

THESIS

**Developing Instructional Material of Teaching Grammar Through
Moodle to English Education Department Students of UNISMUH**

Makassar



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**GRADUATE PROGRAM
MASTER OF ENGLISH LANGUAGE EDUCATION
MUHAMMADIYAH UNIVERSITY OF MAKASSAR**

2022

**HALAMAN JUDUL
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A THESIS

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THROUGH MOODLE TO ENGLISH EDUCATION DEPARTMENT STUDENTS OF
UNISMUH MAKASSAR**

Written and Submitted by

AHMAD MUHAJIR

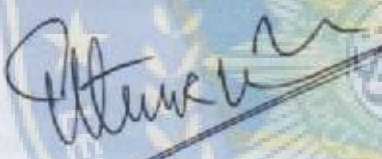
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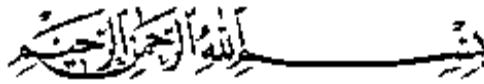
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Makassar, Agustus 2022

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ACKNOWLEDGEMENT



In the name of Allah SWT, Most Gracious, Most Merciful

Alhamdulillah Robbil 'Alamin, the researcher is grateful for all his sincere gratitude to the almighty God, Allah S.W.T., who has given guidance, mercy, and good health for the completion of this thesis. Shalawat and Salam are addressed to the final chosen religious messenger, the prophet Muhammad SAW who has changed human life.

The researcher would like to express her deepest post and gratitude to my parents and the researcher realized that many hands have given their help and useful suggestions for the completion of this thesis. Without the assistance of these people, this thesis would never have existed. Therefore, the researcher would like to express his appreciation and sincere thanks to all of them particularly;

1. Prof. Dr. H. Ambo Asse, the rector of Muhammadiyah University of Makassar.
2. Prof. Dr. H. Irwan Akib, M.Pd, the Director of Postgraduate Program Muhammadiyah University of Makassar.
3. Dr. Radiah Hamid, M.Pd, the Head of Magister of English Language Education Study Program.
4. I am High appreciation and great thankfulness are due to my advisors, Prof. Dr. Hj. Andi Tenri Ampa., M. Hum, and Dr. H. Bahrun Amin. M.

Hum as the advisor who has given their valuable time and patience to support assistance, correction, and guidance to finish this thesis.

5. I heartfelt thanks to all the lectures of the Magister of English Language Education Study Program who have taught me a good education and their guidance during my study and all staff of the Postgraduate Program of Muhammadiyah University of Makassar for their guidance during the years of the researcher's study.
6. The researcher would like to express the highest appreciation and deepest thankfulness for all of my beloved siblings for her/his prayer, financial, motivation, and always support me in everything.
7. Especially thanks to my beloved sisters in the postgraduate program (Nita, Achyana Sulfiah, Ramlah & Annisa) who never stop reminding me if I'm too lazy to do my thesis.

Finally, the researcher would like to thank everybody who was important to the successful realization of this thesis. The researcher realized that this thesis is still far from perfection and still needs suggestions and critics. Thus, an improvement from this thesis is strongly needed. Hopefully, this thesis will be useful for many people, Aamiin
Billahi Fi Sabillil Haq fastabiqul khaerat, Wassalamu'alaikum wr wb

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The Researcher

ABSTRACT

Ahmad Muhajir, 2022. *Developing Instructional Material Of Teaching Grammar Through Moodle To English Education Department Students Of Unismuh Makassar*, supervised by Andi Tenri Ampa and Bahrun Amin.

This research aimed at developing instructional material for English grammar through Moodle. To develop instructional material, the researcher formulated research question as follows: 1) what are students' need in learning grammar?; 2) what is the description of instructional material of English grammar through Moodle?; 3) how is the develop instructional material of English grammar through Moodle?. The researcher applied Research & development (R&D) design by applying the steps of ASSURE model namely Analyse, State Object, Select, Utilize, Require, and Evaluate. The subject of this research was the second-semester students majoring English education at the faculty of teacher training and education of UNISMUH Makassar. Two validator also contributed to evaluate and validate the research product. The data were collected through study the related documents and distributed the questionnaire. Based on the result of analysis, it was found that (1) the students' need included the need of topic basic grammar based on the RPS and there were additional topic such as the use of Who & whom, affix-suffix & Prefix, and topic about idiom. It also found that the students can understand material but still confused to use it. Students need learning grammar individually by learning material using video, exercise and evaluation. For the structure of the materials, students want each topic consist of the definition, kinds, function and form of the topic explained. (2) to provide the students' need, basic grammar instructional material is designed based the result of students need. (3) instructional material through Moodle which was developed based on need analysis meets with the criteria of acceptability because the result of validation has a high validity based on expert experts questionnaire result..

Keywords: Instructional Material, ASSURE, Moodle, Basic Grammar

Ahmad Muhajir, 2022. *Pengembangan materi ajar grammar melalui Moodle kepada mahasiswa jurusan Pendidikan bahasa inggris UNISMUH makasar*, dibimbing oleh Andi Tenri Ampa and Bahrun Amin.

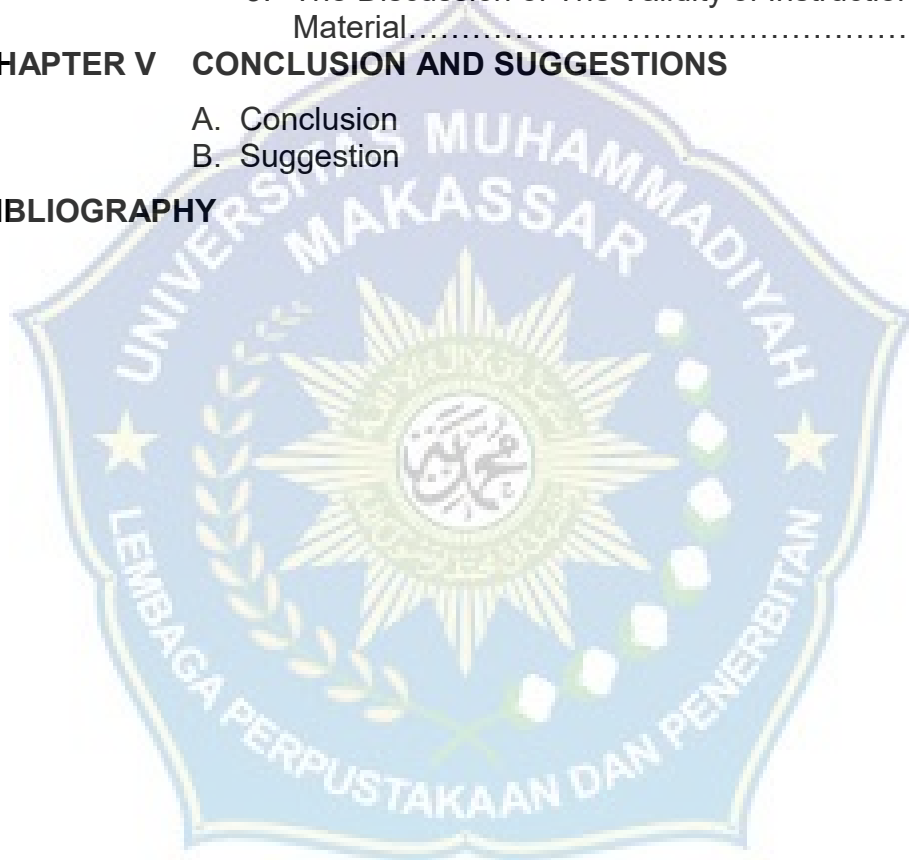
Penelitian ini dimaksudkan untuk mengembangkan bahan ajar tata Bahasa inggris melalu Moodle. Untuk mengembangkan bahan ajar, peneliti merumuskan pertanyaan penelitian sebagai berikut: 1) apa kebutuhan siswa dalam belajar tata bahasa inggris?: 2) apa gambaran materi tata Bahasa inggris melalui Moodle?: 3) bagaimana pengembangan materi ajar tata Bahasa inggris melalui Moodle?. Peneliti menerapkan desain Research & Development (R&D) dengan menerapkan Langkah-langkah model ASSURE yaitu analisis, menetapkan tujuan, memilih metode, media dan teknologi, memanfaatkan media dan teknologi, require, evaluasi & revisi. Subjek penelitian ini adalah mahasiswa semester dua jurusan Pendidikan Bahasa inggris fakultas keguruan dan ilmu Pendidikan UNISMUH Makassar. Dua validator juga berkontribusi untuk mengevaluasi dan memvalidasi produk penelitian. Pengumpulan data melalui dokumen yang berkaitan dengan pengembangan materi dan penyebaran questionnaire. Berdasarkan hasil analisis, peneliti menemukan bahwa (1) kebutuhan siswa meliputi topik sesuai dengan RPS dan meminta tambahan topic seperti topik who & whom, topik tentang affix-suffix & infix, dan topik tentang idiom, siswa masih bisa memahami materi pelajaran tetapi masih bingung untuk menggunakan dalam membuat kalimat. Siswa ingin belajar grammar dilakukan secara individu dengan materi pembelajaran disertai video, Latihan dan evaluasi materi. Dari segi susunan materi, siswa ingin susunan materi setiap topik yang di ajarkan terdiri dari definisi, kinds, fungsi dan bentuk. (2) untuk mengakomodir kebutuhan dan harapan mahasiswa maka dirancang materi pengajaran basic grammar melalui Moodle sesuai dengan hasil analisis kebutuhan. (3) materi ajar melalui Moodle yang dikembangkan berdasarkan analisis kebutuhan untuk memenuhi kebutuhan mahasiswa. Memenuhi kriteria akseptabilitas karena hasil validasi memiliki validitas tinggi berdasarkan hasil instrument angket validasi.

Kata kunci : Materi ajar, ASSURE, Moddle, Basic Grammar

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CHAPTER I

INTRODUCTION

A. Background

In learning language formally, grammar is a subject which the students should study in depth. The reason is that by mastering grammar, it will have an impact on mastery of language skills, grammar has the role for all language skills. It is supported by Harmer (2001), he states that Learning grammar is also very important in mastery communicative skill in English.

The main purpose of learning grammar is to help students in speaking or writing. As stated by A'yun (2019) the purpose of learning grammar is to help students recognize how the language is prepared with the purpose that when they articulate, examine, and write down. With English grammar competency, the learners can avoid mistake in composing sentence, such as states by Krashen (1982) that grammar has two rules, the first is as monitor (grammar is used to correct the learner mistake before making sentences), and the second is as subject matter (grammar is used in learning as knowledge).

Based on the preliminary research by the researcher when teaching intermediate grammar in the PKM Program, the learning material that used was PowerPoint. The material took from some resources and showed them by presenting while explaining using Google meet. For mid and final tests, the test was uploaded in google classroom. The researcher as a

teacher that time, should spend a lot of time checking it out one by one. In addition, Sometimes no exercise for students in each meeting. Therefore, from those reasons, the research completed teaching and learning intermediate grammar by designing instructional material through Moodle.

Moodle is abbreviation for Modular Object-Oriented Dynamic Learning Environment, which means a dynamic learning place by using object-oriented models (Cole & Foster, 2007). By using Moodle, it helped students in learning grammar, such as they can access anytime anywhere, there are some exercises, and students also can access by mobile phone or computer.

Instructional material has the important role to solve the problem in learning grammar. The word Instruction itself refers to anything that is done purposely to facilitate learning (Reigeluth & Carr-Chellman, 2009). Meanwhile, the word material is anything that can help teaching and learning process. Material expected will be able help students learn in a good way. One of the efforts that the teacher can do is developing material. As stated in Tomlinson (2013), instructional material includes anything which can be used to facilitate the learning of a language. Instructional material can be linguistic, visual, auditory or kinesthetic, and they can be presented in print, through live performance or display, or on cassette, CD-RoM, DVD or the internet".

There are some important uses of instructional material, such as to increase knowledge, ability, and skills of the students. It is also to give

students a chance to share experience that they need for new learning, and make permanent learning. Developing instructional material help the students in improving language mastery. Sutiyono (2014) mentioned that good instructional material has various activities that can attract students to learn material well. This is in line with Lewis & Hill (1992) language teacher and instructional material to cause efficient and joyful learning.

Not only the use of the instructional material, but also the researcher used Moodle which can be used to make a kind of assignment, material, and some tools from Moodle. The use of Moodle in learning process have some useful, such as can make an effective and efficient learning, improve the education performance, give problem solution to the learning difficulties, Moodle is easier to use, a good tool for education, a simple way to improve education (Sari et al., 2017).

Various researchers have conducted research related to developing instructional material. Such as Basri et al., (2016) analyze the students' needs and their proficiency for instructional materials. The results showed that in designing the instructional materials required the analysis of the students' needs. Ula et al., (2016) who had investigated instructional material for young learners using the 4D model. by applying all the steps, the researcher can make systematic lessons. Fadilasari et al.,(2020) developed instructional material using inquiry models. The other previous research is Utami et al.,(2019). They conducted research instructional material for integrated elementary school. As a result of their product,

English teachers choose the appropriate instructional materials which can motivate the young learners.

Furthermore, Effendi et al., (2017) conducted research about teaching grammar in the EFL context. Based on the result of the research, the students need suitable methods used by the lecturer, the difficulties faced by the students in understanding the structure because there are differences between structure English and Indonesia, and grammar mastery of the EFL students is fair. Yunita et al., (2018) conducted research needed analysis for English grammar. The results show students need a clear goal in learning grammar, learning approaches use story-based, deductive and inductive approaches, use story and technology in the learning process.

The other researcher also conducted research about Moodle. The first is came from Soliman (2014) conducted E-learning Moodle to develop students' language skills and activate independent learning. As the result of the study was Moodle can be used to develop EFL students' language proficiency and independent learning. The next researcher is about developing web based instructional material to promote independent learning in teaching speaking (Suriaman et al., 2018). The result of the study showed that web instructional material is effective and responded positively to promote independent learning.

From those explanations, the researcher developed instructional material in teaching grammar by adapting Moodle. It is very important to

develop material. With this in mind, learning materials was designed by using ASSURE design. ASSURE model is an acronym of **Analyze**, **State** Object, **Select**, **Utilize**, **Require**, and **Evaluate**. Based on some expert related to ASSURE model, it can be concluded that ASSURE model is suitable in using media and technology to create effective and efficient learning. by selecting ASSURE model, the researcher can analyze characteristics of the students before designing instructional material, then set learning goal, selecting material that used in the learning process and carry out appropriate evaluation and revision.

Since the above problems and reasons are in, the researcher was interested in conducting a research entitled: ***“Developing Instructional Material of Teaching Grammar Through Moodle to English Education Department Students of UNISMUH Makassar”***

B. Research Question

English grammar materials here refer to basic grammar for the second semester of English department students of UNISMUH Makassar. The problem faced by the students was the topic shown for them only in powerpoint while explained. Sometimes no exercise for the students to measure their understanding about the topic for each meeting. Based on those, the researcher formulated problems that are going to be discussed in this research paper as follows:

1. What are students' needs in learning grammar?
2. What is the description of instructional material of English grammar

through Moodle?

3. How is the validity instructional material of English grammar through Moodle?

C. Research Objective

Related to the research problems above, the objectives of this research were presented below.

1. To identify students' needs in learning grammar.
2. To describe instructional material of English grammar through Moodle
3. To validate instructional material of English grammar through Moodle

D. Research Significance

The research is expected that the result of this study gives significant contribution in terms of theoretical and practical. Theoretical contribution is this research is expected to give contribution in education as a method for learning English. For Practical contribution, hopefully the students get one alternative media, more enjoyable and easier in learning English grammar. Through this research, hopefully, this research be meaningful for the lecturers to recognize their lecturing process in English grammar. And For other researchers can use the result of this research as a comparative study.

E. Research Scope

In this research, the researcher only focuses on developing

instructional material for grammar to English education students through Moodle. Develop means the way of the researcher present grammar using Moodle and some tools that used to support lecturing process. English grammar here is basic grammar material for the second semester of English students in Muhammadiyah University of Makassar. The material itself, based on the lesson plan (RPS) that talk about *“Personal Pronoun and to be, Article & Noun, Adjective & Adverb, Pronouns & Determiner, Simple Present Tense & Present Progressive, Simple past Tense & Past Continuous Tense, Present Perfect & Past Perfect Tense, Questions, Passive Voice, Modals*. Those materials took from—English Grammar & How to Use it- by Robby Lou, as the main resource based on the RPS. Also, it was taken from some resources. Moodle is instructional media which was used in this research. This e- learning tool allows students to continue learning outside the classroom, help students to more understand the material by doing exercise. The E-learning Moodle has two main components, namely activities and resources. The activities include assignment, chat, choice, Database, External Tool, Forum, Glossary, Hotpot, lesson, Quiz, SCORM Package, Survey, Wiki, and Workshop.

CHAPTER II

REVIEW OF RELATED LITERATURE

The second chapter of thesis consists of a number of theorist and concepts that can be utilized as references in doing research. The literature review discussed about theories and concepts about Developing Instructional Material of Teaching Grammar Through Moodle to English Education Department Students of UNISMUH Makassar. In hadiths said that :

لَا يَتَّبِعُ لِلْجَاهِلِ أَنْ يَسْكُنَ عَلَى جَهْلِهِ وَلَا لِلْعَالِمِ أَنْ يَسْكُنَ عَلَى عِلْمِهِ

Artinya : Tidak pantas bagi orang yang bodoh itu mendiamkan kebodohnya dan tidak pantas pula orang yang berilmu mendiamkan ilmunya.” (HR. Ath-Thabrani)

Technology and the English language are equally important. One of the keys to mastering English is learning grammar. By learning grammar, someone can make sentences in communication. In this digital era, someone can transfer their knowledge not only in the classroom but also through technology such as websites or applications. In teaching grammar, using technology can make it easier in learning grammar by accessing the grammar material everywhere and anywhere. It also helps someone to discuss directly by giving comments or sharing the material through the internet.

A. Some Previous Related Research Findings

Some research about developing instructional models has been

conducted by some researchers. Manurung (2015) conducted research “internet based instructional material to improve speaking skill”. The aim of this research is to solve problems in speaking by using contextual internet-based instructional material. The results of study show that speaking skill can be improved with implementing internet-based instructional material. Utami et al.,(2019) who investigated English instructional material for integrated Islamic school. As a result of study, most of the teachers are unwilling to use beneficial materials because the classroom is overcrowded, they don't have enough skill in using technological knowledge and some other reason.

The other researcher is Gorbi Irawan et al., (2018) has conducted research using 4D Models in designing English instructional material. The researcher designing instructional material for economics faculty. as a finding of the research, the develop material evaluation, the content, the language presentation, and also the layout of the materials. As a result, developed material is categorized as excellent material. Furthermore, Fadilasari & Ahmad (2020) in research “Developing Instructional Material using Inquiry Model”. The development model used by the researcher was the ADDIE model. The aim of the research is developing instructional English materials. The result of study indicated that based on experts' judgment as well as product development result, the developed basic competency 3.1 & 4.1 and basic competency 3.2 & 4.2 were applicable to be taught to the seventh grade students of Junior High School as a topic

in English.

Sutiyono (2014) conducted research instructional material for speaking. The researcher using R&D Model. The finding of the research shows that the instructional material is effective for enhancing students' speaking skills. Kristanto & Mariono (2017) conducted research development instructional material using blended learning. The purpose of study is to know the feasibility and the effectiveness of instructional material using radio/audio media. As a result of study, instructional. Materials are practical to use.

The other researcher is about using Prezi as instructional material (Yusny & Nanda Kumita, 2017) The result shows that grammar mastery improves when the students learn using instructional material by using Prezi. Students also give positive perceptions about the use of Prezi.

Not only talk about instructional material, there are also some researches about using Moodle and Assure model, for instance, Sari et al., (2017) conducted a research "The Use of Learning Media with MOODLE Approach to Improve the Quality of Education". The study used literature study. They were taken from twenty journals that were accessed through online websites related to the discussion of Moodle. Based on the data that researchers got by using Moodle, a teacher can make learning material, quiz, electronic journals, etc. Students can also access it easily so that it can be more effective and efficient, there are eight factors that can influence the effectiveness of Moodle viewed from students'

perspective: intention, communication, format, information quality, performance result, benefit, satisfaction and system quality., And Moodle can make an effective and efficient learning, Moodle can improve the education performance, Moodle can give problem solution to the learning difficulties, Moodle is easier to use, Moodle is a good tool for education, Moodle can be a simple way to improve education.

Hakim (2018) has conducted a research entitled “Developing E-learning Moodle as learning Media”, the aim of this research is to find out the feasibility and effectiveness of Moodle-based E-learning as a media for learning management. Khoir et al., (2020) have conducted a research development of Moodle-based E-learning as learning media in research methodology subject. The model that researchers use is Research and Development (R&D). The result of this research is the form of some material called Courses that are arranged according to Rencana Program Kegiatan Pembelajaran Semester (RPKPS) which can be accessed on the website.

The research about developing learning document using ASSURE design (Fitriani et al., 2020) . The researcher produced learning document using ASSURE design to improve problem solving ability. 4D model is developmental model was used by the researcher. The study showed that learning documents is effective to improve student’s problem-solving ability. The last is the research about using ASSURE model in developing animation Video (Zubaedi et al., 2020) . The researcher uses Islamic

content for Islamic kindergarten schools English material, focused on seeing and listening activities. As the result of study, the product proved useful in teaching and learning processes in several Islamic education.

All of the researches above have similarities with this research. First, the research design of those researches is research and development. Second, those researchers develop or design Learning Materials using instructional material. Third, the product is developed based on the need analysis by the researchers. This research also has several differences with those previous researches. The first is the development models used in this research as the ASSURE Model. The second is the product designed in this research is an instructional material using Moodle. The researcher modified Moodle's show and learning content. And the third is the materials design in this research is English grammar.

B. Some Pertinent Ideas

1. The concept of instructional design model

a) Instructional design Model

Research and development are a method which is used to create a certain product and to examine the effectiveness of that product (Sugiono, 2011). According to Gall et al., (2003), educational research and development is a process used to develop and validate educational products, it means that R&D is a process which is used to develop and validate educational products. The result of research and development is not only the development of existing products but

to find the knowledge or the answer to practical problems. Some experts developing research and development, such as ADDIE (Analyse, Design, Development, Implement, Evaluation), 4D model (Define, Design, develop, Disseminate), ASSURE model (Analyse learner, State standard and objective, select strategies and sources, utilize resources, require learner participation, evaluate and revise). This research used the ASSURE Model (Heinich et al., 2002). The reason the researcher used the ASSURE model is because this model is effective when using media and technology.

b) Assure Model

Assure Model is an acronym of **A**nalyse, **S**tate Object, **S**elect, **U**tilize, **R**equire, **E**valuate. This model comes from the assumption of Gagne in 1985 that the teaching and learning process goes through several stages called "events of instructions". So, learning that has been designed well, starts by generating interest in the students, which is then followed by presenting new material, involving student feedback measuring their understanding (assessing) and forwarded to next activities. The next development is the shape and form of the ASSURE Model later coined by Heinich et al., in 1980s. Furthermore, Heinich et al., (2002) give explanation about ASSURE model:

1) Analyse learners.

The first step in using the ASSURE model is identifying the

characteristics of the students who will be participating in the learning process. Good understanding about characteristics of students will help in conducting the learner process and in rich learning objectives. In analysing student's characteristics consist of general characteristics, specific entry competencies, and learning style (Heinich et al., 2002). In general, characteristics will help in selecting instructional methods and media by looking at students' age, grade level and cultural factors. specific entry competencies relate with previous knowledge that students have or lack. Learning style refers to how the students perceive, interact with the other, or how the students respond emotionally (anxiety, aptitude, visual or auditory, motivation, and so on).

2) State objective.

The second step of assure is state objective. This step refers to each learner expected to achieve, New capability that learners should process.

3) Select Method, media and technology.

The third step is to select Method, media and technology. According to Heinich et al., (2002) , one of the roles in using media and technology is to change the instructional environment. Further, Heinich et al., (2002) explain that there are three steps in the selection process, they are determining

suitable methods, choosing a media format that is suitable in carrying out the method and the last is choosing, modifying, and designing specific materials to media format.

4) Utilize media and technology.

The fourth step is to utilize media and technology. This step needs consideration of how the material was applied. The purpose of this step is to know the appropriateness of the developed media. This process also involves the students. Heinich et al., (2002) suggested applying 5Ps. The first is to preview the materials: make advance plans such as how to utilize all the materials and exercise. The second is to prepare the materials: gather all information that is related to the topic. The third is to prepare the learning environments: make sure that all the students can access the Moodle (the researcher should register students' Moodle account). The fourth is to prepare the learners by giving information to students about learning objectives, kinds of assessment, the way to access material in Moodle. The last is to provide the learning experience: doing all the plans. From those explanations it can be concluded that in utilizing media and technology closely related to the planning stage in utilizing media and technology.

5) Require.

The fifth step is require. This step feedback and practice are part of this stage.

6) Evaluate and revision

And the last is evaluation and revision. This activity consists of revision or material that was made by the researcher.

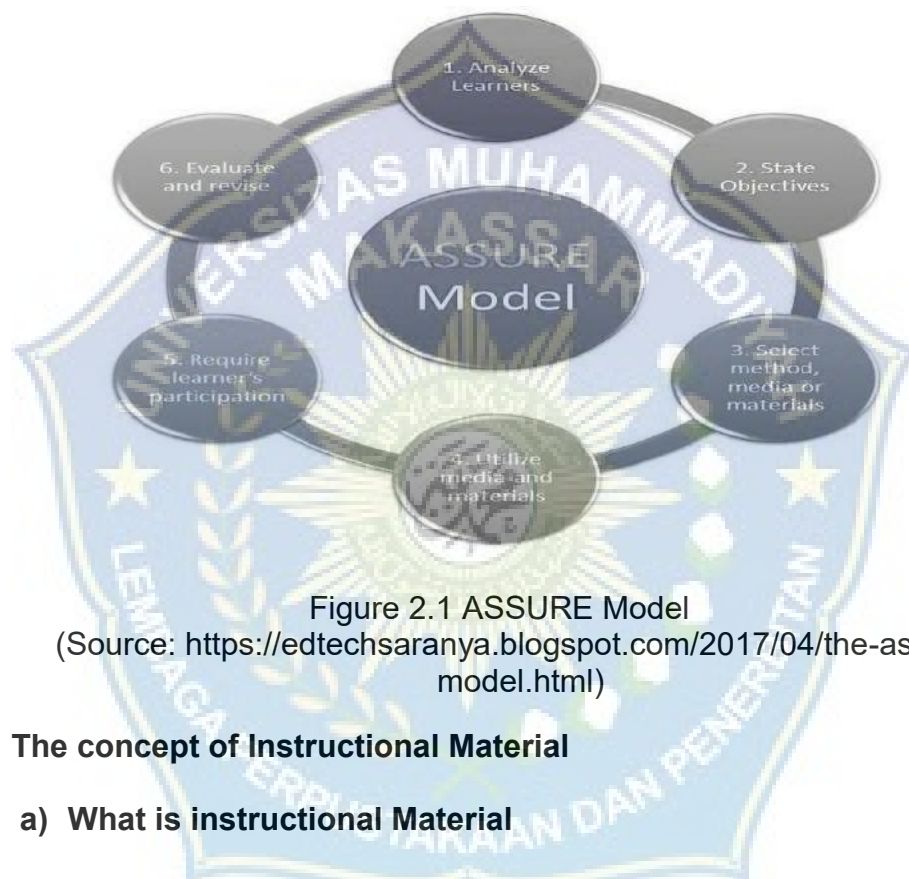


Figure 2.1 ASSURE Model

(Source: <https://edtechsaranya.blogspot.com/2017/04/the-assure-model.html>)

2. The concept of Instructional Material

a) What is instructional Material

Instruction itself refers to anything that is done purposely to facilitate learning (Reigeluth & Carr-Chellman, 2009). Instruction is defined as the whole process which is applied for teaching and for behaviour development for learners. Materials include anything which can be used to facilitate the learning of a language. They can be linguistic, visual, auditory or kinesthetics, and they can be presented in print, through live performance or display, or on

cassette, CD-RoM, DVD or the internet" (Tomlinson, 2013).

Instructional material is anything that can be used in facilitating learning. In the learning process, instructional material is the tool most frequently used. For instance books, worksheets, CDs with music, charts and graphs. Instructional material is a component in most language programs (Richards, 2001). The other scholar defined instructional material: whatever the tools which are used by teachers to help them to learn target language (Lange & Brown, 1996), tools which are used to increase the students' access to that language (Crawford, 2002). In short, instructional material is the tools that the researcher used in facilitating learning.

Instructional material is very useful in facilitating and influencing learners in the learning process. This is in line with Richards (2001) stated that instructional material has functioned as basic from language input which the learner receives and practice of the language that happens in the classroom. Furthermore, the success of teaching and learning process consist of six basic components of instruction (Suparman, 2012), Namely learners, learners who reach the instructional target, instructional process, teachers, curriculum and instructional materials. This is in line with Sutyono (2014) stated that through the instructional material, the students can learn a basic competency well and systematically.

According to Manurung (2017) instructional material can be

seen and divided into two, created and authentic instructional material. Created instructional material is designed which has a purpose based on the institution to be used for chosen and implemented curriculum. While authentic instructional material is instructional material developed based on the instructional objective in the syllabus or lesson plan. According to Tok (2010) , instructional material may consist of two forms. The first is printed (textbook, workbook, teacher's guide, readers, etc) and non-printed (audiotapes, videotapes and computer-based materials) . In addition, Tomlinson (2013) in terms of instructional purpose, language teaching materials consist of: informative (inform to the learner target language), experiential (preparing the learner with experience when they use the language), exploratory (discovering the language by the learner), and instructional material(promote the learner in using language).

Good English instructional materials are that can help the students' language development and acquisition. Tomlinson (2008) stated there are some criteria that can help learners and teachers in conducting English instruction, such as 1) the instructional material gives adequate experience with various types of text. 2) giving positive or interesting experiences through the use of interesting illustrations. 3) using some kind of multimedia to give the students various learning experiences. 4) help the students being independent

language learners. 5) giving additional material that consist of extensive listening and extensive reading. Furthermore, Hutchinson & Waters (1987) said that good instructional material is giving the learner adequate experience in using English to communicate. The other good English instructional material comes from (Richards, 2001), such as based on theoretically, maintaining learners' attention and interest, suitable with learner needs and background, providing examples in how language is used, providing meaningful activities, and providing for communicative and authentic language use.

b) Need Analysis

Before designing instructional material, need analysis is important. Therefore, the expectation of students about the learning would be in line and it would be rich. According to Richards (2001), **need** is deficiency, which means that the describe between what the learner is able to learn and what the learner does. Lange & Brown (1996) define need analysis as activities implicated in collecting information that will present as the principle for developing a curriculum that meets learning requirements of students. further Hutchinson & Waters (1987) define need analysis consisting of "necessities", "wants" and "lacks". **Necessities** relate to what the learners need to know. **Lacks** related to the existence of learners' language proficiency. This is very important because learners without foundation skills are frequently unable to focus in the learning process. Furthermore, **wants** relate to what the learner would like to pick up from

the language course. Based on the description above, the researcher conducted students' need analysis in order to design and develop instructional material through Moodle.

In this research the need analysis includes some indicators based on the Hutchinson & Waters (1987) they are necessities, lacks, and wants and some questions in the questionnaire also taken from (Nurjannah, 2019). Necessities include the ways of learning basic grammar, learning style, learning technique, the structure of materials, the importance of examples, exercise & evaluation, the presentation of materials. Lacks consist of the level of students and the use of media. Wants consist of the students' needs related to the topic.

Students need analysis, the topic itself based on the RPS but there was a blank option about other topics that students need. The second indicator is the level of students (beginner, advanced, and intermediate). This indicator proposed to give information to the researcher in creating the material, exercise and evaluation based on the students level. It also has an impact for the students to make them easier for to understand the topic.

The third indicator is the use of media. The use media consists of four aspects, they are the information about availability of basic grammar media (they never, ever, often, or seldom use media such as book, website or application). The function of this question is to know if the students ever use the kinds of that media, it made the students easier in

using Moodle. students opinion about basic grammar learning media (there are there choice, such as good enough to be used, good but not enough to be used, and not good & not good enough to be used in learning process), role of learning media (can understand material well, can understand material but still confused to use it, and can understand material and can used it), the ways learning basic grammar material (teach by someone, learn from book, or learn from other media such as internet).

The fourth indicator is learning style (audio, visual, or audio visual), the fifth indicator is learning techniques (individuals, in pairs, small group, or big group). The purpose of the fourth indicator is to help the researcher in selecting methods, media, and material that are suitable for the students. The last indicator is the sequences of learning activities. This indicator consisted of five aspects, they are the structure of material (definition, kinds, function, form, or all aspect), the importance of examples (not important, important, or very important), the presentation of materials (deductively, inductively), the importance of exercise (not important, important, or very important), and the importance of evaluation (not important, important, or very important).

c) Material Development

Material development refers to anything which is done by the researcher, teacher or lecturer that can be procedures, implementation, and evaluation of language teaching material design or the process of

production, evaluation, and adaptation from language teaching material (Tomlinson, 2013). Material developers might be able to tell stories, bring print, audio or video material, soft file and etc. whatever they do to serve, ideally, they do in principled way related what they know about how the way of language can be learnt effectively.

3. Material Evaluation

Materials evaluation may be characterized as a strategy or an efficient appraisal measuring the potential value(s) of materials on learners in connection to their objectives. In the other word, material evaluation means Principle of preparing useful information that is related to targeted materials in order to select or develop targeted materials with a reliable and valid approach. There are some reasons and purposes of material evaluation, such as the intention to adopt new coursebooks, to know the strength or weakness of the material (Cunningsworth, 1995), to select the course book and to decide the effectiveness of the coursebook while used (Tomlinson, 2009). Tomlinson & Masuhara (2004) stated that the purpose of evaluation is for re- development of material.

Talk about material evaluation, there are three categories of evaluation. The first is pre-use evaluation. Pre-use evaluation involves creating predictions about the potential value of material. The second is whilst-use evaluation. It measures the value of the materials when it is observing or using them. The third is post-use evaluation. It can measure the real effects and give information about the materials (Tomlinson,

2013). Further, there are some principles as basic in material evaluation:

- a) The materials have an impact to the learners
- b) the materials motivate the learners to learn effectively
- c) the material should help the learners to develop their confidence and independence
- d) material should help learner to use the language for communicative purpose
- e) the materials should consider different learning style for students
- f) material should serve useful content
- g) material should be flexible
- h) material give chance for teacher to adopt material based on students' need

Furthermore, instructional material used by the teacher should meet the validity of learning materials. Instructional materials that are developed for learning and teaching have an important role in causing a constructivist classroom environment. According to (Tomlinson, 2013), there are three aspects of validity to evaluate the learning material. They are psychological validity (it should be related to students need to promote independent learning or students centre approach), pedagogical validity (it is related with guidance, choice, reflection, exploration and innovation), and process & content validity (it is related to the methodology, content, authenticity, layout and design).

4. Moodle (Modular Object-Oriented Dynamic Learning Environment)

Moodle is an acronym for Modular Object-Oriented Dynamic Learning Environment. It is a software package provided for internet-based learning activities and websites that use social constructivist pedagogical principles. Moodle was created by Martin Dougiamas who has graduated in computer science and education, writing the first version in August 2002 with Moodle Version 1.0. Dougiamas started a Ph.D to begin "the use of open-source software to support the epistemology of consent and learning using an internet-based community." Although social laws make Moodle difficult to distinguish from eLearning platforms, Moodle has been accepted as an important factor of Moodle adoption. Other Moodle users, such as the Open University in the UK, have proven a Learning Management System that can be seen as "neutral pedagogical learning". Moodle is currently version 3.8 which was released on 18 November 2019. Related to Moodle with philosophy including Construction and Social Construction for education, emphasizing learners (and not just teachers) can contribute to educational experiences. Using pedagogical principles, Moodle provides a flexible environment for the learning community.

Moodle is E-Learning Activities and E-Learning Resources. These e learning tools allow students to continue learning outside the classroom, help students to more understand the material by doing exercise.

According to Soliman (2014) Moodle has many advantages such as: it supports the students to learn independently, because every student does tasks differently and an integrated learning environment. Students can keep their personal schedule to do their work at their own place and their own preferences (Nedeva & Dimova, 2010).

There are two main components in Moodle, Activities and Resources (Rice, 2011). Activities in Moodle include assignment, chat, choice, Database, External Tool, Forum, Glossary, Hotpot, lesson, Quiz, SCORM Package, Survey, Wiki, and Workshop. As stated in (Hakim, 2018), Moodle have:

- ✓ *Assignment* is used to give assignments or tasks to students online. Students can access the material (content) of the assignment and collect it by sending it directly.
- ✓ *Chat* is used by teacher and student for online interaction with each other by text (online text).
- ✓ *Forum* is an online discussion forum between teacher and students for discussing some topic that is related with learning material.
- ✓ *Quiz* is used by teacher to do online test
- ✓ *Survey* is used for polling opinions.

5. English Grammar

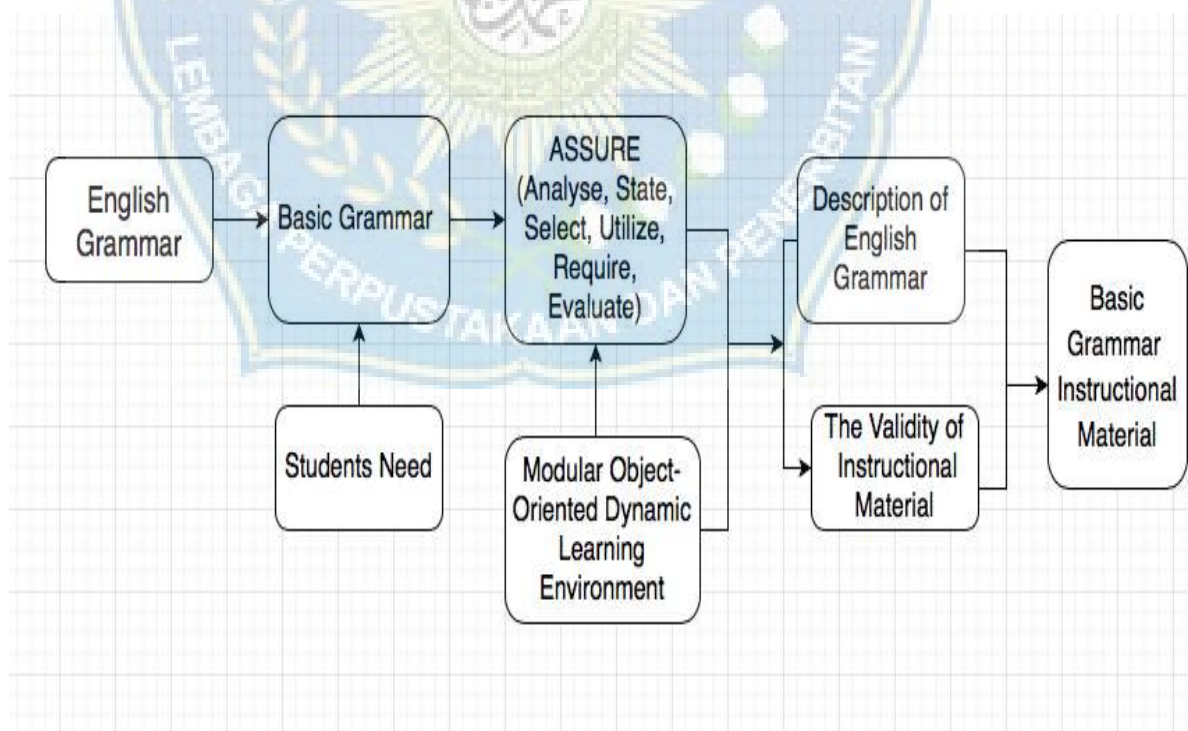
Grammar is a description of the ways in which words can change their form and can be combined into sentences in the language (Harmer,

2001). English grammar is a component of language that should be mastered in the teaching and learning process of language. The primary goal of learning grammar is to help students understand what they are learning, to aid students in understanding how language is constructed in order for them to be able to communicate effectively when they express themselves, assess the situation, and take notes. According to Weaver (1996), teaching grammar to EFL learners has been proposed to help students in internalizing the rules and patterns that they can apply in using language. In the learner's case especially English education students, grammatical rules enable them to understand and to apply how the sentence is arranged together. Another way of that, teaching grammar gives attention to the way in using grammatical patterns correctly.

Based on the preliminary research by the researcher when teaching intermediate grammar in the PKM Program, the learning material that used PowerPoint. The material took from some resources and showed them by presenting while explaining using Google meet. There was not specific material based on their knowledge level such as beginner, intermediate or advanced. For mid and final tests, the test was uploaded in google classroom. The researcher, as a teacher at that time, should spend a lot of time checking it out one by one. In addition, Sometimes no exercise for students in each meeting. The students practice more to measure their understanding about the material.

In this research English grammar refers to basic grammar that is conducted in the lecturing process in the second semester at English Education of Muhammadiyah University of Makassar. The material was chosen based on the Lesson Plan (RPS). Based on the RPS, basic grammar material includes: *“Personal Pronoun and To Be, Article & Noun, Adjective & Adverb, Pronouns & Determiner, Simple Present Tense & Present Progressive, Simple past Tense & Past Continuous Tense, Present Perfect & Past Perfect Tense, Questions, Passive Voice, Modals.* Those materials were taken from “English Grammar and How to Use it by Robby Lou”, and also from some resources. Grammar’s material was chosen from only some of them.

C. Conceptual Framework



Figures 2.2 Conceptual framework

The chart above describes the development of the instructional material for English grammar through Moodle based on the ASSURE model. In the Instructional phase, the researcher collected the existing English grammar material. The researcher gathered some sources related to the material of second semester (*Personal Pronoun and To be, Article and Noun, Adjective and Adverb, Pronouns and Determiner, Simple Present Tense and Present Progressive, Simple Past Tense and Past Continuous Tense, Present Perfect Tense and Past Perfect Tense, Questions, Passive Voice, Modals*).

After collecting the material, The researcher also shared questionnaires to the students for need analysis by looking for students' need, referring to the topic, level of students, the use of media, ways of learning, learning style, learning technique and the sequences of learning activities.. After that the researcher used the ASSURE development model. The researcher analysed the result of need analysis The next phase was the researcher state the standard & objective for each topic based on the RPS.

The next step is to select methods, media and technology. In this step, the researcher developed a web for Moodle. The researcher design and set up all contents and components, specify learning activities, Design Material in Moodle by putting each topic. After that, utilize technology, Media, and materials. In this step, the researcher makes sure that all the

tools in Moodle can be Accessible and accomplish the material. In this step, the description of English Grammar through Moodle was created.

The next step is the required step. In this step, the Moodle and basic grammar instructional material showed to the validator to check the product while doing evaluation. The result of the evaluation phase is to find out the validity of instructional material through Moodle. At the end, the product of basic grammar instructional material finished.



CHAPTER III

RESEARCH METHOD

A. Research Design

Since the objective of this research is to develop instructional material of English grammar through Moodle, this research is classified as Research and Development. In this research use quantitative data. The quantitative data are the result of a questionnaire from the students' need analysis and questionnaire from the validator.

The researcher adopted the ASSURE Model, because this model is effective when using media and technology (Heinich et al., 2002). This research has 6 steps, they are analyse learner, state standard & objective, select method, media, and material, utilize media and materials, require learner participation, and evaluation.

In analyze The purpose of analyzing characteristics here is to find out the need of topic grammar material, the level of students, the use of media, learning style and the sequences of learning activities.

The second step is state standard & Objective. Learning objective is a statement which describes the competencies that are acquired by students after going through the learning process. In this step the researcher followed the objective on RPS basic grammar.

The third step is select method, media, and material to enrich the goal that was mentioned before. The media that researcher used such as

text, picture, video, audio by putting into Moodle. Material shown in various ways, such as showing them unfamiliar certain words that related the topic, using PowerPoint for presentation, Wikipedia and so on. English grammar material taken from some references, then put into Moodle. Moodle itself needs internet access to conduct the learning process and also can be accessed directly through mobile phone.

The fourth step is Utilize technology, media, and materials. Before using this step, the researcher previews the materials: make advance plans such as how to utilize all the materials, quiz and exercise. Continue to prepare the materials: gather all information that is related to the topic. The third is to prepare the learning environments: make sure that all the tools Moodle can be accessed.

The fifth step is to require students to participate. In this stage, feedback and participation is needed. Students' participation may question and answer, discussion, group work, and other strategies to make them active. The last step is Evaluation and Revision Evaluation and revision is one of the essential components to the development of the quality of instructional material. The product was given to the validator to validate the product.

B. Research Subject.

This research was conducted in Muhammadiyah University of Makassar. The researcher chooses this university as a part of research because the researcher is a student in the magister program. The subject

of this research is English students from the second semester to find the need analysis. The researcher shared the questionnaire to one student each class then that students share the questionnaire to their friends' group. As the result, there are 19 students participated to fill the online questionnaire by google form. Participant of this study is two validators. The first validator is for validating the Moodle that researcher made. For Moodle validator has some characteristics such as minimum master degree, majoring English, has certificate as lecturer and has capability related to IT. The second validator is validator for material. This validator validated basic Grammar material in print out material and material that researcher put in Moodle.

C. Research Instrument

According to Sugiono (2011) research instruments are tools which are used to survey the realm and social phenomena which are observed. In this research, the researcher use:

1. A Questionnaire For Students' Need Analysis

This questionnaire was given to students to find out the information or data from students about topic grammar material , the level of students, the use media, learning style and the sequences of learning activities. The result of the need analysis questionnaire would answer the second research question. The first indicator is topic grammar material needed by the students. The topic itself was based on the RPS but there was a blank option about other topics that

students need. The second indicator is the level of students (beginner, advanced, and intermediate).

The third indicator is the use of media. The use media consisted four aspects, they are the information about availability of basic grammar media (they never, ever, often, or seldom use media such as book, website or application), students opinion about basic grammar learning media (there are there choice, such as good enough to be used, good but not enough to be used, and not good & not good enough to be used in learning process), role of learning media (can understand material well, can understand material but still confused to use it, and can understand material and can used it), the ways learning basic grammar material (teach by someone, learn from book, or learn from other media such as internet).

The fourth indicator is learning style (audio, visual, or audio visual), the fifth indicator is learning techniques (individuals, in pairs, small group, or big group). The last indicator is the sequences of learning activities. This indicator consisted of five aspects, they are the structure of material (definition, kinds, function, form, or all aspect), the importance of examples (not important, important, or very important), the presentation of materials (deductively, inductively), the importance of exercise (not important, important, or very important), and the importance of evaluation (not important, important, or very important).

No	Indicators	Item No	Total
1	The learner conception about intermediate grammar	1	1
2	The learner Knowledge Level	2	1
3	The learners' goal in learning Intermediate Grammar	3	1
4	The availability of intermediate grammar media	4,5,6	3
5	Learning Style	7,8	1
6	Type of learning activity	9,10	2
7	Kind of Material	11	1
8	The importance of example	12	1
9	The presentation of material	13	1
10	The importance of exercise	14	1
11	The importance of evaluation	15	1
Total			14

2. Document for Modul.

Documentation here is the content of basic grammar material that researchers made which consist of some topics. The contents gathered from some sources, such as *Fundamentals of English Grammar*, *English Grammar and How to Use it*, *English Grammar in Use*, *A Practical English Grammar*, and *Living English Structure*.

3. Questionnaire For Validator.

There are two questionnaires for the validator, the first is the questionnaire for Moodle validator and the second is questionnaire for material validator. Questionnaire for Moodle was used to validate the design of Moodle. The instrument consists of ease of use & navigation and interface design, which include 11 item aspects that the validator checked, they are 1). the layout is good, 2). the suitability between the material and the media used, 3). Font & Text Quality, 4). match speed and tempo display, 5). clarity of message/material, 6). Colour suitability, 6). The colours are compatible with the background, 7). The application is easy to use, 8). the presentation of the application is attractive, 9) The clarity of the sound in video, 10) The attractiveness & visualization of the media, 11). The application is safe to be used.

The questionnaire for materials was used to validate basic grammar materials. The indicator of an instrument consists of content of cognition and scope of learning which include 11 rated aspects that should be checked, they are: 1). The materials presented are easy to understand, 2). The presented examples can help the students to understand the materials, 3). The exercises can help the students to improve their comprehension, 4). Evaluations can help the students to

measure their comprehension, 5). The presented materials are appropriate to be used for learning materials, 6). The presented materials are comprehensive, 7), The presented materials are explicit to be understood, 8). The material presentations are right and good, 9). The exercises are good to improve students' knowledge, 10) The evaluations are good, 11). The language used in Moodle is understandable.

D. Data Collection

Questionnaire for need analysis was given to the students by google form. The researcher shared the questionnaire on January 23rd, 2022 until January 31st, 2022. The need analysis questionnaire consists of 3 parts, they are introduction, personal identity (Name and class), and question of questionnaire (the students need to relate the topic, their level, etc.), need analysis questionnaire distributed to one of students each class then they share to their WhatsApp group.

For Moodle validator, the questionnaire was given directly in print out. The questionnaire consists of 4 parts, introduction, instruction, questionnaire (11 rated aspect), and conclusion (proper or not proper to be used). Moodle Validator took 10 days to validate the product (July 29th, 2022- Aug 8th, 2022) Meanwhile, a material questionnaire was given to the validator by sending via WhatsApp. The researcher sent a questionnaire, printed out basic grammar materials, and also used it to access Moodle. Material validator took 8 days (Aug 9th, 2022- Aug 16th, 2022).

E. Data Analysis Technique

In this research, data is used as qualitative and quantitative data. The qualitative data is the critics, comments, or suggestions from the validator. The researcher interpreted the qualitative data and used the interpretation to revise the product. Besides, the quantitative data from the validator and the students analysed using some steps as follows:

1. Need analysis questionnaires

The data of the need analysis questionnaire analysed using frequencies and percentages (sugiono, 2011). Each question which has the highest percentages of the answer was considered representing the students' needs. The percentage can be calculated by formula:

$$P = \frac{F}{N} \times 100$$

(<https://www.chegg.com>)

Where:

P=Percentage

F= Frequency

N= Total of Respondent

2. Validation Questionnaire

- a. Calculate total score and the mean score from each component. The mean score can be calculated:

$$X = \frac{\sum X}{N}$$

(<https://www.cpp.edu>)

Where:

X = the mean of each component

$\sum X$ = the total existing score

N = the score ideal of every component

- b. Determine the interval of the interpretation of the mean score. the interval can be formulated as follows:

Form an interval table

Table 3.1 Form Interval Table

No	Mean Score	Properness Category
1	4,1-5.0	Very Good
2	3,1-4.0	Good
3	2,1-3,0	Fair
4	1,1-4-2,0	Poor
5	<1	Very Poor

(Source: Arikunto, 1993)

- c. The result of mean score was used to give the interpretation of the properness of the product using above category.

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

1. The Students' Need in Learning English Grammar.

The result of the need analysis was used for the researcher as the guidance in designing instructional material through Moodle. The students' need refers to the topics of basic grammar, level of students, the use of media, ways of learning basic grammar, learning style, learning technique, the sequences of learning activities.

- a. The Students' Needs Related To The Topic Of Basic Grammar Material.

Table 4.1 Topic of Grammar Materials needed by students

No	Topics of Basic Grammar	Total Of students	
		F	%
1	Personal Pronoun & To be	19	100
2	Article & Noun	19	100
3	Adjective & Adverb	18	90
4	Present & Continuous Tense	17	80
5	Simple & Past Continuous Tense	17	80
6	Present & Past Perfect	17	80
7	Question & Statement	18	90
8	Active & Passive Voice	17	80
9	Other materials: Who and whom, Prefixes, suffixes and infixes.	1	10
10	Other Materials: Idiom	1	10

In table 4,1 show that students agree with the topic based on the RPS, so all the topic above put in the learning material. For the other material, also put in learning material as additional topic.

b. The Level of Students

The following table showed the percentage of the students' English level gained from the need analysis questionnaire from respondents.

Table 4.2 English Level In Basic Grammar

English level	F	%
Beginner	10	52,6%
Intermediate	5	26,3%
Advance	4	21,1%

Table 4.1 shows that in terms of students' level, the results showed that students more beginners level than intermediate. The data get by using the percentage formula. So, in designing instructional material, the materials were made for beginners.

c. The Use Of Media

The following table showed about learning media in learning basic grammar gained from the need analysis questionnaire from 19 respondent.

Table 4.3 The Percentage of The Information About Availability Of Basic Grammar Media

The Availability of media	F	%
Never	1	5,3%
Ever	11	57,9%
Often	7	36,8%
Seldom	-	-

From the use of media, it shows that students ever used media such as book, website or application. So, it helped them in accessing Moodle.

Table 4.4 The Percentage of Students' Opinion About Basic Grammar Learning Media

Opinion about Basic Grammar	F	%
Good and enough to be used in learning process	12	63,2%
Good but not enough to be used in learning process	6	31,6%
Not good and not enough to be used in learning process	1	5,3%

Table 4.4 asking about the students' opinion of basic grammar learning media, the result shows basic grammar learning media (book, website and application) is good and enough to be used in the learning process. the researcher designed the instructional material through Moodle using the internet that students can access anytime and anywhere, which the

appearance looks like a media that they ever use (book, internet).

Table 4.5 The Role of The Learning Media For The Students

Role learning Media	F	%
Can understand material well	1	5,3%
can understand material but still confused to use it	15	78,9%
Can understand material and can use it	3	15,8%

Table above asks about the role of the learning media for the students. Students claimed that they can understand the materials but still confuse how to use it in the real situation. so, the researcher gave them some explanations, examples and exercises to make it easier to understand or use in real situations.

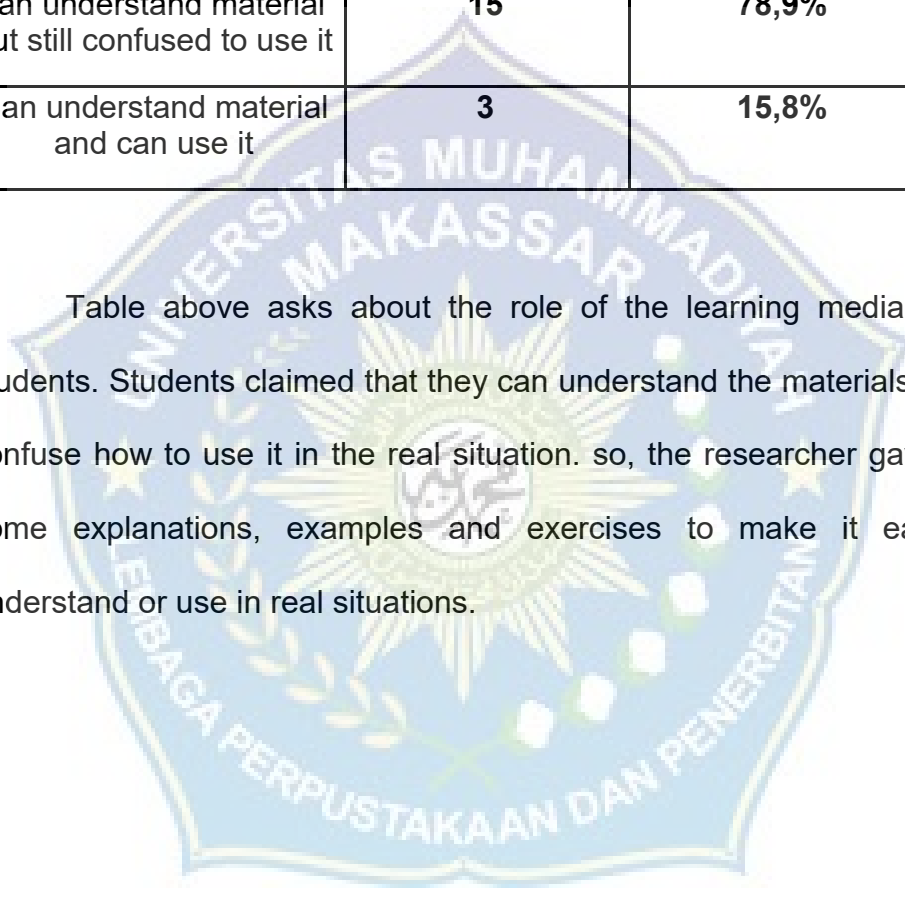


Table 4.6 The Percentage of Ways Learn Basic Grammar Material

Ways Learn Basic Grammar	F	%
I'm taught by someone (teachers/friends/others)	11	67,9%
I learn from book	1	5,3%
I learn from other media such as internet	7	36,8%

From the result above, the highest frequency is students chose to be taught by someone and learn from other media such as the internet. so, the researcher tries to combine this by using the internet for this instructional material with video as taught by someone.

d. Learning Style

The following table showed the information about Learning style.

Table 4.7 The Percentage of Learning Style

Learning Style	F	%
Audio	1	5,3%
Visual	2	10,5%
Audio Visual	16	84,2%

From the data above, most students' learning style is audio visual, so the researcher put video for each topic in Moodle.

e. Learning Techniques

The following table showed the information about the learning techniques of learning basic grammar materials gained from the need analysis questionnaire from 19 respondents.

Table 4.8 The Percentage of Learning Techniques

Learning Technique	F	%
Individual	7	36,8%
In Pairs	3	15,8%
In small Group	5	26,3%
In big Group	4	21,1%

From the data above, most students' learning technique is individual, so the researcher designed the material by accessing it individually, exercising individually and supporting video for each topic.

f. The sequences of learning activities

The following table showed the information about the sequences of learning activities gained from the need analysis questionnaire from 19 respondents.

Table 4.9 The Percentage of Structure of Material

Structure of Material	F	%
Definitions	1	5,3%
Kinds	1	5,3%
Function	1	5,3%
Form	-	-
All Aspect	16	84,2%

The percentage of Structure of Material (Table 4.8) most of the students which were **16 (84,2%)** wanted all aspects (definition, kinds of material (topic) talking about, function, form, and time signal) and the other indicator, each of them only 1%.

Table 4.10 The Percentage of The Importance of Example

The Importance of Example	F	%
Not important	1	5,3%
Important	6	31,6%
Very Important	12	63,2%

From the table above, the importance of Example, students choose that example is very important, so the researcher put examples in every explanation of the topics.

Table 4.11 The Percentage of Presentation of Materials

The Presentation of Materials	F	%
Deductively	14	73,3%
Inductively	5	26,3%

From the table of the presentation of material (Table 4.10), there were 14 students chosen to present material deductively, so the researcher made the material by explaining the formula first, then followed by examples.

Table 4.12 The Percentage of The Importance of Exercises

The importance Exercise	F	%
Not important	1	5,3%
Important	11	57,9%
Very Important	1	5,3%

Table above shows that important to give exercise for each topic. So, the researcher put exercise for each topic. The exercise used such as essay, short answer, multiple choice and true or false,

Table 4.13 The Percentage of The Importance of Evaluation

The Importance Evaluation	F	%
not important	-	-
Important	10	57,9%
very important	9	47,4%

Table above shows the importance of evaluation. Students choose important to give evaluation. So, the researcher put evaluation at the end of the meeting by putting some questions for every topic.

2. The Description of Instructional Material of English Grammar Through Moodle.

In this stage, the researcher produces instructional material based on the need analysis questionnaire. the researcher set up specific objectives and learning activities. Continue by creating the contents or what materials should be put in every meeting. In addition, the learning activities are also designed to combine with the course content such as exercise or evaluation. The syllabus of basic grammar was put in front page design as reference for all activities. Modular Object-Oriented Dynamic Learning Environment (Moodle) is an instructional media in this study.

The instructional material through Moodle was designed by following the result of students' need analysis. Although, in designing this instructional material, there are considerations but the result of the need analysis questionnaire is still being used as the main reference. The

design seen in the pictures below.

1) Front Page

After opening the link, the web application appeared. The function is as a start page to continue to the next page by signing in with the user. The researcher itself made an account by registering via Gnomio by inserting site name and email. For students themselves, they can be registered by inserting their name or student number and email for confirmation. There are many types of user account that can be assigned to Moodle user:

a) Administrator

administrator has a role to set the site in general. such as, set the site's appearance, set user privilege, set what kind of menu will be put in Moodle and as the main key in running Moodle.

b) Course creator

Course creators can create a course and teach within them and assign teachers.

c) Teacher

The teacher itself concludes as a teacher with editing and without editing. A teacher with editing can populate a course with activities and provide learner feedback (grades, assignment comment etc.), meanwhile without editing permission can provide learner feedback only (grade, assignment comment etc.)

d) Students

The students are users which learn the course. In accessing the

course, students should register first before accessing it (can interact with course content only).

2) Dashboard

After entering the site/Moodle, it will show the dashboard view. the users see Recently accessed course and course overview. if the users will access the other content, they just need to click “site home”.

3) Site Home

After choosing the site home, the user will see a list of Available Courses, so they just need to click “basic Grammar” then all the topics will appear.

4) Course View

This is the view of Basic Grammar Material based on the result of Need Analysis of the students. In Constructing and building up all contents and components based on the Lesson plan (Rencana Pembelajaran Semester). Basic grammar itself consists of thirteen meetings which consist of some topics. they are; *“Personal Pronoun and To Be, Article & Noun, Adjective & Adverb, Pronouns & Determiner, Simple Present Tense & Present Progressive, Simple past Tense & Past Continuous Tense, Present Perfect & Past Perfect Tense, Questions, Passive Voice, Modals.* There is also additional material/topic based on the result of need analysis, such as Who and whom, Suffixes, Infixes, Prefixes, Writing/Saying Dates, Common Sentences and Idiom.

The materials above were adopted from various sources, such as books, e-books and the internet (youtube for audio visual). Considering

Moodle as software in this research, the researcher uses a site <https://aajieer.gnomio.com/>. in this Moodle, the lecturers are free to add, change, or use it based on their needs. The lecturer also qualifies in revising material or contributing their material for students' needs. in online materials, assessment, feedback, and chat forums used by students to ask for a solution if they found problems while using it.

The topic of the materials was developed based on the result of students need analysis in line with the objective of the course in the learning plan. the materials developed to help the students in learning grammar by accessing video from YouTube, PowerPoint or some e-books. based on the result of need analysis, the students' level as beginners.

In arranging the material based on the topic, the first thing that the researcher doing by putting putting learning Goals for related topics (CPMK) and Indicators such as **CPMK** *“Able to analyze and explain the use of Personal pronouns and To be”* Indicators *“Analyze and use appropriate to be in English sentences”*. After that, the researcher gave an explanation of the topic.

a) Personal Pronoun & To Be

In this topic, the first thing that researcher did by putting sub CPMK and Indicators, after that the researcher put kinds of personal pronoun/to be, followed by function and the last is the form of personal pronoun and to be. In addition, there also video from YouTube that students can access for audio visual learning style.

picture as Wikipedia in Moodle and also quiz. (see appendix VII Number 1)

b) Article & Noun

In this topic, the first thing that researchers did, by putting sub CPMK and indicators. then continue to give explanations of the kinds of articles (definite & Indefinite article), definition of definite & Indefinite article, the rules using definite and indefinite articles, and videos from youtube. The quiz consists of 2 essays by completing using articles, 1 error analysis.

For Noun topics, there is definition, kinds, form of noun, rules to make nouns from singular to plural and examples. For noun quiz, it includes matching quiz (the students need to drop the answer) and short answer questions. Both articles and nouns have video explanations from YouTube. (see appendix VII Number 2)

c) Adjective & Adverb

For adjective topic, the researcher put sub CPMK and indicators, followed wiki (picture include the conclusion of adjective), then continue to the explanation which include kinds of adjective (Limiting and Descriptive adjective), kinds and examples, there is Power point file, and video from YouTube.

For adverb topics, there is definition of adverb, Function of adverb (Modifier of adjective, verb, phrase and sentences), kinds of adverb (based on its meaning and function), form and examples. Both Adjective and Adverb also have video explanations from

YouTube. For exercises (quiz) include drag & drop quiz, matching questions, essay question (correct the sentences if wrong). (see appendix VII Number 3)

d) Pronouns & Determiner

For pronouns topics, the explanations include sub CPMK & Indicators, definition, kinds, function, examples. Power point explanation, quiz (short answer question). (see appendix VII Number 4)

e) Simple Present Tense & Present Continuous Tense

Simple presents and present continuous tense topics include form, time signal, function, PowerPoint and video from YouTube. for quiz itself, multiple choice (simple present), short answer (present continuous tense), translate (simple present & present Continuous tense). (see appendix VII Number 5)

f) Simple Past & Past Continuous Tense

Simple Past & Past Continuous tense topics consist of form, time signal, function, video explanation from YouTube, quiz includes short answer question (Simple past), short answer (Simple Past & Past Continuous tense), short answer (simple past), essay (Past Continuous & Simple Past). (see appendix VII Number 6)

g) Present perfect & Past Perfect

This topics' explanation consists of a time signal (both present and past perfect has same time signal), followed by form, function (there are examples also), power point, and video. For the quiz itself,

there are 4 quizzes for present perfect, true/false, short answer, and essay. quiz for past perfect include matching question and short answer. (see appendix VII Number 7)

h) Questions

For questions, the topics consist of definition, kinds (yes/no question & Information question), characteristics, the way to make a question, and examples. there is also PowerPoint and video from YouTube. for quiz, there are 10 numbers in drag and drop format. (see appendix VII Number 8)

i) Passive Voice

For adjective topic, the researcher put sub CPMK and indicators, followed by the definition, kinds, formula (16 tenses), requirement to make passive voice sentences, the sentences cannot be passive, variation of passive (modal, ditransitive and question), power point, video from Youtube. for passive voice questions include true or false (passive voice present tense, past tense, future tense, present continuous, past continuous, present and past perfect, future perfect and modals). (see appendix VII Number 9)

j) Modals

For modals topic, it includes sub-CPMK and indicators, followed by kinds of modals (conclusion & Spontaneity meaning), each explanation of kinds of modal consist of characteristic (meaning= Conclusion meaning or spontaneity meaning, form,

sentences (+ or -), tenses (4 tenses, 1 form), patterns, and examples. There is a video explanation from YouTube too. for Modals quiz, it includes essay questions. (see appendix VII Number 10)

k) Additional Material

Additional material is material that researchers made based on the result of the need analysis questionnaire. It consists of Who & Whom, Suffix, Infix and Prefix and idiom. For the Who & Whom topic, the researcher put the explanation about who & Whom in WH Question and Who & Whom in the Adjective Clausa. for Suffix, Infix and Prefix topics consist of definition and examples. There is a video at the end and no quiz for this topic. The next topic is about idioms, the researcher put 46 examples and explanations about those idioms. (see appendix VII Number 11)

l) Evaluation

Evaluation topic includes 52 numbers, true or false. it consists of 3 numbers for personal pronoun, 3 numbers for to be, 8 numbers for article, 5 numbers for noun, 10 numbers for adjectives & Adverbs, 6 numbers for pronoun, 5 numbers for Simple present & Present Continuous, 3 numbers for Present & Past Perfect, 2 numbers for questions, 4 numbers for Passive voice and 3 numbers for Modals. (see appendix VII Number 12)

3. The Validity of Instructional Material of English

Grammar Through Moodle

a. The Validity of Moodle

The validity of the Moodle was conducted by giving the result of the product to the validator.

Table 4.14 The Result of Questionnaire for Validation for Moodle

No	Rated Aspect	Validator	Properness category
1	Display/design quality	5	Very Good
2	Compatibility between the material and the media used	5	Very Good
3	Font/text quality	5	Very Good
4	Media display speed and tempo Compatibility	5	Very Good
5	Clarity of message/material	5	Very Good
6	Appropriate the use of color	5	Very Good
7	Ease of operation	4	Good
8	Coherence of display	5	Very Good
9	The clarity of the sound in the video	5	Very Good
10	Media appeal and visualization	5	Very Good
11	Media is safe to use	5	Very Good
	Mean	4,9	Very Good

Table 4.14 shows the result of Moodle validation. There were eleven indicators assessed by the validator. The table showed that based on the result of the validator, the product is very good with mean score 4,9. it means that the product is proper to be used without revision.

b. The Validity of Contents of Basic Grammar

The validity of the Moodle was conducted by giving the result of the product to the validator.

Table 4.15 The Result of Questionnaire for Validation of Basic Grammar Materials

No	Rated Aspect	Validator	Properness category
1	The materials presented are easy to be understood	4	Good
2	The presented examples can help the students to understand the materials	5	Very Good
3	The exercises can help the students to improve their comprehension	5	Very Good
4	Evaluations can help the students to measure their comprehension	5	Very Good
5	The presented materials are appropriate	4	Good
6	The presented materials are comprehensive	4	Good
7	The presented materials are explicit	5	Very Good
8	The material presentation is right and good	4	Good
9	The exercises are good	4	Good
10	The evaluations are good	4	Good
11	The language used in the application is understandable	5	Very Good
	Mean	4,45	Very Good

Table 4.15 shows the result of material validation. There were eleven indicators assessed by the validator. The result of the validator, the product is proper to be used with revision. There are some notes from validator for printed material, such as:

- a) Instruction or written explanation still used English such as

explanation about the topic. (Article Topic)

- b) Be Consistent with the content, such as explanation using unbold word, example in italic or bold. (Noun topic)
- c) Miss spelling (Definisi)
- d) Be consistent in using kind of Fonts. (Question Topic)
- e) Overall, the content good enough but still need rearrange, it will better if each topic separate. (printed materials)

4. The Result of Product Revision.

After Validating by the expert, the product revised based on the result the validation questionnaire. The result of product revision is in the basic grammar materials. it can be seen on the picture below.

1. Definite Article: THE	
2. Indefinite Article: A, AN [11]	
Definition:	Articles are words that define a noun as specific or unspecific.
Kinds	1. Definite Article: THE 2. Indefinite Article: A, AN Definite article is certain article which is used to show the thing, people or something that clear or certain object. The indefinite article is the word article A, AN which is used to indicate an object, person and so on that is not clear or not yet certain.
Function	The rules penggunaan article THE: a. The dapat digunakan untuk menunjukkan sesuatu yang

Figure 4.5 Revision of Material

Based on the comment of second validator, the introduction or written explanation such as definition still used English. So that's way, the researcher revised basic grammar material into English explanation for definition of the topic. The researcher also revised bold word in the

product, only bold the word for “definition, kinds, form, function and example”. For suggestion to consistent in using font, the researcher used times new roman for all the topics.

B. Discussion

1. The Discussion of Need Analysis.

Need analysis of the students is being a crucial part because the feasibility of a product is measured based on the needs and demands of users. as stated by Lange & Brown (1996) need analysis as activities implicated in collecting information that will present as the principle for developing a curriculum that meets learning requirements of students.

In measuring students' needs, the researcher try to find the students' needs related to the topic of basic grammar, The level of students, The use of Media, Ways of learning basic grammar, Learning Style, Learning Techniques, and The sequences of learning activities.

As the result of the need analysis, the students agree with the topic based on the lesson plan and some of students give additional topic out of the lesson plan, the instructional material made for beginner level, they ever used media in learning such as book and website, they want to learn individual, the material created for audio visual, there are examples, exercise & evaluation each topic. So, the researcher tried to use Moodle in developing instructional material. The Moodle appears like a website that they can access anywhere and anytime in www.aajjeer.gnomio.com, there is some kind of activities that they can be used by accessing

Moodle.

In line with, Suriaman et al., (2018) found that instructional material should be developed as required and needed by the students with more interactive, motivating and interesting such as using Web-based instructional material. Using web-based Instructional material not only update the way of students in learning but so present and attractive present an attractive and interactive approach. So it can be concluded that the result of need analysis is important thing in designing instructional material to make attractive and interactive approach. Furthermore, Tomlinson (2008) state the benefit of instructional material is giving interesting or positive experiences, using some kind of multimedia to give various learning experiences, and helping students be independent learners.

2. The Discussion of Description of Instructional Material.

Instructional material through Moodle is one of the best way to help students in learning grammar. It allows to access the instruction anytime and anywhere. There are many research found that learning using instructional material can increase the learning ability of the students and their willingness in participating in teaching and learning process (Manurung, 2015)

In designing instructional material through Moodle, the researcher need step by step guide to design the model. The researcher studied and reviewed related literature. The result of need analysis and material that

researcher made also has importance role until the researcher comes to the Assure Model. The instructional material for each topic consist of the definition, kinds, function & form, present deductively with examples, exercise, evaluation and video.

3. The Discussion of The Validity of Instructional Material.

Based on the result of the validator questionnaire, the instructional material is very good in term of display, audio, video, text, font and media. To measure the validated of multimedia materials, it needs to validate the quality of component such as text, video, content, audio, image, animation, and interactivity (Ivers & Barron, 2002).

After the design of Moodle was verified by expert, the next step that researcher conducted was to develop instructional material that are parallel with students' need. the material were developed carefully so that it can meet the result from the students' need analysis.

After validated by Moodle validator, the next step is validate the basic grammar materials. the materials that put in Moodle has some revision such as the way researcher put the explanation of definition from the topic. The validator suggested to use English. The researcher also got suggestion about the arrangement of material for print out materials. the result from materials' validator is 4,45 which classified as very good, it can be concluded that instructional materials of teaching grammar through Moodle is valid. As stated by (Tomlinson, 2013) that one of the aspect that categorize instructional materials are valid is be autonomous. It means that: 1) the materials promote self -made learning, 2) the materials

promote learners to predict, discover and try-out several alternatives, 3) the materials implicated the learners in feeling about the learning process and participating a variety of different types of learning activities, 4) they enable enough time to think on their learning, 5) the materials help personal learners expose their learning style and study habit, 6) they promote learning activities and self-monitoring.



CHAPTER V

CONCLUSION AND SUGGESTION

. Conclusion

1. Based on the need analysis questionnaire, necessities includes the ways learning basic grammar, learning style, learning technique, the structure of materials, the importance of examples, exercise & evaluation, the presentation of materials. Lacks consist of the level of students and the use of media. Wants consist of the students need related to the topic.

The Result of students need in necessities, they are they learn basic grammar is taught by someone **(67,9%)**, In the learning style, most students are audio visual (84,2%), In terms of Learning Techniques, most students' learning technique is individual (36,8%), the structure of materials (82,4%) choose all aspect, the importance of example (31,6%) very important to give examples, the importance of exercise, 57,9% important to give exercise. and the importance of evaluation, 57,9% chose important to give evaluation.

The Result of students need in lacks, they are there are (52,6%) as beginners in comprehending basic grammar, **(57,9%)** ever used basic grammar learning media and the students about basic grammar learning media, they said **(63,2%)** the media is good. The last is wants, as a result the instructional material through Moodle are most of them agree with the topic of basic grammar.

2. The result of the describe instructional material through Moodle can be access through www.aajieer.gnomio.com. The show of Moodle consist of front page, dashboard, site home and course view. In course view each topic showed regularly from the first meeting until the last meeting. In arranging the material of each topic consist of definition of the topic, kinds, form and function. Each topic has a video explanation that students can watch directly.

3. The result of the validity of the instructional material through Moodle is valid. There are two validators giving their evaluation. The first validator validated the Moodle with the result shown with mean score 4,9. It means that the product is very good. The second validator is to validate the result of instructional materials. the result shown with mean score 4,5. It means that the product is very good. Very good here means that the product is proper to be used,

B. Suggestion

Based on the result of this research, the researcher would like to give suggestions as follows:

1. For the Lecturer

The researcher suggested the lecturer use the instructional material through Moodle as the learning media to help the students understand the materials easily. The exercise and the evaluation on the application might

help the students to measure their understanding about basic grammar materials, thus, the application would be very helpful for the students.

2. For the next researcher

This research and development aimed to create a new product and to assess the properness of the product. The researcher suggested to the next or further researcher to conduct a research by using a research and development method to create a new product that could be very useful for the teaching and learning process.



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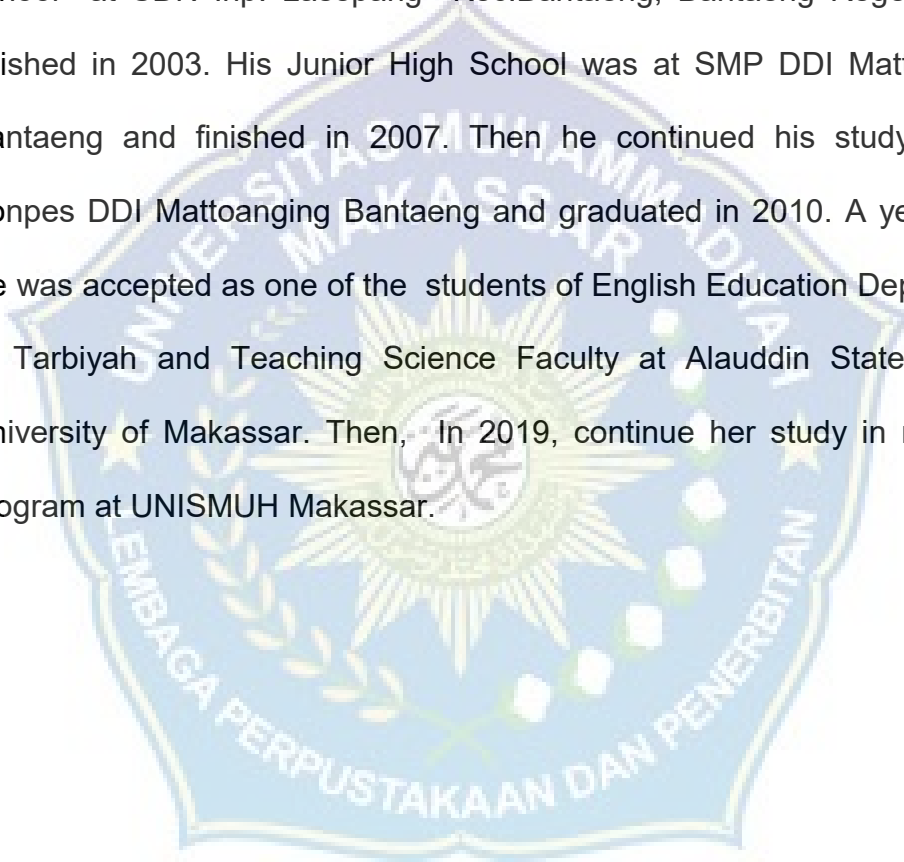
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CURRICULUM VITAE



The researcher, Ahmad Muhajir, was born on January 1st, 1991 in Bantaeng Regency, Sulawesi Selatan. He has two sisters & No brother. He is the last child of Abd Rasyid and Subaedah. He started his Elementary school at SDN Inp. Lasepang Kec.Bantaeng, Bantaeng Regency and finished in 2003. His Junior High School was at SMP DDI Mattoanging Bantaeng and finished in 2007. Then he continued his study at MA Ponpes DDI Mattoanging Bantaeng and graduated in 2010. A year later, He was accepted as one of the students of English Education Department of Tarbiyah and Teaching Science Faculty at Alauddin State Islamic University of Makassar. Then, In 2019, continue her study in magister program at UNISMUH Makassar.



APPENDICES



**APPENDIX I
NEED ANALYSIS QUESTIONNAIRE**

NEED ANALYSIS QUESTIONNAIRES

I hereby convey that I intend to conduct research on 2nd semester students of English education at the University of Muhammadiyah Makassar. This research was carried out in the context of writing a thesis as one of the requirements for completing studies at the Postgraduate Program in English at the University of Muhammadiyah Makassar. About (“Developing Instructional Material of Teaching Grammar Through Moodle to English Education Department Students of UNISMUH Makassar”)

In connection with the above purposes, I sincerely hope for your assistance in being willing to fill out this research instrument in accordance with your opinions and experiences. This instrument is designed in such a way that no one can trace the source of the information. Therefore, you are expected to be able to give an honest answer according to the actual situation, and the answer will not affect your condition.

Your help and participation is a very valuable contribution for the implementation of this scientific research. And for that I thank you all.

A. Personal Identity

Name:

Phone Number:

Class:

Questionnaires

Choose your answer and give a mark (X) to your answer based on the questions below

1. The Students Need Related to The Topic of Basic Grammar Material

No	Topics of Basic Grammar	Total Of students	
		Yes	No
1	Personal Pronoun & To Be		
2	Article & Noun		
3	Adjective & Adverb		
4	Present & Continuous Tense		
5	Simple & Past Continuous Tense		
6	Present & Past Perfect		
7	Question & Statement		
8	Active & Passive Voice		

9	Other materials:		
---	-------------------------	--	--

2. The Level of Students

Indicator	Question	Answer Choice
English level	Your English level, especially in comprehending basic Grammar, is:	<p>Beginner: know the form but couldn't make my own sentences and don't know the function of the sentences (when and where the sentences can be used).</p> <p>b. Intermediate: know the form and can make my own sentences but don't know the function of the sentences (when and where the sentences can be used).</p> <p>c. Advance: know the form, can make my own sentence, and know the function of the sentences (when and where the sentences can be used).</p>

3. The Use of Media

Indicator	Question	Answer Choice
The availability of basic grammar media	Have you ever used media (book, website, application, etc.)	<p>a. Never</p> <p>b. Ever</p> <p>c. Often</p> <p>d. Seldom</p>
Opinion about Basic Grammar Learning Media	What do you think about those learning media?	<p>a. The media is good and enough to be used in learning process</p> <p>b. The media is good but not enough to be used in learning process</p> <p>c. The media is not good and not enough to be used in learning process</p>
The Role of Learning Media	How much the learning media can help you to understand the basic grammar	<p>a. I cannot understand the materials well</p> <p>b. I can understand the materials but I still confuse how to use it in</p>

	materials?	the real situation c. I can understand the materials and can use it in the real situation
Ways of Learning	How do you learn Basic Grammar materials?	a. I'm taught by someone (teachers/friends/others) b. I learn from book c. I learn from other media such as internet

4. Learners style

Indicator	Question	Answer Choice
Learning Style	What is your learning style?	a. Audio b. Visual c. Audio visual

5. Learning Techniques

Learning technique	I like to learn:	a. Individual b. In Pairs c. In Small group d. In big group
--------------------	------------------	--

6. The sequences of Learning Activities

Indicator	Question	Answer Choice
The Structure of Material	What kind of intermediate grammar materials that you want?	a. Definition b. Kinds c. Function d. Form e. All aspects (a, b, ,c, d)
The importance of example	Is it important to give some example in the materials?	a. Not Important b. Important c. Very Important
The presentation of material	How is the presentation of the materials that you want?	a. Present the materials deductively (explain the formula first and give the example in the end of the materials). b. Present the material inductively (give the example first and conclude the formula in the end of the materials)
The	Is it important to	a. Not Important

importance of exercise	give some exercises?	b. Important c. Very Important
The importance of evaluation	Is it important to give evaluation in the end of the materials?	a. Not Important b. Important c. Very Important

Adapted from (Nurjannah, 2019)

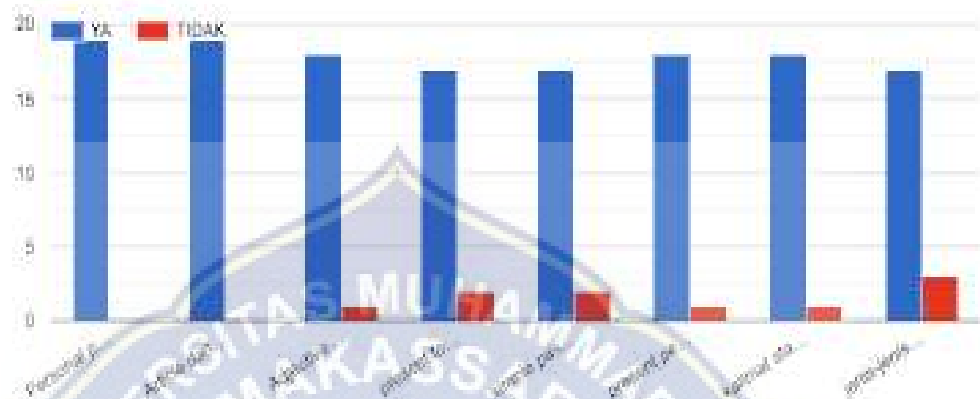


APPENDIX II THE RESULT OF NEED ANALYSIS



QUESTIONNAIRE

BASIC GRAMMAR MATERIAL



Jika anda memiliki materi lain yang disarankan, silakan tulis di sini.

Jawaban

Belum ada kok

1. Who and whom
2. Suffixes
3. Infixes
4. Prefixes
5. Writing/Saying Dates

Tidak ada

Common sentence:

Idiom:

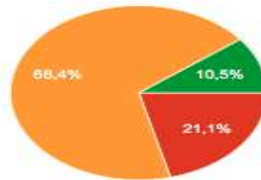
tidak ada, menurut saya itu sudah cukup

2. Jawablah pertanyaan berikut dengan memberi tanda (X) pada pertanyaan-pertanyaan berikut.

Apa yang anda ketahui tentang basic grammar?

[Salin](#)

19 jawaban

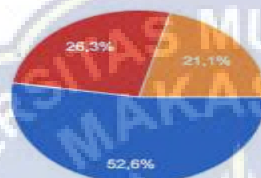


- Sangat sulit untuk di fahami
- Sulit di fahami
- Mudah Di fahami
- Sangat mudah di fahami

Level Bahasa inggris anda dalam mempelajari materi basic grammar adalah:

[Salin](#)

19 jawaban

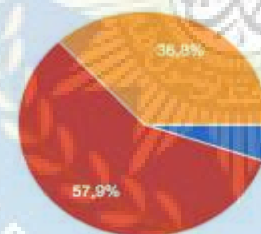


- Beginner: tahu Rumus atau bentuknya tapi tidak bisa membuat kalimat sendiri dan tidak tahu fungsi kalimat (kapan dan di mana kalimat bisa digunakan).
- Intermediate: tahu bentuk dan bisa membuat kalimat sendiri tetapi tidak tahu fungsi kalimat (kapan dan di mana kalimat bisa digunakan).
- Advance: mengetahui bentuk, dapat membuat kalimat sendiri, dan mengetahui fungsi kalimat (kapan dan...

Pernahkah anda menggunakan Media (buku, website, aplikasi dll) dalam proses belajar grammar?

[Salin](#)

19 jawaban

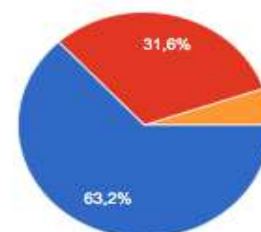


- Tidak pernah
- Pernah
- Sering
- Jarang

Bagaimana pendapat anda tentang media tersebut?

[Salin](#)

19 jawaban

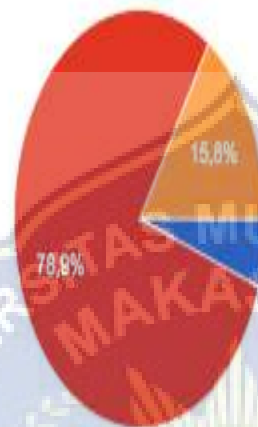


- Medianya bagus dan cukup untuk digunakan dalam proses pembelajaran.
- Medianya sudah bagus tapi belum cukup untuk digunakan dalam proses pembelajaran
- Medianya kurang baik dan tidak cukup untuk digunakan dalam proses pembelajaran

Seberapa besar media pembelajaran dapat membantu Anda memahami materi grammar?

Salin

19 jawaban

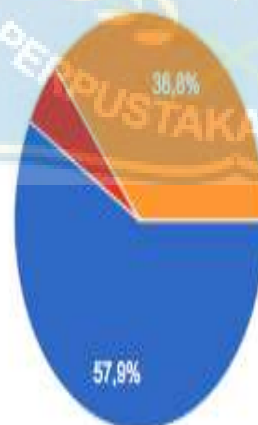


- Saya tidak dapat memahami materi dengan baik
- Saya dapat memahami materi tetapi saya masih bingung bagaimana menggunakannya dalam situasi nyata
- Saya dapat memahami materi dan dapat menggunakannya dalam situasi nyata

Bagaimana cara anda belajar Basic Grammar?

Salin

19 jawaban



- Saya diajar oleh seseorang (guru/teman/orang lain)
- Saya belajar dari buku
- Saya belajar dari media lain seperti internet

Apa gaya belajar Anda?

 Salin

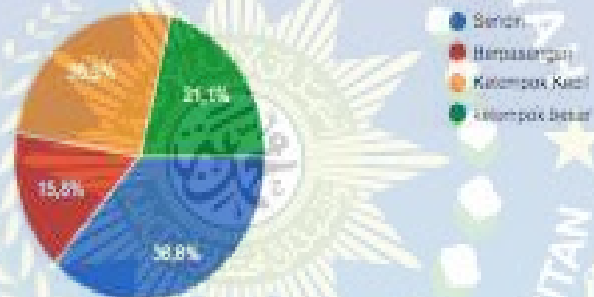
19 jawaban



Saya suka Belajar

 Salin

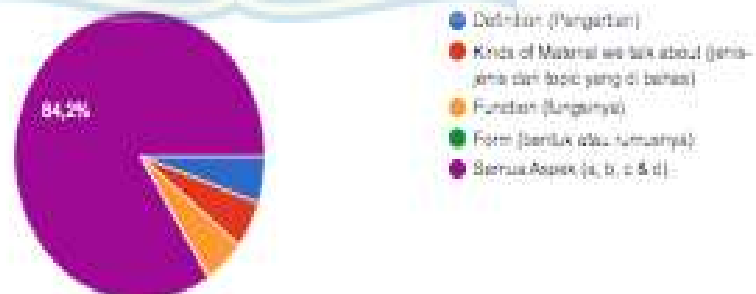
19 jawaban



Materi Basic Grammar seperti apa yang Anda inginkan?

 Salin

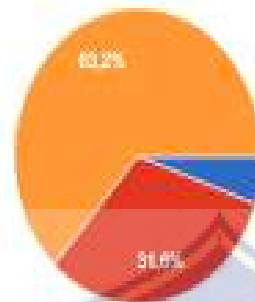
19 jawaban



Apakah penting untuk memberikan beberapa contoh dalam materi?

[Salin](#)

19 jawaban

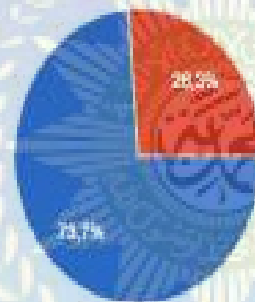


- Tidak Penting
- Penting
- Sangat penting

Bagaimana penyajian materi yang Anda inginkan?

[Salin](#)

19 jawaban

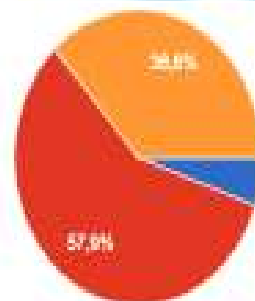


- Deduktif: Menyajikan materi secara deduktif (menyatakan rumus terlebih dahulu dan berikan contoh di akhir materi)
- Induktif: Menyajikan materi secara induktif (berikan contoh terlebih dahulu dan simpulkan rumus di akhir materi)

Apakah penting untuk memberikan beberapa latihan?

[Salin](#)

19 jawaban

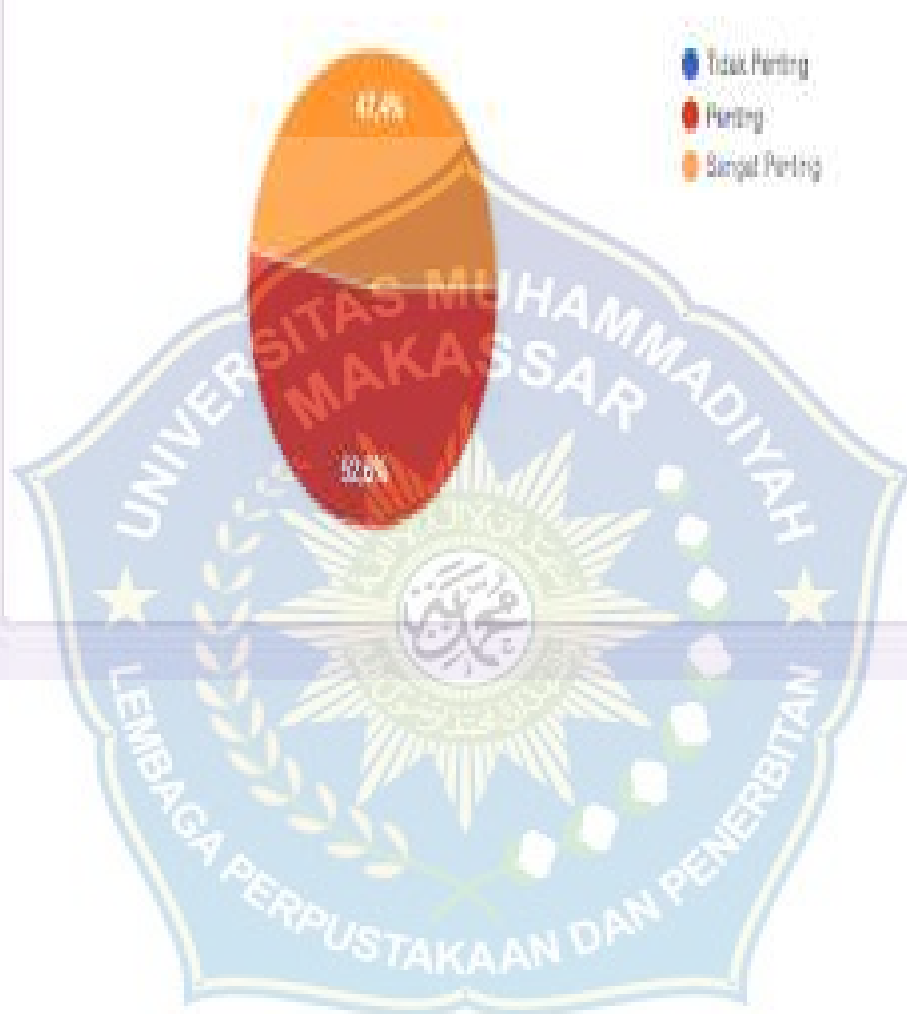


- Tidak Penting
- Penting
- Sangat Penting

Apakah penting untuk memberikan evaluasi di akhir materi?



19 jawaban



APPENDIX III QUESTIONNAIRE FOR VALIDATOR 1

INSTRUMEN ANKET VALIDASI

A. Pengantar

Berkaitan dengan adanya penelitian tesis atas nama Ahmad Muhajir NIM 10507. 04. 009. 19 yang berjudul “Developing Instructional Material of Teaching Grammar Through Moodle to English Education Department Students of UNISMUH Makassar”, kami memohon kesediaan Bapak/Ibu untuk memberikan penilaian terhadap media pembelajaran yang dikembangkan tersebut. Angket penilaian media pembelajaran ini dimaksudkan untuk mengetahui pendapat Bapak/Ibu tentang media yang dikembangkan, sehingga dapat diketahui layak atau tidaknya media pembelajaran tersebut untuk digunakan. Untuk itu, kami memohon, kesediaannya mengisi angket ini. Penilaian, komentar, dan saran yang akan digunakan sebagai indikator kualitas dan pertimbangan untuk perbaikan media. Atas perhatian dan kesediaannya untuk mengisi angket penilaian ini, kami ucapkan terima kasih.

B. Petunjuk Pengisian

Sebelum mengisi angket validasi, dimohon Bapak/Ibu terlebih dahulu untuk membaca petunjuk pengisian angket validasi berikut ini:

1. Bapak/Ibu dimohon untuk mengakses media tersebut kemudian mengisi lembar instrument dengan memberikan tanda, lingkaran pada angka kolom yang sesuai.
2. Pedoman penilaiannya adalah sebagai berikut:
 - a. Angka 5 bila sangat baik
 - b. Angka 4 bila baik
 - c. Angka 3 bila cukup baik
 - d. Angka 2 kurang baik
 - e. Angka 1 sangat kurang baik
3. Selain memberikan skor sesuai dengan item di atas, Bapak/Ibu juga diharapkan dapat memberikan saran-saran dan kritik-kritik pada kolom komentar.

C. Angket Isian

No	Aspek yang dinilai	Skor Penilaian				
		1	2	3	4	5
1	Kualitas tampilan/desain					
2	Kesesuaian antara materi dan media yang digunakan					
3	Kualitas font/teks					
4	Kesesuaian kecepatan dan tempo tampilan media					
5	Kejelasan pesan/materi					
6	Kesesuaian penggunaan warna					
7	Kemudahan operasional					
8	Keruntutan alur tampilan					
9	Kejernihan dan kejelasan suara yang ada pada video					
10	Daya tarik dan visualisasi media					
11	Keamanan media untuk di gunakan					

KESIMPULAN

Menurut saya, media pembelajaran Moodle ini adalah:

- a. sebuah. Layak untuk digunakan tanpa revisi
- b. Layak untuk digunakan dengan revisi
- c. Tidak layak digunakan

Komentar/saran:

.....

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Makassar, 2022
Validator

.....

APPENDIX IV THE RESULT QUESTIONNAIRE FOR VALIDATOR 1

INSTRUMEN ANGKET VALIDASI

A. Pengantar

Berkaitan dengan adanya penelitian tesis atas nama Ahmad Muhajir NIM 10507. 04. 009. 19 yang berjudul "Developing Instructional Material of Teaching Grammar Through Moodle to English Education Department Students of UNISMUH Makassar", kami memohon kesediaan Bapak/Ibu untuk memberikan penilaian terhadap media pembelajaran yang dikembangkan tersebut. Angket penilaian media pembelajaran ini dimaksudkan untuk mengetahui pendapat Bapak/Ibu tentang media yang dikembangkan, sehingga dapat diketahui layak atau tidaknya media pembelajaran tersebut untuk digunakan. Untuk itu, kami memohon, kesediaannya mengisi angket ini. Penilaian, komentar, dan saran yang akan digunakan sebagai indikator kualitas dan pertimbangan untuk perbaikan media. Atas perhatian dan kesediaannya untuk mengisi angket penilaian ini, kami ucapkan terima kasih.

B. Petunjuk Pengisian

Sebelum mengisi angket validasi, dimohon Bapak/Ibu terlebih dahulu untuk membaca petunjuk pengisian angket validasi berikut ini:

1. Bapak/Ibu dimohon untuk mengakses media tersebut kemudian mengisi lembar instrument dengan memberikan tanda, lingkaran pada angka kolom yang sesuai.
2. Pedoman penilaiannya adalah sebagai berikut:
 - a. Angka 5 bila sangat baik
 - b. Angka 4 bila baik
 - c. Angka 3 bila cukup baik
 - d. Angka 2 kurang baik
 - e. Angka 1 sangat kurang baik
3. Selain memberikan skor sesuai dengan item di atas, Bapak/Ibu juga diharapkan dapat memberikan saran-saran dan kritik-kritik pada kolom komentar.

C. Angket Isian

No	Aspek yang dinilai	Skor Penilaian				
		1	2	3	4	5
1	Kualitas tampilan/desain					✓
2	Kesesuaian antara materi dan media yang digunakan					✓
3	Kualitas font/teks					✓
4	Kesesuaian kecepatan dan tempo tampilan media					✓
5	Kejelasan pesan/materi					✓
6	Kesesuaian penggunaan warna					✓
7	Kemudahan operasional				✓	
8	Keruntutan alur tampilan					✓
9	Kejernihan dan kejelasan suara yang ada pada video					✓
10	Daya tarik dan visualisasi media					✓
11	Keamanan media untuk di gunakan					✓

KESIMPULAN

Menurut saya, media pembelajaran Moodle ini adalah:

- a. Layak untuk digunakan tanpa revisi
- b. Layak untuk digunakan dengan revisi
- c. Tidak layak digunakan

Komentar/saran:

- Berikanlah rumus skor penilaian, isian yang sudah ada ini dinyataskan valid
- Untuk dan saat ini sebaiknya lebih di perbaiki untuk memudahkan dalam penggunaan

Makassar,
Validator

2022

[Signature]
Jumil, S.Pd., M.Pd.

APPENDIX V QUESTIONNAIRE FOR VALIDATOR 2

INSTRUMEN ANGKET VALIDASI

D. Pengantar

Berkaitan dengan adanya penelitian tesis atas nama Ahmad Muhajir NIM 10507. 04. 009. 19 yang berjudul “Developing Instructional Material of Teaching Grammar Through Moodle to English Education Department Students of UNISMUH Makassar”, kami memohon kesediaan Bapak/Ibu untuk memberikan penilaian terhadap media pembelajaran yang dikembangkan tersebut. Angket penilaian media pembelajaran ini dimaksudkan untuk mengetahui pendapat Bapak/Ibu tentang media yang dikembangkan, sehingga dapat diketahui layak atau tidaknya media pembelajaran tersebut untuk digunakan. Untuk itu, kami memohon, kesediaannya mengisi angket ini. Penilaian, komentar, dan saran yang akan digunakan sebagai indikator kualitas dan pertimbangan untuk perbaikan media. Atas perhatian dan kesediaannya untuk mengisi angket penilaian ini, kami ucapkan terima kasih.

E. Petunjuk Pengisian

Sebelum mengisi angket validasi, dimohon Bapak/Ibu terlebih dahulu untuk membaca petunjuk pengisian angket validasi berikut ini:

4. Bapak/Ibu dimohon untuk mengakses media tersebut kemudian mengisi lembar instrument dengan memberikan tanda, lingkaran pada angka kolom yang sesuai.
5. Pedoman penilaiannya adalah sebagai berikut:
 - f. Angka 5 bila sangat baik
 - g. Angka 4 bila baik
 - h. Angka 3 bila cukup baik
 - i. Angka 2 kurang baik
 - j. Angka 1 sangat kurang baik
6. Selain memberikan skor sesuai dengan item di atas, Bapak/Ibu juga diharapkan dapat memberikan saran-saran dan kritik-kritik pada kolom komentar.

No	Indicator	Assessment				
		1	2	3	4	5
1	Materi yang disajikan mudah dipahami					
2	Contoh-contoh yang disajikan dapat membantu siswa untuk memahami materi					
3	Latihan dapat membantu siswa untuk meningkatkan pemahaman mereka					
4	Evaluasi dapat membantu siswa untuk mengukur pemahaman mereka					
5	Materi yang disajikan sesuai					
6	Materi yang disajikan lengkap					
7	Materi yang disajikan eksplisit					
8	Penyajian materinya tepat dan bagus					
9	Latihan yang disajikan bagus					
10	Evaluasi yang disajikan bagus					
11	Bahasa yang digunakan dapat dimengerti					

KESIMPULAN

Menurut saya, media pembelajaran Moodle ini adalah:

- d. sebuah. Layak untuk digunakan tanpa revisi
- e. Layak untuk digunakan dengan revisi
- f. Tidak layak digunakan

Komentar/saran:

.....

.....

.....

.....

.....

.....

.....

Makassar, 2022
Validator

.....

APPENDIX VI
THE RESULT OF QUESTIONNAIRE FOR VALIDATOR 2
INSTRUMEN ANGKET VALIDASI

A. Pengantar

Berkaitan dengan adanya penelitian tesis atas nama Ahmad Muhajir NIM 10507.04.009.

19 yang berjudul “Developing Instructional Material of Teaching Grammar Through Moodle to English Education Department Students of UNISMUH Makassar”, kami memohon kesediaan Bapak/Ibu untuk memberikan penilaian terhadap media pembelajaran yang dikembangkan tersebut. Angket penilaian media pembelajaran ini dimaksudkan untuk mengetahui pendapat Bapak/Ibu tentang media yang dikembangkan, sehingga dapat diketahui layak atau tidaknya media pembelajaran tersebut untuk digunakan. Untuk itu, kami memohon, kesediaannya mengisi angket ini. Penilaian, komentar, dan saran yang akan digunakan sebagai indikator kualitas dan pertimbangan untuk perbaikan media. Atas perhatian dan kesediaannya untuk mengisi angket penilaian ini, kami ucapkan terima kasih.

B Petunjuk Pengisian

Sebelum mengisi angket validasi, dimohon Bapak/Ibu terlebih dahulu untuk membaca petunjuk pengisian angket validasi berikut ini:

1. Bapak/Ibu dimohon untuk mengakses media tersebut kemudian mengisi lembar instrument dengan memberikan tanda, lingkaran pada angka kolom yang sesuai.
2. Pedoman penilaiannya adalah sebagai berikut:
 - a. Angka 5 bila sangat baik
 - b. Angka 4 bila baik
 - c. Angka 3 bila cukup baik
 - d. Angka 2 kurang baik
 - e. Angka 1 sangat kurang baik
3. Selain memberikan skor sesuai dengan item di atas, Bapak/Ibu juga diharapkan dapat memberikan saran-saran dan kritik-kritik

pada

kolom

komentar.

No	Indikator	Assessment				
		1	2	3	4	5
1	Materi yang disajikan mudah dipahami				√	
2	Contoh-contoh yang disajikan dapat membantu siswa untuk memahami materi					√
3	Latihan dapat membantu siswa untuk meningkatkan pemahaman mereka					√
4	Evaluasi dapat membantu siswa untuk mengukur pemahaman Mereka					√
5	Materi yang disajikan sesuai				√	
6	Materi yang disajikan lengkap				√	
7	Materi yang disajikan eksplisit					√
8	Penyajian materinya tepat dan bagus				√	
9	Latihan yang disajikan bagus				√	
10	Evaluasi yang disajikan bagus				√	
11	Bahasa yang digunakan dapat dimengerti					√

KESIMPULAN

Menurut saya, media pembelajaran Moodle ini adalah:

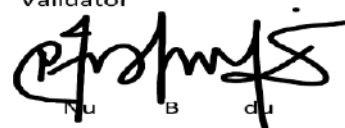
a. Layak untuk digunakan

dengan revisi Komentar/saran:

Konsistensi dalam penyajian materi ini perlu diperhatikan lagi.

Makassar, Sabtu, 13 Agustus
2022

Validator



Dr. Nurdevi Bte Abdul, SPd.,M.Pd.

APPENDIX VII SCREENSHOT MATERIAL IN MOODLE

1. PERSONAL PRONOUN & TO BE

AA aajieer.gnomio.com
☰

☰
personal pronoun & Tobe

PERSONAL PRONOUN AND TO BE

Sub Capaian Mata Kuliah:
Mampu menganalisis dan menjelaskan penggunaan Personal pronoun dan To be

Indikator:

- Menganalisis perubahan kata dalam kalimat dengan menggunakan kata ganti yang tepat
- Menganalisis dan menggunakan to be yang sesuai dalam kalimat bahasa Inggris.

Defenisi: **PRONOUN** adalah kata yang di fungsikan sebagai pengganti kata benda

Kinds

Personal Pronoun & Tobe

TANDA SELESAI

Personal Pronoun

SUBJECT	OBJECT
I	Me

☰
☰

Defenisi: To be adalah kata kerb (amiss, are, was, were) yang digunakan sebagai auxiliary verb tau linking verb

Function:

sebagai Ordinary Verb (kata kerja utama)

Verb. Linking Verb (kata kerja yang menghubungkan antara subyek dan predikat)

S+ LV (TO BE)+ 3C (ADJECTIVE, NOUN, ADVERB)

She is smart

they are here

Sebagai Auxiliary Verb (Kata kerja Bantu)

Tobe sebagai kata kerja bantu yang tidak memiliki makna kamus dan dapat membentuk karakter tenses

Example:

It	It
----	----

&

2. ARTICLE & NOUN

ARTICLE AND NOUN

Sub Capaian Mata Kuliah:
Mampu menganalisis dan menggunakan Article dan Noun

Indikator:

- Menggunakan a/an, the dalam membuat kalimat Inggris.
- Membedakan countable dan uncountable nouns serta singular dan plural nouns.

Article	TANDA SELESAI
Noun	TANDA SELESAI
Definite and Indefinite Article	
Quiz Article	TANDA SELESAI

ARTICLE TERBAGI DUA:

- Definite Article: THE
- Indefinite Article: A, AN

Definite article adalah Article tertentu yang digunakan untuk menunjukkan suatu benda, orang dan sebagainya yang sudah jelas atau tertentu.

Indefinite article adalah kata article A, AN yang digunakan untuk menunjukkan suatu benda, orang dan sebagainya yang belum jelas atau belum tertentu.

The rules penggunaan article THE:

- THE dapat digunakan untuk menunjukkan sesuatu yang khusus dan hanya ada satu.
Example: the sun (the earth goes around the sun)
- THE digunakan sebelum SAME (the same).
For example, your pen is the same color as mine.

Membedakan countable dan uncountable nouns serta singular dan plural nouns.

Article	Tandai selesai
Noun	Tandai selesai
Definite and Indefinite Article	
Quiz Article	Tandai selesai
Quiz Noun	Tandai selesai
Quiz Noun 2	Tandai selesai

NOUN

Defenisi: berasal dari kata Nomenclature (Bahasa latin) yangberarti penamaan.

Berasal dari Nomen (Bahasa Prancis) yang berate nama.

Kemudian kata tersebut diambil oleh Bahasa Inggris menjadi Noun. Jadi definisi dari Noun adalah kata benda.

Kinds: Countable dan Uncountable Noun

Countable Noun N(C)

Def: Yaitu Noun yang dapat di hitung.

Kinds: Singular(Sing) dan Plural (PL)

Example: Sing-- Plural. Book-> Books, Cl...
Iren

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Question 2
Not yet answered
Marked out of 1.00
Flag question
Edit question

1. on a trip down to the bottom of the grand canyon the equipment will in all probability be carried by a burros.
2. Ford designed the first large scale assembly line at plant in highland park Michigan
3. In the human body, blood flows from a hearth through the arteries, and it returns through the veins
4. an human ear responds to a wide range of frequencies.
5. the scholarship that Wilson received to study history at Cambridge presented an unique opportunity
6. an radar images of Venus add details about a planet dominated by volcanoes and lava.
7. bacteria that live in soil and water play a

Questions: 3 | This quiz is open
Maximum grade 100.0 Save
Repaginate Select multiple items
Total of marks: 3.00
Shuffle

Page 1
Using the article A, An & The * THIS MO...
1 1.00

Page 2
Error Analysis. * ON A TRIP DOWN TO T...
2 1.00

Page 3
complete the sentences by using a or a...
3 1.00

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Question 2
Not yet answered
Marked out of 1.00
Flag question
Edit question

1. on a trip down to the bottom of the grand canyon the equipment will in all probability be carried by a burros.
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7. bacteria that live in soil and water play a

1. bird has wings.
2. animal needs a regular supply of food.
3.Opera is a musical play.
4.music consist of a series of a pleasant sound
5. concert is a musical performance.
4. Tennis is a sport.
5.adjective is a word that modifies a noun.
6. The teacher made.....announcement
7. I saw....bird
8. Ahmad borrowed.....some money from her uncle
9. Ahmad got.....mail yesterday.

Answer:

Previous page Finish attempt ...

3. ADJECTIVE & ADVERB

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Preview
Edit
Reports
Grade essays

Adjective

Jenis-jenis Adjective:

1. Limiting Adjective (LA) — Adj yang membatasi noun.
 - a) Article (A, An, The)
 - b) Demonstrative adjective (kata tunjuk sebagai adjective). This/that, these/those
 - c) Possessive Adjective (Kepemilikan). My, Your, Our, Her, His, Theirs, Ahmad's, etc
 - d) Indefinite Quantity (Jumlah yang tidak tentu). Some, Any, No, Several, Many, Much, etc
 - e) Numeral (cardinal number/bilangan pokok dan ordinal number/bilangan berstingkat). Cardinal number: one, two, three,....etc. Ordinal number: first, second, third,....etc
2. Descriptive Adjective (DA) — Adj yang menggambarkan Noun.
 - a) Character (karakter). e.g: kind, patient, friendly....etc
 - b) Quality (kualitas). E.g: smart, good, bad,....etc
 - c) Size (ukuran). e.g: big, small, high, long,....etc
 - d) Age (Umur). e.g: old, young, ancient new,....etc
 - e) Temperature (suhu). e.g: hot, warm, cold, fresh
 - f) Shape (bentuk). e.g: square, circle, oval,....etc
 - g) Color (warna). Green, red, black,....etc
 - h) Nationality (kebangsaan). e.g: Indonesian, Chinese,....etc

Choose suitable words!

1. It is.....attack (sudden/suddenly)
2. She talked to us..... (nervous/nervously)
3. He is very. ✓ Choose...
4. She shut the door.....
5. My mother is..... (proud/proudly)
6. He looked Proudly
7., we met her..... Proud

1. It is.....attack	nervously
2. She talked to	brave
3. He is very.....	quietly
4. She shut the door	Quiet
5. My mother is..... house.	happy
6. He looked	Bravely
	sudden
	Brave
	Happily

START AGAIN

FILL IN CORRECT RESPONSES

Correct the sentence it is wrong

1. It tastes well.
2. We have worked Hardly
3. He laughed loud
4. The children play happy
5. it was cheap made.
6. Basic, I think it's reasonable
7. I understand your position quite good
8. He wasn't treated fair
9. It was raining heavy so I could not come

Rich text editor toolbar with icons for bold, italic, underline, list, link, unlink, and other text formatting options.

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10) ...
E.g: smart, good, bad,....etc

c) Size (ukuran)
e.g: big, small, high, long,....etc

d) Age (Umur)
e.g: old, young, ancient new,....etc

e) Temperature (suhu)
e.g: hot, warm, cold, fresh

f) Shape (bentuk)
e.g: square, circle, oval,....etc

g) Color (warna)
Green, red, black,....etc

h) Nationality (kebangsaan)
e.g: Indonesian, Chinese,....etc

i) ...

APA ITU LIMITING ADJECTIVE DALAM...

LIMITING ADJECTIVE PART 2

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4. PRONOUNS & DETERMINER

The image shows a mobile application interface for learning English grammar. The main screen displays the title "PRONOUNS AND DETERMINER" and a description: "Mampu menganalisis dan menjelaskan penggunaan pronouns dan determiners". Below this, it says "Menganalisis dan menggunakan pronouns dan berbagai jenis determiners dalam kalimat." The interface lists several items: "Pronoun" (with a "Mark as done" button), "Pronouns" (with a "Mark as done" button), "Pronoun 1.2MB Powerpoint 2007 presentation", "Determiners" (with a "Mark as done" button), and "Quiz Pronoun & Determiners".

Overlaid on the right side is a quiz window titled "Question 1". It shows the status "Not yet answered" and "Marked out of 1.00". The question text is:

1. we have a dog at home. the dog is.....
2. **it is his money.it is.....**
3. **This is none of your business. Please mind**
4. **Where is you phone?**
.....**is at home**
5. **Is this my money? No,is on the table**

Below the questions is an "Answer:" input field. At the bottom right of the quiz window is a "Finish attempt ..." button. The background of the entire image features a large, semi-transparent watermark of the logo of Universitas Muhammadiyah Makassar, Lembaga Perpustakaan dan Penerbitan.

5. SIMPLE PRESENT & CONTINUOUS TENSE

SIMPLE PRESENT TENSE AND PRESENT PROGRESSIVE

Mampu menganalisis dan menggunakan present tense dan present progressive dalam kalimat.

- Menganalisis pola kalimat dalam simple present tense dan present progressive.
- Menganalisis syarat penggunaan simple present tense dan present progressive dalam kalimat.
- Membuat kalimat yang baik dan benar dengan menggunakan pola simple present tense dan present progressive.

Present Continuous Tense

MARK AS DONE

S.Pr & Ps C Tense

Quiz Simple Present Tense

MARK AS DONE

Quiz PRESENT PROGRESSIVE

MARK AS DONE

Translate these sentences into english (simple present and Present Continuous)

MARK AS DONE

Video Simple Present dan Present Progressive

MARK AS DONE

Simple Present Tense

MARK AS DONE

Present Continuous Tense

Function

Habitual action (kebiasaan yang dilakukan berulang-kebiasaan di masa lampau dan masih dilakukan sekarang)

e.g. he always help his mother

They often come to her home

General truth (kebenaran umum)

e.g. you are students

Jokowi is president of Indonesian

Future time /Time table (waktu yang terjadwal)

e.g. Our class begin at 8 tomorrow

Headline news (Judul berita)

e.g. Indonesian scraps quarantine for overseas arrival

Series of action (kejadian yang berurutan)

e.g.

Form

Subject + V1/Vs/-es

Time Signal

Time signal juga dikenal sebagai penanda waktu yang berhubungan dengan kejadian yang di bicarakan. Tujuan dari time signal ini adalah untuk menentukan tenses dalam sebuah kalimat.

Every+Time	Adverb of Frequency	On + Name of the days (plural) setiap
Every Sunday	Always	On Fridays
Everyday	Often	On Mondays
Every noon	Seldom	Etc.
Every night	Usually	
	Rarely	

Simple Present Tense

- SIMPLE PRESENT TENSE & PRESENT PROGRESSIVE.**
- Mengenalisis pola kalimat dalam simple present tense dan present progressive.
 - Mengenalisis syarat penggunaan simple present tense dan present progressive dalam kalimat.
 - Membuat kalimat yang baik dan benar dengan menggunakan pola simple present tense dan present progressive.

- Form
- Time Signal

Every+Time	Adverb of Frequency	On + Name of the days (plural) setiap
Every Sunday	Always	On Friday
Everyday	Often	On Mondays
Every noon	Seldom	Etc.
Every night	Usually	
	Rarely	
	Once a week	
	Three times a week	

- Function
 - Habitual action (kebiasaan yang dilakukan berulang-kebiasaan di masa lampau dan masih dilakukan sekarang)
 - e.g. he always help his mother
 - They often come to her home
 - General truth (kebenaran umum)
 - e.g. you are students.
 - Jokowi is president of Indonesian

- Future time (Time table (waktu yang terjadwal))
 - e.g. Our class begin at 8 tomorrow

- Headline news (Jadul berita)
 - e.g. Indonesian scraps quarantine for overseas arrival

- Series of action (kejadian yang berurutan)
 - e.g.

- Ability (kemampuan)
 - e.g.

- Imperative (kalimat perintah)
 - e.g.

- Non-Progressive Verb (kata kerja yang tidak bisa diproses/kan)
 - e.g.

-

Present Continuous Tense

MARK AS DONE

PRESENT PROGRESSIVE.

Form

S + am/is/are + Ving

Time Signal

This+time	Specific time signal In present
This week	Today
This month	At the present moment at this
This year.....etc	Now right now

Function

Untuk menyatakan peristiwa yang sedang berlangsung pada saat berbicara.

e.g I am explaining the lesson

Untuk menyatakan peristiwa yang sedang berlangsung pada saat berbicara.

e.g I am explaining the lesson

Untuk menyatakan suatu peristiwa yang sedang berlangsung dalam kerangka proses. Menggunakan time signal: This+Time (this week, This Month, This year, This summer

e.g ahmad, what is your activity this year? A am doing my thesis

Untuk menyatakan kejengkelan (biasanya terdapat **adverb of frequency**)

e.g I hate him, because he is always persuading me

Untuk menyatakan future time (sudah terencana sebelumnya)

e.g We are going to graduation this year

Untuk menyatakan suatu kejadian yang berlangsung berubah

e.g the day is getting hotter now.

Present Progressive

PRESENT PROGRESSIVE.

Form	Time Signal	Specific time signal In present
This+time	Today	
This week	At the present moment	at this moment
This month	Now	right now

- Form
 - Time Signal
- Function
 - Untuk menyatakan peristiwa yang sedang berlangsung pada saat berbicara.
 - e.g. I am explaining the lesson
 - Untuk menyatakan suatu peristiwa yang sedang berlangsung dalam kerangka proses. Menggunakan time signal: This+Time (this week, This Month, This year, This summer)
 - e.g. ahmad, what is your activity this year? A am doing my thesis
 - Untuk menyatakan kejengkelan (biasanya terdapat adverb of frequency)
 - e.g. I hate him, because he is always persuading me
 - Untuk menyatakan future time (sudah terencana sebelumnya)
 - e.g. We are going to graduation this year
 - Untuk menyatakan suatu kejadian yang berlangsung berubah
 - e.g. the day is getting hotter now.

You will not see the progress bar because you can edit this lesson

Simple Present Tense

Jump to...

S.Pr & Ps C Tense

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/ SIMPLE PRESENT TENSE AND PRESENT PROGRESSIVE

/ Quiz Simple Present Tense / Preview

Question 1

Not yet answered

Marked out of 1.00

[Flag question](#)

[Edit question](#)

/ SIMPLE PRESENT TENSE AND PRESENT PROGRESSIVE

/ Quiz Simple Present Tense / Preview

Question 2

Not yet answered

Marked out of 1.00

[Flag question](#)

[Edit question](#)

1. the sun.....in the east.

- a. Rise
- b. Rising
- c. Rised
- d. Rises

2. they never.....the dishes (wash)

- a. Washed
- b. Washing
- c. Washes
- d. Wash

NEXT PAGE
PREVIOUS PAGE
NEXT PAGE

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1. i..... (go) home now
2. where.....you.....(go)?
3. The students.....(feel) kind of sick.
4. We.....(not) (joke)
5. i.....(not, wait for) anybody.
6. The girls..... (watch) drama
7. i.....(not,do) anything right now.
8. He.....(look for) a permanent job)
9. Look! Your fiends.....(come)
10. What.....you.....(do)?

Rich text editor toolbar with icons for bold, italic, underline, list, link, unlink, undo, redo, smile, image, and help.

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Simple Present Tense

CONTENTS

- 01 Form
- 02 Tense Form
- 03 Particles

01 Form

Verbal Sentences Form	Nominal Sentences Form
(+) Subject+V2/An/Is	(+) Subject+am/Is/are + Complement
(-) Subject+do/does+not+V1	(-) Subject+is/are+not+Complement
(?) Do/Does+Subject+V1	(?) Nominal+Subject+Is+Complement

6. SIMPLE PAST & PAST CONTINUOUS TENSE

SIMPLE PAST TENSE AND PAST CONTINUOUS TENSE

Sub Capaian Mata Kuliah:

Mampu menganalisis dan menggunakan simple past dan pas continuous tense dalam kalimat.

Indikator:

1. Menganalisis pola kalimat dalam simple past tense dan past progressive.
2. Menganalisis syarat penggunaan simple past tense dan past progressive dalam kalimat.
3. Membuat kalimat yang baik dan benar dengan menggunakan pola simple past tense dan past progressive.

SIMPLE PAST

Definition Simple Past, is used for past actions that have can either be given by a time phrase (yesterday

Function 1) Single action in past

e.g. yesterday, I went to library with my sis

2) General truth in past

e.g. Columbus discovered America contin

3) Habitual action in past (kebiasaan sehari

e.g. I usually ate bakso

Simple Past

TANDA SELESAI

Past Continuous Tense

TANDA SELESAI

Form

Verbal Sentences Form	Nominal Sentenc
(+) Subject+V2	(+) Subject+was,
(-) Subject+did+not+V1	(-) Subject+was/ Complement
(?) Did+Subject+V1	(?) was/were+Su

Past Continuous Tense

Definition:	Past Continuous Tense is a tense which is used to indicate a continuing action or event that was happening at some point in time in the past.
Function	<p>1) Untuk menyatakan suatu peristiwa yang sedang berlangsung dimasa lampau. e.g, i went to their house last night, when i came, they were watching football.</p> <p>2) untuk menyatakan suatu kejadian yang berangsur-angsur berubah di masa lampau. e.g, the wind was blowing harder last night.</p> <p>Dalam past continuous tense, ada dua kejadian terjadi pada masa lampau pada saat bersamaan, maka:</p> <p>a). past continuous tense+When+simple past tense i was walking home when i met Dave</p>

Quiz Simple Past & Past Continuous Tense

Soal 2

Belum dijawab

Ditandai dari 1,00

Tandai pertanyaan

Read what Sharon says about a typical working day:



I usually get up at 7 o'clock and have a breakfast which takes me about half an hour. I start my work at 8 o'clock. I finish work at 5 o'clock. I'm always usually cook a meal in the evening. I don't usually go to bed at about 11 o'clock. I always sleep well.

- | | |
|---------------------------------|----------|
| 1 ...She got up at 7 o'clock... | 7 |
| 2 She a big breakfast. | 8 |
| 3 She | 9 |
| 4 It to get to work. | 10 |
| 5 at 8.45. | 11 |
| 6 lunch. | 12 |

Jawaban:

7. PRESENT PERFECT & PAST PERFECT TENSE

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PRESENT PERFECT TENSE AND PAST PERFECT TENSE

Sub Capaian Mata Kuliah:
Mampu menganalisis dan menggunakan simple past dan pas continuous tense dalam kalimat.

Indikator:

- Menganalisis pola kalimat dalam present perfect dan past perfect tense.
- Menganalisis syarat penggunaan present perfect dan past perfect dalam kalimat.
- Membuat kalimat yang baik dan benar dengan menggunakan pola present perfect dan past perfect tense.

Time signal Present & PastPerfect

TANDAI SELESAI

PRESENT PERFECT & PAST PERFECT

Time signal perfect

- Just (baru saja)
Yuni has just slept
- Already (sudah)
I have already gotten my exam
I have gotten my exam already

Note: already dan just harus digunakan dalam kalimat +

- Not...yet (belum)
He has not gotten married
- Adverb of frequency (often, usually, seldom, never...etc)
Adhyan has never seen ghost before
- Adverb of duration
Simple stat (in) (until) now, up to now, up to the present
So far (sejauh, ini)
Lately (akhir akhir ini)
Recently (baru-baru ini)
All-time (selamanya) All day, all my life
e.g. ... she has been single until now
lately, they have studied harder
- Time duration: Since (sejak), for (selama)

	Since	For
Aspreposition	Since: object of Prep He has studied here since 2 years ago	For: object of prep This building has stood for 6 years
Asconjunction	SEY SINCE-ly My cousin got married since I was in university	

Time signal Present & PastPerfect

TANDAI SELESAI

PRESENT PERFECT & PAST PERFECT

Time signal perfect

- Just (baru saja)
Yuni has just slept
- Already (sudah)
I have already gotten my exam
I have already gotten my exam

Present Perfect

TANDAI SELESAI

Past Perfect

Present Perfect & Past Perfect

TANDAI SELESAI

Definition	the form of a verb that is used to show that a when another action happened.
Time Signal	<p>Time signal perfect</p> <ol style="list-style-type: none"> After (simple past tense + after + past p Before, by the time, when (past perfect when + simple past tense Just
Function	<ol style="list-style-type: none"> Menyatakan kejadian sempurna, selesai & dimasa lampau e.g. After we had purchased tickets, we were Menyatakan kejadian yang masih berlang e.g. he had left the scene when the ambulanc Menyatakan suatu tindakan atau aksi yar <ul style="list-style-type: none"> After (simple past tense + after + past per Before, by the time, when (past perfect te when + simple past tense)
Form	

Present Perfect & Past Perfect

TANDAI SELESAI



LE Cara Mudah Belajar Past Perfect



LE Definisi, Formula & Contoh Past Perfect

8. QUESTIONS

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QUESTIONS

Sub Capaian Mata Kuliah:
Mampu menganalisis dan mengenali jenis-jenis pertanyaan, mampu merubah kalimat statement menjadi kalimat pertanyaan.

Indikator:

1. Menganalisis dan mengenali jenis pertanyaan; yes no- question dan information question.
2. Merubah kalimat statement menjadi kalimat pertanyaan.

Definition: Sentences which is used for asking something.

Kinds: A. Yes No Questions
B. Information Question

Yes No Questions

Question yang membutuhkan jawaban berupa yes/no

Ciri-ciri: terdapat inversi dari pola S+V--☰ V+S

Caranya: letakkan verb auxiliary yang pertama di depan kalimat.

Tambahkan question mark di akhir kalimat

e.g. Ima will visit you tomorrow

(Y/N Q) will Ima visit you tomorrow?

Note: khusus untuk tenses S.Pr dan S.Ps yang verbal harus mdatangkan auxiliary **do, Does, Did**

Khusus untuk tenses S.Pr/S.Ps (nominal) harus menggunakan Verb Ordinary itu sendiri

Questions
TANDA SELESAI

Question 5.4MB Presentasi Powerpoint 2007

Quiz Questions
TANDA SELESAI

Question

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☰

[]	this word means something
[]	i borrowed the money from somebody
[]	i'm worried about something.
[]	who gave you the key
[]	what happened
[]	what did she tell you
[]	who does it belong to
[]	who lives in that house
[]	what did you fall over
[]	what fell on the floor
[]	what does it mean?
[]	who did you borrow it from?
[]	What are you worried about?

Soal 1
Belum dijawab
Ditandai dari 1,00
🚩 Tandai pertanyaan

[]	somebody gave me the key.
[]	something happened
[]	Diane told me something
[]	this book belongs to somebody
[]	somebody lives in that house
[]	i fell over something
[]	something fell on the floor
[]	this word means something

9. PASSIVE VOICE

Translation Available
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Passive Voice Quiz 1

TANDAI SELESAI

2. verbnya adalah verb transitive

Langkah-langkah membuat [passive voice](#)

Pastikan verbnya verb transitive

Pindahkan object (Av) menjadi subject (PV)

Tenses dan "be"

Pastikan verb ord V_3

Pindahkan subject (AV) menjadi **Adverb** :diawaly prep by"

Passive Voice Quiz 2

TANDAI SELESAI

e.g. we have discussed the
problem

S Vaux Vord Object

The problem have been discussed by us

Kalimat yang tidak dapat di passivkan

Kalimat dengan verb intransitive

Active Voice (AV): I feel happy

Passive Voice

TANDAI SELESAI



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PASSIVE VOICE

Sub Capaian Mata Kuliah:
Mampu menganalisis dan mengenali jenis-jenis kalimat aktif dan pasif, mampu merubah kalimat aktif menjadi kalimat pasif

Indikator:

1. Menganalisis dan mengenali jenis-jenis kalimat aktif dan pasif.
2. Merubah kalimat aktif menjadi kalimat pasif.

Soal 1

Belum dijawab

Ditandai dari 1,00

Tandai pertanyaan

1. People grow orchids in tropical countries.
2. The dog bit him.
3. His mother will take care of this.
4. He is writing a letter.
5. We were preparing some fried rice.
6. Somebody has unlocked the door.
7. They had learned it before you taught them.
8. She will have bought two houses by the end of this month.
9. He must pay his debt.
10. we have confirmed your reservation.

Jawaban:

Passive Voice

TANDAI SELESAI

HALAMAN SELANJUTNYA

PV 1.2MB Presentasi Powerpoint 2007

◀ **Passive Voice Quiz 1**

Passive Voice Quiz 1

TANDAI SELESAI

Passive Voice Quiz 2

TANDAI SELESAI

10. MODALS

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MODALS

Sub Capaian Mata Kuliah:
Mampu menganalisis dan menjelaskan penggunaa modals.

Indikator:

- Menganalisis dan menggunakan modals yang sesuai dalam kalimat bahasa Inggris.

Modals

TANDA SELESAI

Modals PPT

TANDA SELESAI

Modals Quiz

TANDA SELESAI

Modals

TANDA SELESAI

Modals

TANDA SELESAI

1. Possibility/ Kemungkinan

Ciri-ciri : makna \equiv conclusion meaning

Pola \equiv bisa berpola be+Ving Ketika continuous

Kalimat \equiv (+, ?)

Tenses \equiv 6 Tenses 4 Bentuk

Patterns :

- S.Pr/S.F S + MODAL + VERB 1
- Pr. C/F. C S + MODAL + VERB ING
- S.Ps S + MODAL + VERB 3
- Ps. C S + MODAL + HAVE + BEEN + VING

Change these sentences using can or could.

- Mary is able to swim very well. Mary can swim very well.
- She was not able to swim when she was five years old.
- You are allowed to use the telephone.
- I think he is able to do it.
- Dewi is able to play the piano.
- You have permission to go to the restroom.
- It is possible that they are caught in the traffic jam.
- She was not able to come yesterday.
- He is able to help you.
- It is possible that he will be late.

Modals

TANDA SELESAI

Modals PPT

TANDA SELESAI

Modals Quiz

TANDA SELESAI

Modals

TANDA SELESAI

English Grammar: Kegun
MODALS IN ENGLISH GRAMMAR

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11. ADDITIONAL MATERIALS

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Additional Material

1. Who & Whom
 2. Suffix, Infix and Prefix

Who And Whom

TANDAI SELESAI

IDIOM

TANDAI SELESAI

EVALUATION

Evaluation Quiz.

TANDAI SELESAI

This exercise include for all the topic before.

List of Irregular Verb

TANDAI SELESAI

24. on the tip of my tongue

25. two heads are better than one

26. you could have heard a pin drop

27. six of one, half dozen of the other

28. to each his own

29. his bark is worse than his bite

30. where there's a will, there's a way

31. so far so good

32. every cloud has a silver lining!

33. Rome wasn't built in a day.

34. the grass is always

35. Turn over a new leaf

36. Don't count your chickens before they are hatched

37. stand on my own two feet

38. strike while the iron is hot

39. hit the nail right on the head

40. Look before you leap.

41. sink her teeth into

42. dot all the i's and cross all the t's

43. run around like a chicken with its head cut off

44. be a peace of cake

45. let sleeping dogs lie

46. have been born with a silver spoon in his mouth.

Number 1-12

DEFINITIONS—Exercise C1	
A. making a mistake	G. missed an opportunity
B. accomplishing two things at once	H. saying embarrassing things
C. doing something dangerous	I. spacing indirectly
D. doing things in the wrong order	J. doing something difficult
E. going from bad to worse	K. taking a really long time
F. doing too much	L. thinking only about himself

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(Who and Whom), (Suffix, Infix, Prefix)

1. Who and Whom in WH Question.

Who	Siapa	Menanyakan subjek (person)
Whom	Siapa	Menanyakan objek (person)

Examples:

Annisa went to Campus yesterday ≡ **who went to campus yesterday?**

They go to bali. ≡ **who goes to bali.**

Penggunaan Whom

whom digunakan untuk menanyakan orang.
 statement: Charles saw Teddy at the supermarket
 WH Question: Whom did Charles see at the Supermarket

2. Who & Whom Adjective Clausa
 cara membuat Adjective Clausa
 1. buat dua kalimat

List of Irregular Verb

TANDAI SELESAI

list of Irregular verbs.docx

27 Juli 2022, 18:51

Status pengajuan tugas

Status pengajuan	Tidak ada upaya
Status penilaian	Belum dinilai
Terakhir diubah	-
Komentar pengumpulan	▶ Komentar (0)

12. EVALUATION

Dasbor / Kursusku / BG2 / EVALUATION / Evaluation Quiz.

Soal 1
Belum dijawab
Ditandai dari 1,00
Tandai pertanyaan

if she borrows your coat then you should be able to borrow her.

Pilih salah satu:

- Benar
- Salah

HALAMAN SELANJUTNYA

◀ IDIOM
Lompat ke...

HALAMAN SELANJUTNYA

◀ IDIOM
Lompat ke...
List of Irregular Verb ▶

Navigasi kuis

1	2	3	4	5	6	7	8	9
10	11	12	13	14	15	16	17	18
19	20	21	22	23	24	25	26	27
28	29	30	31	32	33	34	35	36
37	38	39	40	41	42	43	44	45
46	47	48	49	50	51	52		

Selesaikan kuis

◀ IDIOM
Lompat ke...



INSTRUMEN ANGKET VALIDASI

Pengantar

Berkaitan dengan adanya penelitian tesis atas nama Ahmad Muhajir NIM 10507. 04. 009. 19 yang berjudul "Developing Instructional Material of Teaching Grammar Through Moodle to English Education Department Students of UNISMU Makassar", kami memohon kesediaan Bapak/Ibu untuk memberikan penilaian terhadap media pembelajaran yang dikembangkan tersebut. Angket penilaian media pembelajaran ini dimaksudkan untuk mengetahui pendapat Bapak/Ibu tentang media yang dikembangkan, sehingga dapat diketahui layak atau tidaknya media pembelajaran tersebut untuk digunakan. Untuk itu, kami memohon, kesediaannya mengisi angket ini. Penilaian, komentar, dan saran yang akan digunakan sebagai indikator kualitas dan pertimbangan untuk perbaikan media. Atas perhatian dan kesediaannya untuk mengisi angket penilaian ini, kami ucapkan terima kasih.

B. Petunjuk Pengisian

Sebelum mengisi angket validasi, dimohon Bapak/Ibu terlebih dahulu untuk membaca petunjuk pengisian angket validasi berikut ini:

1. Bapak/Ibu dimohon untuk mengakses media tersebut kemudian mengisi lembar instrument dengan memberikan tanda, lingkaran pada angka kolom yang sesuai.
2. Pedoman penilaiannya adalah sebagai berikut:
 - a. Angka 5 bila sangat baik
 - b. Angka 4 bila baik
 - c. Angka 3 bila cukup baik
 - d. Angka 2 kurang baik
 - e. Angka 1 sangat kurang baik
3. Selain memberikan skor sesuai dengan item di atas, Bapak/Ibu juga diharapkan dapat memberikan saran-saran dan kritik-kritik pada kolom komentar.

C. Angket Isian

No	Aspek yang dinilai	Skor Penilaian				
		1	2	3	4	5
1	Kualitas tampilan/desain					✓
2	Kesesuaian antara materi dan media yang digunakan					✓
3	Kualitas font/teks					✓
4	Kesesuaian kecepatan dan tempo tampilan media					✓
5	Kejelasan pesan/materi					✓
6	Kesesuaian penggunaan warna					✓
7	Kemudahan operasional					✓
8	Keruntutan alur tampilan				✓	✓
9	Kejernihan dan kejelasan suara yang ada pada video					✓
10	Daya tarik dan visualisasi media					✓
11	Keamanan media untuk di gunakan					✓

KESIMPULAN

Menurut saya, media pembelajaran Moodle ini adalah:

- a. Layak untuk digunakan tanpa revisi
- b. Layak untuk digunakan dengan revisi
- c. Tidak layak digunakan

Komentar/saran:

- Bobotnya kurang. skor penilaian, 15 hanya 10.
- Untuk ini dinyatakan valid
- Untuk ini skor 10. Sebaiknya lebih di pengaruhi untuk memudahkan dalam penggunaan.

Makassar, 2022
Validator

Jumil, S.P.M.P.I.



**MAJELIS PENDIDIKAN TINGGI PIMPINAN PUSAT MUHAMMADIYAH
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SURAT KETERANGAN BEBAS PLAGIAT

**UPT Perpustakaan dan Penerbitan Universitas Muhammadiyah Makassar,
Menerangkan bahwa mahasiswa yang tersebut namanya di bawah ini:**

Nama : Ahmad Muhajir
NIM : 105070400919
Program Studi : Magister Pendidikan Bahasa Inggris

Dengan nilai:

No	Bab	Nilai	Ambang Batas
1	Bab 1	8 %	10 %
2	Bab 2	19 %	25 %
3	Bab 3	5 %	15 %
4	Bab 4	10 %	10 %
5	Bab 5	4 %	5 %

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Demikian surat keterangan ini diberikan kepada yang bersangkutan untuk dipergunakan seperlunya.

Makassar, 29 Agustus 2022
Mengetahui

Kepala UPT, Perpustakaan dan Penerbitan,

Nuzulinda, S.Hum., M.I.P.
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