DEVELOPING ENGLISH-ARABIC BASIC GRAMMAR BILINGUAL MODULE FOR STUDENTS OF ELEVENTH GRADE OF MA SALAFIYAH KAJEN PATI

THESIS

Submitted in Partial Fulfillment of the Requirement for Degree of Bachelor of Education in English Language Education

By:

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SEMARANG

2018

A THESIS PROJECT STATEMENT

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Semarang, 18th of July 2018

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RATIFICATION

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Title : **DEVELOPING ENGLISH-ARABIC BASIC GRAMMAR IN BILINGUAL BOOK FOR STUDNENTS OF ELEVENTH GRADE OF MA SALAFIYAH KAJEN PATI**

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ABSTRACT

Title : **Developing English-Arabic Grammar Bilingual Module for Students' of Eleventh Grade of MA Salafiyah Kajen Pati**

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This research is conducted on the basis of researcher's observation that students got difficulties in learning English grammar. Students have good basic on Arabic grammar. The objective of this research is to find out the effectiveness of English-Arabic basic grammar bilingual module developed for students. Teacher also got constraint on time allocation. This research involved 66 students. Thirty two students were in the experimental class and thirty four students were in the control class. The researcher used R n D research according to Sugiyono. An instrument test to collect the data used test. They are pre-test and post-test and the type is multiple choices test. The result of this research described as follow. (1) The development of English-Arabic Grammar Bilingual Module was done by using seven steps of development suggested Sugiyono; identifying problems and potentials, designing the product, validating the product, revising the product, preliminary field testing of the product, main field testing of the product, and final revision of the product. (2) The effectiveness of the product was supported by the result of students post-test that obtained 77,97. (3) The extent needed of developing English-Arabic basic grammar Bilingual Module is as follow: (a) The need analysis was 60,99% means needed. (b) The validation result of external expert was 85,45% means valid. (c) Students' perception obtained 76,07% means needed. The average percentage of those three items was 76,% that means needed. In addition, this English-Arabic basic grammar Bilingual Module is needed to be implemented in teaching basic grammar for the eleventh grade students of MA Salafiyah Kajen Pati.

Keywords: English-Arabic basic grammar, bilingual module, R and D.

MOTTO

قُلْ إِنْ كَانَ ءَابَاؤُكُمْ وَأَبْنَاؤُكُمْ وَإِخْوَانُكُمْ وَأَزْوَاجُكُمْ وَعَشِيرَتُكُمْ وَأَمْوَالٌ اقْتَرَفْتُمُوهَا وَتِجَارَةٌ

تَخْشَوْنَ كَسَادَهَا وَمَسَاكِنُ تَرْضَوْنَهَا أَحَبَّ إِلَيْكُمْ مِّنَ اللهِ وَرَسُولِهِ وَجِهَادٍ فِي سَبِيلِهِ فَتَرَبَّصُوا

حَتَّى يَأْتِىَ اللهُ بِأَمْرِهِ ۗ وَاللهُ لَايَهْدِى الْقَوْمَ الْفَاسِقِيْنَ (التوبة:24)[1]

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[1] Agus Hidayatullah, dkk, *Al-Jamil*, (Bekasi: Cipta Bagus Segara, 2012). P. 190.

DEDICATION

I dedicate this thesis to my big family, especially for my beloved mother and father who always give me support and big love, my beloved biological and ideological brother, Ali Ma'shum and Irfan Jamallullail, unforgettable all of my friends. Big thanks and love for you all.

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Bi Ismi Allaahi Ar-rahmaani Ar-raahiimi

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Shalawat and Salam always dedicated to our beloved prophet and the best idol man of the world who opens lightness from darkness. Who brought human from *Jahiliyah* era to Islamic era. May Allah also bless his family, *Sahabat*, and *Tabi'iin*. Amen.

The writer already realized that this thesis can't be completed by herself without any help from another person. Many people have helped the writer during the writing of this thesis in many ways such motivation, pray, material, etc. The writer can't mention all of them one by one. However, the writer is just able to pray for them, *Jazaahumu Allaahu khairan katsiiran.* Aamiin. Now, the writer is successful to accomplish a thesis entitled Developing English-Arabic Basic Grammar Bilingual Module for Students of Eleventh Grade of MA Salafiyah Kajen Pati. It is a thesis that produce a product contents English-Arabic basic grammar Bilingual Module to help students learn effectively in MA Salafiyah Kajen Pati.

Therefore, the writer would like to extend her appreciation to all of them, especially to:

1. The Dean of Education and Teacher Training Faculty of UIN Walisongo Semarang, Dr. Raharjo, M.Ed. St.

2. The Head of English Department Education and Tecaher Training Faculty UIN Walisongo Semarang, Dr. H. Ikhrom, M.Ag.

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Finally, the writer already realized that this thesis is still far from perfectness. The writer needs many suggestions from readers to complete this thesis to be perfect. The writer hopes this thesis will be helpful for the readers and another researcher. Amen.

Semarang, 11 of July 2018

The Writer,

Ummi Mukhoyyaroh

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CHAPTER I

INTRODUCTION

This chapter discusses background of research, question of the research, objective of the research, pedagogical significance, specification of product, and assumption of development.

A. Research Background

Bilingual module is a privately held publishing company that develops foreign language learning product.[2] According to Rudin bilingual is literature which has two languages together appearing with equal or similar weight, extent, and format. It can be seen as type of multicultural literature and can serve as authentic texts for students to learn vocabulary, collocation, and idiomatic expression. Bilingual module is usually content two different languages in a same discussion. It's seemed like a translation of the text discussed. But every bilingual module has different characteristic as it's needed. Bilingual module is not only applied for high grade students but also for beginner. Students may learn two languages in all at once. It also facilitates students to wide their capability in bilingual language.

Grammar is one of language material that must be known well by the students as the basic to comprehend another material. Merriam Webster dictionary stated that grammar is the study of the classes of

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[2] Www. Wikipedia.com, accessed on 1st of January 2018 at 09.00 p.m.

words, their inflections, and their function and relations in the sentence. While Oxford dictionary stated that grammar is the whole system and structure of a language in general. It is usually taken as consisting of syntax and morphology (including inflection) and sometimes also phonology and semantics.

According to Harmer grammar is the description of the ways in which words can change their forms and can be combined into sentences in the language. Grammar is essentially about the system and patterns in selecting and combining word. Based on some definitions above it can be concluded that grammar is the rule how a word change to show different meaning and how they are combined into sentences.

Grammar is an important language aspect that students must master it. All four skills of language; listening, writing, reading and speaking need grammar comprehension as the supporting aspect. It is impossible for students to comprehend a text, write a script, listen to an audio, and fluent in speaking without understanding the grammar first. Not only in English, Arabic is also needs grammar. It is why grammar is very important aspect for students.

Teacher teaches students grammar lesson by using many methodologies. Based on observation of researcher on 26th of January 2018 at MA Salafiyah almost 75% students stated that grammar is one of the most difficult lessons. They need a new media which support them to improve their understanding of grammar material.

Same as English language, Arabic language also use grammar as the tool to understand the structure of sentences, paragraph, and text. In grammar lesson, both of English and Arabic actually have similarity in basic material such as the term, the structure, the kind of material, and some others. Furthermore, it is not possible for the teacher to combine both of English and Arabic grammar material in their teaching and learning process to give understanding for the students that foreign language is not always difficult.

Not all teachers apply bilingual language in all at once in their teaching learning process especially English and Arabic grammar lesson. Majority of them separate both of English and Arabic lesson. It also occurs in teaching and learning process of Islamic Senior High School (MA) Salafiyah Kajen in Pati. By the reason of limited time and the difference of English and Arabic lesson curriculum. So, both of them are separated in different time also.

Islamic Senior High School is one of education institution which facilitates the students to learn both of scientific knowledge and Religion knowledge. They have many lessons to be learned belong to language. They learn both of foreign language, English and Arabic. Common problem that usually students face are feel difficult to learn the structure of the language or we may call it grammar, they need much time to learn the structure of the language one by one, and the common phenomena is that students who master English they find difficulties in learning Arabic, so does the contrary.

The researcher conducted an observation on 26th of January 2018 at 01.00 p.m. - 01.20 p.m. to observe the teaching learning process conducted by English teacher of MA Salafiyah Kajen Pati. Specifically, the researcher conducted the observation in XI E and F. The teaching and learning process was pure English material without correlate it to Arabic material, whereas, the students are mastering the Arabic material well.

Beside it, the researcher also conducted need analysis before designing the English-Arabic basic grammar bilingual module. Need analysis of the students for English-Arabic basic grammar bilingual module for students of eleven grade showed that 25 questionnaires which were disserved for 32 students there were 18 students who stated that they are very need English-Arabic basic grammar bilingual module for their learning process. They have reason that it will facilitate them to learn both of English and Arabic grammar well and understand it comprehensively. While 9 others stated that they need this bilingual module to help them learn both of English and Arabic effectively. The five last students stated that English and Arabic basic grammar bilingual module will make them be more confused and feel difficult to learn. Finally, this condition will make them be lazy to stay and focus in teaching and learning process. Because they stated that they can't master one language then they assumed that if they can't understand one language well so they will not able to master the others.

By using Arabic and English basic grammar book in bilingual students will capable to learn two lessons in efficient time. Because some parts of Arabic and English basic grammar has similarities. Those are preposition, verb tense (simple present and simple past), future time, article, and passive voice, and many others. It will help the learners to understand the next step of Arabic and English basic grammar after learning the first part comprehensively.

This research produced English and Arabic bilingual module on certain material. Based on the interview of researcher to English and Arabic teacher at MA Salafiyah Kajen the bilingual module content some items of basic grammar; Preposition, Verb Tense (Simple Present and Simple Past), and Passive. It consider to the time and students' need. Researcher used the last basic competence based on Permendikbud number 24 years 2016 attachment 47 (3.9. interpret social function and language features of song lyrics related to adolescent life SMA/SMK/MAK and 4.9. comprehend the meaning contextually related to the social function and language features of adolescent life SMA/MA/SMK/MAK.

B. Question of the Research

This research proposal is guided through the following major questions:

1. How is the availability of Arabic resources facilitating students' English Language Learning?
2. To which extent is the development of English-Arabic basic grammar bilingual module in Islamic Senior High School of

Salafiyah Kajen needed to facilitate students' English Language Learning?

3. How is the development of English-Arabic basic grammar bilingual module to facilitate students' English Language Learning in Islamic Senior High School of Salafiyah Kajen Pati?

4. How is the effectiveness of English-Arabic basic grammar bilingual module to facilitate students' English Language Learning in Islamic Senior High School of Salafiyah Kajen Pati?

C. Objective of the Research

This research proposal is intended to meet the following objectives:

1. To explain the availability of Arabic resources facilitating students' English Language Learning

2. To explain the development of English-Arabic basic grammar bilingual module needed to facilitate students' English Language Learning

3. To explain the development process of English-Arabic basic grammar bilingual module to facilitate students' English Language Learning.

4. To explain the effectiveness of English-Arabic basic grammar bilingual module to facilitate students' English Language Learning.

D. Pedagogical Significances of the Research

By using this research, there are some significance to the students, teachers, other researchers, and the researcher herself.

a. English and Arabic Teacher

1. The product of this research is new reference for the teacher to teach English-Arabic basic grammar in one time.

2. The product of this research will help teacher to teach grammar lesson in the basic material.

b. Students

1. Students were easier to learn basic grammar by using the product of this research.

2. Students used efficient time to learn grammar from two languages, English and Arabic.

3. Students got more knowledge about basic grammar in English and Arabic lesson.

c. School

1. To give new innovation for increasing the teaching learning process of Arabic and English basic grammar.

2. The school may use the product of this research as handbook for students in teaching learning process.

d. For other researchers

1. To give a reference for the next research which still relating with this research.

E. Specification of Product

The product of developed English-Arabic Basic Grammar bilingual module which was expected in this research and development is with the specification below:

1. English-Arabic Basic Grammar bilingual module is a new learning medium for students at the eleventh grade of MA Salafiyah Kajen Pati.

2. The product of this book was limited to Preposition, Verb Tense (Simple Present and Simple Past), and Passive Voice. It considered the time of students learning process in the second semester and students' need. Researcher used the last basic competence based on Permendikbud number 24 years 2016 attachment 47 (3.9. interpret social function and language features of song lyrics related to adolescent life SMA/SMK/MAK and 4.9. comprehend the meaning contextually related to the social function and language features of adolescent life SMA/MA/SMK/MAK. It means that the grammar was taught trough text, especially song lyrics.

3. The product of bilingual module consists of:
   a. Cover
   b. Preface
   c. Table of Content
   d. Introduction includes core competence and basic competence, indicator, learning aim, framework of content.
   e. Content:
      1) Song lyrics.

2) Content A discussed about preposition.

3) Content B discussed about verb tense (simple present and simple past).

4) Content C discussed about passive voice.

   Content A discussed Preposition in six stages learning and in exploring stage there was a discussion about Preposition in Arabic version. While content B and C discussed Verb Tense and Passive Voice. Both of them are served in one set of six stages learning. As the previous chapter in exploring chapter there was discussion about Verb Tense and Passive in Arabic version. Every sub content there were some examples, exercises to check students' understanding of the material discussed, and simple motivation words.

f. Reflection and motivation in every chapter.

g. Summary in the last chapter.

h. References.

i. Writer's profile.

4. The book printed colorful in A4 paper size.

F. Assumption of Development

The assumptions of product developed were as follow:

1. This book was only contained basic grammar in English-Arabic lesson as handbook for the students at the eleventh grade at MA Salafiyah Kajen in Pati.

2. This research used Research and Development design by Sugiyono which consists of ten major steps. However, this research was limited to seven steps by considering time of the research, research financing and researcher ability.

3. The product of this research was tested twice; preliminary testing and main field testing. The preliminary testing took 9 students at XI F based on their English competence level. The main field testing was conducted in XI F that consists of 32 students.

4. The validation of module developed was carried out by expert validation in their field.

CHAPTER II
REVIEW OF RELATED LITERATURE

This chapter discusses, review of related literature, the previous research and framework of thought.

A. Review of Related Literature

This chapter discusses some things related to the tittle:

1. English Grammar

According to Swan, grammar is essentially a limited set of devices for expressing a few kinds of necessary meaning that can't be conveyed by referential vocabulary alone.[3] Moreover, Roberts exerts the emphasis on the specific scope of grammar in the foreign language learning. "Traditionally grammar has rarely, if ever, served as an object of study for its sake; rather, it has been used as a tool intended to facilitate practical but accurate mastery of the mother tongue and foreign language".[4] It shows that grammar is an important aspect for learners to help their understanding in the knowledge of language and then applying the language structure accurately in their language use. Not only in the native language learning but also in the foreign language learning grammar plays the essential role. It also mentioned as an effective way for learners to deepen their understanding of

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[3] Ruyun Hu, *Should Grammar be Taught?,* Academic Publisher, China, 2012, p.596.

[4] Ruyun Hu, Ruyun Hu, *Should Grammar be Taught?,* Academic Publisher, China, 2012, p.596.

language. Furthermore, grammar can be described as the indispensable element in the language learning.

2. Arabic Grammar

   The Arabic language developed through the early centuries in the Arabian Peninsula in the era immediately preceding the appearance of Islam, when it acquired the in which it is known today. During developing era the Arabic language easily capable of creating new words and terminology in order to adapt to the demand of new scientific and artistic discoveries.[5]

   The early attempt to write the Arabic grammar began as early as the time of the fourth Well-Guided Caliphs, Ali Ibn Abi Taalib, when he commissioned a man named Abu Al-Aswad Al-Du'ali for the task. In his book (نزهة الالبا في طبقات الادبا) Al-Anbari, الانباري reports the following anecdote.

دخلت على امير المومنين علي بن ابي طالب (عليه السلام) فوجدت في يده رقعة، فقلت ما هذه يا أمير المؤمنين؟ فقال: إنِّي تأملت كلام العرب فوجدته قد فسُد بمخالطة هذه الحمراء —يعني الاعاجم— فأردت أن اضع شيئا يرجعون إليه، ويعتمدون عليه. ثمَّ القى إليَّ الرقعة وفيها مكتوب: ألكلام كله إسم وفعل وحرف. فالاسم ما أنبأ عن المسمَّى، والفعل ما أُنبىءَ به، والحرف ما افاد معنى. وقال لي: إنحَ هذا النحو، واضف إليه ما وقع إليك.

"I came to The Leader of the Believers, Ali Ibn Abi Talib, and found that he was holding a note in his hand. I asked, "What is this, Oh Leader of the Faithful?" He said, "I have been thinking of the language of the Arabs, and I came to find out that it has been corrupted through contacts with these foreigners.Therefore, I have decided to put something that they (the Arabs) refer to and rely on." Then he gave me the note and on it he wrote: Speech is made of nouns, verbs and particles. Nouns are names of things, verbs provide information, and particles complete the meaning." Then he said to me, "Follow this approach and add to it what comes to your mind."

Al-Du'ali continued to say,

وضعت بابي العطف والنعت ثم بابي التعجب والاستفهام، إلى ان وصلت الى باب إنَّ واخواتها، ما خلا لكنَّ. فلما عرضتها على عليٍّ (عليه السلام) أمرني بضم لكنَّ إليها. وكنت كلما وضعت بابا من ابواب النحو عرضتها عليه (رضي الله عنه) إلى ان حصلت ما فيه الكفاية. قال ما أحسنَ هذا النحو الذي نحوته! فلذلك سُمِّيَ النحو.

"I wrote two chapters on conjunctions and attributes then two chapters on exclamation and interrogatives. Then I wrote about إنَّ واخواتها and I skipped لَكِنَّ. When I showed that to him (Peace

be upon him), he ordered me to add لكنّ. Therefore, every time I finish a chapter I showed it to him (May God be satisfied with him), until I covered what I thought to be enough. He said, "How beautiful is the approach you have taken!" From there the concept of grammar النحو came to exist."[6]

Different people will mean different things to Arabic grammar. To learners of Arabic as a foreign language it may mean the fundamentals of the language: whether there are genders, whether the noun or the adjective comes first, how the verb changes in the past and future, etc. to more Arabists and scholars it may mean the higher-level subtleties of Modern Standard or Classical Arabic. To native speakers, it usually conjures up a subject studied at school, often hazily remembered lessons analyzing sentences with a view to being able to spell a pronounce formal Arabic correctly.[7]

3. Bilingual Module

The term Bilingualism refers to the presence of two languages.[8] Bilingual book can be seen as a type of multicultural literature and can serve as authentic text for

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[6] Mohammed Jiyad, *A Hundred and One Rules!*, Spring 2006, p.III.

[7] Jane Wightwick and Mahmoud Gaafar, *Easy Arabic Grammar,* McGraw-Hill, Nort Amerika 2005, p.vi.

[8] Zhiying Zang, *The Effects of Reading Bilingual Books on Vocabulary Learning,* The University of Western Ontario, 2017, p.6.

students to learn vocabulary, collocation, and idiomatic expression. L2 learners are motivated to learn with bilingual texts is one of the key reasons why bilingual texts are common.

Bilingual book are available in different genres and across different age groups in the form of serving picture books or non-picture books in fiction or non-fiction. The most common type of bilingual books is popular novels. In recent years, children readers and bilingual social science readers are also gaining popularity. National companies, such as Scholastic, have published a large number of Spanish-English bilingual books. Smaller companies also publish bilingual books in other languages for example Native American, French, Chinese, Japanese, and other languages from around the world.[9]

Hu et al. found that children responded positively to bilingual books as they participated in English learning activities. Results of the study indicated that participants became more engaged in bilingual reading activities than they used to be in single language reading activities. Lichty reports that one reason for the popularity of bilingual books is that students who speak different languages can bridge their linguistic differences through bilingual books.[10]

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[9]Zhiying Zang, *The Effects of Reading Bilingual Books on Vocabulary Learning,* The University of Western Ontario, 2017, p.7.

[10] Zhiying Zang, *The Effects of Reading Bilingual Books on Vocabulary Learning,* The University of Western Ontario, 2017, p.8.

Bilingual texts contain two features: The L1 text and the L2 text. The most common way of presenting bilingual texts is the format of full-text. In full-text translations, the entire content is presented in two languages. Both languages can be put on one page, facing pages, or different pages. This raises the issue of the placement of the two languages, for example, which language should come first on the page. Because, readers should be able to easily understand the L1 version of the text, reading the L1 version first is intuitively logical.

4. Methods of Teaching Grammar

Grammar has good contribution for effective language learning. There are some different methods to teach grammar as second language. Although the principles of the methods are different from one another, there is always a focus on grammar, whether explicit or implicit. [11] According to Newmark the important point is that the study of grammar as such is neither necessary nor sufficient for learning to use a language. Based on this statement there is no need to learn grammar in order to learn a language. But it is perhaps, a little misleading and misses the point. The important question is not whether teaching and learning grammar is necessary or sufficient for

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[11] Rabeya Nasrin Khan, *Effective Grammar Teaching in ESL Classroom,* An Untership Report of Department of English and Humanities of BRAC University, 2009, p 1.

language learning, but whether it helps or not. Here, there are some approaches to teach grammar:

a. Grammar Translation Method (GTM)

There were more than one hundred-year survival means that the GTM retains its topical and irreplaceable characteristics: the first, the grammars are taught deductively so that the study of rules are presented and studied are given before practical example of the rules. Otherwise, the teaching materials are used inductively by authentic, profound and worthy literature. Furthermore, the GTM create the language learning easier than before. The GTM claims that the language learning focuses on the sentence instead of smaller parts of a sentence. Finally, translation is emphasized, and thus L2 sentences are frequently translated into L1 sentence which improves the translation skill from L2 to L1.

GTM in one lesson by means of step: the teacher comments on a new text sentence by sentence. Unknown vocabulary is written on the blackboard and difficult passages (or the whole text) are translated. The text from the previous lesson is checked for understanding and the students are required to read and translate the selected passages. The teacher will correct and comment on pronunciation if necessary. A grammatical structure is usually also explained in the L1 and written exercises are

provided. Hence in the GTM classroom, teachers are the absolute authorities. The interaction, as a rule, is directed from the teacher to the students, and there is little chance for student-student interaction.[12]

b. The Reform Movement

The reform movement is interested in learning and teaching L2 according to natural methods. The attempt of this movement is to make the second language learning more like the first language learning because we do not have any concept of grammar rules in our natural speaking when we learn our native language. The grammar rules should be built up in the speaking progress, thus a new method for oral English teaching is needed.[13]

c. The Direct Method (DM)

Contrary to the GTM, in the DM the instruction was supposed to be exclusively the L2. The monolingual approach involved ostensive definitions, for example pointing at pictures and objects to explain a word's meaning. The DM emphasized the oral skills (listening and

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[12] Yao Ju, *A Atudy of the Teaching and Learning of English Grammar in the Chinese Junior Secondary School,* A thesis presented to The Department of Literaure, Area Studies and European Languages, Faculty of Humanity The University of Oslo, 2010, p. 12.

[13] Yao Ju, *A Atudy of the Teaching and Learning of English Grammar in the Chinese Junior Secondary School,* A thesis presented to The Department of Literaure, Area Studies and European Languages, Faculty of Humanity The University of Oslo, 2010, p. 14.

speaking). Thus dictation was another favored form of exercise. Longer texts were preferred, through which learners were supposed to infer grammatical rules, such as adapting an inductive approach.[14]

d. The Oral Method

      The oral approach was based on work done in connection with the rise of the Reform movement and the development of the Direct Method. The Oral Approach emphasized the use of the L2, as did the Direct Method. After a basic oral competence had been established, the written skills were to be introduced. Since both methods focused on the oral use of the language, the Oral Approach seems to be attractively similar to the Direct Method. The main difference between them lies in the fact that the Direct Method lacked a systematic basic in applied linguistics. The emphasis implication on Oral Approach was that learners had to repeat utterances.[15]

e. Audio-lingual Method

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[14] Tony Burner, *A Study of the Teaching and Learning of English Grammar with Special Reference to the Foundation Course in the Norwegian Senior High School.* A Thesis of Department of Literature, Area Studies and Europian Lnaguages of University of Oslo, 2005, p. 36.

[15] Tony Burner, *A Study of the Teaching and Learning of English Grammar with Special Reference to the Foundation Course in the Norwegian Senior High School.* A Thesis of Department of Literature, Area Studies and Europian Lnaguages of University of Oslo, 2005, p. 37-39.

Audio-lingual method approaches grammar teaching inductively. This needs initial attention to meaning rather than to the form of items. Richardhs and Rodgers stated that "The students repeat an utterance aloud soon as they have heard it. They will do it without looking at a printed text." Explanation of the rules are not given until students have practiced a grammar item in a variety of context and have acquired a assumption of the analogy involved is the most important thing to teach grammar inductively. Memorizing dialogues is another technique used in audio-lingual grammar teaching. This provides the means of contextualizing key structures and illustrate situation in which structure may be utilized.[16]

f. Teaching Grammar Through Texts

If learners are to achieve a functional command of a second language, the will need to be able to understand and produce not just isolated sentences, but whole texts in the language. Language is context-sensitive; which is to say that an utterance becomes fully intelligible only when it is placed in its context.

Based on the explanation above, there are many approaches or method to teach grammar effectively.

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[16] Rabeya Nasrin Khan, *Effective Grammar Teaching in ESL Classroom,* An Untership Report of Department of English and Humanities of BRAC University, 2009, p. 3.

Teachers may choose which appropriate approach or method used to teach grammar for their class. They also can apply not only one method but also more than it in every meeting. Adjust to students need. And based on the product of this research, grammar lesson was taught trough text.

5. Scientific Approach of Education Curriculum 2013

English-Arabic grammar bilingual module was developed and presented based on the governments' rule about national education system number 20 years 2003, curriculum is set of plans and arrangement of goals, teaching contents, learning materials, and also procedures which are used for guidelines in the learning process. In the beginning of 2013, the minister of education and cultural has launched a new curriculum namely curriculum 2013 (K13). This curriculum is developed considering 14 principles:

1) The learning process is "Student-centered"
2) Students learning from various sources, including book, internet, magazine, environment, etc.
3) From textual approach to process as strengthening of using scientific approach.
4) From content basic learning to competence basic learning.
5) From partial learning to integrated learning.
6) The learning from emphasize just one answer to learning emphasize multi dimension answer.

7) From verbalism learning to applicative skill.

8) Increasing and balancing between physical skill (hard skill) and mental skill (soft skill)

9) The learning gives priority to cultivation and endeavoring students as long life learner.

10) The learning applying values by giving model, constructing wish, and developing students' creativity in learning process.

11) The learning process is continuing from school, home, and social

12) The principle of learning is everyone can become teacher, student, and learning process can be held in everywhere

13) The use of technology and communication (IT) for developing the efficiency and effectiveness in learning process

14) Confession of individual diversification and students' background culture.

In the beginning of 2016 the ministry of education and culture revised content of core competence, from four competency-based into two competency-based. The core competence is the elements which is organizing the basic competence and the learning process to achieve the goals of study. Therefore, the basic competence developed the accumulative principle. [17] It means each component in the

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[17] Permendikbud Nomor 22 Tahun 2016 Tentang *"Standar Proses Pendidikan Dasar dan Menengah"* (Jakarta: Indonesia).

curriculum reinforce each other. The formulation of core competences is stated into two notations;

a) 3rd core competence (KI-3) for the core competence of knowledge

b) 4th core competence (KI-4) for the core competence of skills

However, there are three points that become focus of learning in K-13; affective (attitude), knowledge (cognitive), and skills (psychomotor). Attitude refers to student know why, knowledge refers to what student know, and skill refers to student know how. In the K-13, students are expected to be productive, innovative, and creative. Although two competency-based are deleted, the assessment includes attitude point. It means, the character education is not deleted permanently.

Curriculum 2013 recommends scientific approach, thematic integrated, and inquiry based learning in the learning process to develop students' ability in producing a work based on project based learning. This product of research was served and be developed by using scientific approach. The term "scientific" is more familiar with natural science, social science and management. The learning process adopts the scientist stage in building knowledge through the characteristic and science methods. Scientific approach does not only emphasize learning outcomes as the end result, but also the learning process as the important consideration. Therefore, this

approach highlights the quest of knowledge rather than the knowledge itself. The students may acquire information not only from the teachers but also from various resources and actively involved in the learning process to present it.

According to Regulation of Ministry of National Education No. 65, scientific approach in 2013 curriculum trains the students to:

1) Be center of learning
2) Involve the cognitive processes which is potential in stimulating intellectual development, specifically the high level of student; thinking skill
3) Give opportunities to the student to assimilate and accommodate concepts, law and principles
4) Find knowledge through scientific process and use it in learning process
5) Learn from various sources
6) Promote acculturation and empowerment of students as lifelong learners
7) Apply values by giving exemplary things, build willingness, and develop creativity of the students in the learning process
8) Implement the principles in which everyone is teacher, everyone is students and everywhere is class.

The most important in scientific approach is to improve the quality of teaching and learning. It directs the

students to develop and integrate their attitudes, skills and knowledge. Those approaches are five stages of learning; observing, questioning, experimenting, associating and communicating. [18]

1) Observing stage includes activity of reading a text served in the book. Then students integrate it with learning material. While reading students take some notes of difficult words they got.

2) Questioning stage includes activity of reconstructing concepts of the material discussed in every chapter. In this stage the students are required to have a critical thinking to evoke high level of thinking questions. They can show their participation in the learning process. Teacher invites students to ask questions related to the material discussed.

3) Experimenting stage includes activity of internalization of the learned concepts by applying them in real language use. The students practice to express new things that they have learned and try to utilize the skills to reality inside and outside the class through simulation, role play, presentation, discussion and games.

4) Associating stage includes activity to grouping ability of various ideas and associating various events to be part of memory. In this stage, students and teacher are engaged

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[18] Peraturan Pemerintah RI No 81 A Tahun 2013 tentang Implementasi Kurikulum, (Jakarta, Indonesia).

into learning activities, such as text analyzing and categorizing. The information or data that have been collected from the previous activity (observing and experimenting) must be analyzed to draw conclusion. Students will then process the information from the teachers and draw the conclusion out of that information.

5) Communicating stage includes activity of demonstrating students' knowledge and ability of grammar verbally or nonverbally.

6. General Concept of Module
   a. Definition of Module

   Modul can be define in many definitions. Module is a learning source which is designed systematically based on the certain curriculum and packaged in a small learning and enables to be learnt independently in the certain time[19]. A module is an instructional package dealing with a single conceptual unit of subject matter. Module also defined as a learning source compiled sistematically and comprenhesively which contain a set of learning experience

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[19] Purwanto, dkk, *Pengembangan Modul*, (Jakarta: Pustekkom, Depdiknas, 2007), p. 9

map, and desining to facilitate students in mastering specific learning aim[20].

The main purpose of module is to develop the learning efficiency and effectiveness in school, as time, fee, facilitation, in spite of the energy in order to reach the purpose optimally.[21] It can be conclude that module is an independent learning source compiled with complete and systematic material, evaluation and difference learning experience to facilitate students learning process.

b. Characteristics of Module

According to statement that has mentioned above, module is hoped will facilitate students to learn independently wherever and whenever. By mean of this reason, developing module should pay attention to some characteristics which are needed to increase students' learning motivation.[22]

There are five characteristics of module which is stated by Daryanto. The first characteristic of module is *self instructional*. It means, through module students can learn

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[20] Daryanto, *Menyusun Modul Bahan Ajar untuk Persiapan Guru dalam Mengajar*, (Yogyakarta: Gava Media, 2013), p. 9

[21] E. Mulyasa, *Kurikulum Berbasis Kompetensi Konsept, Karakteristik, Implementasi, dan Inovasi*, (Bandung: PT Remaja Rosdakarya, 2008), p.43

[22] Daryanto, *Menyusun Modul Bahan Ajar untuk Persiapan Guru dalam Mengajar*, (Yogyakarta: Gava Media, 2013), p. 9-11

the material independently without rely on someone else. The second characteristic is module should be *self contained*. The contents of module should cover all of learning material from sub competence to another which is composed completely in a series. Module should *stand alone*, which means module can be used by itself without require to use with another media together, because it covers all of learning material. A good module should abreast of science and technology development. It means, module which is developed should be *adaptive*. This characteristic is needed to make module flexible to use in any situations. The last characteristic of module is *user friendly*. As an independent learning media, module should be composed to make users easy to understand and increase their learning motivations. The language is used in the module should be communicatively, directly and understandable.

The all characteristics have mentioned above are the key to develop a good module. The other characteristics are able to put also into the module, certainly appropriate with students' need to make it better.

c. Composing Steps of Module

Based on Jones, the steps to compose module are: Planning–Gathering–Writing–Reflecting–Revising–

Submitting. Tompkin point out the steps in composing module cited by Sa'adun Akbar:[23]

1) Prewriting.

   Here, the composer start with limiting the topic, formulating the purpose, determining the type of written, determining who the reader is, choosing the material, and organizing idea.

2) Drafting.

   In this step, the composer carry on the idea by written the main point from the topic.

3) Revising.

   After overstepping drafting step, the composer needs to revise the written. Revising here include adding, changing, omitting and rearrange the written.

4) Editing.

   Proofed and correct is very important process in composing the module. It is almost the final process in composing module. This step includes correcting of spelling, diction, sentence structure, and so on related to written form.

5) Publishing.

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[23] Sa'adun Akbar, *Instrumen Perangkat Pembelajaran,* (Bandung: PT Remaja Rosdakarya, 2013), p.34

The last but not least is publishing. Publishing is publishing the product of written needs in order to know reader responses about the written.

Further, generally module has components as follow:

1) Introduction.

This part includes general description such as the material, knowledge, skill, and attitude they will be reached after learning process.

2) Purpose of learning.

The aims of learning process are provided in this part as well as the beginning and the end of the learning purposes.

3) Pre-test.

This test is beneficial for placing the student, knowing their basic skill, determent their learning steps and determent which is appropriate or not to learn the module.

4) Learning experience.

It is the details of materials for the specific learning, that content of some materials and followed by assessing as the feedback for the students.

5) Learning source.

Students can find another source beside the material given.

6) Post-test.

The instrument of post-test is as same as the pre-test, and it more focuses in every basic of module purposes.[24]

Those are the general components of module. It can be added adapt with the core competence and basic competence, also adapt by looking for students' requirement.

d. Characteristics of Good Module

As the self-instruction learning medium, module should fulfill some characteristics of good module[25], those are: 1) the accuracy. It concludes the accuracy of display, describing research result correctly, cited expert premise clearly. The accuracy can be seen from related science approach and developing the latest theory. 2) The relevancy is related to the competence should be mastered by students, comprehended explanation, and readers' competence. 3) Communicative means the content of book is easy to be read, systematic, clear, and using correct grammar. 4) Complete and Systematic. A good module explains the competence should be mastered by the reader and the benefit by mastering the competence, presented lists of content and

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[24]E. Mulyasa, *Kurikulum Berbasis Kompetensi Konsept, Karakteristik, Implementasi, dan Inovasi*, (Bandung: PT Remaja Rosdakarya, 2008), p.44-45.

[25]Sa'adun Akbar, *Instrumen Perangkat Pembelajaran,* (Bandung: PT Remaja Rosdakarya, 2013), p.34-36.

reference. The explanation should be systematic follows the plot of thoughts from the simple to the complex one, and from the local to the global one. 5) Students' centered oriented, 6) based on national ideology, 7) using correct language feature, and 8) readable.

In conclusion, to compose a good module, writers should pay attention in several aspects, they are: the accuracy, the relevancy, communicative, complete and systematic, students' centered oriented, based on national ideology, using correct language rule and readable.

B. Previous Research

Related to this research, the researcher had learnt from some related researches below:

1. The thesis research entitled *"Pengembangan Bahan Ajar Menulis Petunjuk Bagi Pembelajaran dengan Pendekatan Kontekstual pada Siswa SMP"* Conducted by Linda Astrini in 2013.[26]

The study was Research and Development (R & D) study. The steps of the research are survey, the first developing prototype, validation of product, design product, revision of the product. There are 84 students from different

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[26]Linda Astrini, *Pengembangan Bahan Ajar Menulis Petunjuk bagi Pembelajaran dengan Pendekatan Kontekstual pada Siswa SMP,* (Program Studi Pendidikan Bahasa dan Sastra Indonesia Fakultas Bahasa dan Seni Universitas Negeri Semarang, 2013).

school as the subject of the research. They are 30 students from SMP N 1 Gandrungmangu, 30 students from SMP N 2 Gandrungmangu and 24 students from SMP Nurul Huda Gandrungmangu.

This research showed that the product is effective as one of complement handbook of writing direction. Especially teaching learning process of eleventh grade in senior high school. It depends on score result, this handbook has average score from teacher 88.5 (very good) and average score from expert lecturer 66.33 (good). This product was arranged by using contextual approaches that invite students to be interactive directly. Students are more active in teaching learning process of writing direction well. From this product students not only know the theory of writing direction but also know how to write direction. This product also may be used for students in general or public people, students may also learn writing direction individually.

The strength of this research is the form of the book designed with interested color and illustration picture. Moreover, the module is practice. It arranged by using contextual approach that make students are able to interact directly. The weakness of this research are the illustration pictures served in the book majority are researcher creation, the use of language still lack so there are some certain part that possibly difficult for students to understand. Based on the

scoring result from the expert, this module got 56.25 in serving material. As an evaluation, the previous researcher may use some resources to compile illustration pictures that interesting for students. She also has to use communicative words that able to invite students are enthusiastic.

Based on the statement above the difference between her research and my own research is the product. The previous researcher produced the module of writing direction, whereas my own research produced bilingual module content English-Arabic basic grammar. While the similarity both my own research and the previous research is using R and D design.

2. The thesis research entitled *Pengembangan Bahan Ajar Aqidah Akhlak dalam Bentuk Buku Saku 99 Asmaul Husna untuk Meningkatkan Hasil Belajar Siswa Kelas IV MI Darussalam Pejangkungan Prambon Sidoarjo* conducted by Naily Nailufar in 2014.[27]

The study was research and Development (R & D) study according to Borg and Gall. The step of the study are;

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[27]Naily Nailufar, *Pengembangan Bahan Ajar Aqidah Akhlak Dalam Bentuk Buku Saku 99 Asmaul Husna untuk Meningkatkan Hasil Belajar Siswa Kelas IV MI Darussalam Pejangkungan Prambon Sidoarjo*, (Program Studi Pendidikan Guru Madrasah Ibtidaiyah Jurusan Pendidikan Guru Madrasah Ibtidaiyah Fakultas Ilmu Tarbiyah dan Keguruan Universitas Islam Negeri Maulana Malik Ibrahim Malang, 2014).

research and collecting beginning information, planning, developing early product format, early trial test, revision the product, field trial test, revision product, filed test, last revision product, and implementation. The subject of the research was students of fourth grade of Elementary school in Sidoarjo.

The product of this research is a pocket book or students' handbook material 99 Asma' al-Husna accompanied CD LEARNING as teacher's handbook in teaching learning process. Pocket book 99 Asma' al-Husna help students to study very easier. Based on the valid data 94,7% stated that the product of this research give motivation to the students. Start from the design, the content, the game, the stories, the effectiveness, and the benefit for students this research showed that the product was very valid product that teacher may used it as handbook in teaching learning process.

The strength of this research is four of five aspects in this book got score100% which showed that the product was very good, valid, and based on the students' need. Based on the expert's validation the product of this research was almost perfect because the score was very high.

Based on the statement above the difference between her research and my own research is the product. The previous researcher produced pocket book that content Asmaa' al-Husna for

students of elementary school. Whereas my own research produced bilingual book content English-Arabic basic grammar.

While the similarity both my own research and the previous research is using R and D design.

3. The thesis research entitled *"Developing Adobe Flash-Based Interactive Learning Multimedia to Teach Narrative Texts in Junior High School (A Study at VIII Grade Students of SMP Negeri 1 Brati Grobogan in the Academic Year (2015/2016)"* conducted by Ratna Endah Heraningrum in 2016.

This research was intended to meet the development of procedures of Adobe Flash-based interactive learning multimedia. There were six steps in the procedure of development based on Borg and Gall modified model which the research took in this research. They were need analysis, planning, developing preliminary form of product, preliminary field testing, main product revision, and main field testing.

The research showed that the product of Adobe Flash-based interactive learning multimedia was valid and suitable used in teaching narrative texts in SMP Negeri 1 Brati. The average result of validation of material expert was 83,3%. The average result of validation of three media expert was 93,45%. The average result of studnets' questionnaire was 86,26%. As supporting data, it was shown in students' scores. The average of students exercise score was 86,5 and the average score of final test was 76,9. The average

score both of them was 81.7 and it was validated by test expert (English teacher) increased 88.9%.

The strength of this research was facilitating teacher to convey English material by using an application that served by school. The strength of this research was the materials only covered listening skill, reading skill, and grammatical with the topic narrative texts. The type of exercises was only multiple choices.

Based on the statement above the difference between her research and my own research is the product and the steps. The previous researcher produced Adobe Flash-based interactive, whereas my own research produce bilingual module contents English-Arabic basic grammar. The previous research used six steps of Borg Gall, while my own research used seven steps according to Sugiyono. While the similarity both my own research and the previous research were using Research and Development design.

4. The thesis research entitled *"Developing Moodle-Based Interactive Online Media to Teach Narrative Reading (A Study at X Grade of SMA Negeri 13 Semarang in the Academic Year of 2014/2015)"* conducted by Miftakul Nikmah in 2014.

This research was intended to meet the development of procedures of Adobe Flash-based interactive learning multimedia. There were six steps in the procedure of development based on Borg and Gall modified model which the research took in this research. They were need analysis, planning, developing preliminary form of

product, preliminary field testing, main product revision, and main field testing.

The result of the research showed that Moodle - based interactive online media ELEN was valid and suitable. It was shown as follow: a) The average result of material validation experts was 87.5 % as valid criterion. b) The average result of online media validation experts was 94.4 % as valid criterion. The average result of student's questionnaire was 78.0% as very good criterion. As a support data, it was shown the final result of the student's score was 84.5. It was validated by expert that it was 94.4% as valid criterion. So, this Moodle - based interactive online media is suitable to be applied in narrative reading learning process of tenth grade of senior high school.

The strength of this research was the teacher can create an interactive situation by using Moodle-based interactive online media. Students do not only pay attention to the material but also they can interact with the teacher and other friends. The weakness of this research was the researcher just did some steps in research and developing steps of this online media.

Based on the statement above the difference between her research and my own research is the product and the steps. The previous researcher produced the moodle-based interactive online media ELEN, whereas my own research produce bilingual module contents English-Arabic basic grammar. The previous research used six steps of Borg Gall, while my own research used seven steps

according to Sugiyono. While the similarity both my own research and the previous research were using Research and Development design.

C. **Framework of Thought**

Teachers as the facilitator of learning process should create innovative and creative activities in the learning process in order to make better output. The main aspects that support the quality of learning process are learning media, learning method, and the model of learning. However English learning media used by teacher at MA Salafiyah Kajen Pati only a handbook provided by government. The content in this module does not quiet involved basic grammar in Arabic version. In addition, teacher used monotonous method to deliver the material, such as lecturing.

Furthermore, the model of learning still oriented to teachers as the decision makers. Those all makes a part between students and the material thought. Then they will feel that they do not need the material in their real life. Therefore, it is needed a learning media which can be used by students independently to increase their skill in English basic grammar. The chart below draws the framework of thought of this research

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┌─────────────────────────────────┐
│     English Learning Activity    │
└─────────────────────────────────┘
                │
                ▼
┌─────────────────────────────────────┐
│  Factors influence in the learning   │
│              process                 │
└─────────────────────────────────────┘
        │                      │
        ▼                      ▼
┌──────────────────┐   ┌──────────────────┐
│  Time Allocation │   │ Students' Superiority │
└──────────────────┘   └──────────────────┘
        │                      │
        ▼                      ▼
┌────────────────────────┐  ┌────────────────────────┐
│ Islamic Institution has│  │ Students more excellent │
│ little time allocation │  │ on Arabic lesson,       │
│ for English lesson     │  │ especially Arabic       │
│ because there are many │  │ grammar or usually      │
│ lessons. Most of the   │  │ called "Nahwu"          │
│ students are dormitory │  │                         │
│ students.              │  │                         │
└────────────────────────┘  └────────────────────────┘
        │                      │
        ▼                      ▼
┌────────────────────────┐  ┌────────────────────────┐
│ There should new media │  │ Learning process should │
│ to help students learn │  │ be linked with Arabic   │
│ by themselves anytime. │  │ grammar as the          │
│                        │  │ facilitator.            │
└────────────────────────┘  └────────────────────────┘
                │
                ▼
┌─────────────────────────────────────┐
│ Developing English-Arabic Basic      │
│ Grammar bilingual module.            │
└─────────────────────────────────────┘
                │
                ▼
┌─────────────────────────────────────┐
│        The Potential of Module       │
│  Students can learn independently    │
│  whenever and wherever with the      │
│  complete material and rich of       │
│  grammar exercises.                  │
└─────────────────────────────────────┘
                │
                ▼
┌─────────────────────────────────────┐
│ Presenting English -Arabic Basic     │
│ Grammar bilingual module the         │
│ material is presented based on       │
│ thirteen curriculum.                 │
└─────────────────────────────────────┘
                │
                ▼
┌─────────────────────────────────────┐
│ Increase students' understanding in  │
│ grammar lesson                       │
└─────────────────────────────────────┘
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CHAPTER III

RESEARCH DESIGN

This chapter discusses research design, research setting, data collection technique, and data analysis technique which are conducted to run this research.

A. Research Design

This research was carried out to develop English-Arabic basic grammar bilingual module. In making deal with the purpose of this research, it needed an appropriate research design to develop the bilingual module. Therefore, the researcher used Research and Development by adapting Sugiyono model in conducting this research. According to Sugiyono, Research and Development method is used to develop a certain product and to test the effectiveness of product.[28]

In line with the statement above, Borg and Gall stated: Educational research and development (R & D) is a process used to develop and validate educational products. The steps of this process are usually referred to as the R & D cycle, which consists of studying research findings pertinent to the product to be developed, developing the product based on the finding, field testing it in the setting where it was used eventually, and revising it to correct the efficiencies found in

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[28] Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif dan R&D*, (Bandung: Alfabeta, 2011), p. 297.

the field testing stage. In indicate that product meets its behaviorally defined objectives.[29]

Sugiyono stated ten stages of Research and Development cycle, they are 1) Problem and potential, 2) data collection, 3) design of product, 4) validation of design, 5) revision of design, 6) testing of product, 7) revision of product, 8) preliminary field test, 9) revision of product, 10) dissemination and implementation.

However, by considering the time of research, research fund, and also the researcher's capability, this research was limited until seven steps which was appropriated with research's need.

B. **Research Setting**

This research was conducted at MA Salafiyah Kajen Pati which is located at East Kajen Margoyoso Pati Telp/Fax (0295) 4150750. The subject of this research was the eleventh grade students of E and F of MA Salafiyah Kajen Pati in the academic year of 2017/2018.

C. **Research Procedure**

To ease this research, researcher modified R & D model by Sugiyono as show on the scheme below:

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[29] Gall, M,D., Gall, J.P., & Borg, W.R., *Educational Research an Introduction; Third Edition*, (USA: Pearson Education, 1983), p. 772.

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┌─────────────────────┐          ┌──────────────────────────────┐
│ Identifying problem │ ───────► │ Designing the Arabic - English│
│   and potential     │          │ basic grammar bilingual module│
└─────────────────────┘          └──────────────────────────────┘
                                                │
                                                ▼
┌──────────────────────────┐     ┌──────────────────────────────┐
│ Revising the Arabic -    │     │          Validating           │
│ English basic grammar    │ ◄── │        the Arabic -           │
│ bilingual module         │     │       English basic           │
│                          │     │      grammar bilingual        │
└──────────────────────────┘     └──────────────────────────────┘
            │
            ▼
┌──────────────────────────┐     ┌──────────────────────────────┐
│ Preliminary field testing│     │ Main field testing of Arabic- │
│ of the Arabic - English  │ ──► │ English basic grammar         │
│ basic grammar bilingual  │     │ bilingual module in the large-│
│ module in the small-scale│     │ scale                         │
└──────────────────────────┘     └──────────────────────────────┘
                                                │
                                                ▼
                                 ┌──────────────────────────────┐
                                 │ Final Revision of Arabic -    │
                                 │ English basic grammar bilingual│
                                 │ module according to main field│
                                 │ testing result               │
                                 └──────────────────────────────┘
                                                │
                                                ▼
        ┌────────────────────────────────────────────────────────┐
        │ Final of Arabic- English basic grammar bilingual module │
        └────────────────────────────────────────────────────────┘
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**Figure 3.1 Modification of R and D by Sugiyono model in
developing English-Arabic basic grammar bilingual module.**

1. Identifying Problem and Potential

      The first step in R and D design is identifying problem

and potential. The identification aims to gain the information

whether there are potentials can be developed and solutions of problem faced.[30] To meet with the problem and potential in English learning process at MA Salafiyah Kajen Pati, every school's elements, not to mention students, English teacher, facilities were identified.

The information of problem and potential was gained through questionnaire and interview. Questionnaire was provided to students' at the eleventh grade of XI F class in the academic year of 2017/2018. Furthermore, researcher interviewed English teacher at the eleventh grade (Wiwied Sartawi, S.Pd) to gain need analysis.

2. Designing the English-Arabic Basic Grammar Bilingual Module

The important step in designing bilingual module was by determining which English material content was appropriate to be developed based on students' need. In accordance with students' need and time of research, the appropriate material was developed into English-Arabic basic grammar bilingual module. Afterward, to ease the development of bilingual module, basic grammar inserted to bilingual module were scoped only in Preposition, Verb Tense (Simple Present and Simple Past), and Passive Voice.

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[30] Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif dan R&D*, (Bandung: Alfabeta, 2011), P.298.

The next step, researcher identified the basic and the core competence of English subject of basic grammar in eleventh grade in order to point out the required of indicators and learning aims must be mastered by students.

After making decision, the English-Arabic basic grammar bilingual module was conducted as follows:

a. Cover, included: title of bilingual module, students' degree, the identity of writer and the advisor also the identity of bilingual module's owner.

b. Preface

c. Table of contents

d. Introduction, included: core competences, basic competences, indicators must be mastered and the aim of the lesson, framework of content, and reflecting sheet.

e. Content, divided into:

   1) Song lyrics.

   2) Content A discussed about preposition.

   3) Content B discussed about verb tense (simple present and simple past).

   4) Content C discussed about passive voice.

   Content A discussed Preposition in six stages learning and in exploring stage there was a discussion about Preposition in

Arabic version. While content B and C discussed Verb Tense and Passive Voice. Both of them were served in one set of six stages learning. As the previous chapter, in exploring stage there was discussion about Verb Tense and Passive in Arabic version. Every sub content there were some examples and exercises to check students' understanding of the material discussed, and simple motivation words.

3. Validating the English-Arabic Basic Grammar Bilingual Module Design

The validation of product was aimed to evaluate the suitability and the validity of the module designed. It was carried out find out whether there are some deficiencies of the product developed which is required to be repaired. Some aspects which were evaluated include content and media. The validation of content consisted of the suitability of content, language, mechanical appearance. Subsequently, validation of media contained of bilingual module appearance, graphical suitability, and the appearance quality.

The expert validation of this development consist of internal validator, that was English lecturer at Walisongo State University Semarang and external validation, that was English teacher at MA Salafiyah Kajen Pati. The criteria validation shown in the table below:

No.	Validation Criteria	Validation Level
1.	85.01%-100%	Valid (can be implemented without revision)
2.	70.01%-85%	Enough (can be implemented with little revision)
3.	50.01%-70%	Less (Proposed to not be implemented because need many revision
4.	1%-50%	Not valid (can't be implemented)

Table 3.1. The criteria of expert validation

4. Revising the English-Arabic Basic Grammar Bilingual Module

   The result of the experts' validation then was analyzed and be measured based on validation criteria. The result of the validation determines whether the product developed was needed to be revised or it was able to be implemented in teaching learning process without any revisions.

5. Preliminary Field Testing of English-Arabic Basic Grammar Bilingual Module

   The aim of the preliminary field test was to gain an early qualitative evaluation of the new educational product.[31] The revised product tested in preliminary field testing to meet with the feasibility of module developed and students' difficulties in

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[31] Gall, M, D,. & Borg, W.R. *Educational Research an Introduction; Third Edition*, (USA: Pearson Education, 1983)*,* p. 782.

utilizing the module. In this stage, the product of the development was tested in the small scale-group at XI F and took 9 students based on their English competence level. The sample in this research was taken by purposive sampling by considering the purpose of this research and time of the research.

To find out the influence of the product developed toward students' achievement, it can be tested through the one-group pretest-posttest experiment design by Sugiyono[32], the formula is shown below:

$$\boxed{O_1} \qquad X \qquad \boxed{O_2}$$

Where:

O_1 : pre-test score before using English-Arabic basic grammar module to teach basic grammar

O_2 : post-test score after using English-Arabic basic grammar module to teach basic grammar

X : treatment (the use English-Arabic basic grammar module to teach basic grammar)

Figure 3.2 Design of Experiment (one-group pretest-posttest design)

In addition, to identify the feasibility and the difficulties faced by students in utilizing module developed, they were asked to fill out students' perception sheet of English-Arabic

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[32] Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif dan R&D*, (Bandung: Alfabeta, 2011), p. 75.

basic grammar bilingual module. The result became stepped to revise the bilingual module developed in the next step. In other way, English teacher also gave the validation of English-Arabic basic grammar bilingual module to teach basic grammar based on the result of preliminary field testing.

According to the result of preliminary field testing, the next revision of the product developed was needed to fix out deficiencies and difficulties faced by students in the implementation of bilingual module. The bilingual module revised was tested in the main field testing.

6. Main Field Testing of English-Arabic Basic Grammar Bilingual Module

After English-Arabic Basic Grammar bilingual module had been revised and valid to be used, then, it went to the main field testing in the large-scale group at IX F. Purposive sampling used to take the sample in this research according to research need and time limit of research. Here, experimental design used to get the influence of English-Arabic basic grammar bilingual module toward students' achievement in grammar lesson by comparing the control class and experimental class. The main field testing was conducted by using Pretest-Posttest Control Group Design which belongs to

Quasi Experimental Design[33], the formula presented in the box below:

$$E \quad O_1 \quad X \quad O_2$$
$$\cdots\cdots\cdots\cdots\cdots\cdots$$
$$C \quad O_3 \quad\quad O_4$$
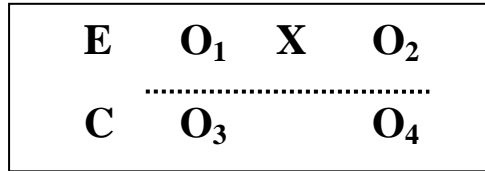
Where:

O_1: pre-test score of experimental class

O_2: post-test score after using English-Arabic basic grammar bilingual module (experimental class)

O_3: pre-test score of control class

O_4: post-test score using students' handbook (control class)

X : treatment (the use of English-Arabic basic grammar bilingual module)

Figure 3.3 Design of Experiment (pretest-posttest control group design)

The result of pre-test and post-test score in control and experiment class then was analyzed through T Test formula that was discussed in data analysis technique.

7. Final Revision of Local English-Arabic Basic Grammar Bilingual Module According to main Field Testing Result.

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[33] Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif dan R&D*, (Bandung: Alfabeta, 2011), p. 303.

The final revision was needed when there was inadequacy and weakness of the product developed in the main field testing.[34] In this step, researcher put some revisions of the final product to make it better and feasible to be implemented in teaching and learning process.

D. Data Collection Technique

To obtain the accurate data, researcher used some techniques to collect data in this research, they are follows:

a. Questionnaire

In this research, questionnaire was used to collect data about students' need as the root to develop English-Arabic basic grammar bilingual module which included in the first stage of R and D cycle. Beside it, questionnaire was also used to collect data about students' perception as final step of designing English-Arabic basic grammar bilingual module before be implemented in main field testing.

The questionnaire was also used to acquire students' perception is drawn up in checklist form based on *Guttman* scale. The data acquired by students' perception questionnaire analysed and presented in number of percentage which follows the formula below:

$$\text{Score (\%)}: \frac{total\ score\ of\ students'\ perception}{maximal\ score}\ x\ 100\%$$

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[34] Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif dan R&D*, (Bandung: Alfabeta, 2011), P. 303

The percentage score then conversed in the form of criteria as follow:

Table 3.2. The Scoring Manual[35]

No	Range of Score	Category
1.	86-100%	Excellent
2.	76 – 85%	Good
3.	56 – 75%	Fair
4.	55 – 59%	Less
5.	50 – 54%	Worst

b. Interview

Another method that researcher used to collect the data of this research was interview. The interview in this research was conducted to get information about teacher's need analysis. The main source of the interview in this research came from English teacher at MA Salafiyah. The data which carried out from interview became the starting step to develop the English-Arabic basic grammar bilingual module.

c. Test

Test in this research was used to analyze students' achievement in basic grammar material before and after using bilingual module developed, those were pre-test and post-test.

The instrument of test was conducted including try out test, pre-test and post-test. Try out test was conducted to know the validity, reliability, difficulty level, and distinguishing

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[35]Ngalim Purwanto, *Prinsip-Prinsip dan Teknik Evaluasi Pengajaran*, (Bandung : Remaja Rosdakarya,2002), hlm. 103.

problem. The result of try out test was chosen to measure students' competence then to know success level of learning result achieved by students toward English-Arabic basic grammar. After the chosen questions were selected, it was then used to be pre-test by developing the questions. Below is the explanation of validity, reliability, difficulty level, and distinguishing problem.

1) Validity

Validity is a measurement that shows the validity of instrument. Valid instrument has high validity. So does the contrary, invalid instrument have low validity. It means that valid instrument is able to prove the variable researched correctly. To know validity of the test researcher used correlation product moment technique. The formula is as below:

$$r_{xy=} \frac{N \, \Sigma xy - (\Sigma x)(\Sigma y)}{\sqrt{\left\{N \, \Sigma x^2 - (\Sigma x^2)\right\}\left\{N \, \Sigma y^2 - (\Sigma \, y^2)\right\}}}$$

Note :

r_{xy} and   = Coefficient correlation between variable x y

N = Students amount

Σ x   = Amount of score item

Σ y   = Amount of total score

$\Sigma\ x^2$ = Squaree amount of score item

$\Sigma\ y^2$ = Squaree amount of total score item

Σxy = Result of multiplication between score item and score total

The result of this calculation then was compared to r product moment and significance standard 5%. If score $r_{count} \geq r_{table}$ so the instrument was valid. On the contrary, if $r_{count} < r_{table}$ so the instrument was invalid.[36]

2) Reliability

Reliability is test related to the result of measuring. In this reliability the questions are able to be indentified whether the question has high reliability or no. To know the reliability test researcher used the formula as below:[37]

$$r_{11} = \left(\frac{n}{n-1}\right)\left(\frac{s^2 - \Sigma pq}{s^2}\right)$$

And s^2 = total variant

$$s^2 = \frac{\Sigma y^2 - \frac{(\Sigma x)^2}{N}}{N}$$

Note:

Σx^2 = Result of total squaree

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[36] Suharsimi Arikunto, *Dasar-dasar Evaluasi Pendidikan,*(Jakarta: Bumi Aksara, 2012), p. 95.

[37] Suharsimi Arikunto, *Dasar-dasar Evaluasi Pendidikan,*(Jakarta: Bumi Aksara, 2012), p. 112 and p. 115.

$(\Sigma x)^2$ = Squaree of total score

N = Students amount

r_{11} = Totality reliability instrument

n = Total question

p = Total subject answering the items correctly

q = Total subject answering the items incorrectly

s^2 = Deviation standard and test (variants root)

$\Sigma\, pq$ = Total multiplication p and q

Result of r_{11} was compared with score r_{table} product moment. r_{table} was accounted by significance level 5%, while n based on the amount of students that examined in the research. If $r_{11} \geq r_{table}$ so the instrument was reliable.

3) Difficulty Level

To know difficulty level of the question the researcher used formula as below:[38]

$$P = \frac{B}{JS}$$

Note :

P = Difficulty index

B = Total subject answering the items correctly

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[38] Suharsimi Arikunto, *Dasar-dasar Evaluasi Pendidikan,*(Jakarta: Bumi Aksara, 2012)*,* p. 223.

JS = Total students that follow test

The criteria used in this research:

Difficulty Index	Assessment
$P \geq 0{,}30$	Difficult question
$0.31 \leq P < 0.70$	Medium question
$P \geq 70$	Easy question

Table 3.3. The criteria of Difficulty level

4) Discriminating Power

Distinguishing question is the ability of each question or the whole instrument research to differ students' high competence and students' low competence.

Index discrimination was the number that show distinguish question. The formula is as below:[39]

$$D = \frac{B_A}{J_A} - \frac{B_B}{J_B} = P_A - P_B$$

$$P_A = \frac{B_A}{J_A} \text{ and } P_B = \frac{B_A}{J_A}$$

Note :

D = Distinguishing

J_A = Total students of upper group

J_B = Total students of under group

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[39] Suharsimi Arikunto, *Dasar-dasar Evaluasi Pendidikan,*(Jakarta: Bumi Aksara, 2012), p. 228.

B_A = Total students of upper group answering question correctly

B_B = Total students of under group answering question correctly

P_A = Students proportion of upper group answering correct

P_B = Students proportion of under group answering correct

The criteria used to decode distinguishing question:

Distinguishing question (D)	Assessment
0.0 – 0.20	Bad
0.21 – 0.41	Enough
0.41 – 0.70	Good
0.71 – 1.00	Very good

Table 3.4. The criteria of distinguishing power

When D negative so the question was deleted.

E. Data Analysis Technique

The data in this research was analyzed by two following techniques

a. Descriptive Analysis

Descriptive analysis in this research was used to analyze students' need analysis, interview result

of English teacher at MA Salafiyah Kajen, expert's validation value, students' perception and teacher's evaluation of the product developed. Qualitative data in the form of comments and suggestions from material and English teacher was used to improve and revise the bilingual module. Qualitative data also derived from the opinions and suggestions of the students. According to Miles and Huberman[40].

1. Data Collection

    The data which were needed to conduct the research were collected to gain information, such as English-Arabic basic grammar potentials which could be incorporated to bilingual module, validation of bilingual module, students' and teacher's need analysis, students' perception and teacher's evaluation of bilingual module developed.

2. Data Reduction

    The process of selecting, focusing, simplifying, abstracting, and transforming the 'raw' data that appears in written-up field notes. Data reduction occurs continuously throughout the life of any qualitatively oriented project. This was part of analysis.

3. Data Display

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[40] Matthew B. Miles & A. Michael Huberman, *Qualitative Data Analysis: A Sourcebook of New Methods: Second Edition*, (California: SAGE, 1984), p. 21-22

The second major flow of analysis activity is data display. A 'display' is an organized assembly of information that permits conclusion drawing and action taking.

4. Conclusion Drawing and Verifying

The third stream of analysis activity was conclusion drawing and verification. From the beginning of data collection, the qualitative analyst was beginning to decide what things mean, was noting regularities, patterns, explanations, possible configurations, causal flows, and propositions. Final conclusions may not appear until data collection was over. Conclusion drawing was only half of the procedure. Conclusions were also verified as the analyst proceeds. The meanings emerging from the data had to be tested for their plausibility, their sturdiness, and their 'confirmability' (validity).

The result of expert validation of module developed was analysed through descriptive statistic to determent whether the module developed was valid to be used or need revisions before being implemented in the real field which was looked out by some components, they were: content feasibility aspect, language feature, appearance aspect, and graphical aspect. The validation of each aspect was taken by questionnaire which follows the rating scale of 1 to 5 (five). The result of validation score

was calculated and shown in percentage by this following formula:

$$\text{Score (\%)} : \frac{total\ score\ of\ validation\ component}{maximal\ score}\ x\ 100\%$$

Furthermore, the score (%) gained is conversed to the criteria as presented in the table below:

No	Criteria of Validity	Level of Validity
1.	85.01% - 100%	Valid; can be used without revision
2.	70.01% - 85%	Fair; can be used with small revision
3.	50.01% - 70%	Less; proposed to be unimplemented because need major revision
4.	1% - 50%	Invalid; forbidden to be implemented

Table 3.5. The Level of Validity Criteria[41]

b. Statistical Analysis

The statistical analysis was used to find out the effectiveness of developed English-Arabic Basic Grammar bilingual module shape on quantitative data. The quantitative data was taken from students' pretest and posttest. The instrument of the test was pure instrument which has not been discussed in the bilingual module and was provided by researcher herself. The result of pre-test and post-test then was analyzed to measure students' skill before and after using English-Arabic basic grammar bilingual module, they were normality and homogeneity test.

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[41]Sa'dun Akbar, *Instrumen Perangkat Pembelajaran,* (Bandung: PT Remaja Rosdakarya, 2013), p.40-41.

1. Pre-Test

Pre-test is commonly used to meet the normality and homogeneity of both control and experimental class. It is important to examine whether the data in both classes are normal and have same variant (homogenous) or not since the treatment is able to be implemented in both classes. Through pre-test, the researcher determined the statically analysis technique to find the normality and homogeneity of the pre-test in both classes.

1) Normality test

It was used to know the normality of the data that was going to be analyzed whether both groups have normal distribution or not. The normality test with Kosmogrov smirnov accounting on SPSS was done to find out the data distribution.

H_0 was acceptable if $\chi^2{}_{count} < \chi^2{}_{table}$ (with the standard of error, $\alpha = 5\%$), it meant that data distribute normally and H_a was rejected. In other hand, if $\chi^2{}_{count} > \chi^2{}_{table}$, then it meant that the data did not distribute normally, so H_a was acceptable and H_0 was rejected[42].

2) Homogeneity test

Homogeneity test was meant to get the assumption that sample of research came from a same condition or

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[42]Sudjana*., Metode Statistika,* (Bandung: Tarsito, 2001), p. 272.

homogenous. It was used to know whether experiment class and control class taken from population have same variant or not. Here, H_0 was stated that each class has same variant, while H_a stated that each class has different variant.

The decision of homogeneity test was when F_{count} > F_{table} (with the standard of error, α = 5%), the data was not homogeneous which meant than H_0 was rejected and H_a was acceptable. Meanwhile, if the $F_{count} < F_{table}$, the data was homogeneous that meant H_0 was acceptable whereas H_a was rejected.

2. Post-Test

Post-test was held after the treatment (experimental class) and conventional method (control class) were conducted. This test was used to measure students' achievement after experimental class and control class were given treatment and explanation. The result of test was analyzed statistically. There were types of post-test, as follow:

1) Normality Test

The normality test in post-test was the same as the normality test on the initial data.

2) Homogeneity Test

Steps homogeneity second step was the same as the homogeneity test on the final data.

3) Test Average (Right-hand Test)

This test proposed that hypothesis test in average similarity with the right test as the steps right-hand test the initial data.

CHAPTER IV
FINDINGS AND ANALYSIS

This chapter explains the research findings and analysis of developing English-Arabic basic grammar bilingual module.

A. The Profile of MA Salafiyah Kajen Pati

MA Salafiyah is a school located in north Kajen, Margoyoso, Pati regency, central Java. It was first built in 1970. In 1975, MA Salafiyah got ratification license from the government number K/127/III/'75 that the institution was under protection of Yayasan As-Salafiyah which was built in 2ⁿᵈ of February 1981.

The head master of MA Salafiyah is Drs. Abdul Kahfi. As same as another school, MA Salafiyah has own vision and mission. The vision is foremost education institution which excellent in *Imtaq* and *iptek*. While the mission are implanting belief values in attitudes, giving guidance in implementation of worship and *muamalah sunnah wa al-jama'ah,*giving *akhlaqu al-kariimah*.

As Islamic school, MA Salafiyah uses *al-Qur'an* and *al-Hadits* as the basic fundamental learning. It also uses classical book as the handbook of Islamic material such as the lesson of *Akidah Akhlak, Al-Qur'an Hadits, Fiqih, Sharaf, Nahwu, Ushul*

Fiqh, and *Qira'ah Fiq*h. The curiculum of MA Salafiyah take from the curriculum of Indonesian education, but for the handbook, MA Salafiyah compile by itself from some classical books as the references.

In addition, MA Salafiyah has unique characteristic such as the class setting, environment, the teachers, and the students. Female students and male students are separated in the process of teaching learning. All of female teachers teach in female class and male teacher may teach in both of class, female classes and male classes.

The daily activity of students and teachers in MA Salafiyah is identically religious. The holiday in every week is Friday. If there is national holiday, the teachers and students settled to do activities like usual. Beside it, MA Salafiyah also has many extracurricular activities such as SEC (Salafiyah English Club), SAC (Salafiyah Arabic Club), theater, classical book class, sports, *hadrah,* Marching Band, and many others.

MA Salafiyah is located in Kajen that is surrounded by Islamic boarding school because Kajen usually called as *"Desa Santri"*. Most of the students and the teachers are *santri*. Their daily learning is also identically with classical book. So, the students are more master Arabic grammar than English grammar.

B. The Availability of Arabic Resources Facilitating Students' English Learning

Fred Percival and Henry Ellington state that learning resource is a set of materials or learning situation which are intentional created in order that student are able to learn individually.[43] There are many resources can be used in teaching learning process such as books, module, internet, journal, and some others. Specifically, learning resource used by English teachers and students in MA Salafiyah was a handbook provided by government that was distributed generally to all students in senior high school level; Pathway to English for SMA/MA published by Erlangga. Sometimes the teachers used internet as the second resource and adjust the material discussed in the class.

Nowadays, there are many books published by using bilingual or multilingual such as dictionary, for example English-Indonesian dictionary, English-Arabic dictionary, English-Arabic-Indonesian dictionary. These books are usually used by students as secondary book for their individual learning activity. The book serves pictures, games, and colorful appearance. It purposes to interest students' attention. So, they will also be interested and learning the book.

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[43] Fred Percival and Henry Ellington, *A Handbook of Educational Technology,* (London: Kogan Page, 1993), p. 71-72.

In a dialogue with the students of MA Salafiyah they stated that there was no students of MA Salafiyah especially in eleventh grade who used bilingual or multilingual dictionary as their learning media especially English-Arabic, the teacher didn't either. The teacher never used bilingual or multilingual dictionary as the resource of teaching learning process. So, students and teacher need a resource of English-Arabic module to facilitate their English language learning and to increase their competence of English language learning especially English basic grammar.

C. The Extent of the Need of Developing English-Arabic Basic Grammar Bilingual Module

Before developing English-Arabic grammar bilingual module based on the steps from Sugiyono that used research and development method, this research gained the extent needed of developing the product. The extent needed was analyzed by using need analysis. There were two need analyses used in this research; students' need analysis and teacher's need analysis. Researcher used questionnaire for students' need analysis, while teacher's need analysis used interview.

a. Students' Need Analysis

Students' need analysis was undertaken through questionnaire which consists of 25 questions before the developing of the product. It was conducted on 1st of March

2018. Based on the result, there were some problems faced by students in English learning process and also some potential can be developed into the development of product.

In rate of 43.75%, students argued that the most difficult material of English lesson are Preposition, Verb Tense (Simple Present Tense and Simple Past Tense), and Passive Voice from eight basic grammar material mentioned in the questionnaire of students' need analysis. Sometimes, students know the relation of English-Arabic basic grammar but they don't know more rated in 50% while other students don't know both of the relation at all. Furthermore, in rate 56.25% mentioned that students agreed toward English-Arabic basic grammar bilingual module because it was very helpful. Students' responses toward additional module was 93.75% very helpful.

The extent of need of English-Arabic basic grammar bilingual book then was measured by the formula:

Score (%) : $\dfrac{total\ score\ of\ need\ analysis\ component}{maximal\ score}$ x 100%

The result of the computation then was measured by the criteria as shown in the table below:

No.	Percentage	Criteria
1.	80.01%-100%	Very needed
2.	60.01%-80%	Needed

3.	40.01%-60%	Needed Enough
4.	20.01%-40%	Less Needed
5.	0.01%-20%	Not needed

Table 4.1. The criteria of Extent Needed of Developing Product

Based on the result above, the extent of developing English-Arabic basic grammar bilingual module was needed in rate of 60.99%.

b. Teacher's Need Analysis

In line with findings above, the interview to English teacher also met some results. English teacher faced some problems in teaching English grammar. The first problem came from students itself. Teacher found that students' are low in learning motivation, students' free in using media electronic like smartphone, laptop and internet connection.

Based on the interview result, developing English-Arabic basic grammar bilingual module was needed. Teacher's problem in teaching basic grammar was limited in time allocation. Students often disconnected to teacher's explanation of English basic grammar. Students were interested in challenge material such as passive voice. In line, students' capacity of Arabic grammar was higher than English basic grammar. It was showed by the score result of student evaluation. So, by

using English-Arabic basic grammar bilingual module the teaching learning process was more effective.

D. Development of English-Arabic Basic Grammar Bilingual Module

This research was intended to meet the procedure of developing English-Arabic basic grammar bilingual module. There were seven cycles which were taken in this research to develop the product based on Sugiyono model that is discussed below.

1. **Identifying Problem and Potential**

Based on the observation on 22nd of February 2018, English learning process at MA Salafiyah had implemented 2013 curriculum. The facilities provided by the school are such as language laboratory, LCD Projector, support the learning process. Even so, it had not been utilized properly yet. The school's environment at MA Salafiyah Kajen was also supplied comfortable place and enjoyable atmosphere for teaching learning process.

MA Salafiyah Kajen is a school that has Islamic basic. Classical book is one of learning media used by teacher of MA Salafiyah to teach Arabic grammar. Classical book is a book that used Arabic language to explain the content of the book. Daily students' activity was always included by Arabic language especially Arabic grammar. Because, to understand

the content of classical book they learned, students have to comprehend the Arabic grammar.

Teaching learning activity of Arabic grammar has more time allocation than teaching learning activity of English. So, students understand Arabic grammar more comprehensively than English grammar. This conclusion based on the average score result of students' learning of English and Arabic grammar lesson. In rate of 82.5 students' average score of Arabic grammar lesson was higher than students' average score result of English basic grammar (79.125).

Arabic basic grammar was as the facility for students to be more comprehend English basic grammar. It helped students to be easier in understanding English basic grammar by using English-Arabic basic grammar bilingual module. Because, the rate of students' evaluation score in Arabic basic grammar was higher than that in English basic grammar.

Many students were confused to remember or to understand English grammar because the structure was complicated. Actually, both of English and Arabic basic grammar have some similarities in the basic items like the structure. Both of them are just different on the term or language. In fact, English teacher never explain the material by correlating to Arabic grammar, so did not the Arabic teacher either. In other way, students must understand

grammar comprehensively, because grammar is one of important aspect in language learning.

Afterwards, English teachers mostly still use conventional method such as lecturing to deliver material. It was not bad actually, however, English learning process become monotonous and lack of students' feedback. In addition, there were no appropriate learning media which can be used to learn English basic grammar. Hence, it was needed the new English learning media which contained English-Arabic basic grammar bilingual module to teach English basic grammar.

a. Students' Need Analysis

Students' need analysis was undertaken through questionnaire which consists of 25 questions before the development of the product. Based on the result, there were some problems faced by students in English learning process and also some potential can be developed into the development of product. In rate of 60.99% based on the result of students' need analysis, developing English-Arabic basic grammar bilingual module was needed.

Beside those, the learning media used by students in MA Salafiyah Kajen was students' handbook provided by Indonesian government and students' worksheet (*LKS*) and a handbook entitled Pathway to English published by

Erlangga. However, the researcher identified that the content of those book did not consist of Arabic grammar as the basic competence of the students. Moreover, those books were provided generally for students of senior high school and Islamic senior high school that basically has different competence in understanding language learning. Students' of Islamic senior high school have more time allocation in Arabic lesson than English lesson. There are six lessons that learned by the students which use Arabic grammar as the tool of understanding the content of those handbook (classical book). The six material are, *Akidah Akhlak, Al-Qur'an Hadits, Fiqih, Sharaf, Nahwu, Ushul Fiqh,* and *Qira'ah Fiqh.* Each of those book are using classical book. So, students of MA Salafiyah need special book which discuss English-Arabic basic grammar.

b. Teacher's Need Analysis

In line with findings above, the interview to English teacher also met some results. English teacher faced some problems in teaching English grammar. The first problem came from students itself. Teacher found that students' are low in learning motivation, students' free in using media electronic like smartphone, laptop, and internet connection.

In this case, actually teacher had some tricks to motivate students. He also gave assignment in many types

for students in order that they would not cheat each other. Sometimes, teacher also used another source from internet like videos, songs, and many others. Another problem was caused by limit of time. This was also bounded to explore students' learning activities. Actually, students were able to understand English and Arabic grammar well because they have good basic in Arabic language. But, the time allocation was limited so teacher did not explain more about grammar, moreover to relate it to Arabic basic grammar. Based on problems and potentials above, students' need a learning media contained of English-Arabic basic grammar bilingual module.

2. **Designing Module**

The module was designed from March 2018 to May 2018. The result of module design was as follow:

j. Cover

k. Preface

l. Table of Content

m. Introduction includes core competence and basic competence, indicator, learning aim, framework of content.

n. Content:

5) Song lyrics.

6) Content A discussed about preposition.

7) Content B discussed about verb tense (simple present and simple past).

8) Content C discussed about passive voice.

Content A discussed Preposition in six stages learning and in exploring stage there was a discussion about Preposition in Arabic version. While content B and C discussed Verb Tense and Passive Voice. Both of them were served in one set of six stages learning. As the previous chapter in exploring chapter there was discussion about Verb Tense and Passive in Arabic version. Every sub content there were some examples, exercises to check students' understanding of the material discussed, and simple motivation words.

o. Reflection and motivation in every chapter.

p. Summary in the last chapter.

q. References.

r. Writer's profile.

The book was printed colorful in A4 paper size.

3. **Validating of English-Arabic Basic Grammar bilingual module**

The result of designing prototype product then was validated by expert validation; internal validation and external

validation. Internal validation was an English lecturer at Walisongo State University (Siti Tarwiyah, M. Hum.) which was conducted at 11th of May 2018. In advance, external validation was done at 25th of May 2018 by an English Teacher at MA Salafiyah Kajen Pati (Wiwied Sartawi, S. Pd.)

There were four main components should be evaluated by the experts validation, they were: 1) content feasibility aspect, 2) language feature aspect, 3) appearance aspect, 4) graphical aspect. The result of validation showed in the table below:

No	Component	V.1	V.2
CONTENT FEASIBILITY ASPECT			
1	The conformity with CC and BC	4	4
2	The material accuracy	4	5
3	The current material	4	4
4	The benefit to build up students' knowledge	4	5
LANGUAGE FEATURE ASPECT			
1	The clarity of Information	3	5
2	The conformity of language feature	3	5
ASPECT OF APPEARANCE			
1	Appearance favour	3	4
2	Learning appearance	3	5
GRAPHICAL ASPECT			
1	Module appearance	3	5
2	The graphical validity	3	4
3	The worthiness of appearance	4	3
	TOTAL	38	49
	PERCENTAGE	69.09%	89.09 %
	CRITERIA	**Less (Need many Revision**	**Valid**

	)	

Table 4.2 Validation Value of Experts' Validation

The result showed that prototype of product from expert validation 1 was less and need many revisions before be implemented in English learning process. So, researcher conducted the revision based on expert advices.

Here are the advices from expert validation:

1. Internal Validator (Siti Tarwiyah, M. Hum.)

   a. Chapter 1:

      1) Some instructions sentence need to be re-constructed to meet with grammatically and understandable sentences.

      2) The explanation of material should be in "Explaining" stage.

      3) Add new page content English-Arabic examples in a table.

      4) Move task to into "Associating" stage.

      5) Add "Creating" stage consist of Task 3.

      6) Diction and instruction of "Reflection" should be changed.

   b. Chapter 2:

      1) Add "Learning Aims" in chapter 2.

      2) Add song lyrics as examples.

3) Add new page content English-Arabic examples in a table.

4) Add song lyrics into "Questioning" stage as the stimulus for students to ask questions.

5) Add "Creating" stage consist of Task 5 and Task 6.

2. External Validation

There was no revision from expert validation 2. However, there was an advice to develop the product to be better; the product was good and helpful for students and teacher in teaching learning process especially in basic grammar material.

4. **Revising Module English-Arabic Basic Grammar bilingual module**

Revision of product was needed before implemented in the learning process. The revisions of prototype product were conducted based on the advices of experts' validation. The revisions were as follow:

a. First Chapter

1) Some instructions sentence need to be re-constructed to meet with grammatically and understandable sentences. The appearance of module before and after being revised shown in the figure 4.1

4.1 a)   4.1 b)
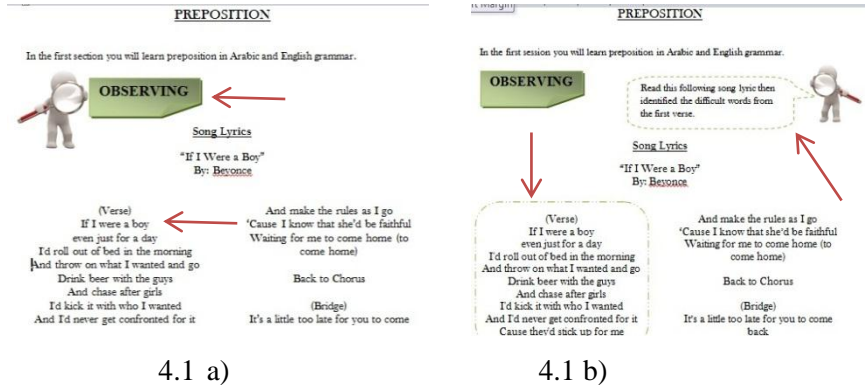
Figure 4.3 (a) the module appearance before revision,

(b) the module appearance after being reconstructed

2) The explanation of material should be in "Exploring" stage. The appearance of module before and after being revised shown in the figure 4.2.

(a)   (b)
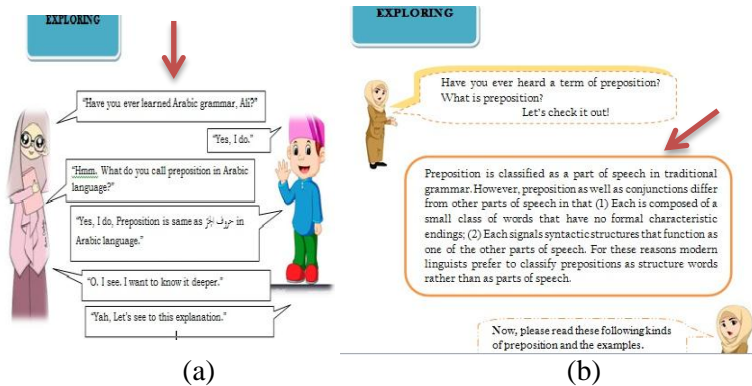
Figure 4.2 (a) the module appearance before revision,

(b) the module appearance after being reconstructed

3) Add new page content English-Arabic examples in a table. The appearance of module before and after being revised shown in the figure 4.3.

Active form (Past)	Passive form	معلوم	مجهول
I opened the door.	The door was opened.	فتحتُ الباب.	فُتِحَ الباب.
He transported to the hospital.	He was transported to the hospital	نقل إلى المستشفى.	نُقِلَ إلى المستشفى.
It wrote in Hebrew characters.	It was written in Hebrew characters.	كتب بالحروف عبريّة.	كُتِبَ بالحروف عبريّة.
It found in the stable.	It was found in the stable.	وَجَدَ في الإسطبل.	وُجِدَ في الإسطبل.
The letter sent from America.	The letter was sent from America.	أرسل الرسالة من أمريكا.	أُرسِلَت الرسالةُ من أمريكا.

Active Form (Present)	Passive Form	معلوم	مجهول
He asks about the policy.	He is asked about the policy.	يسألُ عن السياسة.	يُسألُ عن السياسة.
He announces the news now.	The news is announced by him now.	هو يُعلن الخبر الآن.	الخبر يُعلَنُ الآن.
We appoint this girl as secretary.	This girl is appointed as secretary.	نُعيِّن هذه البنتَ سكرتيرة.	تُعيَّنُ هذه البنتُ سكرتيرةً.
They consider this book as an important source.	This book is considered as an important source.	يعتبرونَ هذا الكتابَ مصدراً مهماً.	يُعتَبَرُ هذا الكتابُ مصدراً مهماً.
They sentenced them to prison.	They were sentenced to prison.	حكموا عليهم بالسجن.	حُكِمَ عليهم بالسجن.

Figure 4.3. Revision appearance

4) Move Task 2 from "Exploring" into "Associating" stage. The appearance of module before and after being revised shown in the figure 4.4.

(a)   (b)

Figure 4.4 (a) the module appearance before revision,
(b) the module appearance after being reconstructed

5) Add "Creating" stage consist of Task 3. The appearance of module before and after being revised shown in the figure 4.5.
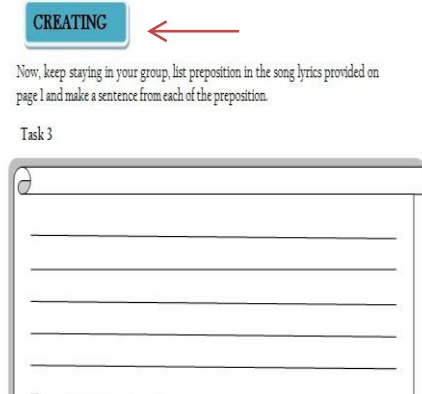
Figure 4.5. Revision appearance

6) Diction and instruction of "Reflection Sheet" should be changed to be "Reflection". The revision could be seen in the figure 4.6.

4.6 (a)   4.6 (b)
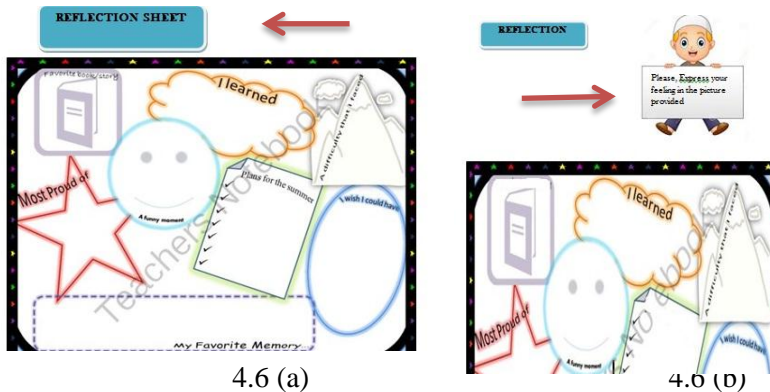
Figure 4.6 (a) The module appearance before revision, (b) The module appearance after revision

b. Second Chapter

1) Add "Learning Aims" in chapter two. The revised version shown in the figure 4.7.
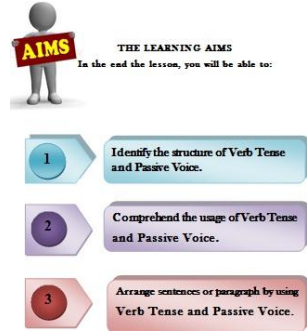
Figure 4.7. (a) revision of appearance

2) Add song lyrics as examples. The revised version shown in figure 4.8.

| 4.8 (a) | 4.6 (b) |

Figure 4.8 (a) The module appearance before revision,

(b) The module appearance after revision

3) Add new page content English-Arabic as examples in a table. The revised version shown in figure 4.9.

Figure 4.9. Revision of appearance

4) Add song lyric into "Questioning" stage as the stimulus for students to ask question. The revised version shown in figure 4.10.

4.10 (a)   4.10 (b)

Figure 4.10 (a) before revision, (b) after revision

5) Add "Creating" stage consist of Task 5 and Task 6. The revised version shown in figure 4.11.

CREATING

Please work individually!

Task 5

Please arrange an active sentence in past form from these following verbs by your own words.

Drive   = _____

Kill   = _____

Construct = _____

Task 6

Please arrange a passive sentence in present form from these following verbs by

Figure 4.11. Revision of appearance

After revising the product based on expert validation advices, the module then was validated for the second validation by internal expert validation that was conducted on 20th of May 2018. The result of second expert validation is shown in the table below;

Component	V.1
CONTENT FEASIBILITY ASPECT	
The conformity with CC and BC	4
The material accuracy	4
The current material	4
The benefit to build up students' knowledge	5
LANGUAGE FEATURE ASPECT	
The clarity of Information	4
The conformity of language feature	4
ASPECT OF APPEARANCE	
Appearance favour	4

Learning appearance	4
GRAPHICAL ASPECT	
Module appearance	5
The graphical validity	5
The worthiness of appearance	4
TOTAL	47
PERCENTAGE	**85.45%**
CRITERIA	**Valid**

Table 4.3. Second Validation Value of Experts' Validation

Based on the result above, it can be concluded that the module was valid without any revisions and ready to be implemented in the preliminary field testing in small-scale group.

6) Preliminary Field Testing

The module revised then ready to be implemented in preliminary field testing in small-scale group. The sample of preliminary field testing was selected through purposive sampling since this research has specific purpose. The module developed conducted to the nine students of XI F which was selected by some criteria, those were 3 students' with high comprehension level, 3 students' with medium comprehension level, and 3 students with low comprehension level.

The selection of criteria was intended to meet with students' feasibility and students' difficulty in utilizing module developed. Before implementing the product, pre-test was conducted to figure out students' first condition in basic

grammar. The module developed was implemented in two meetings which appropriated with the time allocation at MA Salafiyah. The researcher then divided students into 3 groups. Each group consisted of 3 students with different comprehension level.

In the first meeting, students' discussed about preposition in English and Arabic grammar through song lyric. Further, in the following meeting, students' learnt about verb tense and passive voice in English and Arabic grammar through song lyric also. Students' completed the activity provided in the module in group.   However, each student should have their own work. In the end of the study, post-test was carried out to find whether there was significance between before and after the implementation of product developed. The pre-test and post-test result is shown in the table below:

Variance sources	Pre-Test	Post-Test
SUM	610	684
N	9	9
$\bar{X}$	67,77778	76
Variance (s^2)	41,94444	24,75
Standard Deviation	6,476453	4,974937

Table 4.4. The Score of Pre-Test and Post-Test of Preliminary Field Test

From the data, $t_{count} > t_{table}$ which meant that there was significance between pre-test and post-test result which was indicated that students' basic grammar was better after

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utilizing the module developed than before utilizing it. Besides post-test, students were asked to give their perspective of module developed through questionnaire. There were seven components investigated in questionnaire to find out students' feasibilities and their difficulties after being implemented by module developed.

The average score of students' perception was 78.25% that meant good and the percentage score was 78.25% meant good. However, revision was still need to be conducted. Revision put based on students' questionnaire; the writing of Arabic material should be given wowel (in Arabic grammar). The revision showed in the figure 4.12.
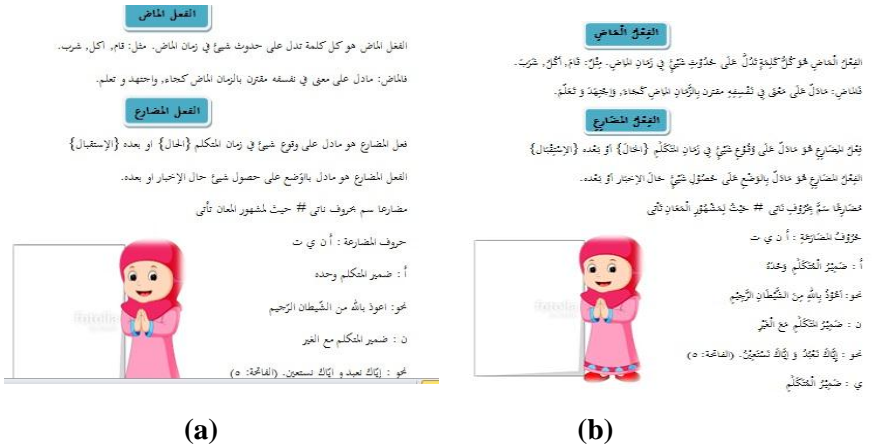
Figure 4.12. (a) The module appearance before revised, (b) The module appearance revised of module cover

7) Main Field Testing

The implementation of module revised was tried out in the main field testing in large-scale group. The testing was conducted at XI F (32 students) and XI E (34 students) using pre-post control design which was divided into experimental and control classes. Pre-test was carried out before the implementation of module to determent the normality, homogeneity of both classes. Post-test also was carried out after the implementation of module to detect the significance after using the module. The module was implemented in three meeting. The pre-test was conducted a week before post-test. The result of pre-test and post-test of control class is shown in figure 4.13 (a), while the result pre-test and post-test of experimental class is shown in figure 4.13 (b) below.

Pre Test Kontrol	Mean		65.76	1.741
	95% Confidence Interval for Mean	Lower Bound	62.22	
		Upper Bound	69.31	
	5% Trimmed Mean		65.68	
	Median		66.00	
	Variance		103.094	
	Std. Deviation		10.154	
	Minimum		50	
	Maximum		83	
	Range		33	
	Interquartile Range		17	
	Skewness		.008	.403
	Kurtosis		-1.066	.788
Post-Test Kontrol	Mean		63.35	2.201
	95% Confidence Interval for Mean	Lower Bound	58.87	
		Upper Bound	67.83	
	5% Trimmed Mean		63.76	
	Median		62.50	
	Variance		164.720	
	Std. Deviation		12.834	
	Minimum		33	
	Maximum		83	
	Range		50	
	Interquartile Range		25	
	Skewness		-.169	.403
	Kurtosis		-.415	.788

Figure 4.13. (a) The Score of Pre-Test and Post-Test of Main Field Test in Control Class

Descriptives

	Kelas				Statistic	Std. Error
Hasil Belajar Siswa	Pre-Test Experimen	Mean			63.59	1.636
		95% Confidence Interval for Mean	Lower Bound		60.26	
			Upper Bound		66.93	
		5% Trimmed Mean			63.33	
		Median			63.50	
		Variance			85.604	
		Std. Deviation			9.252	
		Minimum			50	
		Maximum			83	
		Range			33	
		Interquartile Range			15	
		Skewness			.454	.414
		Kurtosis			-.553	.809
	Post-Test Experimen	Mean			77.97	1.620
		95% Confidence Interval for Mean	Lower Bound		74.66	
			Upper Bound		81.27	
		5% Trimmed Mean			77.74	
		Median			79.00	
		Variance			84.031	
		Std. Deviation			9.167	
		Minimum			60	
		Maximum			100	
		Range			40	
		Interquartile Range			13	
		Skewness			.241	.414
		Kurtosis			-.098	.809

Figure 4.13. (b) The Score of Pre-Test and Post-Test of Main Field Test in Experimental Class

a) The score of initial ability (Pre-test)

Based on the calculations of normality and homogeneity test from class XI F as the experimental class and class XI E as the control class were normal distribution and homogeneous.

b) The score of final ability (Post-test)

The result of this research obtained the significant score of experimental class was 77.97 which were higher than the result of control class 63.35. The average score of experimental class was 77.97 and standard deviation (s) was 9.167. Teaching

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basic grammar in experimental class by English-Arabic basic grammar bilingual module developed can encourage the students to be more active and motivated in learning activities. English-Arabic basic grammar bilingual module to basic grammar could create comfortable atmosphere and made students easier to understand the material. It could be seen on average score of experimental class which had better result than control class.

The average score of control class was 62.69 and standard deviation (s) was 12.742. Teaching basic grammar at control class by students' handbook provided by government made the students do not quite understand about English basic grammar because they prefer master Arabic grammar than English grammar and it does not contained Arabic basic grammar.

Based on the result of calculation t-test was obtained t_{count}: 5.294 and t_{table} 2.037. This showed that $t_{count} > t_{table}$ (t_{count} is smaller than t_{table}). It can be concluded that there was a significant difference between basic grammar of students taught by bilingual book and students taught by students' English handbook.

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8) Final Revision

Some revisions of English-Arabic basic grammar bilingual module ware conducted to meet with the feasibility and the suitable of module developed. The final version of module developed is shown the appendix.

The result of post-test was higher than pre-test. This condition was supported by the background of the students that they have better capability in Arabic than English proved by the average score of their daily assignment in English and Arabic lesson. So, when the students are given Arabic basic grammar as their facilitation to learn English, their score increased significantly.

This research was same with the research conducted by M. Syafei, Rismiyanto, and Agung Dwi Nurcahyo entitled ARALISH: a New Phenomenon in Teaching English as Foreign Language (TEFL).[44] This objective of this research was to explain the achievement of Students' English of the LBA MA NU (grammar mastery, pronunciation mastery, and morphology mastery before being taught by using ARALISH CA in academic year 2010/2011 and to expalin the achievement of Students' English of the LBA MA NU (grammar mastery, pronunciation mastery, and morphology

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[44] M. Syafei, *ARALISH: a New Phenomenon in Teaching English as Foreign Language (TEFL),* journal UMK, volume 5, number 1, June 2012.

mastery after being taught by using ARALISH CA in academic year 2010/2011.

The result of pre-test in the English grammar mastery of LBA students of MA NU TBS in academic year 2010/2011 before being taught by using ARALISH CA was categorized as sufficient, but it surprised the researcher because the students were taught English four times a week. Only some students who got good result in pre-test. The highest score was 92.5 and the lowest score was 40. The score of mean and standard deviation were 65.72 and 13.28.It could happen because they were not interested in English learning. The students prefer to learn Arabic moreover Arabic grammar because it was easier.

The result of post-test after being taught by using ARALISH CA increased well. It showed that their English grammar mastery improved. The highest score was 100 and the lowest score was 42.5. The mean score and the standard deviation were 73.36 and 11.61. More than 50% of them got good score and their result was categorized as good.

Based on the previous research above, it proved that there was similarity between English grammar and Arabic grammar. There was significant result of students learning of English grammar by using Arabic grammar. Moreover, for students who have good competence in Arabic grammar than

English grammar. It eases students to learn English grammar by using English-Arabic basic grammar bilingual module.

E. Limitation of the Research

   The limitation of this research was the time of research. This research was the final project of the researcher that must be final in a short time. Because of the limited time, pre-test was conducted a week before post-test. This condition affected the students to still remember their answer in pre-test. So, students may avoid repeating the same mistakes.

   This research also was limited by the similarity of instrument pre-test and post-test. Pre-test was conducted before the researcher gave students treatment to learn English by using English-Arabic basic grammar bilingual module. While post-test was conducted after the researcher gave the students treatment to learn English by using the product of this research. This condition very possibly affected students' ease to answer the questions of post-test. Based on the limitations above, the result of post-test was higher than pre-test.

CHAPTER V
CONCLUSION AND RECOMMENDATION

The conclusions and recommendations given of this research are described as follows.

A. Conclusion

Based on the result of findings and analysis, it can be concluded that:

1. The availability of English resources facilitating students' English learning in MA Salafiyah Kajen Pati was unavailable.

2. The extent of the need of English-Arabic basic grammar bilingual module based on need analysis was needed in rate of 60.99%.

3. The development of English-Arabic basic grammar bilingual module had been done through research and development in the following procedures: 1) identifying problem and potential, 2) designing English-Arabic basic grammar bilingual module, 3) validating the English-Arabic basic grammar bilingual module, 4) revising the English-Arabic basic grammar bilingual module, 5) preliminary field testing of English-Arabic basic grammar bilingual module, 6) main field testing of English-Arabic basic grammar bilingual module, 7) final revision of English-Arabic basic grammar bilingual module.

4. The effectiveness of module developed was measured by using expert validation, the result of pre-test and post-test. The validation result of module developed was 85.45% which meant that the module was valid to be implemented. Furthermore, the pre-test and post-test value showed 63.59 and 77.97 and which indicated that there was significant dirrerence before and after the module being implemented. Students' perception of module developed reached 76.07% that showed good criteria.

B. Recommendations

This research was intended to develop new English learning source which can facilitate studnets' in English learning process. According to that, this research is need further investigations to obtain English module with better quality. By means of this reason, researcher suggests:

1. This module can be implemented in schools because it has been validated by expert validation.
2. The development of English-Arabic basic grammar bilingual module can be expanded to obtain new learning source.
3. The post-test minimally conducted two weeks after post-test.
4. The instrument of pre-test and post-test should be different to gain neutral result.
5. The development of English-Arabic basic grammar bilingual module needs to be broader not only in three basic grammar

items. Other grammar items can be developed in English learning process, for instance, regular-irregular verb, conditional sentences, degrees of comparison, transitive-intransitive sentence, verbal-nonverbal sentence and many others adjust to students' need and problems.

6. The composition of this module is needed to be re-improved to enrich students' understanding.

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Lattice of Teacher's Interview

TEACHER'S INTERVIEW TOWARDS DEVELOPING ENGLISH-ARABIC BASIC GRAMMAR IN BILINGUAL BOOK FOR ISLAMIC SENIOR HIGH SCHOOL

No	Aspect	Indicators and Purposes	No. Item	Question
1.	English material	1. To know what sources that used by the teacher in teaching learning 2. To know teacher explanation in the classroom 3. To know students' activeness in responding the material	1,2 3	1. What is the main textbook that used in the teaching learning? 2. Do you explain English material using another source (ex. module, internet)? 3. Do you explain English material with Arabic material?
2.	Students' response in learning activity		4,5,6	4. How do students condition in the classroom? 5. Do the students pay attention to the explanation? 6. How often they respond and ask question?

			7	7. What specific material of grammar that students like most?
3.	Teacher techniques in teaching learning	4. To know teacher techniques in teaching learning	8,9, 10	8. In teaching English lesson especially grammar, what method do you usually use? 9. Do the students like the method? 10. Do the students understand the lesson well?

Appendix 2

The Result of Teacher's Interview
HASIL WAWANCARA DENGAN GURU

Nama Responden   : Wiwit Sartawi, S.Pd.

Guru Pengampu   : Bahasa Inggris

Jenis Kelamin   : Laki-laki

Sekolah Tempat Mengajar   : MA Salafiyah Kajen Pati

No.	Pertanyaan	Jawaban
1.	What is the main textbook that used in the teaching learning?	Buku panduan utama dari sekolah adalah "Pathway to English For SMA/MA DRADE XI" authored by Th. M. Sudarwati.
2.	Do you explain English material using another source (ex. module, internet)?	Yes. The book are the fundamental of English basic grammar betty azhar, Look Ahead from Erlangga, and some certain material also source from internet.
3	Do you explain English material with Arabic material?	Pure English. Tidak mengaitkan dengan materi lain tapi mengaitkan dengan kondisi sosial.
4.	How do students condition in the classroom?	Interesting pada materi.

5	Do the students pay attention to the explanation?	Sebagian mengantuk karena penyakit.
6.	How often they respond and ask question?	Anak pondok lebih pasif dibanding anak umum.
7.	What specific material of grammar that students like most?	Materi yang menantang seperti passive voice.
8.	In teaching English lesson especially grammar, what method do you usually use?	Banyak hal yang menjadi penghambat. Rsedia di MA lebih sedikit. Maka, terkadang diberi tugas yang menarik seperti TTS atau bacaan. .
9.	Do the students like the method?	Mereka lebih senang dengan trik yang demikian
10.	Do the students understand the lesson well?	Tidak. Perlu penugasan mandiri.

Appendix 3

Students' List Name of XI E

1.	Nama Siswa	30.	Suci Rahayu Ningsih
2.	Ahlam Umniyatur Rohmah	31.	Sya'iqotin Nafisa
3.	Alfaya Mauna	32.	Tsintani Ikrima Roysa
4.	Anik Sharofa'atun	33.	Vinda Cahyani Putri
5.	Annisaa Febi Sholekhah	34.	Zaelani Rochmawati
6.	Chantique Bunga Nirwana		
7.	Diana Nur Fadhila		
8.	Efida Nurisa		
9.	Erika Alifatul Husna		
10.	Eva Nur Indah Sari		
11.	Fathun Ni'mah		
12.	Febi Aisya Mutiara		
13.	Fika Nadiyatu Wafrina		
14.	Fila Cahya Ningrum		
15.	Fitriana Hidayaty		
16.	Fitta Fatiha Oktavia		
17.	Ifatin Nikmah		
18.	Ika Aprilia Ningrum		
19.	Laely Roichatuz Zakiya		
20.	Lu'luul Jannah		
21.	Manunal Ahna		
22.	Naila Mardhiyah		
23.	Nirmala Dwi Sulastri		
24.	Novi Suciati		
25.	Riris Akhfiana		
26.	Sinta Prasetiyani		
27.	Siska Sofia Rachim		
28.	Siti Khumairoh		
29.	Sofia Rizka Febrianti		

Appendix 4

Students' List Name of XI F

1.	Anis Nurul Kholifah	30.	Yuni Fitriana
2.	Ainuna Nafisah	31.	Adinda Dwi Ayu Setyani
3.	Aliefvia Ainunnisa	32.	Ade Tristiana
4.	Amelia Arta Wijayanti		
5.	Antik Safitriani		
6.	Choirisima Noor Isniana		
7.	Desti Rahmadani		
8.	Dian Safitri		
9.	Elyna Hidayati		
10.	Fareka Nur Rahmawati		
11.	Fatima Tuzzahro		
12.	Hanifatus Sa'adah		
13.	Ida Ulfiana		
14.	Imamatul Husniyah		
15.	Intan Munawaroh		
16.	Ismalia Khoirun Nisa'		
17.	Julikatin		
18.	Lisa Thoharina Afifah		
19.	Mei Rina Lestri		
20.	Novia Nurur Rofi'ah		
21.	Nurin Naila Khoirun Naail		
22.	Putri Ariska Maulidina M		
23.	Ratna Azizah		
24.	Risma Ristanti		
25.	Riza Rubyatun		
26.	Sintia Kurnia Dewi		
27.	Siti Marpu'ah		
28.	Siti Nur Haniza		
29.	Uswatul Ulya		

Appendix 5

The result of daily examination of English and Arabic lesson in XI F

No Induk	Nama	B. Inggris	B. Arab
16. 9434	Anis Nurul Kholifah	79	82
16. 9410	Ainuna Nafisah	81	84
16. 9415	Aliefvia Ainunnisa	79	82
16. 9426	Amelia Arta Wijayanti	77	80
16. 9437	Antik Safitriani	84	87
16. 9449	Choirisma Noor Isniana M	76	79
16. 9451	Desti Rahmadani	75	78
16. 9457	Dian Safitri	78	81
16. 9476	Elyna Hidayati	80	83
16. 9486	Fareka Nur Rahmawati	73	76
16. 9488	Fatima Tuzzahro	85	88
16. 9498	Hanifatus Sa'adah	79	82
16. 9506	Ida Ulfiana	88	91
16. 9512	Imamatul Husniyah	76	79
16. 9516	Intan Munawaroh	78	81
16. 9520	Ismalia Khoirun Nisa'	78	81
16. 9522	Julikatin	77	80
16. 9537	Lisa Thoharina Afifah	76	79
16. 9545	Mei Rina Lestari	75	78
16. 9567	Novia Nurur Rofiah	76	79
16. 9573	Nurin Naila Khoirun Naail	84	87
16. 9577	Putri Ariska M.	77	80
16. 9581	Ratna Azizah	88	91
16. 9587	Risma Ristanti	85	88
16. 9589	Riza Rubyatun	75	78
16. 9601	Sintia Kurnia Dewi	75	78
16. 9611	Siti Marpu'ah	85	88
16. 9615	Siti Nur Haniza	81	84
16. 9634	Uswatul Ulya	82	85
16. 9643	Yuni Fitriani	82	85
16. 9660	Adinda Dwi Ayu Setyani	72	75
17.10069	Ade Tristiana	76	79

Appendix 6

Lattice of Students Need Analysis

No.	Aspect	Indicator	No. Item
1.	Personal identity of the students	To find out basic and personal information about the learners	1
2.	Goals	To find out students' expectation toward learning English. To find out students' purpose to learn English-Arabic lesson.	2,3,4
3.	Necessities	To find out students' need in learning English-Arabic basic grammar in the text based learning	5,6,
4.	Lacks	To find out the difficult material based on students' opinion To find out the gap between students existing knowledge and the required knowledge level	7,8
5.	Wants	To find out what material students want to improve To find out students' want related to the bilingual module	9,10
6.	Input	To find out the content should be carried out in English-Arabic basic grammar material	11,12,13
7.	Procedure	To find out students' want in doing task	14,15
8.	Setting	To find out students' style of learning To find out English book that they want To find out students' reaction toward bilingual module	16,17,18,19
9.	Teacher's Role	To find out teacher's role in the class To find out teacher technique in teaching learning To find out source that is used by the teacher	20,21,22
10.	Students' Role	To find out learners' role in the classroom To know students' opinion about module for their major	23,24,25,26

Appendix 7

The Result of Students' Need Analysis

No	Aspect	Question/Statement	Items	N	F	Percentage
1	**Goals**					
	Goals	The students' Expectation toward English learning	Very good	16	3	18,75%
			Good	**16**	**12**	**75%**
			Not Good	16	-	0%
			Not very good	16	-	0%
			Others	16	1	6,25%
		Students' purpose in learning English-Arabic basic grammar	To follow education system from government	16	-	0%
			To know the structure of foreign language	**16**	**11**	**68,75%**
			To follow the feeling of curious	16	-	0%
			Like English-Arabic	16	1	6,25%
			Others	16	4	25%
		Students' view about	Very interesting	16	1	6,25%

	Necessities	the compilation of English-Arabic grammar in bilingual book	**To extend knowledge**	**16**	**10**	**62,5%**
			Confusing	16	3	18,75%
			Boring	16	-	0%
			Others	16	2	12,5%
		Students' need of kind of song to learn English-Arabic basic grammar	**Romance**	**16**	**9**	**56,25%**
			Childhood	16	1	6,25%
			Religion	16	4	25%
			Classic	16	1	6,25%
			Others	16	1	6,25%
		Students' need of distich of song to de discussed	One distich	16	1	6,25%
			Two distiches	16	3	18,75%
			Three distiches	16	-	0%
			Adjust to the song	**16**	**11**	**68,75%**
			Others	16	1	6,25%
	Lacks	Students' opinion about the most difficult material of basic grammar	Noun and Pronoun, Kind of Sentence, Direct-indirect	16	6	37,5%

		necessary level	object.			
			Regular-irregular verb, Preposition, Verb Tense (Present and Past Tense)	1 6	-	0%
			Preposition, Verb Tense, Passive Voice	**1 6**	**7**	**43,75%**
			All items	1 6	1	6,25%
			Others	1 6	1	6,25%
		Students' view of their English capacity level	**Beginner**	**1 6**	**9**	**56,25%**
			Intermediate	1 6	7	43,75%
			Advance	1 6	-	0%
			Expert	1 6	-	0%
			Others	1 6	-	0%
	Wants					
		Students' opinion related	Noun and Pronoun,	1 6	-	0%

		to English language	Kind of Sentences, Direct-indirect object.			
			Regular-irregular verb, Preposition, Verb Tense (Present and Past Tense)	16	7	43,75%
			Passive Voice, Preposition	16	-	0%
			All items	**16**	**8**	**50%**
			Others	16	-	0%
		Learning Needs				
2.		Students' opinion about media learning used for English-Arabic Basic Grammar	Understand the material comprehensively	16	-	0%
			The learning process is effective and efficient	**16**	**10**	**62,5%**
			Add interest and feeling curious to learn	16	5	31,25%
			Students do not more	16	1	6,25%

		understand to the material			
		Others	1 6	-	0%
	Learning Need Input	Students' view about the content of English-Arabic basic grammar bilingual book	Consist of interested pictures	1 6	1	6,25%
			Consist of learning motivation	**1 6**	**1 2**	**75%**
			Using text in serving motivation	1 6	3	18,75%
			Able to produce learning product	1 6	-	0%
			Others	1 6	-	0%
		Students' opinion the content of every chapter	Examples	1 6	1	6,25%
			Exercises	1 6	-	0%
			Examples and exercises	**1 6**	**1 5**	**93,75%**
			Just explaining material	1 6	-	0%
			Others	1 6	-	0%
		Students' need about the material served	Short explanation about text	1 6	2	12,5%

		and material served			
		Many vocabularies in order that I understand the text	1 6	5	31,25%
		Translation of the text for the material	1 6	1	6,25%
		Many exercises and examples	**1 6**	**7**	**43,75%**
		Others	1 6	-	0%
Procedur e	Students' opinion about kind of tasks liked	Searching an article from internet	1 6	5	31,25%
		Filling blank paragraph in the text book	1 6	2	12,5%
		Small correct sentence structure	1 6	1	6,25%
		Big answering multiple choice questions	**1 6**	**7**	**43,75%**
		Others	1 6	1	6,25%

				1 6	9	56,25%
Setting		Students' opinion about doing tasks	**Individually**	1 6	9	**56,25%**
			In pair	1 6	2	12,5%
			Small group consist of3-4 persons	1 6	4	25%
			One task for the whole class	1 6	1	6,25%
			Others	1 6	-	0%
		Students' opinion toward the place of learning process	In the classroom	1 6	1	6,25%
			Out class such in the garden or another places	1 6	2	12,5%
			Library	1 6	4	25%
			Language laboratory	**1 6**	**9**	**56,25%**
			Others	1 6	-	0%
		Students' opinion toward the media learning	Book	1 6	1	6,25%
			Video	1 6	1 1	12,5%
			Music	**1 6**	**4**	**68,75%**
			Game	1 6	1	6,25%
			Others	1	-	0%

				6		
		Students' respond about the content of the module	The module content of interested pictures	1 6	1	6,25%
			The module content of complete vocabularies	1 6	5	31,25%
			The module content of grammar material that easy to be understood	**1 6**	**7**	**43,75%**
			The module content of song lyrics	1 6	3	18,75%
			Others	1 6	-	0%
		Students' respond toward additional module	**It will very be helped**	**1 6**	**1 5**	**93,75%**
			I think doesn't need additional module	1 6	-	0%
			Module will add my duty as students	1 6	-	0%
			I don't have any opinion	1 6	1	6,25%
	Teacher'		Others	1 6	-	0%

	s role	Students' opinion toward teacher's role in teaching learning	Motivate you when doing every exercise	1 6	1	6,25%
			Motivate and direct you to use your creativity	1 6	3	18,75%
			Direct students to do exercise	1 6	-	0%
			Create atmosphere for student to be active in solving problem and doing exercise	**1 6**	**1 1**	**68,75%**
			Others	1 6	-	0%
		Students' opinion toward teacher's method in teaching procedure text	Explaining material based on the book then giving some achievement	1 6	2	12,5%
			Give short explanation then give opportunity	1 6	4	25%

			for students to give opinion			
			Let students to observe the material without supervision	1 6	-	0%
			Use some interest games that motivate students	**1 6**	**7**	**43,75%**
			Others	1 6	2	12,5%
	Learner's Role	Teacher's additional source of learning	**Internet**	**1 6**	**9**	**56,25%**
			Module	1 6	3	18,75%
			Magazine	1 6	-	0%
			Newspaper	1 6	-	0%
		Students' activeness in learning process	Others	1 6	3	18,75%
		Students' opinion towards their activity while learning process	Just listen to teacher's explanation	1 6	2	12,5%
			Guided to do exercises	1 6	4	25%
			Give your question and opinion about	1 6	-	0%

				16		
			English and Arabic basic grammar			
			Discuss actively with another students to get additional knowledge	**1 6**	**9**	**56,25%**
			Others	1 6	-	0%
		Students' thought toward relation of English-Arabic grammar	Ever	1 6	2	12,5%
			Never	1 6	5	31,25%
			I just follow my teacher's explanation	1 6	1	6,25%
			Sometimes, but I don't know more	**1 6**	**8**	**50%**
			Others	1 6	-	0%
		Students' agreement toward English-Arabic basic grammar in bilingual book	Very agree because it can add my knowledge about foreign language	1 6	4	25%
			Agree, because it's	**1 6**	**9**	**56,25%**

				1 6		
			very helpful			
			Not too agree, because there was handbook	1 6	1	6,25%
			Disagree, because it adds student's confusing to understand the material	1 6	-	0%
			Others	1 6	-	0%
		Students' opinion about the capacity of English learning	I think enough, because English language is not too important	1 6	-	0%
			I think not yet, because both of the material must be connected	1 6	2	12,5%
			I need addition	**1 6**	**1 2**	**75%**

		module that discuss both of them			
		I follow what my teacher teach to us	1 6	1	6,25%
		Others	1 6	1	6,25%

Lattice of Try out Test

No.	Basic Competence	Material	Indicator	Question
1.	3.9. Interpret social function and language features of song lyrics related to adolescent life SMA/SMK/MAK 4.9. comprehend the meaning contextually related to the social function and language features of adolescent life SMA/MA/SMK/MAK	Preposition	1. Students understand the use of preposition of place. 2. Students understand the use of preposition of time. 3. Students understand the use of non separable preposition. 4. Students understand the use of separable preposition.	1,2 3,4 5,6 7,8
		Passive Voice	1. Students are able to change active form into passive form. 2. Students are able to change active form into passive form.	9,10 11,12
		Verb Tense	1. Students understand the use of past verb in a sentence. 2. Students understand the use of present verb in a sentence.	13,14,15,16,17 18,19,20

Appendix 8

The Instrument of Try out Test

1. I don't like flying, so I went to Paris by Bus and sit down ….the driver.
   a. Behind
   b. With
   c. By
   d. On
2. Mr. Sanders is not …… home now, but he will call you when he returns.
   a. At
   b. In
   c. At
   d. In
3. I think I need to study Polish…… a few months before I go there.
   a. With
   b. By
   c. For
   d. In
4. There was a lot of coughing…….the performance of Moniusko's 'Fairy Tale' symphony.
   a. During
   b. After
   c. Before
   d. Since
5. The police are looking …… a tall, black man who was seen standing outside the bank just before the robbery took place.
   a. At
   b. By
   c. In
   d. For
6. It is unlawful for parolees to associate…..known felons.

a. With
b. By
c. In
d. For

7. If you need more light to read, turn the lamp…….. next to you.
a. On
b. In
c. For
d. At

8. Smoking is forbidden, so you should put your cigarette……….
a. In
b. Off
c. At
d. Out

9. Change the sentence below into passive form…..
"Your advisor approved the topic for your research paper."
a. The topic for your research paper was approved by your advisor.
b. The topic for your research paper haveapproved by your advisor.
c. The topic for your research paper is approved by your advisor.
d. The topic for your research paper have approved by your research.

10. Change the sentence below into passive form…..
"Jackie scored the winning goal"
a. The winning goal was scored by Jackie.
b. The winning goal is scored by Jackie.
c. The winning goal are scored by Jackie.
d. The winning goal were scored by Jackie.

11. Change the sentence below into active form……
"That song was played over and over again by Steve."
a. Steve played the song over and over again

b. Steve is playing the song over and over again
c. Steve has playing the song over and over again
d. Steve are played the song over and over again

12. Change the sentence below into active form……
"The tired woman takes a much needed map."
a. A much needed map is taken by the tired woman.
b. A much needed map was taken by the tired woman.
c. A much needed map were taken by the tired woman.
d. A much needed map taking by tired woman.

13. The cashier…..the money into the account two hours ago.
a. Put
b. Puts
c. Putted
d. Putting

14. Carol ……. Until late on the weekend. Then, she ……. Out to lunch.
a. Sleeping, going
b. Slept, went
c. Slept, gone
d. Sleep, goes

15. The phone put on the table………incessantly last night.
a. Rang
b. Ring
c. Ringing
d. Rings

16. Florida ………….the twenty-seventh state in the United State on March 3, 1845.
a. Becoming
b. Became
c. Becomes
d. Become

17. Everyday, Tom …… studying hard because he …… to go to dental school.
a. Kept, intends
b. Keeps, intends

c. Keep, intended
d. Kept, intends

18. This restaurant ………… delicious food with special discount.
    a. Served
    b. Serving
    c. Serves
    d. Serve

19. The photograph …….. Sam and his friends in photograph fair.
    a. Shows
    b. Showed
    c. Show
    d. Showing

20. The police ………..that he will write a ticket if he has time today.
    a. Indicates
    b. Indicated
    c. Indicating
    d. Indicate

Appendix 10

The Result of Reliability

No	Kode	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	
																	Butir Soal					
1	UC-1	1	0	0	1	0	0	1	1	1	1	0	1	1	0	0	0	0	1	0	0	9
2	UC-2	1	1	0	1	0	0	1	0	0	1	0	1	0	1	0	0	0	0	0	0	7
3	UC-3	0	1	0	1	0	1	1	1	1	1	0	1	0	1	1	1	1	1	0	1	14
4	UC-4	1	1	1	1	0	1	0	1	0	1	0	1	0	0	1	1	0	1	1	1	13
5	UC-5	1	0	0	0	0	0	1	1	1	1	0	1	0	1	1	1	0	0	0	1	10
6	UC-6	1	1	1	0	0	1	0	0	0	1	1	1	0	1	1	1	1	0	0	1	13
7	UC-7	1	1	1	1	1	1	1	1	0	1	0	1	0	1	0	1	0	1	1	1	15
8	UC-8	1	0	1	0	0	1	1	0	0	0	0	0	0	1	0	0	1	1	0	0	7
9	UC-9	1	1	0	0	0	0	1	0	0	0	0	0	1	0	1	1	1	0	0	0	7
10	UC-10	0	1	0	1	0	1	1	1	0	1	1	1	1	1	1	1	0	1	0	1	14
11	UC-11	0	1	0	0	1	0	0	0	1	0	0	0	1	0	1	1	0	0	0	0	6
12	UC-12	0	0	1	0	0	0	1	0	0	0	0	0	1	1	1	1	1	0	0	0	7
13	UC-13	1	0	0	1	0	1	1	1	1	1	0	1	0	1	1	0	0	1	1	0	12
14	UC-14	0	0	1	0	1	0	0	1	1	0	0	0	1	0	0	0	0	0	0	0	5
15	UC-15	0	0	0	0	0	0	1	1	1	0	0	1	0	1	0	0	0	0	0	1	6
16	UC-16	0	0	0	1	1	0	1	0	0	0	0	0	1	0	1	0	0	0	0	0	5
17	UC-17	0	1	0	1	1	0	1	1	0	0	0	1	0	0	1	1	1	1	1	1	12
18	UC-18	1	1	1	1	0	1	0	1	0	1	1	1	0	0	1	1	0	1	0	1	13
19	UC-19	1	1	0	0	1	1	1	1	1	1	0	1	1	1	1	1	1	0	0	1	15
20	UC-20	1	1	1	1	0	0	1	1	1	1	0	1	0	1	0	1	1	1	1	1	15
21	UC-21	1	1	1	0	0	0	1	1	0	0	0	0	0	1	1	1	0	0	0	0	8
22	UC-22	0	0	1	1	0	1	1	1	0	0	0	0	1	0	0	1	0	0	0	0	6
23	UC-23	1	1	1	1	1	0	1	1	0	1	0	0	1	1	1	1	1	1	0	1	15
24	UC-24	0	0	1	0	1	0	1	1	1	0	1	0	0	0	1	0	0	0	0	0	8
25	UC-25	1	0	0	1	0	0	1	1	0	0	0	0	1	0	1	0	1	1	1	0	9
26	UC-26	1	0	0	1	1	1	1	1	0	1	0	1	0	1	1	0	1	0	1	1	14
27	UC-27	0	1	0	1	1	1	1	1	0	0	0	0	1	1	1	1	0	0	0	0	10
28	UC-28	1	1	1	1	1	0	1	1	1	1	0	1	1	1	1	1	0	1	1	0	16
29	UC-29	1	1	1	1	1	0	1	1	1	1	0	0	1	0	0	1	0	0	0	0	11
30	UC-30	1	1	1	1	0	0	1	1	1	1	1	0	1	0	0	1	0	0	0	0	11
31	UC-31	1	1	1	1	0	1	1	1	1	1	0	1	0	1	1	1	0	0	0	1	14
32	UC-32	0	0	0	0	1	1	1	0	0	1	0	1	0	1	0	1	0	0	0	1	8
	Jumlah	20	19	16	20	13	13	27	24	15	19	5	17	16	18	21	22	12	15	8	15	335
	n												20									
	n-1												19									
	p	0.625	0.59375	0.5	0.625	0.40625	0.40625	0.84375		0.75	0.46875	0.59375	0.15625	0.53125		0.5	0.5625	0.65625	0.6875		0.375	0.46875		0.25	0.46875

Validity

No	Kode	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	
																	Butir Soal					
1	UC-1	1	0	0	1	0	0	1	1	1	1	0	1	1	0	0	0	0	1	0	0	9
2	UC-2	1	1	0	1	0	0	1	0	0	1	0	0	1	0	1	0	0	0	0	0	7
3	UC-3	0	1	0	1	0	1	1	1	1	1	0	1	0	1	1	1	1	1	0	1	14
4	UC-4	1	1	1	1	0	1	0	1	0	1	0	1	0	0	1	1	0	1	1	1	13
5	UC-5	1	0	0	0	0	0	1	1	1	1	0	1	0	1	1	1	0	0	0	1	10
6	UC-6	1	1	1	0	0	1	0	0	0	1	1	1	0	1	1	1	1	1	0	1	13
7	UC-7	1	1	1	1	1	1	1	1	0	1	0	1	0	1	0	1	0	1	1	1	15
8	UC-8	1	0	1	0	0	1	1	0	0	0	0	0	0	1	0	0	1	1	0	0	7
9	UC-9	1	1	0	0	0	0	1	0	0	0	0	0	1	0	1	1	1	0	0	0	7
10	UC-10	0	1	0	1	0	1	1	1	0	1	1	1	1	1	1	1	0	1	0	1	14
11	UC-11	0	1	0	0	1	0	0	0	1	0	0	0	1	0	1	1	0	0	0	0	6
12	UC-12	0	0	1	0	0	0	1	0	0	0	0	0	1	1	1	1	1	1	0	0	7
13	UC-13	1	0	0	1	0	1	1	1	1	1	0	1	0	1	1	0	0	1	1	0	12
14	UC-14	0	0	1	0	1	0	0	1	1	0	0	0	1	0	0	0	0	0	0	0	5
15	UC-15	0	0	0	0	0	0	1	1	1	0	0	1	0	1	0	0	0	0	0	1	6
16	UC-16	0	0	0	1	1	0	1	0	0	0	0	0	1	0	1	0	0	0	0	0	5
17	UC-17	0	1	0	1	1	0	1	1	0	0	0	1	0	0	1	1	1	1	1	1	12
18	UC-18	1	1	1	1	0	1	0	1	0	1	1	1	0	0	1	1	0	1	0	1	13
19	UC-19	1	1	0	0	1	1	1	1	1	1	0	1	1	1	1	1	1	0	0	1	15
20	UC-20	1	1	1	1	0	0	1	1	1	1	0	1	0	1	0	1	1	1	1	1	15
21	UC-21	1	1	1	0	0	0	1	1	0	0	0	0	0	1	1	1	0	0	0	0	8
22	UC-22	0	0	1	1	0	1	1	1	0	0	0	0	1	0	0	1	0	0	0	0	6
23	UC-23	1	1	1	1	1	0	1	1	0	1	0	0	1	1	1	1	1	1	0	1	15
24	UC-24	0	0	1	0	1	0	1	1	1	0	1	0	0	0	1	0	0	0	0	0	8
25	UC-25	1	0	0	1	0	0	1	1	0	0	0	0	1	0	1	0	1	1	1	0	9
26	UC-26	1	0	0	1	1	1	1	1	0	1	0	1	0	1	1	0	1	0	1	1	14
27	UC-27	0	1	0	1	1	1	1	1	0	0	0	0	1	1	1	1	0	0	0	0	10
28	UC-28	1	1	1	1	1	0	1	1	1	1	0	1	1	1	1	1	0	1	1	0	16
29	UC-29	1	1	1	1	1	0	1	1	1	1	0	0	1	0	0	1	0	0	0	0	11
30	UC-30	1	1	1	1	0	0	1	1	1	1	1	0	1	0	0	1	0	0	0	0	11
31	UC-31	1	1	1	1	0	1	1	1	1	1	0	1	0	1	1	1	0	0	0	1	14
32	UC-32	0	0	0	0	1	1	1	0	0	1	0	1	0	1	0	1	0	0	0	1	8
	r-tabel	0.444	0.444	0.444	0.444	0.444	0.444	0.444	0.444	0.444	0.444	0.444	0.444	0.444	0.444	0.444	0.444	0.444	0.444	0.444	0.444	
	r-hitung	0.4625063	0.55715	0.17276	0.48129	0.07232	0.47963	0.05869	0.49872	0.16342	0.63121	0.31695	0.63831	-0.24551	0.45021	0.27101	0.4843	0.1573	0.4914	0.46723	0.61895	
	Kriteria	Valid	Valid	Tidak	Valid	Tidak	Valid	Tidak	Valid	Tidak	Valid	Tidak	Valid	Tidak	Valid	Tidak	Valid	Tidak	Valid	Valid	Valid	

Difficulty Level

No	Kode	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	Jumlah
1	UC-1	1	0	0	1	0	0	1	1	1	1	0	1	1	0	0	0	0	1	0	0	9
2	UC-2	1	1	0	1	0	0	1	0	0	1	0	0	1	0	1	0	0	0	0	0	7
3	UC-3	0	1	0	1	0	1	1	1	1	1	0	1	0	1	1	1	1	1	0	1	14
4	UC-4	1	1	1	1	0	1	0	1	0	1	0	1	0	0	1	1	0	1	1	1	13
5	UC-5	1	0	0	0	0	0	1	1	1	1	0	1	0	1	1	1	0	0	0	1	10
6	UC-6	1	1	1	0	0	1	0	0	0	1	1	1	0	1	1	1	1	0	0	1	13
7	UC-7	1	1	1	1	1	1	1	1	0	1	0	1	0	1	0	1	0	1	1	1	15
8	UC-8	1	0	1	0	0	1	0	0	0	0	0	0	1	0	0	1	1	0	0	0	7
9	UC-9	1	1	0	0	0	0	1	0	0	0	0	0	1	0	1	1	1	0	0	0	7
10	UC-10	0	1	0	1	0	1	1	1	0	1	1	1	1	1	1	1	0	1	0	1	14
11	UC-11	0	1	0	0	1	0	0	0	1	0	0	0	1	0	1	1	0	0	0	0	6
12	UC-12	0	0	1	0	0	0	1	0	0	0	0	0	1	1	1	1	1	0	0	0	7
13	UC-13	1	0	0	1	0	1	1	1	1	0	1	0	1	1	0	0	1	1	0	0	12
14	UC-14	0	0	1	0	1	0	0	1	1	0	0	0	1	0	0	0	0	0	0	0	5
15	UC-15	0	0	0	0	0	0	0	1	1	1	0	0	1	0	1	0	0	0	0	1	6
16	UC-16	0	0	0	0	1	0	1	0	0	0	0	0	1	0	1	0	0	0	0	0	5
17	UC-17	0	1	0	1	1	0	1	1	0	0	0	1	0	0	1	1	1	1	1	1	12
18	UC-18	1	1	1	1	0	1	0	1	0	1	1	1	0	0	1	1	0	1	0	1	13
19	UC-19	1	1	0	0	1	1	1	1	1	1	0	1	1	1	1	1	1	0	0	1	15
20	UC-20	1	1	1	1	0	0	1	1	1	1	0	1	0	1	0	1	1	1	1	1	15
21	UC-21	1	1	1	0	0	0	1	1	0	0	0	0	1	1	1	1	0	0	0	0	8
22	UC-22	0	0	1	1	0	1	1	1	0	0	0	0	1	0	0	0	1	0	0	0	6
23	UC-23	1	1	1	1	1	0	1	1	0	1	0	0	1	1	1	1	1	0	0	1	15
24	UC-24	0	0	1	0	1	0	1	1	1	1	0	1	0	0	0	1	0	0	0	0	8
25	UC-25	1	0	0	1	0	0	1	1	0	0	0	0	1	0	1	0	1	1	1	0	9
26	UC-26	1	0	0	1	1	1	1	1	1	0	1	1	0	1	1	0	1	0	1	1	14
27	UC-27	0	1	0	1	1	1	1	1	0	0	0	0	1	1	1	1	0	0	0	0	10
28	UC-28	1	1	1	1	1	0	1	1	1	1	0	1	1	1	1	1	0	1	1	0	16
29	UC-29	1	1	1	1	1	0	1	1	1	1	0	1	0	1	0	0	0	0	0	0	11
30	UC-30	1	1	1	1	0	1	1	1	1	1	0	1	0	0	1	0	0	0	0	0	11
31	UC-31	1	1	1	1	0	1	1	1	1	0	1	0	1	1	1	0	0	0	1	1	14
32	UC-32	0	0	0	0	0	1	1	0	0	1	0	0	1	1	0	1	0	0	0	1	8
	Jumlah	20	19	16	20	13	13	27	24	15	19	5	17	16	18	21	22	12	15	8	15	335
	Tingkat Kesukaran	0.625	0.59375	0.5	0.625	0.40625	0.40625	0.84375	0.75	0.46875	0.59375	0.15625	0.53125	0.5	0.5625	0.65625	0.6875	0.375	0.46875	0.25	0.46875	
	Status Soal	Sedang	Sedang	Sedang	Sedang	Sedang	Sedang	Mudah	Mudah	Sedang	Sedang	Sukar	Sedang	Sedang	Sedang	Sedang	Sedang	Sedang	Sedang	Sukar	Sedang	

Distinguishing Power

	Kode	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	
28	UC-28	1	1	1	1	1	0	1	1	1	1	0	1	1	1	1	1	0	1	1	0	16
7	UC-7	1	1	1	1	1	1	1	1	0	1	0	1	0	1	0	1	0	1	1	1	15
19	UC-19	1	1	0	0	1	1	1	1	1	1	0	1	1	1	1	1	1	0	0	1	15
20	UC-20	1	1	1	1	0	0	1	1	1	1	0	1	0	1	0	1	1	1	1	1	15
23	UC-23	1	1	1	1	1	0	1	1	0	1	0	0	1	1	1	1	1	0	0	1	15
3	UC-3	0	1	0	1	0	1	1	1	1	1	0	1	0	1	1	1	1	1	0	1	14
10	UC-10	0	1	0	1	0	1	1	1	0	1	1	1	1	1	1	1	0	1	0	1	14
26	UC-26	1	0	0	1	1	1	1	1	1	0	1	1	0	1	1	0	1	0	1	1	14
31	UC-31	1	1	1	1	0	1	1	1	1	0	1	0	1	1	1	0	0	0	1	1	14
4	UC-4	1	1	1	1	0	1	0	1	0	1	0	1	0	0	1	1	0	1	1	1	13
6	UC-6	1	1	1	0	0	1	0	0	0	1	1	1	0	1	1	1	1	0	0	1	13
18	UC-18	1	1	1	1	0	1	0	1	0	1	1	1	0	0	1	1	0	1	0	1	13
13	UC-13	1	0	0	1	0	1	1	1	1	0	1	0	1	1	0	0	1	1	0	0	12
17	UC-17	0	1	0	1	1	0	1	1	0	0	0	1	0	0	1	1	1	1	1	1	12
29	UC-29	1	1	1	1	1	0	1	1	1	1	0	1	0	1	0	0	0	0	0	0	11
30	UC-30	1	1	1	1	0	1	1	1	1	1	0	1	0	0	1	0	0	0	0	0	11
	P1	0.8125	0.875	0.625	0.875	0.4375	0.625	0.8125	0.9375	0.5625	0.875	0.3125	0.8125	0.375	0.6875	0.75	0.875	0.4375	0.6875	0.4375	0.75	
5	UC-5	1	0	0	0	0	0	1	1	1	1	0	1	0	1	1	1	0	0	0	1	10
27	UC-27	0	1	0	1	1	1	1	1	0	0	0	0	1	1	1	1	0	0	0	0	10
1	UC-1	1	0	0	1	0	0	1	1	1	1	0	1	1	0	0	0	0	1	0	0	9
25	UC-25	1	0	0	1	0	0	1	1	0	0	0	0	1	0	1	0	1	1	1	0	9
21	UC-21	1	1	1	0	0	0	1	1	0	0	0	0	1	1	1	1	0	0	0	0	8
24	UC-24	0	0	1	0	1	0	1	1	1	1	0	1	0	0	0	1	0	0	0	0	8
32	UC-32	0	0	0	0	0	1	1	0	0	1	0	0	1	1	0	1	0	0	0	1	8
2	UC-2	1	1	0	1	0	0	1	0	0	1	0	0	1	0	1	0	0	0	0	0	7
8	UC-8	1	0	1	0	0	1	0	0	0	0	0	0	1	0	0	1	1	0	0	0	7
9	UC-9	1	1	0	0	0	0	1	0	0	0	0	0	1	0	1	1	1	0	0	0	7
12	UC-12	0	0	1	0	0	0	1	0	0	0	0	0	1	1	1	1	1	0	0	0	7
11	UC-11	0	1	0	0	1	0	0	0	1	0	0	0	1	0	1	1	0	0	0	0	6
15	UC-15	0	0	0	0	0	0	0	1	1	1	0	0	1	0	1	0	0	0	0	1	6
22	UC-22	0	0	1	1	0	1	1	1	0	0	0	0	1	0	0	0	1	0	0	0	6
14	UC-14	0	0	1	0	1	0	0	1	1	0	0	0	1	0	0	0	0	0	0	0	5
16	UC-16	0	0	0	0	1	0	1	0	0	0	0	0	1	0	1	0	0	0	0	0	5
	P2	0.4375	0.3125	0.375	0.375	0.375	0.1875	0.875	0.5625	0.375	0.3125	0	0.25	0.625	0.4375	0.5625	0.5	0.3125	0.25	0.0625	0.1875	
	Daya Beda	0.375	0.5625	0.25	0.5	0.0625	0.4375	-0.0625	0.375	0.1875	0.5625	0.3125	0.5625	-0.25	0.25	0.1875	0.375	0.125	0.4375	0.375	0.5625	
	Kriteria soal	Baik	Baik	Jelek	Baik	Jelek	Baik	Jelek	Baik	Jelek	Baik	Baik	Baik	Jelek	Jelek	Jelek	Baik	Jelek	Baik	Baik	Baik	

Appendix 11

The Instrument of Evaluator Validation

INSTRUMEN VALIDASI MODUL
PENGEMBANGAN MODUL PEMBELAJARAN BAHASA INGGRIS
PADA MATERI *BASIC GRAMMAR* BAHASA INGGRIS-BAHASA
ARAB DALAM BUKU BILINGUAL KELAS XI MA

A. Pengantar

Berkaitan dengan pelaksanaan pengembangan modul pembelajaran Bahasa Inggris pada materi *basic grammar* bahasa Inggris-bahasa Arab dalam buku bilingual kelas XI MA, maka penulis bermaksud mengadakan validasi modul pembelajaran ini. Oleh karena itu, dimohon kesediaan Bapak/Ibu untuk mengisi angket validasi modul di bawah ini.Tujuan dari pengisian angket adalah untuk mengetahui kesesuaian pemanfaatan modul dan sebagai pengukuran kelayakan modul sehingga layak digunakan dalam kegiatan pembelajaran. Penulis sampaikan terimakasih atas kesediaan Bapak/Ibu sebagai Validator untuk modul ini.

B. Identitas Ahli

Nama   : ....
NIP   : ....
Instansi   : ....
Pendidikan   : ....

C. Petunjuk penilaian

1. Sebelum mengisi angket ini, mohon Ibu terlebih dahulu membaca atau mempelajari modul yang dikembangkan
2. Mohon Bapak/Ibu menjawab pertanyaan-pertanyaan dalam instrumen ini dengan memberi tanda (√) pada kolom yang berguna untuk menilai kualitas modul ini
3. Mohon Bapak/Ibu memberikan kritik dan saran pada lembar yang disediakan
4. Kecermatan Bapak/Ibu dalam penilaian ini sangat penulis harapkan

D. Indikator Instrumen Validasi

No	Komponen	Skor	Deskripsi
KELAYAKAN ISI			
1	Kesesuaian dengan KI, KD	5	(1) Memuat tujuan pembelajaran yang jelas, dan dapat menggambarkan pencapaian Kompetensi Inti dan Kompetensi Dasar. (2) Semua KD tersaji secara lengkap dalam materi (3) Tersedia soal-soal latihan, tugas dan sejenisnya yang memungkinkan untuk mengukur penguasaan peserta didik (4) Kontekstual, yaitu materi yang disajikan terkait dengan suasana, tugas atau konteks kegiatan dan lingkungan peserta didik.
		4	Tiga poin yang disebutkan diatas terpenuhi
		3	Dua poin yang disebutkan diatas terpenuhi
		2	Salah satu poin yang disebutkan diatas terpenuhi
		1	Tidak mencakup semua poin yang disebutkan di atas
2	Keakuratan materi	5	(1) Konsep dan definisi yang disajikan tidak menimbulkan multi tafsir (2) Materi yang disajikan sesuai dengan kenyataan dan efisien untuk meningkatkan pemahaman peserta didik (3) Contoh dan latihan soal sesuai dengan konsep materi (4) Gambar dan ilustrasi sesuai dengan kenyataan dan efisien untuk meningkatkan pemahaman peserta didik.
		4	Tiga poin yang disebutkan diatas terpenuhi
		3	Dua poin yang disebutkan diatas terpenuhi
		2	Salah satu poin yang disebutkan diatas terpenuhi
		1	Tidak mencakup semua poin yang disebutkan di atas

3	Kemutakhiran materi	5	(1) Materi yang disajikan sesuai dengan materi Bahasa Inggris yang saling terkait (2) Materi yang disajikan sesuai dengan perkembangan zaman (3) Pustaka yang dipilih mutakhir (4) Materi yang disajikan sesuai dengan kehidupan remaja
		4	Tiga poin yang disebutkan diatas terpenuhi
		3	Dua poin yang disebutkan diatas terpenuhi
		2	Salah satu poin yang disebutkan diatas terpenuhi
		1	Tidak mencakup semua poin yang disebutkan di atas
4	Manfaat untuk menambah wawasan pengetahuan		(1) Uraian dan latihan mendorong peserta didik untuk meningkatkan kemampuannya dalam menulis teks prosedur (2) Kerja kelompok yang disajikan meningkatkan kekompakan peserta didik (3) Meningkatkan motivasi belajar peserta didik (4) Meningkatkan kompetensi peserta didik.
		4	Tiga poin yang disebutkan diatas terpenuhi
		3	Dua poin yang disebutkan diatas terpenuhi
		2	Salah satu poin yang disebutkan diatas terpenuhi
		1	Tidak mencakup semua poin yang disebutkan di atas
ASPEK KEBAHASAAN			
1	Kejelasan informasi	5	(1) Bahasa yang digunakan sesuai dengan perkembangan berpikir peserta didik (2) Menggunakan tanda baca yang benar dan konsisten (3) Kalimat yang digunakan sederhana dan langsung ke sasaran (4) Kata perintah atau petunjuk jelas (5) Terdapat kosakata yang memudahkan peserta didik memahami makna teks
		4	Empat poin yang disebutkan diatas terpenuhi

		3	Tiga poin yang disebutkan diatas terpenuhi
		2	Dua poin yang disebutkan diatas terpenuhi
		1	Salah satu poin yang disebutkan di atas terpenuhi
2	Kesesuaian EYD	5	(1) Penggunaan ejaan bahasa Inggris sesuai dengan ejaan yang disepakati (2) Kebenaran penggunaan istilah (3) Pemilihan diksi yang tepat (4) Penggunaan tanda baca yang benar
		4	Tiga poin yang disebutkan diatas terpenuhi
		3	Dua poin yang disebutkan diatas terpenuhi
		2	Salah satu poin yang disebutkan diatas terpenuhi
		1	Tidak mencakup semua poin yang disebutkan di atas
ASPEK PENYAJIAN			
1	Pendukung penyajian	5	(1) Terdapat kosakata yang disusun secara alfabetis (2) Terdapat daftar pustaka (3) Terdapat rangkuman (4) Memuat informasi tentang peran modul dalam pembelajaran
		4	Tiga poin yang disebutkan diatas terpenuhi
		3	Dua poin yang disebutkan diatas terpenuhi
		2	Salah satu poin yang disebutkan diatas terpenuhi
		1	Tidak mencakup semua poin yang disebutkan di atas
2	Penyajian pembelajaran	5	(1) Penyajian materi bersifat mengajak dialog peserta didik dan berpartisipasi aktif secara mandiri (2) Konsistensi sistematika dalam penyajian materi (3) Bahasa yang digunakan membangkitkan rasa senang ketika membacanya dan mendorong peserta didik untuk mempelajari modul tersebut secara tuntas

			(4) Kalimat yang digunakan sesuai dengan kaidah dalam Bahasa Inggris
		4	Tiga poin yang disebutkan diatas terpenuhi
		3	Dua poin yang disebutkan diatas terpenuhi
		2	Salah satu poin yang disebutkan diatas terpenuhi
		1	Tidak mencakup semua poin yang disebutkan di atas
ASPEK KEGRAFIKAN			
1.	Penyajian Modul	5	(1) Sistematika penyajian dalam setiap kegiatan belajar memiliki pendahuluan, isi, dan penutup (2) Penyajian konsep disajikan secara runtut mulai dari yang mudah ke sukar, dari sederhana ke yang kompleks, dari yang dikenal sampai yang belum dikenal (3) Terdapat contoh soal yang dapat membantu menguatkan pemahaman konsep yang ada dalam materi (4) Terdapat soal latihan pada setiap akhir kegiatan belajar
		4	Tiga poin yang disebutkan diatas terpenuhi
		3	Dua poin yang disebutkan diatas terpenuhi
		2	Salah satu poin yang disebutkan diatas terpenuhi
		1	Tidak mencakup semua poin yang disebutkan di atas
2.	Kelayakan kegrafikan	5	(1) Bahasa dan gambar yang digunakan seimbang, baik ditinjau dari aspek ukuran, perbandingan bahasa dengan gambar, maupun pesan yang ingin disampaikan (2) Keterangan pada setiap gambar ditempatkan dengan ukuran yang lebih kecil dari huruf teks (3) Penempatan ilustrasi atau hiasan pada setiap halaman tidak mengganggu kejelasan informasi pada teks yang berakibat menghambat pemahaman peserta didik

			(4) Penggunaan jenis huruf sesuai dan konsisten
		4	Tiga poin yang disebutkan diatas terpenuhi
		3	Dua poin yang disebutkan diatas terpenuhi
		2	Salah satu poin yang disebutkan diatas terpenuhi
		1	Tidak mencakup semua poin yang disebutkan di atas
3.	Kualitas tampilan		(1) Desain menarik (2) Tampilan judul konsisten (3) Tata letak memudahkan pembaca dalam memahami materi (4) Ilustrasi yang digunakan sesuai dengan materi yang disajikan (5) Kejelasan tulisan dan gambar
		4	Empat poin yang disebutkan diatas terpenuhi
		3	Tiga poin yang disebutkan diatas terpenuhi
		2	Dua poin yang disebutkan diatas terpenuhi
		1	Salah satu poin yang disebutkan di atas terpenuhi

E. Lembar Penilaian

N	Komponen	1	2	3	4	5
ASPEK KELAYAKAN ISI						
1	Kesesuaian dengan KD dan KI					
2	Keakuratan materi					
3	Kemutakhiran materi					
4	Manfaat untuk menambah wawasan pengetahuan					
ASPEK KEBAHASAAN						
1	Kejelasan informasi					
2	Kelayakan penyajian materi					
3	Kesesuaian EYD					
ASPEK PENYAJIAN						
1	Pendukung penyajian					
2	Penyajian pembelajaran					
ASPEK KEGRAFIKAN						
1	Penyajian modul					

2	Kelayakan kegrafikan					
3	Kualitas tampilan					

F. Catatan

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G. Kesimpulan

Bahan ajar berbentuk modul pembelajaran Bahasa Inggris pada materi *basic grammar* bahasa Inggris-bahasa Arab dalam buku bilingual kelas XI MAini dinyatakan *):

No	Kriteria Validasi	Tingkat Validasi
1	85,01 % - 100 %	Valid (bisa digunakan tanpa revisi)
2	70,01 % - 85%	Cukup (bisa digunakan dengan sedikir revisi
3	50,01 % - 70%	Kurang (dianjurkan untuk tidak digunakan karena membutuhkan banyak revisi)
4	1% - 50%	Tidak Valid (Tidak bisa digunakan)

*) Lingkari salah satu

Semarang, ...2018

....
NIP

		4	Empat poin yang disebutkan diatas terpenuhi
		3	Tiga poin yang disebutkan diatas terpenuhi
		2	Dua poin yang disebutkan diatas terpenuhi
		1	Salah satu poin yang disebutkan di atas terpenuhi

E. Lembar Penilaian

No	Komponen	1	2	3	4	5
ASPEK KELAYAKAN ISI						
1	Kesesuaian dengan KD dan KI				✓	
2	Keakuratan materi				✓	
3	Kemutakhiran materi				✓	
4	Manfaat untuk menambah wawasan pengetahuan				✓	
ASPEK KEBAHASAAN						
1	Kejelasan informasi			✓		
2	Kelayakan penyajian materi			✓		
3	Kesesuaian EYD			✓		
ASPEK PENYAJIAN						
1	Pendukung penyajian			✓		

2	Penyajian pembelajaran				✓		
ASPEK KEGRAFIKAN					✓		
1	Penyajian modul				✓		
2	Kelayakan kegrafikan				✓		
3	Kualitas tampilan				✓		

F. Catatan

A. Chapter one
1. Tambahkan instruksi di setiap tahap pembelajaran
2. Tandai satu bait lirik lagu untuk dикерjakan
3. Penjelasan materi ada ditahap "Explaining"
4. Tambahkan halaman baru yang berisi perbandingan materi bahasa Arab dan bahasa Inggris
5. Beberapa kalimat intruksi harus tepat sasaran
6. "Task 2" masuk dalam tahap "Associating"
7. Menambah tahap "Creating" untuk "task 3"
8. Redaksi dan intruksi "Reflection" diubah

B. Chapter two
1. Tambahkan "Learning Aim" dibab 2
2. Diksi yang digunakan harus "to the point"
3. Penjelasan materi ada ditahap "Explaining"
4. Tambahkan lirik lagu sebagai contoh
5. Tambahkan tabel bahasa Arab dan bahasa Inggris
6. Masukkan "Task 2" pada tahap "Associating"
7. Tambahkan lirik lagu sebagai stimulus untuk siswa agar bertanya
8. Tambahkan tahap "creating" untuk task 5 dan task 6

G. Kesimpulan

Bahan ajar berbentuk modul pembelajaran Bahasa Inggris pada materi *basic grammar* bahasa Inggris-bahasa Arab dalam buku bilingual kelas XI MA ini dinyatakan *):

No	Kriteria Validasi	Tingkat Validasi
1	85,01 % - 100 %	Valid (bisa digunakan tanpa revisi)
2	70,01 % - 85%	Cukup (bisa digunakan dengan sedikir revisi)
3	50,01 % - 70%	Kurang (dianjurkan untuk tidak digunakan karena membutuhkan banyak revisi)
4	1% - 50%	Tidak Valid (Tidak bisa digunakan)

*) Lingkari salah satu

Appendix 13

The Result of Internal Expert Validation II

E. **Lembar Penilaian**

No	Komponen	1	2	3	4	5
ASPEK KELAYAKAN ISI						
1	Kesesuaian dengan KD dan KI				✓	
2	Keakuratan materi				✓	
3	Kemutakhiran materi				✓	
4	Manfaat untuk menambah wawasan pengetahuan					✓
ASPEK KEBAHASAAN						
1	Kejelasan informasi				✓	
2	Kelayakan penyajian materi				✓	
3	Kesesuaian EYD				✓	
ASPEK PENYAJIAN						
1	Pendukung penyajian				✓	

2	Penyajian pembelajaran				✓	
ASPEK KEGRAFIKAN						
1	Penyajian modul					✓
2	Kelayakan kegrafikan					✓
3	Kualitas tampilan				✓	

F. **Catatan**

- Revisi awal sudah diperbaiki sesuai harapan.

G. **Kesimpulan**

Bahan ajar berbentuk modul pembelajaran Bahasa Inggris pada materi *basic grammar* bahasa Inggris-bahasa Arab dalam buku bilingual kelas XI SMA/MA ini dinyatakan *).

1. Layak digunakan di lapangan tanpa revisi jika rata-rata skor = 2,75%
2. Layak digunakan di lapangan dengan revisi jika rata-rata skor = 2,50 %
3. Tidak layak digunakan dilapangan jika rata-rata skor = 1 %

*) Lingkari salah satu

Semarang, 20 Mei 2018

Siti Hariwiyah

NIP. 197210811999103 2001

Appendix 14

The Result of External Expert Validation

E. Lembar Penilaian

No	Komponen	1	2	3	4	5
ASPEK KELAYAKAN ISI						
1	Kesesuaian dengan KD dan KI				✓	
2	Keakuratan materi					✓
3	Kemutakhiran materi				✓	
4	Manfaat untuk menambah wawasan pengetahuan					✓
ASPEK KEBAHASAAN						
1	Kejelasan informasi					✓
2	Kelayakan penyajian materi					
3	Kesesuaian EYD					✓

		1	2	3	4	5
ASPEK PENYAJIAN						
1	Pendukung penyajian				✓	
2	Penyajian pembelajaran					✓
ASPEK KEGRAFIKAN						
1	Penyajian modul					✓
2	Kelayakan kegrafikan			✓	✓	
3	Kualitas tampilan			✓		

F. Catatan

- Buku yang disusun sangat bagus dan membantu

G. Kesimpulan

Bahan ajar berbentuk modul pembelajaran Bahasa Inggris pada materi *basic grammar* bahasa Inggris dan bahasa Arab dalam buku bilingual kelas XI SMA/MA ini dinyatakan *):

1. Layak digunakan di lapangan tanpa revisi jika rata-rata skor = 2,75%
2. Layak digunakan di lapangan dengan revisi jika rata-rata skor = 2,50 %
3. Tidak layak digunakan dilapangan jika rata-rata skor = 1 %

*) Lingkari salah satu

Pati, 28 Mei 2018

Wiwied Sartawi . S.Pd

NIP.

Appendix 15

Lattice of Pre-Test and Post-Test in Small Scale

No.	Basic Competence	Material	Indicator	Question
1.	3.9. Interpret social function and language features of song lyrics related to adolescent life SMA/SMK/MAK 4.9. comprehend the meaning contextually related to the social function and language features of adolescent life SMA/MA/SMK/MAK	Preposition	1. Students understand the use of preposition of place.	1,2
			2. Students understand the use of preposition of time.	3,
			3. Students understand the use of non separable preposition.	4,5
			4. Students understand the use of separable preposition.	6
		Passive Voice	1. Students are able to change active form into passive form.	7
			2. Students are able to change active form into passive form.	8
		Verb Tense	3. Students understand the use of past verb in a sentence.	9,10,
			4. Students understand the use of present verb in a sentence.	11,12

Appendix 16

The Instrument of Pre-Test and Post-Test in small scale

1. I was very hurry to go to my office, my young sister want to go with me and she run ……….me.
   a. Behind
   b. With
   c. By
   d. On
2. Maryam didn't stay ……her *Mihrab* after Isa al-Masih was born.
   e. At
   f. In
   g. At
   h. In
3. You looked so beautiful ……… your performance of acoustic last night.
   e. During
   f. After
   g. Before
   h. Since
4. She is still looking …… her smart phone since waking up at midnight.
   a. At
   b. By
   c. In
   d. For

5. Don't put everything …… until tomorrow what you can do today.
   e. In
   f. Off
   g. At
   h. Out
6. Change the sentence below into passive form…..
   "Tom blamed his brother for the dent in the car."
   e. "His brother is blamed by Tom for the dent in the car."
   f. "His brother were blamed by Tom for the dent in the car."
   g. "His brother had blamed by Tom for the dent in the car."
   h. "His brother was blamed by Tom for the dent in the car."
7. Change the sentence below into active form……
   "We mailed the package at the post office."
   e. "The package was mailed by us at the post office."
   f. "The package were mailed by us at the post office."
   g. "The package is mailed by us at the post office."
   h. "The package are mailed by us at the post office."
8. Aisyah ………….well last night and she didn't know that her child……outside alone.
   e. Sleeping, going
   f. Slept, went
   g. Slept, gone
   h. Sleep, goes

9. Muhamad SAW …………….. a prophet with a miracle of alqur'an.
   e. Becoming
   f. Became
   g. Becomes
   h. Become
10. This new café always has unique ways to ……………
    every menu served.
    e. Served
    f. Serving
    g. Serves
    h. Serve
11. The exhibition ……….many art paintings from 48
    country of the world today.
    e. Shows
    f. Showed
    g. Show
    h. Showing
12. Just now, the judge…………that the accused is not
    offending in tragedy.
    e. Indicates
    f. Indicated
    g. Indicating
    h. Indicate

Appendix 17

List Score of Pre-Test and Post-Test in Small Scale

No.	Kode	Nama	Pre-Test	Post Test
1	E-01		60	75
2	E-02		65	70
3	E-03		75	78
4	E-04		60	70
5	E-05		68	80
6	E-06		73	78
7	E-07		68	80
8	E-08		63	70
9	E-09		78	83

The Result of Pre-Test and Post-Test in Small Scale

Descriptives

Test				Statistic	Std. Error
Nilai	Pre Test	Mean		67.78	2.159
		95% Confidence Interval for Mean	Lower Bound	62.80	
			Upper Bound	72.76	
		5% Trimmed Mean		67.64	
		Median		68.00	
		Variance		41.944	
		Std. Deviation		6.476	
		Minimum		60	
		Maximum		78	
		Range		18	
		Interquartile Range		13	
		Skewness		.305	.717
		Kurtosis		-1.179	1.400
	Post Test	Mean		76.00	1.658
		95% Confidence Interval for Mean	Lower Bound	72.18	
			Upper Bound	79.82	
		5% Trimmed Mean		75.94	
		Median		78.00	
		Variance		24.750	
		Std. Deviation		4.975	
		Minimum		70	
		Maximum		83	
		Range		13	
		Interquartile Range		10	
		Skewness		-.211	.717
		Kurtosis		-1.583	1.400

Tests of Normality

		Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Test	Statistic	df	Sig.	Statistic	df	Sig.
Nilai	Pre Test	.153	9	.200*	.937	9	.546
	Post Test	.219	9	.200*	.875	9	.139

*. This is a lower bound of the true significance.
a. Lilliefors Significance Correction

Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
Nilai	Based on Mean	.443	1	16	.515
	Based on Median	.466	1	16	.505
	Based on Median and with adjusted df	.466	1	15.948	.505
	Based on trimmed mean	.457	1	16	.509

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	VAR00001	67.7778	9	6.47645	2.15882
	VAR00002	76.0000	9	4.97494	1.65831

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	VAR00001 & VAR00002	9	.768	.016

Paired Samples Test

		Paired Differences							
					95% Confidence Interval of the Difference				
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	Sig. (2-tailed)
Pair 1	VAR00001 - VAR00002	-8.22222	4.14662	1.38221	-11.40960	-5.03485	-5.949	8	.000

Appendix 19

The Instrument of Students' Perception in Small Scale

NAMA :
KELAS/NO. ABSEN   :
Jawablah pertanyaan-pertanyaan berikut dengan sebenar-benarnya!
Keterangan   :
STS   : Sangat tidak setuju
TS   : Tidak setuju
N   : Netral
S   : Setuju
SS   : Sangat setuju

1. Materi yang terdapat pada *English and Arabic Basic Grammar in Bilingual Book* mudah dipahami.

STS	TS	N	S	SS

2. *English and Arabic Basic Grammar in Bilingual Book* sangat bermanfaat bagi saya.

STS	TS	N	S	SS

3. Saya merasa senang belajar menggunakan *English and Arabic Basic Grammar in Bilingual Book*

STS	TS	N	S	SS

4. *English and Arabic Basic Grammar in Bilingual Book* sangat berpengaruh pada hasil belajar saya.

STS	TS	N	S	SS

5. *English and Arabic Basic Grammar in Bilingual Book* membauat semangat belajar saya menjadi bertambah.

STS	TS	N	S	SS

6. Bahasa yang digunakan pada *English and Arabic Basic Grammar in Bilingual Book*

STS	TS	N	S	SS

7. Tampilan *English and Arabic Basic Grammar in Bilingual Book* sangat menarik

STS	TS	N	S	SS

8. Materi yang tercantum dalam *English and Arabic Basic Grammar in Bilingual Book* membingungkan.

STS	TS	N	S	SS

9. *English and Arabic Basic Grammar in Bilingual Book* kurang bermanfaat bagi saya.

STS	TS	N	S	SS

10. Ketika belajar menggunakan *English and Arabic Basic Grammar in Bilingual Book* saya merasa agak bosan

STS	TS	N	S	SS

11. Hasil belajar saya tidak memberikan perubahan yang berarti ketika menggunakan *English and Arabic Basic Grammar in Bilingual Book*

STS	TS	N	S	SS

12. Semangat belajar saya menurun ketika belajar menggunakan *English and Arabic Basic Grammar in Bilingual Book*

STS	TS	N	S	SS

13. Bahasa yang digunakan dalam *English and Arabic Basic Grammar in Bilingual Book* sulit dimengerti.

STS	TS	N	S	SS

14. *English and Arabic Basic Grammar in Bilingual Book* tampilannya kurang menarik

STS	TS	N	S	SS

Appendix 20

The Result of Students' Perception in Small Scale

No	Nama	\multicolumn{14}{c}{No Item Angket}													Jumlah
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	
1	R-1	4	3	3	4	3	2	4	3	3	2	4	4	3	2	44
2	R-2	5	4	4	4	3	3	3	3	4	3	3	3	3	3	48
3	R-3	3	3	4	4	4	5	5	3	4	3	3	3	3	5	52
4	R-4	4	5	3	4	5	3	4	4	5	4	5	5	5	5	61
5	R-5	4	5	4	5	5	5	5	3	4	3	4	4	3	4	58
6	R-6	4	5	4	4	4	3	4	4	4	4	3	4	4	3	54
7	R-7	4	5	3	4	4	5	5	3	3	4	4	4	5	3	56
8	R-8	5	5	4	5	5	5	5	3	4	4	4	3	3	5	60
9	R-9	4	4	4	5	4	5	5	4	4	3	4	4	5	5	60
Jumlah		37	39	33	39	37	36	40	30	35	30	34	34	34	35	493
Persentase		82.2%	86.6%	73.3%	86.6%	82.2%	80%	88.8%	66.6%	77.7%	66.6%	75.5%	75.5%	75.5%	77.7%	1095.5%

Skor rata-rata $= \frac{F}{N} \times 100\%$

$$= \frac{493}{630} \times 100\%$$

$$= 78.25\%$$

Skor persentase modul: $\frac{1095.556}{1400} \times 100\%$

$$= 78.25\%$$

Appendix 21

List Score of Pre-Test and Post Test of Experimental Class

Kelas	XI F	Nilai	Nilai
Kode	Nama	Pretest	Post Test
E-01	Anis Nurul Kholifah	65	83
E-02	Ainuna Nafisah	60	73
E-03	Aliefvia Ainunnisa	55	70
E-04	Amelia Arta Wijayanti	63	75
E-05	Antik Safitriani	65	83
E-06	Choirisima Noor Isniana	60	83
E-07	Desti Rahmadani	71	80
E-08	Dian Safitri	71	78
E-09	Elyna Hidayati	60	78
E-10	Fareka Nur Rahmawati	63	83
E-11	Fatima Tuzzahro	65	80
E-12	Hanifatus Sa'adah	50	69
E-13	Ida Ulfiana	66	70
E-14	Imamatul Husniyah	53	75
E-15	Intan Munawaroh	54	70
E-16	Ismalia Khoirun Nisa'	60	65
E-17	Julikatin	80	100
E-18	Lisa Thoharina Afifah	78	95
E-19	Mei Rina Lestri	64	90
E-20	Novia Nurur Rofi'ah	55	80
E-21	Nurin Naila Khoirun Naail	66	83
E-22	Putri Ariska Maulidina M	75	83
E-23	Ratna Azizah	50	66
E-24	Risma Ristanti	80	85
E-25	Riza Rubyatun	75	83
E-26	Sintia Kurnia Dewi	66	85
E-27	Siti Marpu'ah	55	70
E-28	Siti Nur Haniza	83	90
E-29	Uswatul Ulya	55	70
E-30	Yuni Fitriana	50	60
E-31	Adinda Dwi Ayu Setyani	64	75
E-32	Ade Tristiana	58	65

Appendix 22
List Score of Pre-Test and Post Test of Control Class

Kelas	XI E	Nilai	Nilai
Kode	Nama	Pretest	Post Test
K-01	Ahlam Umniyatur Rohmah	66	58
K-02	Alfaya Mauna	69	66
K-03	Anik Sharofa'atun	50	60
K-04	Annisaa Febi Sholekhah	65	50
K-05	Chantique Bunga Nirwana	58	83
K-06	Diana Nur Fadhila	75	60
K-07	Efida Nurisa	75	75
K-08	Erika Alifatul Husna	58	50
K-09	Eva Nur Indah Sari	66	50
K-10	Fathun Ni'mah	65	65
K-11	Febi Aisya Mutiara	72	75
K-12	Fika Nadiyatu Wafrina	75	70
K-13	Fila Cahya Ningrum	55	60
K-14	Fitriana Hidayaty	72	75
K-15	Fitta Fatiha Oktavia	60	50
K-16	Ifatin Nikmah	50	50
K-17	Ika Aprilia Ningrum	58	70
K-18	Laely Roichatuz Zakiya	83	58
K-19	Lu'luul Jannah	83	50
K-20	Manunal Ahna	72	70
K-21	Naila Mardhiyah	70	60
K-22	Nila Khusna Fajria	75	41
K-23	Nirmala Dwi Sulastri	60	83
K-24	Novi Suciati	83	60
K-25	Riris Akhfiana	53	83
K-26	Sinta Prasetiyani	75	83
K-27	Siska Sofia Rachim	71	65
K-28	Siti Khumairoh	58	75
K-29	Sofia Rizka Febrianti	50	33
K-30	Suci Rahayu Ningsih	57	60
K-31	Sya'iqotin Nafisa	70	50
K-32	Tsintani Ikrima Roysa	58	68
K-33	Vinda Cahyani Putri	50	83
K-34	Zaelani Rochmawati	79	65

Appendix 23

Normality, Homogenity and T-Test of Pre-Test in Experimen and Control Class

Descriptives

Kelas				Statistic	Std. Error
Data_Pretest	Experimen	Mean		63.5938	1.63558
		95% Confidence Interval for Mean	Lower Bound	60.2580	
			Upper Bound	66.9295	
		5% Trimmed Mean		63.3333	
		Median		63.5000	
		Variance		85.604	
		Std. Deviation		9.25223	
		Minimum		50.00	
		Maximum		83.00	
		Range		33.00	
		Interquartile Range		14.75	
		Skewness		.454	.414
		Kurtosis		-.553	.809
	Kontrol	Mean		71.1176	2.00790
		95% Confidence Interval for Mean	Lower Bound	67.0325	
			Upper Bound	75.2028	
		5% Trimmed Mean		71.6307	
		Median		75.0000	
		Variance		137.077	
		Std. Deviation		11.70797	
		Minimum		50.00	
		Maximum		83.00	
		Range		33.00	
		Interquartile Range		25.00	
		Skewness		-.475	.403
		Kurtosis		-1.318	.788

Tests of Normality

	Kelas	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Data_Pretest	Experimen	.147	32	.075	.947	32	.122
	Kontrol	.198	34	.002	.845	34	.000

a. Lilliefors Significance Correction

Group Statistics

	Kelas	N	Mean	Std. Deviation	Std. Error Mean
Nilai	Kontrol	32	63.59	9.252	1.636
	eksperimen	34	71.12	11.708	2.008

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Nilai	Equal variances assumed	4.384	.040	-2.885	64	.005	-7.524	2.608	-12.734	-2.313
	Equal variances not assumed			-2.905	62.180	.005	-7.524	2.590	-12.700	-2.347

Appendix 24

Normality, Homogenity and T-Test of Post-Test in Experimen and Control Class

Descriptives

			Statistic	Std. Error
Experimen	Mean		77.97	1.620
	95% Confidence Interval for Mean	Lower Bound	74.66	
		Upper Bound	81.27	
	5% Trimmed Mean		77.74	
	Median		79.00	
	Variance		84.031	
	Std. Deviation		9.167	
	Minimum		60	
	Maximum		100	
	Range		40	
	Interquartile Range		13	
	Skewness		.241	.414
	Kurtosis		-.098	.809
Kontrol	Mean		62.69	2.252
	95% Confidence Interval for Mean	Lower Bound	58.09	
		Upper Bound	67.28	
	5% Trimmed Mean		63.04	
	Median		60.00	
	Variance		162.351	
	Std. Deviation		12.742	
	Minimum		33	
	Maximum		83	
	Range		50	
	Interquartile Range		24	
	Skewness		-.143	.414
	Kurtosis		-.398	.809

Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Experimen	.120	32	.200[*]	.971	32	.539
Kontrol	.122	32	.200[*]	.955	32	.201

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

T-Test

Group Statistics

	Kelas	N	Mean	Std. Deviation	Std. Error Mean
Data_Posttest	Experimen	32	77.97	9.167	1.620
	Kontrol	34	63.35	12.834	2.201

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference		Lower	Upper
Data_Posttest	Equal variances assumed	3.659	.060	5.294	64	.000	14.616	2.761		9.101	20.131
	Equal variances not assumed			5.347	59.775	.000	14.616	2.733		9.148	20.084

Appendix 25

Lesson Planning 1

Lesson Planning

School : MA Salafiyah Kajen Pati

Lesson : English

Grade/Semester : XI / II

Skill : Listening and Writing

Material : Song interpretation (Preposition)

Time Allocation : 2 x 45minutes

A. Core Competence

CC 3 : Understanding of knowledge (factual, conceptual and procedural) by curiosity about science, technology, art, cultural phenomena and events related to the visible.

CC 4 : Experimenting, Associating, and Communicating in the realm of the concrete (use, parse, compose, modify, and make) and the realm of the abstract (writing, reading, counting, drawing, and writing) in accordance with the learned in school and other sources in the same viewpoints/ theories.

B. Basic Competence and Indicator

Basic Competencies	Indicators
1.1. Being grateful with the	1.1.1. Students say thanks to God that they get the opportunity

	opportunity can study English as introduction of international language which realized in learning enthusiasm.	1.1.2.	to studyEnglish. Students enthuse in learning English.
2.1.	Showing good manner and care in interpersonal communication perform with teacher and friends.	2.1.1. 2.1.2.	Students can communicate with their teachers and friends in daily lesson. Students pay attention to the communication.
2.2.	Showing honest, discipline, confident, and responsibility in transactional communication with teacher and friends.	2.2.1. 2.2.2. 2.2.3.	Students are honest in communication. Students are confident in speaking. Students have responsibility in transactional communication.
2.3.	Showing responsibility, caring, cooperation, and love peace in functional communication.	2.3.1. 2.3.2.	Students show responsibility in communication. Students show cooperation in communication.
3.9.	Interpret social function and language feature of song lyric related to adolescent life SMA/MA/SMK/MAK.	3.9.1. 3.9.2.	Students are able to identify the language features of preposition. Students are able to identify the use of preposition.
4.9.	Catch the meaning related to social function and language feature of the song lyric contextually related to adolescent life SMA/MA/SMK/MAK.	4.9.1.	Students are able to comprehend the meaning of difficult vocabularies from song lyrics.

C. Learning Aims

1. Students are able to identify the structure of Preposition.
2. Students are able to comprehend the usage of Preposition in English and Arabic Basic Grammar.
3. Students are able to arrange sentences or paragraph by using Preposition.

D.   Learning Material

"If I were A Boy"

By: Beyonce

[Verse]
If I were a boy
Even just for a day
I'd roll outta bed in the morning
And throw on what I wanted then go
Drink beer with the guys
And chase after girls
I'd kick it with who I wanted
And I'd never get confronted for it.
Cause they'd stick up for me.

[Chorus]
If I were a boy
I think I could understand
How it feels to love a girl
I swear I'd be a better man
I'd listen to her
Cause I know how it hurts
When you lose the one you wanted
Cause he's taken you for granted
And everything you had got destroyed

[Verse]
If I were a boy
I would turn off my phone
Tell everyone it's broken
So they'd think that I was sleeping alone
I'd put myself first

And make the rules as I go
Cause I know that she'd be faithful
Waiting for me to come home (to come home)

[Chorus]
If I were a boy
I think I could understand
How it feels to love a girl
I swear I'd be a better man
I'd listen to her
Cause I know how it hurts
When you lose the one you wanted (wanted)
Cause he's taken you for granted (granted)
And everything you had got destroyed

[Bridge]
It's a little too late for you to come back
Say its just a mistake
Think I'd forgive you like that
If you thought I would wait for you
You thought wrong

[Chorus 2]
But you're just a boy
You don't understand
Yeah you don't understand

How it feels to love a girl
someday
You wish you were a better man
You don't listen to her
You don't care how it hurts
Until you lose the one you wanted
Cause you've taken her for
granted
And everything you have got
destroyed
But you're just a boy

a. Skill

Reading, Listening, Speaking and Writing skills (Integrated Skills)

b. Material

English Song Interpretation

c. Social Functions

1) To entertain the listeners.

2) To teach moral value through the lyrics of the songs.

3) To provide a way managing the relationship between our public and private emotional life.

4) To express personal feeling and cultural values.

5) To give someone to not only shares their emotions with others, but also to have an emotional connection that just can't be experienced in any other way.

d. Generic Structure of Songs

The general generic structure of a song consists of verse-chorus-bridge-chorus.

1) Intro

The introduction establishes melodic, harmonic, and/or rhythmic related to the main body of song.

2) Verse

It is section of the song structure that tells the story. This is the exposition, describing the scene of the person, or an emotion. There are usually two or three verses in a row that have the same

musical structure, the same rhyme and poetic meter, but different words. The second verse builds on the picture painted in the first verse, etc.

3) Chorus or Refrain

A chorus is the most repeated section, so it is the easiest remembered. A chorus is the summary of the song's story. A refrain is any line that repeats in the song lyric.

4) Break

A break is actually a brief "rest" or "pause" for the core melody within a song used to add further dimension and excitement.

5) Bridge

This is the part of the song that shifts.

6) Outro or Coda

This is the end of the road for the song.

e. Language Features

1) Written in first, second, and third person.

2) Use rhyming words.

3) Use alliteration. For example: Daniel dabbling a damson.

4) Use poetic devices, such speech and imagery.

5) Use amusing word play and slang language.

1. Remedial Learning Material

a. Skill

Reading, Listening and Writing Skills

b. Material

English Song Interpretation

c. Social Functions

   1) To entertain the listeners.

   2) To teach moral value through the lyrics of the songs.

   3) To express personal feeling and cultural values.

   4) Language Feature

1) Verse

   It is section of the song structure that tells the story.

2) Chorus or Refrain

   A chorus is the most repeated section, so it is the easiest remembered. A chorus is the summary of the song's story. A refrain is any line that repeats in the song lyric.

3) Bridge

   This is the part of the song that shifts.

2. Enrichment Learning Material

   a. Skill

      Reading and Writing Skills

   b. Material

      Figure of speech and imagery of the lyrics of the songs.

   c. Definition

   1) Figure of Speech

      Metaphor   : a comparison between two unrelated things, for example: life is a rollercoaster. If a metaphor uses "like" or "as", it is calles a simile. Example: She is like a moon.

      Personification: it gives non-living human traits and qualities: emotion, desires, sensations, actions, etc. Example: The sky is sad.

Hyperbole   : an exaggeration of a fact or statement for stronger effect. Example: His strength is more than steel.

2) Imagery is using words to draw on the five senses, for example: They run away from the street by jumping and screaming.

E. **Learning Method**

Approach   : Scientific Approach

Method   : Cooperative Learning

Technique   : Think Pair Share

F. **Media and Tool**

Media   : Worksheet, papers, sticky notes, etc.

Tool   : Video.

G. **Learning Source**

- English and Arabic Basic Grammar in Bilingual Book by Ummi Mukhoyyaroh, 2018.

H. **Teaching Learning Activities**

1) **Regular learning activities**

Activities	Teaching Learning Activities	Teacher Instructions	Time
Pre Activities	1. Teacher greets the students. 2. Students give response to teacher's greeting. 3. Teacher asks one of students to lead the pray before start the	*Good morning students, how are you today?* *Please, the leader*	10 minutes

	lesson.	*leads your friend to pray together.*	
	4. Teacher checks the attendance.		
	5. Teacher motivates and makes students ready to learn.	*Let me check the attandece first!*	
	6. Teacher explains the learning goals of the lesson.	*Let's gym "Plato Gymnastic"*	
	7. Teacher explains how the previous one is related to the presented material.	*Have you prepared and studied today's material at home?*	
	8. Teacher informs the coverage of the materials.		
	9. Teacher explains tehniques and the stages of the learning.	*What do you usually do to express your feeling when you are happy or sad?*	
	10. Teacher informs the scope of assessment.		
	11. Teacher informs the tehnique of assessment.		
	12. Teacher gets information about level of students' understanding of the lesson.	*So, We are going to learn song interpretation and specifically we will learn*	

		preposition from the song.	
		We will have an individual and pair task to check your understanding about preposition in the song.	
		We will practice in listening and writing to check your understanding about preposition in the song.	
		Here, I would like to assess you from your attitude and skill aspect.	

Main Activities	**Observing** 1. Teacher guides students to find their favourite song. 2. Students read the song lyrics provided in the module. 3. Teacher asks students to note some difficult words they found. 4. Teacher gives students time limitation to read the lyric and to find some difficult words. **Questioning** 1. Teacher hooks students curiousity about preposition in the song. 2. Students are given chance to ask other questions about preposition. **Exploring** 1. Teacher divides students to be seven groups. 2. Teacher asks students to read the following explanation provided in the module. **Associating**	*Everybody, do you have favourite song? Read this lyric carefully! Students, while you are reading the lyrics, please find some difficult words from the first verse. I give you 1 minutes to read then fill task one individually.* *Students, please write your questions related to preposition and ask to your teacher.*	30 minutes

	1. Teacher asks students to stay in their group like before. 2. Teacher gives instruction to students to remember the first verse provided. 3. Teacher asks students to complete task 2 in group. 4. Teacher gives the limitation of time to discuss the task. **Creating** 1. Teacher asks students to do task 3. **Communicating** 1. Each group has to present their result in front of the class. 2. Teacher asks students to observe the group performing in front of class and pay attention to the grammatical correction.. 3. Teacher asks students to give a comment about their performance. 4. Teacher gives feedback to the students.	*Students, I will divide you be seven groups based on the nearest chair.* *Read the following explanation provided on your book.* *You may stay in your group.* *Students, still you remember this lyric?* *Please complete the following tables and read the instruction before you complete it.* *Please discuss*	

	5. Students have to submit their work.	*with your group.* *Students, please do task three and read the instruction.* *Students, its time to present your result in front of the class.* *While your friends present, please pay attention them then give a comment!* *Please submit your result to me.*	
Post Activities	**Closing** 1. Teacher reviews the material briefly. 2. Teacher facilitates students to	*I will review our material today briefly.*	10 minutes

		make conclusion in the closing stage.	*Students, what you've learned today? And what do feel of this lesson?*	
	3.	Teacher facilitates students to make reflection in the closing stage.	*What the difficulties that you feel after this lesson today?*	
	4.	Teacher checks student's understanding.	*Then, i give a paper to you all,*	
	5.	Teacher informs what to learn and/ or gives assignments for the next meeting.	*Please write your opinion about this lesson.*	
	6.	Teacher asks one of students to lead the pray.	*Please the leader, lead your friends to pray.*	
	7.	Teacher and students greet each other.	*See you next week.*	

2) Remidial learning activities

Main Activities	Teacher reviews the material given about song lyrics.	*Ok students, i repeat again the material today.*	20 Minutes

	Teacher gives exercises.	*After this i will give you individual task to write some sentences by using preposition.*	

3) Enrichment Learning Activities

Main Activities	Teacher gives complete explanation and also example of preposition.	*Well, Students. I will give you more explanation about this material* *So, listen carefully and I will give you an exercise in the end.*	20 minutes
	Teacher gives exercises.	*After reviewing and re-explaining the material, identify the preposition from the song lyics.*	

H. Assessment

1. Attitude Aspect

Form   : Observe Assessment

Technique   : Teacher observes students' attitude during

teaching learning process

Instrument   :

No.	The Assessment	Indicator	Criteria	Score
1.	Discipline	Students	Always	4

		come on time and follow the teaching learning process until end.	discipline	
		Students come on time and do not follow the teaching learning process until end.	Often discipline	3
		Students is coming late, follow the teaching learning process until the end.	Rarely discipline	2
		Students is coming late, do not follow the teaching learning process until the end.	Never discipline	1
2.	Responsible	Student does individual task by her	Always responsible	4

		own answer.		
		Student does individual task by asking to her friends.	Often responsible	3
		Student does individual task by cheating to her friends.	Rarely responsible	2
		Student doesn't do individual task.	Never responsible	1
3.	Communicative	Student becomes delegation of her friends to come forward to give short explanation and answer the question given.	Always communicative	4
		Student becomes delegation of her friends to give short explanation	Often communicative	3

		and doesn't answer the question given.		
		Student doesn't be delegation her friends but help to give answer the question given	Rarely communicative	2
		Student doesn't be delegation of her friends and doesn't help to answer the question given.	Never communicative	1

Assessment Guideline:

4: Excellent

3: Very Good

2: Good

1: Bad

2.   Knowledge Aspect

Form   : Written
Technique   : Students arrange some sentences by using preposition.
Aspect   : Write the spelling correctly.

Instrument   : Worksheet 1
Criteria   :

No.	Indicator	Instrument
1.	Include preposition	Worksheet Arrange sentences by using preposition and use your own words.
2.	Use spelling and grammatical correctly.	Worksheet Consider to spelling words and grammatically correct.

Scoring Rubric (Writing) 1

No.	Name	Tasks			
		Include 3 grammar items		Spelling and grammatical	
		Correct	Incorrect	Correct	Incorrect

Assessment Guideline:

- ❖ Correct Answer   : 2
- ❖ Incorrect Answer   : 0

FS = Acquired Score / Max. Score (2) X 10

Score	Predicate
76-100	Excellent
51-75	Good
26-50	Enough
0-25	Less

3. Skill Aspect

Form : Performance (Group Work)

Technique : Presenting Discussion Result (Speaking Skill)

Aspect : Understanding, Communicative Interaction.

Instrument: Worksheet 2

Criteria :

No.	Indicator	Instrument
1.	Present the discussion result of task 3.	Please choose one of member group to present the discussion result of task 3.

Scoring Rubric (Speaking)

No.	Assessment	Indicator	Criteria	Score
1.	Communicative Interaction	Student conveys the whole result confidently.	Almost perfect	4
		Student conveys	There are	3

		the whole result unconfidently.	some mistake but does not change the meaning	
		Student conveys the half result confidently.	There are some mistake and change the meaning	2
		Student conveys the half result unconfidently.	Many mistakes and change the meaning	1
2.	Understanding	Student response the feedback (question) well and clearly.	Very perfect	4
		Student response the feedback (question) fluently.	Perfect	3
		Student response the feedback (question) unclearly.	Almost perfect	2
		Student can't response the feedback (question) unclearly.	Imperfect	1

Assessment Guideline:

4: Excellent

3: Very Good

2: Good

1: Bad

Pati, 29th of May 2018

Regard,

English Teacher   Researcher

Wiwit Sartawi, S.Pd.   **Ummi Mukhoyyaroh**

<div align="center">

WORKSHEET

</div>

Title   **: Preposition**
School Unit   **: MA Salafiyah Kajen**
Class/Semester   : XI/II
Topic   **: Preposition**
Time Allocation : 20 Minutes

A. Basic Competence and Aim

> **A. Basic Competence**
>   3.9 Interpreting the social functions and language features the song
>   lyric related to adolescent's life of SMA/MA/SMK/MAK.
>   4.9 Catching the meaning of the social functions and language
>   features of the song lyric related to adolescent's life
>   SMA/MA/SMK/MAK.
> **B. Aim**
>   1. Being understand about the structure and the use of preposition.
>   2. Write some sentences by using preposition and students' own
>   words.

B. Learning Instruction

> **A. Worksheet 1**
> Students work in group to make a dialogue that consist of preposition
> discussed.

B. Worksheet 2

Students present the result of the discussion in front of the class and pay attention to speaking.

Worksheet 1

Make dialogue enclosing all member of your group that consists of preposition discussed in the module.

Worksheet 2

Please practice your dialogue in front of the class then tell your friends about kind of preposition you used.

Lesson Planning

School   : MA Salafiyah Kajen Pati

Lesson   : English

Grade/Semester   : XI / II

Skill   : Listening and Writing

Material   : Song interpretation (Verb Tense and Passive Voice)

Time Allocation   : 2 (2 x 45minutes)

I. Core Competence

CC 3 : Understanding of knowledge (factual, conceptual and procedural) by curiosity about science, technology, art, cultural phenomena and events related to the visible.

CC 4 : Experimenting, Associating, and Communicating in the realm of the concrete (use, parse, compose, modify, and make) and the realm of the abstract (writing, reading, counting, drawing, and writing) in accordance with the learned in school and other sources in the same viewpoints/ theories.

J. Basic Competence and Indicator

Basic Competencies	Indicators
1.2. Being grateful with the opportunity can study English as introduction of international language which realized in learning enthusiasm.	1.1.3. Students say thanks to God that they get the opportunity to study English. 1.1.4. Students enthuse in learning English.
2.1. Showing good manner and care in interpersonal communication perform with teacher and friends.	2.1.1. Students can communicate with their teachers and friends in daily lesson. 2.1.2. Students pay attention to the communication.
2.2. Showing honest, discipline, confident, and responsibility in transactional communication with teacher and friends.	2.2.1. Students are honest in communication. 2.2.2. Students are confident in speaking. 2.2.3. Students have responsibility in transactional communication.
2.3. Showing responsibility, caring, cooperation, and love peace in functional communication.	2.3.1. Students show responsibility in communication. 2.3.2. Students show cooperation in communication.
3.9. Interpret social function and language feature of song lyric related to adolescent life SMA/MA/SMK/MAK.	3.9.3. Students are able to identify the social function and language feature ofsong lyric related to adolescent life. 3.9.4. Students are able to comprehend the social

		function and language feature of song lyric related to adolescent life.
4.9. Catch the meaning related to social function and language feature of the song lyric contextually related to adolescent life SMA/MA/SMK/MAK.	4.9.2.	Students are able to understand the meaning of the song lyric related to adolescent life.
	4.9.3.	Students are able to find some important sentences as motivation related to their daily life based on the song lyric related to adolescent life.

K. Learning Aims

4. Students are able to identify the structure of Verb Tense and Passive Voice.

5. Students are able to comprehend the usage of Verb Tense and Passive Voice in English and Arabic Basic Grammar.

6. Students are able to arrange sentences or paragraph by using Verb Tense and Passive Voice.

L. Learning Material

"If I were A Boy"
By: Beyonce

[Verse]
If I were a boy
Even just for a day

I'd roll outta bed in the morning
And throw on what I wanted then go

Drink beer with the guys
And chase after girls
I'd kick it with who I wanted
And I'd never get confronted
for it.
Cause they'd stick up for me.

[Chorus]
If I were a boy
I think I could understand
How it feels to love a girl
I swear I'd be a better man
I'd listen to her
Cause I know how it hurts
When you lose the one you
wanted
Cause he's taken you for
granted
And everything you had got
destroyed

[Verse]
If I were a boy
I would turn off my phone
Tell everyone it's broken
So they'd think that I was
sleeping alone
I'd put myself first
And make the rules as I go

Cause I know that she'd be
faithful
Waiting for me to come home
(to come home)

[Chorus]
If I were a boy
I think I could understand
How it feels to love a girl
I swear I'd be a better man
I'd listen to her
Cause I know how it hurts
When you lose the one you
wanted (wanted)
Cause he's taken you for
granted (granted)
And everything you had got
destroyed

[Bridge]
It's a little too late for you to
come back
Say its just a mistake
Think I'd forgive you like that
If you thought I would wait for
you
You thought wrong

[Chorus 2]
But you're just a boy

You don't understand
Yeah you don't understand
How it feels to love a girl someday
You wish you were a better man
You don't listen to her
You don't care how it hurts

Until you lose the one you wanted
Cause you've taken her for granted
And everything you have got destroyed
But you're just a boy

f. Skill

Reading, Listening, Speaking and Writing skills (Integrated Skills)

g. Material

English Song Interpretation

h. Social Functions

6) To entertain the listeners.

7) To teach moral value through the lyrics of the songs.

8) To provide a way managing the relationship between our public and private emotional life.

9) To express personal feeling and cultural values.

10) To give someone to not only shares their emotions with others, but also to have an emotional connection that just can't be experienced in any other way.

i. Generic Structure of Songs

The general generic structure of a song consists of verse-chorus-bridge-chorus.

7) Intro

The introduction establishes melodic, harmonic, and/or rhythmic related to the main body of song.

8) Verse

It is section of the song structure that tells the story. This is the exposition, describing the scene of the person, or an emotion. There are usually two or three verses in a row that have the same musical structure, the same rhyme and poetic meter, but different words. The second verse builds on the picture painted in the first verse, etc.

9) Chorus or Refrain

A chorus is the most repeated section, so it is the easiest remembered. A chorus is the summary of the song's story. A refrain is any line that repeats in the song lyric.

10) Break

A break is actually a brief "rest" or "pause" for the core melody within a song used to add further dimension and excitement.

11) Bridge

This is the part of the song that shifts.

12) Outro or Coda

This is the end of the road for the song.

j. Language Features

   6) Written in first, second, and third person.

   7) Use rhyming words.

   8) Use alliteration. For example: Daniel dabbling a damson.

   9) Use poetic devices, such speech and imagery.

   10) Use amusing word play and slang language.

3. Remedial Learning Material

   d. Skill

      Writing Skills

   e. Material

      Verb tense and passive voice from English Song

   f. Verb Tense

      1. Simple Present Tense

         In general, the simple present tense expresses events or situations that exist always, usually, habit, they exist now, have existed in the past, and probably will exist in the future.

         The formula : $S + V_1(s/es) + O$

         The use of simple present are:

a. A regular repeated activity

   We often use the present simple in this way with adverbs or adverbial phrases or frequency: *sometimes, never, occasionally, every day, on Saturdays, once a week,* etc.

   Example:

   I **catch** the 8 o'clock train <u>every day.</u>

   He **attends** the board meeting <u>every Monday.</u>

b. Something that generally true; a statement or fact.

   Example:

   Water **boils** at 100 degrees centigrade.

   Cats **don't like** water, but the like fish.

   Where **do** you work after graduating from senior high school?

c. Instruction

   We can use the imperative or the present simple for instruction

   Example:

   You **take** the first turning on the left.

   You **mix** the soup with some cream at the end.

d. In clauses of time and condition, referring to the future. It is used after: *when, if, unless, before, after, until, as soon as, whenever,* etc:

   Example:

I'll give her the message <u>when</u> she **comes** back.

Will you tell me <u>if</u> you **see** her?

e. Introducing a quotation

Example:

This book **says** that too much butter and milk is bad for you.

The local newspaper **says** that the government should do more to create jobs in the area.

f. For dramatic narrative

It is most often used for dramatic narrative in sports commentating when radio and television commentators describe a short action that is completed as the commentator is speaking:

Example:

And Eastwood **passes** the ball to Andrew.

Miller **takes** the lead in the first lap.

2. Simple Past

The simple past indicates that an activity or situation *began and ended* at a particular time in the past.

The formula: $S + V_2 + O$

The uses of simple past are:

a. Completed actions

To talk about events and actions in the past that are now finished. The past simple refers to the complete event. The time or approximate time that the event took place is stated or is understood from the context. It may be in the very recent past.

Example:

Your mother **phoned** a few minutes ago.

Or it may be in the more distant past:

I never **learnt** to swim as a child.

b. Past habit or regular event

Past habit or regular even is to talk about a regular, repeating, or habitual event.

Example:

We **went** out for a meal every evening on holiday.

He **got** up at 7 o'clock every morning to go to work.

c. Past situation at a point in time.

With stative verbs, to talk about a situation that existed at a certain time in the past.

Example:

In 1950, there **were** fewer than 50 million cars in use around the world.

At the time, I **had** a poorly-paid job in the local shop.

> If I **were** a boy
> I <u>think</u> I **could**<u>understand</u>
> How it <u>feels</u> to <u>love</u> a girl
> I <u>swear</u> **I'd** be a better man
> **I'd**<u>listen</u> to her
> Cause I <u>know</u> how it <u>hurts</u>
> When you <u>lose</u> the one you **wanted**
> Cause he's taken you for granted
> And everything you had got destroyed

From song lyrics above you knew that the words bolded are examples of past verb, while underlined words are present verb.

4. Passive Voice

Passive voice is passive sentences describe what happens to people or things, often as a result of action by other people or things. It often indicates that what happens is more important than who is responsible. It is used to describe actions;

a) When we don't know who does, or did the action

E.g. My briefcase was stolen last night.

(I don't know who stole it).

b) When it is not important to know who does, or did the action

E.g. The cars are taken to Europe every week.

(It doesn't matter who takes them)

Formula :

$$S + \text{to be} + V_3 + \text{by} + O$$

E.g. Active: Dangerous driving **causes** many accidents.

Passive: Many accidents **are caused by** dangerous driving.

M. Learning Method

Approach : Scientific Approach

Method   : Cooperative Learning

Technique : Think Pair Share

N. Media and Tool

Media   : Audio, worksheet, papers, sticky notes, etc.

Tool   : Video.

O. Learning Source

- English and Arabic Basic Grammar in Bilingual Book by Ummi Mukhoyyaroh, 2018.

P. Teaching Learning Activities

4) Regular learning activities

Activities	Teaching Learning Activities	Teacher Instructions	Time
Pre Activities	13. Teacher greets the students. 14. Students give response to teacher's greeting. 15. Teacher asks one of students to lead the pray before start	*Good morning students, how are you today?* *Please, the leader*	10 minutes

		the lesson.	*leads your friend to pray together.*	
	16.	Teacher checks the attendance.		
	17.	Teacher motivates and makes students ready to learn.	*Let me check the attandece first!*	
	18.	Teacher explains the learning goals of the lesson.	*Let's gym "Plato Gymnastic"*	
	19.	Teacher explains how the previous one is related to the presented material.	*Have you prepared and studied today's material at home?*	
	20.	Teacher informs the coverage of the materials.		
	21.	Teacher explains tehniques and the stages of the learning.	*What do you usually do to express your feeling when you are happy or sad?*	
	22.	Teacher informs the scope of assessment.		
	23.	Teacher informs the tehnique of assessment.	*So, We are going to learn song interpretation and specifically we will learn preposition*	
	24.	Teacher gets information about level of students' understanding of the lesson.		

		from the song.	
		We will have an individual and pair task to check your understanding about preposition in the song.	
		We will practice in listening and writing to check your understanding about preposition in the song.	
		Here, I would like to assess you from your attitude and skill aspect.	

Main Activities	**Observing**		
	5. Teacher asks students to observe song lyrics provided in the book.	*Read this lyric carefully!*	30 minutes
	6. Students read the lyric.	*Students, after reading the lyrics, please classify the verbs you found based on the following classification.*	
	7. Teacher asks students to classify the verb into past verb and present verb.		
	Questioning		
	3. Teacher hooks students curiousity about verb tense and passive voice in the song.	*I give you 1 minutes to read then fill task one individually.*	
	4. Students are given chance to ask other questions about verb tense and passive voice.	*Students, please write your questions related to preposition and ask to your teacher.*	
	Exploring		
	1. Teacher divides students to be seven groups.		
	2. Teacher asks students to read the explanation provided in the module.	*Students, I will divide you be seven groups*	

	Associating	*based on the nearest chair.*	
	1. Teacher asks students to stay in their group like before.	*Read the following explanation provided on your book.*	
	2. Teacher gives instruction to students to discuss task 4 in group.	*You may stay in your group.*	
	3. Teacher gives the limitation of time to discuss the task.	*Students, still you remember this lyric?*	
	Creating	*Please discuss task 4 with your group.*	
	2. Teacher asks students to do task 3.		
	Communicating		
	1. Each group has to present their result in front of the class.	*Students, please do task 5 and 6 individually.*	
	2. Teacher asks students to observe the group performing in front of class.	*Students, its time to present your result in front of the class.*	
	3. Teacher asks students to give a comment about their		

		performance.		
	4.	Teacher gives feedback to the students.	*While your friends present, please pay attention them then give a comment!*	
	5.	Students have to submit their work.	*Please submit your result to me.*	
Post Activities		**Closing**		10 minutes
	8.	Teacher reviews the material briefly.	*I will review our material today briefly.*	
	9.	Teacher facilitates students to make conclusion in the closing stage.	*Students, what you've learned today? And what do feel of this lesson?*	
	10.	Teacher facilitates students to make reflection in the closing stage.	*What the difficulties that you feel after this lesson today?*	
	11.	Teacher checks student's understanding.		
	12.	Teacher informs what to learn and/ or gives assignments for the next meeting.	*Then, i give a paper to you all, Please write your opinion about this lesson.*	
	13.	Teacher asks one of students	*Please the*	

	to lead the pray.	*leader,lead your friends to pray.*	
	14. Teacher and students greet each other.	*See you next week.*	

5) Remidial learning activities

Main Activities	Teacher reviews the material given about verb tense and passive voice through song lyrics.	*Ok students, i repeat again the material today.*	20 Minutes
	Teacher gives exercises.	*After this, i will give you individual task to arrange paragraph by using verb tense and passive voice from the song based on yours.*	

6) Enrichment Learning Activities

Main Activities	Teacher gives complete explanation and also example of verb tense and passive voice from the song lyrics.	*Well, Students. I will give you more explanation about this material So, listen carefully and I will give you an exercise in the end.*	20 minutes
	Teacher gives exercises.	*After reviewing and re-explaining the material, i will give you a piece of paper, you have to do individual task to identify verb tense and passive*	

		voice from the song lyrics.	

I. Assessment

4. Attitude Aspect

   Form   : Observe Assessment

   Technique   : Teacher observes students' attitude

   during teaching learning process

   Instrument   :

No.	The Assessment	Indicator	Criteria	Score
1.	Discipline	Students come on time and follow the teaching learning process until end.	Always discipline	4
		Students come on time and do not follow the teaching learning process until end.	Often discipline	3
		Students is coming late,	Rarely discipline	2

		follow the teaching learning process until the end.		
		Students is coming late, do not follow the teaching learning process until the end.	Never discipline	1
2.	Responsible	Student does individual task by her own answer.	Always responsible	4
		Student does individual task by asking to her friends.	Often responsible	3
		Student does individual task by cheating	Rarely responsible	2

		to her friends.		
		Student doesn't do individual task.	Never responsible	1
3.	Communicative	Student becomes delegation of her friends to come forward to give short explanation and answer the question given.	Always communicative	4
		Student becomes delegation of her friends to give short explanation and doesn't answer the question given.	Often communicative	3
		Student	Rarely	2

		doesn't be delegation her friends but help to give answer the question given	communicati ve	
		Student doesn't be delegation of her friends and doesn't help to answer the question given.	Never communicati ve	1

Assessment Guideline:

4: Excellent

3: Very Good

2: Good

1: Bad

5. Knowledge Aspect

Form   : Written

Technique   : Students arrange some sentences by using verb tense
   in active and passive voice based on task 5 and 6.
Aspect   : Write the spelling correctly.
Instrument   : Worksheet 1
Criteria   :

No.	Indicator	Instrument
1.	Include two grammar items (verb tense, passive voice)	Worksheet Arrange sentences by using verb tense, and passive voice by using your own words.
2.	Use spelling and grammatical correctly.	Worksheet Consider to spelling words and grammatically correct.

Scoring Rubric (Writing) 1

No.	Name	Tasks			
		Include 2 grammar items		Spelling and grammatical	
		Correct	Incorrect	Correct	Incorrect

Assessment Guideline:

Score	Predicate
76-100	Excellent
51-75	Good
26-50	Enough
0-25	Less

- ❖ Correct Answer : 2
- ❖ Incorrect Answer : 0

FS = Acquired Score / Max. Score (2) X 10

6. Skill Aspect

Form : Performance (individual work)

Technique : Presenting task 5 and 6 (Speaking Skill)

Aspect : Understanding, Communicative

Interaction.

Instrument: Worksheet 2

Criteria :

No.	Indicator	Instrument
1.	Present the individual work result about arranging sentence in passive voice	Now is your turn to share your work in front of the class.

Scoring Rubric (Speaking)

No.	Assessment	Indicator	Criteria	Score

1.	Communicative Interaction	Student conveys the whole result confidently.	Almost perfect	4
		Student conveys the whole result unconfidently.	There are some mistake but does not change the meaning	3
		Student conveys the half result confidently.	There are some mistake and change the meaning	2
		Student conveys the half result unconfidently.	Many mistakes and change the meaning	1
2.	Understanding	Student response the feedback (question) well and clearly.	Very perfect	4
		Student response the feedback (question) fluently.	Perfect	3

		Student response the feedback (question) unclearly.	Almost perfect	2
		Student can't response the feedback (question) unclearly.	Imperfect	1

Assessment Guideline:

4: Excellent

3: Very Good

2: Good

1: Bad

Pati, 29th of May 2018
Regard,
English Teacher   Researcher

Wiwied Sartawi, S.Pd.   **Ummi Mukhoyyaroh**

WORKSHEET

Title	**: Verb Tense and Passive Voice**
School Unit	**: MA Salafiyah Kajen Pati**
Class/Semester	**: XI/2**
Topic	**: Verb Tense and Passive Voice**
Time Allocation	**: 30 minutes**

B. Basic Competence and Aim

> **C. Basic Competence**
>
> 3.9 Interpreting the social functions and language features the song lyric related to adolescent's life of SMA/MA/SMK/MAK.
>
> 4.9 Catching the meaning of the social functions and language features of the song lyric related to adolescent's life SMA/MA/SMK/MAK.
>
> **D. Aim**
>
> 3. Being understand about social function and language feature the song lyric.
>
> 4. Make an interpretation and take the moral value related to adolescent's life of the song.

B. Learning Instruction

> **A. Worksheet 1**
>
> Students work individually to arrange active and passive sentences in past and present verb by using verbs provided.
>
> **B. Worksheet 2**
>
> Student share the result of her work in front of the class individually.

Worksheet 1

Task 5

Please arrange an active sentence in past form from these following verbs by your own words.

Task 6

Please arrange a passive sentence in present form from these following verbs by your own words.

Drive = _____

_____

Kill = _____

_____

Construct = _____

_____

Worksheet 2

Please share your own work in front of the class and don't textually.

Protect = _____

_____

Build = _____

_____

Guide = _____

_____

Final Revision of English-Arabic Basic Grammar Bilingual Module

TABLE OF CONTENT

Table of Contents

PREFACE

Assalamu'alaikum Wr. Wb,

Hamdan wa syukron lillaahi. Peace and thankfulness must be upon to our God, Allah SWT, who has given us His mercies and blessing. So, the writer can finished this bilingual book. Shalawat ad salam always be upon to our prophet, Muhamad SAW, who has guide us from the stupidity to the cleverness. May Allah always bless him, his family, his shahabat, and his ummah. Aamiin.

This bilingual book is compiled as the learning media for students of Islamic Senior High School in eleventh grade to learn English and Arabic basic grammar. The writer develops this bilingual book to face students' difficulties in learning English grammar. As the students of Islamic senior high school, they recognize well the structure of Arabic grammar. So, to facilitate students in understanding English grammar, the writer develops this bilingual book. It is developed and arranged based on curriculum 2013 that has been implemented in our education. This bilingual book also contents exercises, some motivations words, and nice pictures to interest students learning the whole book.

The writer hopes this bilingual book will help students to increase their capability in grammar items, whether in English or Arabic. Especially three grammar items provided; preposition, verb tense (simple present and simple past), and passive voice. The writer does realize that this book has not been perfect. So, some suggestions really needed to produce new product on the next time. Readers' point of view of criticizing this book is really important. Thank you.

Wassalamu'alaikum Wr. Wb.

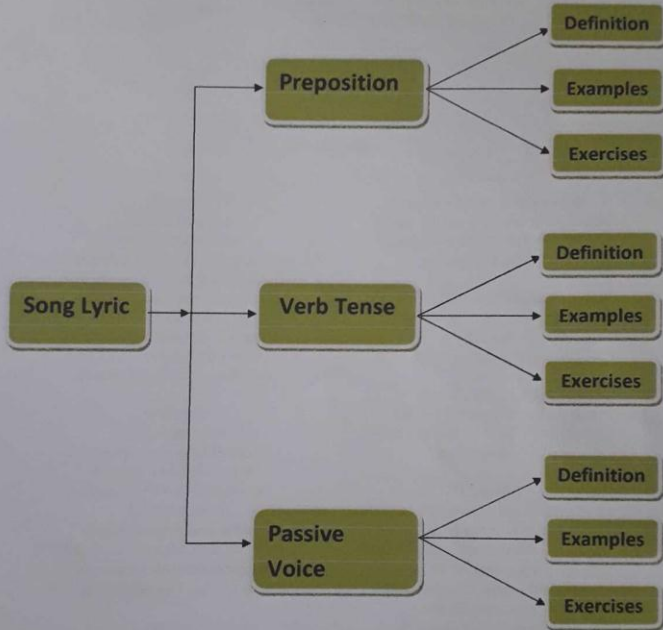Semarang, April 2018

Ummi Mukhoyyaroh

Core Competence:

3. Memahami, menerapkan, dan menganalisis pengetahuan factual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan procedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

4. Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kraetif, serta mampu menggunakan metoda sesuai kaidah keilmuan.

Basic Competence	Indicators
3.9 Menafsirkan fungsi sosial dan unsur kebahasaan lirik lagu terkait kehidupan remaja SMA/MA/SMK/MAK.	3.9.1. Siswa dapat mengidentifikasi struktur bahasa masing-masing *basic grammar item* (Preposition, Verb Tense, Passive Voice) dari lirik lagu terkait kehidupan remaja.
	3.9.2. Siswa mampu mengidentifikasi penggunaan Preposition, Verb Tense, dan Passive Voice dari lirik lagu.
4.9 Menangkap makna secara kontekstual terkait fungsi sosial dan unsure kebahsaan lirik lagu terkait kehidupan remaja SMA/MA/SMK/MAK.	4.9.1. Siswa dapat mengetahui makna kosa kata dalam lirik lagu.
	4.9.2. Siswa dapat mengklasifikasi kosa kata yang termasuk present tense atau past tense.
	4.9.2. Siswa dapat menyusun kalimat menggunakan masing-masing *basic grammar item* (Preposition, Verb Tense, dan Passive Voice).

FRAMEWORK OF CONTENT

Song Lyric

Preposition
- Definition
- Examples
- Exercises

Verb Tense
- Definition
- Examples
- Exercises

Passive Voice
- Definition
- Examples
- Exercises

English and Arabic Basic Grammar

THE LEARNING AIMS

In the end the lesson, you will be able to:

1 Identify the structure of Preposition.

2 Comprehend the usage of Preposition.

3 Arrange sentences or paragraph by using Preposition.

Most people have never learned that one of the main aims in life is to enjoy it.

Samuel Butler

PREPOSITION

In the first session you will learn preposition in Arabic and English grammar.

OBSERVING

Read this following song lyric then identified the difficult words from the first verse.

Song Lyrics

"If I Were a Boy"
By: Beyonce

(Verse)
If I were a boy
even just for a day
I'd roll out of bed in the morning
And throw on what I wanted and go
Drink beer with the guys
And chase after girls
I'd kick it with who I wanted
And I'd never get confronted for it
Cause they'd stick up for me

(Chorus)
If I were a boy
I think I could understand
How it feels to love a girl
I swear I'd be a better man
I'd listen to her
Cause I know how it hurts
When you lose the one you wanted
Cause he's taken you for granted
And everything you had got destroyed

(Verse)
If I were a boy
I would turn off my phone
Tell everyone it's broken
So they'd think that I was sleeping
alone
I'd put myself first

And make the rules as I go
'Cause I know that she'd be faithful
Waiting for me to come home (to
come home)

Back to Chorus

(Bridge)
It's a little too late for you to come
back
Say it's just a mistake
Think I'd forgive you like that
If you thought I would wait for you
You thought wrong

(Chorus 2)
But you're just a boy
You don't understand
Yeah, you don't understand, oh
How it feels to love a girl somebody
You wish you were a better man
You don't listen to her
You don't care how it hurts
Until you lose the one you wanted
Cause you've taken her for granted
And everything you had got destroyed

But you're just a boy

English and Arabic Basic Grammar

Task 1

Write some difficult words you found and the meaning in this box

1. .... = ...
2. .... = ...
3. .... = ...
4. .... = ...
5. .... = ...
6. .... = ...
7. .... = ...
8. .... = ...
9. .... = ...

QUESTIONING

What do you want to know more about Preposition?

List your question and ask to your teacher!

I want to know:

What is_____ ?

How _____ ?

(Another question)_____

_____ ?

Have you ever heard a term of preposition?
What is preposition?
Let's check it out!

Preposition is classified as a part of speech in traditional grammar. However, preposition as well as conjunctions differ from other parts of speech in that (1) Each is composed of a small class of words that have no formal characteristic endings; (2) Each signals syntactic structures that function as one of the other parts of speech. For these reasons modern linguists prefer to classify prepositions as structure words rather than as parts of speech.

Now, please read these following kinds of preposition and the examples.

Below are kinds of preposition

About	At	Up	Into	Since
Above	Before	By	Through	Behind
With	After	Below	Down	Of
Till	Beside	During	Without	Along
For	In	In	Out	Under
Over	Between	Around	From	Until

Examples:

❖ Cowboys depended <u>on</u> horses <u>for</u> the transportation.

❖ Grasshoppers destroyed the wheat <u>in</u> the field.

❖ The child sat <u>between</u> her parents <u>on</u> the sandy beach. <u>Above</u> her, an eagle flew across the cloudless sky.

❖ We will buy a smaller house when the children have <u>grown up</u> and left home.

*Notes: The words underlined are preposition

"Have you ever learned Arabic grammar, Ali?"

"Yes, I do."

"Mmm. What do you call preposition in Arabic language?"

"Yes, I do, Preposition is same as حروف الجرّ in Arabic language."

"O. I see. I want to know it deeper."

"Yah, Let's see to this explanation."

حروف الجر

حروف الجرّ او حروف الخفض من الترجمة العلم النحو

وهي من و الي و عن و علي و في و ربّ والباء والكاف واللّام وحروف الخفظ

وللخفظ ثلاث علامات الكسرة والباء والفتحة

نحو	حروف الخفض
سرت من البصرة إلى الكوفة	من، الى
رميت السهم عن القوس	عن
ركبت علي الفرس	علي
الماء في الكوز	فى
ربّ رجل كريم لقيته	ربّ
مررت بزيد	الباء
زيد كالبدر	الكاف
المال لزيد	اللام
و الله، بالله، تالله والنّجم إذا هوى	حروف القسم (و، ب، ت)

Preposition	Example	حروف الجر	
In	They sat in a café on the sidewalk.	ﻓﻲ	جلسوا في مقهى على الرصيف
With	I have a problem with that man.	مع	عندي مشكلة مع هذا الرجل
By	The book was published by Dar al I'lm	ب	الكتاب نشر من دار العلم
For	This paper is for writing	ل	تحرير للكتابة
As	She is working as a translator.	كـ	هي تعمل كمترجم
To	I came (to) here because I am confident in my ability.	الى	جئت الى هنا لأني واثق من قدرتي
On	The men are on horseback.	على	الرجال على ظهور الخيل
From	It changes from bad to worse.	من	تتحول من سيء الى أسوأ
Since	He had been working as a translator since two months ago	منذ	عمل قد كترجم منذ شهرين
Before	It was seized before three days ago.	قبل	ضبطت قبل ثلاثة ايام
Between	The dispute is between them and a portion of the army.	بين	النزاع بينهم وبين جزء من الجيش
Behind	The Muslims left it behind	وراء	تركه المسلمون وراءهم
Of	They are all of this type.	من	كلهم من هذا النوع
Upon	He stumbled upon a skeleton.	على	عثر على هيكل عظمي

This table guides you to be more understand about preposition

5

English and Arabic Basic Grammar

Still you remember this lyric?

(Verse)
If I were a boy
even just for a day
I'd roll out of bed in the morning
And throw on what I wanted and go
Drink beer with the guys
And chase after girls
I'd kick it with who I wanted
And I'd never get confronted for it
Cause they'd stick up for me

ASSOCIATING

Please work in group of five.

Task 2

Complete the following tables with preposition used in the song lyrics, find the meaning of the preposition and write the sentence.
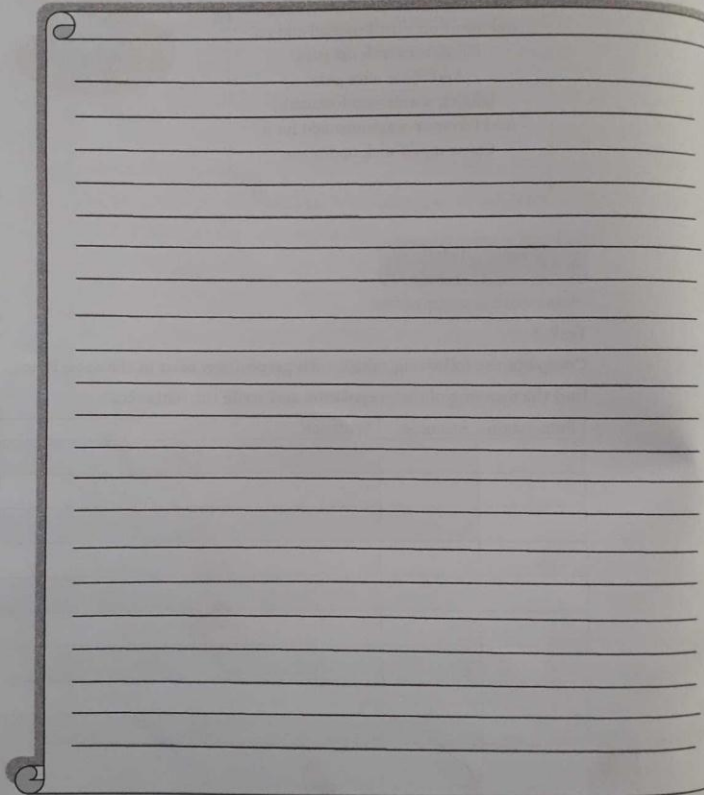
Preposition	Meaning	Sentence!

CREATING

Now, keep staying in your group, list preposition in the song lyrics provided on page 1 and make a sentence from each of the preposition.

Task 3

_____
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Word Power

Even	= Bahkan, meski	Alone	= Sendiri
I'd roll out	= Beranjak	Put	= Meletakkan
And throw on	= Mengenakan	Myself	= Diriku
Guys	= Orang	Make	= Membuat
Chase	= Berburu	Rules	= Aturan
Kick	= Menendang	Cause	= Sebab, katrena
Get	= Mendapatkan	Know	= Menegetahui
Confronted	= Menghalangi	Faithful	= Orang beriman,
Stick up	= Menyumbul ke atas	setia	
Think	= Berfikir	Waiting for	= Menunggu
Understand	= Memahami	Little	=Sedikit
Feel	= Merasakan	Late	=Terlambat
Swear	= Bersumpah	Come	= Datang
Better	= Lebih baik	Back	= Kembali
Hurt	= Menyakiti	Mistake	= Kesalahan
Lose	= Kehilangan	Forgive	= Memaafkan
Take	= Mengambil	Thought	= Berpikir
Granted	= Makbul	Wrong	= Salah
Destroy	= Memusnahkan	Somebody	= Seseorang
Turn off	= Mematikan	Wish	= Berharap
Tell	= Menceritakan	Care	= Perduli
Break	= Merusak	Until	= Hingga
Sleep	= Tidur		

COMMUNICATING

Now, it is your turn to share your work. Please delegate one member from your group to present your discussion result. Invite your friends to pay attention to the grammatical correction from your presentation.

Please, Express your feeling in the picture provided

I learned

A difficulty that I faced

Most Proud of

A funny moment

I wish I could have

My Favorite Memory

English and Arabic Basic Grammar

THE LEARNING AIMS

In the end the lesson, you will be able to:

1 Identify the structure of Verb Tense and Passive Voice.

2 Comprehend the usage of Verb Tense and Passive Voice.

3 Arrange sentences or paragraph by using Verb Tense and Passive Voice.

HAVING AN AIM IS THE KEY TO ACHIEVING YOUR BEST.

Henry J. Kaiser

English and Arabic Basic Grammar
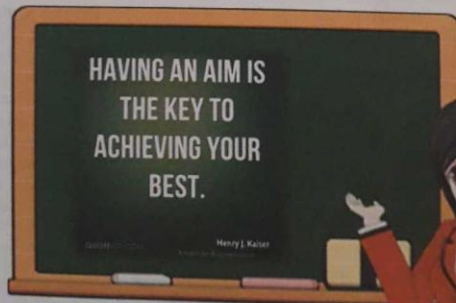
Verb Tense

You have learnt about preposition based on the song lyrics by Beyonce entitled "If I were a Boy". Now, your turn is to learn verb tense and passive voice by using the same song lyric. Before you learn both of material mentioned above, please observe the song lyric below.

"If I Were a Boy"
By: Beyonce

(Verse)
If I were a boy
even just for a day
I'd roll out of bed in the morning
And throw on what I wanted and go
Drink beer with the guys
And chase after girls
I'd kick it with who I wanted
And I'd never get confronted for it
Cause they'd stick up for me

(Chorus)
If I were a boy
I think I could understand
How it feels to love a girl
I swear I'd be a better man
I'd listen to her
Cause I know how it hurts
When you lose the one you wanted
Cause he's taken you for granted
And everything you had got destroyed

(Verse)
If I were a boy
I would turn off my phone
Tell everyone it's broken
So they'd think that I was sleeping alone
I'd put myself first

And make the rules as I go
'Cause I know that she'd be faithful
Waiting for me to come home (to come home)

Back to Chorus

(Bridge)
It's a little too late for you to come back
Say it's just a mistake
Think I'd forgive you like that
If you thought I would wait for you
You thought wrong

(Chorus 2)
But you're just a boy
You don't understand
Yeah, you don't understand, oh
How it feels to love a girl somebody
You wish you were a better man
You don't listen to her
You don't care how it hurts
Until you lose the one you wanted
Cause you've taken her for granted
And everything you had got destroyed

But you're just a boy

Task 1

Classify the verbs based on the following classification

Present Verb	Past Verb
1. _____ = _____	_____ = _____
2. _____ = _____	_____ = _____
3. _____ = _____	_____ = _____
4. _____ = _____	_____ = _____
5. _____ = _____	_____ = _____
6. _____ = _____	_____ = _____
7. _____ = _____	_____ = _____
8. _____ = _____	_____ = _____
9. _____ = _____	_____ = _____
10. _____ = _____	_____ = _____
11. _____ = _____	_____ = _____
12. _____ = _____	_____ = _____
13. _____ = _____	_____ = _____
14. _____ = _____	_____ = _____
15. _____ = _____	_____ = _____

QUESTIONING

Do you understand? If you still confuse about this material, please list your question and ask to your teacher!

I want to know:

What is _____?

How _____?

(Another questions) _____

_____?

VERB TENSE (SIMPLE PRESENT TENSE AND SIMPLE PAST TENSE)

If I **were** a boy
I think I **could** understand
How it <u>feels</u> to love a girl
I <u>swear</u> I'd be a better man
I'd listen to her
Cause I <u>know</u> how it hurts
When you <u>lose</u> the one you wanted
Cause he's taken you for granted
And everything you had got destroyed

But you're just a boy
You <u>don't understand</u>
Yeah, you <u>don't understand</u>, oh
How it <u>feels to love</u> a girl somebody
You <u>wish</u> you were a better man
You <u>don't listen</u> to her
You <u>don't care</u> how it hurts
Until you <u>lose</u> the one you wanted
Cause you've taken her for granted
And everything you had got destroyed

1. Simple Present Tense

   In general, the simple present tense expresses events or situations that exist always, usually, habit, they exist now, have existed in the past, and probably will exist in the future.

   The formula : $S + V_1(s/es) + O$

   The use of simple present are:

   a. A regular repeated activity

      We often use the present simple in this way with adverbs or adverbial phrases or frequency: *sometimes, never, occasionally, every day, on Saturdays, once a week*, etc.

      Example:

      I **catch** the 8 o'clock train <u>every day.</u>

      He **attends** the board meeting <u>every Monday.</u>

   b. Something that generally true; a statement or fact.

      Example:

      Water **boils** at 100 degrees centigrade.

      Cats **don't like** water, but the like fish.

Where **do** you work after graduating from senior high school?

c. Instruction

We can use the imperative or the present simple for instruction

Example:

You **take** the first turning on the left.

You **mix** the soup with some cream at the end.

d. In clauses of time and condition, referring to the future. It is used after: *when, if, unless, before, after, until, as soon as, whenever,* etc:

Example:

I'll give her the message <u>when</u> she **comes** back.

Will you tell me <u>if</u> you **see** her?

e. Introducing a quotation

Example:

This book **says** that too much butter and milk is bad for you.

The local newspaper **says** that the government should do more to create jobs in the area.

f. For dramatic narrative

It is most often used for dramatic narrative in sports commentating when radio and television commentators describe a short action that is completed as the commentator is speaking:

Example:

And Eastwood **passes** the ball to Andrew.

Miller **takes** the lead in the first lap.

2. Simple Past

The simple past indicates that an activity or situation *began and ended* at a particular time in the past.

The formula: $S + V_2 + O$

The uses of simple past are:

a. Completed actions

To talk about events and actions in the past that are now finished. The past simple refers to the complete event. The time or approximate time that the

event took place is stated or is understood from the context. It may be in the very recent past.

Example:

Your mother **phoned** a few minutes ago.

Or it may be in the more distant past:

I never **learnt** to swim as a child.

b. Past habit or regular event

Past habit or regular even is to talk about a regular, repeating, or habitual event.

Example:

We **went** out for a meal every evening on holiday.

He **got** up at 7 o'clock every morning to go to work.

c. Past situation at a point in time.

With stative verbs, to talk about a situation that existed at a certain time in the past.

Example:

In 1950, there **were** fewer than 50 million cars in use around the world.

At the time, I **had** a poorly-paid job in the local shop.

> If I **were** a boy
> I think I **could** understand
> How it feels to love a girl
> I swear I'd be a better man
> I'd listen to her
> Cause I know how it hurts
> When you lose the one you **wanted**
> Cause he's taken you for granted
> And everything you had got destroyed

From song lyrics above you knew that the words bolded are examples of past verb, while underlined words are present verb.

الفعل الماضي

الفعل الماضي هو كل كلمة تدل على حدوث شيئ في زمان الماضي. مثل: قام، أكل، شرب.

فالماضي: مادل على معنى في نفسه مقترن بالزمان الماضي كجاء، واجتهد و تعلم.

الفعل المضارع

فعل المضارع هو مادل على وقوع شيئ في زمان المتكلم {الحال} او بعده {الاستقبال}

الفعل المضارع هو مادل بااوضع على حصول شيئ حال الإخبار او بعده.

مضارعا سم بحروف ناتي # حيث لمشهور المعان تأتى

حروف المضارعة : أ ن ي ت

أ : ضمير المتكلم وحده

نحو: اعوذ بالله من الشّيطان الرّجيم

ن : ضمير المتكلم مع الغير

نحو : إيّاك نعبد و ايّاك نستعين. (الفاتحة: ٥)

ي : ضمير المتكلم

نحو : والله يدعوا إلى الجنّة والمغفرة

ت : ضمير

نحو : فاطمة تكتب الدّرسّ

Now, please read these following tables to make you more understand the material above.

Past Verb	قف الماضي
The Prime Minister attended the exhibition.	حضر رئيس الوزراء المعرض.
Sarah returned the books to library yesterday.	أعادت سارة الكتب إلى المكتبة بالأمس.
You heard the news yesterday.	سمعت الخبر أمس.
Allah added them an illness.	فزادهم الله مرضاً.
Allah covered their heart.	ختم الله على قلوبهم.

Present Verb	فعل المضارع
The Prime Minister attends the exhibition.	يحضر رئيس الوزراء المعرض.
Sarah returns the books to library today.	تعيد سارة الكتب إلى المكتبة اليوم.
You hear the news today.	تسمع الخبر اليوم.
Allah adds them an illness.	يزيدهم الله مرضاً.
Allah covers their heart.	يختم الله على قلوبهم.

English and Arabic Basic Grammar

Task 2

Complete sentences below by using the present verb.

1. I *live* in Washington, though I'm staying in London at the moment.
2. The car isn't here today because Shella (use)..........................it. She generally (use)................... the bus, but the drivers are on strike.
3. We usually (stay)...........................at home on Friday, but we came out tonight because we (celebrate)...........................our anniversary.
4. I (come)..............................from Scotland, though I (live)........................in London.
5. She (suppose)....................................something else will come up soon.
6. His wife (leave) him for another man and he's never really got a jealous.

QUESTIONING

Part song of "Someone Like You"

By: Adele

I heard that **you're settled** down,
That you found a girl and **you're married** now,
I heard that your dreams came true,
Guess she gave you things I didn't give to you,
Old friend, why are you so shy?
Ain't like you to hold back or hide from the light,

I hate to turn up out of the blue uninvited,
But I couldn't stay away, I couldn't fight it,
I had hoped you'd see my face,
And that **you'd be reminded** that for me it isn't over

The bold words are examples of passive voice. Are you curious? How can it called as passive voice? What do you want to know?

I want to know:

What is _____?

How _____?

(Another questions) _____

_____?

Have you ever heard the term of passive voice?

What is that?

Passive voice is passive sentences describe what happens to people or things, often as a result of action by other people or things. It often indicates that what happens is more important than who is responsible. It is used to describe actions;

a) When we don't know who does, or did the action
E.g. My briefcase was stolen last night.
(I don't know who stole it).
b) When it is not important to know who does, or did the action
E.g. The cars are taken to Europe every week.
(It doesn't matter who takes them)

Formula : S + to be + V. + by + O

E.g. Active: Dangerous driving **causes** many accidents.

Passive: Many accidents **are caused by** dangerous driving.

Lailya : "Do you ever learn Arabic grammar, Ali?"
Ali : "Yes, I do."
Lailya : "Mmm. Do you know, what is passive voice in Arabic grammar?"
Ali : "Yes, I do. Preposition is same with المفعول الذى لم يسم فاعله in Arabic grammar."
Lailya : "O. I see. I want to know it deeper."
Lailya Ali: "Yach. Let's see to this explanation."

Active form (Past)	Passive form	معلوم	مجهول
I opened the door.	The door was opened.	فتحتُ الباب.	فُتح الباب.
He transported to the hospital.	He was transported to the hospital	نقل إلى المستشفى.	نُقل إلى المستشفى.
It wrote in Hebrew characters.	It was written in Hebrew characters.	كتب بحرف عبري.	كُتب بحرف عبري.
It found in the stable.	It was found in the stable.	وجد في الإسطبل.	وُجد في الإسطبل.
The letter sent from America.	The letter was sent from America.	أرسل الرسالة من أمريكا.	أُرسلت الرسالة من أمريكا.

Active Form (Present)	Passive Form	معلوم	مجهول
He asks about the policy.	He is asked about the policy.	يسأل عن السياسة.	يُسأل عن السياسة.
He announces the news now.	The news is announced by him now.	يعلن الخبر الآن.	يُعلن الخبر الآن.
We appoint this girl as secretary.	This girl is appointed as secretary.	نعين هذه البنت سكرتيرة.	تُعين هذه البنت سكرتيرة.
They consider this book as an important source.	This book is considered as an important source.	يعتبرون هذا الكتاب مصدراً مهماً.	يُعتبر هذا الكتاب مصدراً مهماً.
They sentenced them to prison.	They were sentenced to prison.	حكموا عليهم بالسجن.	حُكم عليهم بالسجن.

English and Arabic Basic Grammar

Please choose one of your friends to be the delegation of your group to present the result of your discussion. You may use some techniques, I will give an example. Ask each of your friends to sing the song above, who able to sing well, he/she is the chosen that will be the delegation of your group.

Task 4

Discuss this task with your own group.

Put the verbs in brackets into the correct tense and form. Some of the verbs are in the passive and some of them are in the active.

Animals on the roads

More cars and lorries[1].................. (drive) on our roads every year and, sadly, as a result of this, more and more wild animals[2].................. (kill) by vehicles. Roads often[3].............(cross) the routes that[4]..............(take) by as they[5]............ (make) their way to the traditional breeding ponds. All over the world, animals are victims of the road and their dead remains can[6]..............(often see) lying on the roadside. Many badgers and hedgehogs[7].............(hit) by cars at night as they[8]............(move around) in search of food. Rabbits sometimes seem to[9]........... (hypnotize) by the headlight of cars and[10] ....(not move) quickly out of the way. Birds [11].............(something hit) too as they[12]...........(fly) low over roads. [13]..............(can anything do) to protect these animals from the dangers of the road? Well, in 1969, a toad tunnel[15]............ (build) in Switzerland and was a great success. Since then, other tunnels[16]..................(construct) elsewhere in Europe, not just for toads but for badgers and salamanders too. In Florida, where the rare Florida panther[17].....................(live), panther tunnels[18].............(build) under the highway a nd fencing[19]...................(put up) beside the highway to guide the animals safely into these underpasses. Road signs warning drives to[20] .... (look out) for particular animals[21]...................... (often see) in the US and it is to[22] ....(hope) that they[23] ....(become) a more common sight on the roads of Europe.

CREATING

Please work individually!

Task 5

Please arrange an active sentence in past form from these following verbs by your own words.

Drive = _____

Kill = _____

Construct = _____

Task 6

Please arrange a passive sentence in present form from these following verbs by your own words.

Protect = _____

Build = _____

Guide = _____

Words Power

Animal[n]	: Binatang		Toad [n]	: Katak
Road [n]	: Jalan		Tunnel [n]	: Terowongan
More[adj]	: Lebih		Build [v]	: Membangun
Lorry [n]	: Gerbang		Great [adj]	: Hebat
Drive [v]	: Mengendarai		Construct [v]	: Mendirikan
Result [n]	: Hasil		Salamander[n]	: Sejenis kadal
Wild [n]	: Liar		Panther [n]	: Harimau Kumbang
Kill [v]	: Membunuh		Live [v]	: Hidup, tinggal
Vehicle[n]	: Kendaraan		Fencing [n]	: Pagar
Cross [v]	: Melewati		Guide [v]	: Memandu
Routes [n]	: Rute		Underpass [n]	: Lintas bawah
Take [v]	: Mengambil		Lying [v]	: Terlentang
Make [v]	: Membuat		Badger [n]	: Penjual
Breeding[n]	: Pembiakan		Hedgehog [n]	: Landak
Pond [n]	: Kolam		Hit [v]	: Memukul
Victim [n]	: Korban		Search [v]	: Mencari
Quickly [adv]	: Dengan cepat		Rabbit [n]	: Kelinci
Way [n]	: Jalan		Hipnotyze [v]	: Menghipnotis
Fly [v]	: Terbang		Headlight [n]	: Lampu besar
Protect [v]	: Melindungi		Danger [n]	: Bahaya

COMMUNICATING

Now is your turn to share your work in front of the class.

Express your reflection after learning in this sheet.

Think About It

What I got?

Why was it wrong?

What did i do wrong?

Next time I will...

What consequence should I receive?

C. Present tense

In general, the simple present tense expresses events or situations that exist always, usually, habit, they exist now, have existed in the past, and probably will exist in the future.

The formula : $S + V_1(s/es) + O$

We also recognize present tense as فعل الماض in Arabic grammar.

D. Past tense

The simple past indicates that an activity or situation *began and ended* at a particular time in the past.

The formula: $S + V_2 + O$

We also recognize past tense as فعل المضارع in Arabic grammar.

E. Passive voice

Passive voice is passive sentences describe what happens to people or things, often as a result of action by other people or things. It often indicates that what happens is more important than who is responsible. It is used to describe actions;

a) When we don't know who does, or did the action
   E.g. My briefcase was stolen last night.
   (*I don't know who stole it*).

b) When it is not important to know who does, or did the action
   E.g. The cars are taken to Europe every week.
   (*It doesn't matter who takes them*)

Formula : $S + to be + V_1 + by + O$

English and Arabic Basic Grammar

Writer's Profile

Ummi Mukhoyyaroh is the last child of two siblings. She is usually called Ayya by their friends and was born in Pati, 26ᵗʰ December 1996. She graduated from SD N Sidomukti in 2008, then continued her study at MTs Natijatul Islam Jaken Pati. In 2014, she graduated from MA Salafiyah Kajen and now she is studying at UIN Walisongo on the field study of English Department Education. She also a disciples *(Mahasantri)* and an English teacher in Monash Institute Semarang. She likes English since she was on fourth grade of elementary schools. She was chosen by her teacher to be delegation of English competition in sub-regency level. So, she had to learn English hard every time. Start from this moment she loved English and many times got chances to join English competition like speech contest, debate competition, English wall magazine, English and Arabic LCC, English exegesis in regional until national level. Although not always be the winner in each competition, she never feel filed because she prefer to be proud of experiences than the appreciation to be the winner.

"Do what you love and love what you do."

Ummi Mukhoyyaroh

English and Arabic Basic Grammar

Appendix 29
Students' Worksheet

Task I

Write some difficult words you found and the meaning in this box

1. Throw — menempatkan
2. chose — mengatur
3. wanted — ingin
4. (Con troved) — dihadapkan
5. Stick — menyumbat
6. kick — menendang
7. _____ — _____
8. _____ — _____
9. _____ — _____

QUESTIONING

What do you want to know more about Preposition?
List your question and ask to your teacher!
I want to know:
What is _preposition_ ?
How _to use preposition in sentence_ ?
(Another question) _____
_____ ?

Still you remember this lyric?

(Verse)
If I were a boy
even just for a day
I'd roll out of bed in the morning
And throw on what I wanted and go
Drink beer with the guys
And chase after girls
I'd kick it with who I wanted
And I'd never get confronted for it
Cause they'd stick up for me

Please work in group of five.

Task 2

Complete the following tables with preposition used in the song lyrics, find the meaning of the preposition and write the sentence.

Preposition	Meaning	Sentence!
for	untuk	for a day
with	dengan	with the guys
of		I'd roll out of bed
out	keluar	I'd roll out
in	di	I'd roll out in the morning
up	Atas	Cause they'd stick up for me
after	setelah	And chase after girls.

Now, keep staying in your group, list preposition in the song lyrics provided on page 1 and make a sentence from each of the preposition.

Task 3

- You an beatifull after you make camera beauty plus
- Just for you
- You should turn off your television if you don't watch it.

- Big thanks to Allah for everything He has given to us.

- No matter what, we should waiting for our supper.

Task 1

Classify the verbs based on the following classification

Present Verb			Past Verb		
1.	Drink	- minum	wanted	-	ingin
2.	get	- mendapatkan	were	-	aux V
3.	think	- berfikir	Drank	-	minum
4.	make	- membuat	thought	-	berfikir
5.	want	- ingin	made	-	membuat
6.	are	- aux V	got	-	mendapatkan
7.	understand	- mengerti	understood	-	mengerti
8.	sleep	- tidur	slept	-	tidur
9.	take	- mengambil	took	-	mengambil
10.	swear	- bsersunpah	swore	-	bersumpah
11.	will	- akan	would	-	akan
12.	destroy	- lenyap	destroyed	-	lenyap
13.	feel	- merasa	felt	-	merasa
14.	forgive	- memaafkan	forgave	-	memaafkan
15.	wait	- menunggu	waited	-	menunggu

QUESTIONING

Do you understand? If you still confuse about verb tense, please list your question
and ask to your teacher!

I want to know:

What is ___Verb tense___ ?

How ___to diffor present tense and past tense___ ?

(Another questions) ___When we use each of them___

_____ ?

English and Arabic Basic Grammar

Task 2

Complete sentences below by using the present verb.

1. I *live* in Washington, though I'm staying in London at the moment.
2. The car isn't here today because Shella (use)...*Uses*...it. She generally (use)...*use*... the bus, but the drivers are on strike.
3. We usually (stay)...*stay*...at home on Friday, but we came out tonight because we (celebrate)...*Celebrated*...our anniversary.
4. I (come)...*come*...from Scotland, though I (live)*am living*.in London.
5. She (suppose)...*supposes*...something else will come up soon.
6. His wife (leave) him for another man and he's never really got a jealous.

QUESTIONING

Part song of **"Someone Like You"**

By: Adele

I heard that **you're settled** down,
That you found a girl and **you're married** now,
I heard that your dreams came true,
Guess she gave you things I didn't give to you,
Old friend, why are you so shy?
Ain't like you to hold back or hide from the light,

I hate to turn up out of the blue uninvited,
But I couldn't stay away, I couldn't fight it,
I had hoped you'd see my face,
And that **you'd be reminded** that for me it isn't over

The bold words are examples of passive voice. Are you curious? How can it called as passive voice? What do you want to know?

I want to know:

What is *passive voice*?

How *to make passive voice*?

(Another questions)

How many types of passive voice?

English and Arabic Basic Grammar

Please choose one of your friends to be the delegation of your group to present the result of your discussion. You may use some techniques, I will give an example. Ask each of your friends to sing the song above, who able to sing well, he/she is the chosen that will be the delegation of your group.

Task 4

Discuss this task with your own group.

Put the verbs in brackets into the correct tense and form. Some of the verbs are in the passive and some of them are in the active.

Animals on the roads

More cars and lorries ¹are driven (drive) on our roads every year and, sadly, as a result of this, more and more wild animals ²are killed. (kill) by vehicles. Roads often ³cross (cross) the routes that ⁴is taken (take) by as they ⁵make (make) their way to the traditional breeding ponds. All over the world, animals are victims of the road and their dead remains can ⁶often be seen (often see) lying on the roadside. Many badgers and hedgehogs ⁷are hit (hit) by cars at night as they ⁸............(move around) in search of food. Rabbits sometimes seem to ⁹............ (hypnotize) by the headlight of cars and ¹⁰do not move (not move) quickly out of the way. Birds ¹¹............(something hit) too as they ¹²............(fly) low over roads. ¹³everything can be done (can anything do) to protect these animals from the dangers of the road? Well, in 1969, a toad tunnel ¹⁴was built (build) in Switzerland, and was a great success. Since then, other tunnels ¹⁵were constructed (construct) elsewhere in Europe, not just for toads but for badgers and salamanders too. In Florida, where the rare Florida panther ¹⁶lived (live), panther tunnels ¹⁷was built (build) under the highway a nd fencing ¹⁸put up (put up) beside the highway to guide the animals safely into these underpasses. Road signs warning drives to ¹⁹look out (look out) for particular animals ²⁰were often seen (often see) in the US and it is to ²¹hoped (hope) that they ²²became (become) a more common sight on the roads of Europe.

Please work individually!

Task 5

Please arrange an active sentence in past form from these following verbs by your own words.

Drive — My father ~~has~~ drove a car yesterday

Kill — The cat killed a mouse by eating it.

Construct — We conxructed our mind to be good person.

Task 6

Please arrange a passive sentence in present form from these following verbs by your own words.

Protect — The animals are protected by government

Build — This school was built in 1905.

Guide — As a human we are guided by our God.

Appendix 30

License of Research

KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI WALISONGO
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jl.Prof. Dr. Hamka Kampus II Ngaliyan Telp. 7601295 Fax. 7615387 Semarang 50185

Nomor   : B-2130/Un.10.3/D.1/TL.00./05/2018   Semarang, 24 Mei 2018
Lampiran : -
Perihal   : **Mohon Izin Riset**
              a.n.   : Ummi Mukhoyyaroh
              NIM : 1403046019

Kepada Yth.
Kepala MA. Salafiyah Kajen
di Pati

Assalaamu'alaikum Wr. Wb.
Diberitahukan dengan hormat bahwa dalam rangka penulisan skripsi, bersama ini kami hadapkan mahasiswa:
Nama   : Ummi Mukhoyyaroh
NIM   : 1403046019
Alamat   : Ds. Sidomukti Kec. Jaken Kab. Pati
Judul skripsi : **"DEVELOPING ENGLISH AND ARABIC BASIC GRAMMAR IN BILINGUAL BOOK FOR STUDENTS OF ELEVENTH GRADE OF MA SALAFIYAH KAJEN PATI"**
Pembimbing : 1. SitiTarwiyah, S.S., M.Hum.
                    2. Dr. H. Ahmad Ismail, M.Ag.,M.Hum.

Mahasiswa tersebut membutuhkan data-data dengan tema/judul skripsi yang sedang disusun, oleh karena itu kami mohon Mahasiswa tersebut diijinkan melaksanakan riset selama 3 hari, mulai tanggal 26 Mei 2018 sampai dengan tanggal 29 Mei 2018.

Demikian atas kerjasama Bapak/Ibu/Sdr. Disampaikan terima kasih.
Wassalaamu'alaikum Wr. Wb.

a.n. Dekan,
Wakil Dekan Bidang Akademik

Prof. Dr. H. Fatah Syukur, M.Ag
NIP: 19681212 199403 1003

Tembusan :
Dekan Fakultas Ilmu Tarbiyah dan Keguruan (FITK) UIN Walisongo Semarang (sebagai laporan)

Appendix 31

Research Approval

YAYASAN SALAFIYAH KAJEN
MADRASAH ALIYAH SALAFIYAH
TERAKREDITASI A
NPSN : 69725504 NSM : 131233180018
Alamat : Kajen. Kec. Margoyoso, Kab. Pati ✉ 59154 Telp/Fax. (0295) 4150750
email. salafiyah.kajen@gmail.com

**SURAT KETERANGAN PENELITIAN**
Nomor : MA.11.18/TL.00/004/V/2018

Yang bertanda tangan di bawah ini Kepala Madrasah Aliyah Salafiyah Kajen, Kec. Margoyoso, Kab. Pati menerangkan bahwa :

Nama	:	**UMMI MUKHOYYAROH**
NIM	:	1403046019
Fakultas	:	Ilmu Tarbiyah dan Keguruan
Asal Mahasiswa	:	Universitas Islam Negeri Walisongo Semarang

Nama tersebut sejak tanggal 26 Mei 2018 sampai dengan tanggal 29 Mei 2018 telah melaksanakan tugas penelitian di Madrasah Aliyah Salafiyah dengan sangat baik, sebagai syarat penyusunan dan pembuatan Skripsi yang berjudul :

"DEVELOPING ENGLISH AND ARABIC BASIC GRAMMAR IN BILINGUAL BOOK FOR STUDENTS OF ELEVENTH GRADE OF MA SALAFIYAH KAJEN PATI"

Demikian surat keterangan ini kami buat dengan sebenarnya agar dapat digunakan sebagaimana mestinya.

Kajen, 29 Mei 2018
Kepala,

Drs. H. Abdul Kafi, M. Si

Appendix 32

Advisor Reference

KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI WALISONGO
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jl.Prof. Dr. Hamka Kampus II Ngaliyan Telp. 7601295 Fax. 7615387 Semarang 50185

Nomor : B-1626/Un.10.3/1.4/PP.009/04/2018   03 Mei 2018
Lampiran : -
Perihal : **Penunjukan Pembimbing Skripsi**

Kepada Yth.

1. SitiTarwiyah, S.S., M.Hum.
2. Dr. H. Ahmad Ismail, M.Ag.,M.Hum.

Assalaamu'alaikum Wr. Wb.

Berdasarkan hasil pembahaan usulan judul Penelitian di jurusan Pendidikan Bahasa Inggris (PBI), maka Fakultas Ilmu Tarbiyah dan Keguruan menyetujui judul skripsi mahasiswa :

     Nama   : Ummi Mukhoyyaroh
     NIM   : 1403046019
     Judul   : **"DEVELOPING ENGLISH AND ARABIC BASIC GRAMMAR IN BILINGUAL BOOK FOR STUDENTS OF ELEVENTH GRADE OF MA SALAFIYAH KAJEN PATI"**

Dan menunjuk :

1. Pembimbing I : SitiTarwiyah, S.S., M.Hum.
2. Pembimbing II : Dr. H. Ahmad Ismail, M.Ag.,M.Hum.

Demikian penunjukan pembimbing skripsi ini disampaikan, atas kerjasamanya kami ucapkan terima kasih.

Wassalaamu'alaikum Wr. Wb.

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2. Mahasiswa yang bersangkutan
3. Arsip

Appendix 33

Curriculum Vitae

BIODATA DIRI

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3. SMP/MTs   : MTs Natijatul Islam Jaken
4. SMA/MA   : MA Salafiyah Kajen Pati

Semarang, 20th of July 2018