STUDENTS' OPINION ON ISLAMIC CONTENT-BASED TEXTS USED IN READING COMPREHENSION BY ENGLISH TEACHER

(A Case Study of the Eleventh Grade Students of SMAN 1 Padang Panjang Registered in 2016/2017 Academic Year)

THESIS

Submitted to English Teaching Department
Faculty of Tarbiyah and Teacher Training
as Requirement for Obtaining S1 (Bachelor Degree)

By :

DEVI YUNITA
REG. NO. 12 104 046

ENGLISH TEACHING DEPARTMENT
FACULTY OF TARBIYAH AND TEACHER TRAINING
STATE INSTITUTE FOR ISLAMIC STUDIES
BATUSANGKAR
2017

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BATUSANGKAR
2017

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This approval is granted and used appropriately.

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Batusangkar, 10 March 2017

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Motto

So, when you have decided, then place your trust in Allah, surely Allah loves those who trust
(Qur'an 3: 159)

O Allah, I ask Thee for beneficial knowledge, acceptable action, and good provision."
(Al-Tirmidhi Hadith 2487)

Inspirational quote

"Jika semua yang kita kehendaki terus kita miliki, darimana kita belajar ikhlas? Jika semua yang kita impikan segera terwujud, darimana kita belajar sabar? Jika setiap doa dikabulkan bagaimana kita dapat belajar ikhtiar?"

Dahlan Iskan

ABSTRAK

DEVI YUNITA , Reg No. 12 104 046, judul skripsi: **"STUDENTS' OPINION ON ISLAMIC CONTENT BASED TEXTS USED IN READING COMPREHENSION BY ENGLISH TEACHER",** Jurusan Tadris Bahasa Inggris, Fakultas Tarbiyah dan Ilmu Keguruan, Institut Agama Islam Negri (IAIN Batusangkar).

Salah satu kemampuan Bahasa Inggris yang penting untuk diajarkan adalah membaca. Pada kurikulum 2013, guru-guru harus bisa memberikan materi bacaan yang memuat pendidikan karakter dan sekaligus memenuhi keempat kompetensi inti. Untuk mengatasi terbatasnya teks bacaan dalam memennuhi keempat kompetensi inti dengan mengintegrasikan pendidikan karakter yang berdasarkan pada kebudayaan serta latar belakang siswa, guru memberikan teks bacaan bernuansa keislaman sebagai salah satu materi dalam pembelajaran *reading comprehension* di kelas bahasa inggris bagi siswa kelas XI. Bertitik tolak dari permasalahan di atas, skripsi ini bertujuan untuk mengungkapkan serta mengetahui dan menggambarkan pendapat siswa kelas XI di sekolah menengah atas terhadap penggunaan teks bernuansa keislaman dalam pembelajaran *reading comprehension* di kelas oleh guru bahasa inggris.

Penelitian ini merupakan penelitian deskriptif kualitatif. Instrumen kunci pada penelitian ini adalah peneliti itu sendiri. Pengambilan data penelitian di lakukan dengan angket terbuka dan wawancara. Sedangkan informan dalam penelitian ini adalah 11 orang siswa kelas sebelas yang terpilih sebagai informant yang akan diwawancarai. Teknik pemilihan informan dilakukan dengan menggunakan metode *purposive sampling*. Analisis data dalam penelitian ini menggunakan *Miles and Huberman model.* Untuk menguji keabsahan data digunakan *triangulation technique.*

Berdasarkan analisis data yang dilakukan, diperoleh bahwa siswa merespon secara positif terhadap penggunaan teks bernuansa keislaman dalam pembelajaran *reading comprehension* oleh guru di kelas bahasa inggris, hal ini terlihat dari adanya beberapa pendapat siswa yang terdiri dari opini positif siswa yaitu: (1) Teks bernuansa keislaman ini sangat menarik bagi mereka; (2) Teks-teks bernuansa keislaman lebih mudah untuk dipahami; (3) Memperkaya kosakata bahasa inggris; (4) Meningkatkan pengetahuan siswa; (5) Membangun karakter siswa; Sedangkan opini negatif siswa terkait teks bernuansa keislaman adalah berupa kelemahan dari teks ini dalam pembelajaran *reading comprehension* di kelas oleh guru bahasa inggris, yaitu: (6) Ada beberapa kosakata baru yang sulit; dan (7) Teks bernuansa keislaman yang panjang membuat siswa bosan.

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CHAPTER I

INTRODUCTION

A. Background of the Problem

Most of countries in the world use English as an international language. As an International language, it plays a very important role in the development of education, communication, diplomacy, social, and scientific knowledge. In education sector, concerning to its importance of English make the government of Indonesia puts English as a compulsory subject for junior high school and senior high school. (Kemendikbud, 2013).

In mastering English, there are four related skills that must be learned by students. They are listening, speaking, reading, and writing. Reading as one of the four skills is very important for students in enhancing their English. Through reading students will be familiar how to think in English. Then, through reading, they will expand their knowledge while they enrich their English vocabularies because they often interact with words on their reading material. At last, reading as an inspiration source to contribute others skills in mastering English, like listening, speaking, and writing, for example in writing it can help students to get a model for it. Therefore, reading is very important to teach English in the teaching and learning process.

Based on the importance of reading above, it can conclude that the students are expected to seek the information from any kinds of sources, which come from around the world by using English. They have to have the ability to read the text in

English while they are in the process of getting the information. Hence, reading is one of English skills that must be taught at school. However, teaching reading is one of the challenges for each of English teacher because most of students have problem in comprehending the text.

Kustaryo in Kurnia (2011:21) adds there are three main factors affecting reading comprehension. They are: the first factor is materials. A teacher should select the materials that are suitable with the level of readers, and the topic should be familiar and interesting to the students.

The second factor affecting reading comprehension is background knowledge. A student will be easier to make prediction about the content of the text and organize the new information from the text if she or he has background about the text. The third factor is student. One of the factors that influence the students when learning a language is the students himself. It means that the students' attitude toward the target language should be positive.

Based on the explanation above, reading materials is one of the main important factors affecting reading. Therefore, selecting reading materials is very important as one of duties for teacher to exploit teaching reading. In selecting reading materials, teacher must be consider about the criteria of good teaching materials, because the materials are considered as good material if the material could present the indicator presented in the curriculum and fulfill the criteria of good reading material.

According to Nuttal in Brown (2001:314), there are three criteria for choosing reading text as reading material for students: suitability of content,

exploitability and readability. Suitability of content is the reading material should be appropriate with students' interest. It means the content of the text should attract students to read, with the intention that they easily to understanding of the text.

Then, exploitability is the text as reading materials must facilitate the achievement of certain language and content goals, which is exploitable for instructional tasks and techniques, and that, is integratable with other skills (listening, speaking, writing). It means the materials are usable not only for getting to improve students' reading comprehension skills but also by comprehending the text deeply. Furthermore, the limited of the the reading texts which is cover four core competency in 2013 curriculum that integrate with students' background knowledge make the English teacher must be initiate to give the supplementary materials reading for students as various materials to enrich students' knowledge and ability in English.

There were the interesting, there is one of public school in Padang Panjang city, namely SMAN 1 Padang Panjang. This school has the uniqueness in implementing Islamic character education. The program of Islamic character education has integrated with the culture of the school, its implementation can be include one of the application from the *Minangkabau* philosophy, *"adat basandi syara', syara' basandi kitabullah",* its means that the local of SMAN 1 Padang Panjang as the Islamic societies. Thus, they must be implicated Islamic values on their everyday's' life. However, in education, religion and culture can't be apart because it can be as the problem solving for the face some problems of education

in our country and to pay attention that education is not for improving intellectual but also social, emotional and absolutely spiritual. (Kemendikbud, 2013).

In this school there are exclusive classes for each level, all of the students at this class leave in the dormitory and follow the Islamic program at the dormitory. One of the eleventh grade from exclusive class that researcher observe learnt various texts in teaching English. There are various themes of texts that teacher has taught at the class, from textbook and other sources. Next, researcher also found some Islamic content-based texts used by teacher, like in narrative text, the teacher gave the texts with the title “the shepherd,” and on biographical recount text, the teacher gave the some texts about Muhammad prophet biography and scholar Muslim’s biography.

Considering the observation above, the researcher did preliminary research through interview to some of the eleventh grade students at SMAN 1 Padang Panjang on January 12, 2017. From the interview result, she found that there are some different points of view among the students about using Islamic content-based texts. When she interviewed several students, they said that they were very excited about the Islamic based content reading materials, which they learn at the class. Because of that, it improves her knowledge and changed her views about Islam.

Moreover, students think that the use of Islamic content based texts used in reading comprehension materials are helpful in order to understand the text well, but there are some students have various points of view. They had difficulties to understanding the reading comprehension material.

On one hand, in Indonesia there are several Islamic schools/madrasah (public and private) and public schools Islamic oriented that is expected not only master in general education but also has strong understanding of religious and moral values based on the views of Islam. Therefore to achieve it, authentic as Islamic views taught as the language actually used in daily life by the speakers will be integrated in readings, conversations, and their writings. For example, from the daily readings, conversations everyday, writing that they make, and so on. Thus, the values still hold on by the students. Due to the explanation above, it can be conclude in term of English subject, its need to improve students' interest, motivation, and ability in reading comprehension by appropriate reading texts that are suit to students need.

In addition, the implementation of 2013 curriculum make each of English teacher must be able to exploit the reading materials because there is the uniqueness on this curriculum by emphasis importance of affective and psychomotor competencies make each of teacher must be initiated to consider the materials covering it competencies. These competencies have the purpose to build good characters for students according to religious values, Pancasila, and the objectives of National Education. In teaching English as one of subject at the school, English teacher has the role too to produce gifted human who is fluent in English, polite, respect for others, democratic and responsible as a manifestation of faith and piety to God Almighty. Related to this, the sixth Indonesian president, Susilo Bambang Yudoyono in Mufarida and Chakim (2016) said that the role of

teacher is not only to teach science or knowledge but also to educate moral value (The Jakarta Post: 21 May, 2010).

As in the teaching of English language learning activity, teacher can be customized and enriched with local or school contexts as well as the global context to achieve optimal quality of learning outcomes of students. The purpose of this contextualization study is the students remain in the culture, know and love the natural and social surrounding, with a global perspective as well as their to the nation and cultured and their religious. Hence, it will create a tough the young Indonesian generation based on local cultured. Therefore, to presence the reading material which is containing characters' education for building students' education academically and characterized is needed.

Talking about integrating education character, Rohmah (2012) suggestion on how to integrate the Islamic messages as one of the effort to integrate students' character in the English teaching. They are, firstly is by writing and/or using English course-books loaded with Islamic teaching; it knows teacher or English instructors can presence the reading materials by writing it by their self and using it at the class. Secondly, by using authentic materials containing Islamic values and messages, it means getting the Islamic based content reading materials that has been serving from other source, like from internet. At last, by using Islamic supplementary materials in addition to the general books available in the market, it knows that the teachers can buy the books that sell on the market.

Through the explanation above, it is the fact that using Islamic content-based text in reading comprehension as the reading materials at the class is one of

necessity because one of the key factor to getting success in reading comprehension and also building students' character (Munir and Hartono, 2016). In addition, in learning process as there are some cognitive processes that happen to the students, one of them is opinion. Related to the students' opinion, According to Labib in Titik (2014:23) opinion is viewed as verbal "answer" that an individual gives in response to stimulus situation in which some general "question is raise". In addition, opinion is a judgment, viewpoint, or statement about matters commonly considered to be subjective. It means that it is the result of emotion or interpretation of fact.

Therefore, when the teacher used Islamic content based reading material in teaching reading, the students will receive and think it, and they will try to understand about the lesson. Based on the explanation about research phenomena and theories above, this research is intended to investigate students' opinion on the use of Islamic content-based reading comprehension materials given by English teachers.

B. Research Focus and Questions

In this research, the researcher focused on Islamic content-based texts used in reading comprehension by English teacher. Based on research focus, the question of this research is as follow: What are students' opinions on Islamic content-based texts used in teaching reading comprehension by English teacher?

C. Purpose of the Research

Based on the research focus and questions above, the purpose of this research is to know and describe students' opinion on Islamic content-based texts used in teaching reading comprehension by English teacher.

D. Definition of the Key Terms

To avoid misunderstanding about this research, the researcher defined some terms as follows:

1. Students' opinion is students' point of view on the use Islamic content reading based texts in reading comprehension by English teacher to eleventh grade students of SMAN 1 Padang Panjang Registered in 2016/2017.
2. Islamic content-based texts are all texts that containing Islamic values used by English teacher in teaching reading comprehension for the eleventh grade students.

E. Significance of the Research

By doing this research, this research was expected to be useful in both theoretically and practically. Theoretically, the result of this research hopefully can give the contribution for the expansion of knowledge to enrich text variety by using Islamic content based reading materials on teaching reading which also to help build character values of students.

Practically, the writer expected that could give several advantages for herself and for another people such as students and teachers of English. There advantages are as follow :

1. Students

   The result of this research may give information to the students, especially the eleventh grade students of SMAN 1 Padang Panjang Registered in 2016/2017 about reading texts of Islamic content based to improve their reading comprehension.

2. English Teacher

   The result of this researech is hope to give information to English teacher, especially English teacher who teaches the eleventh grade students about the importance of using various reading materials in reading comprehension by knowing students' opinion on Islamic content based texts used in teaching reading comprehension.

3. Researcher Herself

   By doing this research, this research will give valuable knowledge about students' opinion on the use of Islamic content based texts used in teaching reading comprehension. As a candidate of English teacher in the future she knows how to varied media by using various texts in reading comprehension, this research is also one of the requirements to get a status bachelor degrees (S. Pd) at IAIN Batusangkar.

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CHAPTER II

REVIEW OF RELATED LITERATURE

A. Review of Relevant Theories

1. Reading

a. Definition of Reading

There are several definition of reading according to experts. First, Nunan (2003:68) states reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning. It means reading is a fluent process to unite the new information by readers that coming from the text with the knowledge readers have before in getting and understanding the meaning of the text.

Next, Heilman et. al in Muawanah (2014:7) define reading is an active process that is affected directly by an individual's interaction with language that has been coded into print. Supported this theory, Daiek and Anter in Pratiwi (2014:14) point out that, "Reading is an active process that depends on both an author's ability to convey meaning using words and your ability to create meaning from them." It means reading is the active process of interaction between readers and the text, which consist of authors' ability to deliver the meaning to the readers based on their ability to build the meaning of the text.

Next, Grabe and Fredericka (2002:9) define “reading is the ability to draw meaning from the printed page and interpret this information appropriately”. It means reading as the thinking to represent the information that readers will get from the text to arise the readers understanding by interpretation of the information.

Then Linse (2006:69) states that, “Reading is a set of skills that involves making sense and deriving meaning from printed word.” It means reading is to getting the meaning of text as the material in reading to get more understanding by sense.

Moreover, Harmer (1996:190) states that, “Reading is exercise dominated by the eyes and the brain. The eyes receive messages and the brain then has to work out the significance of these messages.” Thus, reading is the work collaboration of eyes and the brain to imply the meaning in order to get more understanding. It means in reading process, brain actively done in associating the knowledge and experience the readers on text. In conclusion, based on the explanations of experts above, reading refers to a fluent process to unite the new information by interact readers background knowledge with the text to build the interpretation of the information by collaborated sense and brain.

b. Purpose of Reading

Many experts have different idea about purposes of reading. First, Linse (2006: 71) points out the two main purposes why

people read: for pleasure and for information. For pleasure, it provides enjoyment and entertainment. It means the aims of reading as the way to get happiness activities with reading, like reading comics or novel at bedtime. Reading for information can be as simple as reading a menu at restaurant. It means the readers read wants to know the think that they need.

Then, Crawley and Merritt in Pratiwi (2014:16) states that the main purpose of reading is to understand or comprehend the communication between the author and the reader. It means reading as the activities to getting the messages from the author as the communication to deliver the messages.

In Addition, according to Grabe and Stoller (2002:13) reading purposes can be classified under seven main headings. They are:

1) Reading to search for simple information

   Reading to search for simple information is a common reading ability; people typically scan the text for a specific piece of information or a specific word. It means reading as the way to get simple information like reading menus at the restaurant.

2) Reading to skim quickly

   Reading to skim is a common part of many reading tasks and a useful skill in its own right. It is

combination of strategies for guessing where important information might be in the text. It means the readers combining their ability by using their own strategies to catch the information.

3) Reading to learn from text

It is typically occurs in academic and professional contexts in which a person needs to learn a considerable amount of information from a text. It means the readers aims to read is to learning something that appropriate with their study.

4) Reading to integrate information

It requires additional decision about the relative importance of complementary, mutually supporting or conflicting information and the likely restructuring of rhetorical frame to accommodate information from multiple sources. It means the reader aim to read is to put together the information that they know before with the new information they got by read.

5) Reading to write

People read a text to represent common academic tasks that call upon the reading abilities needed to integrate information. It means by reading, readers will

be easily to write, because they got the model of how to write in English.

Based on the quoted theories above, it has been known that there are five purposes of reading. They are reading for pleasure, reading for information (simple and integrated information), reading to skim quickly, reading to learn from text by comprehending and understanding the text and reading to write.

c. Importance of Reading

Reading is one important way to improve your general language skills in English. According to Harmer (1998:68) there are many reasons why getting students to read English text are important part of teachers' job. They are, reading is useful for any exposure to English (provide students understand it more or less) means reading useful for students to get experience about English. Then, reading texts also provide good models for English writing, it means by reading text, readers will get the source of the models how to write. Last, reading text also provide opportunities to study language: vocabulary, grammar, punctuation, and the way we construct sentences, paragraphs and text.

Next, According to Mikulecky and Jeffries (2005:VI) reading is one of the important ways to improve your general skill in English. They also states that, how the reading can help the reader. They are:

1. Reading helps the reader to think in English
2. Reading can enlarge readers' vocabulary
3. Reading can help reader improve readers' writing.
4. Reading may be a good way to practice reader's English if the reader live in a non-English speaking country.
5. Reading can help the reader prepare for study in an English speaking country.
6. Reading is a good way to find out about new ideas, facts, and experiences.

Related to the theory above, there are seven importance of reading. They are reading helps the reader to think in English, reading provide opportunities to study language: vocabulary, grammar, punctuation, and the way we construct sentences, paragraphs and text, reading can help readers improve readers' writing because they had read good model from texts, reading may be a good way to practice reader's English if the reader live in a non-English speaking country, reading can help the reader prepare for study in an English speaking country, and reading is a good way to find out about new ideas, facts.

2. Reading Comprehension

a. Definition of Reading Comprehension

Many experts have different definition about reading comprehension. According to Brown (2001:306), reading comprehension is primarily a matter of developing appropriate, efficient comprehension strategies. It means that reading students

not just read the reading material, but also try to interprete the content of the text.

Then, according to Klingner,et.al in Desitarahmi (2013: 17), reading comprehension is a process of interaction between readers and what they bring to the text, such as their prior or background knowledge and strategy use. It means that at this process readers try to combining their knowledge and experience before to catch the meaning of the text.

Furthermore, Linse in Pratiwi (2014:18) adds that:, "Reading comprehension refers to reading for meaning, understanding, and entertainment. It means reading not just read the text but also try to comprehend the meaning well. From the experts' theories above, it can be concluded that reading comprehension is a process of readers to read by intreprete the text and combining their knowledge and experience about the text to understanding the the meaning of text.

b. **Factors Influencing Reading Comprehension**

There are many factors that influence reading comprehension. Nunan (2003: 68) state that point out that strategy, fluency, the text and the reader itself also influence reading comprehension. First, strategic reading is defined as the ability of the reader to use a wide variety of reading strategise to accomplish a purpose for reading, it means the ways of reader to achieve their

aims in reading. Second, fluent reading is defined as the ability to read at an appropriate rate with adequate comprehension, it means the students ability in reading the text by enough time with teir comprehension.

Next, the reader' background knowledge integrates with the text to create the meaning, it means the background knowledge of the readers is one of important factors for reader to make them easier in understanding the text. At last the text, the reader, and strategies combined together define the act of reading.

Then, According to Dalman et.al.in Muawanah (2014:15) there are some factors influence reading comprehension, here as follow:

1) Difficulty of material
   One of the major factor causes of lack of comprehension is that the teachers expect them to read materials beyond their level.
2) Intelligence
   A child's ability to comprehend in reading as sometimes limited by the conceptual "load" that his mental ability enables him to carry. All the mechanical reading skills in the world will not able to read materials involving abstractions beyond the level of his mental development.
3) Environment
   Noisy surrounding, inadequate lighting, high or low temperature, stimulating or distracting surrounding may interfere with maximum comprehension. The extent to which the environment affects comprehension varies with individuals. The same person may at one time not to be bothered by factors that other times decidedly decrease his comprehension.
4) Emphasize on word recognition
   Method of teaching that concentrate on the recognition of individual words but neglect attention to meanings that can be derived from connected discourse may account for deficiencies in comprehension.

5) Emphasize on reading

Oral reading can have either a desirable or a detrimental effect on comprehension. At time oral reading of a selection that is particular difficult for the reader may increase his understanding of it, since them then not only sees but also hears what he reads.

6) Background for reading selection

A frequent cause of poor comprehension is lack of an experience background essential to the understanding of what is being read. Lack of knowledge of the words used and of understanding of the concepts involved are limitations to comprehension.

7) Adjustment of reading techniques to purpose and type of material

Effective reading requires a flexible approach to the printed page. There should be versatility in adapting the reading method to the reading purpose and to the nature of the material being read.

Related to the above theory, there are some factors affecting reading comprehension, they are, strategy and fluency typically by adjustment of reading techniques to purpose and type of material,the text,it includes by difficulty material, emphasize on word recognition, and emphasize on reading and the reader itself, like intelligence and background for reading selection.

3. Reading Materials

a. Definition of Reading Materials

There are some experts state the ideas about definition of reading materials. First, according to Collins Dictionary (2015) reading material is any matter that can be read written or printed text. It means that reading material is all of material that can be read by readers.

Then, according to Sholichatun (2011:8), defines that reading material refers to any texts or passage that brings certain message or ideas to be shared to the reader through the process of reading activity. It means the reading materials is variety of texts or passages which is content of definite messages to delivered to the readers in their reading activity. In conclusion, reading material is any matter of written texts or passages variety that can be read which is content of definite messages from the writer to delivered their messages to the readers.

b. Kinds of Reading Material

There are two kinds of materials that can be used for teaching Reading: authentic materials and pedagogic materials (Tomlinson in Anjani, 1998).

1) Non-Authentic (Pedagogical) Material Reading

Peacock (1997:64) argues that non-authentic material (commercial lmmaterial) texts that are especially designed for language learning purposes .Pedagogic materials are those which are designed for language teaching and learning purposes. Their main characteristics are topical and/or linguistic simplification, modification, and adjustments according to the level and experience of the target learners, such as: text books, students‟ work sheets, supplementary

readers, abridged novels, graded materials, and teacher-made texts, etc.

2) Authentic Materials Reading

According to Wallace in Berardo (2006) authentic materials or texts are texts used in real life communication which are not written for pedagogic purposes. It means, a text is usually regarded as authentic if it is not written for teaching purposes but for a real-life communicative purpose, where the writer has certain message to pass on the reader. In conclusion, there are two kinds of reading materials, they are: non-authentic (pedagogical) material reading and authentic reading materials.

c. **Criteria of Good Reading Material**

There are some experts points out some criteria in choosing good reading material. First, according to Nuttal in Brown (2001:314), there are three criteria for choosing reading text as reading material for students. First, suitability of content means the material should be appropriate with students interest and they will enjoy with it.

Second, exploitability, a text that facilities the achievement of certain language and content goals, which is exploitable for instructional tasks and techniques, and that, is integratable with other skills (listening, speaking, writing), it means the materials usable not only for getting to improve students' reading in order to

introduce students to the real context and natural instances of language. It can be concluded that to get variety and presentation teachers or authenticity should present the material that will answer its text authentic as real life and attractive, gorgeous for students and cactch their attention to read again and again.

Therefore, there are some criteria in selecting good reading materials relating to the students and text that is covering by suitability content, exploitability, and readability of content.

4. Islamic Content-Based Reading Materials (Texts)

According to Munir (2013) Islamic-based reading material is defined as texts containing Islamic values. Then, Hameed in Khairuddin (2014) offers the following definition of Islamic values: “a set of moral principles and guidance that recognises what is right behaviour from what is wrong or what one should do or not. It can be concluded that Islamic content-based texts is the texts that contain a set of moral principles and guidance about how to be good man.

Additionally, Islamic values also include the life of prophets’ family, the sahabah (prophet's Companion), the khulafa rasyidin, iconic Muslims, Muslim scholars and Islamic leaders (Munir, 2013). Therefore, it can be concluded the Islamic content-based texts in this research means a texts containing Islamic values about a set of moral principles and guidance that recognises what is right behaviour from

what is wrong or what one should do or not that used by English teacher in teaching English, like the texts about life of prophets' family, the sahabah (prophet's Companion), the khulafa rasyidin, iconic Muslims, Muslim scholars and Islamic leaders that suitable with the curriculum and syllabus.

5. Opinion

a. Definition of Opinion

There are some definitions about opinion. First, according to Cambridge Advanced Learner's Dictionary (2005), opinion means a though or belief about something or someone. Then, Oxford Advanced Learner's Dictionary (2000) defines opinion as feeling or thought about something rather than a fact. Based on the definitions above, it can be understood that opinion is thought, belief, feeling that someone have based on personal viewpoint rather that reality.

Cutlip and Center in Chairina (2013) define opinion as preference to give response toward problem or certain situation. Then, Handy Learner's Dictionary of American English (2000) states that opinion is what someone thinks about something based on personal judgment rather than facts. Based on the definitions above, it can be understood that opinion is thought, belief, feeling that someone have based on personal viewpoint rather that reality.

According to Nimmo in Riswandi (2007:1) opinion is *suatu respons yang aktif terhadap suatu stimulus, suatu respons yang dikonstruksikan melalui interpretasi pribadi yang berkembang dari dan menyumbang pada imej*. It can be said that an opinion formed from stimulus and become someone's interpretation. Thus, based on the definition above, opinion is thought, belief, feeling that someone have based on personal viewpoint rather that reality which is form formed from stimulus.

b. Kinds of Opinion

Opinion expressed by people has various types as stated by Emory S. Bogardus in Kaspono (2015:50), which are:

1. Personal Opinion

   Personal opinion is the individual's interpretation concerning various problems where there is no view of the same or an interpretation concerning all the facts at hand which in terms of interpretation it is difficult to give prove or opposition immediately.

2. Private Opinion

   Private opinion is a very important aspect for the development of a personal opinion. This caused private opinion is a part of the personal opinion which is not declared. Obviously, in private opinion it is not revealed publicly because of certain reasons stored personally in the hearts of people concerned.

3. Group Opinion

Group opinion can be divided into two terms as follow:

a. Majority Opinion

Majority opinion is the opinion expressed or perceived by at least more than half of a group or an environment.

b. Minority Opinion

A minority opinion is a conclusion which supported by less than half the number of members of the group concerned.

4. Coalition Opinion

If at some point I a group or in an environment that required the existence of an activity together, then some minority opinion join themselves in order to realize a majority opinion. Such opinion referred to the opinion of the coalition.

5. Consensus Opinion

The consensus opinion is very important because the process of discussion realizes it. The consensus opinion is a form of opinion, which has more power than the majority opinion. In the opinion of consensus its supporters have mutual tolerance with each other, everything is resolved in consensus based on shared considerations thus achieved agree.

6. General Opinion

The general opinion is the opinion, which is rooted to the traditions and customs, evolving from the ancients to the present and has been accepted as such without the awareness and criticism. General opinion is usually based on the values and norms that tangible social sanctions.

In short, there are six kinds of opinion. They are personal opinion, private opinion, group opinion, coalition opinion, consensus opinion, and general opinion. In this researcher focused on personal opinion because asked students opinion one by one. Then, it is also focused on group opinion if there are several students who have same opinion about final assignment in ESP course.

c. The Components of Opinion

D.W. Rajeki in Chairina states (2013:20) there are three components that form opinion that are known as the ABC of Attitude, the explanation as follow:

1. Component A: Affect (feeling or emotion), this component deals with the taste of pleasure, love, affection, fear, hate and others. Then the affective component is an evaluation based on the feeling of someone who is emotive (emotional aspects) to produce a valuation that is good or bad.

2. Component B: Behavior, this component more showing the behavior of a person, for example react to hit, to destroy, to accept, to reject and so on.
3. Component C: Cognition (sense or reason), component of cognition associated with reasoning of someone to judge any information, message, fact and understanding with regard to its conviction. This component produces judgment or understanding from someone based on his or her reasoning ability. It means that cognitive is a aspect of intellectuality of someone that related with knowledge.

According to Cutlip, and Center in Permata (2010:4), said that the direction of the opinion indicates the quality of evaluative predisposition, which tell a neutral or negative evaluations-evaluation support-oppose-neutral. Opinions can be seen in terms of positive, negative, or neutral or with a love-hate-neutral.

To understand someone's opinion and the public, according to R. P. Abelson in Febriana (2014:4) is not an easy matter as it pertains to constituent elements, namely:

1. Belief

   Belief about something or what is believed by someone/public as a truth. The trust is a mental condition that is based on a person's situation with its social context.

2. Attitude

What exactly is perceived to be his attitude. That is the tendency to respond to a particular situation or problem. The attitude is not carried since birth but instead established or studied throughout development between someone with a thing that he felt.

3. Perception (perception), a process of giving meaning that take root from several factors, including:
   a. Cultural background, habits and customs that embraced by person/community.
   b. Past experience a person/group being a foundation or an opinion or view.
   c. The values that have (moral, ethical, and religious beliefs or values which are applied in the community).
   d. News and opinions that developed which then have an impact on a person's view.

Based on the explanation above, it can be concluded that opinion can be created by elements or components such as feeling or emotion, behavior, cognitive, belief, attitude and perception.

d. Factors Influencing Opinion

Nurrahmah (2014:33) states that opinion can be influenced by several factors, including the following:

1. Education

Education both formal and non formal influences and shapes the perception of a person. People are educated enough,

have a more independent attitude rather than the less educated groups.

2. Social Conditions

   The community consists of a closed group will have a narrower opinion than open groups. In a closed society, communication with the outside is difficult.

3. Economic Conditions

   People who can fulfill his basic needs, problems to survive is no longer dangerous. They are more calm and democratic.

4. Ideology

   Ideology is the result of the crystallization of the existing values in the society. It is also a typical thought of a group. Because the starting point is the significance of the ego, then the ideology tends to lead to selfishness.

5. The Organization

   In organization, people interact with other with a wide range of interests. People in the organization can transmit the opinions and desires. Because people in this group tend to be willing to equate his opinion, then public opinion is easily formed.

6. Mass Media

Public perception can be shaped by mass media. The mass media can shape public opinion by sensational news and sustainability.

Everyone has different opinion because there are things that influence the opinion, like, education, social condition, economy condition, ideology, organization and mass media. Someone who has different education will have different opinion toward something. It the same thing, if people have other differences. Opini terhadap suatu isu memiliki kecenderungan. Kecenderungan dalam opini tersebut terdiri dari mendukung terhadap isu (favourable), netral dan tidak mendukung terhadap isu (unfavourable) (Kriyantono, 2008:245). Its means opinion have a tendency which is consist of favourable or positive, neutral and unfavourable or negative about the issue.

B. Review of Relevant Studies

The researcher has found other studies that has relevance with the problem discussed in this study. First, Khairuddin (2014) conducted the research entitled *"Reading Trends and Perceptions towards Islamic English Websites as Teaching Materials."* The findings revealed that the students were self-motivated to read the materials to gain spiritual knowledge and to use the knowledge to deal with personal challenges. It

also shows that the students recommend that the materials are used for pedagogical purposes in the learning of the English language. The study proposed that texts that bring enjoyment, inspiration, spiritual knowledge and personal development are used as reading materials in English lessons for Muslim students.

Then, Mufarida and Chakim (2016) did the research entitled *"Using Prophet Muhammad's Biography to Teach Reading Recount Text for the The eleventh Graders of SMA Khadijah Surabaya"***.** In this research, they found that by using Prophet Muhammad's biography in teaching biographical recount helped students to learn short biography text, acquire more new vocabularies and motivate them to form good characters inspired from Prophet Muhammad.

At last, Munir (2016) did the research with the title "*Developing Islamic Content Based Reading Comprehension Materials For Islamic Higher Education* The results of this research was concludd that that the use of Islamic content based reading comprehension materials can improve studennts' motivation, increase their performance and build their Islamic characters.

Therefore, all of those studies has similarities with the research has done by the researcher in her research. First, focused on the use and the needs of spiritual knowledge on Islamic content-based reading materials in English teaching. Second, selected good reading materials which is vary for reading comprehension. At last, the advantages of using Islamic

content-based texts to gain English ability as the focused and simultaneously gain students' spiritual knowledge.

The difference was the researcher focused on the students' opinion for Muslim students on Islamic content based reading texts used in reading comprehension by English teacher.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

The kinds of this research was descriptive research. It describes students' opinion on Islamic content based texts used in reading comprehension by English teacher. According to Gay (200:275) a descriptive study determines and describes the way things are. Then, this research used qualitative approach which focuses on evaluation research that explains and describes events, phenomena, and data happened in the field based on the reality. Moleong (2006:6) states that qualitative research is the study intends to understand the phenomenon of what is experienced by the subject of the research such as motivation, perception, behavior and so on, in holistic manner.

Dealing with the theories, this study has answered the question concerning about the students' opinion on Islamic content-based texts used in reading comprehension given by English teachers based on positive and negative opinion among the eleventh grade students of SMAN 1 Padang Panjang Registered in 2016/2017 Academic Year.

B. Research Setting

The research setting refers to the place where the data were collected. In this research the data collected at the SMAN 1 Padang

Panjang. The researcher met the students who have learnt about Islamic content-based texts used in reading comprehension by English teacher.

C. Research Informants

According to Gay (2000:139), qualitative researchers chose participants whom they judge to be thoughtful and who have information, perspective, and experiences related to the topic of research. Moleong (2000:90) states that those informants are the people who know the background of the research. It means that, they should have many experiences about background of the research.

In addition, research informant should fulfill some criteria of informant. Moleong (2000:90) states that there are five criteria in selecting the research informant: (1) honest, (2) reliable, (3) speaking up, (4) subject is not involved at certain group, and (5) subjects have views about certain case that happening.

In order to find out the informants, the researcher used purposive sampling technique. Based on Gay (2000:138), purposive sampling is a judgment sampling, when the researcher selects a sample based on his or her experience or knowledge of the group to be sample. The data sources of this study were the students of the eleventh grade students. Therefore, the researcher do not need to find the new informant, if the process of collecting data is done. According to Lincoln and Guba in Sugiono (2014:220) stated that “if the purpose is to maximize information, then,

sampling is terminated when no new information is forth-coming from newly sampled units; this redundancy is the primary criterion. There are elevent informant as the interviewee in this research, because the data has redundancy at the eleventh informant.

To make good communication between researcher and the informants, the interviews were conducted in Indonesian language, so that the goal of communication achieved. In collecting the data, the researcher used open-ended questionnaire and interview by comparing it.

D. Data and Source of Data

1. Data

   The data of this research was all opinions about Islamic content-based texts used by English teacher in reading comprehension of the eleventh grade students on senior high school level.

2. Source of Data

   According to Lofland and Lofland in Lexy (2010:157), the core of the data sources in qualitative research is utterances and acts, more data like documents are additional data. In this research, the data was gotten from utterances which were given by the informants (the eleventh grade students of one of senior high school registered in 2016/2017 academic year).

E. Technique of Data Collection

1. Research Instrument

The instrument of this research was the researcher herself by helped open-ended questionnaire and interview guidance. As it is explained by Gay (2000:19), the researcher realizes herself as the main instrument of data collection. It means the researcher should enter the setting to get the data. In this case, certain instruments that were used in this research, they were questionnaire and interview. However, the data collected by doing the following ways:

a) Questionnaire

According to Noor (2011:139), questionnaire is the data collection technique by providing or distributing list of questions to respondents in hopes of giving a response to the questions. In this research, the researcher used open-ended questionnaire to restrict the answer with the purpose to elicit the same information from the informants.

b) Interview

After the researcher gave the questionnaire to the students as informants, the researcher did interview to check the validity of the information that given in open-ended questionnaire. Noor (2011:138) states that interview is one of the techniques of data collection undertaken by dealing directly

with the interviewee. According to Gay (2000:219) a second important qualitative data collection approach is the interview.

2. Research Procedure

In this research, the researcher did these steps as follow:

a. Preparation

1) Finding the problem
2) Doing observation
3) Finding the theories that related to the research problem
4) Preparing proposal of the research
5) Consulting with advisors
6) Revising proposal
7) Constructing instrument
8) Having seminar
9) Revising proposal
10) Revising the instrument

b. Operation

1) Distributing the questionnaire
2) Collecting the questionnaire
3) Conducting interview till the data saturate

c. Post Operation

1) Writing the transcription of the interview result
2) Analyzing the data by comparing result of questionnaire and interview

3) Constructing data verification

4) Drawing conclusion

F. Checking The Data Trustworthiness

In analyzing the data, the researcher used triangulation of the data to find clear information. According to Sugiyono (2012:83) triangulation is the data collection technique that is combining various techniques of data collection and data sources that already exist. Then, Moleong (2001:178), triangulation is technique of checking data trustworthiness that utilizes something outside the data as checking or comparing toward the data. In this research, the researcher did the technique method triangulation to check the trustworthiness of the data to took the information from the same informants by using open-ended questionnaire and interview.

In this research, the researcher did interview to check the trustworthiness of the data from the informant. As the first way, the researcher distributed questionnaire to take the data from the informants. Then, in order to check the credibility of the data, the researcher did interview.

G. Technique of Data Analysis

The data were analyzed based on the result of the open-ended questionnaire and interview as the checking data trustworthiness. The

result of interview, then was analyzed in three steps, they are: first, reduction of the data. Second, data display. Third is conclusion or verification of the data. According to Miles and Huberman (1994:129) to analyze the qualitative data consist of three activities, they are:

1. Reduction of the data

   The reduction of the data is interpreted as the process of choice, interest focused, simplifications, abstraction, and data transformation that exist from written notes in the field. The reduction of the data wa occurring during the interview happened. When the data was collected, the researcher continued the reduction of the data by make conclusion, codification, investigate of theme, grouping, and write memorandum.

   In the data reduction, the researcher did some steps. First, analyzed the result of comparing open-ended questionnaire on the use of Islamic content based texts and transcript result of interview. Third, the researcher gave initial reading for the data, for example I.1 for informant 1, I.2 for informant 2, and etc. Fourth the researcher selected item with code by bolding the texts that related to students' opinion on the use of Islamic content based texts.

2. Data display

   According to Miles and Huberman (1994:11) data displays is the set of information that is arranged possible to give possibility to take a conclusion and to take a treatment. In this step, the researcher analyzed

students' opinion on Islamic content-based texts used in reading comprehension by English teacher. The data displayed by using table.

3. Conclusion or verification of the data

After reducing the data and display the data, the final step was conclusion or verification of the data. The researcher concluded students' opinion on Islamic content based texts used in reading comprehension by English teacher.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

A. Research Finding

1. Data Description

This chapter discusses description of the data of students' opinion on Islamic content-based texts used in reading comprehension by English teacher. The data of this research were collected through open form questionnaire on February 10th 2017. Then the researcher did the interview on February 12th 2017, it was used to checking the data trustworthiness to 11 informants.

Based on the research finding, it was found that there are 7 opinion on Islamic content-based texts used in reading comprehension by English teacher. They are 1) most of students take pleasure and interest with the Islamic content-based texts used in reading comprehension by English teacher; 2) the texts make students easily to comprehending the English reading text; 3) Islamic content-based texts enrich students' English vocabularies; 4) Increase knowledge, especially about Islam; 5) Building students' Islamic characters; 7) There are too many complicated new words; and 8) Long texts make boring

Before analyzing the data the researcher collected all of the data that related with the students' opinion on Islamic content-based texts used in reading comprehension. Then researcher gave the initial to

reading the data as coded as follows: I.1, 2, 3, 4, 5, 6, 7, 8, 9,10,and 11, for informant 1, 2, 3, 4, 5 , 6, 7, 8, 9, 10, and 11.

2. Data Analysis

Based on the data description above, there were seven opinion on Islamic content-based texts used in reading comprehension by English teachers . It can be seen from the comparing results of questionnaire and interview below:

a. The Text is Interesting

Most informants stated about their opinion on the use of Islamic content-based texts used in reading comprehension by English teacher. The result of the data analysis can be seen as follows:

First, based on the result of open-ended questionnaire, the researcher found informant 05, she stated:

Saya suka dengan teks bernuansa islam karena…

[I like Islamic content-based texts, because…].

This was supported by her statement on the interview result. She stated their opinion on the use of Islamic content-based texts used in reading comprehension by English teacher as follow:

> *Hmhm…., menarik kak, ketika guru memberikan teks Islami, kayak tentang nabi Muhammad, apalagi ya?....lupa kak,*

> [hmhm….,it was interesting, when the teacher gave Islamic content-based texts, like, Prophet Muhammad, and what else…, forgot kak].

Next, informant 07 answered in her open-ended questionnaire, as stated below:

> *Menurut pendapat saya teks bernuansa Islam itu sangat bagus…*
>
> [In my opinion, Islamic content-based texts is very good….]

This was supported by informant 07 result of interviewed, she stated:

> *…mmm teksnya bagus untuk siswa, apalagi buat saya siswa muslim…*
>
> …., the text is good for me particularly for me as the moslem students….

Furthermore, the researcher also found the same result of open-ended questionnaire and interview with informant I.1, I.8, 1.9, I.11 (see appendix 7), it can be concluded that they were has same opinion too.

Based on the result of questionnaire and interview above, it can be concluded that the students' opinion on the use of Islamic content-based texts used in reading comprehension by English teacher is interesting.

b. They are Easy to Comprehend English Text

Other opinion that researcher found from open-ended questionnaire, the researcher found informant I.3 answered the

questionnaire about the using of Islamic content-based texts in reading comprehension by English teacher is they easily to comprehend English reading text, it can be seen as follow:

> *Menurut saya teks bernuansa keislaman baik diberikan kepada murid bukan hanya untuk sekedar dibaca, tapi untuk dipahami,….*
>
> [In my mind, the Islamic content-based texts is good to give to students…].

This was supported by her statement on the interview result, as can be seen:

> *Ya kak, soalnya teks islami tu sangat dekat dengan keseharian kita kak, jadi mudah untuk memahami jadi saya juga….*
>
> [Yes, sis, because of Islamic content-based texts there was some texts very close with my everyday's life, thus, I was easily to understanding it].

Next, the researcher found from informant 08 on the open-ended questionnaire, she stated:

> *Saya suka dengan teks bernuansa Islami lebih mudah dipahami karena ada beberapa teks yang sudah dipelajarai di pelajaran agama atau sejarah Islam.*
>
> [Islamic content-based texts are easier to comprehend, because the text has had learnt by me on the religion subject like in SKI (historical Islam]

To support this finding from informant 08, researcher found her statement on the interview that can be seen as follows:

> *tapi kalau dengan teks bernuansa Islami ini saya merasa jadi lebih mudah dalam memahami teks,kak.*
>
> [however, by using Islamic content-based text I am feeling easily in understanding the text]

Based on the questionnaire and transcript of interview it can be concluded that the students' opinion on the use of Islamic content-based texts used in reading comprehension by English teacher is the texts easily to comprehend.

c. The Islamic content-based Texts Enrich Students' English Vocabularies.

The researcher found by informant 01 answered on the questionnaire on the use of Islamic content-based texts in reading comprehension by English teacher is it can enrich students' English vocabularies. She answered as follows:

> *…..…..teks semakin menambah kosakata saya dalam mempelajari bahasa Inggris.*
>
> […the text increase my vocabulary in learning English].

In checking the validation of information from informant 01, the researcher found her statement in the interview result as follows:

> *…semakin banyak kosakata baru, apalagi kosakata keIslaman dalam bahasa inggris saya jadi bertambah kak*
>
> […it is easier and increase the many new vocabularies words, moreover my vocabulary about Islam in English also increase]

Then, from informant 11, the researcher found her answered on the open-ended questionnaire as can be seen:

> *…Jadi saya juga dapat tahu beberapa istilah Islam dalam bahasa inggris*
>
> […so, I knew too about the English vocabulary about some words related to Islam]

This data was valid because the researcher also found from informant 11. She stated on interview result:

> *…ditambah lagi saya jadi tahu kosakata baru bahasa inggris kak*
>
> […in addition, I knew about the new words related to Islam]

In conclusion, from the informant 1 and 11, based on their result of questionnaire and interview the students' opinion on the use of Islamic content-based texts used in reading comprehension by English teacher is to enrich their vocabularies.

d. The Islamic content-based Texts Increase Knowledge

Based on researcher finding from informant 05, she answered on her open-ended questionnaire, as follows:

> *Saya suka teks bernuansa Islam karena dapat menambah wawasan pengetahuan kita tentang agama Islam, melalui teks tersebut, terdapat banyak pemahaman2 baru yang belum pernah didapatkan*
>
> [I like Islamic content-based texts because it increases my knowledge about Islam, by its texts there are so many new understanding about Islam that I do not know before].

To support this answered, the researcher found on the result interview of informant 05, as can be seen:

> *….kita juga dapat menambah wawasan kita tentang agama Islam kak…*

[…we could increase our knowledge about Islam…].

Then, researcher found from informant 07 on her result questionnaire, she answered, as follows:

> *….karena bisa menambah pengetahuan wawasannya dalam mengetahui tentang Islam*
>
> [….because it can improve the knowledge of Islam]

Supporting the informant 07 answered the researcher found on result interview, he stated as follows:

> *…,menurut saya juga menambah ilmu kita mengenai keislaman dan….*
>
> […, in my opinion Islamic content-based texts that teacher given very helpful to improve my knowledge about Islam and….].

In addition, the researcher found from informant 08, she answered on the questionnaire that:

> *Karena dengan teks islami ini bisa menambah pengetahuan wawasan saya tentang islam*
>
> [Because, the Islamic based content texts enhance my knowledge about Islam]

To support this, the researcher found from interview result the informant 08 stated, could be seen as follows:

> *saya juga bisa menambah pengetahuan wawasan saya tentang Islam*
>
> [I can improve the knowledge about Islam]

In conclusion from I.5, 7, and 8, and the researcher finding conclusion too from informant, I.1, I.2, I. 4, and 11 (appendix 7).

Therefore based on the data analysis the students opinion on the use Islamic content-based texts in reading comprehension by English teacher is increase knowledge, mainly about Islam.

e. The Islamic content-based Texts Building Students' Characters

Based on questionnaire result from informant 03, she responsed the questionnaire as below:

> *….dan teks yang diberikan juga mengedukasi*
>
> [….and the text given is to educate]

This is supported by researcher found on student's statement on interview result from informant 03, that she stated:

> *kayak waktu tu judulnya Muhammad and Islam, dari situ kita bisa dapat teladan dari nabi kak jadi gak salah kalau nabi ini adalah idola kak.*
>
> [One time, I had learnt the text about Muhammad and Islam; we can take how to be a good person from prophet Muhammad saw as our idol]

Then from informant 04, researcher found her responsed as follows:

> *….karena ada banyak nilai-nilai keIslaman yang dapat diimplementasikan dalam hidup*
>
> [because there are so many Islamic values that can be implemented by us in life]

To support this informant 4 opinion, researcher found her statement in interview result, as follows:

> *intinya ada pelajaran kehidupan di teks itu kak, jadi bisa jadi salah satu hal yang mendorong saya untuk introspeksi diri jadi lebih baik ka*k,

> [specifically, there is learning of life in the texts, so can be something to support for me to introspected my self will be better].

Furthermore, the researcher also found the same result after analyzed students questionnaire and interview of informant I.5, I.7, I.8, 1.9, I.11 (see appendix 7) it can be concluded that they were has same opinion, that the Islamic content-based texts used in reading comprehension by English teacher was building their Islamic characters.

Then, beside the students' in term of positive opinion above, students also has negative opinion on the use of Islamic content-based texts by English teacher. The following are the description of students' opinion:

f. **The Texts has too many New Complicated Words**

From the conclusion of the result, open ended questionnaire the researcher found from informant 06, as follows:

> *Sebenarnya tidak terlalu kesulitan, tapi terkadang dalam beberapa teks, seperti teks narrative yg kemarin ada dipelajari, banyak kosakatanya yang kurang familiar sehingga saya cukup terkendala.*
>
> [actually, it was not too difficult, but there are some text, like narrative text that I had learnt before, there were so many unfamiliar words that make I got in trouble to understanding the text]

To check the data trustworthiness as result follows based on informant 06 stated that:

> *[Mmmm…., **sedikit kesulitan kak, pas ada kata-kata baru yang belum diketahui** kak,….]*

> [mmm…, a little bit difficult, mainly if there is new vocabularies that I don't know before]

Then the researcher found some opinion that same with the finding above from informant I.2, I.5, 1.7, and I.8. In conclusion, students' opinion on Islamic content-based texts used is the texts complicated because of difficult ne words and long sentence.

g. Texts too Long Makes Boring

As on the result of open-ended questionnaire, the researcher the found students' opinion sometimes boring with the text from informant I.6, he wrote, as follows:

> *…Kebanyakan teksnya agak panjang panjang, capek bacanya…*
>
> [….Most of text is too long and and tired to read it…].

In order to checking the data trustworthiness, the researcher found the same opinion from the same informant, as follows the interview result from I.6:

> [*Hmhm, ini kali kak saya tu kurang suka baca, jadi waktu itu ada guru kasih teks yg tentang biography ibnu sina, teksnya panjang banget kak, aduh, bosan saya bacanya sampai akhir kak Iya kak. Kalau bisa sih sebaiknya guru sederhanain dulu teksnya kak, baru dikasih ke siswa]*
>
> [hmhm, may be because I was notl ike reading, one time the teacher had give the text, it was so long, I mean it will be better to teacher simplify the text before give to students]

Based on the result of questionnaire and interview, the students opinion on Islamic content-based texts used in reading comprehension is long passage makes boring.

B. Discussion

In general, students have good opinion about the Islamic content-based texts used in reading comprehension by English teacher. they are 1) most of students take pleasure and interest with the Islamic content-based texts used in reading comprehension by English teacher, 2) the texts make students easily to comprehending the English reading text , 3) Islamic content-based texts enrich students' English vocabularies, 4) Increase knowledge, especially about Islam, 5) building students' Islamic characters, 6) enthusiast to learning English. Beside it there are negative opinion about the weaknesses of using Islamic content-based texts used, they are: 7) The text complicated overwhelming, because unfamiliar vocabulary and long complicated sentence and 8) Long texts make boring

This finding is consistent with Munir's (2013) research who state that by using Islamic content-based texts used, students will get some advantages, (l) reading motivation is improved; (2) students' reading achievement is enhanced and (3) character building is implanted. Munir and Hartono (2016), furthermore, observed that there are some weaknesses on the use of Islamic content-based texts, (1) reading longer passage are boring.

In the context of students' opinion result finding above, it can be proposed the advantages by using Islamic content-based text as selected in reading comprehension, researcher found some theories in line with it: First, most of students take pleasure and interest with the Islamic content-based texts used in reading comprehension by English teacher. It means by using Islamic content-based texts in reading comprehension, students propose that texts on spiritual knowledge and personal development, read and enjoyed by them as Muslim students. To confirm this finding result about the selecting text for reading materials, Nuttal in Cheng state (2014) "the reading texts "should interest the readers – preferably enthrall and delight them".

Then, the texts make students easily to comprehending the English reading texts, it can proposed by using Islamic content-based texts helped students to improve their reading comprehension as one of the skills in mastering English. It lends support to Murray and Mcpherson's (2004) findings that learners are able to learn the language more naturally when they are engaged with texts that are more meaningful. This study showed by using Islamic content-based text that closed with their everyday life, they will be easily to comprehend the reading text and also enhancing their English skill.

Next, reading Islamic content-based texts enrich students' knowledge, especially about their religion. Thus, it can build students' characters. This points, explained about the using Islamic content-based

reading text to students more meaningful because the texts are deal with their needs not only in learning English but also with their needs in religion and social. As Narvaez in Munir's research (2013) on moral stories, reading moral texts successfully gains more than reading comprehension skills. Reader moral development, or prior moral knowledge, also influences the recall of complex moral texts.

Beside the good opinion, the students commented there are some weaknesses. They are, some new difficult vocabularies and reading longer passage make them boring.

In terms of the weaknesses, Munir (2013) states that because of limited availability of text-based Islamic it was recommended for further research to develop Islamic-content-based reading materials. In addition, it was required for further material developers to sophistically design Islamic-based reading materials in the classroom.

Furthermore, in term of tendency of opinion, the result finding showed that the used of Islamic content-based texts used in reading comprehension by English teacher was positive. Therefore, the Islamic content-based texts used in this research means as the media in teaching reading comprehension in English subject is good for students in order to gain their reading comprehension skills. This is in line with Brown (1977:1), states "creative uses of a variety media will increase is the probability that your students will learn more, and better retain what they learn". It means by using a variety of creative media will increase the

likelihood which is make students will learn more lots and keep better control of what they are learned.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

After analyzing the data that were collected from some informants on the opinion of students on Islamic content-based texts used in reading comprehension by English teacher. The researcher found that there were 5 opinion for strengthened of the texts as the positive opinion and 2 negative opinion about the weaknesses of the texts.

The researcher found that there were several students opinion. They are, 1) most of students take pleasure and interest with the Islamic content-based texts used in reading comprehension by English teacher, 2) the texts make students easily to comprehending the English reading text , 3) Islamic content-based texts enrich students' English vocabularies, 4) Increase knowledge, especially about Islam, 5) building students' Islamic characters. Beside it there are some opinion about the weaknesses 6) enthusiast to learning English, 7) The text complicated overwhelming, because unfamiliar vocabulary and long complicated sentence and 8) Long texts make boring.

B. Suggestion

Based on the result of the research, the researcher would like to give some suggestion as follows:

1. The Students

   Students more expected to improve their reading skills in mastering English by comprehending various texts in English, especially by using Islamic content-based texts that will bring enjoyment, inspiration, spiritual knowledge and personal development are used as reading materials in English lessons for Muslim students.

2. English Teacher

   It is recommended to each of English teacher, especially in Islamic school or public school with Islamic based to give Islamic content-based texts as one of the reading materials in reading comprehension at the classroom. In order this texts has some advantages like, to gain further knowledge, not only for their personal worship and overall understanding of the religion, but also for learning the English language.

3. Researcher

   It has also contributed to the researcher as the candidate of English teacher in the future to enlarge their knowledge about how to teaching reading comprehension by using various texts simultaneously implanted characters values by using Islamic content-based texts.

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Appendix 1: Syllabus for Eleventh Grade Students (2013 Curriculum)

SILABUS SMA/MA

Mata Pelajaran : BAHASA INGGRIS-WAJIB

Kelas : XI

Kompetensi Inti :

KI 1**:** Menghayati dan mengamalkan ajaran agama yang dianutnya

KI 2: Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia

KI 3: Memahami, menerapkan, menganalisis pengetahuan faktual, 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 prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

KI 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 kreatif, serta mampu menggunakan metoda sesuai kaidah keilmuan

Kompetensi Dasar	**Materi Pokok**	**Pembelajaran**	**Penilaian**	**Alokasi Waktu**	**Sumber Belajar**

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi Internasional yang diwujudkan dalam semangat belajar 2.1 Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interper	**Teks lisan dan tulis untuk memberi saran dan tawaran dan responnya** *Fungsi Sosial* • Menjaga hubungan interpersonal dengan guru, teman, dan orang lain • Terbiasa menggunakan ungkapan	**Mengamati** • Siswa menyimak/ mendengarkan ungkapan memberi saran dan tawaran dan responnya dengan (ucapan, tekanan kata, intonasi, ejaan) yang tepat, serta sikap santun dan peduli. • Siswa mencoba menirukan pengucapannya dan menuliskan ungkapan yang digunakan. • Siswa belajar mengambil giliran dalam melakukan tindak komunikasi **Mempertanyakan (questioning)** • Dengan pertanyaan pengarah dari guru, siswa mempertanyakan: - Fungsi sosial - Ungkapan yang digunakan untuk memberi saran dan tawaran - Penggunaan	**KRITERIA PENILAIAN:** • Tingkat ketercapaian fungsi sosial memberi saran dan tawaran dan responnya • Tingkat kelengkapan dan keruntutan struktur teks memberi saran dan tawaran dan responnya • Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi • Kesesuaian format penulisan/ penyampaian	2 x 2jp	• CD/ Audio/ VCD • Koran/ majalah berbahasa Inggris • Sumber dari internet: - www.dailyenglish.com - http://americanenglish.state.gov/files/ae/resource_files - http://learneng

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
sonal dengan guru dan teman. 3.1 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan memberi saran dan tawaran, serta responnya, sesuai dengan konteks penggunaannya 4.1 Menyusun teks	memberi saran dan tawaran dan meresponnya *Ungkapan* Saran dan tawaran: *Why don't you…* *What about …?* *You should …* *You can ….* *Do you need ….?* *Unsur kebahasa*	unsur kebahasaan dari tindakan komunikatif memberi saran dan tawaran dan responnya. **Mengeksplorasi** • Siswa secara mandiri mencari pengetahuan tambahan tentang tujuan, ungkapan, dan unsur kebahasaan yang digunakan dalam ungkapan memberi dan dan tawaran dan meresponnya • Siswa berlatih menggunakan ungkapan tersebut • Siswa berlatih mengambil giliran dan menggunakan kesantunan dalam berkomunikasi **Mengasosiasi** • Siswa menganalisis ungkapan untuk menyatakan, memberi, dan menerima saran dan tawaran dengan mengelompokannya berdasarkan penggunaan. • Dalam kerja	**CARA PENILAIAN:** **Unjuk kerja** • Bermain peran (*role play*) dalam bentuk interaksi yang berisi pernyataan dan pertanyaan tentang memberi saran dan tawaran dan responnya. • Ketepatan menggunakan struktur dan unsur kebahasaan dalam memberi saran dan tawaran serta responnya **Pengamatan (observatio**		lish.britishcouncil.org/en/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
lisan dan tulis untuk menyatakan, menanyakan, dan merespon ungkapan memberi saran dan tawaran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	*an* (1) Ucapan, tekanan kata, intonasi, (2) Rujukan kata *Topik* Keteladanan tentang perilaku peduli, kerjasama, dan proaktif	kelompok terbimbing, siswa membandingkan ungkapan memberi saran dan tawaran dan responnya yang lain dan mengaitkan dengan berbagai ekspresi yang mungkin digunakan, sesuai konteks penggunaannya. • Siswa memperoleh balikan (*feedback*) dari guru dan teman tentang setiap yang dia sampaikan dalam kerja kelompok. • Siswa membandingkan cara mengambil giliran dan merespon dengan yang diperoleh dari sumber lain **Mengkomunikasikan** • Siswa bermain peran memberi saran dan tawaran serta responnya • Siswa menggunakan ungkapan-ungkapan memberi saran dan tawaran	**ns):** • Upaya menggunakan bahasa Inggris untuk memberi saran dan tawaran dan responnya ketika muncul kesempatan. • Kesungguhan siswa dalam proses pembelajaran di setiap tahapan. • Kesantunan dan kepedulian dalam melaksanakan komunikasi		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		dalam konteks komunikasi yang wajar di dalam dan di luar kelas,dalam bentuk percakapan/simulasi dengan memperhatikanfungsi sosial, ungkapan, dan unsur kebahasaan serta strategi yang benar dan sesuai dengan konteks. • Siswa membuat 'learning journal'			
1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi Internasional 2.2. Menge	**Teks lisan dan tulis untuk menyatakan pendapat dan pikiran serta responnya** *Fungsi Sosial* • Menjaga hubungan interper	**Mengamati** • Siswa mendengarkan/menonton interaksi menyatakan pendapat dan pikiran serta responnya • Siswa mengikuti interaksi menyatakan pendapat dan pikiran • Siswa menirukan model interaksi menyatakan pendapat dan pikiran • Dengan bimbingan dan arahan guru, siswa	**KRITERIA PENILAIAN:** • Tingkat ketercapaian fungsi social ungkapan menyatakan pendapat dan pikiran • Tingkat kelengkapan dan keruntutan struktur teks ungkapan menyatakan pendapat dan	2 x 2 JP	• CD/ Audio/ VCD • Koran/ majalah berbahasa Inggris • Sumber dari internet: - www.dailyenglish.c

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
mbangkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman. 3.2. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkap	sonal dengan guru, teman, dan orang lain *Ungkapan* menyatakan pendapat/pikiran *I think …* *I suppose...* *In my opinion …* *Unsur Kebahasaan* Ucapan, tekanan kata, intonasi	mengidentifikasi ciri-ciri interaksi menyatakan pendapat dan pikiran (fungsi sosial, struktur teks, dan unsur kebahasaan). **Mempertanyakan (questioning)** • Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan berbagai ungkapan menyatakan pendapat dan pikiran dalam bahasa Inggris, perbedaan ungkapan dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, dsb. **Mengeksplorasi** Siswa menyatakan pendapat dan pikiran dengan bahasa Inggris dalam konteks *simulasi*, *role-play*, dan kegiatan lain yang terstruktur.	pikiran • Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi • Kesesuaian format penulisan/ penyampaian **CARA PENILAIAN:** **Unjuk kerja** • Bermain peran (*role play*) dalam bentuk interaksi yang berisi pernyataan dan pertanyaan tentang ungkapan menyatakan pendapat		om - http://americanenglish.state.gov/files/ae/resource_files - http://learnenglish.britishcouncil.org/en/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
an menyatakan pendapat dan pikiran, sesuai dengan konteks penggunaannya. 4.2. Menyusun teks lisan dan tulis untuk menyatakan dan merespon ungkapan menyatakan pendapat dan pikiran, dengan memperhatikan fungsi		**Mengasosiasi** • Siswa membandingkan ungkapan menyatakan pendapat dan pikiran yang telah dipelajari dengan yang ada di berbagai sumber lain. • Siswa membandingkan antara ungkapan dalam bahasa Inggris dan dalam bahasa siswa. **Mengkomunikasikan** • Siswa menyatakan pikiran dan pendapat dengan bahasa Inggris, di dalam dan di luar kelas. • Siswa menuliskan permasalahan dalam menggunakan bahasa Inggris untuk menyatakan pendapat dan pikiran dalam jurnal belajar (*learning journal*).	dan pikiran. • Ketepatan menggunakan struktur dan unsur kebahasaan dalam menyatakan pendapat dan pikiran serta responnya **Pengamatan (observations):** • Upaya menggunakan bahasa Inggris untuk menyatakan dan menanyakan pendapat atau pikiran ketika muncul kesempatan. • Kesunggguhan		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
sosial, struktur teks, dan unsur kebahasaan, benar dan sesuai konteks.			siswa dalam proses pembelajaran di setiap tahapan. • Kesantunan dan kepedulian dalam melaksanakan komunikasi • Berperilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi		
1.1. Mensyukuri kesempatan dapat mempelajari	**Teks lisan dan tulis untuk menyatakan harapan**	**Mengamati** • Siswa mendengarkan/menonton interaksi ungkapan harapan dan doa • Siswa mengikuti	**KRITERIA PENILAIAN:** • Tingkat ketercapaian fungsi social ungkapan	2 x 2 JP	• CD/ Audio/ VCD • Koran/ maja

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
bahasa Inggris sebagai bahasa pengantar komunikasi Internasional 2.1. Mengembangkan perilaku santun dan peduli dalam melaksanakan komunikasi antar pribadi dengan guru dan teman. 3.3 Menganalisis fungsi sosial, struktur	**dan doa serta responnya** *Fungsi sosial*: Menjaga hubungan interpersonal dengan guru, teman, dan orang lain *Ungkapan:* harapan dan doa - *I* - *I wish you all*	interaksi harapan dan doa • Siswa menirukan model interaksi harapan dan doa • Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri interaksi harapan dan doa. (fungsi sosial, struktur teks, dan unsur kebahasaan). **Mempertanyakan (questioning)** Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai ungkapan harapan dan doa dalam bahasa Inggris, perbedaan ungkapan dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, dsb. **Mengeksplorasi** Siswa menyatakan harapan dan doa	menyatakan harapan dan doa • Tingkat kelengkapan dan keruntutan struktur teks ungkapan menyatakan harapan dan doa bersayap • Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi • Kesesuaian format penulisan/ penyampaian **CARA PENILAIAN:** **Unjuk kerja** • Bermain peran (*role*		lah berbahasa Inggris • Sumber dari internet: - www.dailyenglish.com - http://americanenglish.state.gov/files/ae/resource_files - http://learnenglish.britishcouncil.org/en/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
teks, dan unsur kebahasaan pada ungkapan harapan dan doa bersayap (*extended*), sesuai dengan konteks penggunaannya 4.3 Menyusun teks lisan dan tulis untuk menyatakan dan merespon ungkapan harapan	*the best. Thank you.* *Unsur kebahasaan*: Ucapan, tekanan kata, intonasi	dengan bahasa Inggris dalam konteks *simulasi*, *role-play*, dan kegiatan lain yang terstruktur. **Mengasosiasi** • Siswa membandingkan ungkapan harapan dan doa yang telah dipelajari dengan yang ada di berbagai sumber lain. • Siswa membandingkan antara ungkapan dalam bahasa Inggris dan dalam bahasa siswa. **Mengkomunikasikan** • Siswa menyatakan harapan dan doa dalam bahasa Inggris, di dalam dan di luar kelas. • Siswa menuliskan permasalahan penggunaan ungkapan harapan dan doa dalam bahasa Inggris dalam jurnal	*play*) dalam bentuk interaksi yang berisi pernyataan dan pertanyaan tentang ungkapan menyatakan harapan dan doa bersayap • Ketepatan dan kesesuaian menggunakan struktur dan unsur kebahasaan dalam menyatakan harapan dan doa serta responnya. **Pengamatan (observations):** • Upaya menggun		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
dan doa, bersayap (*extended*) dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, yang benar dan sesuai konteks		belajar (*learning journal*).	akan bahasa Inggris untuk menyatakan harapan dan doa ketika muncul kesempatan. • Kesunggguhan siswa dalam proses pembelajaran di setiap tahapan. • Kesantunan dan kepedulian dalam melaksanakan komunikasi		
1.1 Mensyukuri kesempatan dapat mempelajari	**Teks khusus, lisan dan tulis, berbentuk undangan resmi sederhan**	**Mengamati** • Siswa mendengarkan berbagai ungkapan yang digunakan guru dalam mengundang secara resmi dari	Kriteria penilaian: • Pencapaian fungsi sosial • Kelengkapan dan keruntutan	3 x 2 JP	• Berbagai undangan dalam bahasa Inggr

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
bahasa Inggris sebagai bahasa pengantar komunikasi Internasional yang diwujudkan dalam semangat belajar 2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komuni	**a** *Fungsi Sosial* Menjagahubungan transaksional dengan orang lain *Struktur* *Salutation* - *Will/ Could you come with me to the exhibition?* - *Is it possible for you to attend my birth day party*	berbagai sumber (a.l. media massa, internet). • Siswa berlatih menentukan gagasan utama, dan informasi rinci • Siswa membacakan contoh-contoh teks mengundang tersebut dengan ucapan, intonasi, tekanan kata, dengan benar dan lancar. • Siswa menyalin contoh-contoh teks undangan resmi sesuai dengan aslinya agar menangkap isi, format dan tata letak penulisan. **Mempertanyakan (questioning)** • Dengan pertanyaan pengarah dari guru siswa terpancing untuk mempertanyakan tujuan; struktur dan kebahasaan yang digunakan dalam	struktur teks • Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan • Kesesuaian format penulisan/ penyampaian **Cara Penilaian**: **Unjuk kerja** • Melakukan *role-play* (bermain peran) mengundang secara resmi • Ketepatan dan kesesuaian		is • CD/ Audio/ VCD • Koran/ majalah berbahasa Inggris • Sumber dari internet: - www.dailyenglish.com - http://americanenglish.state.gov/files/ae/resource_files - http://lear

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
kasi fungsional 3.4 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks undangan resmi, sesuai dengan konteks penggunaannya 4.4 Menangkap makna teks undangan resmi. 4.5 Menyunting	*r?* *Closing* ***Unsur kebahasaan***: (1) Kata dan tata bahasa baku (2) Ejaan dan tulisan tangan dan cetak yang jelas dan rapi. (3) Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan	mengundang secara resmi. • Siswa memperoleh pengetahuan tambahan tentang tujuan, struktur teks, dan unsur kebahasaan dalam mengundang secara resmi. **Mengeksplorasi** • Siswa secara mandiri dan dalam kelompok mencari contoh undangan yang lain dari berbagai sumber • Siswa **Mengasosiasi** • Siswa menganalisis berbagai macam undangan terkait dengan tujuan, struktur teks, dan unsur kebahasaan, dilihat dari segi ketepatan, efisienci, efektivitasnya. • Secara berkelompok siswa mendiskusikan ungkapan yang mereka temukan	menggunakan struktur dan unsur kebahasaan dalam menyampaikan undangan secara resmi **Pengamatan (observations** Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan. Sasaran penilaian adalah: • Perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksana		english.britishcouncil.org/en/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
undangan resmi dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks. 4.6 Menyusun teks tulis undangan resmi, dengan memperhatikan fungsi sosial, struktur teks, dan	(4) Layout (5) Rujukan kata	dari sumber lain. • Siswa menyunting undang yang diambil dari berbagai sumber • Siswa memperoleh balikan (*feedback*) dari guru dan teman tentang fungsi sosial dan unsur kebahasaan yang di sampaikan dalam kerja kelompok **Mengkomunikasikan** • Siswa melengkapi teks undangan resmi dan menyampaikannya di depan guru dan teman untuk mendapat feedback. • Siswa berkreasi dalam membuat kliping undangan resmi • Siswa menyunting undang yang diambil dari berbagai sumber • Dengan menggunakan multimedia, siswa membuat kartu undangan	kan komunikasi • Kesungguhan siswa dalam proses pembelajaran di setiap tahapan. • Ketepatan dan kesesuaian dalam menyampaikan dan menulis teks berisi undangan resmi • Ketepatan dan kesesuaian menggunakan strategi dalam membaca **Portofolio** • Kumpulan catatan kemajuan belajar berupa catatan atau rekaman		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
unsur kebahasaan yang benar dan sesuai konteks.		• Siswa memperoleh penguatan dari guru dan teman sejawat	monolog. • Kumpulan karya siswa yang mendukung proses penulisan teks undangan resmi berupa: draft, revisi, editing sampai hasil terbaik untuk dipublikasi • Kumpulan hasil tes dan latihan. **Penilaian Diri dan Penilaian Sejawat** Bentuk: diary, jurnal, format khusus, komentar, atau bentuk penilaian lain		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar 2.3. Menunjukkan perilaku tanggung jawab, peduli,	**Surat pribadi sederhana** Fungsi Sosial Menjalin hubungan dengan bertegur sapa dan memberi kabar pribadi kepada teman secara tertulis Memberi informasi kepada teman Struktur Date *Salutation: Dear ....* *Opening paragrap*	**Mengamati** • Siswa memperhatikan berbagai surat pribadi yang digunakan guru dari berbagai sumber (a.l. media massa, internet). • Siswa membacakan contoh-contoh surat pribadi tersebut dengan ucapan, intonasi, tekanan kata, dengan benar dan lancar. • Siswa menyalin contoh-contoh tersebut sesuai dengan aslinya agar menangkap isi, format dan tata letak penulisan. • Siswa berlatih menentukan gagasan utama, dan informasi rinci **Mempertanyakan (questioning)** • Dengan pertanyaan pengarahan dari guru siswa	**Kriteria penilaian**: • Tingkat ketercapaian fungsi sosial dalam menyampaikan surat pribadi • Tingkat kelengkapan dan keruntutan struktur teks surat • Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ejaan, dan tulisan tangan • Kesesuaian format penulisan/ penyampaian **Cara Penilaian: Pengamatan (observasi)**	4 x 2 JP	• CD/ Audio/ VCD • Koran/ majalah berbahasa Inggris • Sumber dari internet: - www.dailyenglish.com - http://americanenglish.state.gov/files/ae/resource_files - http://learneng

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional. 3.5 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks surat pribadi, sesuai dengan konteks penggunaannya 4.7 Menangkap makna	*h: Greetings dan mengabarkan keadaan sekarang dan apa yang sedang dilakukan* *Content:* Mengabarkan hal yang sudah/ akan terjadit *Closing*: Menutup surat dengan harapan untuk bertemu kembali *Signature* *Unsur kebahasaan*: • Kata dan tata bahasa baku	terpancing untuk mempertanyakan - Fungsi Sosial; - Struktur - Unsur kebahasaan yang digunakan dalam surat pribadi. • Siswa mempertanyakan cara menetukan gagasan utama, dan informasi rinci dan informasi tertentu **Mengeksplorasi** • Siswa secara mandiri dan dalam kelompok mencari contoh surat pribadi yang lain dari berbagai sumber • Siswa berdiskusi menentukan gagasan utama, dan informasi rinci dan informasi tertentu • Siswa menyusun paragraph-paragraf pendek menjadi surat pribadi.	• Upaya menggunakan Bahasa Inggris dalam menulis surat pribadi • Kesunggguhan siswa dalam proses pembelajaran dalam setiap tahapan • Perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi • Ketepatan dan kesesuaian menggunakan strategi		lish.britishcouncil.org/en/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
teks surat pribadi. 4.8 Menyusun teks surat pribadi, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	• Ejaan dan tulisan tangan dan cetak yang jelas dan rapi. • Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan • Rujukan kata • simple present, simple past, ejaan, ucapan, intonasi, tekanan kata, tanda baca, dan tulisan tangan yang	**Mengasosiasi** • Siswa menganalisis berbagai macam surat pribadi terkait dengan tujuan, struktur teks, dan unsur kebahasaan, dilihat dari segi ketepatan, efisienci, efektivitasnya. • Siswa memperoleh balikan (*feedback*) dari guru dan teman tentang fungsi sosial dan unsur kebahasaan yang sampaikan dalam surat pribadi **Komunikasi** • Siswa melengkapi surat pribadi sederhana dan menyampaikannya di depan guru dan teman untuk mendapat feedback. • Siswa berkreasi dalam menuliskan surat pribadi kepada teman/	dalam membaca **Portofolio** • Kumpulan catatan kemajuan belajar • Kumpulan karya siswa yang mendukung proses penulisan surat pribadi, berupa: draft, revisi, editing sampai hasil terbaik untuk dipublikasi • Kumpulan hasil tes dan latihan. • Catatan atau rekaman penilaian diri dan penilaian sejawat,		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	jelas dan rapi	guru • Siswa memperoleh penguatan dari guru	berupa komentar atau cara penilaian lainnya		
1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi Internasional yang diwujudkan dalam semangat belajar 2.3 Mengembangkan perilak	**teks prosedur berbentuk manual dan kiat-kiat (*tips*)** *Tujuan komunikasi :* menyelesaikan pekerjaan, secara lengkap dan urut. *Struktur* menyebutkan bahan/ bagian dari benda yang dipaparkan secara	**Mengamati** • Siswa membaca/ membacakan/ mendengarkan berbagai macam manual dan tip. • Siswa mengamati tujuan komunikasi, struktur, dan unsur kebahasaan dari teks prosedur yang membaca, membacakan, menonton, dan mendengarkan **Mempertanyakan** • Dengan pertanyaan pengarah dari guru, siswa mempertanyakan tujuan komunikasi, struktur, dan unsur kebahasaan dari teks prosedur **Mengeksplorasi** • Siswa berlatih menggunakan kalimat imperative	Kriteria penilaian: • Pencapaian fungsi sosial • Kelengkapan dan keruntutan struktur teks prosedur • Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan • Kesesuaian format penulisan/ penyampaian **Pengamatan (observations)** Tujuan	4 x 2 JP	• Manual dari berbagai produk • CD/ Audio/ VCD • Koran/ majalah berbahasa Inggris • Sumber dari internet: - www.dailyenglish.com - http://ame

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
u tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional 3.6 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks prosedur berbentuk manual dan kiat-	lengkap, serta daftar langkah yang dilakukan *Unsur Kebahasaan* • simple present tense • imperative, • Nomor yang menyatakan urutan • kata keterangan • ejaan, ucapan, intonasi, tekanan kata, tanda	dalam memberikan tip secara lisan dan tulis • Siswa membacakan manual dan tip kepada teman dengan menggunakan unsur kebahasaan yang tepat • Secara individu siswa menyalin beberapa tips **Mengasosiasi** • Siswa membandingkan beberapa manual dan tips • Dalam kerja kelompok terbimbing siswa membahas tentang masalah yang dihadapi pada saat membaca, mendengarkan, dan menuliskan manual dan tips dengan fokus pada tujuan komunikasi, struktur, dan unsur kebahasaan. • Siswa	untuk memberi balikan. Sasaran penilaian adalah: • Perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi • Kesungguhan siswa dalam proses pembelajaran di setiap tahapan **Portofolio** • Kumpulan catatan kemajuan belajar berupa catatan atau rekaman monolog teks		rican english.state.gov/files/ae/resource_files - http://learnenglish.britishcouncil.org/en/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
kiat (*tips*), sesuai dengan konteks penggunaannya. 4.9 Menangkap makna teks prosedur, lisan dan tulis, berbentuk manual dan kiat-kiat (*tips*). 4.10 Menyunting teks prosedur berbentuk manual dan kiat-	baca, tulisan tangan yang jelas dan rapi.	memperoleh balikan (*feedback*) dari guru dan teman tentang setiap permasalahan yang disampaikan dalam kerja kelompok. **Mengkomunikasikan** • Siswa mempresentasikan beberapa tips yang disalin dari beberapa sumber • Siswa membuat jurnal belajar (*learning journal*)	prosedur berbentuk manual dan tips • Kumpulan karya siswa yang mendukung proses penyuntingan teks prosedur. • Kumpulan hasil tes dan latihan. **Penilaian Diri dan Penilaian Sejawat** Bentuk: diary, jurnal, format khusus, komentar, atau bentuk penilaian lain		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
kiat (*tips*), dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.					
1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar	**Tindakan/kegiatan/kejadian tanpa perlu menyebutkan pelakunya (Passive Voice)** *Fungsi Sosial*	**MENGAMATI** • Siswa mendengarkan dan membaca banyak kalimat Passive, dalam berbagai konteks. • Siswa mengikuti interaksi tentang tindakan/kegiatan/ kejadian tanpa perlu menyebutkan pelakunya selama proses	Kriteria penilaian: • Pencapaian fungsi sosial • Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi,	3 x 2 JP	• CD/ Audio/ VCD • Koran/ majalah berbahasa Inggris • Sumber

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
komunikasi Internasional yang diwujudkan dalam semangat belajar 2.2 Mengembangkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.	menyatakan dan menanyakan tentang tindakan/kegiatan/kejadian tanpa perlu menyebutkan pelakunya *Struktur Teks* Insects are considered dangerous animals. Tsunami is caused by earthquake affecting the seabed. *Unsur kebahasa*	pembelajaran, dengan bimbingan guru. • Siswa menirukan contoh-contoh kalimat yang menyatakan dan menanyakan struktur Passive • Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri kalimat yang menyatakan dan menanyakan kalimat Passive (fungsi sosial, struktur teks, dan unsur kebahasaan). **MEMPERTANYAKAN** Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai kalimat Passive yang ada dalam bahasa Inggris, perbedaan ungkapan dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan	ejaan, dan tulisan tangan • Kelengkapan dan keruntutan struktur teks • Kesesuaian format penulisan/ penyampaian **Cara Penilaian**: **Pengamatan (observations):** Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan. Sasaran penilaian adalah: • Perilaku jujur, disiplin, percaya diri, dan		dari internet: - www.dailyenglish.com - http://americanenglish.state.gov/files/ae/resource_files - http://learnenglish.britishcouncil.org/en/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
3.7 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan untuk menyatakan dan menanyakan tentang tindakan/kegiatan/kejadian tanpa perlu menyebutkan pelakunya dalam teks ilmiah, sesuai dengan konteks penggu	*an* • Kata kerja be (is/ am/ are/ was/ were) dan verb 3rd form. • tata bahasa, ucapan, tekanan kata, intonasi, ejaan, tanda baca, tulisan tangan dan cetak yang jelas dan rapi. *Topik* Berbagai hal	ungkapan lain, dsb. **EKSPERIMEN (Explore)** a. Siswa bertanya jawab dengan kalimat Passive dalam bahasa Inggris dalam konteks *simulasi* dan kegiatan lain yang terstruktur. b. Siswa berusaha menyatakan dan menanyakan dalam bentuk passive dalam bahasa Inggris dalam proses pembelajaran. **MENGASOSIASI** • Siswa membandingkan kalimat passive yang telah dipelajari dengan kalimat aktive. • Siswa membandingkan antara kalimat passive dalam bahasa Inggris dengan bahasa ibu atau bahasa Indonesia. **KOMUNIKASI** • Siswa bertanya jawab dengan	bertanggung jawab dalam melaksanakan komunikasi • Ketepatan dan kesesuaian dalam menyampaikan dan menulis teks dalam bentuk passive • Kesungguhan siswa dalam proses pembelajaran di setiap tahapan **Portofolio** • Kumpulan karya siswa yang mencerminkan hasil atau capaian belajar		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
naannya. 4.11 Menyusun teks lisan dan tulis, untuk menyatakan dan menanyakan tentang tindakan/kegiatan/kejadian tanpa perlu menyebutkan pelakunya dalam teks ilmiah, dengan memperhatikan fungsi sosial, struktur teks,	terkait dengan kejadian / kegiatan / tindakan ilmiah yang tanpa perlu melibatkan pelakunya	kalimat passive dalam bahasa Inggris, di dalam dan di luar kelas. • Siswa berkreasi dengan tulisan ilmiah mereka dengan kalimat passive • Siswa menuliskan permasalahan dalam menggunakan bahasa Inggris untuk menyatakan dan menanyakan kalimat passive dalam jurnal belajarnya.	• Kumpulan hasil tes dan latihan. • Catatan penilaian diri dan penilaian sejawat, berupa komentar atau cara penilaian lainnya		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
dan unsur kebahasaan yang benar dan sesuai konteks					
1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi Internasional yang diwujudkan dalam semangat belajar 2.2	**Pengandaian jika terjadi suatu keadaan/kejadian/peristiwa di waktu yang akan datang Conditional Sentence** *Fungsi Sosial* Menyatakan dan menanyakan tentang pengand	**MENGAMATI** • Siswa mendengarkan dan membaca banyak kalimat pengandaian, dalam berbagai konteks. • Siswa mengikuti interaksi tentang pengandaian jika terjadi suatu keadaan/kejadian/ peristiwa di waktu yang akan datang selama proses pembelajaran, dengan bimbingan guru. • Siswa menirukan contoh-contoh kalimat yang menyatakan dan menanyakan pengandaian. • Dengan bimbingan dan arahan guru, siswa	Kriteria penilaian: • Pencapaian fungsi sosial • Kelengkapan dan keruntutan struktur teks • Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan • Kesesuaian format penulisan/	2 x 2 JP	• CD/ Audio/ VCD • Koran/ majalah berbahasa Inggris • Sumber dari internet: - www.dailyenglish.com - http://americanenglish.st

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
Mengembangkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman. 3.8 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan untuk	aian jika terjadi suatu keadaan /kejadian/peristiwa di waktu yang akan datang *Struktur Teks* - *If teenagers eat too much fast food, they can easily become overweight.* - *If you excercise regularly, you will get the benefit physically*	mengidentifikasi ciri-ciri kalimat yang menyatakan dan menanyakan pengandaian (fungsi sosial, struktur teks, dan unsur kebahasaan). **MEMPERTANYAKAN** Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai pengandaian yang ada dalam bahasa Inggris, perbedaan ungkapan dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, dsb. **Mengeksplorasi** • Siswa menyatakan dan menanyakan pengandaian dalam bahasa Inggris dalam konteks *simulasi*, *role-play*, dan kegiatan lain yang terstruktur. • Siswa berusaha	penyampaian **Cara Penilaian**: **Pengamatan (observations):** Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan. Sasaran penilaian adalah: • Perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi • Ketepatan dan kesesuaia		ate.gov/files/ae/resource_files - http://learnenglish.britishcouncil.org/en/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
menyatakan dan menanyakan tentang pengandaian jika terjadi suatu keadaan/kejadian/peristiwa di waktu yang akan datang, sesuai dengan konteks penggunaannya. 4.12 Menyusun teks lisan dan tulis untuk menyatakan dan	*and mentally* *Unsur Kebahasaan* - If Clauses dalam simple present - Main Clause dengan modals can/ will *Topik:* Berbagai hal terkait dengan mengandaikan keadaan/ kejadian/ peristiwa diwaktu yang	menyatakan dan menanyakantentang pengandaian jika terjadi suatu keadaan/ kejadian/ peristiwa di waktu yang akan datang dalam bahasa Inggris selama proses pembelajaran. **Mengasosiasi** • Siswa membandingkan ungkapan pengandaian yang telah dipelajari dengan ungkapan-ungkapan lainnya. • Siswa membandingkan antara ungkapan pengandaian dalam bahasa Inggris dengan ungkapan keharusan dalam bahasa ibu atau bahasa Indonesia. **Mengkomunikasikan** • Siswa menyatakan dan menanyakan pengandaian dalam bahasa Inggris, di dalam dan di luar kelas. • Siswa berkreasi	n dalam menyampaikan dan menulis teks dalam bentuk *pengandaian/ If clause* • Kesungguhan siswa dalam proses pembelajaran di setiap tahapan **Portofolio** • Kumpulan karya siswa yang mencerminkan hasil atau capaian belajar • Kumpulan hasil tes dan latihan. • Catatan penilaian diri dan penilaian sejawat,		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
menanyakan tentang pengandaian jika terjadi suatu keadaan/kejadian/peristiwa di waktu yang akan datang, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	akan datang	dengan imajinasi mereka dalam teks pengandaian • Siswa menuliskan permasalahan dalam menggunakan pengandaian dalam bahasa Inggris untuk menyatakan dan menanyakan pengandaian dalam jurnal belajarnya.	berupa komentar atau cara penilaian lainnya.		
1.1 Mensyu	**Teks ilmiah**	**Mengamati**	Kriteria	4 x 2	• CD/ Audi

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
kurikesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi Internasional yang diwujudkan dalam semangat belajar 2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta	**faktual (*factual report*) lisan dan tulis sederhana tentang benda, binatang dan gejala/peristiwa alam**, *Fungsi sosial* - Mengamati alam - Menulis paparan ilmiah mengenai benda,binatang dan gejal/peristiwa alam *Struktur*	• Siswa menyimak berbagai contoh/ film ilmiah pendek yang disediakan • Siswa mengamati fungsi sosial, struktur dan unsur kebahasaan teks ilmiah faktual • Siswa berlatih menentukan gagasan utama, dan informasi rinci dan informasi tertentu **Mempertanyakan (questioning)** • Dengan pertanyaan pengarah dari guru, siswa terpancing untuk mempertanyakan tujuan, struktur, dan unsur kebahasaan yang digunakan dalam paparan tersebut. • Siswa mempertanyakan cara menemukan gagasan pokok, informasi rinci dari teks faktual report. **Mengeksplorasi** Siswa mendengarkan/ membaca/membacakan teks ilmiah faktual dengan	penilaian: • Pencapaian fungsi sosial • Kelengkapan dan keruntutan struktur teks ilmiah faktual • Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan • Kesesuaian format penulisan/ penyampaian **Pengamatan (observations):** Bukan penilaian formal seperti tes, tetapi untuk	JP	o/ VCD • Koran/ majalah berbahasa Inggris • Sumber dari internet: - www.dailyenglish.com - http://americanenglish.state.gov/files/ae/resource_files - http://learnenglish.britis

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
damai, dalam melaksanakan komunikasi fungsional 3.9 Menganalisis struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks ilmiah faktual (*factual report*) dengan menyatakan dan menanyakan tentang teks	- Klasifikasi Umum tentang binatang/ benda yang dituliskan, e.g. Slow loris is a mammal. It is found in ... It is a nocturnal animal. It is very small with .... - Penggambaran mengenai bagia	membandingkan berbagai teks report dengan memperhatikan tujuan, struktur, dan unsur kebahasaan yang benar dan sesuai dengan konteks. **Mengasosiasi** • Dalam kerja kelompok terbimbing siswa menganalisis struktur dan unsur bahasa yang ada dalam beberapa teks report. • Siswa mengelompokkan struktur, fungsi sosial dan unsur kebahasaan teks berdasarkan penggunaannya. • Siswa memperoleh balikan (*feedback*) dari guru dan teman tentang hasil analis tentang fungsi sosial, struktur, dan unsur kebahasaan dari teks berita yang disampaikan dalam kerja kelompok **Komunikasi**	tujuan memberi balikan. • Berperilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi • Ketepatan dan kesesuaian dalam menyampaikan dan menulis teks ilmiah faktual • Kesungguhan siswa dalam proses pembelajaran dalam setiap tahapan • Ketepatan dan kesesuaian menggunakan strategi dalam		hcouncil.org/en/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
ilmiah faktual tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial, sederhana, sesuai dengan konteks pembelajaran di pelajaran lain di Kelas XI 4.13 Menangkap makna dalam teks ilmiah faktual (*factual*	n, sifat dan tingkah lakunya *Unsur kebahasaan* - Simple Present - Kata kerja yang menggambarkan binatang/ benda/ gejala alam - Kata sifat - Berbagai kata benda terkait dengan benda/	• Siswa menyalin teks report yang didapatkannya tentang benda, binatang dan gejala alam atau peristiwa lain yang terkait dengan mata pelajaran lain dan membacakannya di kelas • Siswa menyampaikan laporan berupa catatan (*note taking*) dari hasil membaca beberapa teks ilmiah faktual. • Membuat learning journal dalam pembelajaran ini. • Pada saat yang sama, antar siswa melakukan penilaian sejawat, tentang teks report yang dihasilkan	membaca **Portofolio** • Kumpulan catatan kemajuan belajar • Kumpulan hasil tes dan latihan. • Catatan atau rekaman penilaian diri dan penilaian sejawat, berupa komentar atau cara penilaian lainnya **Penilaian Diri dan Penilaian Sejawat** Bentuk: diary, jurnal, format khusus, komentar, atau bentuk penilaian lain		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
report), lisan dan tulis, sederhana, tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial, terkait dengan mata pelajaran lain di Kelas XI.	binatang/ gejala alam yang diamati - ejaan, tanda baca, dan tulisan tangan dan cetak yang jelas dan rapi. - Rujukan kata				
1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris	**Teks eksposisi analitis** *Fungsi Sosial* Menyat	**Mengamati** • Siswa menyimak berbagai contoh teks eksposisi analisis yang diberikan/ diperdengarkan guru	Kriteria penilaian: • Pencapaian fungsi sosial • Kelengkapan dan keruntutan	4 x 2 JP	• CD/ Audio/ VCD • Koran/ majalah

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
sebagai bahasa pengantar komunikasi Internasional yang diwujudkan dalam semangat belajar 2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional 3.10 Menga	akan pendapat tentang topik yang hangat dibicarakan secara bertanggung jawab *Struktur teks* a. Menyebutkan pokok permasalahan terhadap sesuatu yang hangat dibicarakan b. Menyebutkan	• Siswa mengamati fungsi sosial, struktur dan unsur kebahasaannya • Siswa belajar menemukan gagasan utama, informasi rinci dan informasi tertentu dari teks eksposisi analitis **Mempertanyakan (questioning)** • Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai teks eksposisi yang ada dalam bahasa Inggris, Siswa mempertanyakan gagasan utama, informasi rinci dan informasi tertentu **Mengeksplorasi** • Siswa mencari beberapa text eksposisi analitis dari berbagai sumber. • Siswa berlatih menemukan gagasan utama, informasi rinci dan	struktur teks eksposisi analitis • Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan • Kesesuaian format penulisan/ penyampaian **Pengamatan (observations):** Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan. Sasaran penilaian adalah:		berbahasa Inggris • Sumber dari internet: - www.dailyenglish.com - http://americanenglish.state.gov/files/ae/resource_files - http://learnenglish.britishcouncil.org/en/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
nalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks eksposisi analitis tentang topik yang hangat dibicarakan umum, sesuai dengan konteks penggunaannya. 4.14 Menangkap makna dalam teks eksposisi analitis	pandangan / pendapat mengenai hal tersebut beserta ilustrasi sebagai pendukung c. Diakhiri dengan kesimpulan yang menyatakan kembali pendapat terhadap hal tersebut	informasi tertentu • Siswa secara berkelompok menuliskan /menyalin teks eksposisi analitis dengan memperhatikan fungsi sosial, struktur, dan unsur kebahasaan dengan runtut • Siswa membacakan teks eksposisi kepada teman dengan menggunakan unsur kebahasaan yang tepat **Mengasosiasi** • Secara berpasangan siswa menganalisis beberapa teks eksposisi dengan fokus pada fungsi sosial, struktur, dan unsur kebahasaan • Siswa memperoleh balikan (*feedback*) dari guru dan teman tentang	• Berperilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi • Ketepatan dan kesesuaian dalam menyampaikan dan menulis teks eksposisi analitis • Kesungguhan siswa dalam proses pembelajaran dalam setiap tahapan • Ketepatan dan kesesuaian menggunakan strategi		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
tentang topik yang hangat dibicarakan umum	*Unsur Kebahasaan*: - Kalimat Simple Present - Conditional Clauses - Modals	hasil analisis yang disampaikan dalam kerja kelompok. **Mengkomunikasikan** • Siswa membuat laporan berupa catatan hasil membaca dan mendengarkan • Berkelompok, siswa bertukar cerita tentang teks eksposisi dengan memperhatikan fungsi sosial, struktur dan unsur kebahasaannya. • Siswa mempresentasikannya di kelas • Membuat laporan evaluasi diri secara tertulis tentang pengalaman masing-masing dalam mencari teks eksposisi selama proses pembelajaran di dalam dan di luar kelas, termasuk kendala yang dialami.	dalam membaca **Portofolio** • Kumpulan catatan kemajuan belajar • Kumpulan hasil tes dan latihan. • Catatan atau rekaman penilaian diri dan penilaian sejawat, berupa komentar atau cara penilaian lainnya **Penilaian Diri dan Penilaian Sejawat** Bentuk: diary, jurnal, format khusus, komentar, atau bentuk penilaian lain		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		• Siswa membuat 'learning journal'			
1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi Internasional yang diwujudkan dalam semangat belajar 2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan	**Teks biografi pendek dan sederhana tentang tokoh terkenal** *Fungsi Sosial* Meneladani, membanggakan, bertindak teratur, teliti dan disiplin, melaporkan *Struktur* a. Menyebutkan tindakan/ peristiwa/kejadian	**Mengamati** • Siswa menyimak berbagai contoh teks biografi yang diberikan/ diperdengarkan guru secara santun dan tanggung jawab. • Siswa mengamati fungsi sosial, struktur dan unsur kebahasaannya • Siswa mengamati keteladanan dari teks biografi yang dipelajari. • Siswa belajar menemukan gagasan utama, informasi rinci dan informasi tertentu dari teks legenda **Mempertanyakan (questioning)** • Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai teks biografi yang ada dalam bahasa	Kriteria penilaian: • Pencapaian fungsi sosial • Kelengkapan dan keruntutan struktur teks • Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan • Kesesuaian format penulisan/ penyampaian **Pengamatan (observations):** Sasaran penilaian	4 x 2 JP	• CD/ Audio/ VCD • Koran/ majalah berbahasa Inggris • Sumber dari internet: - www.dailyenglish.com - http://americanenglish.state.gov/files/ae/resource_files

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
cinta damai, dalam melaksanakan komunikasi fungsional 3.11 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks biografi pendek dan sederhana tentang tokoh terkenal, sesuai dengan konteks penggunaannya.	secara umum b. Menyebutkan urutan tindakan/ kejadian/peristiwa secara kronologis, dan runtut c. Jika perlu, ada kesimpulan umum. *Unsur Kebahasaan* - Kata-kata terkait dengan perjuangan hidup, profesionalisme dalam	Inggris, perbedaan teks dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia. • Siswa mempertanyakan gagasan utama, informasi rinci dan informasi tertentu **Mengeksplorasi** • Siswa mencari beberapa text biografi dari berbagai sumber. • Siswa berlatih menemukan gagasan utama, informasi rinci dan informasi tertentu • Siswa melengkapi rumpang dari beeberapa teks biografi sederhana • Siswa secara berkelompok menuliskan /menyalin teks biografi dengan memperhatikan fungsi sosial, struktur, dan unsur kebahasaan dengan runtut • Siswa membacakan	adalah: • Berperilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi • Ketepatan dan kesesuaian dalam menyampaikan dan menulis teks biografi • Kesungguhan siswa dalam proses pembelajaran dalam setiap tahapan • Ketepatan dan kesesuaian menggunakan strategi		- http://learnenglish.britishcouncil.org/en/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
4.15 Menangkap makna teks biografi pendek dan sederhana tentang tokoh terkenal	bekerja, kejadian/peristiwa yang sedang banyak dibicarakan. - Simple, Continuous, Perfect tense - Penyebutan kata benda - Modal auxiliary verbs	teksbiografit kepada teman dengan menggunakan unsur kebahasaan yang tepat **Mengasosiasi** • Secara berpasangan siswa menganalisis beberapa teks biografi dengan fokus pada fungsi sosial, struktur, dan unsur kebahasaan • Siswa memperoleh balikan (*feedback*) dari guru dan teman tentang hasil analisis yang disampaikan dalam kerja kelompok. **Mengkomunikasikan** • Siswa menceritakan kembali teks biografi sederhana tentang keteladanan dari tokoh terkenal	dalam membaca **Portofolio** • Kumpulan catatan kemajuan belajar • Kumpulan hasil tes dan latihan. • Catatan atau rekaman penilaian diri dan penilaian sejawat, berupa komentar atau cara penilaian lainnya **Penilaian Diri dan Penilaian Sejawat** Bentuk: diary, jurnal, format khusus, komentar, atau bentuk penilaian lain.		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		dengan memperhatikan fungsi sosial, struktur dan unsur kebahasaannya. • Siswa membuat kliping teks biografi dengan menyalin dan beberapa sumber. • Membuat laporan evaluasi diri secara tertulis tentang pengalaman masing-masing dalam mencari teks biografi selama proses pembelajaran di dalam dan di luar kelas, termasuk kendala yang dialami. • Siswa membuat 'learning journal'			
1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai	**Lagu** *Fungsi sosial* Menghibur, mengungkapkan perasaa	**Mengamati** • Siswa mendengarkan lagu yang diperdengarkan • Siswa menirukan model secara terbimbing. • Siswa mempertanyakan cara menemukan	**Pengamatan (observations):** Bukan penilaian formal seperti tes, tetapi untuk tujuan	2 x 2 JP	• CD/ Audio/ VCD • Koran/Majalah berbahasa Ingg

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
bahasa pengantar komunikasi Internasional yang diwujudkan dalam semangat belajar 2.2 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional 3.12	n, mengajarkan pesan moral *Unsur kebahasaan* • Kata, ungkapan, dan tata bahasa dalam karya seni berbentuk lagu. • Ejaan dan tulisan tangan dan cetak yang jelas dan rapi. • Ucapan, tekanan kata, intonasi, ketika mempresentas	informasi rinci dan kesimpulan dari lagu tersebut **Mempertanyakan (questioning)** • Dengan pertanyaan pengarah dari guru, siswa terpancing untuk mempertanyakan pesan yang disampaikan dari lagu • Siswa mempertanyakan cara menemukan informasi rinci dan kesimpulan dari lagu tersebut **Mengeksplorasi** • Siswa melengkapi rumpang pada lagu tersebut dengan ungkapan yang benar sesuai dengan model yang dipelajari • Siswa membacakan teks lagu dengan pengucapan dan tekanan kata yang tepat • Siswa berdiskusi tentang pesan	memberi balikan. Sasaran penilaian adalah: • kesantunan saat melakukan tindakan • Perilaku tanggung jawab, peduli, kerjasama dan cinta damai • Kesunggguhan siswa dalam proses pembelajaran dalam setiap tahapan • Ketepatan dan kesesuaian dalam pengucapan dan penyalinan lirik lagu **Portofolio**		ris • Buku lagu bahasa Inggris • Sumber dari internet: - www.dailyenglish.com - http://americanenglish.state.gov/files/ae/resource_files - http://learnenglish.b

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
Menyebutkan fungsi sosial dan kebahasaan dalam lagu 4.16 Menangkap pesan dalam lagu	ikan secara lisan *Topik* Keteladanan tentang perilaku yang menginspirasi.	lagu yang didengar **Mengasosiasi** • Secara individu siswa membandingkan pesan yang terdapat dalam beberapa lagu yang dibaca/didengar • Siswa membuat kumpulan lagu-lagu yang bertema perdamaian dengan menyalin • Siswa mengaitkan syair lagu dengan ungkapan yang sudah dipelajari **Mengkomunikasikan** • Siswa mendemonstrasikan kemahiran mereka menyanyikan lagu tersebut dengan pengucapan dan tekanan kata yang benar. • Siswa melaporkan kumpulan lagu yang sudah dianalis pesan di dalam lugu-lagu	• Kumpulan kemajuan siswa berupa kumpulan lagu yang disalin dengan tulisan tangan beserta kesan terhadap lagu • kumpulan hasil tes dan latihan. • Catatan atau rekaman penilaian diri dan • penilaian sejawat, berupa komentar atau cara penilaian lainnya		ritishcouncil.org/en/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		tersebut • Antar siswa melakukan penilaian terhadap kumpulan lagu yang dibuat.			

Appendix 2 : Islamic content-based texts used by English Teacher

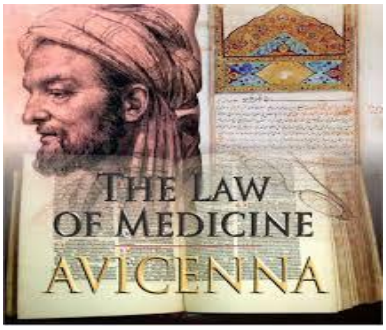
The Shepherd

Once upon a time, there lived in Basra an old man whose only occupation was caring for and loving his only son who was a handsome young man. The old man invested all his money on his son's education. The young man went away for a few years and acquired an education at a well known university under the great scholars of that age.

The day had arrived for the son to return from his studies and the old man waited at the door for his son. When the son came and met his father, the old man looked into his eyes and felt great disappointment. "What have you learnt my son?" he asked, "I have learnt everything there was to be learnt, father", he said. "But have you learnt what cannot be taught?" asked the father. "Go, my son and learn what cannot be taught", said the old man.

The young man went back to his master and asked him to teach him what cannot be taught. "Go away to the mountains with these four hundred sheep and come back when they are one thousand", said the master.

The young man went to the mountains and became a shepherd. There for the first time he encountered a silence. He had no one to talk to. The sheep did not understand his language. In his desperation, he would talk to them but they would look back at him as if to say he was stupid. Slowly but surely he began to forget all his worldly knowledge, his ego, his pride and he became quiet like the sheep and great wisdom and humility came to him.At the end of two years when the number of sheep had grown to one thousand, he returned to his master and fell on his feet. "Now you have learnt what cannot be taught," said the master.



Also popularly known as ‘Avicenna’, Ibn Sina was indeed a true polymath with his contributions ranging from medicine, psychology and pharmacology to geology, physics, astronomy, chemistry and philosophy. He was also a poet and an Islamic scholar and theologian. His most important contribution to medical science was his famous book al-Qanun, known as the “Canon” in the West. This book is an immense encyclopedia of medicine including over a million words and like most Arabic books is richly divided and subdivided. It comprises of the entire medical knowledge available from ancient and Muslim sources.This great scientist was born in around 980 A.D in the village of Afshana, near Bukhara which is also his mother’s hometown. His father, Abdullah an advocate of the Ismaili sect, was from Balkh which is now a part of Afghanistan. Ibn Sina received his early eduction in his home town and by the age of ten he became a Quran Hafiz.

He had exceptional intellectual skills which enabled him to overtake his teachers at the age of fourteen. During the next few years he devoted himself to Muslim Jurisprudence, Philosophy and Natural Science and studied Logic, Euclid, and the Almeagest.Ibn Sina was an extremely religious man. When he was still young, Ibn Sina was highly baffled by the work of Aristotle on Metaphysics so much so that he used to leave all the work and pray to God to guide him. Finally after reading a manual by a famous philosopher al-Farabi, he found the solutions to his difficulties.At the age of sixteen he dedicated all his efforts to learn medicine and by the time he was eighteen gained the status of a reputed physician. During this time he was also lucky in curing Nooh Ibn Mansoor, the King of Bukhhara, of an illness in which all the renowned physicians had given up hope.

On this great effort, the King wished to reward him, but the young physician only acquired consent to use his exclusively stocked library of the Samanids.

On his father's death, when Ibn Sina was twenty-two years old, he left Bukhara and moved to Jurjan near Caspian Sea where he lectured on logic and astronomy. Here he also met his famous contemporary Abu Raihan al-Biruni. Later he travelled to Rai and then to Hamadan, where he wrote his famous book Al-Qanun fi al-Tibb. Here he also cured Shams al-Daulah, the King of Hamadan, for severe colic.From Hamadan, he moved to Isfahn, where he finished many of his epic writings. Nevertheless, he continued to travel and the too much mental exertion as well as political chaos spoilt his health. The last ten or twelve years of his life, he spent in the service of Abu Ja'far 'Ala Addaula, whom he accompanied as physician and general literary and scientific consultant. He died during June 1037 A.D and was buried in Hamedan, Iran.Besides his monumental writings, Ibn Sina also contributed to mathematics, physics, music and other fields. He explained the concept and application of the "casting out of nines". He made several astronomical observations, and devised a means similar to the venire, to enhance the accuracy of instrumental readings. In physics, his contribution comprised the study of different forms of energy, heat, light and mechanical, and such concepts as force, vacuum and infinity.

Muhammad and Islam

Muhammad was born in makkah in 570 AD. He was orphaned as a young child and brought up first by his grandfather and later by his uncle. As a young man, he was well known for his unusual truthfulness and wisdom, and he was one of the new people in Makkah who did not believe in idol worship, but tried instead to follow the original teachings of Abraham.

When he was in 20s, Muhammad was hired by a wealthy widow, khadija to lead her caravans. Khadija admired this extraordinary young man and eventually they were married. They settled into a peaceful and prosperous life.

Muhammad was concerned about the idol worship, corruption and cruelty that he saw around him, and he began to withdraw to the mountains for long periods of mediation and fasting. When he was forty years old, he withdrew into a cave high on a nearby mountain when he had a vision of the Archangel Gabriel commanding him to : 'Recite. In the name of your Lord…..' From that moment Muhammad became a Prophet or Messenger of God. He received revelations from God through Gabriel, and these revelations formed the Holy Qur'an, the sacred book of the religion called islam.

Islam is a word meaning both submission and peace. According to its teachings, human being can attain both inward and outward peace by submitting to the commands of God, or Allah (An Arabic word meaning the God). And according to islam, this peace and obedience leads to salvation and entry into Heaven. Muhammad was ordered to call all people to islam.

It involves observing five 'pillars of faith'. These are: the firm belief in one God and in the prophethood of Muhammad; regular ritual prayer five times a day; giving alms to the poor and needy; fasting during the holy month of Ramadan; and the performance of the annual pilgrimage or Hajj, once in every muslim's life if it all possible.

Appendix 3 : Open Form Questionnaire

ANGKET

STUDENTS' OPINION ON ISLAMIC CONTENT BASED TEXTS USED IN READING COMPREHENSION BY ENGLISH TEACHER

Angket ini dirancang semata-mata untuk tujuan ilmiah dan tidak ada pengaruhnya terhadap nilai Saudara. Melalui angket ini peneliti berharap dapat mengetahui opini siswa mengenai penggunaan teks bernuansa keislaman yang digunakan guru dalam pembelajaran keterampilan membaca pada mata pelajaran bahasa inggris. Oleh sebab itu, jawablah angket ini menurut apa yang Saudara rasakan dan alami. Jawaban yang jujur dan terbuka dari pertanyaan-pertanyaan yang diajukan dalam angket ini sangat diharapkan untuk tercapainya tujuan penelitian ini. Terima kasih atas partisipasi dan kerja sama Saudara dalam menyampaikan opini Saudara.

A. Data Informan

Nama Siswa :
Kelas :
Tempat/Tanggal Lahir :
Jenis Kelamin :
No HP/Telp :

B. Petunjuk Pengisian

Berikan tanda *check list* (√) dalam kotak yang disediakan untuk menjawab pertanyaan-pertanyaan yang memiliki pilihan jawaban. Untuk pertanyaan yang bersifat terbuka, silahkan jawab pada tempat yang telah disediakan.

C. Pertanyaan

Jawablah pertanyaan-pertanyaan berikut ini sesuai dengan petunjuk diatas.

1. Jenis teks apa saja yang sudah anda pelajari dalam mata pelajaran bahasa inggris?

_____

_____

_____

2. Pernahkan guru anda memberikan teks yang bernuansa keislaman*?*

☐ Ya ☐ Tidak

3. Apa saja contoh teks yang pernah diajarkan guru bahasa inggris dalam kegiatan "*Reading Comprehension"* di kelas?

_____

_____

_____

_____

_____

4. Bagaimana pendapat anda tehadap teks bernuansa keislaman yang diberikan guru? Berikan alasan anda!

_____

_____

_____

_____

_____

_____

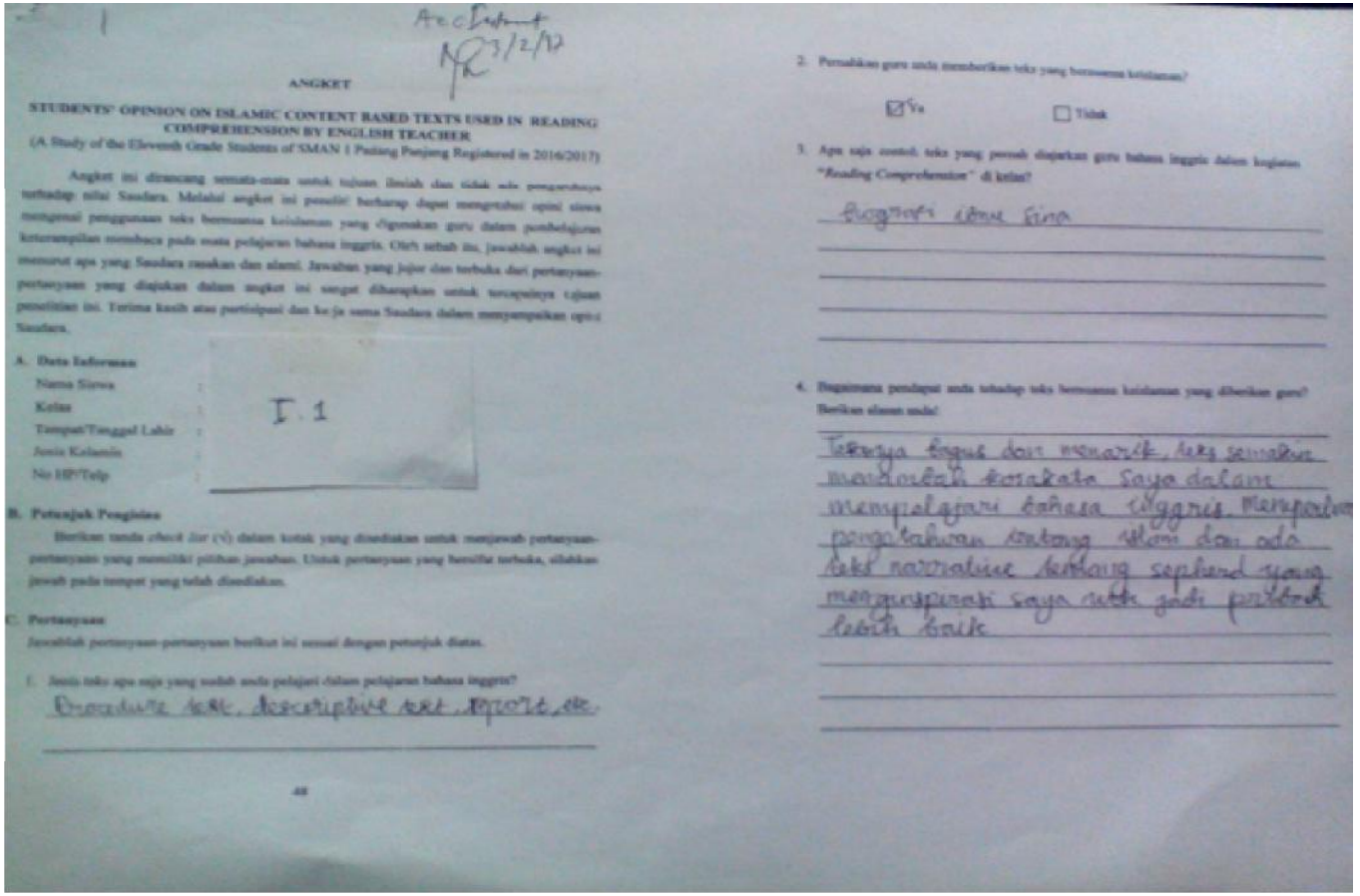
5. Apakah anda merasa kesulitan dalam memahami teks bernuans keislaman tersebut? Jelaskan jawaban anda di bawah ini!

Padang Panjang,

……

Informan,

Terima Kasih



ANGKET

STUDENTS' OPINION ON ISLAMIC CONTENT BASED TEXTS USED IN READING COMPREHENSION BY ENGLISH TEACHER
(A Study of the Eleventh Grade Students of SMAN 1 Padang Panjang Registered in 2016/2017)

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A. **Data Informan**

Nama Siswa :
Kelas :
Tempat/Tanggal Lahir :
Jenis Kelamin :
No HP/Telp :

I. 1

B. **Petunjuk Pengisian**

Berikan tanda *check list* (√) dalam kotak yang disediakan untuk menjawab pertanyaan-pertanyaan yang memiliki pilihan jawaban. Untuk pertanyaan yang bersifat terbuka, silahkan jawab pada tempat yang telah disediakan.

C. **Pertanyaan**

Jawablah pertanyaan-pertanyaan berikut ini sesuai dengan petunjuk diatas.

1. Jenis teks apa saja yang sudah anda pelajari dalam pelajaran bahasa inggris?

Procedure text, descriptive text, report, etc.

48

2. Pernahkan guru anda memberikan teks yang bermuatan keislaman?

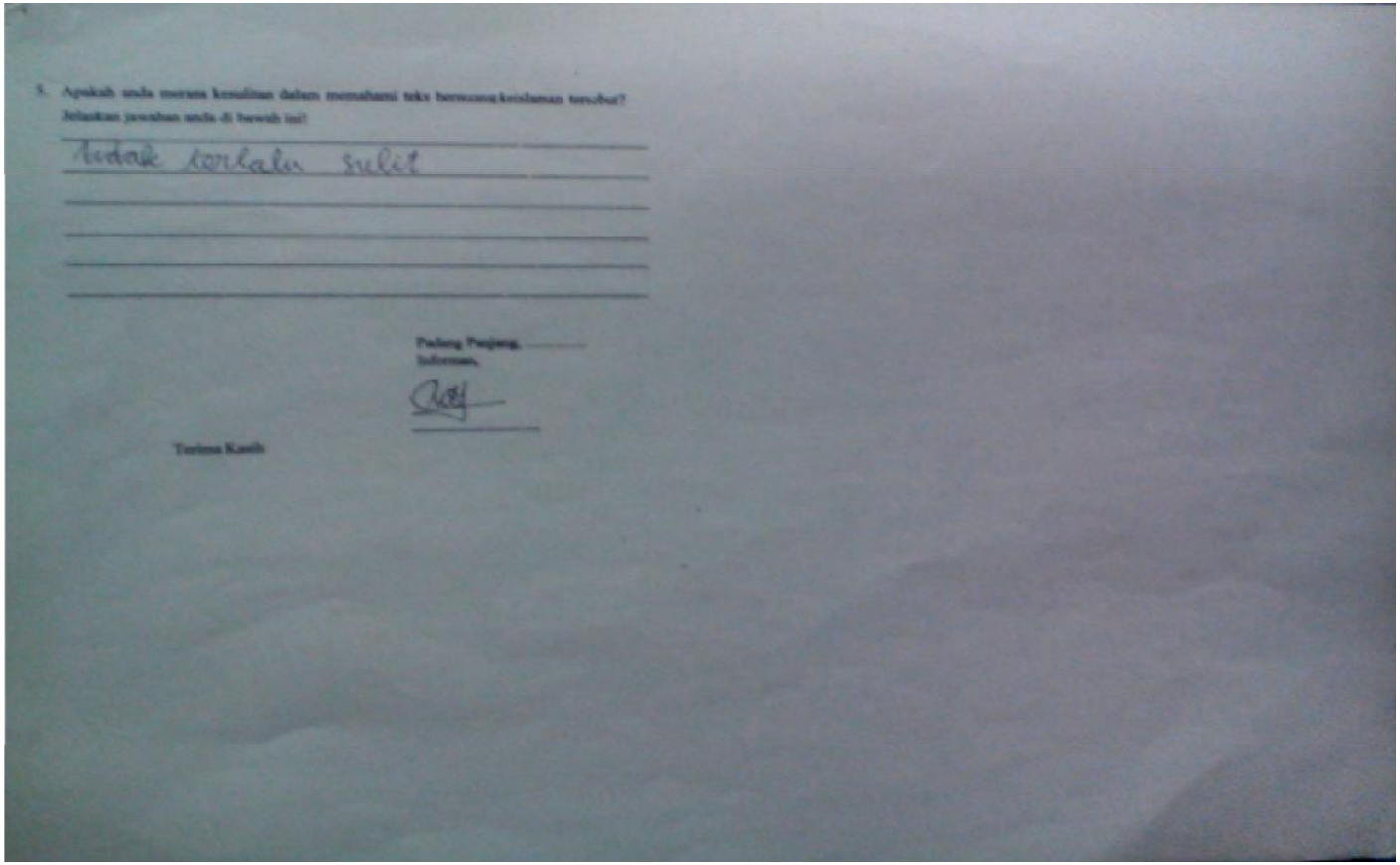
☑ Ya ☐ Tidak

3. Apa saja contoh teks yang pernah diajarkan guru bahasa inggris dalam kegiatan "*Reading Comprehension*" di kelas?

Biography about Rina

4. Bagaimana pendapat anda tehadap teks bermuatan keislaman yang diberikan guru? Berikan alasan anda!

Teksnya bagus dan menarik, teks semakin membuleh kosakata saya dalam mempelajari bahasa inggris. Menambah pengetahuan tentang islam dan ada text narrative tentang sepherd yang menginspirasi saya untuk jadi pribadi lebih baik

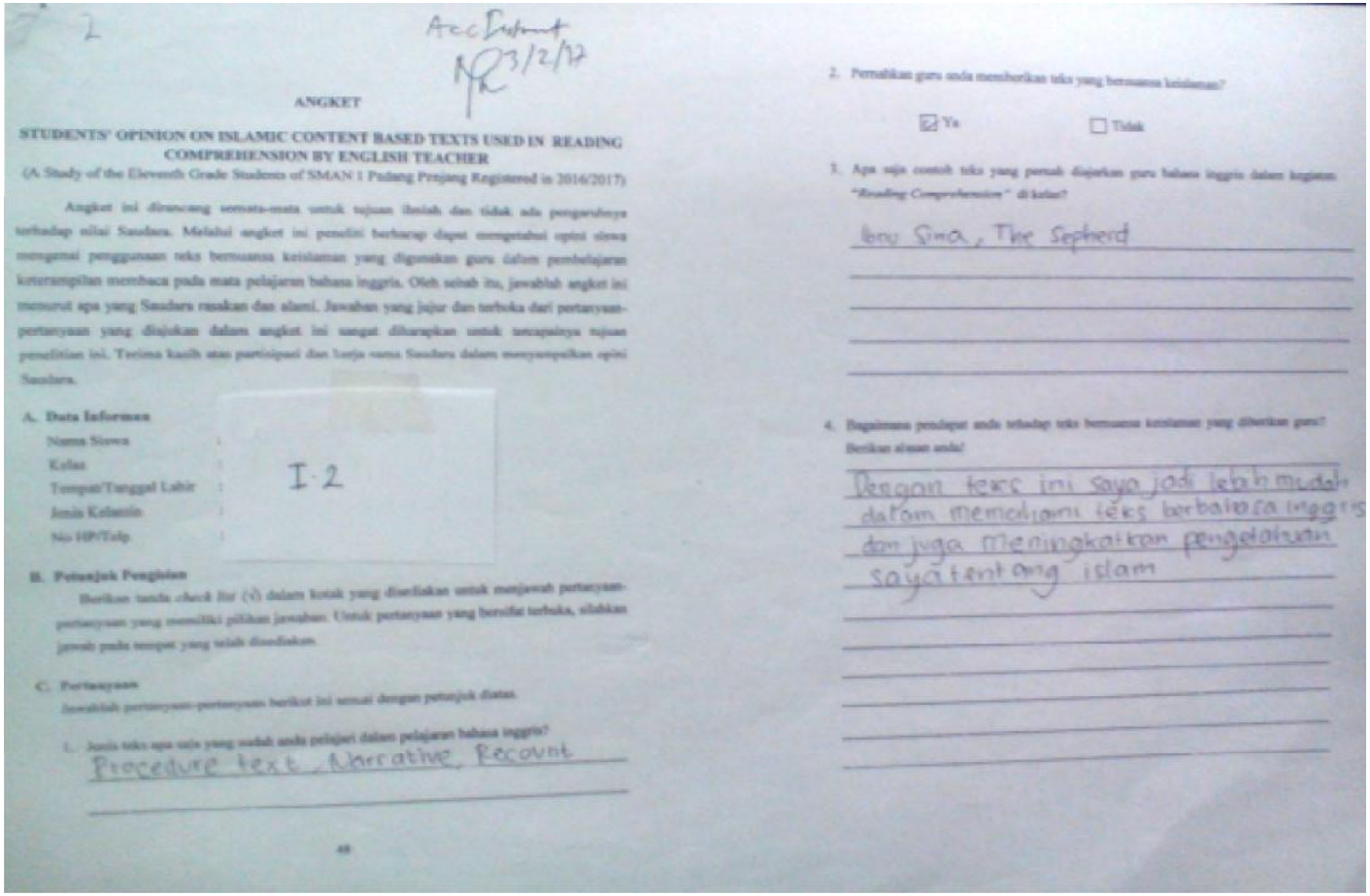


5. Apakah anda merasa kesulitan dalam memahami teks berwacana keislaman tersebut? Jelaskan jawaban anda di bawah ini!

Tidak terlalu sulit

Padang Panjang,
Informan,

Terima Kasih



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ANGKET

STUDENTS' OPINION ON ISLAMIC CONTENT BASED TEXTS USED IN READING COMPREHENSION BY ENGLISH TEACHER

(A Study of the Eleventh Grade Students of SMAN 1 Padang Penjang Registered in 2016/2017)

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A. Data Informan

Nama Siswa :
Kelas :
Tempat/Tanggal Lahir : I-2
Jenis Kelamin :
No HP/Telp :

B. Petunjuk Pengisian

Berikan tanda *check list* (√) dalam kotak yang disediakan untuk menjawab pertanyaan-pertanyaan yang memiliki pilihan jawaban. Untuk pertanyaan yang bersifat terbuka, silahkan jawab pada tempat yang telah disediakan.

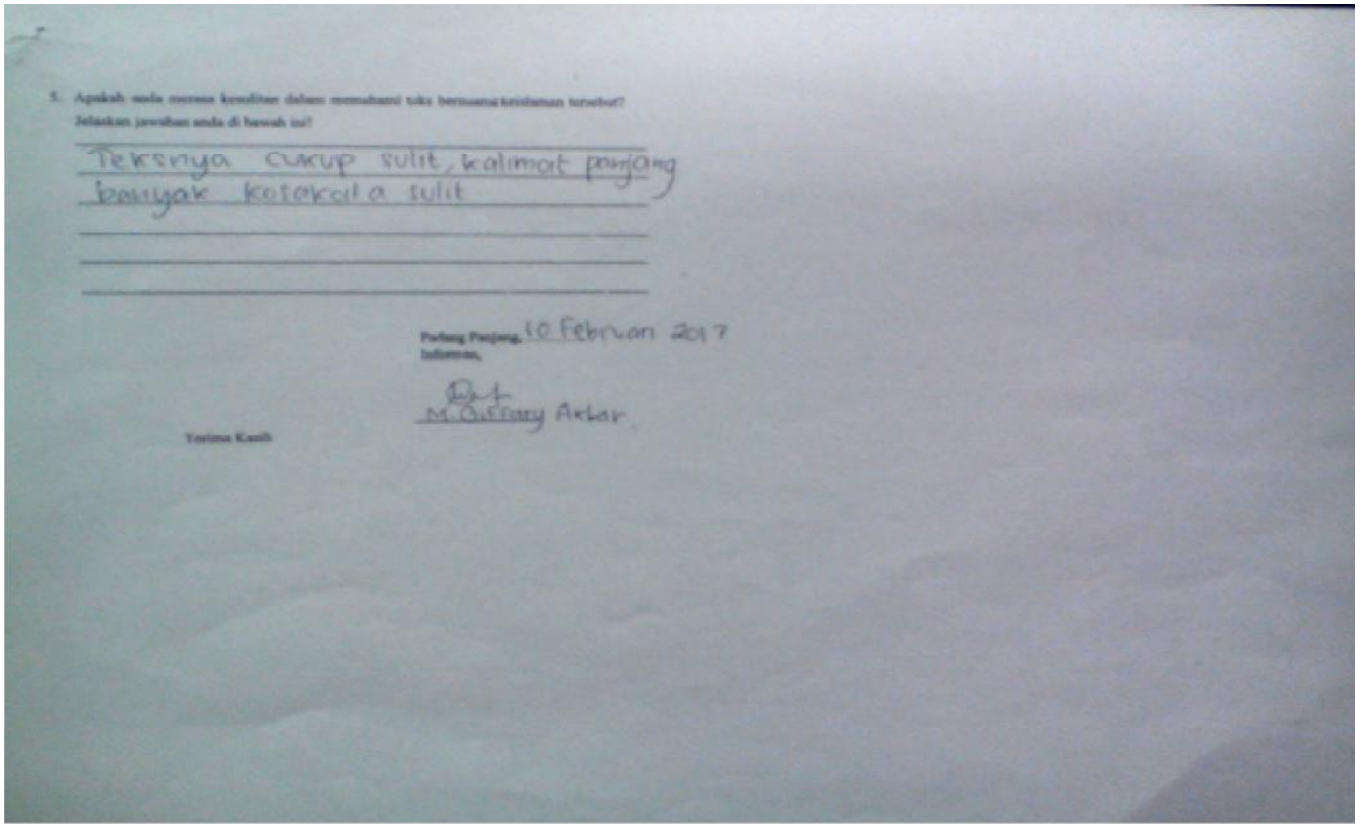
C. Pertanyaan

Jawablah pertanyaan-pertanyaan berikut ini sesuai dengan petunjuk diatas.

1. Jenis teks apa saja yang sudah anda pelajari dalam pelajaran bahasa inggris?
   Procedure text, Narrative, Recount

48

2. Pernahkan guru anda memberikan teks yang bernuansa keislaman?
   ☑ Ya ☐ Tidak
3. Apa saja contoh teks yang pernah diajarkan guru bahasa inggris dalam kegiatan *"Reading Comprehension"* di kelas?
   Ibnu Sina, The Sepherd
4. Bagaimana pendapat anda terhadap teks bernuansa keislaman yang diberikan guru? Berikan alasan anda!
   Dengan teks ini saya jadi lebih mudah dalam memahami teks berbahasa inggris dan juga meningkatkan pengetahuan saya tentang islam



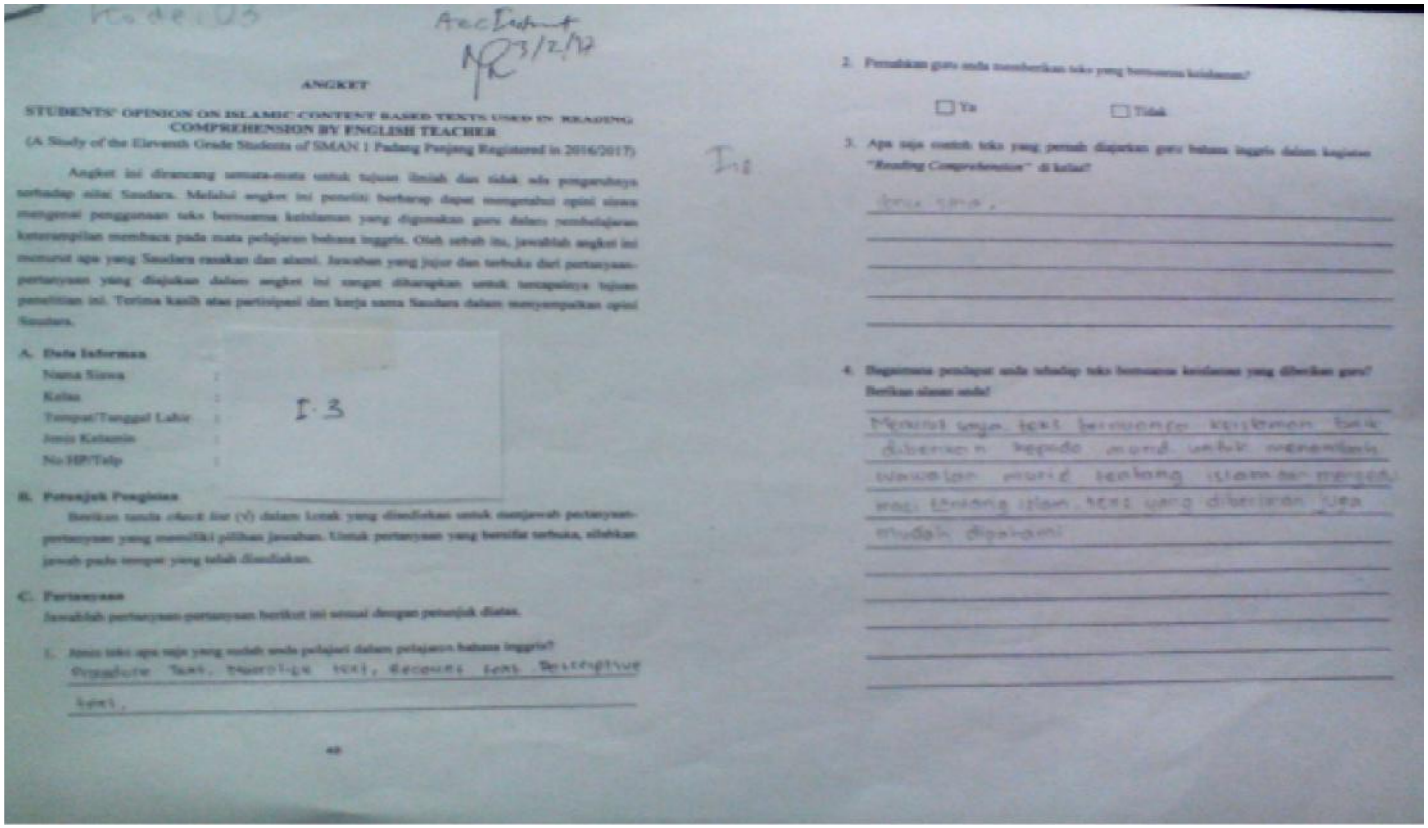
5. Apakah anda merasa kesulitan dalam memahami teks bersumber kesimpulan tersebut? Jelaskan jawaban anda di bawah ini?

Teksnya cukup sulit, kalimat panjang banyak kosakata sulit

Parbaug Panjang, 10 Februari 2017
Informan,

M. Qusfiary Akbar

Terima Kasih



ANGKET

STUDENTS' OPENION ON ISLAMIC CONTENT BASED TEXTS USED IN READING COMPREHENSION BY ENGLISH TEACHER

(A Study of the Eleventh Grade Students of SMAN 1 Padang Panjang Registered in 2016/2017)

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A. Data Informan

Nama Siswa :

Kelas :

Tempat/Tanggal Lahir :

Jenis Kelamin :

No HP/Telp :

I.3

B. Petunjuk Pengisian

Berikan tanda *check list* (√) dalam kotak yang disediakan untuk menjawab pertanyaan-pertanyaan yang memiliki pilihan jawaban. Untuk pertanyaan yang bersifat terbuka, silahkan jawab pada tempat yang telah disediakan.

C. Pertanyaan

Jawablah pertanyaan-pertanyaan berikut ini sesuai dengan petunjuk diatas.

1. Jenis teks apa saja yang sudah anda pelajari dalam pelajaran bahasa inggris?

Procedure Text, Narrative text, Recount text, Descriptive text,

I.3

2. Pernahkan guru anda memberikan teks yang bernuansa keislaman?

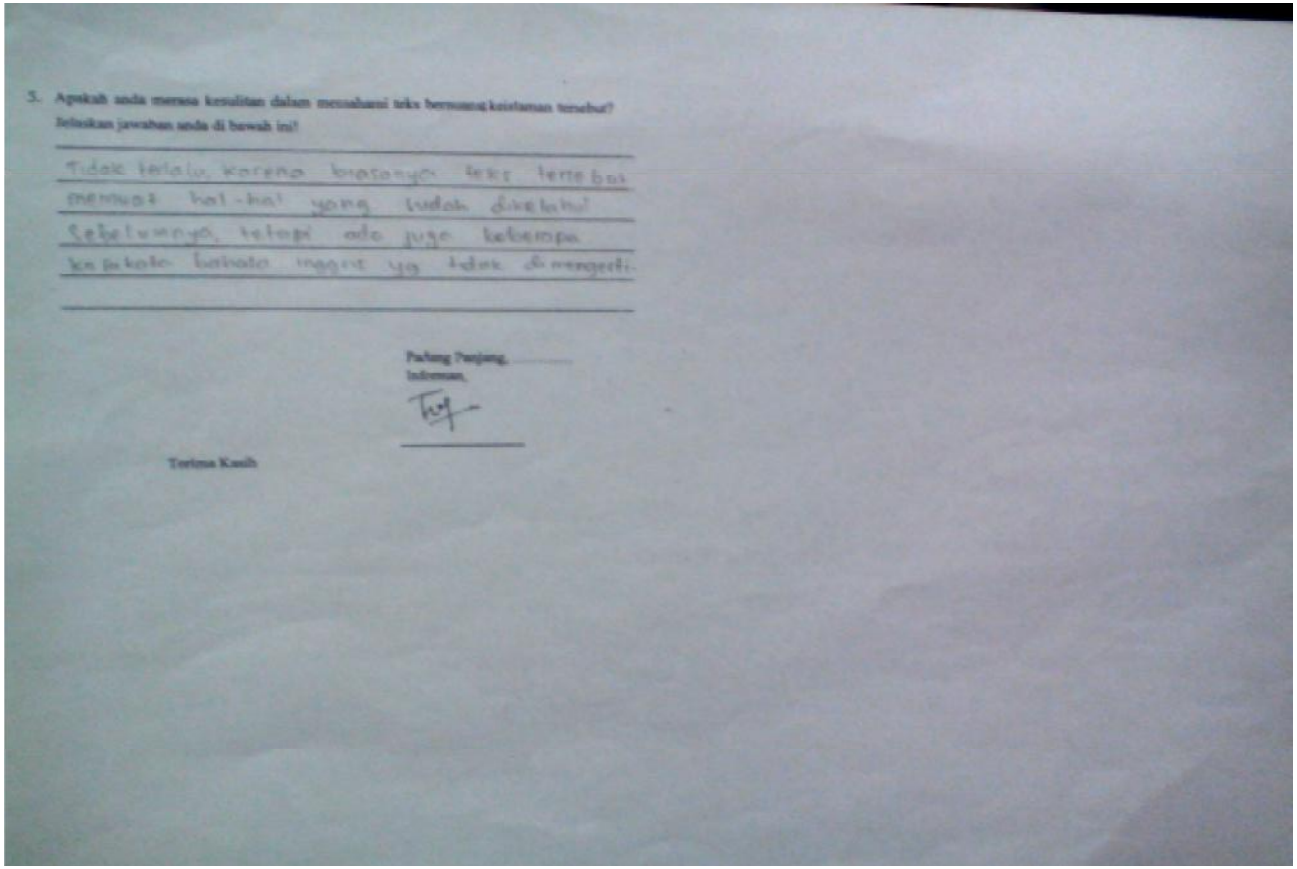
☐ Ya ☐ Tidak

3. Apa saja contoh teks yang pernah diajarkan guru bahasa inggris dalam kegiatan "Reading Comprehension" di kelas?

Jawab saja,

4. Bagaimana pendapat anda tehadap teks bernuansa keislaman yang diberikan guru? Berikan alasan anda!

Menurut saya, teks bernuansa keislaman baik diberikan kepada murid untuk menambah wawasan murid tentang islam dan mengetahui tentang islam, teks yang diberikan juga mudah dipahami



5. Apakah anda merasa kesulitan dalam memahami teks bermuatan kearifan tersebut? Jelaskan jawaban anda di bawah ini!

Tidak terlalu karena bacaanya teks tersebut menuat hal-hal yang sudah diketahui sebelumnya, tetapi ada juga kalimat kalimat bahasa inggris yg tidak di mengerti.

Pacang Panjang, ...
Informan,

Terima Kasih

Appendix 4 : Interview Guidance

INTERVIEW GUIDE

No	Stages	Description [*Based on American Council on the Teaching of Foreign Languages (ACTFL) The Oral Proficiency Interview (OPI)]*	Example
1	Warming up	First portion of interview, less than three minutes long, with the purpose of making the interviewee feel comfortable.	1. Assalamu'alaikum. Apa kabar? 2. Apakah adek sibuk? 3. Boleh kakak minta waktunya sebentar? 4. Kakak akan mewawancarai adek. Apakah boleh kakak merekam suara adek?
2	Level check	Second portion of interview, which consists of checking the highest level of proficiency of the interviewee notices that the level is not the one expected, she/he will adjust the level of the questions either upward or downward. This phase is repeated several times during the interview and alternates with the probe phase.	1. Apakah adek sudah berada pada kelas XI sekarang? 2. Dalam, bahasa inggris jenis teks apa saja yang telah dipelajari? 3. Apakah adek pernah belajar teks bernuansa keislaman dalam pembelajarn *reading comprehension* di kelas? 4. Apa saja teks bernuansa keislaman yang diberikan guru?
3	Probes	Probes are questions designed to spur a language level higher than the one expected. If the probe is successful, the interviewer can	1. Menurut pendapat adek bagaimana teks bernuansa islami yang diberikan oleh guru

		start level checking at this higher level; if the probe is not successful then this is a good indicator that the interviewee's proficiency is at the level expected. The probes should be alternated with level check, to establish the right rating.	bahasa inggris dalam aktivitas "reading comprehension? 2. Ada lagi hal lainnya? 3. Apakah ada adek merasa kesulitan dalam memahami teks bernuansa islam? 4. Apa saja alasannya? 5. Apa masih ada hal lain yang ingin adek sampaikan?
4	Wind down	Last portion of interview (few minutes), back at the level at which the interviewee functions best. The interviewer ends the conversation thanking the interviewee. This termination resembles the way in which conversations normally end in authentic situations.	1. Terima kasih ya atas waktunya. 2. Wassalamu'alaikum

Appendix 5 : Transcript of Interview

R : Researcher

I.1 – I.11 : Informants

Informant (I.1)

The interview result between the researcher and the informant on February 11th 2017 on the yard of class of XI at 10.10 a.m by using smartphone.

ACTORS	:	UTTERANCES
R	:	Assalamualaikum I.1…
I.1	:	Waalaikumsalam…
R	:	Hhhmm…begini dek, buliah akak mintak tolong dek? Akak mau wawancara untuk keperluan penelitian saya. Apakah Adek bersedia untuk diwawancarai dan di rekam selama proses wawancara berlangsung?
I.1	:	Ya….
R	:	Begini,Aaaa…kemaren kan Adek telah mengisi angket tentang teks bernuansa keislaman yang diberikan guru bahasa inggris dalam aktivitas pemahaman membaca, Nah menurut pendapat adek bagaimana tentang hal ini?
I.1	:	**Hhhmmm….menarik kak, ketika guru memberikan teks yang bernuansa islami,(O1)** kayak tentang ka'bah, nabi Muhammad, terus apalagi ya…., lupa kak
R	:	Ooo…tadi kan Adek bilang kalau aaa… Adek tertarik ketika guru memberikan teks yang bernuansa islami, Memangnya kenapa a?
I.1	:	**Ya kak, soalnya kalau teksnya keislaman tu, menambah wawasan dan pengetahuan saya (O2)**, terutama tentang islam, kak, kan saya juga berlatar belakang sekolah agama jadi hal-hal islami dalam bahasa inggris itu suatu yang luar biasa gitu kak. **lebih mudah memahami karena ada beberapa teks yang sudah dipelajari di pelajaran agama atau sejarah islam(O3).**
R	:	Oh, begitu? apakah adek pernah mengalami kesulitan dalam memahami bacaan pada teks-teks yang bernuansa islami ini dek?
I.1	:	Hmhm, gimana ya kak, sebenarnya kalau setiap belajar bahasa inggris apalagi membaca teks, saya memang selalu kesulitan kak, tapi dengan adanya teks islami ini awalnya saya memang penguasaan kosakatanya tidak begitu luas, jadi pas ketemu teks yang pastinya ada beberapa kata baru yang belum diketahui maknanya agak sedikit keteteran

		kak, tetapi kalau teksnya kayak biografi nabi Muhammad tadi tu kak, lebih mudah **dan juga semakin banyak kosakata baru, apalagi kosakata keislaman dalam bahasa inggris saya jadi bertambah (O4)**

Informant (I.2)

The interview result between the researcher and the informant on February 11 th 2017 on the school yard.

ACTORS	**UTTERANCES**	
R	:	Assalamualaikum…
I.2	:	Waalaikumsalam…
R	:	Gimana kabarnya sekarang?
I.2	:	Baik…
R	:	Ooo…begini, kan ooo. Adek kemarin ada ngisi angket kak ya, akak mau Tanya-tanya sedikit, boleh ya,
I.2	:	Tanya apa kak?
R	:	Ini terkait penggunaan teks bernuansa islami yang diberikan guru di kelas, pernahkan guru bahasa inggrisnya kasih teks bernuansa keislaman ya dek?
I.2	:	Ya kak, lai,
R	:	Apa aja judul teksnya tu dek?
I.2	:	Hehehe…kalau seingat wak kak, tentang bentuk ka'bah,tu tentang hijab, tu…. A lae yooo? He lupo kak,
R	:	Ooo…gak apa, nah terkait teks-teks tadi bagaimana perasaan adek membaca teks bahasa inggris yang bernuansa keislaman ketika di kelas?
I.2	:	Kalau di dalam kelas kalau temen-temen lae gak heboh kak, saya bisa perhatikan dengan baik kak. Nah waktu tu ketika belajar apa tu kayak gambaran ka'bah tu kak ah, saya agak bingung, soalnya **banyak kata-kata yang sulit**, **(O1)**
R	:	Oh, gitu…., terus kalau udah kayak gitu gimana? Kan tadi adek bilang merasa kesulitan,
I.2	:	Ya kak, saya kalau udah ngerasa sulit tu, udah agak malas untuk ngelanjutin bacanya kak,
R	:	Ooo…jadi adek kalau udah ketemu rintangan menyerah ya? Gimana kalau teksnya itu kayak teks tentang biografi nabi Muhammad, kata temannya tadi,
I.2	:	Ya, kalau teksnya tentang hal-hal yang udah diketahui sebelumnya kayak biografi Muhammad tu, mungkin saya bisa lebih mudah kak, ya tergantung lah kak,

R	:	Berarti tergantung temanya ya dek? Terus masih ada gak pendapat dek tentang teks bernuansa keislaman ini dek?
I.2	:	Ya kak, ? **dengan mempelajari teks tu wawasan keislaman saya dalam konteks bahasa inggris bertambah (O2)**
R	:	Ok,masih ada yang lain dek?
I.2	:	Hmhm, belajar bahasa inggris jadi tidak membosankan kak.
R		Oh, gitu, ada lagi?
		Ndak kayaknyo doh kak
R		OK, terimakasih kalau begitu ya dek,
I.2	:	Sama-sama kak.

Informant (I.3)

The interview result between the researcher and the informant on Sunday, February 12th 2017 in 10.17 a.m by using smart phone.

ACTORS		**UTTERANCES**
R	:	Assalamualaikum….
I.3	:	Waalaikumsalam….
R	:	Ooo…begini…ooo… kakak ingin mewawancarai Adek untuk keperluan penelitian kak. Apakah Adek bersedia?
I.3	:	Bersedia.
R	:	Aaa…apakah adeek juga bersedia selama proses wawancara berlangsung bersedia untuk direkam?
I.3	:	Ya..
R	:	Oke…begini adek kan kemarin udah isi angket kak tentang penggunaan teks bernuansa keislaman yang diberikan guru bahasa inggris di kelas, nah menurut adek bagaimana?
I.3	:	Hhhmmm…alhamdulillah lah kak Alhamdulillah dengan adanya teks bernuansa islami itu justru saya jadi lancer belajar bahasa inggris kak,
R	:	Owh, maksudnya?
I.3	:	Ya kak, **soalnya teks islami tu sangat dekat dengan keseharian kita kak, jadi mudah untuk memahami jadi saya juga (O1)** gak kesulitan ketika belajar bahasa inggris di kelas kak,
R	:	Oohh… berarti menurut adek teks itu mempermudah adek dalam mempelajari bahasa inggris ya dek?
I.3	:	Ya dong kak,
R		Emang selama ini adek kesulitan dalam memahami bacaan bahasa inggris selain teks bernuansa keislaman ini dek?

I.3		Ya kak, soalnya kan kita gak bisa prediksi secara keseluruhan, tapi kalau teks keislaman ini, kita bisa terka-terka kak,
R		Oh, gitu, nah apakah setiap teks bernuansa keislaman yang dikasih guru adek merasa hal yang sama?
I.3		Maksudnya, setiap guru memberikan teks keislaman adek selalu merasa teksnya mudah dimengerti, gitu?
R		Ya dek,
I.3		Hmhm, gimana ya kak? Kalau setiap sih saya ragu, tapi hamper semua lah kak, Tergantung balik lagi ke teksnya kak, apakah teksnya hal baru bagi saya atau hal yang sudah saya ketahui sebelumnya kak,
R		Owh kayak tu, kalau pendapat yang lain ada dek?
i.3	:	**Hmhm, kayak waktu tu judulnya Muhammad and Islam, dari situ kita bisa dapat teladan dari nabi kak jadi gak salah kalau nabi ini adalah idola kak(O2)**
R	:	Owh, ada lagi yang adek rasakan selain itu?
I.3	:	Ya kak, ada juga waktu itu"*the shepherd"*penggembala kak, ada nasihat luar biasa dari teks tu kak yang bikin saya sadar akan sesuatu.
R	:	OO….seperti itu, selain itu apalagi pendapat dek terkait teks bernuansa keislaman ini dek?
I.3	:	Hmhm, saya rasa itu Cuma kak,
R	:	OK, terima kasih kalau begitu ya dek? Assalamu'alaikum
1.3		Sama-sama kak, walaikumsalam.

Informant (I.4)

The interview result between the researcher and the informant on Sunday, February 12th 2017 in dormitory at 10.17 a.m by using smart phone.

ACTORS	**UTTERANCES**	
R	:	Assalamualaikum…
I.4	:	Waalaikumsalam…
R	:	Bagaimana kabarnya sekarang?
I.4	:	Alhamdulillah sehat.
R	:	Bolehkah akak mewawancarai Adek untuk keperluan penelitian ?
I.4	:	Boleh…
R	:	Hhhmm…bersediakah Anda kalau direkam selama proses wawancara berlangsung?
I.4	:	Ya kak,
R	:	Oohh..begini aaa dalam kelas bahasa inggris adek sudah pernah membaca jenis teks-teks apa saja dek?
I.4	:	Descriptive, narrative, recount, exposition, tu apalagi ya?

R	:	Ok, berarti udah cukup banyak ya? Kalau teks bernuansa keislaman tahu,
I.4	:	Maksudnya kak?
R	:	Kayak teks tentang biography Muhammad, gitu
I.4	:	Oh ya kak, ada waktu tu belajar narrative text tentang the shepherd kak, hmhm maknanya dalem banget kak, kita bisa dapat pelajaran dari kisahnya kak,
R	:	Ooo, memangnya apa isinya dek?
I.4	:	Itu kak, kalau gak salah tentang si pencari ilmu, **intinya ada pelajaran kehidupan di teks itu kak, jadi bisa jadi salah satu hal yang mendorong saya untuk introspeksi diri jadi lebih baik kak,(O1)**
R	:	**Ooo, seperti itu. Menarik ya? (O2)**
I.4		**Of course kak**,
R		Nah, kan tadi hal-hal positifnya nih, kalau kesulitannya dalam memahami teks bernuansa keislaman ada gak,
I.4		Mmmm…., sedikit sih kak kesulitan, pas ada kata-kata baru yang belum diketahui kak.

Informant (I.5)

The interview result between the researcher and the informant on Sunday, February 12 th 2017 in the dormitory at 10.25 p.m by using smart phone.

ACTORS		**UTTERANCES**
R	:	Assalamualaikum…
I.5	:	Waalaikumsalam…
R	:	Bagaimana kabarnya sekarang?
I.5	:	Baik.
R	:	Aaa…boleh minta waktunya sebentar untuk diwawancara?
I.5	:	Boleh.
R	:	Aaa…bersediakah Anda selama proses wawancara berlangsung untuk direkam?
I.5	:	Hhmm…bersedia.
R	:	OK…langsung saja. Jenis teks apa saja yang pernah adek pelajari dalam pelajaran bahasa inggris?
I.5	:	Procedure, narrative, descriptive
R	:	Oohh…, terus pernah mengalami kesulitan dalam memahami teks-teks itu dek?
I.5	:	Pernah kak, saya jadi malas belajar bahasa inggris kadang kak, ya karena kadang2 teksnya sulit kak,
R	:	Kenapa ?

I.5	:	Karena kadang gak tertarik sama temanya kak,
R	:	Ooo…begitu. Aaa…emang tema yang dikasih guru bahasa inggris ketika belajar teks-teks gak menarik gitu?
I.5	:	Gak juga sih kak,
R	:	Mmm, kalau gak, bagaimana?
I.5	:	Ya kak,
R	:	Apa tu?
I.5	:	Hhhmm…waktu itu belajar tentang narrative text dengan teks berjudul the shepherd, penggembala kak, ada nilai-nilai islami didalamnya kak, **selain kita senang membacanya (O1) kita juga dapat mengambil pelajaran dari teks sebagi tuntunan dalam kehidupan kak.(O2)**
R	:	Ooo…gitu, jadi bagaimana pendapat adek tentang penggunaan teks bernuansa keislaman dalam pemahaman membaca oleh guru bahasa inggris?
I.5	:	Bagus sekali, hal itu menarik karena selain dapat memahami bahasa inggris, **kita juga dapat menambah wawasan kita tentang agama islam**.**(O3)**

Informant (I.6)

The interview result between the researcher and the informant on Sunday, February 12th 2017 in the dormitory at 10.30 p.m by using smart phone.

ACTORS		**UTTERANCES**
R	:	Assalamualaikum.
I.6	:	Waalaikumsalamwarahmatullahiwabarakatuh.
R	:	Aaa…begini, bolehkah akak minta waktu untuk wawancara?
I.6	:	Boleh.
R	:	Dan bersediakah Adek selama proses wawancara berlangsung untuk direkam?
I.6	:	Boleh.
R	:	Aaa…begini. Kemarin kan udah ngisi angket kak ya?
I.6	:	Ya kak,
R	:	Nah, kalau gitu, kak langsung aja tanya2, ok,
I.6	:	Ya. kak
R	:	Adek udah belajar jenis teks apa saja dalam mata pelajran bahasa inggris dek?
I.6	:	Hmhm, descriptive, narrative, analytical, recount
R	:	Ooo…lumayan banyak ya. Kalau begitu pernah gak guru bahasa inggrisnya kasih teks yang bernuansa keislaman?

I.6	:	Maksudnya kak?
R	:	Itu teks-teks bahasa inggris tapi isinya tentang hal-hal keislaman dek,
I.6	:	Oh ya kak, ada, maksudnya kayak teks biografi ilmuwan muslim gitu ya kak?
R	:	Ya, yang seperti itu dek, gmn pendapat adek tentang teks-teks sepert itu dek?
I.6	:	Hmhm, sebenarnya gak apa kak, toh yang ngebedain tu kan isi dari teksnya kak, asal tujuan dan struktur teks sama
R	:	Oohh…apakah ada pendapat lain, misalnya terkait kelemahan dan kelebihan menggunakan teks itu?
I.6	:	**Hmhm, ini kali kak saya tu kurang suka baca, jadi** Mmmm…., **sedikit kesulitan kak, pas ada kata-kata baru yang belum diketahui** kak, ada **waktu itu ada guru kasih teks yg tentang biography ibnu sina,** teksnya panjang banget kak, aduh, bosan saya bacanya sampai akhir kak Iya kak**.(O1)**
R	:	Hmhm, jadi teksnya terlalu panjang ya dek?
I.6	:	**Iya kak. Kalau bisa sih sebaiknya guru sederhanain dulu teksnya kak, baru dikasih ke siswa(O2)**
R	:	Ooo, gitu ya,
I.6	:	Ya kak
R	:	Ok, kalau gitu thanks ya dek,
I.6	:	Ya kak

Informant (I.7)

The interview result between the researcher and the informant on Sunday, February 12 nd 2017 in front of dormitory at 14.35 p.m by using smart phone.

ACTORS		**UTTERANCES**
R	:	Assalamualaikum.
I.7	:	Waalaikumsalam.
R	:	Aaa. Bagaimana kabarnya sekarang dek?
I.7	:	Ya. Alhamdulillah baik.
R	:	Aaa…boleh minta waktunya sebentar untuk diwawancara?
I.7	:	Oohh. Ya, ga pa pa.
R	:	Ooo…boleh saya merekam atau mengambil foto selama proses wawancara berlangsung?
I.7	:	Ya. Tidak pa pa.
R	:	Terima kasih sebelumnya. Ooo…kemarin ada isi angket akak dek?
I.7	:	Ya ada kak, memangnya kenapa kak?

R	:	Gak, kak mau tanya lagi seputar hal itu
I.7	:	Ok kak,
R	:	Ooo…adek udah belajar jenis teks apa saja dalam pelajaran bahasa inggris?
I.7	:	Apa ya?
R	:	Itu, misalnya kakyak descriptive, narrative atau apa gitu?
I.7	:	Ya io kak, procedure, descriptive, narrative
R	:	Ok, pernah gak guru bahasa inggrisnya kasih teks yang bernuansa keislaman?
I.7	:	Aaa…ada kak,
R	:	Oohh. Tentang apa aja tu teksnya?
I.7	:	Iya kak, waktu itu pernah buat latihan mengisi pertanyaan setelah membaca teks biografi nabi Muhammad kak.
R	:	Hmhm, gimana pendapatnya tentang teks itu dek?
I.7	:	Gimana ya kak, **Saya rasa teks yang diberikan guru cukup menarik (O1)**, mmmm…. teksnya bagus untuk siswa, apalagi buat saya siswa muslim kak , **menurut saya juga bisa menambah ilmu kita mengenai keislaman (O2) dan memacu kita untuk menjadi hamba yang lebih baik akak.(O3)**
R	:	Hmhm, ok, kalau kesulitannya ada gak dalam memahami teks bernuansa keislaman ini dek?
I7	:	Oh, yang namanya teks bahasa inggris, saya pasti selalu dapat kesulitan dalam memahaminya kak, **apalagi kalau dihadapkan pada teks yang dengan tema yang keislaman yang belum begitu familiar kak, kayak the shepherd tu kak.(O4)**
R	:	O… berarti teks-teks keislaman ini cukup sulit juga bagi adek buat memahaminya gitu dek?
I7		Ya, bisa dibilang begitulah kak.

Informant (I.8)

The interview result between the researcher and the informant on Sunday, February 12th 2017 in the class at 13.35 p.m by using smart phone.

ACTORS		**UTTERANCES**
R	:	Assalamualaikum.
I.8	:	Waalaikumsalam.
R	:	Aaa. Bagaimana kabarnya sekarang dek?
I.8	:	Ya. Alhamdulillah baik.
R	:	Aaa…boleh minta waktunya sebentar untuk diwawancara?
I.8	:	Oohh. Ya, ga pa pa.

R	:	Ooo…boleh saya merekam atau mengambil foto selama proses wawancara berlangsung?
I.8	:	Ya. Tidak pa pa.
R	:	Terima kasih sebelumnya. Ooo…kemarin ada isi angket akak dek?
I.8	:	Ya ada kak, memangnya kenapa kak?
R	:	Gak, kak mau tanya lagi seputar hal itu
I.8	:	Ok kak,
R	:	Ooo…adek udah belajar jenis teks apa saja dalam pelajaran bahasa inggris?
I.8	:	Apa ya?
R	:	Itu, misalnya kakyak descriptive, narrative atau apa gitu?
I.8	:	Ya io kak, procedure, descriptive, narrative
R	:	Ok, pernah gak guru bahasa inggrisnya kasih teks yang bernuansa keislaman?
I.8	:	Aaa…ada kak,
R	:	Oohh. Tentang apa aja tu teksnya?
I.8	:	Iya kak, waktu itu pernah buat latihan mengisi pertanyaan setelah membaca teks biografi nabi Muhammad kak.
R	:	Hmhm, gimana pendapatnya tentang teks itu dek?
I.8	:	Gimana ya kak, dalam belajar bahasa inggris saya suka teks bernuansa islami kak,
R	:	Terkait isi teks gimana dek?
I.8	:	**Bagus kak**, **(O1**)**saya jadi juga bisa menambah pengetahuan wawasan saya tentang islam akak**,**(O2)**
R	:	Hmhm, ok, kalau kesulitannya ada gak dalam memahami teks bernuansa keislaman ini dek?
I.8	:	Oh, yang namanya teks bahasa inggris, saya pasti selalu dapat kesulitan dalam memahaminya kak, **tapi kalau dengan teks bernuansa islami ini saya merasa jadi lebih mudah dalam memahami teks,kak. (O3)**
R	:	Ada lagi dek?
I.8		Hmhm, ada kak, dengan teks islami belajar bahasa inggris jadi tidak membosankan kak.
R	:	kalau kesulitan yang lain ada dek?
I.8		Gimana ya kak?, **mungkin karena kosakata baru kak, jadi lumayan kewalahan jugalah kak**, **(O4)**
R	:	Ada lahi selain itu dek?
I.8	:	Just it, kak
R	:	Ok, thanks kalau gitu ya dek……..
I.8	:	Sama-sama kak…

Informant (I.9)

The interview result between the researcher and the informant on Sunday, February 12 th 2017 in the dormitory at 10.35 p.m by using smart phone.

ACTORS		**UTTERANCES**
R	:	Assalamualaikum.
I.9	:	Waalaikumsalam.
R	:	Aaa. Bagaimana kabarnya sekarang dek?
I.9	:	Ya. Alhamdulillah baik.
R	:	Aaa…boleh minta waktunya sebentar untuk diwawancara gak menggangu kan ya?
I.9	:	Oohh. Ya, ga pa pa kak.
R	:	Ooo…direkam dikit ya,
I.9	:	Ya. kak.
R	:	Terima kasih sebelumnya. Ooo…kemarin ada isi angket akak dek?
I.9	:	Ya ada kak, memangnya kenapa kak?
R	:	Hmhm, akak butu keterangan tambahan tentang penelitian kak, bersedia ya?
I.9	:	Ok kak,
R	:	Ooo…adek udah belajar jenis teks apa saja dalam pelajaran bahasa inggris?
I.9	:	Banyak kak
R	:	Hmhm, teks apa aja Itu, misalnya kayak descriptive, narrative atau apa gitu?
I.9	:	Aaaa….procedure, descriptive, narrative
R	:	Diantara semua teks yang pernah di pelajari pernahkah gurunya ngasih teks bernuansa keislaman dek?
I.9	:	Aaa…ada kak,
R	:	Ok, teks apa aja tu?
I.9	:	Ya kak, tentang biografi ibnu sina dan ibnu batutah kak
R	:	Hmhm, gimana pendapatnya tentang teks itu dek?
I.9	:	**Cukup menarik kak (O1)**, tapi teksnya agak panjang kak, hehehe…., untuk saya yang kurang suka baca lumayan lah juga kak,
R		Oh gitu ya, hmhm ada pendapat lain?
I.9		Gini mgkin kak dengan teks ini, saya jadi terbayang bahwa islam itu global, **artinya dalam bahasa asing kita juga belajar tentang islam kan ada ibrahnya disana akak**. **(O2)**
R		Wah, luar biasa ya, kalau kayak gitu maksudnya gimana tu dek?
I.9		Yo kak, awak jadi ngerti meskipun inggris bahasa asing, tapi bisa digabungkan dengan hal-hal keislaman kak,

R		Memangnya apa kenapa dengan belajar bahasa asing dek?
I.9		Ya, saya piker bahasa asing tidak terlalu penting buat kita anak kita orang muslim kak,
R		Hmhm, jadi awalnya adek agak kurang ngeh ya dengan bahasa inggris di sekolah. Hmhm, ok, kalau kesulitannya ada gak dalam memahami teks bernuansa keislaman ini dek?
I.9	:	Sulit kak, apalagi kalau dihadapkan pada teks yang panjang terus ada kalimat-kalimat panjang lagi didalamnya kak, wah pusing saya kak.
R	:	O… berarti teks-teks keislaman ini cukup sulit juga bagi adek buat memahminya gitu dek?
I.9		Ya, bisa dibilang begitulah kak.

Informant (I.10)

The interview result between the researcher and the informant on Sunday, 2017 back of dormitory at 15. 27 p.m by using smart phone.

ACTORS	**UTTERANCES**	
R	:	Assalamualaikum.
I.10	:	Waalaikumsalam.
R	:	Boleh minta wakunya sebentar untuk diwawancara?
I.10	:	Ya, boleh!
R	:	Aaa…bagaimana kabarnya sekarang?
I.10	:	Oohh…baik.
R	:	Alhamdulillah kalau begitu. Bersediakah Adek kalau selama proses wawancara berlangsung untuk direkam?
I.10	:	Ooo…boleh.
R	:	Oohh. Terima kasih. Begini, suka baca teks bahasa inggris dek?
I.10	:	Ooo, baa yo akak? Hmhm gitulah kak,
R	:	Kurangnya seperti apa dan dalam hal apa?
I.10	:	Payah bahasa inggris tu kak,
R	:	Maksudnya ?
I.10		Iya, kak, saya sering kesulitan dalam pengucapan kak jadi saya lama untuk baca teks akak,
R	:	Aaa…kok gitu?
I.10	:	Dalam kelas bahasa inggris saya suka sulit ketika disuruh membaca, terus kalau udah ngisi latihan liat jawaban teman kak,
R	:	Hmhm, emang kalau isi sendiri gmn dek? Susah teksnya?
I.10	:	Hhmm…iya. Kak
R	:	Apa alasannya?
I.10	:	Ooo…karena saya emang ndak pandai bahasa inggris kak,

R	:	Trus?
I.10	:	Trus. Aaa dan itu cuma kak
R	:	Kalau belajar teks bernuansa keislaman dalam bahasa inggris pernah?
I.10	:	Aaa…….
R	:	Hmhm, kayak teks tentang biografi nabi Muhammad
I.10		Rasanya pernah kak,
R	:	Gimana pendapatnya kalau belajar bahasa inggris dengan teks-teks itu?
I.10	:	Intinya sama kak, berbahasa inggris, tapi mungkin karena **tema teks terkadang hal yang wak lah tahu jadi agak mudah lah kak memahaminya, (O1)**
R	:	Terus, kalau kesuliatn dengan teks ini ada?
I.10	:	Ya, adalah kak, saya karena pengetahuan kosakata saya juga tidak begitu banyak, jadi saya agak lama juga kak memahami teks secara mendalam
R	:	Oh, gitu, kalau kendala lain ada dek?
I.10	:	Ooo…gk ada kak,
R	:	OK, kalau begitu, terimaksih banyak ya dek,assalamu'alaikum
I.10	:	Sama kak, walaikumsalam.

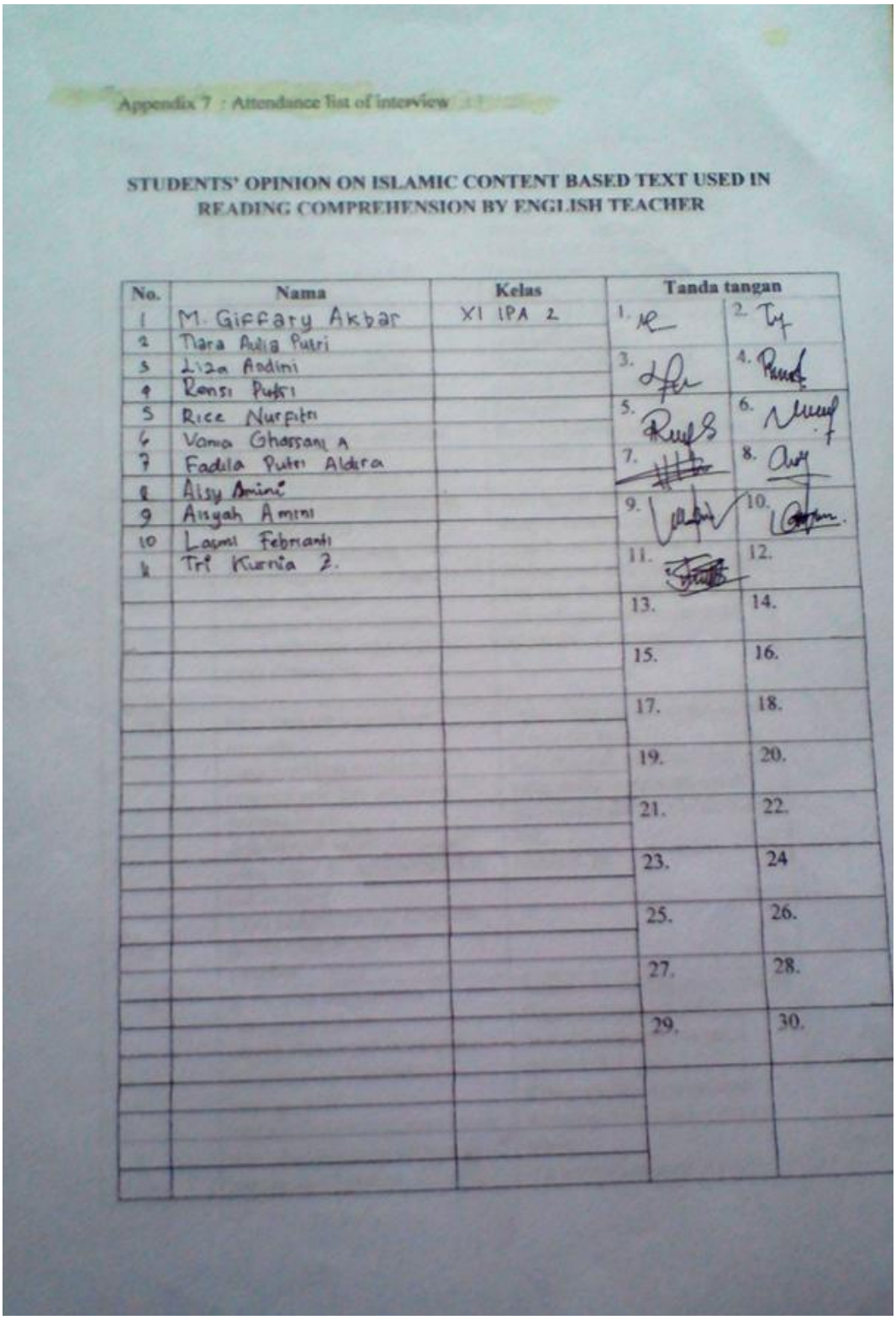
Informant I.11

The interview result between the researcher and the informant on Sunday, February 12nd 2017 in Mosque School, at 15. 27 p.m by using smart phon, the informant doing reciting qur'an,

ACTORS	**UTTERANCES**	
R	:	Assalamualaikum, maaf menggangu dek,
I.11	:	Waalaikumsalam.ndk apa kak,
R	:	Bagaimana kabarnya sekarang? Sudah banyak hafalannya ya?
I.11	:	Alhamdulillah sehat, Alhamdulillah kak,
R	:	Aaa…boleh minta waktunya sebentar?
I.11	:	Boleh…boleh… kak
R	:	Begini, kak mau menginterview Adek untuk keperluan penelitian . Apakah Adek bersedia untuk diwawancarai dan di rekam selama proses wawancara berlangsung?
I.11	:	Sangat bersedia sekali.
R	:	Oohh, terima kasih atas kesediannya. Begini, adek kan udah belajar bahasa dan sedang belajar bahasa inggris ya ?
I.11	:	Aaa yo kak,

R	:	Ooo, udah belajar jenis teks apa saja dek?
I.11	:	Iya, maksudnya kak?
R	:	Kayak, descriptive, narrative, and recount
I.11	:	Ya kak, udah pernah,
R	:	Nah kalau teksnya bernuansa keislaman tahu?
I.11	:	Tahu kak
R		Ok, tahu darimana dek?
I.11	:	Waktu itu yang saya ingat ada kak, pernah guru kasih teks tentang Muhammad and Islam, Avicenna, and Ibnu Batuta kak.
R	:	Wah, gimana tuh dek pendapatnya?
I .11	:	**Saya suka kak (O1), karena menurut saya hal ini bagus untuk setiap siswa**, **jadi ketika mereka belajar bahasa inggris mereka juga bisa belajar hal-hal keislaman (O2), kayak dari teks Muhammad and Islam ini kita jadi tahu sejarah nabi dan islam kak**, **ditambah lagi saya jadi tahu kosakata baru bahasa inggris terutama tentang keislaman (O3)**
R	:	Ada lagi dek?
I.11	:	**Ya kak, dari beberapa teks saya paling berkesan dengan teks tentang the shepherd kak, kisah seorang penuntut ilmu kak, mengisnspirasi saya untuk semakin jadi hamba yang lebih baik dan juga memacu saya untuk jadi ilmuwan yang mendunia juga kak seperti ibnu sina, yang karyanya masih brmanfaat bagi orang banyak kak, (O4)**
R	:	Great, jadi mau bercita-cita jadi penerus ibnu sina ya? Masya Allah….,
I.11	:	InsyaAllah kak, amin,
R	:	Ini kan terkait kelebihan teksnya ya, kalau kesulitan dalam memahami teks ini pernah dek?
I.11	:	Kesulitan berarti, gak kak, paling yang namanya teks bahasa inggris yang baru dipelajari pasti ada kosakata baru, nah terkadang kosakata baru ini juga agak sulit kita cari maknanya kak,
R	:	Oh, gitu ya, apa masih ada yang lain lagi dek?
I.11	:	Saya rasa hanya itu kak,
R	:	Ok, kalau begitu, terimaksih banyak atas waktunya, semoga semakin banyak hafalannya ya….
I.11	:	Amin, terimaksih kak, sama2 kak,
R	:	Ok, barokalloh ya dek…

Appendix 6: Attendance List of Interview



Appendix 7 : Attendance list of interview

STUDENTS' OPINION ON ISLAMIC CONTENT BASED TEXT USED IN READING COMPREHENSION BY ENGLISH TEACHER

No.	Nama	Kelas	Tanda tangan	
1	M. Giffary Akbar	XI IPA 2	1.	2.
2	Tiara Aulia Putri		3.	4.
3	Liza Andini		5.	6.
4	Rensi Putri		7.	8.
5	Rice Nurfitri		9.	10.
6	Vania Ghassani A		11.	12.
7	Fadila Putri Aldra		13.	14.
8	Aisy Amini		15.	16.
9	Aisyah Amini		17.	18.
10	Lasmi Febrianti		19.	20.
11	Tri Kurnia Z.		21.	22.
			23.	24
			25.	26.
			27.	28.
			29.	30.

Appendix 7 : Data Reduction

Informant	Questionnaire	Interview
I.1	Teksnya bagus Teks semakin menambah kosakata Memperluas pengetahuan tentang islam. Menginspirasi untuk jadi pribadi lebih baik.	Teks menarik Teks keislaman menambah wawasan dan pengetahuan saya terutama tentang islam Lebih mudah memahami Dan juga semakin banyak kosakata baru, apalagi kosakata keislaman dalam bahasa inggris saya jadi bertambah
I.2	Jadi lebih mudah dalam memahami teks berbahasa inggris Meningkatkan pengetahuan saya tentang islam. Banyak kosakata sulit.	Wawasan keislaman saya dalam konteks bahasa inggris bertambah. Soalnya banyak kata-kata baru yang sulit.
I.3	Teks bagus menambah wawasan murid Mengedukasi tentang islam Teks yang diberikan juga mudah dipahami Ada juga beberapa kosakta bahasa inggris yang tidak dimengerti.	Teks islami tu sangat dekat dengan keseharian kita jadi mudah untuk memahami Muhammad and Islam, dari situ kita bisa dapat teladan dari nabi kak jadi gak salah kalau nabi ini adalah idola kak.
I.4	Saya rasa teksnya cukup menarik , Saya juga bisa menambah pengetahuan dan wawasan tentang islam . Ada banyak nilai2 keislaman yang dapat diimplementasikan dalam hidup. Saya sedikit merasa kesulitan dalam memahami teks tersebut.	Intinya ada pelajaran kehidupan di teks itu kak, Jadi bisa jadi salah satu hal yang mendorong saya untuk introspeksi diri jadi lebih baik kak, Menarik ya.
I.5	Saya suka dengan teks bernuansa islam Dapat menambah wawasan pengetahuan kita tentang agama islam Sedikit kesulitan karena masih	Selain kita senang membacanya Dapat mengambil pelajaran dari teks sebagai tuntunan dalam kehidupan Kita juga dapat menambah wawasan kita tentang agama

	ada kosakata yang artinya belum saya ketahui	islam Ya karena kadang2 teksnya sulit kak
I.6	Sangat setuju karena dapat menambah wawasan tentang islam dan Dapat mengetahui hal-hal yang menarik sperti tentang sejarah islam dan tokoh-tokoh islam yang dapat menambah pengetahuan Sangat menarik. Teksnya terkadang terlalu panjang, bosan bacanya,	Kesulitan pas ada kata-kata baru yang belum diketahui Teksnya panjang banget kak, aduh, bosan saya bacanya sampai akhir kak
I.7	Menambah wawasan saya dalam mengetahui islam. Juga memperdalam ilmunya tentang islam. Jika teks yang diberikan sudah saya ketahui sebelumnya, maka saya tidak terlalu sulit untuk memahami ceritanya. Tetapi jika ceritanya belum saya ketahui, kemungkinan akan terjadi kesulitan.	Saya rasa teks yang diberikan guru cukup menarik Menurut saya juga bisa menambah ilmu kita mengenai keislaman dan Memacu kita untuk menjadi hamba yang lebih baik. Yang namanya teks bahasa inggris, saya pasti selalu dapat kesulitan dalam memahaminya kak, apalagi kalau dihadapkan pada teks yang dengan tema yang keislaman yang belum begitu familiar kak, kayak the shepherd tu kak
I.8	Saya suka dengan teks bernuansa islami Karena teks bernuansa islami lebih mudah dipahami. Saya jadi lebih bersemangat untuk belajar bahasa inggris karena teks Islamic ini bisa menambah pengethauan wawasan saya tentang islam. Ada teks yang agak sulit memahaminya karena banyak kosakata baru bagi saya.	Saya jadi bisa menambah pengetahuan wawasan saya tentang islam akak, Dengan teks bernuansa islami ini saya merasa jadi lebih mudah dalam memahami teks,kak. Karena kosakata baru kak, jadi lumayan kewalahan
I.9	Menurut saya teks bernuansa keislaman itu bagus karena itu akan meningkatkan kecintaan dan pengetahuan terhadap	Cukup menarik Kita juga belajar tentang islam kan ada ibrahnya disana Sulit kak,

	islam. Selain itu saya rasa dengan melakukan itu guru sudah mengajar sekaligus berdakwah Tetapi ada beberapa kosakata sulit yang tidak saya mengerti sehingga mengurangi pemahaman terhadap beberapa kalimat.	
I.10	Menambah keyakinan kita kepada agama islam Menambah wawasan dan pengetahuan kita tentang islam.	Agak mudah lah kak memahaminya
I.11	Bagus karena dapat menambah pengetahuan tentang islam, Jadi saya juga dapat tahu beberapa istilah islam dalam bahasa inggris. Tetapi ada kosakata yang masih belum dimengerti.	Saya suka kak, Jadi ketika kita belajar bahasa inggris kita juga bisa belajar hal-hal keislaman, Ditambah lagi saya jadi tahu kosakata baru bahasa inggris terutama tentang keislaman**.** Tapi lumayan banyak kosakata baru yang masih belum dimengerti.

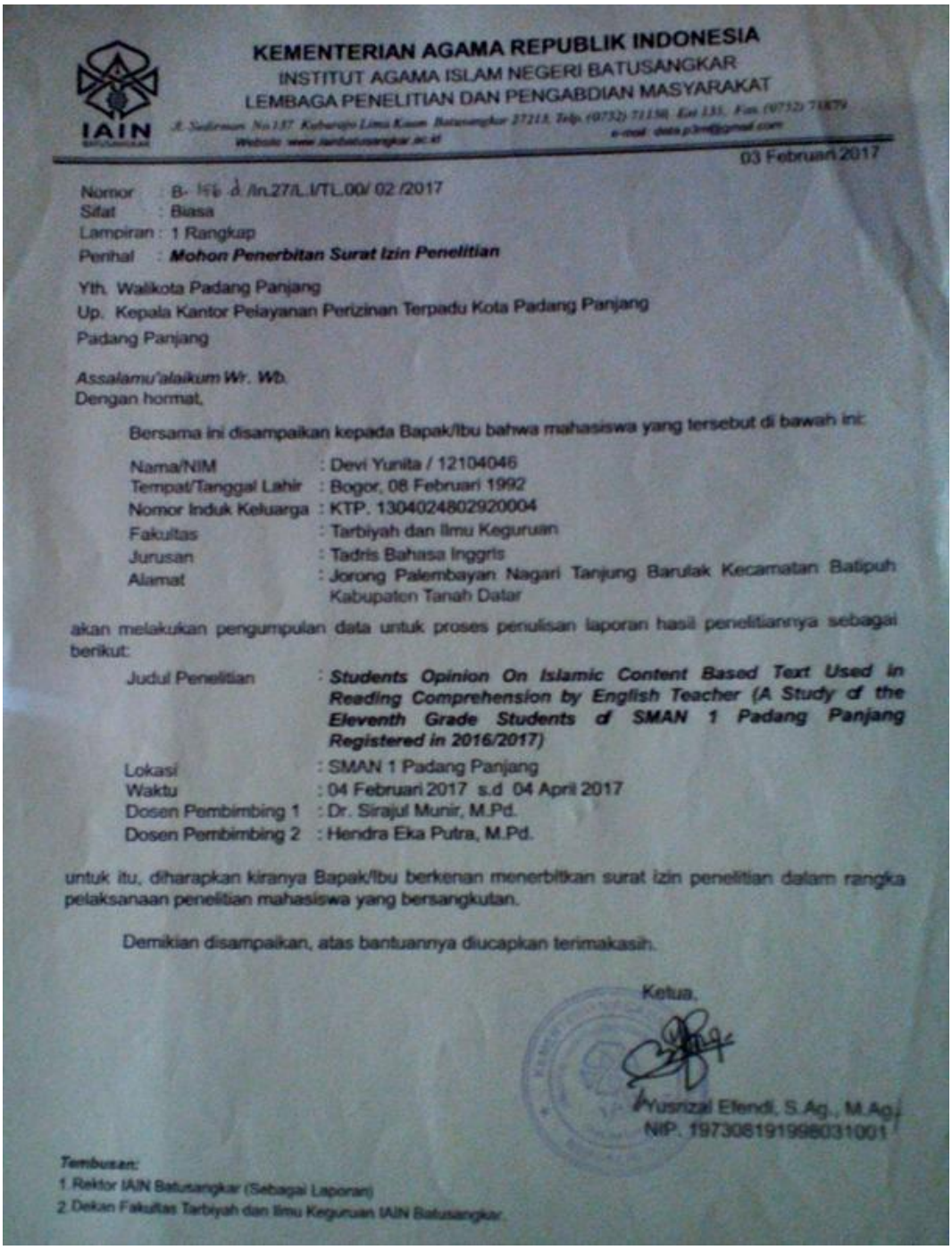
Appendix 8 : Data Display

Table Of The Descriptions Of Students' Opinion Islamic Content Based Texts Used In Reading Comprehension By English Teacher

No.	Opinion	Informants
1	The Texts is Interesting	I.1, I.4, I.5, I.7, I.9, and I.11
2	The Texts is Easy to Comprehend	I.3, I.8, I.10
3	The Texts' Enrich English Vocabularies	I.1 and I.11
4	The Texts is Increase Knowledge	I.1, I.2, I.4, I.5, I.7, and I.11
5	The Texts Building Characters	I.3, I.4, I.5, I.9, I.7
6	The Texts has New Complicated Vocabularies	I.2, I.6, I.7, I.8, and I.10
7	The Texts too Long makes Boring	I.6

Appendix 9 : Documentation of the Research

Appendix 10: Recommendation Letter to Conducted the Research



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI BATUSANGKAR
LEMBAGA PENELITIAN DAN PENGABDIAN MASYARAKAT
Jl. Sudirman No.137 Kubangjo Lima Kaum Batusangkar 27213, Telp. (0752) 71130, Ext 135, Fax (0752) 71879
Website: www.iainbatusangkar.ac.id e-mail: data.p3m@gmail.com

03 Februari 2017

Nomor : B- 156 /In.27/L.I/TL.00/ 02 /2017
Sifat : Biasa
Lampiran : 1 Rangkap
Perihal : ***Mohon Penerbitan Surat Izin Penelitian***

Yth. Walikota Padang Panjang
Up. Kepala Kantor Pelayanan Perizinan Terpadu Kota Padang Panjang
Padang Panjang

Assalamu'alaikum Wr. Wb.
Dengan hormat,

Bersama ini disampaikan kepada Bapak/Ibu bahwa mahasiswa yang tersebut di bawah ini:

Nama/NIM	: Devi Yunita / 12104046
Tempat/Tanggal Lahir	: Bogor, 08 Februari 1992
Nomor Induk Keluarga	: KTP. 1304024802920004
Fakultas	: Tarbiyah dan Ilmu Keguruan
Jurusan	: Tadris Bahasa Inggris
Alamat	: Jorong Palembayan Nagari Tanjung Barulak Kecamatan Batipuh Kabupaten Tanah Datar

akan melakukan pengumpulan data untuk proses penulisan laporan hasil penelitiannya sebagai berikut:

Judul Penelitian	: ***Students Opinion On Islamic Content Based Text Used in Reading Comprehension by English Teacher (A Study of the Eleventh Grade Students of SMAN 1 Padang Panjang Registered in 2016/2017)***
Lokasi	: SMAN 1 Padang Panjang
Waktu	: 04 Februari 2017 s.d 04 April 2017
Dosen Pembimbing 1	: Dr. Sirajul Munir, M.Pd.
Dosen Pembimbing 2	: Hendra Eka Putra, M.Pd.

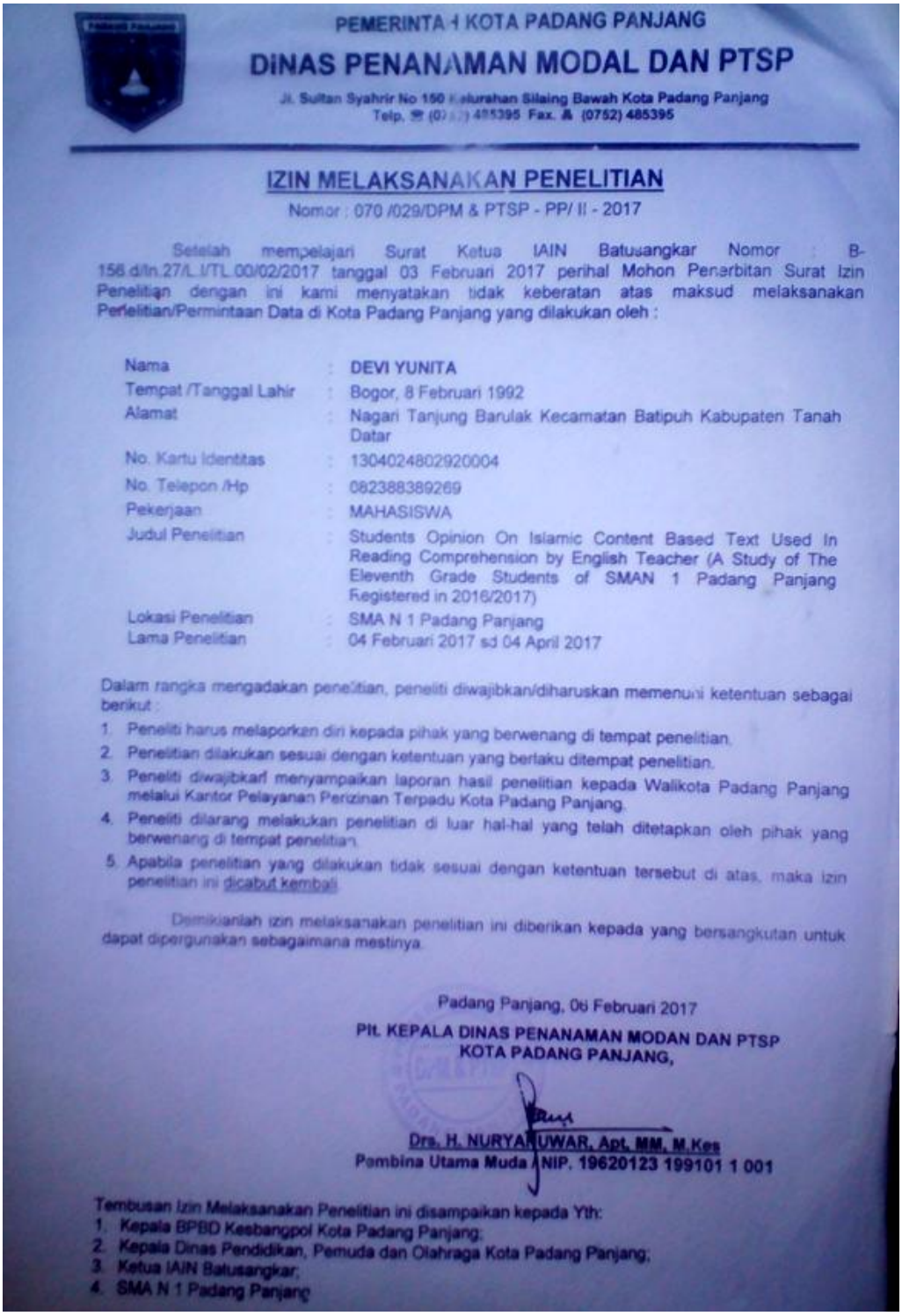
untuk itu, diharapkan kiranya Bapak/Ibu berkenan menerbitkan surat izin penelitian dalam rangka pelaksanaan penelitian mahasiswa yang bersangkutan.

Demikian disampaikan, atas bantuannya diucapkan terimakasih.

Ketua,

Yusrizal Efendi, S.Ag., M.Ag
NIP. 197308191998031001

Tembusan:
1. Rektor IAIN Batusangkar (Sebagai Laporan)
2. Dekan Fakultas Tarbiyah dan Ilmu Keguruan IAIN Batusangkar



PEMERINTAH KOTA PADANG PANJANG

DINAS PENANAMAN MODAL DAN PTSP

Jl. Sultan Syahrir No 150 Kelurahan Silaing Bawah Kota Padang Panjang
Telp. (0752) 485395 Fax. (0752) 485395

IZIN MELAKSANAKAN PENELITIAN

Nomor : 070 /029/DPM & PTSP - PP/ II - 2017

Setelah mempelajari Surat Ketua IAIN Batusangkar Nomor : B-156.d/In.27/L.I/TL.00/02/2017 tanggal 03 Februari 2017 perihal Mohon Penerbitan Surat Izin Penelitian dengan ini kami menyatakan tidak keberatan atas maksud melaksanakan Penelitian/Permintaan Data di Kota Padang Panjang yang dilakukan oleh :

Nama	:	**DEVI YUNITA**
Tempat /Tanggal Lahir	:	Bogor, 8 Februari 1992
Alamat	:	Nagari Tanjung Barulak Kecamatan Batipuh Kabupaten Tanah Datar
No. Kartu Identitas	:	1304024802920004
No. Telepon /Hp	:	082388389269
Pekerjaan	:	MAHASISWA
Judul Penelitian	:	Students Opinion On Islamic Content Based Text Used In Reading Comprehension by English Teacher (A Study of The Eleventh Grade Students of SMAN 1 Padang Panjang Registered in 2016/2017)
Lokasi Penelitian	:	SMA N 1 Padang Panjang
Lama Penelitian	:	04 Februari 2017 sd 04 April 2017

Dalam rangka mengadakan penelitian, peneliti diwajibkan/diharuskan memenuhi ketentuan sebagai berikut :

1. Peneliti harus melaporkan diri kepada pihak yang berwenang di tempat penelitian.
2. Penelitian dilakukan sesuai dengan ketentuan yang berlaku ditempat penelitian.
3. Peneliti diwajibkan menyampaikan laporan hasil penelitian kepada Walikota Padang Panjang melalui Kantor Pelayanan Perizinan Terpadu Kota Padang Panjang.
4. Peneliti dilarang melakukan penelitian di luar hal-hal yang telah ditetapkan oleh pihak yang berwenang di tempat penelitian.
5. Apabila penelitian yang dilakukan tidak sesuai dengan ketentuan tersebut di atas, maka izin penelitian ini dicabut kembali.

Demikianlah izin melaksanakan penelitian ini diberikan kepada yang bersangkutan untuk dapat dipergunakan sebagaimana mestinya.

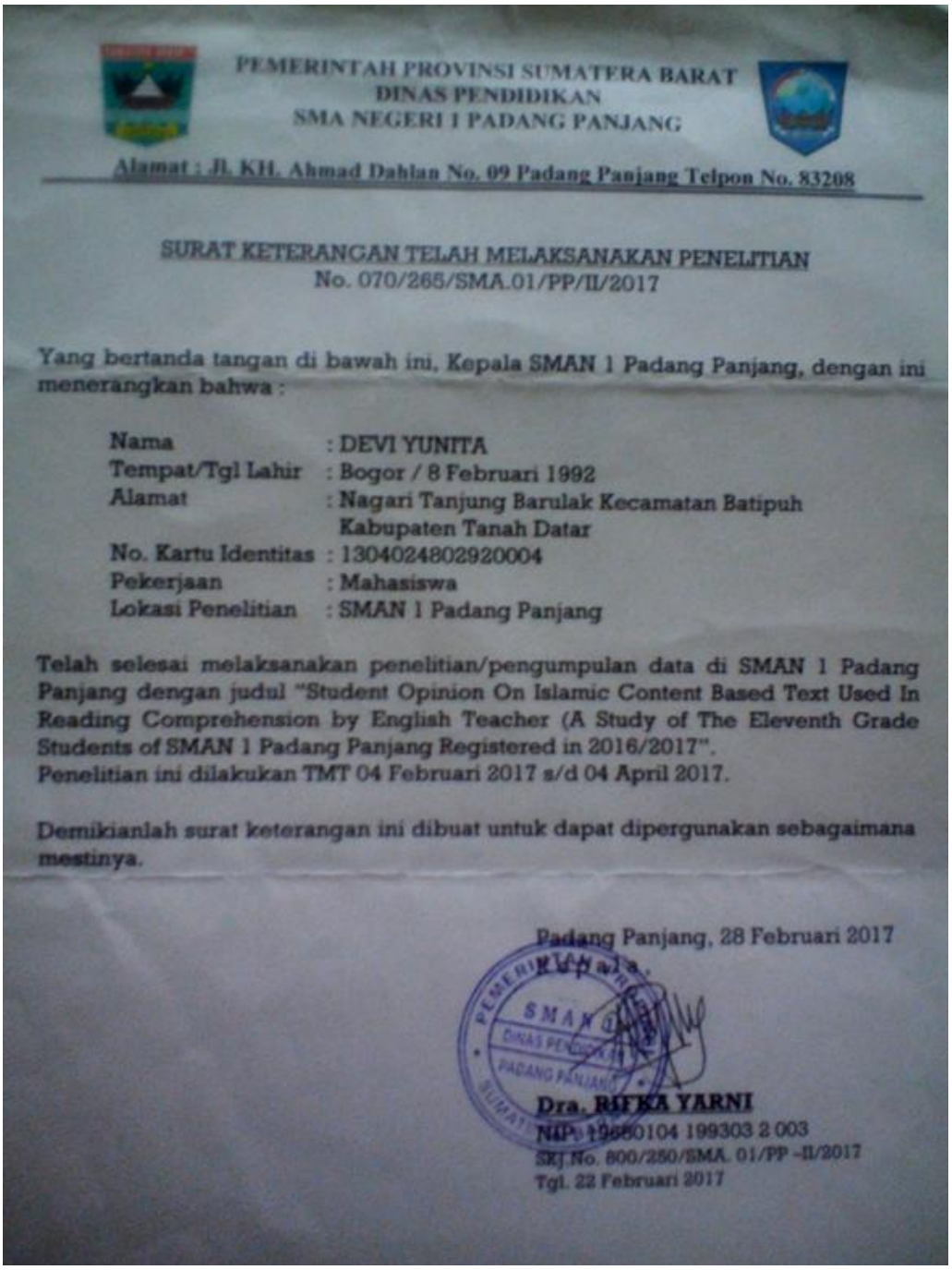
Padang Panjang, 06 Februari 2017

PIt. KEPALA DINAS PENANAMAN MODAN DAN PTSP
KOTA PADANG PANJANG,

Drs. H. NURYANUWAR, Apt, MM, M.Kes
Pembina Utama Muda / NIP. 19620123 199101 1 001

Tembusan Izin Melaksanakan Penelitian ini disampaikan kepada Yth:
1. Kepala BPBD Kesbangpol Kota Padang Panjang;
2. Kepala Dinas Pendidikan, Pemuda dan Olahraga Kota Padang Panjang;
3. Ketua IAIN Batusangkar;
4. SMA N 1 Padang Panjang

Appendix 11: Letter of Having Conducted Research



PEMERINTAH PROVINSI SUMATERA BARAT
DINAS PENDIDIKAN
SMA NEGERI 1 PADANG PANJANG

Alamat : Jl. KH. Ahmad Dahlan No. 09 Padang Panjang Telpon No. 83208

SURAT KETERANGAN TELAH MELAKSANAKAN PENELITIAN
No. 070/265/SMA.01/PP/II/2017

Yang bertanda tangan di bawah ini, Kepala SMAN 1 Padang Panjang, dengan ini menerangkan bahwa :

Nama	: DEVI YUNITA
Tempat/Tgl Lahir	: Bogor / 8 Februari 1992
Alamat	: Nagari Tanjung Barulak Kecamatan Batipuh Kabupaten Tanah Datar
No. Kartu Identitas	: 1304024802920004
Pekerjaan	: Mahasiswa
Lokasi Penelitian	: SMAN 1 Padang Panjang

Telah selesai melaksanakan penelitian/pengumpulan data di SMAN 1 Padang Panjang dengan judul "Student Opinion On Islamic Content Based Text Used In Reading Comprehension by English Teacher (A Study of The Eleventh Grade Students of SMAN 1 Padang Panjang Registered in 2016/2017".
Penelitian ini dilakukan TMT 04 Februari 2017 s/d 04 April 2017.

Demikianlah surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Padang Panjang, 28 Februari 2017
Kepala,

Dra. RIFKA YARNI
NIP. 19650104 199303 2 003
SKJ No. 800/250/SMA. 01/PP -II/2017
Tgl. 22 Februari 2017