

**DEVELOPING THE ENGLISH LEARNING MODULE FOR
MAHASANTRI MA'HAD AL-JAMI'AH STATE ISLAMIC
UNIVERSITY OF RADEN INTAN LAMPUNG**

(A Thesis)

**Submitted as partial fulfillment of the requirements for S-1
Degree**



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**ENGLISH EDUCATION STUDY PROGRAM
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ABSTRACT

Based on the English learning observation and *mahasantri's* need analysis about the module's materials, it was found out that the module did not fit the English curriculum of Ma'had Al-Jami'ah, was difficult to understand, and needed some materials such as phonetic symbol, grammar, and the example for every material. After developing the module based on the problems, the module was validated by the material expert, media expert, and *mahasantri's* response. So that, the English learning module could be used maximally as the goals of English teaching and learning in Ma'had Al-Jami'ah.

Research and Development (RND) was used ADDIE model that consist of 5 steps. They were analysis, design, development, implementation, and evaluation. The instruments for collecting the data in this research were questionnaires given to the media expert and material expert to know the experts' assessments of the module that had been developed. The responses from the experts and *mahasantri* were categorized in four criteria; very positive, positive, negative, and very negative.

The result of this research was the English learning module appropriated to the English curriculum and syllabus of Ma'had Al-Jami'ah and *mahasantri's* needs. Meanwhile, the media expert's validation result showed the average presentation from 92,4% with the very positive category, the material expert's validation result showed the average presentation from 91,2% with the very positive category. In addition, the result of the *mahasantri's* responses indicated the average presentation from 87,2% with the very positive category. To sum up, the result of the media expert, material expert, and *mahasantri's* responses, the English learning module with ADDIE model that had been developed indicated very positive responses to be used as the English learning media at Ma'had Al-Jami'ah.

Keywords: *Research and development, English learning module, ADDIE model.*

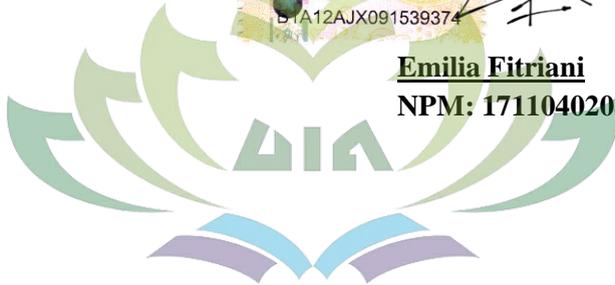
DECLARATION

This research entitled “Developing the English Learning Module for *Mahasantri* Ma’had Al-Jami’ah State Islamic University of Raden Intan Lampung” is entirely individual accomplishment. Except for the information in the references, this work contains no materials that have been published by others and does not quote any other people’s ideas except in accordance with ethical standards.

Bandar Lampung, 2021
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ADMISSION

A thesis entitled: **“DEVELOPING THE ENGLISH LEARNING MODULE FOR MAHASANTRI MA’HAD AL-JAMI’AH STATE ISLAMIC UNIVERSITY OF RADEN INTAN LAMPUNG”**, by: **EMILIA FITRIANI, NPM: 1711040208**, Study Program: English Education has been tested and defended in the examination session held on: **Thursday, October 28th 2021**

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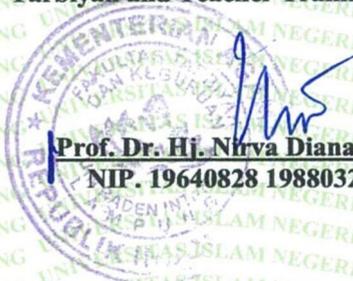
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MOTTO

فَإِنَّ مَعَ الْعُسْرِ يُسْرًا (٥) إِنَّ مَعَ الْعُسْرِ يُسْرًا (٦)

Meaning: So verily, with the hardship, there is relief. Verily, with the hardship, there is relief.
(Q.S Al-Insyirah: 5-6)¹

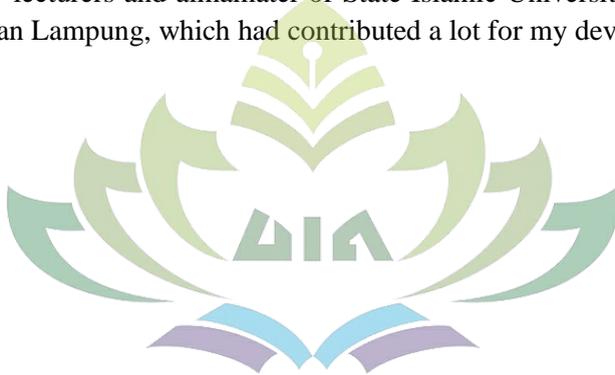


¹ Departemen Agama RI, *Al-Qur'an Dan Terjemahnya Al-Jumanatul 'Ali* (Bandung: CV Penerbit Jumanatul 'Ali-Art, 2004).

DEDICATION

I would like to thank to Allah SWT the almighty, the great creator. This thesis is dedicated to the beloved ones:

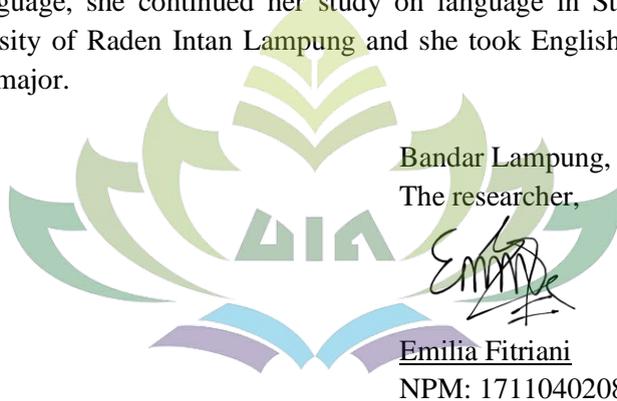
1. This research is lovingly dedicated to my respective parents, Mr. Sunodo and Ms. Yuli Sri Hartati who have been my constant source of inspiration. They have given me the drive and discipline to tackle every task with enthusiasm and determination. Without their love and support this research would not have been made possible.
2. My brother, Budi Laksana who also never forget to pray and help me through every difficulty.
3. My lecturers and almamater of State Islamic University of Raden Intan Lampung, which had contributed a lot for my development.



CURRICULUM VITAE

Emilia Fitriani was born on 13th January 1999. Everyone calls her Emilia, the first child of Mr. Sunodo and Ms. Yuli Sri Hartati. Emilia has only one little brother, he is Budi Laksana.

TK Darma Wanita was the first place in starting her education. After one year, she continued her education in SDN 02 Banjar Agung for 3 years and SDS Lentera Harapan for 3 years. Then, she continued to a higher education level in SMPN 02 Way Seputih. After three years studying in junior high school, she continued her study in MA Darussalam Seputih Banyak and lived in Al-Falah Islamic Boarding School. She learns many things from there such as *fiqh*, *tajwid*, *nahwu/ sharf*, and also found her interest on language. By her interest on language, she continued her study on language in State Islamic University of Raden Intan Lampung and she took English Education as her major.



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This thesis, will not be completed without the advices and support from a number of people. As a result, I would like to express my gratitude to:

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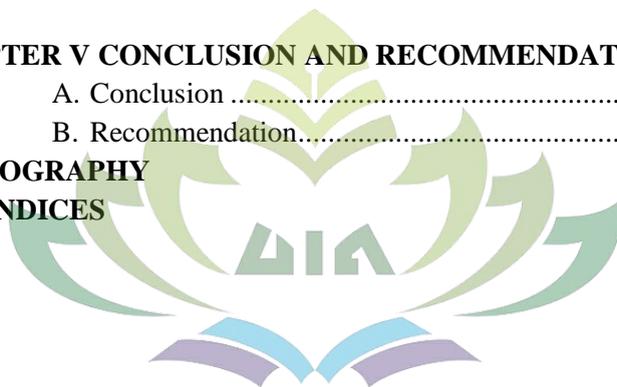
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CHAPTER I

INTRODUCTION

A. Background of the Problem

Ma'had Al-Jami'ah State Islamic University of Raden Intan Lampung is a college's dorm, living quarters for students who want to study in college and study religion as in *pesantren*. Ma'had is higher education institutions held in Islamic colleges in UIN/IAIN.¹ However, Ma'had is a separated institution from the college. It means the teaching and learning process takes place separated by the college hours. Ma'had was an integral part of an educational system with fairy-quality of education and continued learning through the guidance, coaching, and nurturing of steward and *asatidz* (teacher). The prevailing education pattern in Ma'had Al-Jami'ah aims to increase skills, knowledge, and habit *mahasantri*, with approach, guidance, training, coaching, teaching, breeding, and supervision.² *mahasantri* is a student who still studies in college and studies in a dormitory. Ma'had used the *halaqah* system to study. According to Hanun Asrorah *halaqah* is a teaching process carried out by learners circling the teachers. Usually sit on the floor to listen to a teacher explains about some material.³ Usually each *halaqah* consisting of 10-15 *mahasantri* and one *mu'allim/ah* (teacher). In this pandemic era instead of having a direct teaching and learning process, Ma'had holds the teaching and learning process via online. Language studies are also in *halaqah*. In case, Ma'had had a purpose to make *mahasantri* intelligent between religion and science. *Mahasantri* is not only understanding knowledge according to their respective

¹ Eva Dewi, "Model Pengembangan Pembelajaran Bahasa Arab Di Ma'had Al-Jami'ah IAIN Bengkulu," *Manhaj* 4, no. 2 (2016): 98.

² UPT Ma'had Al-Jami'ah UIN Raden Intan Lampung, *Panduan Akademik Mahasantri Ma'had Al-Jami'ah*, n.d.

³ Achmad Muslimin, "Implementasi Metode Halaqah Dan Resitasi Dalam Tahfidz Al-Quran Di Sdit El – Haq Banjarsari Buduran Sidoarjo," *Adabiyah : Jurnal Pendidikan Islam* 1, no. 1 (2016): 58.

majors on the campus but also understanding religious science and its application.

The Ma'had curriculum system includes English Learning, the concept of English learning at Ma'had using the module. The module was designed both for individuals or small groups. They began with behavioral objectives and included concrete learning aids.⁴ The module has an important role in helping the teaching process especially for the *mahasantri* Ma'had Al-Jami'ah, it is a special collection of materials intentionally made by the *ustadz* and *ustadzah* Ma'had Al-Jami'ah as an application of the learning curriculum and also tailored to the purpose of the learning itself. The Ma'had English learning module contains the vocabularies, grammar, conversations, and communication strategies. Each meeting's learning materials are tailored to the assigned syllabus. So, learning materials for every *halaqah* are the same.

The highly emphasized the aspect of referring to the English embalming module material is speaking. So, the material was customized to the usual words used in the Ma'had environment, like some of the tools at Ma'had, conversations would normally happen between *mahasantri*, then the conversations on certain agendas in Ma'had. English *halaqah* is an obligation activity for *mahasantri*. English lesson in *halaqah* is a basic lesson like vocabulary and conversation. While, *mahasantri* who has intermediate or advanced level will follow English Club through selection, but they still follow English *halaqah*.

Based on the observation there were some problems in the English learning process at Ma'had Al-Jami'ah relate to the module's materials. The module does not fit the curriculum. Beside that, the materials in the module are divided into various groups of English components such as vocabularies, grammar, conversations, and communication strategies, but all four are separate materials from each other. Therefore, *mahasantri* are confused in using the module without guidance from the

⁴ Choo Mei Cheng and Marina Binti Abu Bakar, "The Impact of Using Modules in The Teaching And Learning of English In Malaysian Polytechnics: An Analysis of The Views And Perceptions of English Language Lecturers," n.d.

muallim/ah and the materials are less specific and there is no direct application of any materials. Moreover, English studies at Ma'had Al-Jami'ah are performed only twice a week and assessments every Saturday. So, the time to learn English is limit. Besides, pronunciation is also a problem in learning English in Ma'had, it is often found that the pronunciation of several words in English is still wrong or there is a difference in the pronunciation of each *mahasantri*. And after conducting the students' need with need analysis questionnaire, $\geq 87\%$ *mahasantri* argue that phonetic symbol is important for them, the material about how to arrange the vocabulary also very important and also the materials should be accompanied by example, thus they will know how to use it. *Mahasantri* also argue that learning English directly with practice is more fun such as conversation or other games. With this problem, this research is to develop the learning module by adding some materials such as phonetic symbols, making all the materials connect each other, and giving the example for any materials. The goal is English learning to be more effective and *mahasantri* to be able to apply it in speaking in daily life.

Various researchers had conducted research related to English materials about developing materials, exercise, and ESP (English for Specific Purposes). As a reference from the previous research, the researcher presents it in this section. Research about the Development of learning materials has been done by several researchers before (Murughanatham Ganesan, 2015; Asmar Yulastri, Hendra Hidayat, Syaiful Islami, and Fuji Edya, 2017; Torey trust and Emrah Pektas, 2018; E Widyastuti and Susiana, 2019). Generally, the result of the research shows that develop the learning material using ADDIE model has met rightful and effective for developing the product because the ADDIE model proven to be effective for learning and easy to measure time and cost.

Based on some previous findings research, the following chapter will discuss that the English learning module should be developed by using the ADDIE model. The ADDIE model is

commonly used to develop educational products especially learning materials. Therefore, using the ADDIE model to develop the English learning module for *mahasantri* Ma'had Al-Jami'ah will be effective.

B. Problem Identification

Based on the background of the problems above, the identification of the problem in this study as follows:

1. The materials in the module do not fit the curriculum.
2. Some materials do not relate to one another, so learning is less effective.
3. The arrangement of learning materials in the English module difficult to understand, so *mahasantri* are confused about using it.

C. Limitation of the Problem

Based on the background above, the problem will be limited as follows:

1. The module developed in this research is the English learning module of Ma'had Al-Jami'ah State Islamic University Raden Intan Lampung.
2. Developing the module based on the English curriculum of Ma'had Al-Jami'ah.
3. Developing the module focuses on vocabulary, grammar, conversation, and communication strategy materials.
4. Arranging the module based on need analysis.
5. Arranging the module to be easier to understand.

D. Formulation of the Problem

Considering the background above, the problem will be formulated as the question below:

How is the development of the English learning module?

E. Objective of the Research

This research aimed to developing an English learning module for *mahasantri* Ma'had Al-Jami'ah is to find out how does the English learning module work on English learning for *Mahasantri* Ma'had Al-Jami'ah.

F. Significance of the Research

1. Theoretical Significance

The theoretical significance from this research expected to give more knowledge about English materials for *mahasantri* Ma'had Al-Jami'ah State Islamic University of Raden Intan Lampung.

2. Practical Theoretical

This research would be beneficial for *mahasantri* of Ma'had Al-Jami'ah, *mu'allim/ah* of Ma'had Al-Jami'ah. First, for *mahasantri* of Ma'had Al-Jami'ah; in the future, the result from this research could help *mahasantri* of Ma'had Al-Jami'ah more easily to understand based on their interest and situation and implemented into their daily life. In the future, the result of this research is the module could be used as a guidebook. Second, for the *mu'allim/ah*; the product that designed in this research can facilitate the *mu'allim/ah* to more easily teach English for *mahasantri* of Ma'had Al-Jami'ah. Third, for Ma'had Al-Jami'ah; hoped this product could be used as an English learning module for *mahasantri* of Ma'had Al-Jami'ah in the learning and teaching process.

G. Research scope

Scope of the study follow;

1. The subject of the research

Mahasantri of Ma'had Al-Jami'ah.

2. The Objective of the research

English learning module.

3. Place of research

This research will be conducted at Ma'had Al-Jami'ah State Islamic University of Raden Intan Lampung.

H. Systematics of the Writing

Systematics of the writing in this research compiled as follows:

Chapter I Introduction

This chapter contains background of the problem, problem identification, limitation of the problem, formulation of the problem, research objective, research significance, research scope, and systematics of the writing.

Chapter II Literature Review

This research contains theory about module, ESP, CTL, English learning module, Ma'had Al-Jami'ah, and also relevant study.

Chapter III Research Method

This chapter explain about research design, place of the research, research procedure, product specification, experimental subject of the product, research instrument, trying out product, data analysis.

Chapter IV Findings and Discussion

This Chapter contains description of the result, description and data analysis of try out and discussion of the final product.

Chapter V Conclusion and Recommendation

This chapter contains some conclusion from the research and recommendation.

CHAPTER II

LITERATURE REVIEW

A. Theoretical Description

1. Module

a. Definition of module

The module is a book that contains some learning materials for both individuals and groups. Based on Crittenden and Creswell the learning modules used contained mediated instructions and group activities. Visual aids, small groups, and a system of feedback were used.¹ Well-structured modules can give good feedback between the learners and their learning results.

The module is a book written voluntarily that the learners can learn individually with or without the guidance of the teacher.² The module is one of the media or learning resources that encourages learner's self-reliance to learn independently, meaning that students' awareness and activation in learning are important. The teacher is not the only source of knowledge that students should receive, but teachers perform as students learning facilitators.

Nasution in Model of Contextual-Based Academic Writing Learning Module Journal states that the module is a whole stand-alone unit and consists of a series of learning movement developed to help learners gain some learning objectives defined

¹ Ruffii Rufii, "Developing Module on Constructivist Learning Strategies to Promote Students' Independence and Performance," *International Journal of Education and Learning* 7 (2015): 21.

² Sri Wardani, Sri Nurhayati, and Aulia Safitri, "The Effectiveness of the Guided Inquiry Learning Module towards Students," *International Journal of Science and Research (IJSR)* 5, no. 6 (2016): 1589.

clearly and specifically.³ The module is designed with a combination of learning activities, starting with the learning materials, some learning instructions, and also exercises. The module is used as a facility for teachers to guide the learning process.

Based on some definition above module is a learning book consists of a series of learning activities to help and facilitate the teacher to teach the students to achieve some learning objectives.

b. Module quality elements

The module needs to be design and developed by observing elements that become a requirement to producing modules that can act out the function and roles of modules in learning. According to Daryanto there are 6 elements:⁴

1. Format

Some of the things you should be aware of related to the format of the module are as follows:

- a. Use proportionately single or multi-column format. The use of a single or multi-purpose column should match the shape and size of the paper used.
- b. Use the correct paper format (vertical or horizontal). Vertical or horizontal use of paper formats should pay attention to the layout and typing format.
- c. Use icons that are easily captured and that aim to emphasize things that are important or special. A sign could be an image, a bold print, italics, etc.

³ Afif Rofii, Fathiaty Murtadho, and Aceng Rahmat, "Model of Contextual-Based Academic Writing Learning Module," *English Review: Journal of English Education* 6, no. 2 (2018): 51.

⁴ Daryanto, *Menyusun Modul*, ed. Suryatri Darmiatun, 1st ed. (Gava Media, 2013).

2. Organization

- a. Show maps or charts that illustrate the material covered to be discussed in modules.
- b. Organize the content of the learning materials in systematic order and arrangement, making it easier for learners to understand the learning materials.

3. Attraction

The lure of the module can be placed in several parts:

- a. Cover, by combining colors, illustrations, and letter size.
- b. The contents of the module by placing stimuli of pictures or illustrations, printing bold, italic, underline, or color.
- c. An interest exercises.

4. Size and shape

The requirements of shape and font size on the module are:

- a. Use the shape and sizes of letters that are easily read based on the characteristics of learners.
- b. Use proportional letter comparisons between titles, subheadings, and text contents.
- c. Avoid the use of capital letters for the entire text, because it makes reading difficult.

5. Space (blank)

Use space without a text or picture to enhance contrast in the module's appearance. Blank space can serve to add important notes and give pause to the learners. Someplace to give a blank space:

- a. The place around the chapter and subchapter titles.
 - b. Margin.
 - c. Space between columns.
 - d. Paragraph change and it starts with a capital letter.
 - e. Chapter or section substitution.
 - f. Use shapes and letters consistently from page to page.
 - g. Use consistent space.
 - h. Use consistent typing layout, both the typing pattern and the margin of typing.
6. Consistency

All the elements found in the module whether related to the writing format, organization, shape of both letters, and space must be consistent.

c. Material in module

Material development is an important aspect that discovers the success of the language teaching-learning process. Materials are a key element in learning an English program. Based on the national education department the characteristics of a good module are:⁵

1. Self-instructional: The learners can use the module independently without guidance from the teacher.
2. Self-contained: All the necessary materials are in the module, so the learners can study completely.
3. Stand Alone: No need the other media nor be used together with other learning media.

⁵ Direktorat Tenaga Kependidikan, *Penulisan Modul* (Departemen Pendidikan Nasional, 2008).

4. Adaptive: The module should have high adaptability with the science development and technology.
 5. User Friendly: Every instruction and information are helpful for the learners, enables the learners to respond, can access based on the learners' want.
- d. Module development principle

There are six principles of materials design identified by Nunan:⁶

1. Materials should be connected.
2. Materials should be original in terms of text and task.
3. The material should stimulate cooperation.
4. Materials should let the learners focus on formal aspects of English learning.
5. Materials should support the learners to develop learning skills, and skills in learning.
6. Materials should support the learners to implement their developing skills to the world beyond the classroom.

- e. Students' responses to module

A module that had been drafted, even though the composition had taken good steps but still needed improvement in terms of its content and effectiveness. Improvements are intended through review and trials. The review and trials are conducted to get responses from several people to developed modules, so the result will be used for module improvement. Review and trials are about the content of materials presented and the presentation or effectiveness of learning.⁷

⁶ Brian Tomlinson, *Developing Materials for Language Teaching*, second (USA: Bloomsbury, 2013).

⁷ Daryanto, *Menyusun Modul*.

Table 2.1 Content of Materials Presented and Presentation

Content of materials presented	Presentation or effectiveness of learning.
Are the materials presented in the module sufficient?	Is the clue in the module clear?
Is the material presented in the module up to date?	Are the materials in the module according to the students' capabilities?
Are the materials presented in the modules unrelated?	Are the activities in the module useful?
	Are the materials and exercises in the module already compatible?

2. ESP

English learning is very important in this era. English is a global language with 380 million people use it as the first language, more than 200 million people use it as the second language, and billions of people are learning.⁸ English has used an introduction to all aspects of life, consequently many English courses are implementing a learning system based on the students' needs analyses. Need analysis is a defining aspect of it is practices and a

⁸ Jacques Melitz, "English as a Global Language," *The Palgrave Handbook of Economics and Language* 2016 (2016): 583–615.

major source of it is interdisciplinarity.⁹ Learning teaching system based on the students' need analysis commonly called English for Specific Purposes. English for a specific purpose is English learning based on the specific purpose and needs of learners. The gold standard in ESP is to allow the students to use English to fulfill their needs. ESP teaching has its clear characteristics. Some characteristics of ESP teaching:

- a. ESP teaching has a clear purpose. The purpose of ESP learners is not only to learn English, but they have a specific purpose, as like for their job.
- b. The ESP teaching is based on learner's need analysis. ESP learning materials are adapted to the needs of learners' language, knowledge and the language use that learners need to communicate. ESP teaching pays attention to the development of students' pragmatic competence. Learners not only know English but they also know how to use it and implement it.¹⁰

The advantage of using ESP for designing a module's material is Focus material in learning objective and the materials stimulate students to process information actively and to understand information by imposing a meaningful interpretation or pattern on it.¹¹

Ma'had Al-Jami'ah is one of an institution that applied English education based on the *mahasantris'* need. The goal of learning English in Ma'had Al-Jami'ah is *mahasantri* can use English in daily conversation with the right and proper English code, as like grammar, the use of vocabulary, and pronunciation. Based on these

⁹ K E N Hyland, "English for Specific Purposes: Influences and Impacts," *International Handbook of English Language Teaching*, 2007, P. 392.

¹⁰ GUO Hui, "The Learning Needs Analysis of English for Specific Purposes (ESP) in College," *US-China Foreign Language* 15, no. 1 (2017): 1–6.

¹¹ Elizabeth Milaningrum and Patria Rahmawaty, "Developing English Module for Hospitality Students Using Inquiry-Based Language Learning in Balikpapan State Polytechnic," *Premise: Journal of English Education* 8, no. 1 (2019): 1.

needs and to achieve the goal of English study, the Ma'had Al-Jami'ah uses the module as a medium to present the material.

3. English Learning Module (vocabularies, conversation, communication strategy)

The use of the English module at Ma'had Al-Jami'ah is crucial because it has been arranged and adjusted to the purpose of English learning at Ma'had Al-Jami'ah. Some of the material that was studied is:

a. Vocabulary

Basic for learning English is vocabulary. There is some kind of vocabulary. Grunberg and skyes (1991) divide vocabulary into 2 types. The first type is vocabulary referred to the words given by the students and it is expected students can use them. Meanwhile, the second one referred to the words that learners meet but do not know how to produce. For then, Hatch and Brown indicated two kinds of vocabulary, receptive vocabulary and productive vocabulary. Receptive vocabulary means the words learners know and understand when used in the context. But they cannot produce. The learners understand those words when they see and meet in the reading text but they do not use them in writing and speaking. Productive vocabulary is the words that the learners understand and they can pronounce them and use them constructively in writing and speaking.¹²

Vocabulary is important to be mastered by the learner to understand the language. Therefore, the first English lesson in Ma'had Al-Jami'ah is vocabulary. The vocabulary in the English module is about the vocabulary of daily activity, such as take a bath, wake up, take a nap, etc., and also materials about activities

¹² Alpino Susanto, 'The Teaching of Vocabulary: A Perspective', *Jurnal KATA*, 1.2 (2017), 185.

or equipment available in Ma'had Al-Jami'ah, such as speech, stage, bunk bed, etc.

b. Conversation

Spoken conversation is defined as any interactive spoken change between two people or more.¹³ After learning vocabulary and grammar, what needs to be done is practicing. We can practice our English in a conversation with our friends. also, to know how to use vocabulary and grammar, with practicing we also can know how to pronounce it correctly. The English learning module contains several frequent conversations in daily life, especially in Ma'had. Like talking about introduction new *mahasantri*, *muhadharah* activities. So that it could be used in their activities in Ma'had.

c. Communication strategy

Communication is a tool for sharing information, messages, ideas, and feelings with others. Roben says that communication is a behavioral activity to convey a message or information about an opinion or feeling.¹⁴ In terms of communication, every country has its way, especially in language. as how to communicate with English and Indonesia. Therefore, learning about communication strategy is also important for those wanting to learn about speaking. In the English module, there was some material about communication strategy. It's like a way of expressing thanks, asking for attention, expressing opinion and argument.

¹³ Leigh Clark et al., "What Makes a Good Conversation? Challenges in Designing Truly Conversational Agents," *Conference on Human Factors in Computing Systems - Proceedings*, 2019.

¹⁴ Helmida Barus and others, 'Teacher Communication Strategy in SMA Swasta Pencawan Medan', *Linguistic, English Education and Art (LEEA) Journal*, 3.2 (2020), 249.

Table 2.2 English Learning Material 1st and 2nd semester
*Mahasantri Ma'had Al-Jamiah State Islamic University of Raden
 Intan Lampung*

	No	Materials			
		Vocabulary	Grammar	Conversation	Communication Strategy
First Semester	1	Color	Season	Meeting New Friend 1	Greeting People
	2	Inside and outside the house	Cardinal Number and ordinal number	Meeting New Friend 2	Asking and giving attention
	3	Daily Activities	Number of frequency	At Bedroom 1	Expression thanks
	4	Bedroom	Present continuous tense	At Bedroom 2	Apologizing
	5	Preparing to go to school	Yes/no question and answer and WH Question	At Bedroom 3	Circumlucation
	6	-	Simple Past	At Bedroom 4	Asking Clarification
	7	-	Future Tense	Telephone Call: Ring to salon	Giving Complement
Second Semester	1	Kitchen and canteen	Present Perfect Tense	At the Canteen 1	Asking opinion
	2	Stage Property/equipment and performance	Present Perfect WH Question	At the Canteen 2	Expressing Agreement
	3	Sports and exercise	Modal	At the Canteen 3	Expressing Disagreement
	4	Stationary and school / office	-	Public Speaking	Gap filler

		essentials		Activity 1	
5	-	-	-	Public Speaking Activity 2	Expressing Anger
6	-	-	-	Talking about Sport 1	Getting More Information: Using Close and Open-Ended Question
7	-	-	-	Talking about Sport 2	Pre-Closing/Ending the Conversation
8	-	-	-	Asking for Permission	Closing and Response

Source: *Ma'had Al-Jami'ah English Module*

4. Ma'had Al-Jami'ah State Islamic University of Raden Intan Lampung

a. Mahasantri

Mahasantri comes from two words, *maha* and *santri*. *Maha* is high, and *santri* is a student studying in boarding school. However, *mahasantri* is a student who still studies in college and studies in a dormitory. *Mahasantri* consists of new students (first and second semester) and older students (third and fourth semester). Because of limited capacity (400 people max). so, not all the new students go into dorms. Only those who want to study religion like in *pesantren* and pass selection into a dorm.¹⁵

b. Ma'had Al-Jami'ah State Islamic University of Raden Intan Lampung

¹⁵ UPT Ma'had Al-Jami'ah UIN Raden Intan Lampung, *Panduan Akademik Mahasantri Ma'had Al-Jami'ah*.

Ma'had is an Arabic word for dormitory. Dormitory is a traditional education whose the students live together and learn under the guidance of a teacher better known as *kyai* and have boarding school for *santri* living.¹⁶ Ma'had Al-Jami'ah State Islamic University of Raden Intan is a college's dorm. It was built on August 5th, 2009 as an academic sphere that gave mobility to intellectual development and diversity.¹⁷

c. The education program in Ma'had Al-Jami'ah

The Ma'had activity program is divided into several activities, they are academic activity (*kurikuler*), supporting academic activity (*kokurikuler*), extracurricular, and social-religious activities.¹⁸

1. Academic activity

Academic activity is *ta'lim ma'hadi* activities as a primary activity in Ma'had. These activities are learning Islamic studies, in *kitab kuning* tutorial activity and it is held at night (09.00 PM - 09.30 PM)

2. Supporting academic activity

- a. Intensification of a foreign language, Arabic and English.
- b. Practice of worship
- c. Reciting the Holy Quran (*Qiro'atul Qur'an*)
- d. *Muhadharah*

¹⁶ Eva Dewi, 'Model Pengembangan Pembelajaran Bahasa Arab Di Ma'had Al-Jami'ah IAIN Bengkulu', *Manhaj*, 4.2 (2016), P.98.

¹⁷ UPT Ma'had Al-Jami'ah UIN Raden Intan Lampung, *Panduan Akademik Mahasantri Ma'had Al-Jami'ah*.

¹⁸ *Ibid.*

3. Interest activities talents and skills

The activity aims to develop the skills of non-academic *mahasantri* based on their talent and also skills *mahasantri* needs to preach in the community.

4. Social religious activities

Social religious activity is a public social activity conducted by Ma'had Al-Jami'ah as a form of community devotion. This activity is like KKN for a senior year who will complete their study in Ma'had Al-Jami'ah. This activity is *Qafillah Dakwah Ramadhan*.

B. A Relevant Study

The first is a research journal by Asmar Yulastri et al. They conducted their research related to the Product-Based Learning approach about developing an entrepreneurship module. This research aims to describe the development of the entrepreneurship module by using a Product-Based Learning Approach which is valid, practical, and effective. They use of developed module facilitate students to understand the material so that the students' learning outcomes better.¹⁹ The difference with my research is Asmar Yulastri et al develop the module based on Product Based Learning and they also analyze the validity of the learning module, meanwhile in my research developing an English learning module with ADDIE module based on the English curriculum and also focus to develop the material that exists in the module.

The second is a research journal by Charanjit Kaur Swaran Singh et al. their research is about Developing a Higher Order Thinking Skills (HOTS) module for weak ESL

¹⁹ A. Yulastri Et Al, "Developing an Entrepreneurship Module by Using Product-Based Learning Approach in Vocational Education", *International Journal of Environmental & Science Education*. 2017, Vol. 12, No. 5, 1106.

learners. The research aimed is to developing and validating a HOTS module for teaching writing to weak ESL learners.²⁰ This research also uses the ADDIE model to develop the module. The difference with my research is Charanjit Kaur Swaran Singh et al. focus on developing module with higher Order Thinking skills which use Bloom's Taxonomy.

The third is a research journal by Abdurrachman Faridi and Saeful Bahri. Their research is about Developing English Islamic Narrative Story Reading Model for Junior High School. There are 3 stages to do this research including the exploration stage, the development stage of teaching materials models, and the validation stage.²¹ The difference with my research is this research was used RND research based on Borg and Gall model

The fourth is a research journal by Hendra Hidayat et al. their research is about developing an Entrepreneurship module by using Product-Based Learning. This research applies Research and Development study. This research used the ADDIE (Analysis, Design, Development, Implementation, Evaluation) model to develop the module.²² The difference with my research is this research develops the module by using Product-Based Learning, for then my research develops the module using ADDIE model based on the English curriculum.

The last is a research journal by Putu Yulia Angga Dewi and Kadek Hengki Primayana. Their research is about the effect of learning modules with contextual teaching and learning set to grow the understanding. The purpose of this

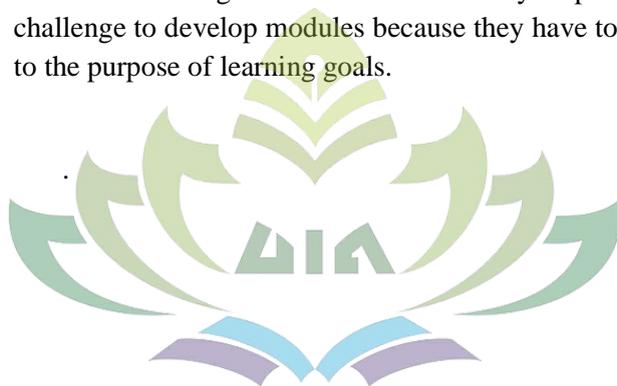
²⁰ Charanjit Kaur Swaran Singh et al., "Developing a Higher Order Thinking Skills Module for Weak ESL Learners," *English Language Teaching* 11, no. 7 (2018): 86.

²¹ Abdurrachman Faridi and Saeful Bahri, "Developing English Islamic Narrative Story Reading Model in Islamic Junior High School," *Arab World English Journal (AWEJ)* 7 (n.d.): 224.

²² Hendra Hidayat, Syaiful Islami, and Fuji Edya, "Developing an Entrepreneurship Module by Using Product-Based Learning Approach in Vocational Education," *International Journal of Environmental and Science Education* 12, no. 5 (2017): 1097–1109.

study is to analyze the differences in students' understanding between students given module based on the Contextual Teaching and Learning model and learning settings and direct learning modules.²³ The difference with my research is this research analyzes the use of the Contextual Teaching and learning module and my research is to develop the English Learning Module based on the English curriculum of Ma'had Al-Jami'ah.

Based on previous findings research, the researcher concludes to develop English learning by using the ADDIE model. Modules can be effective when adapted to learners' circumstances and appropriate for learning. The design and model of learning in this module are very important. It is a challenge to develop modules because they have to be tailored to the purpose of learning goals.



²³ Putu Yulia Angga Dewi and Kadek Hengki Primayana, 'Effect of Learning Module with Setting Contextual Teaching and Learning to Increase the Understanding of Concepts', *International Journal of Education and Learning*, 1.1 (2019), 19–26.

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