent	Valid Criteria	Description
		X	X_1			
1.	The suitability Islamic-based English instructional material with the curriculum 2013	4	5	80%	Valid	No revision
2.	The suitability Islamic-based English instructional material with the skill of language	2	5	40%	Less	Partial revision
3.	The suitability of teaching objective with the Islamic-based English instructional material	4	5	80%	Valid	No revision
4.	The suitability of the material presented in the learning material	4	5	80%	Valid	No revision
5.	The suitability Islamic-based English instructional material with the student of 3rd graders elementary school	4	5	80%	Valid	No revision
6.	The suitability of the languages which is used in the Islamic-based instructional material	2	5	40%	Less	Partial revision
7.	The suitability of the types and forms of image the Islamic-based instructional material	4	5	80%	Valid	No revision
8.	The presentation of the material and appearance of the instruction easily understood by student	4	5	80%	Valid	No revision
9.	The suitability of the content Islamic-based instructional material with learning material	2	5	40%	Less	Partial revision
10.	The presentation of the material in accordance with the character of the subject	2	5	40%	Less	Partial revision
	Total	32	50	64%		Partial revision

Description:

Σ X   : score the answers by validator

Σ xi   : score the highest answer

P   : percentage rate valid

$P = \frac{\Sigma \, x}{\Sigma \, xi}$ x 100%

Based on the calculation, the observation which was done by the material expert reached 64%. If it is compared to the table of criteria of propriety, this score includes enough and partial revision. So, the researcher asked for validation again to find out the validity of the instructional material.

Qualitative data form the results of validation by material can be seen in Table 4.3

Table 4.3
Criticism and Suggestions by Material Expert of Instructional Material

Name of material experts	Criticism and suggestions
Rahmati Putri Yaniafari	1. Listening can be used as a model for speaking. It's better to put listening practice prior to speaking 2. Try to make discussion in Grammar and Glossary more self-explanatory by adding more details and/or schedule 3. Be careful with spelling and punctuation 4. Put the source of the picture if you take it from somewhere else

Table 4.4 Instructional Material Data by Material Expert Phase II

Num.	Criteria	Score		Percent	Valid Criteria	Description
		X	X$_1$			
1.	The suitability Islamic-based English instructional material with the curriculum 2013	4	5	80%	Valid	No revision
2.	The suitability Islamic-based English instructional material with the skill of English language	4	5	80%	Valid	Partial revision
3.	The suitability of teaching objective with the Islamic-based English instructional material	4	5	80%	Valid	No revision
4.	The suitability of the material presented with the syllabus of English lesson	4	5	80%	Valid	No revision
5.	The suitability Islamic-based English instructional material with the student of 3rd graders elementary school	4	5	80%	Valid	No revision
6.	The suitability of the languages which is used in the Islamic-based instructional material	4	5	80%	Valid	No revision
7.	The suitability of the types and forms of image the Islamic-based instructional material	4	5	80%	Valid	No revision
8.	The presentation of the material and appearance of the instruction easily understood by student	4	5	80%	Valid	No revision
9.	The suitability of the content Islamic-based instructional material with learning material	4	5	80%	Valid	No revision
10.	The presentation of the material in accordance with the character of the subject	4	5	80%	Valid	No revision
	Total	40	50	80%	Valid	No revision

Description:

Σ X   : score the answers by validator

Σ xi   : score the highest answer

P   : percentage rate valid

$P = \frac{\Sigma \text{ x}}{\Sigma \text{ xi}} \text{ x } 100\%$

       Based on the calculation, the results from the material expert reach 80%. If it is compared with table criteria of propriety, this score is included in valid criteria.

2) **The Validation of Media Expert**

       Validation of instructional material by media expert was done on April 2015. It was validated by Mrs. Dewi Nur Suci M.Pd., the lecture Faculty of Tarbiyah and Teaching Training. The evaluation result and respond of media expert though the instructional material as follows:

Table 4.5 Instructional Material Data by Media Expert

Num.	Criteria	Score		Percent	Valid Criteria	Description
		X	X_1			
1.	How about the suitability of the color which is selected on the Islamic-based English instructional material	4	5	80%	Valid	No revision
2.	How about the suitability of the picture which is selected on the Islamic-based English instructional material based on the material	5	5	100%	Valid	No revision
3.	The suitability of the font size in Islamic-based English instructional material for 3rd graders in elementary school	4	5	80%	Valid	No revision
4.	How is the attractiveness of the cover instructional material	5	5	100%	Valid	No revision
5.	How is the suitability of the pictures with the Islamic-based	5	5	100%	Valid	No revision
6.	The picture in the book is attracted students to study	5	5	100%	Valid	No revision
7.	The picture in the book close the daily life of student	5	5	100%	Valid	No revision
8.	The types of letter is appropriate to the student of 3rd graders in elementary school	4	5	80%	Valid	No revision
9.	How is the clarity of writing and typing in the Islamic-based English instructional material	4	5	80%	Valid	No revision
10.	How the suitability layout of Islamic-based English instructional material	5	5	100%	Valid	No revision
	Total	46	50	92%	Valid	No revision

Description:

Σ X   : score the answers by validator

Σ xi   : score the highest answer

P   : percentage rate valid

$P = \frac{\Sigma x}{\Sigma xi} \times 100\%$

Based on the calculation, the results from the medial expert reach

92%. If it is compared to the table criteria of propriety, this score is

included in valid criteria.

Qualitative data form the results of validation by Media expert can be seen in

Table 4.6

Table 4.6
Criticism and Suggestions by Media Expert of Instructional Material

Name of Media experts	Criticism and suggestions
Dewi Nur Suci	The idea to develop "English Material that incorporate Islamic message" by instructional material which be made really relevant to consume in the public, moreover for the Islamic institution. So the thesis continued in the international/national journal will be useful

3) **The Validation of English Teacher in Islamic Elementary Global**
   School Malang

   Validation of instructional material by the English teacher was done on

   April 2015. It was validated by Mr. Susanto, SS., the English teacher

   in Islamic elementary global school Malang. The evaluation result and

   the respond of learning expert as follows:

Table 4.7 Instructional Material Data by Expert Learning

Num.	Criteria	Score		Percent	Valid Criteria	Description
		X	X_1			
1.	How does physical appearance of the Islamic-based English instructional material?	5	5	100%	Valid	No revision
2.	How the clarity of the learning objectives of the Islamic-based English instructional material?	5	5	100%	Valid	No revision
3.	How the clarity of the material in Islamic-based English instructional material?	4	5	80%	Valid	No revision
4.	How the level of alignment of picture and material in the Islamic-based English instructional material?	5	5	100%	Valid	No revision
5.	How the clarity of task and exercise material in the Islamic-based English instructional material?	5	5	100%	Valid	No revision
6.	How easy to understand the material in the Islamic-based English instructional material?	4	5	80%	Valid	No revision
7.	How the ease of language which is used in the Islamic-based English instructional material?	4	5	80%	Valid	No revision
8.	How the attractiveness of the content in the Islamic-based English instructional material?	5	5	100%	Valid	No revision
9.	Is this appropriate learning materials used in the teaching and learning?	5	5	100%	Valid	No revision
10.	Does this instructional material can be motivated student to learn English?	5	5	100%	Valid	No revision
	Total	47	50	94%	Valid	No revision

Description:

Σ X   : score the answers by validator

Σ xi   : score the highest answer

P   : percentage rate valid

$P = \frac{\Sigma \, x}{\Sigma \, xi} \times 100\%$

Based on the calculation, the results from the learning expert reach
94%. If it is compared to the table criteria of propriety, this score is
included in valid criteria.

**Qualitative data form the results of validation by expert learning can be seen
in Table 4.8**

Table 4.8
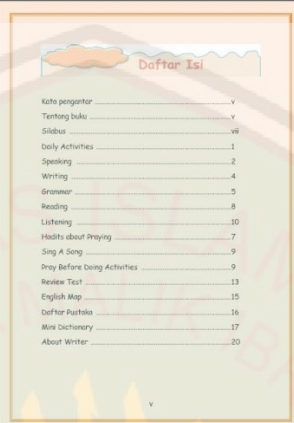**Criticism and Suggestions by Learning Expert of Instructional Material**
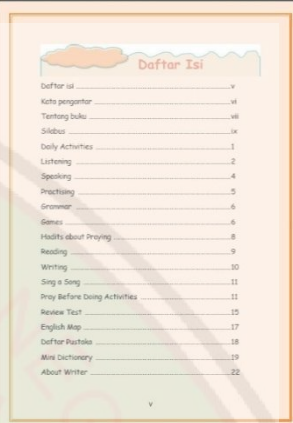
Name of expert learning	Criticism and suggestions
Akhmad Susanto, SS	Generally, the content of the textbook is already great, the material is packaged in an interesting, and there are exercises and evaluation that can strengthen the understanding of student. As a suggestion, you need to pay attention for theories or method of learning English.
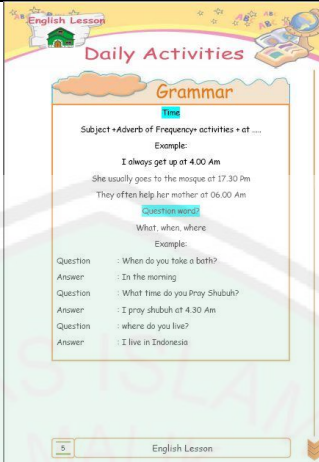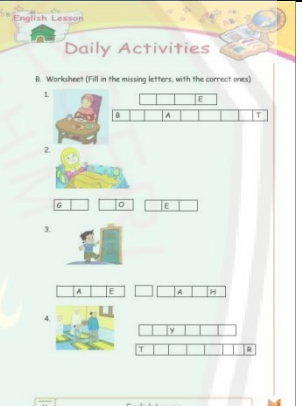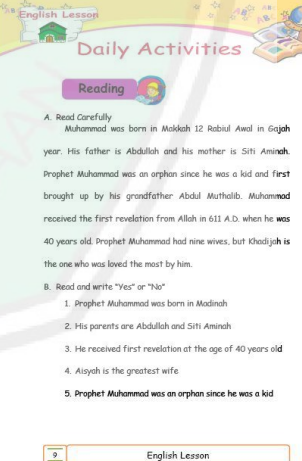
5. **Revising Product**

   At this stage of the product revision, it is to improve the validity and quality
   of the product in terms of organizing the composition of textbook media,
   material and content after getting various suggestion improvement of
   instructional material.

   a. **Revision of instructional material on validation of material expert**

Table 4.9 Revision of instructional material on validation of material expert

No	Revised overview	Before revision	After revision
1.	The placement four language skills must be sequentially. That are: Listening, Speaking, Reading and Writing		
2.	Adding the conversation for listening section.		
3.	Make the scheme of adverb of frequency		

4.	Make self-explanatory for explaining grammar		
5.	Make a better instruction Fill in the blanks become ⟶ Fill in the missing letters, with the correct ones!		
6.	spelling in the first word must be pay attention		

| 7. | Put the sources of the pictures | |
| 8. | Mention the experiences of writer | |

b. Revision of instructional material on validation of media expert

Table 4.10 Revision of instructional material on validation of media

expert

No	Revised overview	Before revision	After revision
1.	Give a little explanation in the overview of textbook		

6. Result of Field Trials

Data validation of the result test on the product for 3rd graders in Islamic elementary global school Malang was conducted on Mei 2015.

a. The field test at small group

Field test as small group was conducted for 3 students of 3rd graders in Islamic elementary global school Malang. Those are: Bunga, Daffa, Iffa. Those students represent well capable, medium, and low of the 3rd graders.

Table 4.11

Instructional Material Assessment Data by Student at 3rd Graders in Islamic Global School Malang

No	Statement	X_1	X_2	X_3	Σ x	Σ xi	Percent (%)	Valid criteria	Description
1.	How the appearance of cover in the instructional material?	5	5	5	15	15	100%	Valid	No Revision
2.	Does the instructional material can make easier student for learning English?	5	5	5	15	15	100%	Valid	No Revision
3.	After using the instructional material, do you spirit for learning English?	4	5	5	14	15	93%	Valid	No Revision
4.	Can you understand the instructional material?	5	5	5	15	15	100%	Valid	No Revision
5.	According to you, how is the question in the instructional material?	5	5	5	15	15	100%	Valid	No Revision
6.	How is the kind of font and font size in the instructional material?	5	5	5	15	15	100%	Valid	No Revision
7.	Do you find the difficult word in the instructional material?	5	5	5	15	15	100%	Valid	No Revision
8.	Are the languages can make you understand for learning the instructional material?	5	5	5	15	15	100%	Valid	No Revision

9.	Do you need a help for learning the instructional material?	5	2	5	12	15	80%	Valid	No Revision
10.	According to you, is it the instructional material can make you interest for learning English?	5	5	5	15	15	100%	Valid	No Revision
TOTAL		**49**	**47**	**50**	**146**	**150**	**97%**	**Valid**	**No Revision**

Description:

ΣX : score the answers by student

Σxi : score the highest answer

P   : percentage rate valid

$P = \frac{\Sigma x}{\Sigma xi} \times 100\%$

Based on the calculation, the results from the student in the first trial reach 97%. If it is compared to table criteria of propriety, this score is included in valid criteria.

b. Field test at last group

The field test at large group was conducted for 15 students of 3rd grade in Islamic Global school Malang. It includes the students who are well capable, medium, and low. Those students are from the advice from the teacher. The result of field test at large group assesment can be seen as follows:

Table 4.12

Instructional Material Assessment Data by Student at 3rd Graders in Islamic Global School Malang

Subject of Research and Development	Statement of Questionnaire										$\sum N$	Xi	%
	1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**			
X_1	5	4	5	4	5	5	4	5	5	5	44	50	88%
X_2	5	5	4	4	5	5	4	5	2	5	44	50	88%
X_3	5	5	4	5	5	5	5	5	4	5	47	50	94%
X_4	5	4	5	4	5	5	4	5	4	2	40	50	80%
X_5	5	4	5	4	5	5	4	5	4	5	44	50	88%
X_6	5	5	5	5	4	5	5	5	4	5	46	50	92%
X_7	4	5	5	5	1	5	5	5	2	5	42	50	84%
X_8	5	5	5	5	5	5	5	5	5	5	50	50	100%
X_9	5	4	4	4	5	5	5	5	4	2	40	50	80%
X_{10}	5	4	5	5	5	5	5	5	2	5	46	50	92%
X_{11}	5	5	4	5	4	4	5	4	4	4	44	50	88%
X_{12}	4	5	5	4	5	5	5	5	4	5	47	50	94%
X_{13}	5	5	5	5	5	5	5	5	4	5	49	50	98%
X_{14}	4	4	5	4	4	5	2	5	4	5	42	50	84%
X_{15}	5	5	5	5	5	5	4	5	4	4	47	50	94%
$\sum x$	72	69	71	68	68	74	63	74	56	63	678	750	1344
$\sum xi$	75	75	75	75	75	75	75	75	75	75	750	750	1500
%	96	92	94,6	90,6	90,6	98,6	84	98,6	74,6	84	90,4	100	90,4

Information:

X1   : Subject of research and development is Zahra Dewi Putri as a student of ^{3rd} grade Islamic Elementary Global school Malang

X2   : Subject of research and development is Muhammad Faiz Arrabbani as a student of ^{3rd} grade Islamic Elementary Global School Malang

X3   : Subject of research and development is Putri Lailatur R as a student of ^{3rd} grade Islamic Elementary Global School Malang

X4   : Subject of research and development is Fialdo Apta Soins as a student of ^{3rd} grade Islamic Elementary Global School Malang

X5   : Subject of research and development is Nada Shopie An-Najwa as a student of ^{3rd} grade Islamic Elementary Global School Malang

X6   : Subject of research and development is Fichri Aditya Nugraha as a student of ^{3rd} grade Islamic Elementary Global School Malang

X7   : Subject of research and development is Mohammad Habibi Nur as a student of ^{3rd} grade Islamic Elementary Global School Malang

X8   : Subject of research and development is Jevana Tiara Yuliana as a student of ^{3rd} grade Islamic Elementary Global School Malang

X9   : Subject of research and development is Favian Arrivo as a student of ^{3rd} grade Islamic Elementary Global School Malang

X10   : Subject of research and development is Syawaluddin Al-Fitrah as a student of ^{3rd} grade Islamic Elementary Global School Malang

X11   : Subject of research and development is Alfidania Yasmin as a student of ^{3rd} grade Islamic Elementary Global School Malang

X12 : Subject of research and development is Fachrul Setia Nugraha as a student of ^{3rd} grade Islamic Elementary Global School Malang

X13 : Subject of research and development is Gunawan Saputra as a student of ^{3rd} grade Islamic Elementary Global School Malang

X14 : Subject of research and development is Fitra Dana Nofianto as a student of ^{3rd} grade Islamic Elementary Global School Malang

X15 : Subject of research and development is Akmal Salfahima as a student of ^{3rd} grade Islamic Elementary Global School Malang

Generally, the students had good responses for the development Islamic-based English instructional material. They were very interested with the developing of textbook because the presented textbook material was good, the material could be understood easily, the pictures were close to their environment and the design of textbook was very attractive and different from other books or sources of learning. From the result of field test, the data obtained were quantitative data. It can be concluded that the development of textbook does not need any more revision and validity check to use as material of teaching.

B. Description of The Development of Islamic-Based English Instructional Material for 3ʳᵈ Graders in Islamic Elementary Global School Malang

Description of development of Islamic-based English instructional material explained the characteristic of product. They are introduction, content, and complement.

1. Part of Introduction

   Introduction was purposed for giving information about the material which is learned and the purpose will be reached by the learners. The results from the development of learning textbook as follows:

   a. Front cover

      The front cover should be arranged as attractive as possible so that it can attract the students to learn English using that book. The front cover consists of the developer's name, the topic of the textbook, and the type of lesson. This instructional material is used by the student of 3ʳᵈ graders in Islamic elementary school.
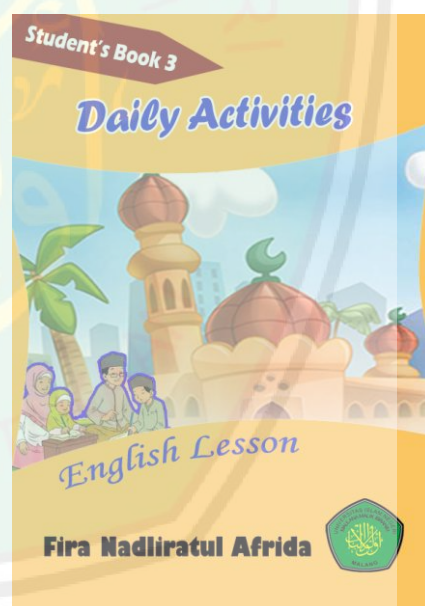
Picture 4.1 Front cover

      The background from its cover is also appropriate with the content of textbook, which is Islamic-based material.

b. Back cover

In the back cover explain generally about this instructional material. It consists of the special quality of the book and the background of the book itself.
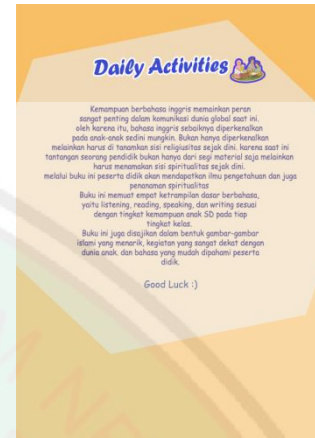
Picture 4.2 Back Cover

c. Preface

Preface consists of the explanation from the author about the general description of the learning material content and the purpose of author through the learning material.

Picture 4.3 Preface

d. Table of content

Table of content in the learning textbook consists of the title of components in the whole part of the learning material and the pages to makes the student easier for finding the page of the chapter which will be read

Picture 4.4 Table of content

e. Description

Description consists of an explanation about the learning textbook, those are: Islamic-Based, English skill, review test and mini dictionary.

Picture 4.5 Description

f. Syllabus

Syllabus consists of target that must be reach the students, in the English lesson are: Listening, Speaking, Reading and Writing. Those targets related to the material which is learned by the student.

Picture 4.6 Syllabus

2. **Core**

At the core (part of content) of this book consist of the whole discussed material which existed in the learning textbook

a. Listening skill

In this instructional material listening skill discuss about the vocabulary

Picture 4.7 Listening

and the dialogue. In this skill, the student must understand the material that is daily activities.

b. Speaking skill

Speaking skill in this instructional material is feedbacks from the vocabulary which have learn. In the speaking skill, the student practices the dialogue with their partner. It consists of the vocabularies which are related to the material. In the textbook, Islamic-based materials are also implemented for completing the skill.

Picture 4.8 Speaking

c. Grammar

Grammar is purposed to give the information to the student how to make a structure of sentences correctly. This structure must be related to the material which be learn.

Picture 4.9 Grammar

d. Games

Game is very important in the process teacher and learning because through games the student can understand the
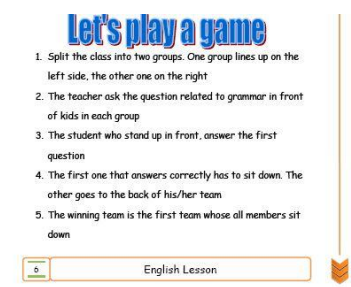
Picture 4.10 Games

material easily and make them enjoy learning this lesson.

e. Reading skill

In the reading skill, the student will develop their vocabulary. Through this skill, they can understand the grammatical formula. For example: verb, adjective, noun, adverb etc. In this reading, the students do not only study about the grammatical, but also the history of Prophet Muhammad

Picture 4.11 Reading

f. Writing skill

In this skill, the students match the picture with the sentences from the box by re-writing them. It will train the student how to write the sentences correctly
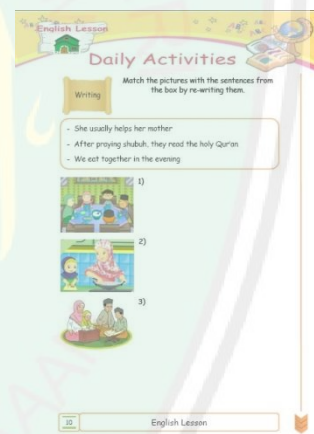
Picture 4.12 Writing

g. Song

Song can be the good learning sources for learning English. It has many advantages that are including linguistic resource, affective/psychological resource, and cognitive resource. Trough song, we hope that

Picture 4.13 Song

students can apply the learning material in their daily life.

h. Pray

Beside the four English skills, this instructional

material also gives the Islamic material they are

pray, the material related to the daily activities

so that they can applied for their activities every

day.

Picture 4.14 Pray

3. Part of complement

a. Review Test

Review test consists of the questions that

related to the material. From the review test,

we can measure the understanding of the

student, and the quality of the student.

Picture 4.15 Review Test

b. English Map

From the English map the teacher know the

each material that must be learn to the student.

Picture 4.16 English Map

c. Mini dictionary

Mini dictionary contains the vocabularies which were in the instructional material from the first until the end. The purpose of mini dictionary is to help the student to learn the difficult meaning of the word.

Picture 4.17 Mini Dictionary

CHAPTER V

DISCUSSION

A. Analysis of Development English Instructional Material

Islamic-based English Instructional material for 3ʳᵈ graders in Islamic elementary global school Malang is based on the fact that there has not been Islamic-based English instructional material in the field. Usually, the material of English is general, doesn't related to Islamic. Thus, the result of this development is to give the instructional material which is Islamic-based and help the educators in carrying out activities of teaching and learning in the classroom because this instructional material is not only Islamic-based but also consists of many materials that are very useful for the student, for example: grammar, song, games, etc.

The development of Islamic-based English instructional material also related with the vision and mission of Islamic elementary global school Malang, those are: realization of the superior student of Islamic elementary school which can produce the graduates of top achievers, cultured, imtaq, science, and technology as well as devote to family, religion, nation and state. Organizing basic education quality of Islam based on Islamic values and organizing basic education that is varied so as to give birth a graduate who is able to speak English well. So the instructional material is not only gives the knowledge and science but also can bring the mission and vision of the school

The instructional material is included the four English basic skills, those are: listening, speaking, reading, and writing. Among the four skills, there are

mutual relatedness and this instructional material emphasize listening skill, because in the listening skill the student can be related the material with others basic skill.

The necessary effort of spiritualism or attempt to internalize educational values or the spirit of religion is through the educational process into all aspects of education in the school. It is intended to integrate modern science with belief and piety in learners. In the field of English language learning, for example, teachers can incorporate Islamic teachings in the learning process and keep applying the principles of language learning.

The successes of learning at the school were affected by factors of teachers, material, and students. In order to establish an Islamic character, then the factors of teachers and learning materials in advance need to be kept abreast of the teaching contained with Islamic knowledge. Thus, the goal of integrating science and Islam can be realized fully.

Procedural model development for this product is adaptation model by Borg and Gall. Those are: (1) exploration, (2) planning, (3) developing product, (4) validating product, (5) revising product, and (6) product trial[29].

Instructional material in this product of English lesson in daily activities material is purposed to give the easy understanding of the student for English concept. In addition, students can infuse the soul of spiritualism from the material. This reinforces theory that the person who has learned to have a change in behavior within them. The behavior changes such as change in cognitive,

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[29] Opcit, Page 25

psychomotor or affective.[30] The learning process occurs because there is interaction of individuals with their environment.

Instructional material is used as reference for teachers and students in the process of learning for daily activities material. Instructional material is packaged with a very attractive look and invites the students to understand the concept clearly. This is similar to the theory of behaviorism that is process of creation of knowledge by student with active activities, active thinking, and forming concepts and give meaning to something that is learned[31].

Student feels more happy and excited in the learning with instructional material. They are more motivated to learn English. For developing instructional material, the researcher complies with the demand of the curriculum, accentuate aspect of religiosity without leaving the characteristics of learners. This reinforces the theory that a challenge for educators in developing teaching materials is not only in terms of learning material, but rather educators must infuse the soul of spiritualism early.

The instructional material has advantages. The advantages of this instructional material are 1) student more easily understands the material because the material presented as attractive as possible, 2) the main purpose of this instructional material is to help student and teacher in the learning process to enhance student understands on the daily activities material, 3) beside learning English, the student also get an Islamic material, 4) this instructional material close with their daily life, and 5) the student can enjoy process of teaching and

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[30] Opcit, Page 21
[31] Opcit, Page 22

learning because consist a games, song, and an interesting material. The instructional material also has a disadvantage that is: only one study on the daily activities material.

The development of instructional material has been revised gradually such as evaluation from material expert, design expert, teacher class, and test by students of 3rd grade in Islamic elementary global school Malang as a target user of development instructional material. Aspects that are used as a reference point to do the revision include validity, practicality, and efficiency, the accuracy of content based on the curriculum and Islamic. The result of the evaluation and revision is used as improvements to instructional material for testing in the field.

B. Analysis Data Validation of Matter Expert

Validation results are converted on a percentage scale based on the level of valid and as a basis for decision making to revise instructional material and use the following assessment criteria as in Table 5.1.[32]

Table 5.1
Level of Validity

Percent (%)	Valid	Description
80 – 100	Valid	No Revision
60 – 79	Valid	No Revision
40 – 59	Less Valid	Need revision
0 – 39	Very less Valid	Need revision total

Based on a conversion scale specified in product assessment questionnaire, as follows:

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[32] Opcit, Page 32

1. Score 1 is for very inappropriate, very less readable, very less accurate, very poorly organized, very ugly, very poor, very less substantial;

2. Score 2 is for less appropriate, less readable, less accurate, less regular, less excellent, less capable, and less substantial ;

3. Score 4 is for appropriate, readable, accurate, regular, excellent, capable, and substantial;

4. Score 5 is for very appropriate, very readable, very accurate, very regular, very excellent, very capable, and very substantial.

   Here are the results data of validation based on the matter expert on instructional material based on table 4.4 are as follows[33]:

1. The suitability of Islamic-based English instructional material is appropriate with the curriculum 2013;

2. The suitability of Islamic-based English instructional material is appropriate with the skill of English language;

3. The suitability of teaching objective is appropriate with the Islamic-based English;

4. The suitability of the material which is presented is appropriate with the syllabus of English lesson;

5. The suitability of Islamic-based English instructional material is appropriate with the student of 3rd graders of elementary school;

6. The suitability of the language which is used in the Islamic-based instructional material is appropriate;

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[33] Opcit, Page 38

7. The suitability of the types and forms of images the Islamic-based instructional material is appropriate;

8. The presentation of the material and appearance of the instruction is appropriate easily understood by student;

9. The suitability of the content of Islamic-based English instructional material is appropriate with the material;

10. The presentation of the material in accordance with the character of the subject is appropriate.

Data from the questionnaire responses were completed by Miss Rahmati Putri Yaniafari as material expert can be calculated using the percentage level of validity of instructional material as follows:

$$P = \frac{\sum X}{\sum X1} \times 100 \%$$

$$P = \frac{\sum 40}{\sum 50} \times 100 \% = 80\%$$

Based on the results noted above, the percentage obtained by 80% in the qualification is valid so this instructional material doesn't need to be revised. The statement indicated that Islamic-based English instructional material fit for use in accordance with validation of material expert

C. **Data Analysis Validation of Media Expert**

Based on a conversion scale specified in product assessment questionnaire, as follows:

1. Score 1 is for very inappropriate, very less readable, very less accurate, very poorly organized, very ugly, very poor, very less substantial;

2. Score 2 is for less appropriate, less readable, less accurate, less regular, less excellent, less capable, and less substantial;

3. Score 4 is for appropriate, readable, accurate, regular, excellent, capable, and substantial;

4. Score 5 is for very appropriate, very readable, very accurate, very regular, very excellent, very capable, and very substantial.

Here are the result validations data by the media expert based on table 4.5 are as follows[34]:

1. The suitability of the color which is selected is appropriate in the Islamic-based English instructional material;

2. The suitability of the picture which is selected is very appropriate in the Islamic-based English instructional material;

3. The suitability of the font size in Islamic-based English is appropriate in the Islamic-based English instructional material for 3rd graders in elementary school;

4. The attractiveness of the cover of instructional material is very appropriate;

5. The suitability of the pictures is very appropriate with the Islamic-based knowledge;

6. The picture in the textbook is very appropriate to attract the learning of student;

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[34] Opcit, Page 40

7. The picture in the textbook close the daily life of student is very appropriate;

8. The types of letter is appropriate to the student of 3rd graders in elementary school;

9. The clarity of writing and typing in the Islamic-based English instructional material is appropriate;

10. The suitability layout of Islamic-based English instructional material is very appropriate.

Data from the questionnaire responses were completed by Miss Dewi Nur Suci as media expert can be calculated using the percentage level of validity of instructional material as follows:

$$P = \frac{\sum X}{\sum X1} \times 100 \%$$

$$P = \frac{\sum 46}{\sum 50} \times 100 \% = 92\%$$

Based on the results noted above, the percentage obtained by 92% in the qualification is valid so this instructional material doesn't need to be revised. The statement indicated that Islamic-based English instructional material fit for use in accordance with validation of media expert

D. Data Analysis of Validation by English Teacher

Based on a conversion scale specified in product assessment questionnaire, as follows:

1. Score 1 is for very inappropriate, very less readable, very less accurate, very poorly organized, very ugly, very poor, very less substantial;

2. Score 2 is for less appropriate, less readable, less accurate, less regular, less excellent, less capable, and less substantial;

3. Score 4 is for appropriate, readable, accurate, regular, excellent, capable, and substantial;

4. Score 5 is for very appropriate, very readable, very accurate, very regular, very excellent, very capable, and very substantial.

Here are the result validations data by the English teacher expert based on table 4.7 are as follows[35]:

1. The physical appearance of Islamic-based English instructional material is very appropriate;

2. The clarity of the learning objective of the Islamic-based English instructional material is very appropriate;

3. The clarity of the material in Islamic-based English instructional material is appropriate;

4. The level of alignment of picture and material in the Islamic Islamic-based English instructional material is very appropriate;

5. The clarity of task and exercise material in the Islamic Islamic-based English instructional material is very appropriate;

6. The understanding of the material in Islamic-based English instructional material is appropriate;

7. The language which is used is appropriate in the Islamic-based English instructional material;

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[35] Opcit, Page 42

8. The attractiveness of the content in the Islamic-based English instructional material is very appropriate;

9. The materials which is used in the teaching and learning is very appropriate;

10. The instructional material can be motivated the student for learning English is very appropriate.

Data from the questionnaire responses were completed by Mr. Ahmad Susanto as learning expert can be calculated using the percentage level of validity of instructional material as follows:

$$P = \frac{\sum X}{\sum X1} \times 100\ \%$$

$$P = \frac{\sum 47}{\sum 50} \times 100\ \% = 94\%$$

Based on the results noted above, the percentage obtained by 94% in the qualification is valid so this instructional material doesn't need to be revised. The statement indicated that Islamic-based English instructional material fit for use in accordance with validation of English teacher.

E. Data Analysis of Product Trial Phase I

Based on the data shown in table 4.11, feedback questionnaire filled out by the target subject for the student of 3rd graders in small group. In this phase the researcher take 3 students for field trial phase I

1. Score 1 is for very inappropriate, very less readable, very less accurate, very poorly organized, very ugly, very poor, very less substantial;

2. Score 2 is for less appropriate, less readable, less accurate, less regular, less excellent, less capable, and less substantial;

3. Score 4 is for appropriate, readable, accurate, regular, excellent, capable, and substantial;

4. Score 5 is for very appropriate, very readable, very accurate, very regular, very excellent, very capable, and very substantial.

Here are the result validations data by the student of 3rd graders phase I based on table 4.11 are as follows[36]:

1. The appearance of cover in the instructional material is valid criteria, from the statement obtained by the percentage of votes 100%;

2. The instructional material can make easier the student for learning English, form the statement obtained by the percentage of votes 100%;

3. The student feel a spirit for learning English after using the instructional material, form the statement obtained by the percentage of votes 93%;

4. The student can be understand for the instructional material, form the statement obtained by the percentage of votes 100%;

5. The question in the instructional material can be understood by the student, form the statement obtained by the percentage of votes 100%;

6. The kind of font and fond size can be understood by the student, form the statement obtained by the percentage of votes 100%;

7. The student doesn't find the difficult word in the instructional material, form the statement obtained by the percentage of votes 100%;

8. The language can make the student for learning English, form the statement obtained by the percentage of votes 100%;

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[36] Opcit, Page 48

9. The student doesn't need a help for learning the instructional material, form the statement obtained by the percentage of votes 80%;

10. The instructional material can make the student interest for learning English, form the statement obtained by the percentage of votes 100%.

Data from the questionnaire responses were completed by the student of 3rd graders in small group at the Islamic elementary global school Malang can be calculated using the percentage level of validity of instructional material as follows:

$$P = \frac{\sum X}{\sum X1} \times 100 \%$$

$$P = \frac{\sum 146}{\sum 150} \times 100 \% = 97\%$$

Based on the results noted above, the percentage obtained by 97% in the qualification is valid so this instructional material doesn't need to be revised. The statement indicated that Islamic-based English instructional can be used in the process of teaching and learning.

F. Data Analysis of Product Trial Phase II

Based on the data shown in table 4.12, feedback questionnaire were filled out by the target subject for the student of 3rd graders in large group. In this phase, the researcher take 15 students for field trial phase II.

1. Score 1 is for very inappropriate, very less readable, very less accurate, very poorly organized, very ugly, very poor, very less substantial;

2. Score 2 isfor less appropriate, less readable, less accurate, less regular, less excellent, less capable, and less substantial;

3. Score 4 is for appropriate, readable, accurate, regular, excellent, capable, and substantial;

4. Score 5 is for very appropriate, very readable, very accurate, very regular, very excellent, very capable, and very substantial.

Here are the result validations data by the student of 3rd graders phase II based on table 4.12 are as follows[37]:

1. The appearance of cover in the instructional material is valid criteria, from the statement obtained by the percentage of votes 96%;

2. The instructional material can make easier the student for learning English, form the statement obtained by the percentage of votes 92%;

3. The student feel a spirit for learning English after using the instructional material, form the statement obtained by the percentage of votes 94,6%;

4. The student can be understand for the instructional material, form the statement obtained by the percentage of votes 90,6%;

5. The question in the instructional material can be understood by the student, form the statement obtained by the percentage of votes 90,6%;

6. The kind of font and fond size can be understood by the student, form the statement obtained by the percentage of votes 98,6%;

7. The student doesn't find the difficult word in the instructional material, form the statement obtained by the percentage of votes 84%;

8. The language can make the student for learning English, form the statement obtained by the percentage of votes 98,6%;

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[37] Opcit, Page 51

9. The student doesn't need a help for learning the instructional material, form the statement obtained by the percentage of votes 80%;

10. The instructional material can make the student interest for learning English, form the statement obtained by the percentage of votes 84%.

Data from the questionnaire responses which were completed by the students of 3rd grade in small group at the Islamic elementary global school Malang can be calculated using the percentage level of validity of instructional material as follows:

$$P = \frac{\sum X}{\sum X1} \times 100 \%$$

$$P = \frac{\sum 678}{\sum 750} \times 100 \% = 90,4$$

Based on the result of validation, Islamic-based instructional material for 3rd graders in Islamic elementary global school Malang shows good or valid. In general, the development of instructional material has complied with the eligibility and don't need revision. However, the suggestion and comment by the validator in open-ended question, trying to be realized so that instructional material be better. This reinforces the theory that development of instructional material was declared effective and efficient and has been proven in the field, not just theoretical.

This instructional material can be used as a reference for teachers and students in the process of teaching and learning. This instructional material will be able to build effective learning, communication between teachers with students and student with students. The process of teaching and learning is to develop of the activity and creativity of students through a variety of interactions and

learning experiences. Activity and creativity of students became important, as it affects the success of the learning in the classroom and as an effort of learning in everyday life. Implementation of instructional material needs patience and planning according to the needs of students. Because the instructional material is a new product, the students need guidance from the teacher for using this book. This instructional material invited the student to thinking deeply. This strengthens the principle of development that the development are ranging from easy to difficult to understand, from the concrete to the abstract understanding, and the positive feedback will be given to strengthening the understanding of learners.[38]

G. Analysis of the Efficiency and Attractiveness of The Product

The implementation of Islamic-based English instructional material for 3rd graders of Islamic elementary global school Malang needs some tenacity, patient and planed which suitable with the student needs. Because a learning book is new product, the student needs teacher's guidance to use it. There are some factors which influenced for the learning of the textbook, those are: the text book is attractive because it was included by an interesting picture and layout, the textbook also close to the environment of student. It proofed by the questionnaire that has been given by the student and the expert.

Islamic-based English instructional material has been declared valid because it has gone through various phases. This development results reinforce earlier studies. Previous study is a thesis on teacher education of Islamic elementary school UIN Malang, written by Imam Shalilin, entitled "The

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[38] Opcit, page 11

Development of Instructional Material Arabic Classes 5th and Significant Rule Method."[39] This research resulted in Arabic language textbook by using Kawaid approach and significant rule method. The research was able to have a level of effectiveness and high attractiveness.

The second study is a thesis on teacher education of Islamic elementary school UIN Malang, written by Sulistiowati, entitle "entitled "Development of a mathematical Textbook 3rd class about measurement by using Realistic Mathematics Learning Approach".[40] The development of this textbook has produced products in the form of a book of activities students and teachers of mathematics books that meet the component as a good textbook.

A third study is a thesis on teacher education of Islamic elementary school UIN Malang; written by Yesica Ayu Rachmawati, entitle ""The development of learning materials for mathematics at 2nd Islamic elementary school based on the character".[41] This research resulted in the character-based math textbook and proved to be able to improve the effectiveness of the study on standards of competence to understand the mathematic textbook.

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[39] Imam, Op.cit .
[40] Sulistiowati, Op.cit .
[41] Yesica, Op.cit .

CHAPTER VI

CLOSING

This chapter explains about two main ideas, those are: 1) Conclusion of development result and 2) Ssuggestion given such as suggestion of product usage and suggestion of product development.

A. **Conclusion of Development Result**

Based on the development process and result of Islamic-based English instructional material for 3rd graders assessment described as follows:

1. The development of instructional material has already created a production the form of English book especially the daily activities material. This product has already fulfilled the component as the best learning book. The development result fulfill the available or add the variety of 3rd grade English instructional material especially which is developed Islamic-based for the references the teacher and student in learning process at Islamic elementary school. The processes of research of development use Borg & Gall method. The steps are: exploration, planning, developing product, validating product, revising product, and product trial.

2. The result of assessment of Islamic-based English instructional material for 3rd graders has high of validity and interest based on the respond and assessment of validator, the result obtained are:

a. Respond of material expert assessment for development of Islamic-based instructional material is very good with percentage validity 80%;

b. Respond of design expert assessment for development of Islamic-based instructional material is very good with percentage validity 92%;

c. Respond of English teacher assessment for development of Islamic-based instructional material is very good with percentage validity 94%;

d. Respond of small group assessment for development of Islamic-based instructional material is very good with percentage validity 97%;

e. Respond of large group assessment for development of Islamic-based instructional material is very good with percentage validity 90,4%;

f. Using the Islamic-based English instructional material to make the process of teaching and learning is more interesting, the design and the activity of the textbook is different than the other books, they more enthusiasm for joining the lesson. Based on the lessons that have been learned, the students are able to answer the questions and understand faster through using this instructional material.

B. **Suggestions**

Presented suggestions consist of the product usage and continuous for development needs. Those suggestions can be specifically explain as follow:

1. **Suggestion for the product usage needs**

To optimize the usage of Islamic-based English instructional material about daily activities suggested:

a. Islamic-based English instructional material should be used as an alternative process teaching and learning;

b. Islamic-based English instructional material should be used with teacher's guidance book.

2. Suggestions for the furthered development

a. The Islamic-based English instructional material need to more develop, not only one material, but also includes one semester of the class;

b. The Islamic-based English instructional material need more sources for developing the product, so the product will be effective and efficient.

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Daily Activities

Afternoon

Morning

Evening

What are you doing in the Morning?

What are you doing in the Afternoon?

What are you doing in the Evening?

Daily Activities

Learning the Vocabulary

❖ Listen and repeat the vocabulary!

1) Get Up

2) Pray Shubuh

3) Read Holy Qur'an

4) Help Mother

5) Take a Bath

6) Have Breakfast

7) Go to School

8) Go Back Home

9) Go to the Mosque

10) Do the Homework

11) Dinner

12) Go to Bed

Daily Activities

Listen and fill in the spaces with the correct word from the box!

Goes	Takes	helps	pray	Breakfast	Gets

Fatimah .... up at 04.00am. She .... shubuh before she helps her mother. she ....a bath in the bathroom. Then she has .... at 06.15 am. At 06.45, she .... to school by bicycle.

Listen to the dialogue and read

Najwa   : Assalamu'alaikum hasna, how are you this morning?

Hasna   : Waalaikumsalam, alhamdulillah fine, and you?

Najwa   : Iam fine too, what do you do in the holiday?

Hasna   : In the morning, I help my mother and clean my room
            In the afternoon, I take a nap for a while and then
            in the afternoon I go to the mosque and read holy
            qur'an

Najwa   : Wow that's great holiday, nice to meet you hasna

Hasna   : Nice to meet you too najwa, and have a nice holiday

Daily Activities

Greeting

Good Morning   :Selamat Pagi (4:00am-12:00pm)

Good Afternoon   :Selamat Siang (12:00pm-8:00pm)

Good Evening   :Selamat Malam (8:00pm-4:00am)

> Speaking

Conversation

Fatimah   : Assalamu'alaikum, good morning Khadijah?

Khadijah   : Waalaikumsalam, good morning Fatimah

Fatimah   : What do you do in early morning?

Khadijah   : I always help my mother every day, and you?

Fatimah   : I usually read holy Qur'an after praying shubuh.

Daily Activities

Practicing

Now, complete the dialogue below and practice with your partner.

Ahmad   : What do you do in the Morning?

Arif   : …………………………………………

Ahmad   : What do you do in the Afternoon?

Arif   : …………………………………………

Arif   : And, what do you do in the Evening?

Ahmad   : …………………………………………

Daily Activities

Grammar

What Time

What Time+Tobe+ Subject+Verb+ activities?

Example:

Fadlan   : What time do you Pray Shubuh?

Imran   : I pray shubuh at 4.30 Am

Aisyah   : What time do you have breakfast?

Anisa   : I have breakfast at 06.00 Am

Let's play a game

1. Split the class into two groups. One group lines up on the left side, the other one on the right

2. The teacher ask the question related to grammar in front of kids in each group

3. The student who stand up in front, answer the first question

4. The first one that answers correctly has to sit down. The other goes to the back of his/her team

5. The winning team is the first team whose all members sit down

English Lesson

Daily Activities

More to Know

Frequency	Adverb of Frequency	Example Sentences
100%	Always	I always go to bed before 10 p.m
90%	Usually	I usually walk to the mosque
80%	Normally/generally	I normally help my mother
70%	Often	I often read holy qur'an
50%	Sometimes	I sometimes forget my homework

Write interrogative sentences using "What Time"

Example:

I get up at 04.00 Am ⟶ What time do you get up?

1. She helps her mother at 05.30 Am ………………………………….

2. They have breakfast at 06.00 Am …………………………………

3. Fatimah goes to the mosque at 18.00 Pm …………………………

4. They do the homework at 19.30 Pm …………………………………

5. Fahmi sleeps at 21.00 Pm …………………………………………

Daily Activities

Hadits about Praying Together

I Know
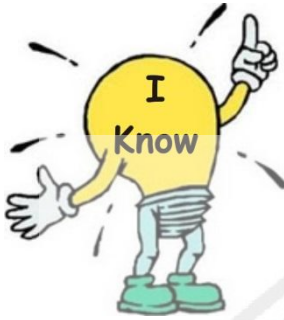
صَلاةُ الْجَمَاعَةِ تَفْضُلُ صَلاةَ الْفَذِّ بِسَبْعٍ وَعِشْرِينَ دَرَجَةً

It means: Praying together is better than praying alone, it is valued for twenty seven degrees more.

Daily Activities

Reading

A. Read Carefully

   Muhammad was born in Makkah 12 Rabiul Awal in Gajah year. His father is Abdullah and his mother is Siti Aminah. Prophet Muhammad was an orphan since he was a kid and first brought up by his grandfather Abdul Muthalib. Muhammad received the first revelation from Allah in 611 A.D. when he was 40 years old. Prophet Muhammad had nine wives, but Khadijah is the one who was loved the most by him.

B. Read and write "Yes" or "No"

1. Prophet Muhammad was born in Madinah

2. His parents are Abdullah and Siti Aminah

3. He received first revelation at the age of 40 years old

4. Aisyah is the greatest wife

5. Prophet Muhammad was an orphan since he was a kid

   Please Read aloud after doing a test in front of class!

Daily Activities

Writing

Match the pictures with the sentences from the box by re-writing them.

- She usually helps her mother

- After praying shubuh, they read the holy Qur'an

- We eat together in the evening

1)

2)

3)

Daily Activities

Sing a Song

I love Allah I love Allah

so do you, so do you

I love Rasullullah I love Rasullullah

You do too, you do too

Before we do our activities, we have to pray ☺

---

1) Pray before eating

اَللّٰهُمَّ بَارِكْ لَنَا فِيْمَا رَزَقْتَنَا وَقِنَا عَذَابَ النَّارْ

Meaning: Ya Allah, bless sustenance that you give to us, and keep us from the torment off hell fire

2) Pray before doing the homework

رَبِّ زِدْنِي عِلمًا وَرْزُقْنِي فَهْمًا

Meaning: Ya allah I add science, and give me grace to be able to understand it

3) Pray before going to bed

بِاسْمِكَ اللَّهُمَّ أَحْيَاوَبِسْمِكَ أَمُوتُ

By the name, Ya allah I Live and die

Daily Activities

Listen and Practice together !

Don't forget, don't ever forget

You have to say Basmallah

Before you do your activities

Before you do the nice things

Always remember what your father says

Remember your mother words, heyy... hey...

Bismillahirrohmanirrohimm

We have to say all the time

Daily Activities

Write sentences about daily activities and practice it in front of your class!

Example:

I get up at 04.00 Am.

1. ----------------------

2. ----------------------

3. ----------------------

4. ----------------------

5. ----------------------

6. ----------------------

Daily Activities

Write your activities below!

Sunday	Monday	Tuesday

Wednesday	Thursday	Friday

Saturday

Review Test

⚪⚪⚪

A. Choose a, b, c, as the best answer

1. I …………… up at 05.30 Am

   a. bath   b. help   c. get

2.

   What does Khadijah do?

   a. takes a bath   b. helps mother   c. sleeps

3. Where do you take a bath?

   a. in the kitchen   b. in the bathroom   c. in the school

4.

رَبِّ زِدْنِي عِلْمًا وَرْزُقْنِي فَهْمًا

   What pray is this?

   a. before studying   b. go to school   d. breakfast

5. Praying together is better than praying alone valued for

   …………….more.

   a. 27 degrees   b. 24 degrees   d. 17 degrees

Daily Activities

B. Worksheet (Fill in the missing letters, with the correct ones)

1.
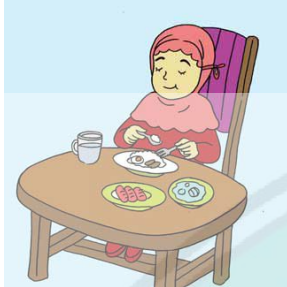
			E	

B			A					T

2.

G					O			E		

3.

	A		E				A	H

4.

		Y			

T							R

English Map

Daily Activities

Speaking
conversation and practicing

Writing
- match pictures
- write sentences

Grammar
- What Time

Listening
- listen and practice

Reading
- Read text about Prophet Muhammad
- answer the questions based on text

Daily Activities

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Daily Activities

Mini Dictionary

A

Activity (es) – aktifitas

Afternoon – sore hari

Alone – sendiri

Always – selalu

B

Back – kembali

Bathroom – kamar mandi

Bed – tempat tidur

Before – sebelum

Better – lebih baik

Born – lahir

Breakfast – sarapan

Brought – membawa

Bicycle – sepeda

C

Child – anak

Class - kelas

D

Dinner

E

Eat – makan

Early – pagi-pagi sekali

Easy – mudah

Every day – setiap hari

Evening – malam hari

F

Father – ayah

First - pertama

Forget – lupa

Friday – jumat

Front – di depan	**N**
G	Nice – baik
Get up – bangun	Night – malam
Grandfather – kakek	**O**
Go – pergi	Often – sering
H	Orphan – yatim
Holy qur'an – ayat qur'an	**P**
Home – rumah	Parents – orang tua
Homework – pekerjaan rumah	Picture - gambar
I	Practice – praktik
I – saya	Prayer – berdoa
In – di	**Q**
K	Question – pertanyaan
Know – tahu	**R**
M	Read – membaca
Monday – senin	Receive - menerima
Morning – pagi	Revelation - wahyu
Mother – ibu	Remember - ingat
Mosque – masjid	**S**
	Saturday

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Say – berkata	**Y**
School – sekolah	Year – tahun
Sleep – tidur	Young – muda
Sunday – ahad	
T	
Take a bath – mandi	
Time – waktu	
Tuesday – selasa	
Thursday – kamis	
Together – bersama- sama	
U	
Usually – biasanya	
W	
Wednesday - rabu	
What – apa	
Where – di mana	
When – kapan	
Wife – istri	
Writing – menulis	

Daily Activities

About Writer

Fira Nadliratul Afrida was born in Pati at 09 February 1993. She is the first daughter of Sholeh Afif and Masri'ah. She was a student of Maulana malik Ibrahim UIN malang at teacher and education of Islamic elementary school majors. The author is also active in various organizations in the campus. Like the Student activity units (UKM), the Association of International Class Student (AICS). The most rewarding experience was while doing field work practice in the land of the white elephant that is Thailand. Currently he is working on a thesis for a degree in Bachelor of the year.