

**THE INFLUENCE OF ISLAMIC ORIENTED MATERIAL TOWARD
STUDENTS' INTEREST IN LEARNING
ENGLISH AT MAN BINAMU
JENEPONTO**



A THESIS

*Submitted to the Faculty of Teacher Training and Education Makassar
Muhammadiyah University in Part Fulfillment of the Requirement for
the Degree of Education in English Department*

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**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
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PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS**

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MOTTO AND DEDICATION

MOTTO

“Jangan berhenti jika kamu lelah tetapi berhentilah jika semua urusanmu

Telah selesai”

DEDICATION

This Thesis is sincerely dedicated for my dearest parents, my beloved

brother and sisters, my family, and my beloved friends.

ABSTRACT

Nur Mutaqhira Sri Sulpiani Yusuf. 2018. The Influence of Islamic Oriented Material Toward Students' Interest In Learning English at MAN Binamu Jeneponto (Supervised by Nunung Anugrawati and Andi Asri Jumiaty). This research aimed to find out the influence of Islamic oriented material toward students' interest in learning English at MAN Binamu Jeneponto. The objectives of this research were to find out students' interest in learning English and also information from students about it. The method of this research was qualitative method. The subject of the research were fifty students at the second grade of MAN Binamu Jeneponto. The research instruments were observation in the classroom, questionnaire, and interview. The research finding indicated that the Islamic oriented materials could stimulate the students' interest in learning English. The result of the research showed that the students' interest in learning English after using Islamic oriented materials had significantly increased. They feel more motivated and confident in Learning English. It means that using Islamic oriented materials was increasing the students' interest.

Key words : Students' Interest, Islamic Oriented Material.

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The writer

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CHAPTER I

INTRODUCTION

A. Background .

English language is one of global languages widely used all over the world. For many years, English is taught as a foreign language and becomes an obligatory school subject at the Junior and Senior High School while in University's curriculum English language is taught in the more specific purposes and many different ways. As a foreign language, some students are successful and the others are not of English learning although they are learning under the same circumstance, the same teacher, even in the same place. Some students find difficulties in learning English as foreign language (Hanifah, 2011). In the other hand, English teachers sometimes find some difficulties in teaching English, because it is different from Indonesian language, because of that it is very important for teachers to be able to teach and arise students' interest to follow the lesson in the classroom because students come from different backgrounds with their unique academic needs, culture, language, interests and attitude towards learning. In addition, one of the most important factors which should be paid attention of the teachers in the classroom beside their material and the other is students' interest.

The variation of teaching materials can utilize learning resources available in school environments and can be reached by teachers and students. As one of the main sources of learning that can be compiled into a resource are the verses of Allah in the form of the Qur'an and the sayings of the Prophet Muhammad in the

form of hadith. Both are sources of learning in it are messages, events, facts, and events. Therefore Islamic material here, is one of the varieties of teaching materials that will be useful to improve student learning interest.

By those conditions, the researcher assumes that the teaching of English must be really improved with some practical and easy ways, for example by using media such as Islamic oriented materials that very important in helping the teaching and learning process. This research will increase students' interest in learning English also to improve students' knowledge of religion especially Islamic in jurisprudence, theology, and monotheism

The problems that arise in the study of English in class X MAN Binamu Jeneponto is the method in delivering lessons by the teacher are tedious and boring, They do not to use learning methods that can attract student interest. Besides, students are less treated as the subject of learning, but still more are treated as objects of teaching. Teachers give less flexibility for students to be creative so that students are less creative and bored take lessons and classes eventually became passive.

In the reality of life, interest is one of the factor that determine a person's success, especially in terms of learning. Students who are less interested in learning will influence their learning results.

In addition, the lack of interest is one of the factor of sense of excitement in learning that lead to concentration of attention, so it will support the success of learning. Students who have a high interest in learning would be more viable than

students who are not interested or less interested. Therefore, the level of interest of students in learning greatly affect the viability and success of student learning.

Ersoz (2000:1) stated that, media in teaching is important that something you do for fun, which exactly why you should use media to teach your students'. They will make the classes more fun. If the students' are having fun, they will find speaking as interesting learning, and if they find what they are studying interesting, they will absorb and retain much because they have to do.

Ali (Republika, Desember 2013) state that, Science and technology are growing up. Learning religious science must be supported with other science, so that it complementary and will be meaningful for human life and civilization in the future. So it is fitting professional teacher can integrate the science of religion in the teaching proses. Therefore, the learning materials must be prepared in accordance with the needs and also must be in line with the objectives of the existing program, which produces students who are able to explain religious materials in English. Islamic religious material is a teaching material that refers to the holy Qur'an taught by Prophet Muhammad SAW. Al-qur'an as media or teaching materials can be the national educational goal of the nation of Indonesia to educate and develop of human who believe Allah and has the ability, skills and a high responsibility.

The reason raised this tittle because I want to know how understanding of the students in learning English with the material based Islam and I choose Man Binamu Jeneponto because of the school is secondary school first based Islam.

B. Research Problem

Based on the background above, the researcher stated the problem statement of this research as “What extent does Islamic oriented material influence students’ interest in learning English?”

C. Research Objectives

The objective of the study was to find out the influence of Islamic oriented material toward students’ interest in learning English at the first year students of MAN Binamu Jeneponto.

D. Research Significance

The researcher proved the result of this research brought useful contribution and information to the teachers and students in school in the other to know the influence of students’ interest in learning English.

1. Theoretical Significance

To contribute knowledge about the development of Islamic oriented Materials as Media that are appropriate, effective, innovative and can be used in toward Students interest in learning english.

2. Practical Significance

- a. For the teacher, it can help the teacher to elaborate the teaching materials in their class. The teachers can improve their ability to make innovation, effective strategies, and scenario of teaching vocabulary.
- b. For Students, it can motivate students to study English language and Islamic teaching at the same time.

- c. For the school, it can compare the Islamic oriented materials to other materials in learning English. So the school will be more selective in determining the method of teaching English.

E. *Research scope*

The researcher limited and focused toward the students' interest in learning English by using Islamic oriented materials. The kinds of material represented in this research are adding exercises that reflect Islamic value into the subject being taught, such as inserting Islamic names for people, place or events.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Some Previous Related Studies.

Saefullah (2010) conducted a research and concluded that there were not difference between students who were taught using the Qur'an as a media with students who were taught without using the Qur'an as a media. Because of the limitation of student's comprehensif about Al- Qur'an.

Darlisa (2013), concluded that Authentic material is a good media and can be alternative method for the English teacher in teaching English.

Ariastuti (2014) conducted a research to improve the student's interest and English listening learning process quality. The improvement in the student's interest has been done by using audio visual media within role play. It can make learning enjoyable. The third cycle of the Classroom Action Research could be stated that the student's interest can develop significantly.

Based on the explanation above, the researcher can give conclusion tha the problemsv faced by students of Man Binamu Jenepono to Learning English. In this study have a similiary with the previous research. That, the research can help students to know the pronlems faced by students Man Binamu Jenepono in learning English in X IPA 1 and X IPA 2 Man Binamu Jenepono.

B. Some Pertinent of Ideas

1. Interest

a. Measurement of Interest

The strength and direction of the individual's interest, attitude, motives, and values represent an important aspect of personality although certain test are specially directed toward the measurement of one or another of these variables, the available instrument cannot be rigidly classified according to such discrete categories as interest, attitude and value, overlapping is the rule. Thus, a questionnaire designed to assess the relative strength of different values, such as the practical, aesthetic, or intellectual, may have much in common with interests inventories.

Anastasi in Irfan (2005:15-16) states that are two principal procedures in the measurement of interest. First, the items deals with the respondent is likes or disliking foe a wide variety of specific activities, objects, or types of person that he/she commonly encountered in daily living. Second, the responses when empirically keyed for different occupation.

These interest inventories are among the first test to employ criterion keying by common interest that differentiated from persons in other occupations. These differences in interest extends not only to matter pertaining directly to job activities, but also to school subject, hobbies, sports, types of plays or books the individual enjoy, social relations, and many others facts of everyday life. It thus proved thinks

and thereby to determine how closely his/her interest resembled those of person successfully engaged in particular occupations or subject.

The study of interest has received its strongest impetus from educational and career counseling. In general, interest inventories compare and individuals' expressed interest with those typical of persons engaged in different occupations this done either in the scoring of individual item responses, or in the interpretation of scores in broad interest areas, or both.

b. Factors influencing students' interest

Harmer in Herlin (2007:9) states that there are two factors that can affect students' interest in learning, they are:

1) Internal factors

Internal factors are the factors which are from the students, such student's attitude to word as a subject and ability to comprehend.

2) External factors

External factors are the factors that involve students environ such as school factors which may involve the teacher, the students and the lesson material.

Based on the explanation above, the research can conclude that there are many factors in learning process; one of them is interest because interest is principle and important thing in learning. In addition, interest is an element that should be included in an assessment of motivation.

c. Indicator of interest

According to Sukandani (2008:10) there are some indicators that showing that someone is interested in something, they are:

- 1) Having concentration, they pay attention intensely in something or doing something.
- 2) Having sympathy with object that is they support and approval to the object
- 3) Having desires, they have strong wish to do something.
- 4) Having enthusiasm in participation that is they are enthusiast in doing something.
- 5) Having curiosity that they are eager to know or learn about something.

2. Islamic Oriented Material

Islamic education according to M. Yusuf Al-Qaradawi in Ameliah (2012) is the education of the whole man: mind and heart; spiritual and physical; morals and their skill. While Hasan Langgulung formulate Islamic education as a process of preparing the younger generation to fill the role, transferring knowledge and values of Islam that is aligned with human function for charity in the world and reap the results in the hereafter. From these two definitions can be drawn a red line that Islamic education prepares a student / student as a whole, physically and mentally, and can play an active role safely and hereafter. Thus envisaged the task of teachers who not only filled but also cognitive psychomotor and affective.

Not enough that teachers only teach physical science and develop but fail to practice the values, attitudes, and behavior.

The integration of Islamic values into the learning material is done in several ways, among others:

- a) Adding exercises that reflect Islamic values into the subject being taught;
- b) Inserting Islamic names for people, places or events into exercises were added;
- c) Enclosing quote verses of the Qur'an and / or hadith that is relevant to the main topic in the learning materials; and
- d) Mixing the typical Islamic phrases with English phrase corresponding to the main subject of study.

In learning activities, the integration of Islamic values is done by:

- (1) carry-code and transfer between English phrases with particular expressions corresponding Islamic based on the context of the situation;
- (2) relate the topics that are taught in accordance with the teachings of Islam which is done by quoting verses of the Qur'an and / or hadith that is relevant and / or by explaining the teachings of Islam which correspond to those topics;
- (3) use Islamic names for people, places or events in making examples of sentences or text conversation; and
- (4) gave the assignment to the students to write or search for specific types of text types associated with Islamic values corresponding to topics taught..

Meanwhile, the integration of Islamic values in the assessment activities carried out through informal assessment in the form of oral questions, observations of teachers, assignments, and reading aloud in that the material includes Islamic values are integrated. In addition, the integration of Islamic values in assessment activities are also conducted through repetition-daily tests in the form of an oral test and a written test.

C. Theoretical Framework

The conceptual framework cover the reserach variables and indicators. It is put a scheme to show interrelation among others variables :

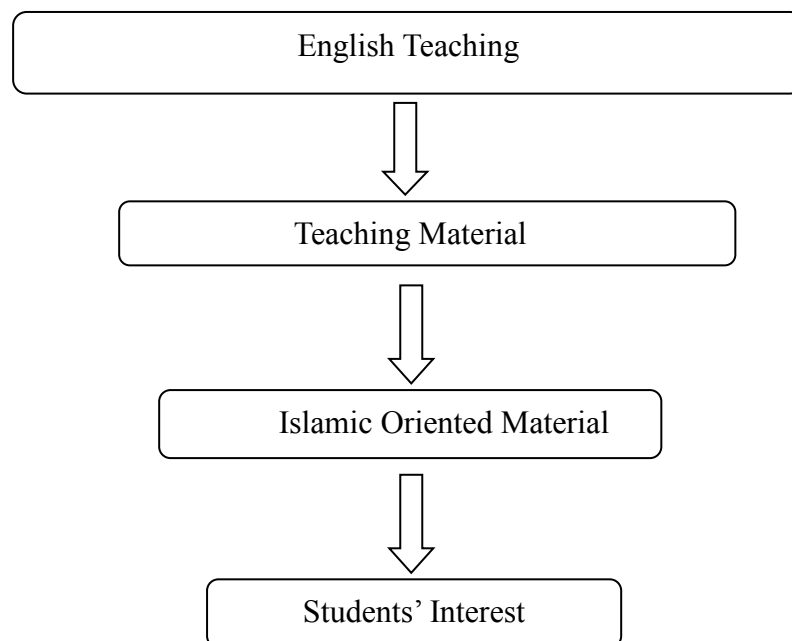


Figure 1.1: Conceptual Framework

The conceptual framework above the reseacher will be observation, interview and gave questionnaire for the students with Islamic Oriented Material and then the researcher will describe students' interest in learning English.

CHAPTER III

RESEARCH METHOD

A. Research Design

This study used a descriptive qualitative research which describes the influence of islamic oriented material toward students' interest in learning English at MAN Binamu Jeneponto. The descriptive method is designed to obtain the current status of phenomenon and is directed toward determining the nature of situation as it exist at the time of the research (John, 2012).

B. Variable

The variable of the research was students' interest in learning English using Islam Oriented Material.

C. Population and Sample

1. Population

Population of this research was the students of MAN Binamu Jeneponto, Academic year 2017/2018. It consisted of 2 classes including class X IPA 1 and X IPA 2. Each class consisted of 25 students. Therefore, the total of number population was 50 students.

2. Sample

The sample of this research was selected using total sampling technique. All members of population was selected as sample of this research.

D. Research Instrument

The instruments of this research were observation, questionnaire, and interview.

1. Observation

In this section, the researcher was non participant observer. In other words, the researcher participated in the situation while observing and collecting data on the activities, people, etc. For example how the teachers managed the students according to their material, and how the students' gave feedback.

2. Questionnaire

The researcher gave questionnaire to the 50 students to collect amounts of data in a relatively short amount of time. The questionnaire was used to find out how much the influence of islamic oriented material towards students' interest in learning English.

3. Interview

In this step, the researcher used structured interview to 50 students by making a list of question material towards students' interest in learning English.

E. Data Collecting Procedure

The procedures of collecting data were performed as a follow:

1. Observation

Firstly the researcher found out information about the school, the English teachers and the students. When the teacher taught in the class, the researcher observed during learning process to get information.

2. Questionnaire

The researched gave questionnaire to 50 students. The function of this step was to get information about the influence of Islamic oriented material towards students' interest in learning English.

3. Interview

The researcher conducted interview to 50 students. The function of this step to get more information that had been obtained in the questionnaire before.

F. Data Analysis Technique

1. Data Reduction

According to Miles and Huberman (1994:12), "*Data reduction refers to process of selecting, focusing, simplifying, abstracting, and transforming the data that appear in the written-up fields notes or transcriptions*". Data reduction meant choosing information or the important things only from the field note. Such as summaries, paraphrase etc. In this research, the data was selected, chosen, and taken only the data related to this research.

2. Data Display

According to Miles and Huberman (1984), "*looking at displays help us to understand what is happening and to do something- further analysis or caution on*

that understanding. Data display was conclusion the whole thing what happened in the field based on the data reduction.

3. Conclusion Drawing and Verification

The researcher was able to interpreting and reached conclusions and verifications. The data changed if the next strange was not found the evidence and on the contrary. If the next step found the evidence was correctly and consistently then the conclusion put forward was the conclusion of credible.

CHAPTER IV

FINDINGS AND DISCUSSIONS

This chapter presents findings and discussions of research. The findings of the research covers the description of difficulties in teaching conversation and get information from the 50 students.

A. Findings

1. The result based on the observation in the class

In this observation classroom the researcher explained or interpreted based on the situation when they observe during learning in the class.

1. Classroom setting

a. Whiteboard

Based on my observation, the whiteboard arrangement was good and the students could focus in learning process.

b. Students seating arrangement.

Every student sat with her friend (in pairs). The space every student was good. There were many posters in the class about some lessons and the arrangement of the poster made the class looks beautiful.

2. Opening Learning

a. Opening by the Teacher

The teacher asked for one of the students in the class to organize their Friends before the lesson begun. There was a teacher that had rules when her teacher teaching in the classroom, all of the students

had to memorize five vocabulary in front of their teacher or their friends. In this rules when the student memorized the vocabulary in front of their teacher, their teacher checked the attendance.

b. Giving Motivation

The teacher gave motivation to students to make students focus on the class. By this part, all of students could attractive to learn.

3. Teaching the Material

a. How the teacher present learning material in the class

The teacher explained the material based on the text book.

b. Strategy and method

When the researcher came in the class, the teacher explained the materials about the story of the prophet Muhammad SAW. Then, the students pay attention to the papers reading in share by the teacher but no complete the teacher read the story and the students fill in the blanks of story about the prophet Muhammad SAW. After the teacher explained the material, the teacher gave exercise and gave a time to the students to finish it. Finally, based on the papers the teacher asked to students to answer the question in the papers one by one.

4. Classroom Activity

All of the students had good involment in learning process. Every teacher asked about the materials, the students always answered it and using an English language. In the classroom, all of the students

had good attitude not just female students but also men students. Nothing else activity other than that related to the English lessons. It was very good because the teacher combined the language when they taught. The teacher used more English than Indonesian language. When the teacher explained in English, sometimes the student still confused. After the teacher explained the students always asked to their teacher to repeat the material.

5. Closing Activity

Every meeting, the teachers not just explained materials, sometimes the teacher gave exercise in the class after explaining the materials. In the last section, after the students answered the question, the teacher closed the learning process and gave homework to the students and automatically memorized the new vocabulary in the next meeting.

2. Result of Questionnaire

No.	Questionnaire	SCALE LIKERT		
		YES	HESITANT	NO
1.	I have mastered English lessons	2	45	3
2.	I still have difficulty learning English	12	29	9
3.	I don't understand English learning	8	32	10
4.	I feel I can begin to understand English	17	29	4

	learning			
5.	I find it easy to learn English with islamic oriented material	47	3	0
6.	Islamic oriented material does not affectthe speed of understanding English learning	0	4	46
7.	Islamic oriented material is very influential in learning English	31	12	7
8.	Islamic oriented material does not affect learning English	0	0	50
9.	I'm more motivated to learn English with islamic oriented material	42	5	3
10.	I'm not more motivated to learn English with islamic oriented material	0	2	48
11.	I'am tired of learning English with islamic oriented material	3	14	33
12.	I'm diligently study English with islamic oriented material	50	0	0

a. I have mastered English lessons

Based on the questionnaire, most of the students say doubt because they have not mastered English learning.

b. I still have difficulty learning English

Most of the students are of the opinion doubt and twelve students say Yes because they are said still difficulties in understanding English learning.

c. I don't understand English learning

Most of the students answered hesitantly because at sometimes while learning English they usually understood the material but sometimes they didn't understand what the teacher explained.

d. I feel I can begin to understand English learning

Some students are able to understand little all the English learning that is taught but no less students who still don't understand English learning have been taught even though they have been taught several times.

e. I find it easy to learn English with Islamic oriented material

Most of the students said that agreed learning English is easier by using Islamic oriented material.

f. Islamic oriented material does not affect the speed of understanding English learning

Most of the students did not agree that Islamic oriented material does not affect students in learning English.

g. Islamic oriented material is very influential in learning English

Some students sometimes agreed that Islamic oriented material is very good for learning English. Because Islamic oriented material is very influence in learning English.

- h. Islamic oriented material does not affect learning English

All of the students did not agree because Islamic oriented material is very influence in learning English.

- i. I'm more motivated to learn English with Islamic oriented material

Most of the students say Islamic oriented material sometime gave motivation to the students interest in learning English.

- j. I'm not more motivated to learn English with Islamic oriented material

Almost All of the students did not agree, the students said Islamic oriented material gave a motivation to the students in learning English and Islamic oriented material also easier for them to understand the material taught.

- k. I'am tired of learning English with Islamic oriented material

Based on the questionnaire, most of the students did not agree because in learning English using by Islamic oriented material is make enjoy in learning English.

- l. I'm diligently study English with Islamic oriented material

All of the students did agree that Islamic oriented material makes them more diligent in learning English.

3. Interview from the students

- a. Are you interested in learning English ? why ?

Most of the students say Yes because there are many games and English is also an international language. So we have to understand it.

- b. Whether learning English is easy and fun ? why ?

Some students say hesitantly because learning English Not easy but fun because learning English is very interesting and the teacher makes us understand what she explained

- c. Are you still having trouble learning English ?

Some students say Yes, because they think English is different reading, writing and can even be more than translation, so they still have difficulty learning English.

- d. What do you think is Islamic oriented material ?

Islamic oriented material is material that discusses islam.

- e. Is there a difference between learning English with Islamic oriented material towards your interest in learning English ?

Actually there is no significant difference but learning English with Islamic oriented material is better because besides being able to learn English well we can also know about Islamic material.

- f. Is the influence of Islamic oriented material on your interest in learning English ?

The students prefer learning English by using islamic oriented material because it is more interesting with discussions that refer to islam

- g. Do you understand more quickly in learning English you understand more about Islamic oriented material ?

Many students say Yes, because Islamic material and if it's made in the form of English they will be more interested and try to find out what is taught by the teacher because usually we are given dialogue, sentences and stories that have Islamic nuances also know that our school is islamic school.

- h. Do you prefer learning English with Islamic oriented material ?

Many students agree because while learning English can also study islam

- i. Do you like learning English with Islamic oriented material ?

All of students say Yes, because they understand it more easily if there is Islamic oriented material.

- j. Are you more motivated to learn English with Islamic oriented material ?

Some students agree about that, learning English with Islamic oriented material very motivated especially when discussing the stories.

From the interview, the researcher can conclude that the use of Islamic Oriented Material is effective towards the students' interest and the students' like learning English with Islam Oriented Material.

B. Discussions

The students' interest in learning English by using Islamic oriented material was increase. It was supported by Saefullah's finding (2010) who found that Al-Quran as a media in teaching can increase students' interest in learning. This part presented the result of the data analysis. The researcher had analyzed about the difficulties the influence of Islamic oriented material toward students in learning English and there were fifty (50) students in ten grade to get more information.

The questionnaire and of the fifty (50) students, the students have difficulty in learning English because they consider that English is one of the lessons that is difficult to understand but learning English is more effective when applying Islamic oriented material, because some students are easier to understand English learning with Islamic oriented material.

In teaching English with Islamic oriented material, The teacher never used a games in learning, but games in learning process sometimes made the students more enjoy in learning and when the students did not like English the teacher could give a rewards motivation in learning. The teacher handle the class when the teachers giving exercise to the students. The teacher often evaluated the student's before closing the lessons. Some of the teacher

sometimes gave a homework to the students. There was the teachers who had rule in every meeting had to memorize five new vocabulary as an attendant.

The findings is also in line with Juan C. Burguillo: (2010:568). Using game theory and competition based learning to simulate student motivation and performance. This result showed that: The good survey results, and their similarity along the years, suggest that the combination of game theory with the use of friendly competitions provides a strong motivation or students: helping to increase their performance.

To get more information about the influence of Islamic oriented material towards students' interest in learning English, the researcher did an interview to fifty students and the students were from the second class. Almost all of the question in the interview, some with the others students and the students had almost the same answers. Almost all of students interest in learning English with Islamic oriented material.

From the result above, the researcher can conclude that the use of Islamic materials is effective towards the students' interest learning English because there was a significant difference of students' interest in using Islamic materials.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

The research conclusion was presented according to the data which had been analyzed in the previous chapter. The data analysis has about the influence of using Islamic materials the first students' interest at MAN Binamu Jeneponto, it could be concluded that. The first grade students' interest at MAN Binamu Jeneponto from experimental class was showing the significant differences after giving questionnaire and interview by using Islamic materials and using Islamic oriented material in teaching English is alternative media that could make the students more enthusiastic and enjoyable in learning. so that the students' interest was improved.

B. Suggestions

The result of this research suggests that:

1. Interest and motivation are the problems which faced by students' and teachers in learning process. Interest is important thing before motivation, which must be possessed of every student before they joint in their learning process. The learning process will be more effective and efficient if the students' bring positive interest and motivation in the class. Therefore, the teacher must be creative as possible to find out the way to make the students' are interested and motivated in learning English process.
2. For the next researcher who are interested in this researcher, the researcher suggest to find other kinds of multimedia which can make students to be interest.

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Appendix 1

Observation

No	Objects of observation	The result of observation
1	Classroom setting a. Whiteboard b. Students seating arrangement.	
2	Opening learning a. Opening by the teacher b. Giving motivation	
3	Teaching the material a. How the teacher present learning material in the class b. Strategy and method	
4	Classroom activity	
5	Closing activity	

Appendix 2

Questionnaire

Kelas :

Petunjuk : Ceklis (√) sesuai tingkat kesesuaian dengan keadaan sebenarnya.

S = *Setuju*

RR = *Ragu*

TS = *Tidak Setuju*

No.	PERNYATAAN	SKALA LIKERT		
		S	R	TS
1.	Saya sudah menguasai pembelajaran bahasa Inggris			
2.	Saya masih mengalami kesulitan dalam belajar bahasa Inggris.			
3.	Saya kurang memahami pembelajaran bahasa Inggris.			
4.	Saya merasa sudah mulai bisa memahami pembelajaran bahasa Inggris.			
5.	Saya merasa mudah belajar bahasa Inggris dengan materi yang berorientasi islam.			
6.	Materi yang berorientasi islam tidak mempengaruhi kecepatan memahami pembelajaran bahasa Inggris.			
7.	Materi berorientasi islam sangat mempengaruhi dalam belajar bahasa Inggris.			

8.	Materi berorientasi islam tidak berpengaruh dalam belajar bahasa Inggris.			
9.	Saya lebih bermotivasi belajar bahasa Inggris dengan materi yang berorientasi islam.			
10.	Saya tidak bermotivasi belajar bahasa Inggris dengan materi yang berorientasi islam.			
11.	Saya cepat bosan belajar bahasa Inggris dengan materi yang berorientasi islam.			
12.	Saya lebih rajin belajar bahasa Inggris dengan materi yang berorientasi islam.			

Appendix 3

Interview

Hari/tanggal observasi :

Sekolah :

Kelas :

Nama narasumber :

No	Pertanyaan	Jawaban
1.	Apakah anda tertarik pada pelajaran bahasa inggris ? kenapa ?	
2.	Apakah belajar bahasa inggris itu mudah dan menyenangkan ? kenapa ?	
3.	Apakah anda masih sering kesulitan dalam belajar bahasa inggris ?	
4.	Menurut kamu apakah materi yang berorientasi islam itu ?	

5.	Apakah ada bedanya belajar bahasa inggris dengan adanya materi berorientasi islam terhadap minat kamu belajar bahasa inggris ?	
6.	Apa pengaruh materi berorientasi islam terhadap minat kamu dalam belajar bahasa inggris ?	
7.	apakah kamu lebih cepat mengerti dalam belajar bahasa inggris jika kamu lebih banyak memahami materi yang berorientasi islam	
8.	Apakah kamu lebih menyukai belajar bahasa inggris dengan adanya materi yang berorientasi islam ?	
9.	Apakah kamu menyukai pembelajaran bahasa inggris dengan materi yang berorientasi islam ?	
10	Apakah kamu lebih bermotivasi untuk belajar bahasa inggris dengan materi yang berorientasi islam ?	

Appendix 4

DOCUMENTATIONS







CURRICULUM VITAE



Nur Mutaqhira Sri Sulpiani Yusuf is a student of English Department Of Muhammadiyah of Makassar. She was born on January 11th, 1997 in JENEPONTO. She is the first child of marriage between Muh. Yusuf G. S.Hut and Sakina. She has 1 brother and 1 sister. In 2002, she started in Elementary school at SD INP 227 Romanga, graduated in 2008. Then she continued her study at MTSN Binamu Jeneponto and graduated in 2011. After that, she continued her Senior High School at MAN Binamu Jeneponto and graduated in 2014. The same year, she was accepted as English Department Student of Faculty of Teacher Training and Education of Makassar Muhammadiyah University. At the end of her study she could finished her thesis in 2018 entitle ' The Influence of Islamic Oriented Material Toward Students' Interest In Learning English at MAN Binamu Jeneponto.'"