

**THE DEVELOPMENT OF ENGLISH LEARNING EXERCISES
AS SUPPLEMENTARY MATERIALS AT SMAN 7 LUWU TIMUR**



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*Submitted as partial fulfillment for the degree of
Master of English Education*

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MATERIALS AT SMAN 7 LUWU TIMUR**

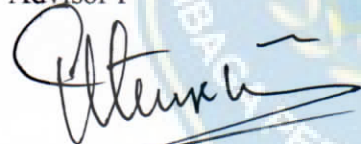
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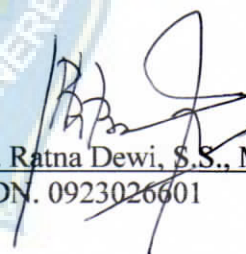
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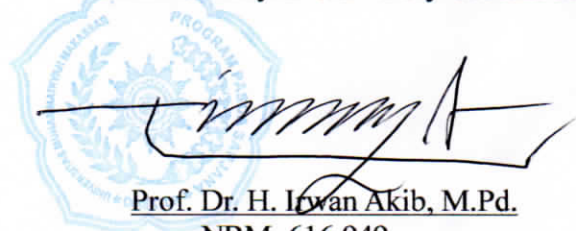
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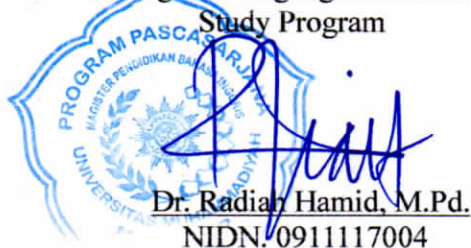
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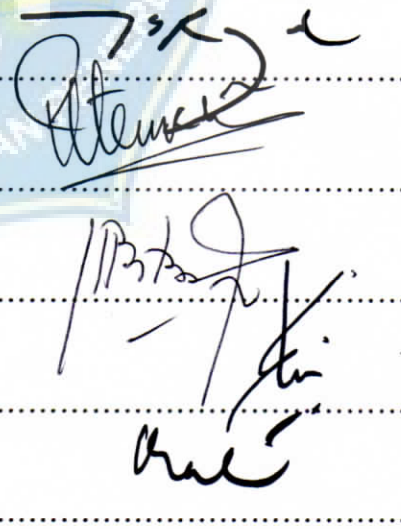
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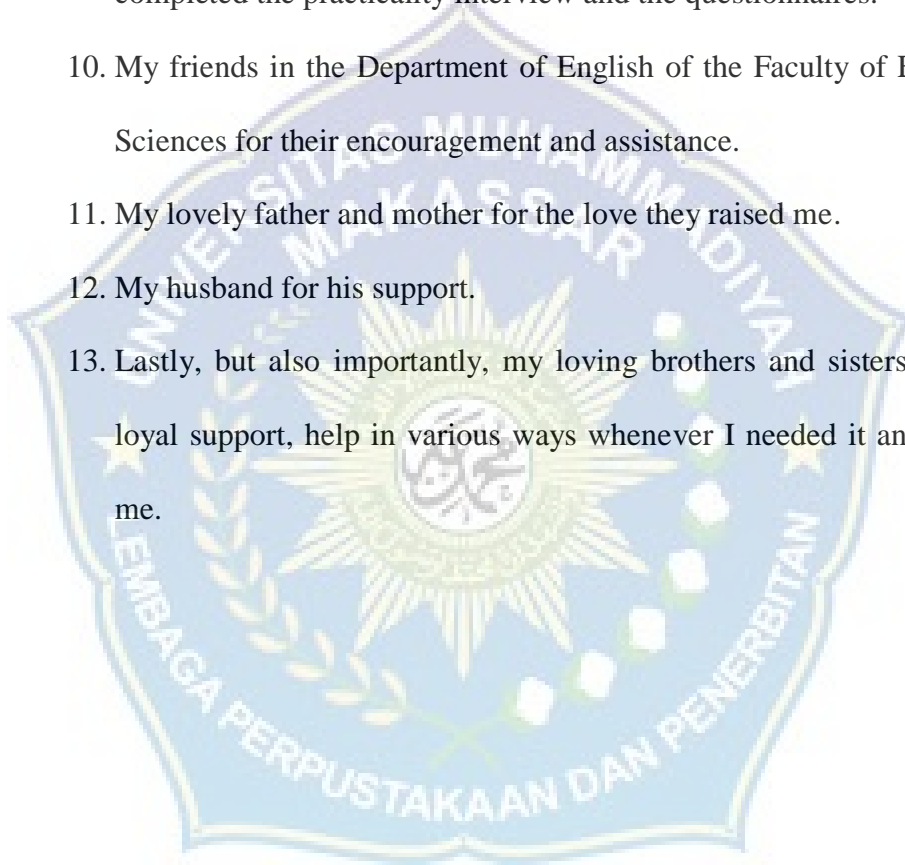
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ABSTRACT

Santi, 2024. “The Development of English Learning Exercises as Supplementary Materials at SMAN 7 Luwu Timur”. Supervised by Andi Tenri Ampa and Ratna Dewi.

This research aimed to develop the English Learning Exercises (ELE) through ASSURE IDM is to describe the product prototype, to find out the validity of ELE developed through ASSURE IDM, and to find out the practicality of ELE developed through ASSURE IDM. The participants of this research were two experts, two certified English teachers and tenth grade students of SMAN 7 Luwu Timur. The researcher used R &D design according to ASSURE model. The data collection techniques are documentation, questionnaire, and interview. Meanwhile, the data analysis techniques used descriptive qualitative for describing the ELE and quantitative for analyzing the product validation and the product practicality. The results of this research described as follow; (1) The product prototype consisted of design and content. Cover design included colors, pictures, title, students' degree, the school identity and the designer identity. The content design included color, pictures, chapter identity, learning objectives, definition of the text, social function, schematic structure, linguistic feature, modelling of the text, and exercises. (2) The validity of the content of the developed ELE through ASSURE IDM based on validator was very valid and the validity of the design of the developed ELE through ASSURE IDM based on validator was also very valid. (3) Related to the practicality of ELE through ASSURE IDM, both certified teachers and all the students in small group and large group classified that the ELE was very practical.

Keywords : *ASSURE IDM, ELE, validity, practicality*

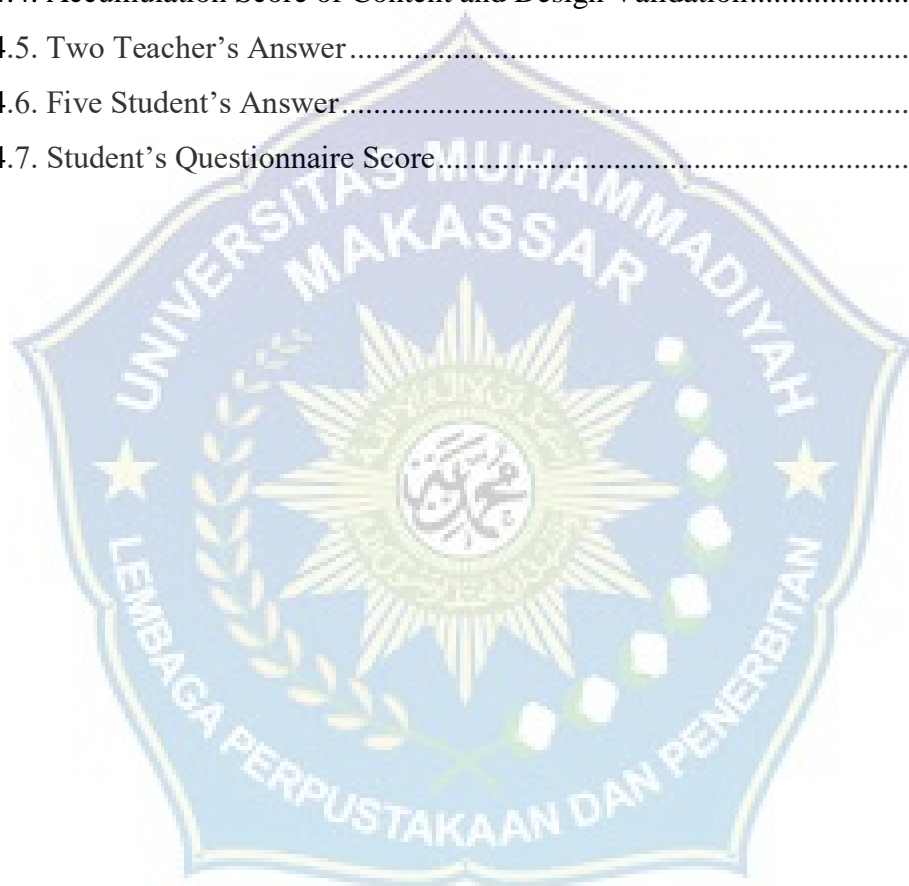
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CHAPTER I

INTRODUCTION

A. Background

English Learning Exercises (ELEs) are exercises designed to assess students' comprehension and develop their skills after they have studied a particular body of English material. Stated differently, ELE might be compared to a set of exercises that students complete in class during the formative and summative assessments, which are part of the Independent Curriculum. Additionally, after a particular learning process, teachers can use ELE as a tool to measure students' instant competency, which helps them evaluate how well they have understood the content.

According to H Van der Horst, R McDonald (1997) and Sieborger (2004), there are three reasons why ELE is important. The first significance is that ELE is capable of measuring both current and past learning. Learning is the process of applying what has been learned in one environment to another and retaining, understanding, and applying what has been learned. To put it briefly, ELE are essential to effective learning. Second, learning activities can demonstrate the effectiveness of the learning process. The focus is on the intended outcomes of every learning activity. In reality, these intended goals are the learning outcomes that students require in order to show what they have accomplished. This suggests that in order to assess whether or not students have met the intended objectives, they must be used on a regular basis. The third crucial component of ELE is exercises that are directed toward accomplishing learning objectives. It demonstrates the intimate relationship that exists between instruction, learning, and exercises: instruction and learning must allow students to reach the desired

goal, and exercises tell teachers and students whether or not those objectives have been met.

Owing to the significance of ELE, some exercise requirements ought to be met by the English textbook. According to Rahmawati (2018), an exercise is considered to be an excellent textbook if it satisfies the following three requirements: 1.) Make students apply new terminology; 2.) Encourage them to critically analyze the material; and 3.) Include individual, pair, and group work in the exercises.

Experts have suggested a great deal of ELE. Active Learning Exercises (ALE) is the first type of ELE. In higher education, ALE refers to techniques like flipped classrooms and online course delivery that show potential for grabbing students' attention and promoting learning, according to Mitchell & Harris (2017). While ALE is not a panacea, it is still preferable than using no approach at all. The outcomes must be considered when using ALE. With Gudigantala (2013). Authentic Learning Exercises (AuLE) constitute the second ELE. According to Herrington & Herrington (2005), genuine activities are valuable and engaging, complex and deep, and produce actual and enduring learning. They also offer a framework for activities that might foster favorable conditions for meaningful learning.

As a result, instructors need to employ tactics that make use of language in contexts that mirror what students would encounter in their everyday lives, claim Ozverir et al. (2016). The paradigm needs to shift immediately from one that emphasizes forms to one that emphasizes meaning. Cooperative Learning Exercises (CLE) make up the third ELE. The use of cooperative learning to teach

speech has been the subject of much research proposed by Nasri & Biria (2017). Most research indicates that using CLE can lead to better speaking abilities and favorable attitudes toward cooperative learning that Nasri & Biria (2017) stated. Therefore, it is believed that CLE can help increase the motivation of foreign language learners to learn.

Experiential Learning Exercises (ELEx) make up the fourth ELE. According to Yi Fan Lee (2019), goal-directed activity is reflected upon in ELE exercises following real-world experiences with activities or events. The four stages of the experiential learning cycle include concrete experience, abstract conceptualization, reflective observation, and active experimentation stated by Li et al. (2022).

Interactive Learning Exercises (ILE) make up the fifth ELE. This ELE is transforming conventional activities into interactive ones that have the potential to significantly alter how the classroom develops. www.topworksheets.com is the URL. Websites devoted to language learning can offer ILE. Multimedia technology is used on the websites to provide interest. Li et al. (2022).

A portion of the ELE has been incorporated into Kurikulum Merdeka, the senior high school textbook for the tenth grade. Regretfully, just because the government is providing this book doesn't imply that it is flawless. The current exercises, particularly the permutation exercises (PE), are incomplete. As a result, the researcher will provide supplemental workouts for the ELE. This attempts to finish the exercises in the text book and the ones that are currently available. The exercises that will be produced for the ELE are permutations, which comprise

writing and presenting tasks, reading and viewing tasks, and speaking and listening exercises. Every activity will incorporate technology, such as YouTube.

These days, everyone knows how important technology is to the educational field. Due to its quick access, technology facilitates easy study of course information for both professors and students. Students have found it easier to understand and retain more information when they study subjects using online dictionaries and libraries. With the growing importance of laptops, tablets, PCs, and other mobile devices in school today, learning information technology skills is becoming more and more necessary explained by Rodinadze & Zarbazoiia (2012).

Therefore, it is essential to ascertain how the usage of technology affects students' performance when completing assignments. One technological tool that is significant and useful in the teaching and learning process is Youtube. You can use it for audio, visual, or video presentations, teachers and students. According to Watkins & Wilkins (2011), the two primary advantages of utilizing YouTube in the classroom are the capacity to deliver authentic presentations, the promotion of English, and the development of a more independent and student-centered learning style.

This project is expected to be additional references for teachers and supplementary exercises for students to improve their ability in English. To do the ELE development, the researcher will design them through ASSURE Instructional Design Model (IDM).

Research in the literature has confirmed the ASSURE model's (a classroom-oriented paradigm) efficacy across several disciplines. Kim & Downey (2016)

looked at 39 curricula that were created using the ASSURE approach and how well they promoted student learning. However, Karakis et al. (2016) looked at the impact of computer-assisted instruction based on the ASSURE model, while Rahman (2017) evaluated the usefulness of the ASSURE model in overcoming challenges in teaching English.

Furthermore, Sundayana et al. (2017) looked at how well learners used the ASSURE to communicate mathematical ideas, while Kristianti et al. (2017) looked into how using the ASSURE to construct mathematical ideas affected students' critical thinking abilities. Reyes et al. (2017) used the ASSURE model to assess the generated material's acceptability level, and Baran (2020) investigated students' experiences using the ASSURE to build courses. Nevertheless, there isn't a single study on the assessment of the efficacy of English learning activities created using the ASSURE approach in the literature. Consequently, this research added to the body of literature.

B. Problem Statement

Based on the background above, the researcher stating the problem in a questions as follows :

1. What is the description of ELE developed through ASSURE IDM?
2. How is the validity of the ELE developed through ASSURE IDM?
3. How is the practicality of the ELE developed through ASSURE IDM?

C. Objective of the Study

Based on the problem statement above, the researcher set the objectives of the research as follows :

1. To know the description of ELE developed through ASSURE IDM
2. To know the validity of the ELE are developed through ASSURE IDM
3. To find out the practicality of ELE are developed through ASSURE IDM.

D. Significance of the Study

1. Theoretically

The result is expected to be a useful information and contribute in learning process, especially for teachers and students at SMAN 7 Luwu Timur

2. Practically

In practically, this research and its products are expected to be put as consideration in creating ELE.

E. Scope of the Study

The development of the ELE focused on permutation exercises included listening, speaking, reading, viewing, writing and presenting for students with audio and visual styles.

CHAPTER II REVIEW OF RELATED LITERATURE

A. Verses Al-Qur'an and Hadith

وَإِذَا قُرِئَ الْقُرْآنُ فَاسْتَمِعُوا لَهُ وَأَنْصِتُوا لَعَلَّكُمْ تُرْحَمُونَ ﴿٢٠٤﴾

'So when the Qur'an is recited, then listen to it and pay attention that you may receive mercy' (QS. Al-A'raaf: 204).

عليك السمع والطاعة في «: قال رسول الله صلى الله عليه وسلم: عن أبي هريرة رضي الله عنه قال «وَأَنْتَزِعَ عَلَيْكَ عُسْرَكَ وَيُسْرَكَ، وَمَنْشَطِكَ وَمَكْرَهَكَ،

[رواه مسلم] - [صحيح]

... المزيد

Abu Hurayrah (may Allah be pleased with him) reported that the rophet (may Allah's peace and blessings be upon him) said: "It is obligatory upon you to listen and obey (the ruler) in times of your ease and of your difficulty, whether you feel energetically stimulated or you feel compelled, and even when someone else is given undue preference over you."

Sahih/Authentic. - [Muslim]

People frequently undervalue the value of listening when they are speaking. They frequently give talking more priority than listening skills. When people are preparing for important discussions, they focus more on what they will say than on whether they will understand what the other person is saying. Effective communication skills are unquestionably a major benefit. But the unassuming ability to listen is just as crucial. Bolton & Bolton, (2018).

When people openly share their thoughts and opinions with others, their needs are satisfied. As a result, people must develop their communication abilities if they are to realize their aspirations, wishes, and objectives. this contemporary. In today's world, communication skills are crucial, and success in one's chosen sector depends on one's ability to master these skills. Speaking is therefore the most crucial language ability out of the four in order to effectively communicate in today's globalized society. Since English is spoken all around the world, learning its communication skills is essential for students who want to succeed in their chosen fields. Therefore, the classroom is the perfect setting for developing effective communication abilities, particularly speaking skills. To improve their students' speaking abilities in English classes, teachers must comprehend the difficulties faced by ELLs (English language learners) and work to employ a variety of instructional tactics in their classrooms. Hussain, (2019).

Additionally, it should be noted that the majority of the students' class time is spent listening. Despite this, listening is one of the most undervalued abilities among all others and is sometimes taken for granted. The first step in learning any language is to practice listening. Nothing can be produced if there is no reception. However, a teacher must devote a lot of time and effort to teaching listening skills if they want their students to be productive and fluent. Krivosheyeva et.al. (2020). A good listener demonstrates readiness and has the capacity to convert sounds into words and their corresponding meanings. Another way to develop this skill is to consider the listener's mindset. Sadiku, (2015).

Another necessity in language is reading. It is a great method to learn new things. Many quotes and proverbs about reading can be found or read. When

students have a large vocabulary, they listen better because they understand more; after that, they can write better because they have more word options; and obviously, they can communicate better because of their extensive word power. To stay up to date on new language and writing styles, it is advised to read for at least 30 minutes each day. As a result, it is crucial to make reading a habit. Well, after the strong, sincere habit has been created, presumably the talents will come into play spontaneously. Making a tiny effort to read one piece a day, however, will be the most effective and straightforward strategy. Sadiku, (2015).

In writing a person who can express themselves well will always succeed. Students intellectual or expressive level is "hard copy" of their writing ability. Schools and colleges offer instruction in the writing process. Pre-writing prepares students for productive writing by allowing them to brainstorm virtually anything related to the topic or theme. They choose a topic, refine it, and take into account the writing form, audience, and goal. At this point, they should not worry about coming up with complete phrases or paragraphs; instead, focus on identifying an idea and getting it going. Sadiku, (2015).

B. Previous Related Findings

Hakim et al 2022 found that developing module of English Speaking using ASSURE model obtained a positive response from both program participants and teachers.

Altun (2021) in his study found that the students enjoyed the activities and materials; yet, they encountered challenges, particularly in tasks like reading texts and participating in vocal question-answer sessions. In conclusion, students

generally felt that the lessons prepared using the ASSURE methodology were successful, and the goals were met. As a result, certain suggestions were given to improve the effectiveness and efficiency of the class.

Al Huda et al. (2022) in their study of ASSURE-Based Digital Learning Modules' findings showed that the digital learning modules for the English course were adequate in terms of the media and featured extremely relevant categories. Regarding the materials, they were divided into excellent groups. A respectable category was incorporated in the learning process.

Hartati and Fatmariansi (2016) in their study "ASSURE Model Implementation in Development of Natural Science Learning Application," drew the conclusion that the natural science learning application, which includes a quiz and menu display material, met excellent standards for display, operation, and interaction after performing the research and creating the learning application.

Reyes and Oreste (2017) in their study "Acceptability Level of Developed Material (SAI) Using ASSURE Model, determined that the SAI is assigned a high descriptive value and may provide a different approach to close the gap in the teaching-learning process.

Lee (2022) Because they offer versatility in terms of learning pace, material selection, and presentation, internet computers aid in the teaching and learning of listening skills. Visual graphics on the internet will captivate learners. However, if there are regular internet traffic jams or if broadband is unavailable, students might not be able to take advantage of the new teaching and learning mode. Before utilizing technology to teach listening, teachers should be aware of

the technological issues and address them (for example, by providing movies on CD-ROM for students without access to computers at home).

Qomaria and Zaim (2020) revealed that because students can use YouTube videos outside of the classroom, they helped students become more proficient speakers and showed them more interest in learning English.

C. English Learning Exercises (ELE)

According to the English-Indonesian dictionary, the meaning of exercise is (noun) exercise, use, exercise, implementation, and practice. while the meaning in the verb (verb) is to do, run, use, move the body, and hold. (<https://www.pinhome.id>). Exercise also means activity intended for training or testing. (Hornby, 2003).

Teachers could, for instance, change the instructions for group work exercises so that the students would only receive a list of tasks to complete and that they would have to divide them equally among themselves in order to get the best results. This would better take into account the important characteristics of learning skills. Before reading a new material, teachers could use a variety of warm-up exercises to help students reflect on their prior knowledge (such as their vocabulary) of the subject at hand. Additionally, adding self-evaluation activities for students to complete after workouts would enhance their ability to learn. (Katajisto, 2022)

The ELE that were developed were permutation exercises (PE). PE require the learner to sort items into some order. Items can be letters, words, events (perhaps represented by video clips), and phrases or sentences. Permutation

exercises can involve rearranging letters, words, sentences, paragraphs of text, images, audio clips, or events in a movie. For example one might ask students to sort images into the order in which they are described in an article, or reorder audio clips according to what is heard. PE involving scrambled words, several kinds of matching exercise (words against words, words with their definitions, and words against pictures), or guessing word. These exercises are developed in listening and speaking exercises, reading and viewing exercises as well as writing and presenting exercises.

1. Listening-Speaking

Listening implies a set of mental activities, which include making choices from what one had heard, organizing them, integrating the transferred message with background knowledge and structuring everything mentally. Perceiving speaker's verbal and nonverbal suprasegmental messages as well as engaging contextual information makes listening a skill in language learning. Pursuant to the National Curriculum Framework in the English Language (2019), the aim is for students to mimic the heard pronunciation, (non)verbally respond to instructions, understand short pronounced texts and do simple listening comprehension exercises. (Božić Lenard & Lenard, 2023)

Speaking exercise, as defined by the terms "speaking" and "exercise," is a speaking activity designed for practice or evaluation. (Sijistani, 2015). According to Brown (2015) speaking exercise means exercise that is needed in speaking a foreign language. Like a child who started to practice walking or cycling training, speaking a foreign language is an activity that should be done regularly. To

determine the levels that have been obtained in speaking a foreign language, it needs speaking exercises.

2. Reading-Viewing

Combining information from verbal, visual, and semantic sources is reading. Students are virtually simultaneously improving their reading skills in their native tongue and their foreign language in the lower elementary classes, particularly in grade 1. The goal is for students to (non)verbally respond to words they hear, recognize graphemes, repeat words using the suggested pronunciation, and use short words with appropriate pronunciation (grades 1–4), according to the National Curriculum Framework (2019) in the English Language. In the lower classes, reading assignments are required; however, the level of difficulty varies according to grade. (Božić Lenard & Lenard, 2023). Because they are a practical and enjoyable tool, using video clips in foreign language instruction is appealing to both teachers and students. However, with the current development of technology, it has become much more regular and better. According to recent research (Pujadas, Muñoz, 2020; Metruk, 2018; Peters, Webb, 2018; Saeidi, Ahmadi, 2016), in (Božić Lenard & Lenard, 2023) using video watching as pre- or post-activity can help students at all educational levels activate their prior knowledge and advance their foreign language proficiency.

Visual materials are perceived as a supplementary tool for acquiring one of the four fundamental skills, i.e. there are no requirements for utilizing viewing comprehension. It comes as no surprise that one of the studied publishers do not offer any and another one offer a few viewing comprehension exercises. When offered, the viewing comprehension exercises are either pre- or post- other skill

activities and their types range from circling/choosing and matching predominately used in grades 1 and 2 to answering and completing in grades 3 and 4. This range is natural because it is in line with students' developmental level. (Božić Lenard & Lenard, 2023)

3. Writing-Presenting

As a productive skill, writing is challenging for both students and teachers. According to Božić Lenard & Lenard, (2023), students face problems of the lack of appropriate vocabulary and proper spelling, use of grammatical structures and coherent paragraph organization. On the other hand, teaching in mixed-ability large groups makes this time-consuming task very challenging for teachers.

Writing is the scripted expression of "What we hear, think, design, see, and experience is to tell in writing." It's a means of expressing oneself to others and giving an explanation, just like speech. Sever, 2004 in (SAHIN & POLATCAN, 2019). The ability to convey one's thoughts on a subject through writing while utilizing one's imagination is known as creative writing, which is a skill that is directly tied to creativity. It is made up of the combination of creative thinking and writing (Oral, 2008). (Speech, 2008) in (SAHIN & POLATCAN, 2019). Writing creatively is the expression of all knowledge obtained by observing the outside world from a unique perspective. It is the manipulation of imaginative ideas through writing, including poetry, novels, fairy tales, drawings, cartoons and so forth (Kaya, 2013) in (SAHIN & POLATCAN, 2019).

Apart from writing, presentation is one of the exercises or methods that can improve the English competence of students. It is one of interesting learning to

make them having well mental and fluent to speak and master English. The manner of presentation is one of the fascinating lessons to help them become mentally and fluently to understand and speak English. However, this requires a consistent and engaging activity. Students should become more engaged, motivated, and creative as a result of this. Every student is unique, and some may take longer to grasp the material than others. This turns into an issue that may affect their capacity to learn English. Occasionally, during instructing, a teacher will explain something incoherently. As a result, students may become confused. Students are expected to improve their comprehension and command of the English language by learning and teaching the language. In this sense, education is a process that not only imparts knowledge through teaching but also changes values and character traits that have an impact on social and personal spheres. (Sukoco, 2018).

D. Module

The ELE are developed in a module. A module is one substitute for instructional materials created with learning objectives in mind. These days, creating instructional materials is crucial to enhancing efficient and successful learning. It facilitates pupils' more methodical and useful information gathering. That Module is one of the instructional resources that is thoroughly and methodically filled with prepared learning experiences meant to aid students in understanding particular learning objectives. The module provides opportunity for students to develop their attitude, knowledge, and skills. Rendy, 2005 in Agustiana, 2021.

According to Dickinson and Brewster (2007) in (Agustiana, 2021) there are 10 categorizes of a good module , as follow:

No	Aspect	Criteria
1	General Apperance	<ul style="list-style-type: none"> a. The book cover is attractive to young learners b. The font size and type are appropriate for young learners c. The book contents and workbook materials look fun and interesting to young learners
2	Layout and Design	<ul style="list-style-type: none"> a. The book includes a detailed overview of the structure and vocabulary that will be taught in each unit b. The layout and design are clear c. The learners can easily see what they have to do d. The illustrations are varied and attractive e. The illustrations simulate learners to be creative
3	Methodology	<ul style="list-style-type: none"> a. The suggested methodology is learner-centered b. The materials can be easily adapted to suit various approaches
4	Activities	<ul style="list-style-type: none"> a. There are sufficient activities and tasks which are interesting in themselves. b. There are plenty of activities for children who cannot yet read and write with confidence c. There are plenty of varied practice for any set of

		<p>language items</p> <p>d. The activities provide opportunities for real language use</p> <p>e. The activities incorporate individuals, pair and group work</p> <p>f. The activities can be modified or supplemented easily</p>
5	Language Skills	<p>a. The materials provide an appropriate balance of the four language skills.</p> <p>b. There is sufficient material for integrated skills work</p> <p>c. Listening materials are well recorded, as authentic as possible and attracts the interest of young learners</p> <p>d. There is sufficient range of interesting level-appropriate reading material</p>
6	Language Content	<p>a. The language used in the book is sufficiently authentic</p> <p>b. The language used is at the right level for the students's current English ability</p> <p>c. The language functions exemplify English that students will be interested in and likely to use</p>
7	Topic Content	<p>a. The topics are realistic and likely to appeal to young learners</p> <p>b. The topics are relevant and encourage learners to express themselves</p> <p>c. The topics encourage independent thinking and active learning</p>

		<p>d. The topics avoid cultural/racial/sexual stereotypes</p> <p>e. The topics reveal clearly what students are expected to learn in that unit</p>
8	Teachability	<p>a. The book provides sufficient support such as CDs, cassette, DVD, flashcard, posters to help students get a clear input</p> <p>b. The book is suitable for mixed ability classes and classes of different size</p> <p>c. The teacher still has to supplement the coursebook with materials from other sources</p>
9	Fleksibility	<p>a. The book provides adequate opportunities for learner assessment</p> <p>b. Adequate assessment materials such as progress tests are included or easily obtained</p>
10	Practical Consideration	<p>a. The book is affordable for the parents to buy</p> <p>b. The book is available in the bookstore</p>

E. Technology Integration

The current teaching and learning trend is what teacher and students can do in integrating the learning with ICT. According to Freiburger (2017), school administrators and instructors are compelled to reconsider how new technologies are used in the classroom. He continues by saying that one of the newest trends is application innovation. According to Comerchero (2006: 1), "e-learning is a flexible term used to describing a means of teaching through technology." ICT, an

internet connection, and other technological tools are required for this type of learning when a teacher and student are separated by distance. According to statistics, e-learning is still expanding quickly (Pappas, 2015). In fact, more and more people, businesses, and institutions are using eLearning as they realize how useful and convenient it is.

Since technology may help students become autonomous learners both inside and outside of the classroom, it is advised that English learners and teachers consistently support technology use as a part of their learning and teaching. Additionally, English language students can be more information about how to use various modern technologies to improve their English proficiency in order for the students to stay current and develop into skilled English users. There must be some effective technological integration used for the teaching and learning of English promoted to reduce some difficulties. Additionally, teachers need to receive extra training to be made available so that teachers can participate more (Rintaningrum, 2022).

The technology media to develop the ELE is youtube. YouTube channel is a video sharing website in which users can upload, share and view videos. It is created in 2005, and it was founded by Chad, stevechen, and Jawal Karim, who were employees at PayPal Company. The domain name is www.youtube.com, and then it is developed as and grew rapidly as more than 100 million videos views per day. YouTube is classified as the third most visited website on the internet. YouTube provides students with a visual connection to abstract literary theory, which help teachers to increase students' participation, and shed the light on context. According to Ilyas (2020) Youtube is one of social media that can be

integrated in teaching speaking, because utilizing YouTube channel in teaching is useful and beneficial for lecturers who are interested in technology for teaching purposes.

There is a good possibility that is students are familiar with YouTube, which could have a positive influence on students' motivation. (Nasution, 2019). YouTube is one of the effective media because inside there, we can find many videos that can support us while teaching in a class (Heriyanto 2018). Heriyanto (2018) assume that the finding in his article clearly show that YouTube offered statistically significant effects on the students' vocabulary acquisition. The findings of the study indicate that the participants positively viewed the use of YouTube in their lessons. The findings also exposed significant improvement in the students' vocabulary achievement. In line with those ideas, Harahab Putri et al., (2020) in their study demonstrated that students had favorable opinions on EFL students' self-regulated learning on YouTube. They claimed that using YouTube could help them regulate their English learning and bring them joy and pleasure as well as excitement when studying. Additionally, this study discovered that the advantages of utilizing YouTube for self-directed learning; YouTube offers a wealth of learning materials, the simplicity of using YouTube, the time and location flexibility while using YouTube in controlling how they learn.

In short, youtube can facilitate students to do the ELE in a way that would help meet the needs of all students. Using youtube to create and deliver learning solutions opens possibilities to both online and offline interactions such as text messages, videos conferencing, interactive projects, videos, power point presentation, games, e-flashcards. Effectively integrating youtube as one of

technology media into ELE will enhance the roles of teachers into advisers, coaches, and guides and allow students interactively in doing the ELE.

F. Instructional Design Model

1. Definition of Instructional Design Model (IDM)

The concepts of instructional design and curriculum development refer to two separate processes and they are related to each other. “Curriculum” is more concerned with what to teach, while “instruction” is concerned with how to teach. Thus, it can be said that curriculum development is the processes carried out to determine what will be taught, that is, what the learning goals and objectives will be, and instructional design is the processes carried out to determine how these goals will be gained (Donmez & Cagiltay, 2016).

Instruction design is called “Science” because it follows a set of theories and methods and it is concerned with inputs and outputs of information. Instruction design is also called as an “art” because it is related with creativity and shows a designer’s talent and capabilities. Piskurich, 2016. Instructional design is a process of learning which explains lessons, course, learning and support activities in a unit of learning. (Technology, 2006). Hashem Fardanesh, (2006) in (Faryadi, 2007) describes instructional design as follows: “instructional design could be defined as the prescribing and forecasting optimal instruction methods for achieving desired changes in knowledge, skills and attitudes of designated students”.

Stated differently, instructional design refers to a process whereby a teacher or designer makes use of existing resources to fulfill the needs of students in terms

of knowledge transfer. "Instructional design is a systematic method for conceptualizing, creating, and carrying out instructions," according to Hardré & Chen, 2008. Buchanan (2021) asserts that a successful design takes into account the involvement of people in its operations in addition to being imaginative, fashionable, and visually striking.

The designer must appreciate the deep involvement of human characteristics in its design. Instructional designers are confident that they can effectively communicate their ideas throughout the classroom with the aid of information technology. With with a mouse click, they may place the power of learning directly in the hands of the students (Gagné et al., 1990). Because of this, teachers must carefully consider how to create engaging and practical multimedia courseware that makes the most of cutting-edge technology without sacrificing the needs, motivation, or critical thinking abilities of their students. (Faryadi, 2007)

2. Types of Instructional Design Model (IDM)

The main well-known instructional design models are ADDIE, the Smith and Ragan model, the Dick, Dick and Carey model, the ARCS model of motivation, The Seels and Glasgow ISD model, The Morrison, Ross and Kemp model, ASSURE model.

a. ADDIE Model.

ADDIE is a short name formed by the first letters of the words "Analyze, Design, Develop, Implement, Evaluate". It contains the main components of general instructional design models. It expresses a systematic approach to instructional design (Branch, 2009). It is a well-known instructional design model

that instructional designers and training developers use to create effective, relatable training course. This model was created by Florida State University for the military in the 1970s.

b. The Smith and Ragan Model

For those interested in the cognitive psychology underpinnings of the ID process, professionals and students in the field of instructional technology are starting to favor the model of the ID process developed by Smith and Ragan in 1999. The design of the instructional model is addressed in about half of their process's procedures.

The three stages of Smith and Ragan's paradigm are formative and summative evaluation, instructional strategy generation, and learning context analysis. The eight steps that make up their ID procedure are conceptually framed by these three phases. They analyze the learning task, the learners, the learning context, learner performance, instructional strategy development, instruction production, assessment, and revision are all included in their eight steps process.

c. Dick and Carey Model.

The Dick and Carey Model was first proposed in the book *The Systematic Design of Instruction* published in 1978 by Walter Dick and Lou Carey. This model focuses on the interrelationship between elements in the design process. The elements are context, content, leaning and instruction. The components are executed iteratively and in parallel with each other. Dick et al., (2005)'s step-by-step design model includes a series of events and phenomena in which the designer determines learning goals and instructional strategies to achieve these goals.

d. The ARCS model of motivation

Keller, (1987) says that he aims to create a systematic and useful approach that does not ignore the motivation component in instructional design. In order to achieve this goal, he transformed the instructional design model he had previously developed in the light of the motivation factor. He changed the names of all four components to suit the content he expressed. The four components that show what it takes for a person to be motivated emerged in the last case: attention, relevance, confidence, and satisfaction.

e. The Seels and Glasgow ISD model

The 'Seels and Glasgow ISD (instructional system development) model' developed by Seels and Glasgow (1998) consists of five basic stages for instructional systems design processes. This linear model is also known as generic modeling which means general, comprehensive, all-encompassing modelling. The Seels and Glasgow ISD model consists of three phases: Needs Analysis Management Phase, where you analyze and document instructional requirements and goals. Instructional Design Management Phase, which is responsible for formulating instructional strategies, breaking down development into tasks, selecting delivery systems, and performing formative evaluations, and lastly, Implementation and Evaluation Management Phase, which is responsible for developing and producing the course materials, delivering the course, and evaluating the results of the course.

f. The Morrison, Ross and Kemp model

Kemp Model was designed in by Morisson, Ross and Kemp. There are nine elements of the Kemp Model: 1) Determine the specific goals and instructional

issues, 2) Identify the characteristics and needs of the learners that should be taken into account, 3) Clarify the course content and analyze the proposed task components in relationship to the set goals, 4) Define the instructional objectives and learning outcomes, 5) Ensure the contents of each component of instruction is sequentially and logically presented, 6) Design instructional strategies to enable learners to master the content and achieve the learning outcomes, 7) Plan the instructional message and the appropriate mode of delivery, 8) Develop the evaluation instruments suitable for measuring and assessing learners' progress toward achieving the course objectives, 9) Choose appropriate resources that will support the teaching and learning activities;

g. IFDAD Model

IFDAD model has specific phases that must be followed during the development of materials. The phases are: to identify students' needs, to formulate the learning objectives, to describe the taxonomy of objectives, to analyze the characteristic, and to determine the learning process. (Muhammad Basri & Tenri Ampa, 2019).

h. ASSURE Model

The ASSURE model was developed by Heinrich, Molenda, and Russel in 1993. This model is an instructional design guide that integrates technology and multimedia to enhance the learning environment from a constructivist perspective (Levebvre, 2006). According to Heinich et al. as stated by Sharon E. Smaldino et al. states that the ASSURE model of learning planning includes 6 systematic stages (Heinich, Molenda, Russell, & Smaldino, 2005) namely: (1) Analyze learners, (2) State objectives, (3) Select methods, .media and materials, (4) Utilize

media and materials, (5) Require learner participation, (6) Evaluate and revise. When creating learning activities, the ASSURE model is a simple and useful learning design approach to use both traditionally and privately. The analysis of students having these qualities will make it simpler to design effective, efficient, and engaging learning activities. It can also be utilized during the evaluation and revision phases to make sure the quality of the process of applied learning. ((Huda et al., 2022).

However, in this study researcher will use the ASSURE model. The reason why this model used is it can be integrated with technology that what the researcher will use in developing learning exercises.

3. Phases of ASSURE IDM

The instructional materials should be well-designed in order to satisfy the needs of the students and enhance their ability to learn English as a foreign language in Indonesia. Use of the ASSURE model is an alternate approach that can improve the effectiveness, appeal, and suitability of the educational materials. for students in Senior High Schools. The ASSURE model was developed by Heinrich and Molenda in 1999. It is a wellknown instructional design guide using constructivist perspective which integrates multimedia and technology to enhance the learning environment (Patrick Lefebvre, 2006). “Careful planning will increase the effectiveness of instruction” (Daniel Callison 2002).

The ASSURE model has specific phases that must be followed during the development of materials. The phases are:

1. Analyze learners

The first step in the ASSURE model is to analyze learners by identifying their expectations, goals, preferences, and needs. In doing so, instructional design can develop a program that caters to learners' expectation and keeps their desired learning outcomes in mind.

Teachers should assess the characteristics of their students as the first stage in the procedure. The learners' traits that are linked to the desired learning outcomes should be the main focus. The teachers can make decisions on the next steps in the process with the aid of the information acquired. Their decision of certain teaching methods and resources will be influenced by their assessment of the learners' personalities.

In the analysis of the students, teachers should: broad characteristics of students, including their age, academic standing, gender, and interests. prior abilities. Several types of learning, including auditory, visual, and tactile.

2. State standards and objectives

The second phase is to determine standards and objectives for the program. Objectives should be concrete, testable, and demonstrable. Learners should clearly understand what they will get out of the program and be able to do once it is completed. The teachers must state the goals and objectives for the learning module following the study of the learner qualities. What the students will be able to do as a result of the instruction is specified in this statement. The students progress can be evaluated using the objectives, possibly as part of the grading system. Teachers can also use them to explain to the students what they will learn in class.

The mark of a good set of learning objectives is conformity to the ABCDs of well-stated learning objectives. They are: audience, for whom the objective intended is; behavior, what the behavior of performance to be demonstrated is; conditions, what conditions under which the behavior or performance will be observed; degree, to what degree will the knowledge or skill be mastered. The learning purpose should be specifically defined in the objectives statement using verbs. Bloom's Taxonomy provides a handy guidance on the suitable verbs to utilize. Keep in mind that evaluations may only be made based on how the students behave. Even if a student is an expert on a subject, they might not be able to score well on an exam.

3. Select method and media

Selected strategies, technology, media, and materials are represented by the second "s" within this acronym. It's important to choose instructional methodologies, technology, and media that will achieve teachers desired results based on your learning objectives. Determine which delivery strategy will work best for your course first. How much of your instruction, for instance, will be instructor-centered and how much will be student-centered? The first of them are methods like lecture, demonstration, or video presentation. The second category includes tactics like cooperative group projects and group discussions.

Learner-centered techniques are rationally preferred. Increased class participation makes learning more engaging. The learners, not the teachers, are ultimately responsible for mastering the subject. However, the teachers will need to divulge and display a specific level of essential knowledge and skills. When the

teachers just guide the students towards figuring out the solution to a problem on their own, learning is at its most effective. An effective teacher only facilitates the learning process.

Next, teachers decide which technology, media, and resources will best complement the teaching plan teachers have chosen once teachers have made that decision. This includes both basic instruments like chalk and a chalkboard and more complex ones like power-point presentations. It is important to keep in mind that the instructor is a crucial component in imparting the knowledge. Although fancy tools are helpful, having someone with knowledge beyond what is found in a textbook is ultimately more important.

4. Utilize media and technology

This stage focuses on how the media and technology will be implemented. Organizations should decide how they are going to most effectively assign, deliver, and provide access to their learning technologies. To accomplish this, it's critical to adhere to the "five p's" process: View the Materials, Media, and Technology in Advance. This implies that teachers should make an advance plan for how you'll use them. Before teachers actually teach their lessons, it is a good idea to run it through a few times. Assure a continuous and orderly flow throughout the entire lesson. To accomplish this, it's critical to adhere to the "five p's" process; teachers must assemble all the materials they will use to deliver their lessons. They must be operational. Create the text and visuals for each screen, for instance, if they are creating a power-point presentation; prepare the environment, setting up the learning environment requires a small amount of planning. It is

crucial for teachers to do simple things like make sure they have adequate workstations. Additionally, if teachers have control over the environment, they have to make sure there are no sources of noise that could annoy the students; prepare the learners, teachers need to inform the students as to what the learning objectives are. The students will be able to map out what they need to remember thanks to this. The students must then be informed about the evaluation process. They need to know what their assignments are, how they will be scored, whether there will be assessments, and other details. Teachers should also convey to the students the advantages of learning the subject; provide the learning experience, after that, they put the lesson into practice. All of their preparation will finally pay off at this point. Teachers should be ready to complete the lesson while keeping in mind each previous phase of the procedure. Their careers as teachers will succeed as a result.

5. Require learner participation

This step determine how learners will be engaged throughout the learning process. In this step, designer should make plans for how they are going to actively engage learners in the material. Learners could take part through discussions and knowledge checks, or better yet, the program itself could incorporate interactive elements that learners must perform.

The most basic step is to request student participation in class discussions. A more sophisticated approach requires students to prepare questions and comments at home and bring them into the lesson. Teachers can also allow individual student to lead teacher- or seminar-style discussions. Additionally, teachers should

carefully plan how their students will generally participate in the learning process. How will teachers learn the information and techniques in the lessons. Teachers' plans should be more concrete than just listening and absorbing. Perhaps they encourage a particular style of note-taking or other study strategies.

6. Evaluate and revise

The last step in the ASSURE process is as important as any other. This step assesses the impact of your teaching on student learning. This includes evaluation of teaching strategies and the technology, media and materials used. The questions are useful to ask during the evaluation: Did your lessons meet your planned learning goals? How do you determine if your students have met their goals? Is your method of evaluating students consistent with your learning goals? Can this lesson be improved? How? How would you rate your presentation weaknesses? Were the media and material choices appropriate? How do you rate the effectiveness of these tools? Would other technologies, media, or materials have yielded better results? The final step of assessment should focus on students' feedback. The overall experience was positive or not, students feel they achieved their goals and personal goals, how they determine if their performance was effective.

The revision of design and content are needed to repackaging by including illustration or images, using language or terms that are easier to understand, interesting and match the characteristics of participants. Regarding language and terms, it is easy for the participants to understand, concretely it is known through the rating scale and interview when the field test is limited.

G. Conceptual Framework

The concept of framework is as follows:

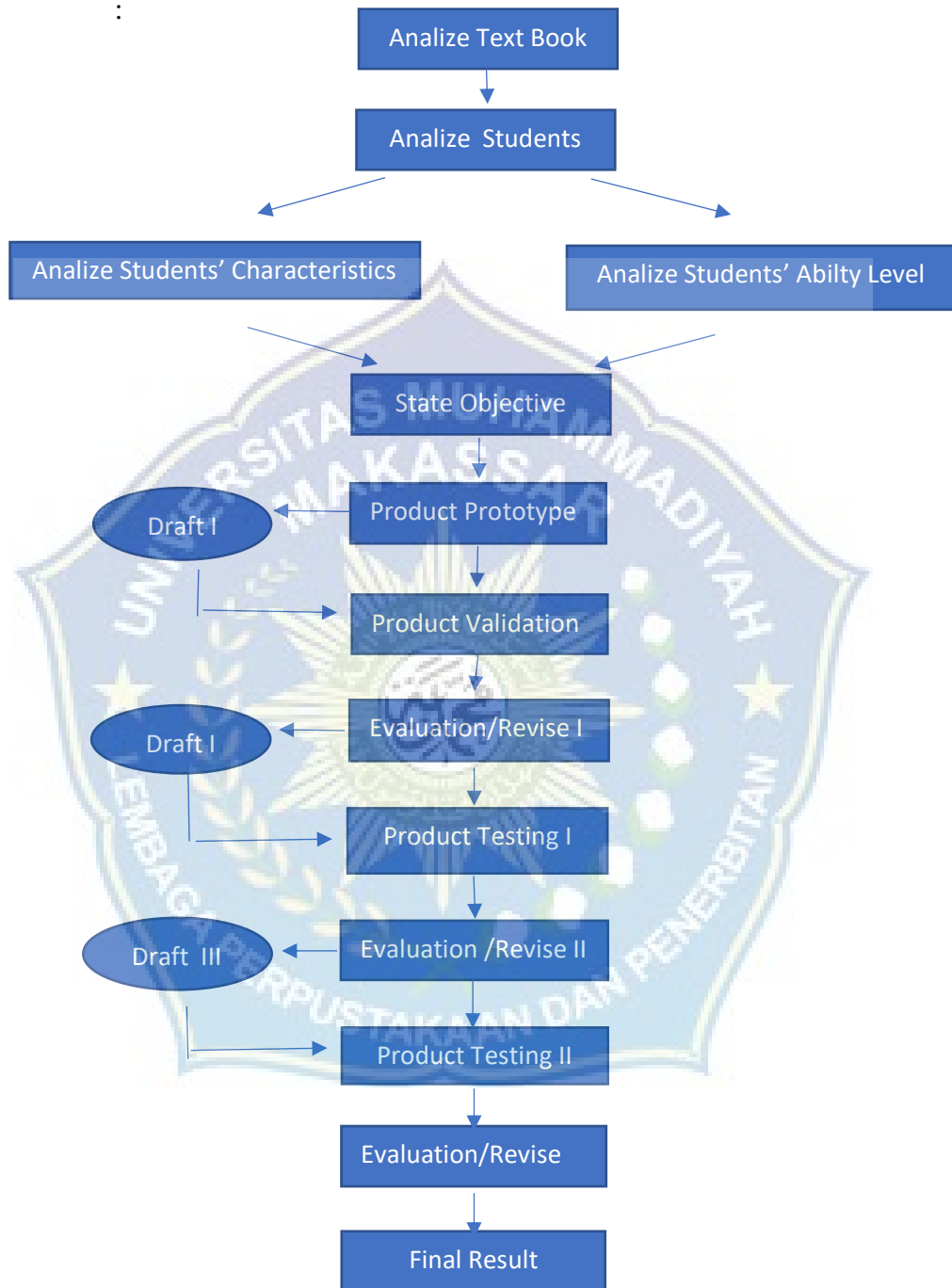


Figure 2.1 Conceptual Framework

From the conceptual framework above, the researcher did the steps of designing product based on the purposes:

a) Analyze text book

This aims at examining the content of the main English Text book to find what ELE are included in the main text book and what ELE are missing so that they can be supplemented with the learning exercises that are developed.

b) Analyze students' characteristics

Student analysis aims to examine student characteristics in accordance with the design and development of learning materials. The characteristic is the learning style of the students.

c) Analyze students' ability level

The students' ability level is analyzed to the students' knowledge, skill and attitudes. This is done to suit the target.

d) State Objective

Stating objective aims at describing a direction for the student acquiring new knowledge, skills, and attitudes. The researcher decide the objective depend on what students will be able to do as a result of the ELE design.

e) Design Product Prototype

The first draft is the prototype of the product of ELE Module. The components are the cover of ELE module and description of the ELE developed. The design of product prototype suits the target.

f) Product Validation

The validation of the product is important to ensure quality before widespread utilization.

g) Evaluate and Revise

This is to understand how well the ELE achieves its goals. This evaluation is done to determine whether or not the ELE works well. Thus, revisions can be made to improve product quality.

h) Product Testing

Product testing is done to determine the practicality of ELE product by utilize a small group of five students and a large group of twenty students to achieve predetermined goals.

i) Final Result

The final result of the ELE product is used as a reference and complement to ELE the English main text book.

CHAPTER III

RESEARCH METHOD

This chapter aims to present the method of the research in developing learning exercises for tenth grade of SMAN 7 Luwu Timur. This chapter describes how the research conducts the purposes states by starting to discuss: (1) research design (2) research participants (3) technique of data collection (4) data analysis

A. Research Design

The methodology that used in this research was Research and Development/R&D method while the development design was conducted based on ASSURE model which stated by Russel in 2014. It consisted of six development phases. However, before doing the phases, the researcher first analyzed the content of the English Main Text book. This aimed to find out which exercises were already in the text book and which exercises were not. Through this analysis, researcher decided to design new ELE as supplementary exercises. The research data was found in a tenth grade English textbook called "Work in Progress." Everything found in the textbook, including the text, images, activities, workbooks, assessments, and other materials, were referred to as "content." Through engaging and necessary exercises, this textbook is utilized to assist learning and teaching achievement in the present curriculum, which is the Merdeka curriculum. This book has two themes: the first semester is about athletics, and the second semester is on art. This book is divided into six chapters, each with a distinct emphasis on text variations. The material for the first semester are: Healthy Food (procedure text), Sports and Health (advice or procedure text),

Sport Event (recount text), and Great Athletes (descriptive text). And for the second semester, the materials are Grafitti (expository text) and Fractured Stories (narrative text).

There are four categories to analyze the content of a text book summarized by Rahmawati (2018) such as objective, facilitate teaching learning process, exercise, and vocabulary. The researcher will focus on the exercises analysis based on three aspects which are require students to use new vocabulary, promote critical thinking of the text and incorporate individual, pair and group work. There are five steps to do the analysis. first of all, the researcher read the English textbook entitle “Work in Progress” for tenth-grade students in the Merdeka Curriculum. Second, the researcher selected a few unit to analyze and took a sample that represent the whole data. Third, the researcher highlighted and put into categories. Fourth, the researcher examined and tagged the data based on established categories. the researcher made sure that the data from the textbook are matched with the exercises aspects.

The next step that the researcher did was designing the product. To produce ELE which was suitable to the students, the researcher has done it in six phases of ASSURE IDM:

1. Analyzing learners

To analyze students level researcher paid attention to students’ characteristics, grade level and ability level. The student characteristics here were learning styles of students. Then researcher made questions from the characteristics she made and distributed questionnaires to students to be filled out

within a certain time. After the data was obtained, they were utilized as a reference in developing ELE.

The next analysis that the researcher did was the grade level. Grade level refers to the grade in which a students were placed and expected to that level of grade. In this case, the researcher chose the tenth grade students. The reason was the tenth grade had been given the Merdeka curriculum in Academic Year 2023-2024. The next level were analyzed was ability level that refers to students' current abilities at that time. It was what they were capable of with a high percentage of accuracy. The students were given speaking tests in a sport topic. To carry out the tests, the researcher first selected the 15 visual and 17 audio students of the first Semester Students of SMAN 7 Luwu Timur in academic year 2023-2024. Second, the test of speaking was distributed to the students. They were all given a video tutorial (https://youtube.com/shorts/gcOVjosRUKw?si=bNs5wKR0G2m_Ksnm). The auditory students were listening to the video and they were asked to read aloud. The visual students were watching the video and taking notes then retell it. Third, the researcher checked the students' performance and analyze the result.

2. Stating objective.

The objective was designing new concrete, testable, and demonstrable exercises. The exercises project were designed into exercises module to complete the current ELE in English main text book and to fulfil the students' worksheet.

3. Selecting method, media and materials

The researcher chose the practice method for the development of ELE. In terms of choosing the technology format, media, and exercises that were used to achieve the learning objectives, the researcher considered the results of the questionnaire obtained when analyzing the characteristics, the grade level and the ability level of the students. In the class, the use of internet technology with synchronous and asynchronous systems was applied. The researcher employed YouTube as the technology media. When deciding on methods and media, organizations should keep in mind how to adapt exercises into the desired format, who the learners were, and where they learned from. In choosing the exercises and designing them into an exercises module, there were several aspects were considered such as size, form, color, and content as sketch of the learning exercises.

4. Utilizing technology, media, and materials

In utilizing technology, media, and teaching materials, the researcher used the youtube to carry out the synchronous the exercises with students so that it could function effectively in real learning circumstances. This step was the production step where everything that was made in the design steps became real.

5. Requiring learner participation

The researcher involved 5 students in small group and 20 students in large group actively in the practicality process expected in the exercises. The efforts that the researcher did in involving students in learning were by providing the interview and questionnaire.

6. Evaluating and revising

To determine the effectiveness of a design, the design needed to be evaluated. The evaluation of the product were done whether it has fulfilled the requirement or not. Stages of evaluation consisting of self-evaluation, expert review, evaluation of teachers, small group evaluation of students and large group evaluation of students. Expert review was done to validity evaluation. Interview two certified English teachers, small group and larger group of students were done to the level practicality evaluation. Next, the revise was done after the evaluation was finished.

B. Participant of the Research

The participants of this research were two experts, two certified English teachers, five students of small group, and twenty students of large group at tenth grade in SMAN 7 Luwu Timur in Academic Year 2023/2024.

C. Technique of Data Collection

The data were collected by using document prototype (the sample of product), the experts' judgment questionnaire, the practicality interview of two certified teachers and the practicality interview of five students in small group and questionnaire of twenty students in large group.

1. Document Prototype

The document prototype here was the ELE product before being validated by the two experts.

2. The Expert Judgment Questionnaire

The questionnaire were given for obtaining the data about the validation of the product through experts' judgment, it was related to the design and the content of the product. the questionnaire used Likert Scale to obtain respondents' views, judgments, and opinions about almost any aspect of language learning Brown and Rodgers (2002)

3. Practicality interview and questionnaires

The third step to collect data were taken by giving interview of twenty questions to two certified English teachers. Next, the interview was given to a small group of five tenth grade students. The last, twenty students in large group were invited to answer ten questions. The answers of the teachers and the students then will be analyzed to know whether or not the project was practice.

4. Data Analysis

The data were analyzed in the form of qualitative and quantitative data. The qualitative data were taken from the description of the document prototype, while the quantitative data were from the percentages of validity and practicality. The interview and questionnaire results were used for evaluating the product draft which consist of statements and Likert Scale responses. It asked the correspondents to indicate their agreement and disagreement in dealing with given statements.

Table 3.1. The Categories of Expert's Judgment

No	Categories	Score
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1.	Strongly Agree	5
2.	Agree	4
3.	Neutral	3
4.	Disagree	2
5.	Strongly Disagree	1

Source : Likert-Scale

The score was conversed to the criteria as presented in the table as follows:

Table 3.2. The Level of Validity Criteria

No	Criteria of Validity	Level of Validity
1.	4.1 - 5	Very Valid
2.	3.1 - 4	Valid
3.	2.1 - 3	Neutral
4.	1.1 - 2	Invalid
5.	<1	Very Invalid

Adapted from Khasanah, 2018

Furthermore, the questionnaire used to acquire students' practicality was categorized in the table as follows:

Table 3.3. The Categories of Students' Questionnaire Practicality

No	Categories	Score
1.	Strongly Agree	5
2.	Agree	4
3.	Neutral	3
4.	Disagree	2
5.	Strongly Disagree	1

Source: Likert-Scale

The score was conversed to the criteria as follows:

Table 3.4 The Level of Practicality Questionnaire Criteria

No	Criteria of Practicality	Level of Practicality
1.	4.1 - 5	Very Practical

2.	3.1 - 4	Practical
3.	2.1 - 3	Neutral
4.	1.1 - 2	Impractical
5.	<1	Very Impractical

Adapted from Khasanah, 2018

The Level of questionnaire practicality criteria was conversed into percentage formulation below:

$$\bar{X}\% = \frac{\sum X}{N} \times 100\%$$

\bar{X} = Mean Score

$\sum X$ = Total Score of Practicality

N = Maximal Score

Furthermore, the practicality of ELE from teachers' and students' interview was formulated as practice if their answers were yes, and as nor practice if their answers were no.

CHAPTER IV

FINDINGS AND DISCUSSION

1. The Description of ELE

The researcher designed the ELE product in accordance with the visual and audio learning style of the students since the preliminary study indicated 15 of the 40 students or 37.5 % were visual style, 17 of them or 42.5 % were audio style and 8 of them or 20% were kinesthetic style. Furthermore, the speaking test indicated that 10 of the 15 visual students or 66.7 percent were categorized very good, 3 of them or 20 percent were categorized good, and 2 of them or 13.3 percent categorized poor. 5 of the 17 audio students or 29.4 percent categorized very good, 10 of them or 58.8 percent categorized good, and 2 of them or 11.8 percent categorized poor. After determining the students' learning styles and students' speaking test result, the document prototype was created.

The ELE Module was developed into the design and content that consisted of four chapters.

a. Design

Cover design included colors, pictures, title, students' degree, the school identity and the designer identity. The chapters' design included color, pictures, chapter identity, learning objectives, definition of the text, social function, schematic structure, linguistic feature, modelling of the text, and exercises.

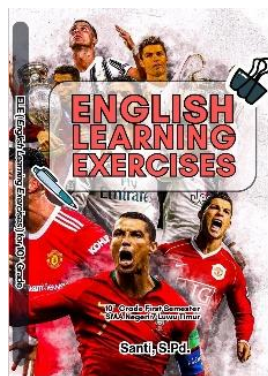


Figure 4.1 Cover of ELE

A. Findings

This chapter is aimed to present the findings of the research in developing learning exercises for tenth grade students of SMAN 7 Luwu Timur. The data of development result were from preliminary study that had been done before which consists of students' learning styles and students' ability level test

b. Content

The exercises in four chapters are shown in the following table:

Table 4.1. Content of the ELE

Chapter	Content	Description
1	Genre;Topic A. Learning Objectives	Descriptive text;Great Athletes The students are expected to be able to: 1) determine the background, major point, and specific details from a multimodal oral and written descriptive text about great athletes 2) use straightforward concepts and viewpoints to characterize outstanding athletes orally during oral discussions, group projects, and presentations.

	<p>3) compose and present a descriptive text about a great athlete that follows the proper organizational and grammatical conventions.</p> <p>A type of text gives description about an object (living or non-living things) such as person, place and thing.</p> <p>Social Function described as the goal of the text that described a particular person, place, thing or animal;</p> <p>Identification and description</p> <p>Simple present tense, adjectives, particular person or thing;</p> <p>A great athlete named Cristiano Ronaldo dos Santos Aveiro</p> <p>G.1 Listening and speaking up consist of three kinds of exercises:</p> <ol style="list-style-type: none"> 1. Matching the translation of words 2. Matching the pictures and suitable sentences 3. Identifying the parts of the text, the main idea and detailed information <p>G.2 Reading and viewing consist of three kinds of exercises:</p> <ol style="list-style-type: none"> 1. Matching the questions and the suitable answers 	<p>B. Definition of descriptive text</p> <p>C. Social Function</p> <p>D. Schematic Structure</p> <p>E. Linguistic Feature</p> <p>F. Modelling of the Text</p> <p>G. Exercises</p>
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		<p>2. Re-arranging the incomplete sentences into good sentences</p> <p>3. Matching the pictures and the suitable paragraph.</p> <p>G.3 Writing and presenting consist of three kinds of exercises:</p> <p>1. Identifying the information about an athlete by filling the boxes.</p> <p>2. Writing paragraphs of a descriptive text about a great athlete by using the information in the boxes.</p> <p>3. Presenting and publishing the writing project.</p>
2	<p>Genre; Topic</p> <p>A. Learning Objectives</p> <p>B. Definition of recount text</p>	<p>Recount text; Sports Event</p> <p>1) Determine the background, major point, and specific details from a multimodal oral and written recount text about a sports event.</p> <p>2) Use straightforward concepts and viewpoints to characterize outstanding a sports event orally during oral discussions, group projects, and presentations.</p> <p>3) Compose and present a recount text about a sports event that follows the proper organizational and grammatical conventions.</p> <p>A group of paragraphs which is used to retell events or experiences in the past.</p> <p>Social function described as the goal of the text that</p>

	<p>C. Social Function</p> <p>D. Schematic Structure</p> <p>E. Linguistic Feature</p> <p>F. Modelling of the Text</p> <p>G. Exercises</p>	<p>list and describe past experiences by retelling events in the order what truly happened;</p> <p>Schematic structure consisted of orientation, events and re-orientation,</p> <p>Simple past tense, chronological connections then, after that, etc., adverb of place and time.</p> <p>Modelling of the text that was an experience of watching a sport event.</p> <p>G.1 Listening and speaking up consist of three exercises:</p> <ol style="list-style-type: none"> 1. Matching the translation of words 2. Matching the pictures and suitable sentences 3. Identifying the parts of the text, the main idea and detailed information <p>G.2 Reading and viewing consist of three kinds of exercises:</p> <ol style="list-style-type: none"> 1. Matching the questions and the suitable answers 2. Re-arranging the incomplete sentences into good sentences 3. Matching the pictures and the suitable paragraph. <p>G.3 Writing and presenting consist of three kinds of exercises:</p> <ol style="list-style-type: none"> 1. Identifying the information about a sport event by filling the boxes.
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		<p>2. Writing paragraphs of a recount text about a sport event by using the information in the boxes.</p> <p>3. Presenting and publishing the writing project</p>
3	<p>Genre; Topic</p> <p>A. Learning Objectives</p> <p>B. Definition of procedure text</p> <p>C. Social Function</p> <p>D. Schematic Structure</p> <p>E. Linguistic Feature</p>	<p>Procedure text: Sports and Health</p> <p>1) Determine the background, major point, and specific details from a multimodal oral and written procedure text about sports and health</p> <p>2) Use straightforward concepts and viewpoints to characterize sports and health orally during oral discussions, group projects, and presentations.</p> <p>3) Compose and present a procedure text about sports and health that follows the proper organizational and grammatical conventions.</p> <p>A text containing a goal and steps about how to make or to do something,</p> <p>Social function that explaining to the readers or listeners about how to make or do something with the sequences of actions or steps;</p> <p>Goal, ingredients or materials, and steps or methods</p> <p>simple present tense, imperative (mix, stir, turn on, etc.), connective of sequence (then, while, next, etc.), numbering (first, second, third, etc.);</p> <p>Modelling of the text that was a way to be healthier.</p>

	<p>F.Modelling of the Text</p> <p>G. Exercises</p>	<p>G.1 Listening and speaking up consist of three kinds of exercises:</p> <ol style="list-style-type: none"> 1. Matching the translation of words 2. Matching the pictures and suitable sentences 3. Identifying the parts of the text, the main idea and detailed information <p>G.2 Reading and viewing consist of three kinds of exercises:</p> <ol style="list-style-type: none"> 1. Matching the questions and the suitable answers 2. Re-arranging the incomplete sentences into good sentence 3. Matching the pictures and the suitable paragraph. <p>G.3 Writing and presenting consist of three kinds of exercises:</p> <ol style="list-style-type: none"> 1. Identifying the information about sports and health by filling the boxes. 2. Writing paragraphs of a procedure text about sports and health by using the information in the boxes. 3. Presenting and publishing the writing project
4	<p>Genre; Topic</p> <p>A. Learning Objectives</p>	<p>Procedure text; Healthy Food</p> <ol style="list-style-type: none"> 1) Determine the background, major point, and specific details from a multimodal oral and written

		<p>procedure text about healthy food</p> <p>2) Use straightforward concepts and viewpoints to characterize outstanding healthy food orally during oral discussions, group projects, and presentations.</p> <p>3) Compose and present a procedure text about healthy food that follows the proper organizational and grammatical conventions.</p>
B. Definition of procedure text		A text containing a goal and steps about how to make or to do something,
C. Social Function		Social function that explaining to the readers or listeners about how to make or do something with the sequences of actions or steps;
D. Schematic Structure		Goal, ingredients or materials, and steps or methods
E. Linguistic Feature		Simple present tense, imperative (mix, stir, turn on, etc.), connective of sequence (then, while, next, etc.), numbering (first, second, third, etc.);
F. Modelling of the Text		Modelling of the text that was how to make orange juice.
G. Exercises		<p>G.1 Listening and speaking up consist of three kinds of exercises:</p> <ol style="list-style-type: none"> 1. Matching the translation of words 2. Matching the pictures and suitable sentences

		<p>3. Identifying the parts of the text, the main idea and detailed information</p> <p>G.2 Reading and viewing consist of three kinds of exercises:</p> <ol style="list-style-type: none"> 1. Matching the questions and the suitable answers 2. Re-arranging the incomplete sentences into good sentence 3. Matching the pictures and the suitable paragraph. <p>G.3 Writing and presenting consist of three kinds of exercises:</p> <ol style="list-style-type: none"> 1. Identifying the information about healthy food by filling the boxes. 2. Writing paragraphs of a procedure text about healthy food by using the information in the boxes. 3. Presenting and publishing the writing project
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Figure 4.2 Preface

TABLE OF CONTENTS	
Preface	1
Table of contents	1
Chapter 1 Descriptive Text	1
A. Learning Objective	1
B. Definition of Descriptive Text	1
C. Social Function	1
D. Schematic Structure	1
E. Linguistic Features	1
F. Modelling of the Text	2
G. Exercises	2
Chapter 2 Recount Text	13
A. Learning Objective	13
B. Definition of Recount Text	13
C. Social Function	13
D. Schematic Structure	13
E. Linguistic Features	13
F. Modelling of the Text	14
G. Exercises	14
Chapter 3 Procedure Text	25
A. Learning Objective	25
B. Definition of Procedure Text	27
C. Social Function	27
D. Schematic Structure	27
E. Linguistic Features	27
F. Modelling of the Text	27
G. Exercises	28
References	28

Figure 4.3 List of Content

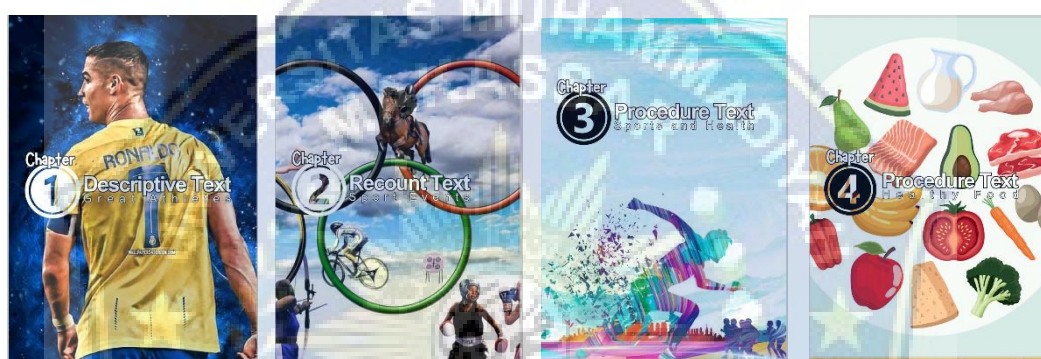


Figure 4.4 Cover of Every Chapter

c. Evaluating and Revising

The revision of product was conducted based on the advices of experts' validation. Every chapter on ELE was divided into parts/sub topics; Text Genre, A. Learning Objective, B. Definition of the Text, C. Social Function, D. Schematic Structure, E. Linguistic Features, F. Modelling of the Text, G. Exercises. The design revision shown was cover of the module, the cover of each chapter, and parts of each chapter. The revision of the design was as follows :



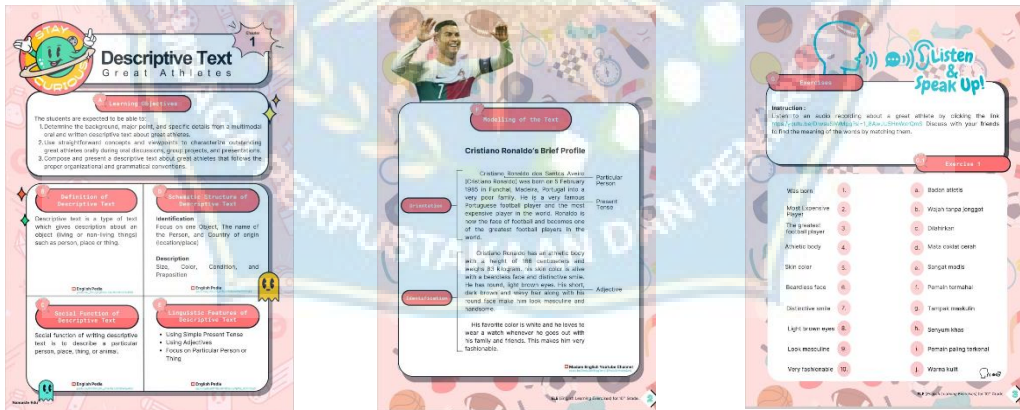
a. before

b. after

Figure 4.5 Design of Chapter 1 Cover



a. before



b. after

Figure 4.6 Design of Parts of Chapter 1

2. The Validity of the ELE

In order to design a reliable material, the validity from experts were needed, to obtain such data, the experts as validator were given a questionnaire about the appropriateness of the material that related to the content, language, presentation, and graphic based on criteria standard of the course book from BSNP. The questionnaire used liker-scale and divided into 2 categories, they are content and design validity and was given to 2 different experts as the validators.

Table 4.2. Score of Content Validation

No.	Statements	Score
1.	The topic aligns with the learning exercises being developed	4
2.	The topic is realistic	5
3.	The topic meets the students' needs	5
4.	Each unit contains learning objectives.	5
5.	The learning exercises are structured from easy to difficult	5
6.	The learning exercises are appropriate for the students' abilities	5
7.	The learning exercises are student-centered	5
8.	The learning exercises involve students working in groups	5
9.	The learning exercises can be easily adapted to various approaches	5
10.	The learning exercises are contextual	5
11.	The learning exercises encourage independent thinking	5
12.	The learning exercises encourage active thinking	5

13.	The learning exercises are useful in the students' real-life situations	5
14.	The learning exercises are communicative	5
15.	The language used is quite authentic	5
16.	The language used is accurate	5
17.	The language used is contextual	4
18.	The language used is at the appropriate level for the students' current English proficiency	5
19.	The instructions in each exercise are easy to understand	5
20.	The presentation is systematic and logical	4
Mean Score		4.85

Table 4.2 showed the statement from validator that indicate the content of English Learning Exercises. There were 20 statements that need to be answered. On the 20 statements above, 17 comprised of strongly agree (SA) and 3 comprised of agree (A) with 77 total score and the conversion was $77/20 = 4.85$ which was categorized as very valid.

Table 4.3. Score of Design Validation

No.	Statements	Score
1.	The cover illustration reflects the content	4
2.	The title color is consistent with the background	4
3.	The font size of the title is more prominent than the font size of the author's name	4
4.	The use of different fonts is not excessive	4
5.	There are levels of users (students)	3
6.	The module design is clear	4

7.	The layout is clear	4
8.	The design and layout are complete	4
9.	The images are varied	4
10.	The images stimulate students to be creative	4
11.	The images are consistent with the message of the text	4
12.	The line spacing is normal	4
13.	The layout is arranged neatly	4
14.	The font choice is proportional	4
15.	. Illustrations (images, text, and video) according to the material	4
Mean Score		4.36

Table 4.3 showed the statement from validator that indicate the content of English Learning Exercises. There were 20 statements that need to be answered. On the 15 statements above, 14 comprised of agree (A) and 1 comprised of neutral (N) with 44 total score and the conversion was 44 into 15 then the result was 4.36 which was categorized as very valid.

Table 4.4. Accumulation Score of Content and Design Validation

Validation	Mean Score	Average	Classification
Content	4,85	4,61	Very Valid
Design	4,36		

In addition, table 4.4 showed the accumulatio of the content and design validity which was categorized as very valid.

3. The Practicality of the ELE

The practicality was taken to decide whether the material had good quality or not. Next step was giving the practicality interview to two certified English teachers, interview to the five students in small group and questionnaire to twenty students in large group. In this research, the two certified English teachers were considered as T1 and T2, and small group of five tenth grade students were considered as S1, S2, S3, S4 and S5, while twenty students in large group given questionnaires of 10 statements were considered as S1 until S20.

a. Two Teachers' Answers

Table 4.5 Two Teachers' Answers

No	Statements	Score	
		T1	T2
1	The cover is interesting	5	5
2	There are English learning exercises objectives	5	5
3	The pictures, colours and writing are clear	5	5
4	The exercises are easy to understand	4	4
5	The exercises are easy to practice	4	3
6	The exercises topic is contextual	5	5
7	It is easy to explain the exercises to the students	5	5
8	The exercises fulfil the students' need	5	5
Mean Score		4.75	4.63
Average		4.69	
Classification		Very Practical	

Table 4.5 showed the result of the interview with two certified teachers. At the first question of interview, both teachers thought that the cover is interesting. They also added that the objectives of the ELE itself is also very clear, it can be seen in the beginning of every chapter of ELE. Not to mention, the pictures, the mixed feature of colours and the writing are also very clear which can make anyone who read it easy to understand. The exercises are also easy to be practice

of due to the contextual topic that related to the students' real-life. Both teachers viewed the ELE as a medium/tool to fulfill the students' need. They concluded that the ELE was very practical.

b. Students' Answers

1) Small group

Table 4.6 Five Students' Answers

No	Question	Student s				
		S1	S2	S3	S4	S5
1	The color is interesting	5	5	5	5	5
2	The images, colors and inscriptions on the module are clear	5	4	4	5	5
3	There is a purpose of learning	5	5	5	5	5
4	The module display is interesting	5	4	5	5	5
5	The exercises on this module are interesting to study	5	4	5	5	5
6	The exercises are easy to understand	5	5	4	5	3
7	The exercisen given related to everyday life	5	5	5	5	5
8	Some difficulties found in working on the exercises	3	4	3	3	4
9	The explanation presented facilitate practice	5	5	5	5	5
10	The exercises overall meet students' needs	5	5	5	5	5
Mean Score		4,8	4,6	4,6	4,8	4,7
Average		4,7				
Classification		Very Practical				

Based on the interview result above, all the participants answered the interview very well. It could be concluded that all the students expressed the module was very practical.

2) Large group

Table 4.7 Students' Questionnaire Score

No	Question	Mean Score	Classification
1	The cover of the module is interesting	4.1	Very ractical
2	The pictures, colors and written are very clear	4.5	Very Practical
3	There is a learning objectives for every exercises	4.25	Very Practical
4	The display of the exercises are interesting	4.3	Very Practical
5	The exercises are interesting to study	4.5	Very Practical
6	The exercises are easy to understand	4	Practical
7	The exercises are related to the real-life experience	4.55	Very Practical
8	The exercises are hard to do	2.85	Neutral
9	The explanation of the exercises are easy to understand	3.85	Practical
10	The exercises of this module help me to practice my English	4.8	Very Practical
Mean Score		4.17	Very Practical

Table 4.7 showed the answers from the students that indicated the practicality of the ELE. The total score for the answers were 618 divided into 20 (total amount of students) the result is 30.9%. Therefore, the practicality quality of the ELE was very practical.

B. Discussion

1. The Description of ELE

This research purposed to develop an English Learning Exercises (ELE) for the seventh grade of SMA 7 Luwu Timur as supplementary material. The researcher used ASSURE IDM to develop the ELE. A conception of teaching and learning that assists educators in relating the material to real-world situations is known as contextual teaching and learning, from Smith (2006) the US Department of Education's Office of Vocational and Adult Education. Based on previous

study there were many steps to develop a worksheet which consisted of five steps they were; analyze the textbook, analyze the learners, analyze the students' ability level, stating the objective learning and design product prototype.

Based on the findings of the study, the first step was related to the analysis of the textbook. In analyze the textbook step, the researcher used book entitle Bahasa Inggris "Work in Progress" to get data. Then analyze the learners, the students was given a questionnaire to determine their learning style. The data showed there were 17 students who had audio learning style, followed by 15 students who had visual learning style and 8 students who had kinesthetic learning style, this is in line with Altun (2021) that also analyzing the learners. One of the schools with a medium success level in English language instruction is the one where the study was carried out. There were 39 pupils in the class where the design would be produced; 19 boys and 20 girls, ages 12 to 13. The instructor said that because the pupils were going through the adolescent stage, there was a decline in their interest in the classes when compared to prior years. Instead of actively participating in the classes, the majority of the kids decided to be inactive. Pupils tended to learn better verbally and visually. Additionally, the class's overall English achievement status was determined to be medium on the achievement test that the teacher gave before the unit began.

The second step was analyzing the students' ability, in this research the students' ability that was going to analyze was the students' speaking ability which consisted of fluency, pronunciation and performance. In line with Hakim (2020) he was also performed the analysis of students' ability, however the ability he had analyze was the grammar and speaking in general.

The next step was stating the objective in this step. The researcher stated objectives that aimed at describing a direction for the student acquiring new knowledge, skills, and attitudes. The researcher decided the objective depended on what students would be able to do as a result of the ELE design.

The last step was design product prototype. The descriptions are as follow:

Chapter 1; Descriptive text about ‘‘Great Athletes’’ consisted of chapter cover and seven parts. The first part is learning objectives that are: 1) determine the background, major point, and specific details from a multimodal oral and written descriptive text about great athletes; 2) use straightforward concepts and viewpoints to characterize outstanding athletes orally during oral discussions, group projects, and presentations; 3) compose and present a descriptive text about a great athlete that follows the proper organizational and grammatical conventions.

The second part is definition of the descriptive text. A descriptive text is a type of text in which gives description about an object (living or non-living things) such as person, place and thing.

Next, the third part is social function described the purpose of the text that described a particular person, place, thing or animal.

Furthermore, the fourth part is schematic structure consisted of identification that focused on one object, location or place, and description that focus on size, color, condition, preposition etc.

Equally important, the linguistic features of the text, consisted of simple present tense, adjectives, particular person or thing;

In addition, modelling of the text. It is the great athlete named Cristiano Ronaldo dos Santos Aveiro; in this sixth part the schematic structure and linguistic features are shown to the students clearly to make them understand easily.

The last and most important part is exercises. This part is divided into three main skill exercises that are listening and speaking up, reading and viewing, and writing and presenting. The listening and speaking up sessions consist of three exercises, and the reading and viewing session also consist of three exercises. Again, the writing and presenting consist of three exercises.

The three kinds of listening and speaking up exercises are: 1) matching the translation of words. In this exercise, the students are given audio recording about a great athlete named Cristiano Ronaldo. They then discuss in a group to translate the words in the exercise by matching the English words with those in Indonesia; 2) matching the pictures and suitable sentences. In this part, the students still listen to the audio then match the pictures with the suitable sentences by discussing in their group; 3) identifying the parts of the text, the main idea and detailed information. Likewise, the students discuss the way how to identify the parts of the text and to identify the main idea as to identify the other information about the athlete.

Similarly, reading and viewing exercises consist of three parts: 1) matching the questions and the suitable answers. In this exercise, the students are given a text about a great athlete named Cristiano Ronaldo. They then discuss in a group to find the answers in the exercise by matching the questions and the answers that

have been provided; 2) re-arranging the incomplete sentences into good sentences. The students stay discussing in in their own group. There are ten numbers of messy sentences to re-arrange into good sentences; 3) matching the pictures and the suitable paragraph. Again, students in discussion group are asked to suit the pictures and the paragraphs in the text.

Furthermore, writing and presenting also consist of three exercises: 1) identifying the information about an athlete by filling the boxes. The students discuss to find the information may be about the name, date of birth, place of birth, skin color, personality, hair, height, weight, and face; 2) writing paragraphs of a descriptive text about a great athlete by using the information in the boxes. Again, in their group discussion, students write a descriptive text based on the data they found in exercise 1 by following the structure of the text; 3) Presenting and publishing the writing project. In this part, students exchange their result to other groups and re-check the others results by using the check list boxes provided. Next, they return the other groups' results to revise them. Last, each group present and publish their writing projects.

Chapter 2: Recount text about "Sports Event" consisted of chapter cover and seven parts. The first part is learning objectives: 1) determine the background, major point, and specific details from a multimodal oral and written recount text about a sports event. 2) use straightforward concepts and viewpoints to characterize outstanding a sports event orally during oral discussions, group projects, and presentations. 3) compose and present a recount text about a sports event that follows the proper organizational and grammatical conventions.

The second part is definition of the recount text. A recount text is a group of paragraph which is used to retell events or experiences in the past.

Next, the third part is social function described the purpose of the text that to list and describe past experiences by retelling events in the order in which they happened.

Furthermore, the fourth part is schematic structure consist of orientation, the opening section provides the background information, such as the setting and introduces the participants in the recounted event. It answers the questions of who, what, when, and where, events It is the main body of the text where the writer narrates the series of events chronologically. The events are typically presented logically to maintain coherence and clarity., and re-orientation, It summarizes the story by summarizing the results or outcomes, assessing the topic's importance, or providing individual commentary or ideas. It may project into destiny by predicting what will occur next.

Equally important, the linguistic features of the text consist of simple past tense, chronological connections then, after that, etc, adverb of place and time

The next part is modelling of the text. It is about the experience of someone in watching a live sports event. In this sixth part, the schematic structure and linguistic features are shown to the students clearly to make them understand easily.

The last and most important part is exercises. This part is divided into three main skill exercises that are listening and speaking up, reading and viewing, and writing and presenting. The listening and speaking up sessions consist of three

exercises, and the reading and viewing session also consist of three exercises. Again, the writing and presenting consist of three exercises.

The three kinds of listening and speaking up exercises are: 1) matching the translation of words. In this exercise, the students are given audio recording about an experience of watching a live sports event. They then discuss in a group to translate the words in the exercise by matching the English words with those in Indonesia; 2) matching the pictures and suitable sentences. In this part, the students still listen to the audio then match the pictures with the suitable sentences by discussing in their group; 3) identifying the parts of the text, the main idea and detailed information. Likewise, the students discuss the way how to identify the parts of the text and to identify the main idea as to identify the other information about the athlete.

Similarly, reading and viewing exercises consist of three parts: 1) matching the questions and the suitable answers. In this exercise, the students are given a text about an experience of watching a live sports event. They then discuss in a group to find the answers in the exercise by matching the questions and the answers that have been provided; 2) re-arranging the incomplete sentences into good sentences. The students stay discussing in in their own group. There are ten numbers of messy sentences to re-arrange into good sentences; 3) matching the pictures and the suitable paragraph. Again, students in discussion group are asked to suit the pictures and the paragraphs in the text.

Furthermore, writing and presenting also consist of three exercises: 1) identifying the information about an experience of watching a sports event by

filling the boxes. The students discuss to find the information may be about the name of the tournament game, place and time, the events, feeling at the events; 2) writing paragraphs of a recount text about an experience of watching a sports event by using the information in the boxes. Again, in their group discussion, students write a recount text based on the data they found in exercise 1 by following the structure of the text; 3) presenting and publishing the writing project. In this part, students exchange their result to other groups and re-check the others results by using the check list boxes provided. Next, they return the other groups' results to revise them. Last, each group present and publish their writing projects.

Chapter 3: Procedure text about "Sports and Health" consisted of chapter cover and seven parts. The first part is earning objectives: 1) determine the background, major point, and specific details from a multimodal oral and written procedure text about sports and health. 2) use straightforward concepts and viewpoints to characterize outstanding sports and health orally during oral discussions, group projects, and presentations. 3) compose and present a procedure text about sports and health that follows the proper organizational and grammatical conventions.

The second part is definition of the procedure text. A procedure text is a text containing a goal and steps how to make to do something.

Next, the third part is social function described the purpose of the text that explaining to the reader or listener about how to make or do something with the sequence of actions or steps.

Furthermore, the fourth part is schematic structure consists of aim or goal, ingredients or materials, and steps or methods.

Equally important, the linguistic features of the text, consists of imperative, simple present tense, connective of sequence, and numbering.

In addition, modelling of the text. It is the ways to be healthier. In this sixth part the schematic structure and linguistic features are shown to the students clearly to make them understand easily.

The last and most important part is exercises. This part is divided into three main skill exercises that are listening and speaking up, reading and viewing, and writing and presenting. The listening and speaking up sessions consist of three exercises, and the reading and viewing session also consist of three exercises. Again, the writing and presenting consist of three exercises.

The three kinds of listening and speaking up exercises are: 1) matching the translation of words. In this exercise, the students are given audio recording about the ways to be healthier. They then discuss in a group to translate the words in the exercise by matching the English words with those in Indonesia; 2) matching the pictures and suitable sentences. In this part, the students still listen to the audio then match the pictures with the suitable sentences by discussing in their group; 3) identifying the parts of the text, the main idea and detailed information. Likewise, the students discuss the way how to identify the parts of the text and to identify the main idea as to identify the other information about the ways to be healthier. .

Similarly, reading and viewing exercises consist of three parts: 1) matching the questions and the suitable answers. In this exercise, the students are given a

text about 8 weight loss tips that actually work. They then discuss in a group to find the answers in the exercise by matching the questions and the answers that have been provided; 2) re-arranging the incomplete sentences into good sentences. The students stay discussing in in their own group. There are ten numbers of messy sentences to re-arrange into good sentences; 3) matching the pictures and the suitable paragraph. Again, students in discussion group are asked to suit the pictures and the paragraphs in the text.

Furthermore, writing and presenting also consist of three exercises: 1) identifying the information about the ways to be healthier by filling the boxes. The students discuss to find the information may be about title, materials, purpose and steps; 2) writing paragraphs of a procedure text about the ways to be healthier by using the information in the boxes. Again, in their group discussion, students write a procedure text based on the data they found in exercise 1 by following the structure of the text; 3) Presenting and publishing the writing project. In this part, students exchange their result to other groups and re-check the others results by using the check list boxes provided. Next, they return the other groups' results to revise them. Last, each group present and publish their writing projects.

Chapter 4: Procedure text about “Healthy Foods” consists of chapter cover and seven parts. The first part is earning objectives: 1) determine the background, major point, and specific details from a multimodal oral and written procedure text about healthy food. 2) use straightforward concepts and viewpoints to characterize outstanding healthy food orally during oral discussions, group projects, and presentations. 3) compose and present a procedure text about healthy food that follows the proper organizational and grammatical conventions.

The second part is definition of the procedure text. A procedure text is a text containing a goal and steps how to make to do something.

Next, the third part is social function described the purpose of the text that explaining to the reader or listener about how to make or do something with the sequence of actions or steps.

Furthermore, the fourth part is schematic structure consists of aim or goal, ingredients or materials, and steps or methods.

Equally important, the linguistic features of the text, consists of imperative, simple present tense, connective of sequence, and numbering.

In addition, modelling of the text. It is how to choose healthy food that help you lose wight. In this sixth part the schematic structure and linguistic features are shown to the students clearly to make them understand easily.

The last and most important part is exercises. This part is divided into three main skill exercises that are listening and speaking up, reading and viewing, and writing and presenting. The listening and speaking up sessions consist of three exercises, and the reading and viewing session also consist of three exercises. Again, the writing and presenting consist of three exercises.

The three kinds of listening and speaking up exercises are: 1) matching the translation of words. In this exercise, the students are given audio recording about how to choose healthy foods that help you lose wight. They then discuss in a group to translate the words in the exercise by matching the English words with those in Indonesia; 2) matching the pictures and suitable sentences. In this part, the students still listen to the audio then match the pictures with the suitable

sentences by discussing in their group; 3) identifying the parts of the text, the main idea and detailed information. Likewise, the students discuss the way how to identify the parts of the text and to identify the main idea as to identify the other information about how to choose healthy foods that help you lose weight.

Similarly, reading and viewing exercises consist of three parts: 1) matching the questions and the suitable answers. In this exercise, the students are given a text about how to make asparagus soup. They then discuss in a group to find the answers in the exercise by matching the questions and the answers that have been provided; 2) re-arranging the incomplete sentences into good sentences. The students stay discussing in their own group. There are ten numbers of messy sentences to re-arrange into good sentences; 3) matching the pictures and the suitable paragraph. Again, students in discussion group are asked to suit the pictures and the paragraphs in the text.

Furthermore, writing and presenting also consist of three exercises: 1) identifying the information about how to make a juice by filling the boxes. The students discuss to find the information may be about title, materials, purpose and steps; 2) writing paragraphs of a procedure text about how to make a juice by using the information in the boxes. Again, in their group discussion, students write a procedure text based on the data they found in exercise 1 by following the structure of the text; 3) Presenting and publishing the writing project. In this part, students exchange their result to other groups and re-check the others results by using the check list boxes provided. Next, they return the other groups' results to revise them. Last, each group present and publish their writing projects.

2. The Validity of the ELE Developed Through ASSURE IDM

The validators were two experts were was given a questionnaire that divided into two categories, they were design and content. Both validators were expected to fill the validity of the ELE based on design and content. The data showed that the content validation of the ELE was very good while the design validation of the ELE was good. Meanwhile, some aspects of the design needed to be revised. There might be subtopic example ‘Chapter 1. Descriptive Text; A) Learning Objectives, B) Definition of Descriptive Text, C) Part of Descriptive Text, D) Exercises had to be divided into some parts.

In line with Huda, et. al (2022) the results of his research on the feasibility test of the English Subject digital learning module by media experts, material experts, and student responses to the use of digital learning modules fall into the very feasible category. In accordance with the purpose of evaluating teaching materials contained in the guidelines for writing teaching materials by the Ministry of Education and Culture, that to find out if teaching materials are declared good and can be used in learning activities, from the three assessments it is said that the English Subject digital learning module is one of the appropriate teaching materials to be used in the learning process. Teaching and learning activities by teachers and students, and is expected to ease the teacher in delivering learning materials to students and can help students learn independently.

3. The Practicality of the ELE Developed Through ASSURE IDM

a. Teachers' answers

Extract 1

*Q1 : The cover is
interesting*

T1 : Strongly Agree

T2 : Strongly Agree

Extract 2

Q1 : There are English learning exercises objectives.

T1 : Strongly Agree

T2 : Strongly Agree

Extract 3

*Q3 : The pictures, colours and writing are
clear.*

T1 : Strongly Agree

T2 : Strongly Agree

Extract 4

*Q4 : The exercises are easy to
understand?*

T1 : Agree

T2 : Agree

Extract 5

*Q5 : The exercises are easy to
practice?*

T1 : Agree

T2 : Neutral

Extract 6

*Q6 : The exercises topic is
contextual.*

T1 : Strongly Agree

T2 : Strongly Agree

Extract 7

Q7 : It is easy to explain the exercises to the students.

T1 : Strongly Agree

T2 : Strongly Agree

Extract 8

Q8 : The exercises are easy to practice by the students.

T1 : Strongly Agree

T2 : Strongly Agree

From the data extracts above, both the teachers said that the ELE was very practical as shown by the answers from the students. The mean score of answers the first teacher was 4,75. However, the mean score of the answers of the second teacher was 4,63. The average of the mean score was 4,69, classified as very practical.

b. Students' answers

1) Small group

Extract 1

Q1: The colours are interesting.

S1: Strongly Agree

S2: Strongly Agree

S3: Strongly Agree

S4: Strongly Agree

S5: Strongly Agree

Extract 2

Q2: The images, colours and incriptions on the module are clear.

S1: Strongly Agree

S2: Agree

S3: Agree

S4: Strongly Agree

S5: Strongly Agree

Extract 3

Q3: There is a purpose of learn.

S1: Strongly Agree

S2: Strongly Agree

S3: Strongly Agree

S4: Strongly Agree

S5: Strongly Agree

Extract 4

Q4: The module display is interesting.

S1: Strongly Agree

S2: Agree

S3: Strongly Agree

S4: Strongly Agree

S5: Strongly Agree

Extract 5

Q5: The exercises on this module are interesting to study.

S1: Strongly Agree

S2: Agree

S3: Strongly Agree

S4: Strongly Agree

S5: Strongly Agree



Extract 6

Q6: The exercises are easy to understand.

S1: Strongly Agree

S2: Strongly Agree

S3: Agree

S4: Strongly Agree

S5: Neutral

Extract 7

Q7: The exercises given related to everyday life.

S1: Strongly Agree

S2: Strongly Agree

S3: Strongly Agree

S4: Strongly Agree

S5: Strongly Agree

Extract 8

Q8: Some difficulties found in working on the exercises.

S1: Neutral

S2: Agree

S3: Neutral

S4: Neutral

S5: Agree

Extract 9

Q9: The explanation presented facilitate practice.

S1: Strongly Agree

S2: Strongly Agree

S3: Strongly Agree

S4: Strongly Agree

S5: Strongly Agree

Extract 10

Q10: The exercises overall meet students' needs.

S1: Strongly Agree

S2: Strongly Agree

S3: Strongly Agree

S4: Strongly Agree

S5: Strongly Agree

From the data extracts above, all the students said that the module was very practical. The mean score of answers of the first student was 4,8 and the fourth students was also 4,8. Next, the mean score of the answers of the second student was 4,6 and third student was also 4,6. However, the mean score of the fifth student was 4,7. The average of the mean score was 4,7, classified as very practical.

In line with Jonassen (2000) found out students who actively engage in the lessons can learn effectively. Students viewed the resources utilized in the ASSURE instructional design as generally good. When students contrasted the design materials with the coursebooks they used, they claimed that the former was superior, although they still had trouble reading passages. While Özbay and Melanlioğlu (2008) found out students encountered challenges when reading text.

2) Large group

Table 4.5. showed the answers from the students that indicated the quality of the ELE. At the first statement, 6 students were strongly agree (SA), 8 students were agree (A), and 6 students were neutral (N). Next, at the second statement, 11 students were strongly agree (SA), 5 students were agree (A), 6 students were neutral (N), and 1 student was disagree (D). At the third statement, 6 students

were strongly agree (SA), 12 students were agree (A), and 2 students were neutral (N). At the fourth statement, 8 students were strongly agree (SA), 9 students were agree (A), and 3 students were neutral. At the fifth statement, 11 students were strongly agree (SA), 8 students were were agree (A), and 1 student was neutral (N). At the sixth statement, 4 students were strongly agree (SA), 9 students were agree (A), and 9 students were (N). At the seventh statement, 9 students were strongly agree (SA), and 11 students were agree (A). At the eight statement, 1 student was strongly agree (SA), 1 students was agree (A), 12 students were neutral (N), and 6 students were disagree (D). At the ninth statement, 4 students were strongly agree (SA), 7 students were agree (A), and 9 students were neutral (N). At the tenth statement, 14 students were strongly agree (SA), and 6 students were agree (A).

The total score for strongly agree (SA) was 78 multiplied by 4 then the result was 386. Followed by agree (A) was 76 multiplied by 3 then the result was 304, then neutral (N) was 42 multiplied by 3 then the result was 126 and as for disagree (D) was 5 multiplied by 2, the result was 10. The total score for the answers were 826 divided into 20 (total amount of students) the result is 41.3 %. Therefore, the practicality quality of the ELE was practical.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

This chapter presented the conclusions based on the previous chapter as follows:

1. Based on the previous result the ELE was developed based on the students' learning styles and the speaking skill ability. The procedure of this development was using ASSURE IDM that produced four chapters consisted of cover, preface, table content, definition, social function, schematic structure, linguistic feature, modelling of the text, and exercises.
2. The content validity of the ELE based on validator was very valid and the design validity of the ELE based on validator was also very valid.

Both the certified teachers, five students in small group, and twenty students in large group classified that the ELE was very practical. Suggestions

B. Suggestions

Based on the conclusions above, the researcher suggested for the next research as follows:

1. The next researcher could implement the product to the students to know how efficient the product that already would be designed.
2. The next researcher had to pay attention to the subtopic and its part, colors, pictures and writing in designing a module.
3. The next researcher should design the other ELE for students with kinesthetic styles.

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Monson: 2016.



APPENDICES

Appendix 1

Student Learning Style Questionnaire

Identity:

Full Name :
Class :
Attendance Number :
Gender :

Instructions:

1. Read each statement carefully.
2. You will encounter several statements about your learning style.
3. Mark (X) on the answer choice that best reflects yourself.
4. Your responses on this instrument will not affect your learning outcomes.
5. Answer all statements without skipping any.
6. Your honesty and willingness to complete this instrument greatly contribute to achieving the research objectives.

Statements:

1. I really enjoy ...
 - a. Taking notes
 - b. Telling stories
 - c. Tracing patterns
2. I like reading ...
 - a. Quickly
 - b. Aloud
 - c. Using my finger as a guide
3. I prefer learning by ...
 - a. Reading
 - b. Listening
 - c. Moving
4. I easily remember things that I ...
 - a. See
 - b. Hear
 - c. Write
5. When I take notes, I ...
 - a. Make detailed notes with illustrations

- b. Take minimal notes because I prefer listening
 - c. Take many notes without adding illustrations
6. I answer questions with responses that are ...
 - a. Yes or no
 - b. Elaborate (enjoy storytelling)
 - c. Accompanied by body movements
 7. While studying, I ...
 - a. Am not easily distracted by noise
 - b. Am easily distracted by noise
 - c. Cannot sit still for long periods
 8. I remember by ...
 - a. Visualizing
 - b. Saying it aloud
 - c. Walking around and observing
 9. When speaking, I prefer ...
 - a. Face-to-face interaction
 - b. Over the phone
 - c. Observing body movements
 10. When I talk, I ...
 - a. Speak quickly
 - b. Use rhythmic intonation
 - c. Speak slowly
 11. My learning style often involves ...
 - a. Following visual instructions
 - b. Speaking while learning
 - c. Talking while writing
 12. I spend my leisure time ...
 - a. Watching TV or videos
 - b. Listening to music
 - c. Playing games
 13. I understand lessons better by ...
 - a. Viewing visual aids
 - b. Participating in discussions
 - c. Practicing hands-on activities
 14. I prefer ...
 - a. Images
 - b. Music
 - c. Games

Determine Student Learning Style:

- Count the number of answers (a) – this indicates a **visual learner**.
- Count the number of answers (b) – this indicates an **auditory learner**.
- Count the number of answers (c) – this indicates a **kinesthetic learner**.



Appendix 2

Students' Ability Level Test

Pay attention to the short youtube video is shown to you!

1. For visual students, note the steps of playing basketball. Explain the important thing based on your own words in accordance with the instruction. Then report your notes results.
2. For audio students, note the steps of playing basketball. Explain more based on your own words in accordance with the instruction.
3. For kinesthetics students, explain the steps of the basketball while practicing it.

Speaking Test Rubric

	VOCABULARY/SPEAKING SCORE			AVERAGE	DESC
	VOC	GRAM	PRON		
	100	100	100	100	

Appendix 3

Content Validation Sheets of the Development of English Learning Exercises

Product Name : English Learning Exercises

Target : Grade 10 Students

Designer : Santi

Validator : Dr. Siti Asriati AM, S.Pd., M.Hum

Date and time : February 25th 2024

Instructions

1. You can give an assessment by giving a check mark (√) in the available column.
2. The meaning of SD is Strongly Disagree, D is Disagree, A is Agree and SA is Strongly Agree .

No.	Statements	SD	D	N	A	SA
1.	The topic aligns with the learning exercises being developed.				√	
2.	The topic is realistic.					√
3.	The topic meets the students' needs					√
4.	Each unit contains learning objectives.					√
5.	The learning exercises are structured from easy to difficult.					√
6.	The learning exercises are appropriate for the students' abilities.					√
7.	The learning exercises are student-centered					√
8.	The learning exercises involve students working in groups					√
9.	The learning exercises can be easily adapted to various approaches					√

10.	The learning exercises are contextual					√
11.	The learning exercises encourage independent thinking					√
12.	The learning exercises encourage active thinking.					√
13.	The learning exercises are useful in the students' real-life situations.					√
14.	The learning exercises are communicative					√
15.	The language used is quite authentic					√
16.	The language used is accurate					√
17.	The language used is contextual.				√	
18.	The language used is at the appropriate level for the students' current English proficiency.					√
19.	The instructions in each exercise are easy to understand					√
20.	The presentation is systematic and logical				√	

Saran: Semua sudah sangat sesuai

Content Validator,


Dr. Siti Asriati AM, S.Pd., M.Hum

Appendix 4

Design Validation Sheet Development of English Learning Exercises

Product Name : English Learning Exercises

Target : Grade 10 students

Designer : Santi

Validator : Dr. Nurdevi Bte Abdul, S.Pd., M.Pd

Date and time : February 28th 2024

Instructions

1. You can give an assessment by giving a check mark (v) in the available column.
2. The meaning of SD is Strongly Disagree, D is Disagree, A is Agree and SA is Strongly Agree.

No.	Statements	SD	D	N	A	SA
1.	The cover illustration reflects the content				√	
2.	The title color is consistent with the background				√	
3.	The font size of the title is more prominent than the font size of the author's name				√	
4.	The use of different fonts is not excessive				√	
5.	There are levels of users (students)			√		
6.	The module design is clear				√	
7.	The layout is clear				√	
8.	The design and layout are complete				√	
9.	The images are varied.				√	

10.	The images stimulate students to be creative				√	
11.	The images are consistent with the message of the text				√	
12.	The line spacing is normal				√	
13.	The layout is arranged neatly				√	
14.	The font choice is proportional				√	
15.	Illustrations (images, text, and video) according to the material				√	

Saran: It is advisable to give each chapter a subtopic, for example

Chapter 1 Descriptive Text

- A. Learning Objectives
- B. Definition of Descriptive Text
- C. Part of Descriptive Text
- D. Exercises

1. Jkksjfd
2. Sdfkjj
3. sdfgkj

Design Validator,

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

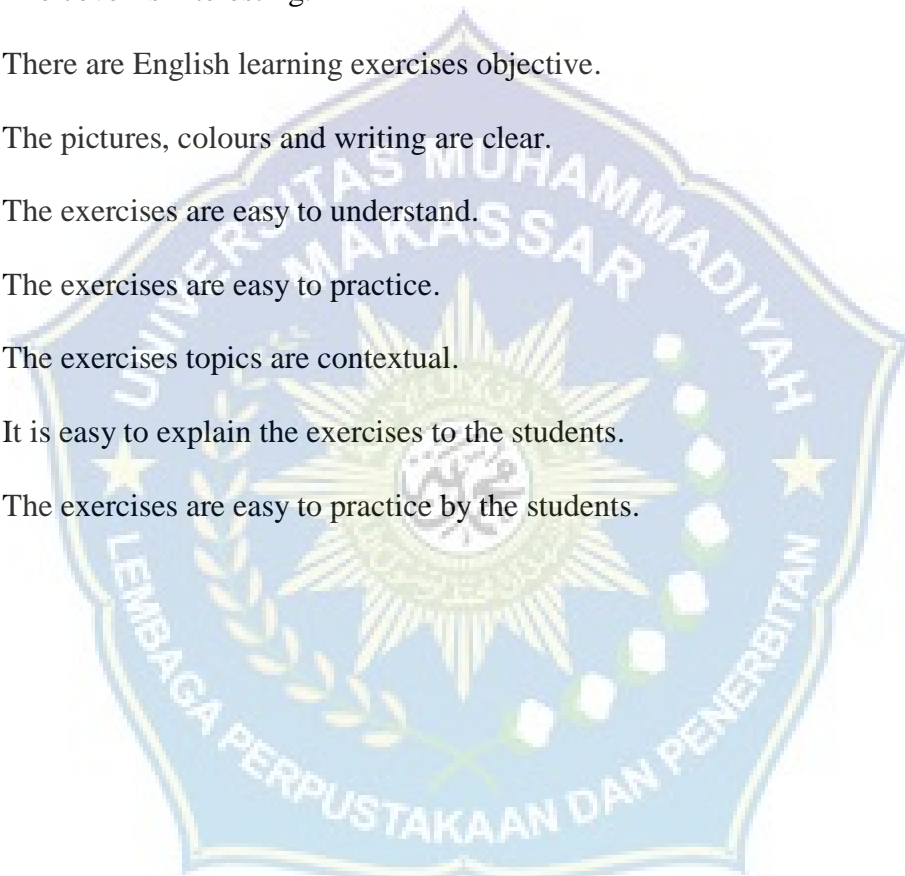
Appendix 5

Practicality Interview

(Open Interview for two certified English teachers)

Please give your opinion about the English Learning Exercises project. State whether you Strongly Disagree, Disagree, Agree or Strongly Agree.

1. The cover is interesting.
2. There are English learning exercises objective.
3. The pictures, colours and writing are clear.
4. The exercises are easy to understand.
5. The exercises are easy to practice.
6. The exercises topics are contextual.
7. It is easy to explain the exercises to the students.
8. The exercises are easy to practice by the students.



Appendix 6

Practicality Interview

(Open Interview for 5 students of grade 10)

Instrcution:

Please give your opinion about the English Learning Exercises project. State

whether you Strongly Disagree, Disagree, Agree or Strongly Agree.

1. The colours are interesting.
2. The image, colours and incriptions on the module are clear.
3. There is a purpose of learn.
4. The module display is interesting.
5. The exercises on this module are interesting to study.
6. The exercises are easy to understand.
7. The exercises given related to everyday life.
8. Some difficulties found in working on the exercises.
9. The explanation presented facilitate practice.
10. The exercises overall meet students' needs..

Appendix 7

Practicality Questionnaire

(Questionnaire for 20 students of grade 10)

Identity:

Full Name :

Class :

Attendance Number :

Gender :

1. Read each statement carefully.
2. You will encounter a series of statements about the English Language Learning Project.
3. Mark (X) on one of the answer options: Strongly Agree (SS), Agree (S), Neutral (N), Disagree (TS), Strongly Disagree (STS).
4. Your responses on this instrument will not affect your learning outcomes.
5. Fill in all the statements without skipping any.
6. Your honesty and willingness in completing this instrument greatly contribute to achieving the research objectives.

Statements	SS	S	N	TS	STS
1.The cover of this module is attractive.					
2.The images, colors, and text are clear.					
3.Each learning exercise includes learning objectives.					
4.The module's design is visually appealing.					
5.The exercises are engaging to study.					
6.The exercises are easy to understand.					
7. The exercises presented are related to everyday situations					

8. face difficulties in completing the exercises in this module.					
9. The explanations of the exercises are easy to comprehend.					
10. The exercises in this module meet my needs for practicing English					



Appendix 8

The Result of Practicality Questionnaire of twenty students

Q1

Practicality Questionnaire 1

(Questionnaire for 20 students of grade 10)

Identity:

Full Name : ADELIA HAERUNNISA
 Class : X 2 pi / 10 Putri 2
 Attendance Number : 1 (satu)
 Gender : Female / Perempuan

1. Read each statement carefully.
2. You will encounter a series of statements about the English Language Learning Project.
3. Mark (X) on one of the answer options: Strongly Agree (SA), Agree (S), Neutral (N), Disagree (D), Strongly Disagree (SD).
4. Your responses on this instrument will not affect your learning outcomes.
5. Fill in all the statements without skipping any.
6. Your honesty and willingness in completing this instrument greatly contribute to achieving the research objectives.

Statements	SA	S	N	D	SD
1. The cover of this module is attractive.	X				
2. The images, colors, and text are clear.	X				
3. Each learning exercise includes learning objectives.	X				
4. The module's design is visually appealing.	X				
5. The exercises are engaging to study.	X				
6. The exercises are easy to understand.		X			
7. The exercises presented are related to everyday situations	X				
8. I face difficulties in completing the exercises in this module.				X	
9. The explanations of the exercises are easy to comprehend.		X			
10. The exercises in this module meet my needs for practicing English	X				

Q2

Practicality Questionnaire 2

(Questionnaire for 20 students of grade 10)

Identity:

Full Name : Evi Pratiwi
 Class : 10.Pi 2
 Attendance Number : 7
 Gender : Female / Perempuan

1. Read each statement carefully.
2. You will encounter a series of statements about the English Language Learning Project.
3. Mark (X) on one of the answer options: Strongly Agree (SA), Agree (S), Neutral (N), Disagree (D), Strongly Disagree (SD).
4. Your responses on this instrument will not affect your learning outcomes.
5. Fill in all the statements without skipping any.
6. Your honesty and willingness in completing this instrument greatly contribute to achieving the research objectives.

Statements	SA	S	N	D	SD
1. The cover of this module is attractive.		X			
2. The images, colors, and text are clear.	X				
3. Each learning exercise includes learning objectives.		X			
4. The module's design is visually appealing.		X			
5. The exercises are engaging to study.	X				
6. The exercises are easy to understand.	X				
7. The exercises presented are related to everyday situations		X			
8. I face difficulties in completing the exercises in this module.			X		
9. The explanations of the exercises are easy to comprehend.	X				
10. The exercises in this module meet my needs for practicing English	X				

Q3

Practicality Questionnaire 3

(Questionnaire for 20 students of grade 10)

Identity:

Full Name : NUR AYNUN Najwa
 Class : 10 2 pi
 Attendance Number : 19
 Gender : Female/Perempuan

1. Read each statement carefully.
2. You will encounter a series of statements about the English Language Learning Project.
3. Mark (X) on one of the answer options: Strongly Agree (SA), Agree (S), Neutral (N), Disagree (D), Strongly Disagree (SD).
4. Your responses on this instrument will not affect your learning outcomes.
5. Fill in all the statements without skipping any.
6. Your honesty and willingness in completing this instrument greatly contribute to achieving the research objectives.

Statements	SA	A	N	D	SD
1. The cover of this module is attractive.		X			
2. The images, colors, and text are clear.	X				
3. Each learning exercise includes learning objectives.		X			
4. The module's design is visually appealing.		X			
5. The exercises are engaging to study.	X				
6. The exercises are easy to understand.	X				
7. The exercises presented are related to everyday situations		X			
8. I face difficulties in completing the exercises in this module.			X		
9. The explanations of the exercises are easy to comprehend.	X				
10. The exercises in this module meet my needs for practicing English	X				

Q4

Practicality Questionnaire 4

(Questionnaire for 20 students of grade 10)

Identity:

Full Name : NURUL SYAQIAH
 Class : 10 2 P1
 Attendance Number : 20
 Gender : Female / Perempuan

1. Read each statement carefully.
2. You will encounter a series of statements about the English Language Learning Project.
3. Mark (X) on one of the answer options: Strongly Agree (SA), Agree (S), Neutral (N), Disagree (D), Strongly Disagree (SD).
4. Your responses on this instrument will not affect your learning outcomes.
5. Fill in all the statements without skipping any.
6. Your honesty and willingness in completing this instrument greatly contribute to achieving the research objectives.

Statements	SA	S	N	D	SD
1. The cover of this module is attractive.	X				
2. The images, colors, and text are clear.	X				
3. Each learning exercise includes learning objectives.		X			
4. The module's design is visually appealing.	X				
5. The exercises are engaging to study.		X			
6. The exercises are easy to understand.		X			
7. The exercises presented are related to everyday situations		X			
8. I face difficulties in completing the exercises in this module.			X		
9. The explanations of the exercises are easy to comprehend.	X				
10. The exercises in this module meet my needs for practicing English	X				

Q5

Practicality Questionnaire 5

(Questionnaire for 20 students of grade 10)

Identity:

Full Name : Rezky Aulia A
 Class : 10 2 pi
 Attendance Number : 24
 Gender : Female / Perempuan

1. Read each statement carefully.
2. You will encounter a series of statements about the English Language Learning Project.
3. Mark (X) on one of the answer options: Strongly Agree (SA), Agree (S), Neutral (N), Disagree (D), Strongly Disagree (SD).
4. Your responses on this instrument will not affect your learning outcomes.
5. Fill in all the statements without skipping any.
6. Your honesty and willingness in completing this instrument greatly contribute to achieving the research objectives.

Statements	SA	S	N	D	SD
1. The cover of this module is attractive.	X				
2. The images, colors, and text are clear.	X				
3. Each learning exercise includes learning objectives.		X			
4. The module's design is visually appealing.		X			
5. The exercises are engaging to study.	X				
6. The exercises are easy to understand.	X				
7. The exercises presented are related to everyday situations		X			
8. I face difficulties in completing the exercises in this module.			X		
9. The explanations of the exercises are easy to comprehend.	X				
10. The exercises in this module meet my needs for practicing English	X				

Q6

Practicality Questionnaire 6

(Questionnaire for 20 students of grade 10)

Identity:

Full Name : Saskia
 Class : 10 2 Pi
 Attendance Number : 25
 Gender : Female / perempuan

1. Read each statement carefully.
2. You will encounter a series of statements about the English Language Learning Project.
3. Mark (X) on one of the answer options: Strongly Agree (SA), Agree (A), Neutral (N), Disagree (D), Strongly Disagree (SD).
4. Your responses on this instrument will not affect your learning outcomes.
5. Fill in all the statements without skipping any.
6. Your honesty and willingness in completing this instrument greatly contribute to achieving the research objectives.

Statements	SA	A	N	D	SD
1. The cover of this module is attractive.	X				
2. The images, colors, and text are clear.	X				
3. Each learning exercise includes learning objectives.	X				
4. The module's design is visually appealing.	X				
5. The exercises are engaging to study.	X				
6. The exercises are easy to understand.		X			
7. The exercises presented are related to everyday situations	X				
8. I face difficulties in completing the exercises in this module.				X	
9. The explanations of the exercises are easy to comprehend.		X			
10. The exercises in this module meet my needs for practicing English	X				

Q7

Practicality Questionnaire 7

(Questionnaire for 20 students of grade 10)

Identity:

Full Name : Selfiana
 Class : 10 Putri 2 (X pi 2)
 Attendance Number : 26 (Dua puluh enam)
 Gender : Female / Perempuan

1. Read each statement carefully.
2. You will encounter a series of statements about the English Language Learning Project.
3. Mark (X) on one of the answer options: Strongly Agree (SA), Agree (A), Neutral (N), Disagree (D), Strongly Disagree (SD).
4. Your responses on this instrument will not affect your learning outcomes.
5. Fill in all the statements without skipping any.
6. Your honesty and willingness in completing this instrument greatly contribute to achieving the research objectives.

Statements	SA	A	N	D	SD
1. The cover of this module is attractive.	X				
2. The images, colors, and text are clear.	X				
3. Each learning exercise includes learning objectives.	X				
4. The module's design is visually appealing.	X				
5. The exercises are engaging to study.	X				
6. The exercises are easy to understand.		X			
7. The exercises presented are related to everyday situations	X				
8. I face difficulties in completing the exercises in this module.				X	
9. The explanations of the exercises are easy to comprehend.		X			
10. The exercises in this module meet my needs for practicing English	X				

Q8

Practicality Questionnaire 8

(Questionnaire for 20 students of grade 10)

Identity:

Full Name : *Suci Anugrah*
 Class : *10 pi 2*
 Attendance Number : *29*
 Gender : *Female / Perempuan*

1. Read each statement carefully.
2. You will encounter a series of statements about the English Language Learning Project.
3. Mark (X) on one of the answer options: Strongly Agree (SA), Agree (A), Neutral (N), Disagree (D), Strongly Disagree (SD).
4. Your responses on this instrument will not affect your learning outcomes.
5. Fill in all the statements without skipping any.
6. Your honesty and willingness in completing this instrument greatly contribute to achieving the research objectives.

Statements	SA	A	N	D	SD
1. The cover of this module is attractive.			X		
2. The images, colors, and text are clear.				X	
3. Each learning exercise includes learning objectives.		X			
4. The module's design is visually appealing.			X		
5. The exercises are engaging to study.		X			
6. The exercises are easy to understand.			X		
7. The exercises presented are related to everyday situations		X			
8. I face difficulties in completing the exercises in this module.			X		
9. The explanations of the exercises are easy to comprehend.		X			
10. The exercises in this module meet my needs for practicing English		X			

Q9

Practicality Questionnaire 9

(Questionnaire for 20 students of grade 10)

Identity:

Full Name : ALMA TIARA
 Class : X p1 2
 Attendance Number : 3
 Gender : FEMALE / PEREMPUAN

1. Read each statement carefully.
2. You will encounter a series of statements about the English Language Learning Project.
3. Mark (X) on one of the answer options: Strongly Agree (SA), Agree (A), Neutral (N), Disagree (D), Strongly Disagree (SD).
4. Your responses on this instrument will not affect your learning outcomes.
5. Fill in all the statements without skipping any.
6. Your honesty and willingness in completing this instrument greatly contribute to achieving the research objectives.

Statements	SA	A	N	D	SD
1. The cover of this module is attractive.			X		
2. The images, colors, and text are clear.	X				
3. Each learning exercise includes learning objectives.			X		
4. The module's design is visually appealing.			X		
5. The exercises are engaging to study.	X				
6. The exercises are easy to understand.	X				
7. The exercises presented are related to everyday situations	X				
8. I face difficulties in completing the exercises in this module.			X		
9. The explanations of the exercises are easy to comprehend.			X		
10. The exercises in this module meet my needs for practicing English	X				

Q10

Practicality Questionnaire 10

(Questionnaire for 20 students of grade 10)

Identity:

Full Name : *Nacha Ebit*
 Class : *X pi 2*
 Attendance Number : *30*
 Gender : *Female / Perempuan*

1. Read each statement carefully.
2. You will encounter a series of statements about the English Language Learning Project.
3. Mark (X) on one of the answer options: Strongly Agree (SA), Agree (A), Neutral (N), Disagree (D), Strongly Disagree (SD).
4. Your responses on this instrument will not affect your learning outcomes.
5. Fill in all the statements without skipping any.
6. Your honesty and willingness in completing this instrument greatly contribute to achieving the research objectives.

Statements	SA	A	N	D	SD
1. The cover of this module is attractive.			X		
2. The images, colors, and text are clear.		X			
3. Each learning exercise includes learning objectives.			X		
4. The module's design is visually appealing.			X		
5. The exercises are engaging to study.	X				
6. The exercises are easy to understand.		X			
7. The exercises presented are related to everyday situations	X				
8. I face difficulties in completing the exercises in this module.			X		
9. The explanations of the exercises are easy to comprehend.			X		
10. The exercises in this module meet my needs for practicing English	X				

Q11

Practicality Questionnaire 11

(Questionnaire for 20 students of grade 10)

Identity:

Full Name : *Kheza Agila Balqis*
 Class : *10 pi 2*
 Attendance Number : *9*
 Gender : *Female / perempuan*

1. Read each statement carefully.
2. You will encounter a series of statements about the English Language Learning Project.
3. Mark (X) on one of the answer options: Strongly Agree (SA), Agree (A), Neutral (N), Disagree (D), Strongly Disagree (SD).
4. Your responses on this instrument will not affect your learning outcomes.
5. Fill in all the statements without skipping any.
6. Your honesty and willingness in completing this instrument greatly contribute to achieving the research objectives.

Statements	SA	A	N	D	SD
1. The cover of this module is attractive.			X		
2. The images, colors, and text are clear.		X			
3. Each learning exercise includes learning objectives.		X			
4. The module's design is visually appealing.		X			
5. The exercises are engaging to study.		X			
6. The exercises are easy to understand.			X		
7. The exercises presented are related to everyday situations		X			
8. I face difficulties in completing the exercises in this module.			X		
9. The explanations of the exercises are easy to comprehend.			X		
10. The exercises in this module meet my needs for practicing English	X				

Q12

Practicality Questionnaire 12

(Questionnaire for 20 students of grade 10)

Identity:

Full Name : Nur Abidah . D
 Class : X. 2 Putri
 Attendance Number : 15
 Gender : Female / Perempuan

1. Read each statement carefully.
2. You will encounter a series of statements about the English Language Learning Project.
3. Mark (X) on one of the answer options: Strongly Agree (SA), Agree (A), Neutral (N), Disagree (D), Strongly Disagree (SD).
4. Your responses on this instrument will not affect your learning outcomes.
5. Fill in all the statements without skipping any.
6. Your honesty and willingness in completing this instrument greatly contribute to achieving the research objectives.

Statements	SA	A	N	D	SD
1. The cover of this module is attractive.		X			
2. The images, colors, and text are clear.		X			
3. Each learning exercise includes learning objectives.	X				
4. The module's design is visually appealing.	X				
5. The exercises are engaging to study.	X				
6. The exercises are easy to understand.		X			
7. The exercises presented are related to everyday situations	X				
8. I face difficulties in completing the exercises in this module.			X		
9. The explanations of the exercises are easy to comprehend.			X		
10. The exercises in this module meet my needs for practicing English	X				

Q13

Practicality Questionnaire 13

(Questionnaire for 20 students of grade 10)

Identity:

Full Name : LALA
 Class : X. pi. 7
 Attendance Number : 12
 Gender : Female / Perempuan

1. Read each statement carefully.
2. You will encounter a series of statements about the English Language Learning Project.
3. Mark (X) on one of the answer options: Strongly Agree (SA), Agree (A), Neutral (N), Disagree (D), Strongly Disagree (SD).
4. Your responses on this instrument will not affect your learning outcomes.
5. Fill in all the statements without skipping any.
6. Your honesty and willingness in completing this instrument greatly contribute to achieving the research objectives.

Statements	SA	A	N	D	SD
1. The cover of this module is attractive.		X			
2. The images, colors, and text are clear.	X				
3. Each learning exercise includes learning objectives.		X			
4. The module's design is visually appealing.	X				
5. The exercises are engaging to study.		X			
6. The exercises are easy to understand.		X			
7. The exercises presented are related to everyday situations	X				
8. I face difficulties in completing the exercises in this module.				X	
9. The explanations of the exercises are easy to comprehend.		X			
10. The exercises in this module meet my needs for practicing English	X				

Q14

Practicality Questionnaire 14

(Questionnaire for 20 students of grade 10)

Identity:

Full Name : Nur Adhifa
 Class : X P²
 Attendance Number : 16
 Gender : female / perempuan

1. Read each statement carefully.
2. You will encounter a series of statements about the English Language Learning Project.
3. Mark (X) on one of the answer options: Strongly Agree (SA), Agree (S), Neutral (N), Disagree (D), Strongly Disagree (SD).
4. Your responses on this instrument will not affect your learning outcomes.
5. Fill in all the statements without skipping any.
6. Your honesty and willingness in completing this instrument greatly contribute to achieving the research objectives.

Statements	SA	S	N	D	SD
1. The cover of this module is attractive.		X			
2. The images, colors, and text are clear.		X			
3. Each learning exercise includes learning objectives.		X			
4. The module's design is visually appealing.		X			
5. The exercises are engaging to study.			X		
6. The exercises are easy to understand.			X		
7. The exercises presented are related to everyday situations		X			
8. I face difficulties in completing the exercises in this module.			X		
9. The explanations of the exercises are easy to comprehend.			X		
10. The exercises in this module meet my needs for practicing English		X			

Q15

Practicality Questionnaire 15

(Questionnaire for 20 students of grade 10)

Identity:

Full Name : Suci Ramadani
 Class : X p1 2
 Attendance Number : 29
 Gender : Female / Perempuan

1. Read each statement carefully.
2. You will encounter a series of statements about the English Language Learning Project.
3. Mark (X) on one of the answer options: Strongly Agree (SA), Agree (A), Neutral (N), Disagree (D), Strongly Disagree (SD).
4. Your responses on this instrument will not affect your learning outcomes.
5. Fill in all the statements without skipping any.
6. Your honesty and willingness in completing this instrument greatly contribute to achieving the research objectives.

Statements	SA	A	N	D	SD
1. The cover of this module is attractive.		X			
2. The images, colors, and text are clear.	X				
3. Each learning exercise includes learning objectives.		X			
4. The module's design is visually appealing.	X				
5. The exercises are engaging to study.		X			
6. The exercises are easy to understand.			X		
7. The exercises presented are related to everyday situations	X				
8. I face difficulties in completing the exercises in this module.		X			
9. The explanations of the exercises are easy to comprehend.			X		
10. The exercises in this module meet my needs for practicing English	X				

Q16

Practicality Questionnaire 16

(Questionnaire for 20 students of grade 10)

Identity:

Full Name : Nur tahta
 Class : 10²PI
 Attendance Number : 19
 Gender : Female / Perempuan

1. Read each statement carefully.
2. You will encounter a series of statements about the English Language Learning Project.
3. Mark (X) on one of the answer options: Strongly Agree (SA), Agree (A), Neutral (N), Disagree (D), Strongly Disagree (SD).
4. Your responses on this instrument will not affect your learning outcomes.
5. Fill in all the statements without skipping any.
6. Your honesty and willingness in completing this instrument greatly contribute to achieving the research objectives.

Statements	SA	A	N	D	SD
1. The cover of this module is attractive.		X			
2. The images, colors, and text are clear.		X			
3. Each learning exercise includes learning objectives.	X				
4. The module's design is visually appealing.		X			
5. The exercises are engaging to study.	X				
6. The exercises are easy to understand.		X			
7. The exercises presented are related to everyday situations		X			
8. I face difficulties in completing the exercises in this module.			X		
9. The explanations of the exercises are easy to comprehend.		X			
10. The exercises in this module meet my needs for practicing English		X			

Q17

Practicality Questionnaire 17

(Questionnaire for 20 students of grade 10)

Identity:

Full Name : *Annisa*
 Class : *X p1²*
 Attendance Number : *04*
 Gender : *Female / perempuan*

1. Read each statement carefully.
2. You will encounter a series of statements about the English Language Learning Project.
3. Mark (X) on one of the answer options: Strongly Agree (SA), Agree (A), Neutral (N), Disagree (D), Strongly Disagree (SD).
4. Your responses on this instrument will not affect your learning outcomes.
5. Fill in all the statements without skipping any.
6. Your honesty and willingness in completing this instrument greatly contribute to achieving the research objectives.

Statements	SA	A	N	D	SD
1. The cover of this module is attractive.		X			
2. The images, colors, and text are clear.		X			
3. Each learning exercise includes learning objectives.		X			
4. The module's design is visually appealing.		X			
5. The exercises are engaging to study.		X			
6. The exercises are easy to understand.			X		
7. The exercises presented are related to everyday situations		X			
8. I face difficulties in completing the exercises in this module.			X		
9. The explanations of the exercises are easy to comprehend.			X		
10. The exercises in this module meet my needs for practicing English		X			

Q18

Practicality Questionnaire 18

(Questionnaire for 20 students of grade 10)

Identity:

Full Name : NUR AL OISA
 Class : X P12
 Attendance Number : 18
 Gender : FEMALE / PEREMPUAN

1. Read each statement carefully.
2. You will encounter a series of statements about the English Language Learning Project.
3. Mark (X) on one of the answer options: Strongly Agree (SA), Agree (A), Neutral (N), Disagree (D), Strongly Disagree (SD).
4. Your responses on this instrument will not affect your learning outcomes.
5. Fill in all the statements without skipping any.
6. Your honesty and willingness in completing this instrument greatly contribute to achieving the research objectives.

Statements	SA	A	N	D	SD
1. The cover of this module is attractive.	X				
2. The images, colors, and text are clear.	X				
3. Each learning exercise includes learning objectives.	X				
4. The module's design is visually appealing.	X				
5. The exercises are engaging to study.	X				
6. The exercises are easy to understand.		X			
7. The exercises presented are related to everyday situations	X				
8. I face difficulties in completing the exercises in this module.				X	
9. The explanations of the exercises are easy to comprehend.		X			
10. The exercises in this module meet my needs for practicing English	X				

Q19

Practicality Questionnaire 19

(Questionnaire for 20 students of grade 10)

Identity:

Full Name : SERNI
 Class : 10.pi.2
 Attendance Number : 21
 Gender : Female / perempuan

1. Read each statement carefully.
2. You will encounter a series of statements about the English Language Learning Project.
3. Mark (X) on one of the answer options: Strongly Agree (SA), Agree (A), Neutral (N), Disagree (D), Strongly Disagree (SD).
4. Your responses on this instrument will not affect your learning outcomes.
5. Fill in all the statements without skipping any.
6. Your honesty and willingness in completing this instrument greatly contribute to achieving the research objectives.

Statements	SA	A	N	D	SD
1. The cover of this module is attractive.			X		
2. The images, colors, and text are clear.		X			
3. Each learning exercise includes learning objectives.		X			
4. The module's design is visually appealing.		X			
5. The exercises are engaging to study.		X			
6. The exercises are easy to understand.			X		
7. The exercises presented are related to everyday situations		X			
8. I face difficulties in completing the exercises in this module.			X		
9. The explanations of the exercises are easy to comprehend.			X		
10. The exercises in this module meet my needs for practicing English		X			

Q20

Practicality Questionnaire 20

(Questionnaire for 20 students of grade 10)

Identity:

Full Name : Rasminah
 Class : 10 Pi 2
 Attendance Number : 24
 Gender : Female / Perempuan

1. Read each statement carefully.
2. You will encounter a series of statements about the English Language Learning Project.
3. Mark (X) on one of the answer options: Strongly Agree (SA), Agree (A), Neutral (N), Disagree (D), Strongly Disagree (SD).
4. Your responses on this instrument will not affect your learning outcomes.
5. Fill in all the statements without skipping any.
6. Your honesty and willingness in completing this instrument greatly contribute to achieving the research objectives.

Statements	SA	S	N	D	SD
1. The cover of this module is attractive.	X				
2. The images, colors, and text are clear.	X				
3. Each learning exercise includes learning objectives.	X				
4. The module's design is visually appealing.	X				
5. The exercises are engaging to study.		X			
6. The exercises are easy to understand.	X				
7. The exercises presented are related to everyday situations	X				
8. I face difficulties in completing the exercises in this module.		X			
9. The explanations of the exercises are easy to comprehend.	X				
10. The exercises in this module meet my needs for practicing English	X				

Appendix 9

The Result of Practicality Questionnaires for 20 Students of Grade 10

No	Statements	Student's Score of Questionnaire																				
		S1	S2	S3	S4	S5	S6	S7	S8	S9	S10	S11	S12	S13	S14	S15	S16	S17	S18	S19	S20	Average
1	The cover of this module is attractive .	5	4	4	5	5	5	5	3	3	3	3	4	4	4	4	4	4	5	3	5	4.1
2	The images, colours, and text are clear.	5	5	5	5	5	5	5	2	5	4	4	4	5	4	5	4	4	5	4	5	4.5
3	Each learning exercise include learning objectives.	5	4	4	4	4	5	5	4	3	3	4	5	4	4	4	5	4	5	4	5	4.25
4	The module's design is visually appealing.	5	4	4	5	4	5	5	3	3	3	4	5	5	4	5	4	4	5	4	5	4.3
5	The exercises are engaging to study.	5	5	5	4	5	5	5	4	5	5	4	5	4	3	4	5	4	5	4	4	4.5
6	The exercises are easy to understand.	4	5	5	4	5	4	4	3	5	4	3	4	4	3	3	5	3	4	3	5	4
7	The exercises presented are related to everyday situations.	5	4	4	4	4	5	5	4	5	5	4	5	5	4	5	5	4	5	4	5	4.55
8	I face difficulties in completing the exercises in this module.	2	3	3	3	3	2	2	3	3	3	3	3	2	3	4	3	3	2	3	4	2.85
9	The explanations of the exercises are easy to comprehend.	4	5	5	5	5	4	4	4	3	3	3	3	4	3	3	4	3	4	3	5	3.85
10	The exercises in this module meet my needs for practicing English.	5	5	5	5	5	5	5	4	5	5	5	5	5	5	5	4	4	5	4	5	4.8
Mean Score																					4.17	

Appendix 10

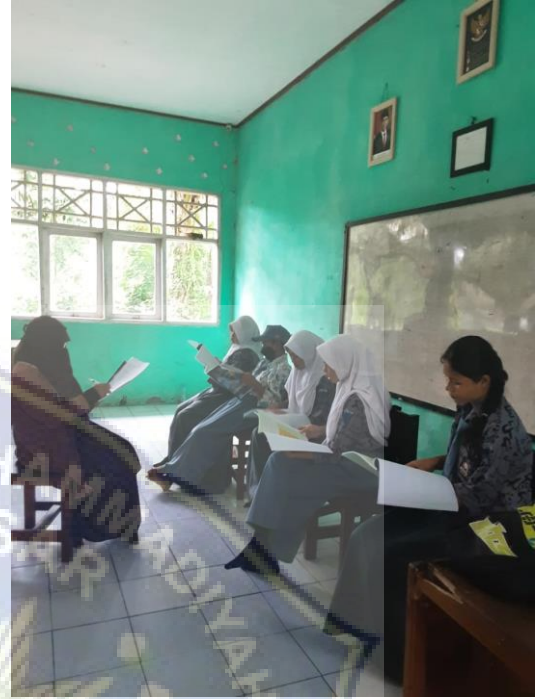
Pictures Documentation Interviewed With Teacher



Large Group



Small Group



Appendix 11

SURAT IZIN PENELITIAN

 UNIVERSITAS MUHAMMADIYAH MAKASSAR
PROGRAM PASCASARJANA

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Nomor : 0224/C.5-II/II/1445/2024
Lamp. : -
Hal : Permohonan Izin Penelitian

13 Sya'ban 1445 H.
23 Februari 2024 M.

Kepada Yth,
Kepala Sekolah SMAN 7 Luwu Timur
di -
Tempat

Assalamu Alaikum Wr. Wb.
Dalam rangka penyusunan tesis mahasiswa Program Pascasarjana Universitas Muhammadiyah Makassar :

Nama : Santi
NIM : 105071101621
Program Studi : Magister Pendidikan Bahasa Inggris
Judul Tesis : The Development Of English Learning Exercises As Supplementary Materials At SMAN 7 Luwu Timur

Maka kami mohon kiranya mahasiswa tersebut dapat diberikan izin untuk melakukan penelitian dan diberi data yang diperlukan pada Sekolah yang Bapak/Ibu sedang pimpin.
Demikian permohonan kami, atas perhatian dan bantuannya diucapkan terima kasih.

Wassalamu Alaikum Wr. Wb.


Direktur,
An. Asisten Direktur 1
Dr. Sukmayati, S.Pd, M.Pd, p.
NBM : 1430 835

Alamat : Jl. Sultan Alauddin No. 259 Telp. : (0411) 866 972 – 5047085 Fax.: (0411) 865 588 Makassar 90221

Appendix 12

SURAT KETERANGAN TELAH MENELITI

**PEMERINTAH PROVINSI SULAWESI SELATAN**
CABANG DINAS PENDIDIKAN WILAYAH XII
UPT SMA NEGERI 7 LUWU TIMUR
Alamat: Jln. Trans Sulawesi, Desa Jalajaja, Kec. Burau, Kab. Luwu Timur, e-mail : sman7luwutimur@gmail.com

SURAT KETERANGAN MENELITI
Nomor : 420/106/SMAN 7 /LUTIR/DISDIK

Yang bertanda tangan di bawah ini Kepala UPT SMA Negeri 7 Luwu Timur Kecamatan Burau, Kabupaten Luwu Timur Provinsi Sulawesi Selatan, menerangkan bahwa :

Nama : **SANTI**
TTL : Mappedeceng, 08 Juni 1976
Jenis kelamin : Perempuan
Pekerjaan : Mahasiswa (S2)
NIM : 105071101621
Program Studi : Magister Pendidikan Bahasa Inggris
Lembaga : Universitas Muhammadiyah Makassar

Dengan ini menerangkan bahwa nama tersebut di atas adalah benar telah melakukan penelitian di SMA Negeri 7 Luwu Timur terhitung mulai 24 Februari s/d 28 Februari 2024, guna penelitian Tesis yang berjudul "The Development of English Learning Exercises as Supplementary Materials at SMAN 7 Luwu Timur".

Demikian surat keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Burau, 28 Februari 2024
Kepala UPT

SUNARDI, S.Pd., M.Pd
NIP. 19651229 200502 1 001



UNIVERSITAS MUHAMMADIYAH MAKASSAR
LEMBAGA PERPUSTAKAAN DAN PENERBITAN

#BerAKHLAK #SIPAKATAU #CERDASKI'
• Cekatan • berEtika • berintegritas • berDisiplin • berKemauan • berKerjasama • berInovasi • berKemandirian • berKemandirian • berKemandirian

SETULUS HATI, SEPENUH JIWA, SEKUAT RAGA
MENCERDASKAN SULAWESI SELATAN

CURRICULUM VITAE



Santi, she was born on June 08th 1976. She was the seventh daughter of Serma Simak Samad (Alm) and Musrifah. She has 4 sisters and 2 brothers. She is the youngest. She began her study in Elementary School at SDN No 157 Kapidi Complex AD Home-Base Mappedeceng Luwu Utara in 1983 until 1989. After that, she continued his school in Junior High School at SMP

Negeri 1 Masamba in 1989 and finished in 1992. She then entered Senior High School at SMA Negeri 1 Masamba in 1992 and finished in 1995. After that, she continued at Sentra Pendidikan Bisnis from 1998 until 2000. She took her S1 in English Department in English Education Study Program at Muhammadiyah University of Makassar (UNISMUH) from 2000 until 2004. In 2021, she continued her study in Magister of English Education at Makassar Muhammadiyah University.

Appendix 13



UNIVERSITAS MUHAMMADIYAH MAKASSAR
PROGRAM PASCA SARJANA
MAGISTER PENDIDIKAN BAHASA INGGRIS
 Jalan Sultan Alauddin No. 259 Telp. (0411) 866 972, Fax (0411) 865588

بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

KONTROL PELAKSANAAN PENELITIAN

Nama Mahasiswa : Santi
 NIM : 105071101621
 Judul Penelitian : The Development of English Learning Exercises as Supplementary Materials at SMAN 7 Luwu Timur
 Tanggal Ujian Proposal : 18 Agustus 2022
 Tempat/Lokasi Penelitian : SMAN 7 Luwu Timur

No	Hari/Tanggal	Kegiatan Penelitian	Nama Dosen/Guru terkait	Paraf
1	24 Februari 2024	Wawancara	Husnawati, S.Pd	
2	24 Februari 2024	Wawancara	Hirma, S.Pd	
3	25 Februari 2024	Content Validation	Dr. Siti Asriati AM, S.Pd., M.Hum.	
4	28 Februari 2024	Design Validation	Dr. Nurdevi Bta Abdul, S.Pd., M.Pd	

Makassar, 30/03/2024

Mengetahui,

Pimpinan Tempat Penelitian



Sunardi, S.Pd., M.Pd

Ketua Program Studi
Magister Pendidikan Bahasa Inggris



Dr. Raddah Hamid, M.Pd.
NBM: 767 402

*Diedit sesuai dengan lokasi penelitian