DEVELOPING STUDENTS' BASIC ENGLISH HANDBOOK

FOR FRESHMEN ENGLISH LANGUAGE EDUCATION

STUDY PROGRAM OF IAIN PALOPO

A Thesis

Submitted to fulfill one of the requirements to obtain an S.Pd. Degree in English Language Education Study Program of the Faculty of Education and Teacher Training of the State Islamic Institute of Palopo

IAIN PALOPO

Written by:

NURUL ANDINI

Reg. Number 1902020082

ENGLISH LANGUAGE EDUCATION STUDY PROGRAM

TARBIYAH AND TEACHER TRAINING FACULTY

STATE ISLAMIC INSTITUTE OF (IAIN) PALOPO

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Submitted to the Education and Teacher Training Faculty of State Islamic Institute of Palopo Fullfillment of Requirement for S.Pd. Degree in English Education

IAIN PALOPO

Submitted by:

NURUL ANDINI
1902020082

Supervised By:

1. Wahibah, S.Ag., M.Hum.

2. Dr. Magfirah Thayyib, S.S., M.Hum.

ENGLISH EDUCATIONAL STUDY PROGRAM

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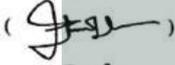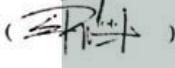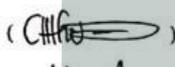
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2023

THESIS APPROVAL

This thesis entitled Developing Students' Basic English Handbook for Freshmen English Language Education Study Program of IAIN Palopo, which is written by Nurul Andini, Registration Number 1902020082, the student of English Language Education Study Program of Education and Teacher Training Faculty at State Islamic Institute of Palopo has been examined in Thesis Examination/*Munaqasyah* which was carried out on Friday, 13th October 2023/Rabiul Awal 28th 1445 H. It has been approved by the examiners as requirement to pursue the title of *Sarjana Pendidikan* (S.Pd).

Palopo, 13th October 2023

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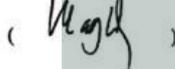
Approved by:

On behalf of Rector of IAIN Palopo
The Dean of Education and Teacher Training Faculty

Prof. Dr. H. Sukirman, S.S., M.Pd.
NIP 19670516 200003 1 002

The Head of English Language Education Study Program

Husnaini, S.Pd.I., M.Pd.
NIP 19840802 200902 2 007

STATEMENT OF AUTHENTICITY

Who undersigned below:

Name   : Nurul Andini

Reg. Numb   : 1902020082

Faculty   : Tarbiyah and Teacher Training

Study Program: English Education

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Regards

Nurul Andini
1902020082

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Thesis Entitled   : Developing Students' Basic English Handbook for Freshmen

English Language Education Study Program of IAIN Palopo

Written By   :

Name   : Nurul Andini

Reg. Numb   : 1902020082

Faculty   : Tarbiyah and Teacher Training

Study Program: English Education

It has been corrected and approved to be examined

Palopo, 13ᵗʰ October 2023

Consultan I

Wahibah, S.Ag., M.Hum
NIP. 19690504 200312 2 002

Consultan II

Dr. Magfirah Thayyib, S. S, M. Hum
NIP. 19850719 201801 2 001

EXAMINER APPROVAL

Thesis Entitled : Developing Students' Basic English Handbook for Freshmen

English Language Education Study Program of IAIN Palopo

Written By :

        Name   : Nurul Andini

        Reg. Numb   : 1902020082

        Faculty   : Tarbiyah and Teacher Training

        Study Program: English Education

It has been corrected and approved to be examined

Palopo, 13th October 2023

Examiner I

Prof. Dr. Rustan Santaria, S., M.Hum
NIP. 19651231 199203 1 054

Examiner II

Ermawati, S.Pd.I., M.Hum
NIP. 19911117 202012 2 019

NOTA DINAS PEMBIMBING

Lamp.   :

Hal   : Skripsi an. Nurul Andini

Yth. Dekan Fakultas Tarbiyah dan Ilmu Keguruan
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      Palopo

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NIM   : 19 0202 0082

Program Studi   : Pendidikan Bahasa Inggris

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Wahibah, S.Ag., M.Hum   **Dr. Magfirah Thayyib, S. S, M. Hum**

NIP. 19690504 200312 2 002   NIP. 19850719 201801 2 001

Tanggal :   Tanggal:

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بِسْـــــــــــــمِاللّهِالرَّحْمَنِالرَّحِيْمِ

Alhamdulillah Rabbil' Alaamiin, the researcher shows her highest praise and thanks to the almighty Allah Subhanahu Wata'ala for the blessing, mercy, and health in composing the thesis. Shalawat and Salam upon to Prophet Muhammad ShallallahuAlaihi Wasallam who had delivered the truth to the human being in general and Muslim in particular. This thesis entitled "Developing Students' Basic English Handbook For Freshmen English Language Education Study Program Of Iain Palopo" that submitted to fulfillment of the requirement for the undergraduate degree of English Education Study Program at Education and Teacher Training Faculty, State Islamic institute of Palopo. Some people contributed advice, support, motivation, and valuable things while composing the thesis. However, the researcher would sincerely thank to:

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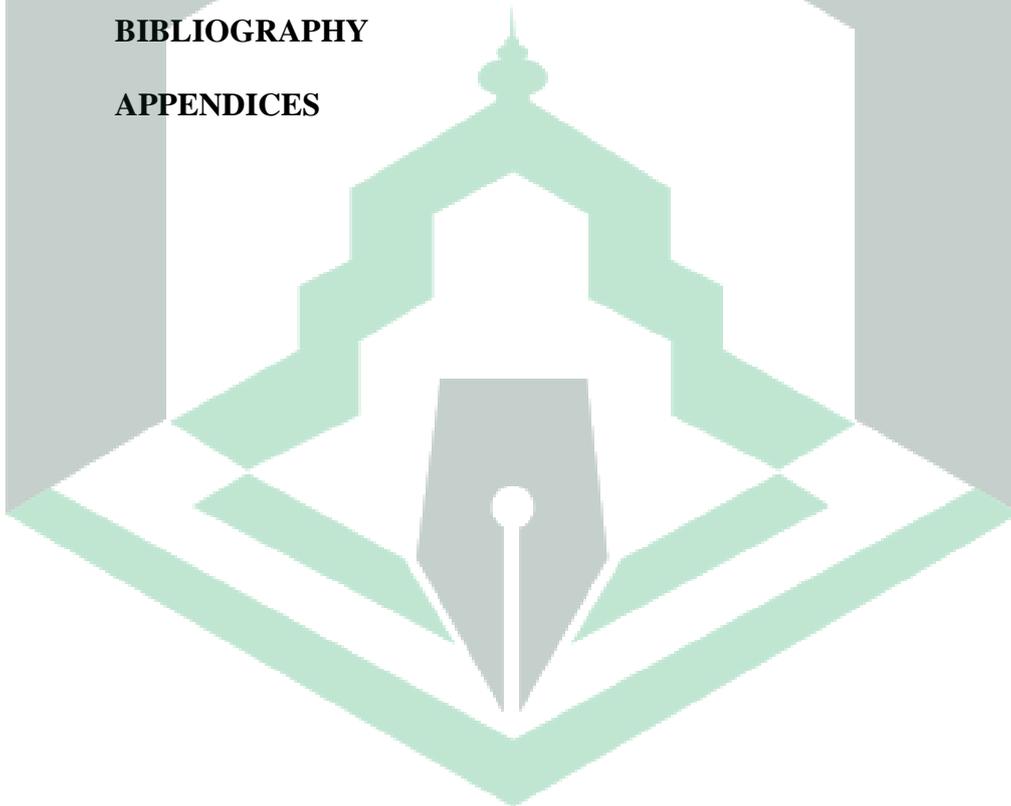
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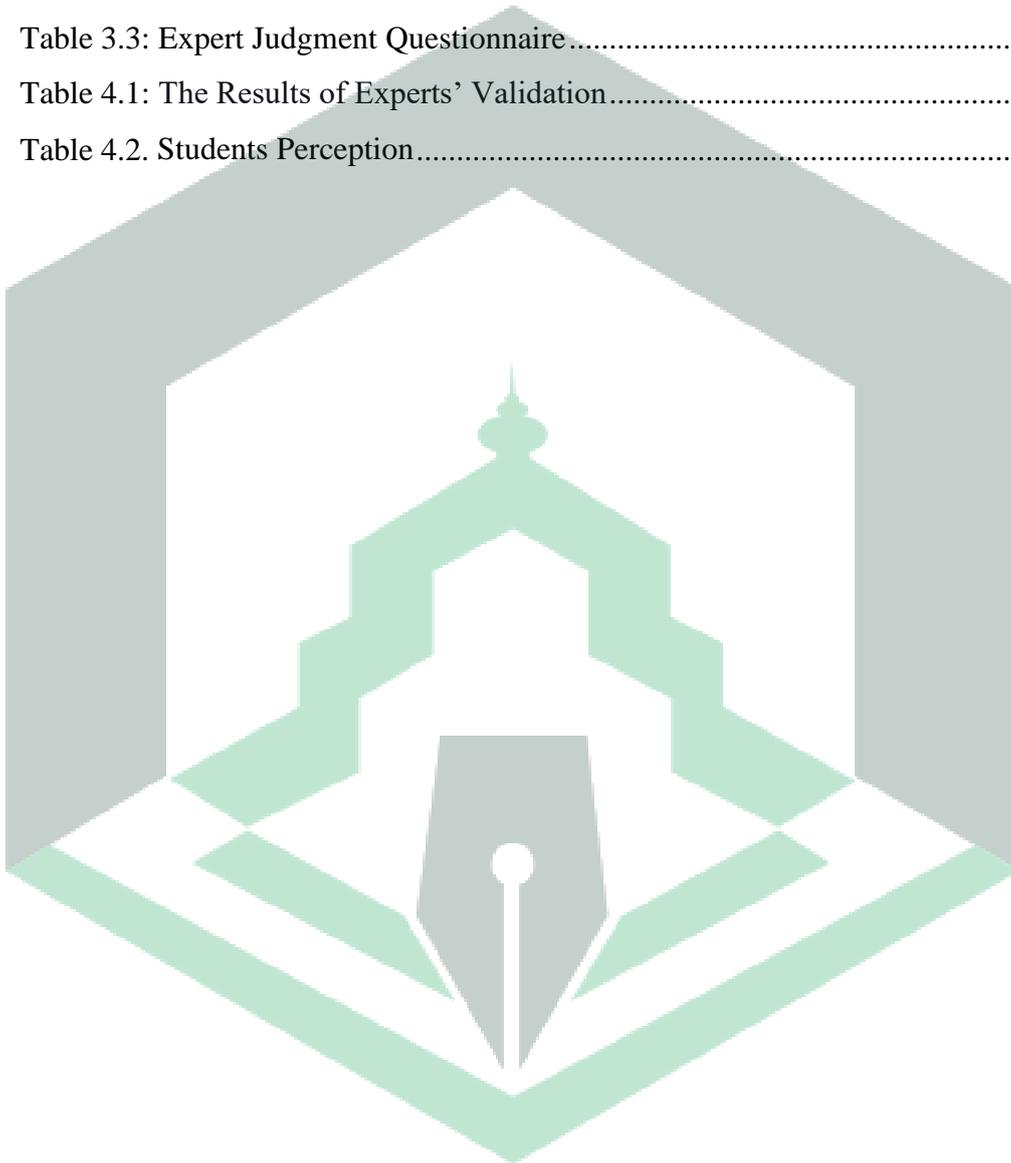
The researcher,

Nurul Andini

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ABSTRACT

NurulAndini, 2023, *"Developing Students' Basic English Handbook for Freshmen English Language Education Study Program of IAIN Palopo"*. Thesis for English Study Program, Education, and Teacher Training Faculty, State Islamic Institute of Palopo, Supervisor Wahibah as the first supervisor and Magfirah Thayyib as the second supervisor.

This research is about Developing Students' Basic English Handbook for Freshmen English Language Education Study Program of IAIN Palopo. English Language Education students need to have facilities to develop their English. Designing the Basic English Handbook suitable for freshmen English Language Education Study Program of IAIN Palopo. The objective of this research is to develop Basic English Handbook and to find out the response of freshmen of English Language Education to the handbook. The method of the research is R&D. It uses ADDIE model (Analysis, Design, Development, Implementation, and Evaluation). The research location was carried out at IAIN Palopo on 23August 2023. The subject of this research were 15 students of BIG B class of 2022. The quantitave data were obtained from questionnaires and qualitative data were obtained from documentation and observation with students. The students were given need analysis and perception for the handbook by the researcher. The result of students' perception is 4.5 in the category "very good". The try-out was represented by 15 respondents. The result of the expert validation and students' perception is qualified in content, the design and layout were interesting with attractive learning materials and based on the student needs, wants, and lacks. It is indicated that the develop Basic English Handbook for freshmen.

Keywords: Handbook, Basic English, Freshmen

CHAPTER I

INTRODUCTION

A. Background

Education becomes one of important in one's life. The world of education will continue to change because of the times that can make someone respectable, behave according to existing norms, and have a good career, so the mindset of educators changes from a rigid mindset to be more advanced. The function of education is to be able to develop and shape the behavior of individuals or students to be faithful and obedient to Allah SWT and have good noble character.

One of the most important subjects in education today is English because English is an international language so many countries make English their second language.[1] At school or in college, basic English lessons are divided into 4 skills, namely reading, writing, listening and speaking. Even though we already know and have learned these 4 skills at school, there are still many students who think learning English is difficult even though from elementary school to high school they learn English and learn the 4 skills repeatedly. Many factors influence this to happen, such as being afraid to speak English just because of a lack of known vocabularies, mispronunciation, and lack of practice in speaking English.

Problems in learning English are not only found at the elementary, secondary and senior high school levels, but will continue up to the university level and this also applies to students majoring in English. This also happens due

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[1] Pascapbi2, 'Beberapa Alasan Mengapa Bahasa Inggris Menjadi Bahasa International' <https://pascapbi.uad.ac.id/beberapa-alasan-mengapa-bahasa-inggris-menjadi-bahasa-international/> [accessed 12 July 2023].

to several factors, one of which is that not all students like study English and choose an English major.[2]

This should be a big challenge for lecturers so how can students who have difficulty learning English be able to improve their students' English. One way that is often used by teachers or lecturers in increasing students' interest and ability to learn is to use learning media. In addition to helping teacher, the process of learning English requires a tool to support learning without having to dwell on boring learning in a class filled with assignments. In addition, there are often additional hours of lessons because the delivery of material is not in accordance with the time allocation given, it is very necessary for a media that can be used by educators without having to hold additional hours at school.

Media in the learning process is an intermediary or introductory source of messages by receiving messages, stimulating thoughts, feelings, attention and willingness so that they are motivated and involved in learning. The learning process is basically also a communication process, so the media used in learning is called learning media. Learning media is anything that can convey messages through various channels, can stimulate students' thoughts, feelings, and willingness so that they can encourage the creation of a learning process to add new information to students so that learning objectives can be achieved properly.[3] As we know, one of the most common learning media is a book. Books are one of

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[2] Fika Megawati, 'Kesulitan Mahasiswa Dalam Mencapai Pembelajaran Bahasa Inggris Secara Efektif', *Pedagogia : Jurnal Pendidikan*, 5.2 (2016), 147–56 <https://doi.org/10.1007/s00381-016-3174-3>.

[3] Abi Hamid, Mustofa, Et Al. *Media Pembelajaran*. Yayasan Kita Menulis, 2020.

the tools for learning, Book is a sheet of paper that is bound, contains writing or is blank.[4] One type of book that is a learning media is a handbook.

Freshmen at the English Language Education of IAIN Palopo always get handbooks when participating in English Camp activities to use during activities. In addition, the use of this handbook can be used as an alternative medium in the smooth running of the learning process, especially for students whose level of English is still basic. The use of media in learning can generate new desires and interests, generate motivation and stimulate learning activities, and even have a psychological influence on students.[5] This book was initiated by Ikhsan, S.Pd., during his management at the IAIN Palopo English Language Education Study Program Student Association. When the researcher was looking for information about this handbook, it turned out that according to several sources this handbook had only been revised 2 times in 2021 and 2022. Some of the expressions, vocabularies, and material contained in this handbook are largely unrelated to the English Camp. So that the researcher intends to perfect this handbook so that it can be used in these activities and in the long term.

This study uses a research and development (R&D) model for developing students basic English handbook materials. Using the ADDIE design model, the researcher uses each step to combine and develop previous research to create a new project for learning.

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[4] Kbbi Daring, 'Buku' <Https://Kbbi.Web.Id/Buku> [Accessed 13 March 2023].
[5] Dita Anggi Yulinda Ekayati, Abdul Karim, And Yogi Wiratomo, 'Pengembangan Media Pembelajaran Pocket Book Berbasis Kearifan Lokal Pada Pelajaran Matematika Smp Kelas Vii', *Seminar Nasional Dan Diskusi Panel Pendidikan Matematika*, 2020, 263–72.

Based on the explanation above, the researcher will conduct research entitled Developing Students Basic English Handbook for Freshmen English Langeage Education Study Program of IAIN PALOPO. Researchers hope that this research can help and be more useful in learning for every freshmen.

B. Research Question

Based on the problem statement above, the research formulated research questions are:

1. How to develop a Students' Basic English Handbook for Freshmen English Language Education Study Program of IAIN Palopo?
2. What is the student's perception of the Basic English Handbook?

C. Objective of Reaserch

Based on the formulation of the research questions, the objectives of the research are

1. To find out the develop of a Students' Basic English Handbook for freshmen at English Language Education Study Program of IAIN Palopo.
2. To find out the student's perception of the Basic English Handbook.

D. Significance of Research

After this research is carried out, the researcher hopes that this research can provide benefits for all parties, such as for teachers, this book as teaching material, or a learning tool to help educators in conveying basic English material. Then, for students, this book helps them to understand the basics of English lessons using a handbook and increases students' motivation to learn English.

Then, researchers can increase their knowledge/experience as preparation to become professional English educators.

E. Spesification of the Expectation Product

The product specifications developed in this study are in the form of handbooks that can be used to improve English proficiency. The handbook was developed from the results of the needs analysis so that it is in accordance with the needs in the field. In addition, this handbook also contains the basics of learning English. This is what distinguishes the handbook developed by the researcher from other handbooks. The results of this study will be used as a student handbook for learning the basics of English and used in English Camp activities. In this study, researchers used Research and Development method and guided by ADDIE Model.

F. Assumption and Delimitation of the Study

1. Assumption of the Research :

   a. This handbook would become source of teaching learning for students in freshmen English Language Education Study Program of IAIN Palopo.

   b. The handbook was developing students' interest in learning English.

   c. This handbook would help students to facilitate their field study.

2. Delimination of Research

   a. Development of the English Handbook selected by the researcher for research.

b. The material used in the English handbook that will be made is the basics in English.

c. The handbook made will test the product and student learning outcomes.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Study

In this study, the researcher summarizes several related researchers who have previously conducted relevant research.

The first related study from Nur Aisyah (2021) in her research entitled "Developing daily expression pocket Book for Islamic Boarding School Students at Muhammadiyah Boarding School Putra Palopo". [6] This research aimed to develop an appropriate Daily Expression pocket Book for Islamic Boarding School Students at Muhammadiyah Boarding School Putra Palopo. The research design used in this research was Research and Development (R&D) and applied using the 4-D Model. The results showed that regarding the experts' validation and the try-out on the students' perception, the product of this research was appropriate to implement for the students at Muhammadiyah boarding School Palopo. The designed daily expression pocketbook on this research would be valuable to use as teaching and learning resources to increase and encourage the students' motivation to study and speak English every day.

Inriani (2021) in her research entitled "Developing a Vocabulary Book for Scout Organization in IAIN Palopo".[7] This research aims to make a vocabulary

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[6] Nur Aisyah, 'Developing Daily Expression Pocketbook For Islamic Boarding School Students At Muhammadiyah Boarding School Putra Palopo', 2021, 1–151.

[7] Inriani, 'Developing A Vocabulary Book For Scout Organization In Iain Palopo', February, 2021, 6.

books for students scout IAIN Palopo. This research is to develop vocabulary book for Scout Organization in IAIN Palopo. This research used research and development (R&D) which uses the 4-D model. The vocabulary books were designed based on the results of the students' needs analysis questionnaire and observation sheets for two experts and students' perceptions. In this study, two experts were involved to validate the product. This research product is feasible to be applied in scout organizations of IAIN Palopo. The designed vocabulary book is of this research will be useful for scout students.

Rahmi Rahmadani (2018), in her research entitled "Developing English Speaking Materials Based on Contextual Teaching and Learning for Students of Electrical Engineering at SMK Sinar Husni Medan".[8] This research aim to design English speaking materials needed for students of electrical engineering study program at SMK Sinar Husni Medan. This study was conducted by using Research and Development (R & D). The interview and questionnaire results prove that the students need English reading materials which contain English for electrical engineering study program. Thus, The materials were then developed through Contextual Teaching and Learning approach which implementation by REACT (relating, experiencing, applying, cooperating, and transferring) and developed with their study program and work life situation.

Syamsul Bahri (2021), in his research entitled "Improving students' vocabulary achievement through the word memorization method using a

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[8] Rahmi Rahmadani, 'Developing English Speaking Materials Based On Contextual Teaching And Learning For Students Of Electrical Engineering At Smk Sinar Husni Medan', 2018 <Https://Doi.Org/10.2991/Iccie-18.2019.87>.

handbook in MAN 2 Poso".[9] This study aimed to determine the increase in students' vocabulary through the method of memorizing words using a handbook and to describe students' responses to the application of the method of memorizing words using a handbook. This research uses mixed methods; quantitative and qualitative descriptive research. Based on the results of the post-test research, it was obtained data that there were 2 (10%) students in the very good category, 11 (55%) students in the very good category, 5 (25%) students in the good level category, 1 (5%) students in the quite good, 1 (5%) of the students are in the sufficient level and there are no students who get bad and very pool levels. The post-test results showed that the increase in students' vocabulary greatly increased.

Rizka Saumi Dalimunte (2022), in her research entitled "The Development Of Pocket Book Media In Learning English Of Grade 2 In Junior High School".[10] This research focuses on the development of pocketbook media in Learning English motivated by the lack of English textbooks in school. Besides, then it aims to develop learning media and test the feasibility of this strategy using the implementation of English materials, Research and Development (R&D) method to produce the pocket book guided by the 4-D (four D) model. The results showed that the development of pocket book learning media in English material included in the 'very good' criteria based on the quality of the media with a percentage of

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[9] Syamsul Bahri, 'Improving Students' Vocabulary Achievement Through The Word Memorisation Method Using Handbook In Man 2 Poso', *Paper Knowledge . Toward A Media History Of Documents*, 3.2 (2021), 6.

[10] Rizka Saumi Dalimunte, 'The Development Of Pocket Book Media In Learning', 2022, 58.

97.6% feasibility results and based on the material, the results obtained 97.5% with 'very good' criteria, and from the students' perceptions sheet, they got 86.4% with 'very good' criteria. The conclusion showed that the pocketbook learning media on English material at SMPN 5 Bandar Baru is very appropriate to be used as a supporting media in the learning process.

Based on the previous description above, the researcher can conclude that the similarity between the researcher and the previous research is the focus on book development. But the difference is that previous researchers focused on vocabulary only. So far, research using handbooks still needs to be developed, so that it can be an additional reference in developing a book.

B. Some Pertinent Ideas

1. Basic English Handbook

a. Definition of Basic English

Basic English is a copyrighted system of simplified English consisting of the 850 words considered most essential and of a short list of grammatical rules and designed to serve both as an auxiliary language and as an introduction to English.[11] Basic English is, in essence, a simplified subset of regular English. Some of the things that are included in the basic English language are Grammar, Vocabularies, Conversation, Speaking and Translation.[12]

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[11] "Basic English." Merriam-Webster.Com Dictionary, Merriam-Webster, Https://Www.Merriam-Webster.Com/Dictionary/Basic%20english. Accessed 15 Mar. 2023.

[12] Editor. "Basic English, Cara Belajar Bahasa Inggris Dengan Mudah – Yayasan Al Ma'soem Bandung." *Yayasan Al Ma'soem Bandung*, 20 Dec. 2022, Https://Almasoem.Sch.Id/Basic-English-Cara-Belajar-Bahasa-Inggris-Dengan-Mudah/.

b. How to Maximize Learning Basic English

Learning English is quite complicated if you don't understand the basics well. In order to understand the basics well, here are the basics of English that you should understand to help those of you who are learning English: Learning Tenses, Listening, Reading, Writing and Speaking.

1. Learning Tenses

In learning basic English, there are only three basic tenses in English: past, present, and future. In the past tense it is used for anything that happened before the present moment. Then, the present tense is used for anything that is happening at the moment or for general statements. And finally, the future tense is used for anything that will happen at some point later than the present.[13] Because understanding tenses is the most basic thing in learning English activities, it is not strange if tenses are on the first page or chapter in an English learning book.

2. Listening

Listening is the first of the four language skills. Listening is one of the English skills or abilities whose application is to listen to the vocabulary in English sentences. Listening comprehension is the process of one individual perceiving another via sense, (specifically aural) organs, assigning a meaning to the message and comprehending it. It is the fundamental and indispensible prerequisite of individual communication in the social life. By listening, you will

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[13] Yuliya Geikhman, 'Tenses For Beginners: The Easy Guide To Learning English Grammar Tenses' <Https://Www.Fluentu.Com/Blog/English/Learn-English-Grammar-Tenses/> [Accessed 13 July 2023].

indirectly get used to English terms and can also understand what other people say when speaking in English.[14]

3. Reading

By reading several texts or sentences in English, for example procedure text or descriptive text, it will make you more sensitive to the structure of words that are formed in English. From there you will learn a lot of English vocabulary. What's more, you will also get new vocabularies just by reading English texts. Slowly, you will get references in writing or correcting sentences in English.

4. Writing

Basic written English is that which is not open to serious criticism when judged by the standards of current good usage. In other words, it is English which is in accordance with the rules and customs of today. Writing in English will make you understand your ability to speak English, whether it's from grammar or vocabulary. With that, you can fix that weakness by practicing and practicing so that later the weakness is covered and doesn't exist at all.[15]

5. Speaking

Speaking skills are defined as the skills which allow us to communicate effectively. Speaking is one of the most important skills to be developed and enhanced as means of effective communication.

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[14] Ömer Kutlu And Aslihan Erman Aslanoğlu, 'Factors Affecting The Listening Skill', *Procedia - Social And Behavioral Sciences*, 1.1 (2009), 2013–22 <Https://Doi.Org/10.1016/J.Sbspro.2009.01.354>.

[15] Bill Ball, Rhea Williams, And Tony Scott, 'Basic Written English', *Queen's English Society* <Https://Queens-English-Society.Org/Basic-Written-English/> [Accessed 13 July 2023].

a. Definition of Handbook

Handbook is a collection of various types of information that is compactly arranged and ready to use, specifically in a field such as the handbook of physics.[16]

The word 'handbook' is borrowed from the German word 'handbuch' meaning 'a small book or a treatise giving useful facts.' The literal meaning of the term `handbook' is the book which is 'handy' to use as it contains all sorts of facts and `handy' to carry it conveniently in hand.[17]

b. Handbook Coverage

From several opinions expressed about the handbook, it can be seen that the handbook is a text book that contains elements including:

1. Collection of diverse information in one or several related subjects.

2. Usually handbooks talk about, what, how, why, when.

3. Instructions, guidance and information.

4. An overview of the subject matter or a particular subject regarding a science that is used for guidance in its practical application.

5. Generally arranged based on classified.

6. Information or practical instructions regarding a type of work, activity or how a tool works.

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[16] Penelitian Kebijakan And Others, *Kemampuan Pedagogi Guru Tim Pengusul Dewi Komalasari , M . Pd Lembaga Penelitian Dan Pengabdian Kepada Masyarakat*, 2021.

[17] Nios, 'Categories Of Reference Sources', *Library Science*, 2017 <Http://Egyankosh.Ac.In//Handle/123456789/33143>.

c. Handbook Components

Most people think a handbook is the same as a pocketbook or guidebook. But they have differences, such as in terms of size. Handbooks are usually the same size as regular books, about 21 cm to 25 cm.[18]

There are several main physical components or parts contained in a computer handbook, namely: (a) Cover, to make the cover more attractive the cover of the book/learning material is designed to be attractive, such as providing illustrations according to the contents of the book and using the name of the lesson/title, (b) front of the handbook, loading the title page, main title page, the table of contents page (sometimes not using the table of contents), each page number in front of the textbook uses general numbers, (c) the contents of the handbook, which contains the subject matter to be delivered to students, consisting of chapter titles, and subtitles, each new section and chapter is made on the next page, (d) the back of the handbook, which consists of a bibliography.

e. Advantages of Handbook

The handbook is designed to be used by students in practicing as if students communicate in real situations. This makes students understand when, where, and how the language is used in direct communication. As previously described, there are many advantages to designing teaching materials using handbooks. In addition, the handbook can not only be used in person but can also

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[18] Anggiani Qodariah, Fitria Ahhyatul Hanifah, And Selly Setiani, *Analisis Handbook Dan Manual*.

be used with online learning. A handbook is a book that gives you advice and instructions on a particular subject, tool, or machine.[19]

   f.   Basic English Handbook

The basic English handbook is a book that contains information about basic and ready-to-use English. The purpose of this English handbook is to provide learning media and information for readers to be able to learn basic English easily. In basic English, it is known that there are 850 words in basic English which are classified into 600 names or nouns, 150 qualifiers or adjectives, and 100 words related to actions or operations.[20]

   2.   English Learning Media

   a.   Definition of Learning Media

Learning Media are divided into two words: learning and media. The word media comes from the Latin medius which literally means middle, intermediate or introduction. In Arabic, media are the intermediary or messenger of the sender to the recipient of the message. Media in general are human, material and events that build conditions to make students able to acquire knowledge, skills or attitudes. The term of media comes from Latin medius meaning middle, intermediary, or introduction. In Arabic, media are (وسائل) intermediary or messenger of the sender

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[19]Collins English Dictionary,'Handbook'
<Https://Www.Collinsdictionary.Com/Dictionary/English/Handbook>.
[20] C K Ogden, *Basic English Edited By*, 2013.

to the recipient of the message. Media as a tool makes teachers easy to deliver messages from subject materials to students.[21]

   b. Function of Learning Media

      1. The Function of Learning Media as A Learning Resource

Technically, learning media is a source of learning. The sentence "source of learning," implies the meaning of activity, namely as a distributor, conveyer, liaison, and others. Learning media as a learning resource is its primary function, so for some things learning media can replace the function of the teacher, especially as a source of learning. For example, when the teacher tells students to read the handbook. This book replaces the teacher as a student learning resource. By reading books, students get the knowledge and information written there.

      2. Semantic Function

Semantic function is the ability of the media to add vocabulary whose meaning or meaning is truly understood by students. Language includes the symbol (symbol) of the content that is the mind or feeling that both have become the totality of messages that cannot be separated. The basic elements of the language are "words".

      3. Manipulative Function

This manipulative function is based on general characteristics, namely the ability to record, store, preserve, reconstruct, and transport an event or object.

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[21] Mr Akrim, 'Media Learning In Digital Era', 231.Amca (2018), 458–60 <Https://Doi.Org/10.2991/Amca-18.2018.127>.

Based on these general characteristics, the media has two capabilities, namely overcoming the boundaries of space and time, overcoming sensory limitations.[22]

3. Need Analysis

The term needs analysis generally refers to the activities that are involved in collecting information that will serve as the basis for developing a curriculum that will meet the needs of a particular group of students.[23] Need analysis was proposed into language teaching in English for specific (ESP) movements. The analysis of learner needs' determines the reasons and steps used to achieve satisfactory communication in the course.[24]

There are two basic distinctions in need analysis, they are: target need (what the learner needs to do in the target situation) and learning need (what the learner needs to do in order to learn).

a. Target Need

There are three components in target need, those are: necessities, lacks, and wants.

1) Necessities: what the learner has to know in order to function effectively in the target situation.

2) Lacks : what the learner have not known.

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[22] Jasar Hartana M.A, 'The Application Of Picture Media In Vocabulary Learning In First Grade At Man 2 Model Medan', *Αγαη*, 8.5 (2019), 55.

[23] Mehdi Haseli Songhori, 'Munby Introduction To Needs Analysis', *English For Specific Purposes World*, 7.4 (2008), 1–25 <Http://Www.Esp-World.Info/Articles_20/Doc/Introduction To Needs Analysis.Pdf>.

[24] Enhana Tarbiatunnisa, 'Developing Basic English Speaking Module For The English Club Program At Senior High School Of Modern Islamic Boarding School Datok Sulaiman Putri Palopo', *Thesis*, 2021, 1–455.

3) Wants : the learner's view of the necessities of the target situation

The analysis of target situation needs is in essence a matter of asking questions about the target situation and the attitudes towards that situation of the various participants in the learning process.

b. Learning Need

The knowledge and ability that the learner require in order to be able to perform to the required degree of competence in target situation. This information may be recorded in terms of language items, skills, strategies, subject knowledge, etc.

From the statements above, it can be concluded that need analysis is the techniques in identifying specific language feature and skills that the language learners need then it will be the base in designing a course. In this study, the writer conducted need analysis to know the students strengths and weaknesess of English proficiency, the students' attitude towards English, the language item, skills, and subject knowledge which the students need most for their present and future activities.[25]

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[25] Nunun Indrasari, 'English For Specific Purposes: A Need Analysis At The Second Semester Of Physics Education Students Of Iain Raden Intan Lampung In The Academic Year Of 2015/2016', *Jurnal Tadris Bahasa Inggris*, 9.1 (2016), 161–72 <Http:Ejournal.Radenintan.Ac.Id/Index.Php/Engedu>.

4. Instructional Materials Development

In the literature, several instructional designed handbooks are often applied in research. These include the ADDIE, Borg and Gall models, and the 4-D models.

1. ADDIE

This model is an approach that helps instructional designers, any content's developer, or even teachers to create an efficient, effective teaching design by applying the processes of the ADDIE model on any instructional product. In addition, this systematic process is represented in the acronym ADDIE, which stands for the important components in the process of creating the instructional design, which are Analysis, Design, Development, Implementation, and Evaluation. Each phase in ADDIE model is related to and interacts with each other.[26]

Instructional Design: The ADDIE Approach is intended to serve as an overview of the ADDIE concept. The purpose of this book is to focus on fundamental ADDIE principles, namely: Analysis (current needs, requirements, tasks, and abilities of participants). Design (format of delivery of learning objectives, activities, and exercises). Development (prototyping, developing course materials, reviewing, pilot sessions). Implementation (implementation of training, existing tools, and observations). Evaluation (awareness, knowledge, behavior, and results).[27]

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[26] Nada Aldoobie, 'Addie Model', *Neuphilologische Mitteilungen*, 5.3 (2015), 361–73.

[27] Robert Maribe Branch, "Instructional Design: The Addie Approach," *Instructional Design: The Addie Approach* (2010): 1–203
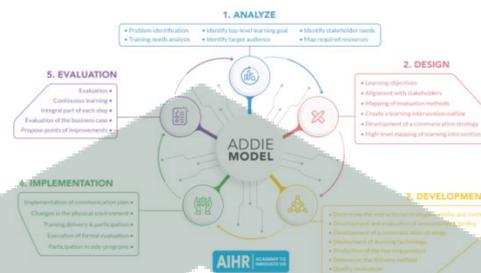
Figure 2.1 ADDIE Model[28]

2. Borg and Gall Models

This development model consists of ten implementation steps including (1) research and information colleting, (2) planning, (3) develop preliminary form of product, (4) preliminary field testing, (5) main product revision, (6) main field testing, (7) operational product revision, (8) operational field testing, (9) final product revision, and (10) dissemination and implementation.[29]

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[28] Vulpen, Erik. "The Addie Model For Instructional Design Explained - Aihr." Aihr, Https://Www.Facebook.Com/Analyticsinhr/, 2 Nov. 2020, Https://Www.Aihr.Com/Blog/Addie-Model/.

[29] Zhafira Dwi Oktavia, Trias Setyowati, And Wahyu Eko Setyaningsih, 'Pengaruh Iklan, Kualitas Produk, Dan Harga Terhadap Keputusan Pembelian Pada Susu Kental Manis Frisian Flag', *Doctoral Dissertation, Universitas Muhammadiyah Jember*, July, 2020, 1–23.
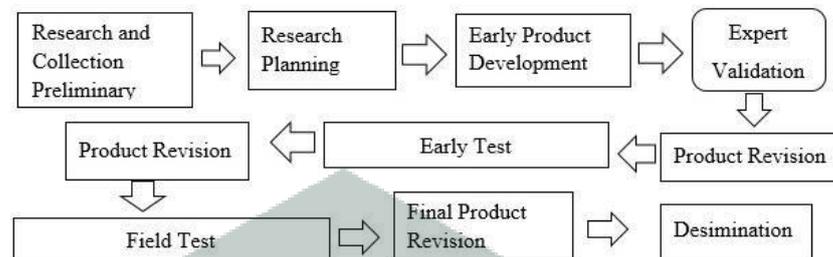
Figure 2.2 Borg and Gall Model[30]

3. 4-D Models

The Four-Door (4D) is a simple instructional design model that helps researcher to design the product that is divided into 4 steps such as: Defining, Design, Develop and Disseminate. In defining phase, there will be conducting learner's need analysis. The next phase in designing a product that will be produce and develop based on the result of learner's need analysis. The next phase there will be developing the product with good validities from the expert judgments, lecturer, and the learners as the users phase is disseminating the product which could be published trough seminar, social media, journal, and etc.[31]

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[30] Validity Of Guided Inquiry-Based Modules On Digestive System To Improve Argumentation Skill - Scientific Figure On Researchgate. Available From: Https://Www.Researchgate.Net/Figure/Research-And-Development-R-D-Model-By-Borg-And-Gall_Fig1_331631863 [Accessed 19 Mar, 2023]

[31] Reski Jayanti Sagita, Sahraini, And Andi Tenrisanna Syam, 'Designing English Syllabus For Islamic Education Study Program At Iain Palopo', *Foster: Journal Of English Language Teaching*, 1.1 (2020), 15–28 <Https://Doi.Org/10.24256/Foster-Jelt.V1i1.4>.
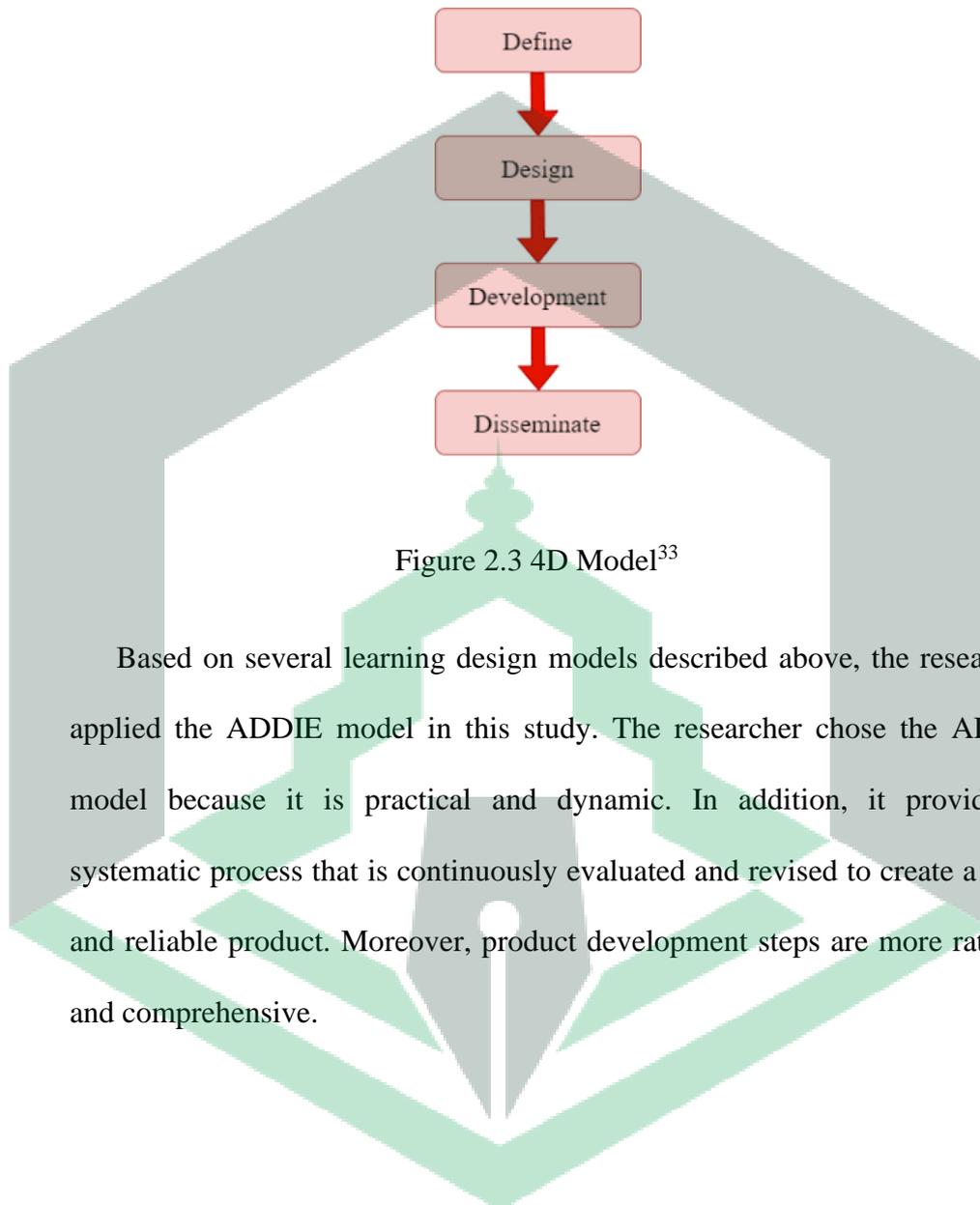
Figure 2.3 4D Model[33]

Based on several learning design models described above, the researcher applied the ADDIE model in this study. The researcher chose the ADDIE model because it is practical and dynamic. In addition, it provides a systematic process that is continuously evaluated and revised to create a valid and reliable product. Moreover, product development steps are more rational and comprehensive.

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[32] Bima, Marshal, Saputro, Herman And Efendy, Agus. "Virtual Laboratory To Support A Practical Learning Of Micro Power Generation In Indonesian Vocational High Schools" *Open Engineering*, Vol. 11, No. 1, 2021, Pp. 508-518. Https://Doi.Org/10.1515/Eng-2021-0048

[33] Bima, Marshal, Saputro, Herman And Efendy, Agus. "Virtual Laboratory To Support A Practical Learning Of Micro Power Generation In Indonesian Vocational High Schools" *Open Engineering*, Vol. 11, No. 1, 2021, Pp. 508-518. Https://Doi.Org/10.1515/Eng-2021-0048

C. **Conceptual Framework**

The conceptual framework for this research is described as follows:
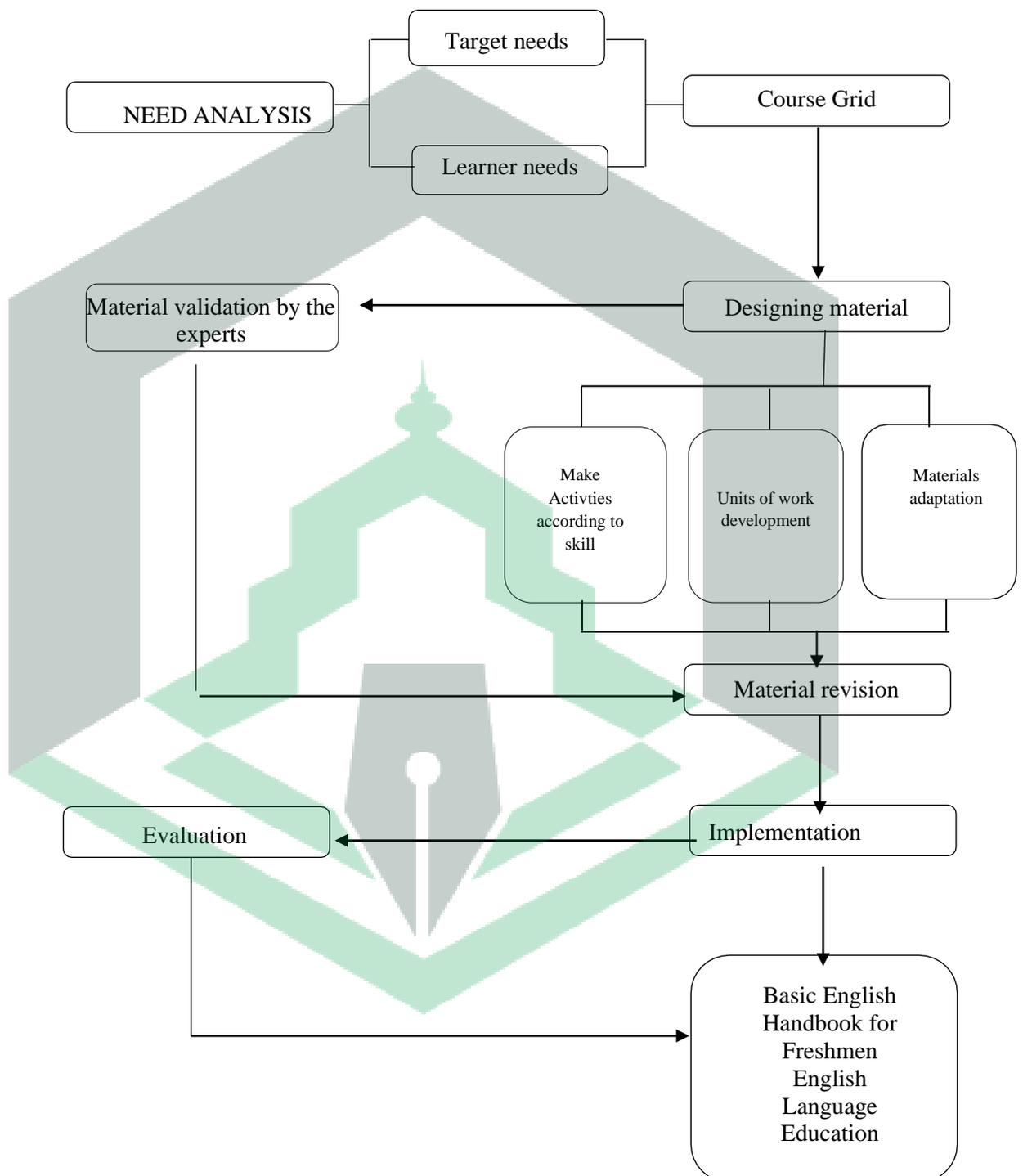
Figure 2.4 Conceptual Framework

The Basic English Handbook for Freshmen English Language Study Program of IAIN Palopo was developed into several criteria. Indeed, not all the theories were applied in this research. However, the researcher combined the theories that were approved for this research. In developing the basic english handbook, the researcher adapted the ADDIE instructional design models.

First, the researcher needs students in English Language Education at IAIN Palopo to obtain factual information. Then the researcher collected information through questionnaires. Then, the researcher designs by selecting the media. Then the researchers developed the product through expert judgment. After getting an expert opinion about the product, the researcher re-evaluates and then disseminates the product by socializing it.

CHAPTER III

REASERCH METODOLOGY

A. Research Design

The researcher use the type of Research and development. R&D is a research method that produces a particular product, and tests the effectiveness of that product.[34] Research methods are also used in designing, researching, scientifically testing products.

This study uses the ADDIE model research procedure. ADDIE has a function as a supporter in building a dynamic and effective learning infrastructure for the learning performance[35]. ADDIE has five stages, Analysis, Design, Development, Implementation, and Evaluation. The procedural chart in this study is as follows:

Figure 3.1 ADDIE Model[36]

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[34] Sugiyono, *Metode Penelitian Dan PenAn* Bandung: Alfabeta, 2012). 407

[35] Yusuf Bilfaqih, *Esensi Penyusunan Materi Pembelajaran* (Yogyakarta: Cv Budi Utama, 2009).10

[36] Kurt, Serhat. "Addie Model: Instructional Design - Educational Technology." Educational Technology, 29 Aug. 2017, Https://Educationaltechnology.Net/The-Addie-Model-Instructional-Design/.

B. Location and Time Research

The research location is at IAIN PALOPO. The university is located in Palopo, South Sulawesi on 23rd August 2023.

C. Subject and Object of the Research

Research object used in this study are Students Basic English Handbook and quesioner. The subject will only be taken one class, it is an 2nd semester class B of 15 students.

D. The Development Procedure

At the development stage, all product designs that are well conceptualized are concretized through the following stages:

1. Analysis

In the ADDIE development research model, the first stage requires a needs analysis for product development (Handbook). Products are developed by identifying student needs analysis, including lacks, wants, and needs. In collecting data the researcher distributed questionnaires to students via Google Forms. The collected data is used to develop the Basic English Handbook.

2. Design

The design phase is a systematic process that starts with designing the concepts and contents in the handbook and applying the analysis that has

been carried out by the researcher. In this stage, the research uses the Canva application to facilitate and help design products according to the wishes of students. Instructions for implementing the product design or manufacture are written clearly and in detail. At this stage the product design is still conceptual and the development process will be arranged at a later stage.

3. Development

This phase depends on the first two phases, namely the analysis phase and the design phase. That is, if we do these phases correctly then development will be easier. Development contains activities for the realization of handbook product designs that have been made previously. In the previous stage, the conceptual framework for implementing the new product was prepared. The conceptual framework is then transformed into a product that is ready to be implemented. At this stage it is also necessary to create instruments to measure product performance.

4. Implementation

This phase is all about turning our plans into action. The implementation stage in this study is the implementation stage of the handbook that has been developed in class. During implementation, the design of teaching materials that have been developed is applied to several students in the class. After being implemented in the form of learning activities, an initial evaluation is carried out to provide feedback on the implementation of the development of further teaching materials.

5. Evaluation

Evaluation is the last step of the ADDIE learning system design model to provide feedback on the development of handbook in learning. This feedback was obtained from giving questionnaires, so that revisions were made in accordance with the evaluation results or needs that had not been fulfilled by the handbook. The ultimate goal of evaluation is to measure the achievement of development goals.

E. **Technique of Data Collection**

Data collection techniques in this research are:

1. Questionnaire Administering

This study prepared a questionnaire consisting of several questions about Basic English Handbook. There are five questionnaire options, namely SS (strongly agree), S (agree), N (neutral), TS (disagree), and STS (strongly disagree).

The type of questionnaire statement in this study used a closing statement. Closed questions are questions that expect a short answer or expect the respondent to choose one alternative answer from each available question.[37] Closed questions will help respondents to answer quickly and also make it easier for researchers to analyze data on all questionnaires that have been collected.

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[37]Dr Sugiyono, *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif Dan R&D* (Bandung: Bandung : Alfabeta, 2013).

2. Expert Judgment

After the product is finished, the product will be assessed by the experts. They will answer the questionnaires and give some suggestions.

F. Technique of Data Analysis

The data analysis technique of this research uses two types of technique: descriptive qualitative and quantitative. The data analyzed by quantitative descriptive are data obtained from questionnaires. Qualitative data analysis from documentation and observations with students in English Language Education of IAIN Palopo.

1. Analyzing the result of questionnaire

    The research from the questionnaire is representative of the student's answers from each formulated class.

    $$X = \frac{\sum xN}{} X100\%$$

    Where:

    X= Value

    ∑x= The same answer given by students

    N= Total students

Opinion with a higher percentage is the choice most accepted by students. The results of the analysis are shown in the following table:

Table 3.1 Need Analysis Questionnaire

No	Question	Respond	Frequency (N)	Percentage(%)

2. Analyzing the validation of the product by the expert

Analysis by experts on the results of expert validation for products is a central tendency. Analyze using the formula below:

$$M \frac{\sum xN}{}$$

Where:

M= Mean

∑x= Total Score

N= Total items

Table 3.2 Data Conversion Table

No	Interval	Descriptive Categories
1.	$1.0 < X \leq 1.7$	Very Poor
2.	$1.8 < X \leq 2.5$	Poor
3.	$2.6 < X \leq 3.3$	Fair
4.	$3.4 < X \leq 4.1$	Good
5.	$4.2 < X \leq 5.0$	Very Good

Table 3.3 Expert Judgment Questionnaire

No	Indicators	Score	Expert Suggestion

CHAPTER IV

FINDINGS AND DISCUSSION

A. Instructional Materials' Designing Process

In this stage, the researcher shows the detailed processes of developing a Students Basic English Handbook for Freshmen at IAIN Palopo. Based on the explanation in chapter three, the researcher applied the ADDIE models of Research and Development in designing the instructional materials. The details of each step are explained as follows.

1. Need Analysis

In the first step, the researcher analyzed the needs for new product development. A new learning product was developed by identifying students' need analysis, including lacks, wants, and necessities. In collecting the data, the researcher distributed the questionnaires to the Students English Language Education Study Program of IAIN Palopo through a Google form. The collected data were used to develop the Students Basic English handbook for freshmen at IAIN Palopo. Before distributing the questionnaires to the respondents, the researcher validated the instrument with the supervisor. The results of instrument validation obtained an average score of 4.76.

After providing the validation results from the experts, the researcher continued the research and gave questionnaires to BIG 2 B students class of 2022.

There were 20 questions in the questionnaire. The answers from the needs analysis (questionnaire) consisted of 15 students.

1. Target Needs

    a) Necessity
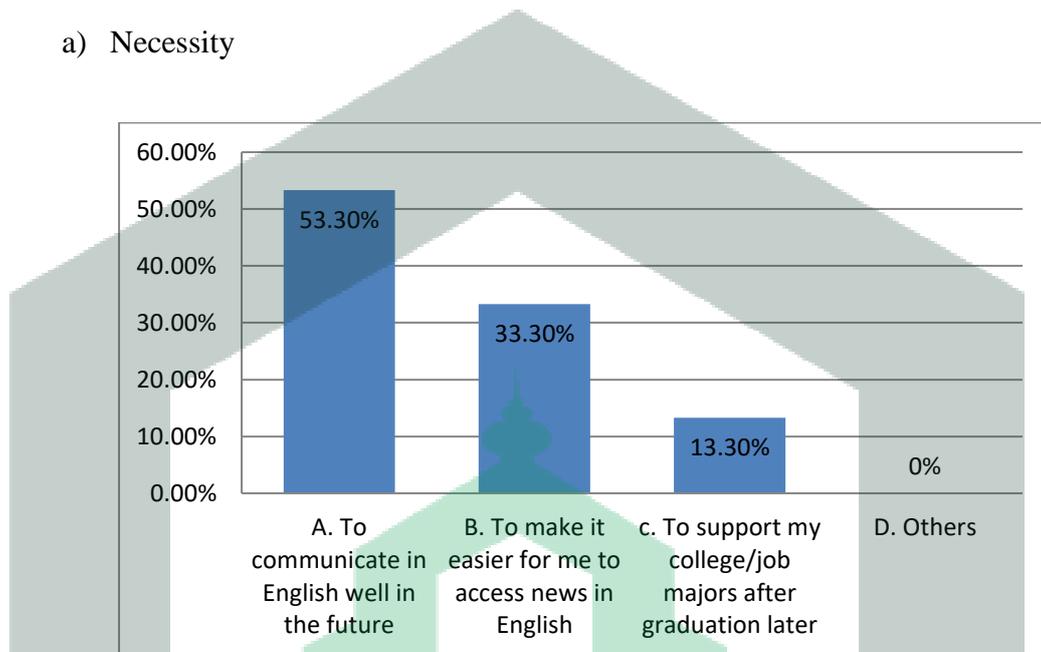
Figure 4.1 The percentages of the benefits of learning English after graduating from school

Figure 4.1 displays that 8 students (53,3%) chose to answer (a) To communicate in English well in the future, 5 students (33,3%) chose answer (b)To make it easier for me to access news in English, 2 students (13,3%) chose answer (c) To support my college/job majors after graduation later, and no students chose answer (d) others (0%).
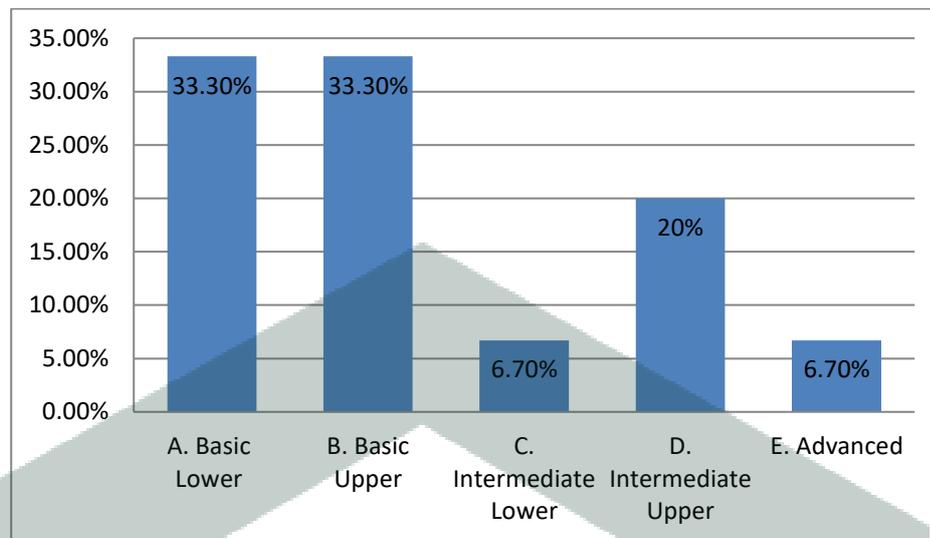
    b) Lacks

Figure 4.2 Percentage of students' English mastery level

Figure 4.2 displays that 5 students (33,3%) choose (a) Basic (Lower): knows a little vocabulary and practical expressions, mastery of grammar is limited, pronunciation is heavily influenced by that language. 5 students (33,3%) choose (b) Basic (Upper): able to communicate well on several topics with short conversations, still experiencing some difficulties with vocabulary, grammar, and pronunciation still influenced by that language, 1 student (6,7%) chose (c) Intermediate (lower): can communicate well on certain topics but still has difficulty on other topics, still has some difficulties with vocabulary, grammar, and pronunciation, 2 students (20%) choose (d) Intermediate (upper): although still having difficulties with vocabulary, grammar, and pronunciation, but able to engage in fun conversations on familiar topics and 1 student (6,7%) choose (e) Advanced: able to communicate fluently on most topics, experiencing only slight difficulties with vocabulary, grammar, and pronunciation.
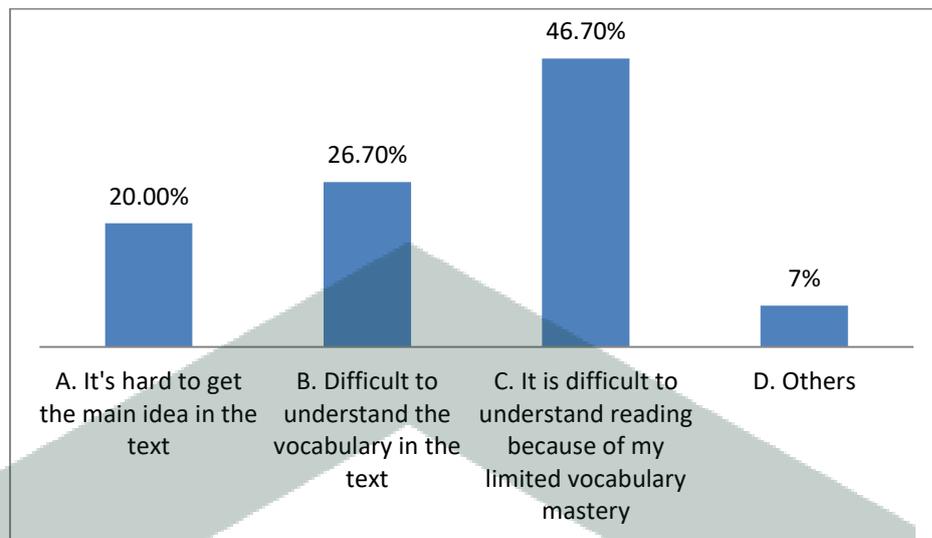
Figure 4.3 Percentage of difficulties encountered by students when reading

in English

Figure 4.3 provided lists of difficulties students encounter when reading in English, 3 students (20%) chose (a) It was difficult to get the main idea in the text, then 4 students (26.7%) chose (b) It was difficult to understand the vocabulary in the text, then 7 students (46.7%) chose (c) It was difficult to understand reading because I was limited in vocabulary mastery and 1 student (6.7%) chose (d) Others.

Figure 4.4 Percentage of difficulties encountered by students when writing in

English

Figure 4.4 shows the percentage of difficulties students encounter when writing in English, there is 1 student (6,7%) choose (a) Difficult to use punctuation, 1 student (6,7%) choose (b) It's hard to express ideas well, 5 students (33,3%) choose (c) Difficult to use the right choice of words, and 8 students (53,3%) choose (d) difficult to arrange sentences, clauses, and paragraphs properly.
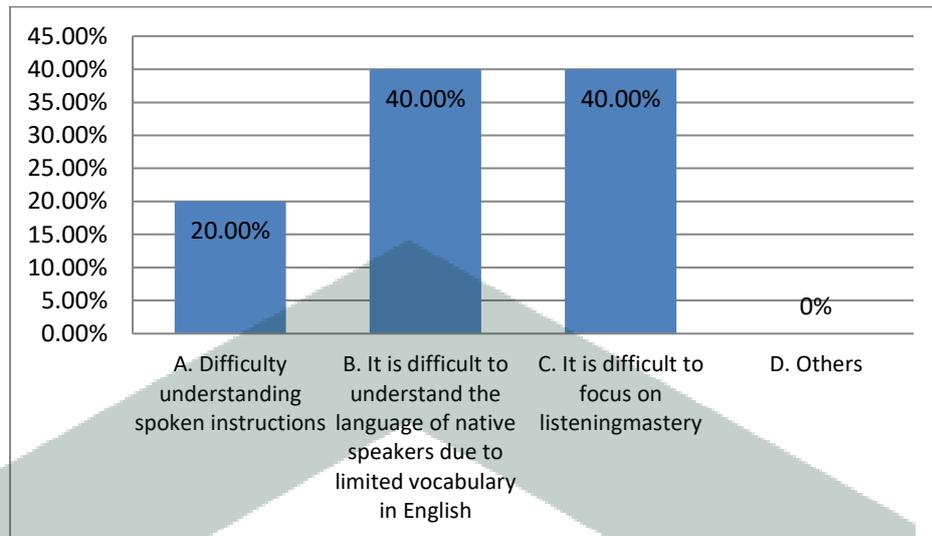
Figure 4.5 Percentage of difficulties encountered by students when listening

in English

Figure 4.5 describes the percentage of difficulties students encounter when listening in English, the result is 3 students (20%) choose (a) Difficulty understanding spoken instructions, 6 students (40%) choose (b) It is difficult to understand the language of native speakers due to limited vocabulary in English, 6 students (40%) choose (c) It is difficult to focus on listening, and there is no one choose (0%) (d) Others.
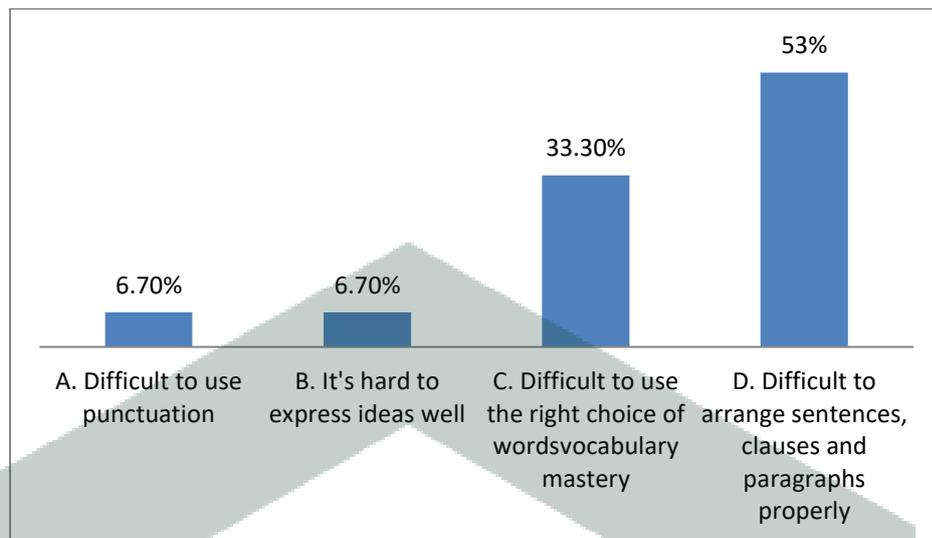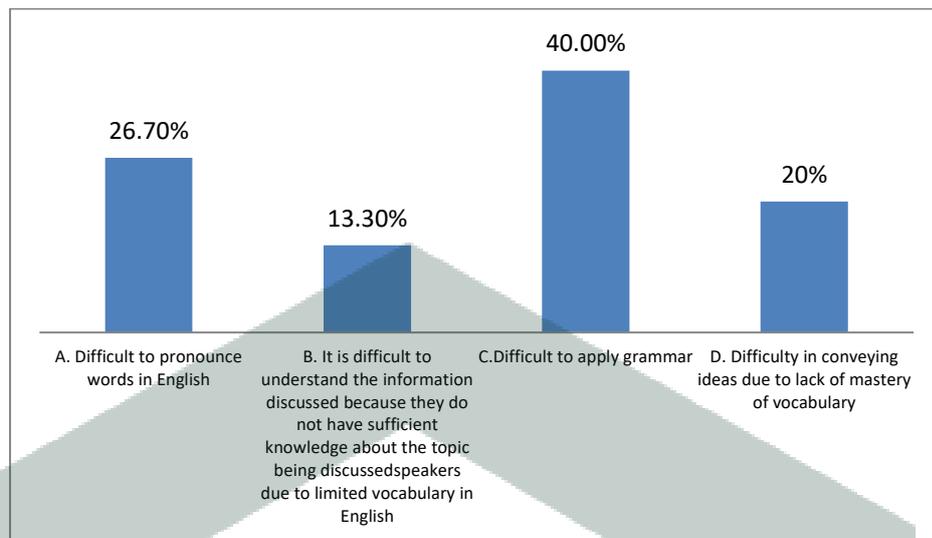
Figure 4.6 Percentage of difficulties encountered by students when speaking in English

Figure 4.6 provides lists the percentage of difficulties students encounter when speaking in English, 4 students (26,7%) chose (a) Difficult to pronounce words in English, then 2 students (13.3%) chose (b) It is difficult to understand the information discussed because they do not have sufficient knowledge about the topic being discussed, then 6 students (40%) chose (c) Difficult to apply grammar and 3 student (20%) chose (d) Difficulty in conveying ideas due to lack of mastery of vocabulary.

2. Learning Needs

    a) Learning Material
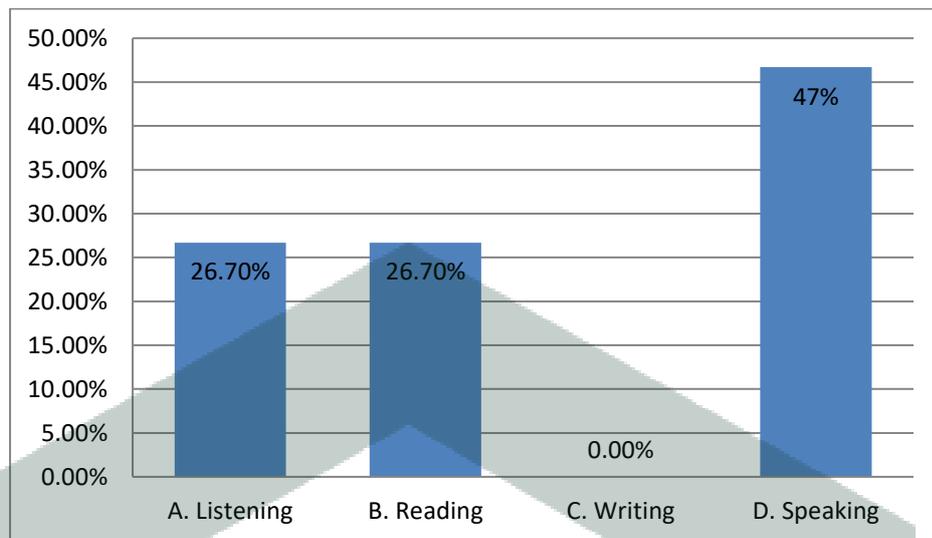
Figure 4.7 The percentages of English skill that the student wants

Figure 4.7 shows the results students' need analysis, there were 4 students (26,7%) who chose answer (a) Listening, 4 students (26,7%) students chose answer (b) Reading, 0 student (0%) chose answer (c) Writing, and 7 students (46,7%) chose answer (d) Speaking.
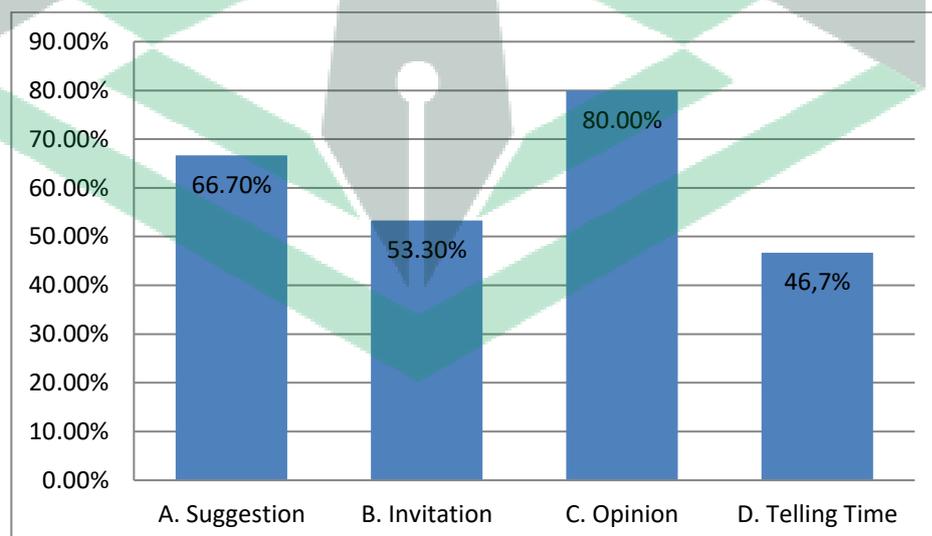
Figure 4.8 The Percentage of topics to be convered in the handbook

Figure 4.8 sketches out the percentage of topics to be covered in the handbook. This point provides 4 materials: Suggestion, Invitation, Opinion, and Telling Time. The result is that the topic of opinion is the highest choice chosen by respondents with a percentage of 80%.
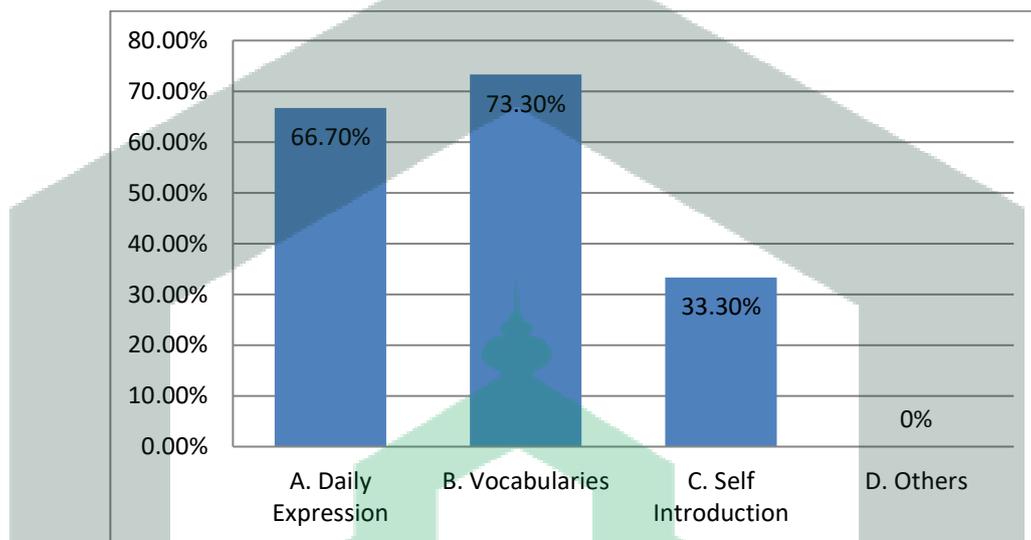
Figure 4.9 The percentage of supporting material for the handbook

Figure 4.9 informs the results of the Percentage of supporting material for the handbook. There are Daily Expressions, Vocabularies, and Self Introductions. Students choose more vocabularies with a percentage of 73.3%.
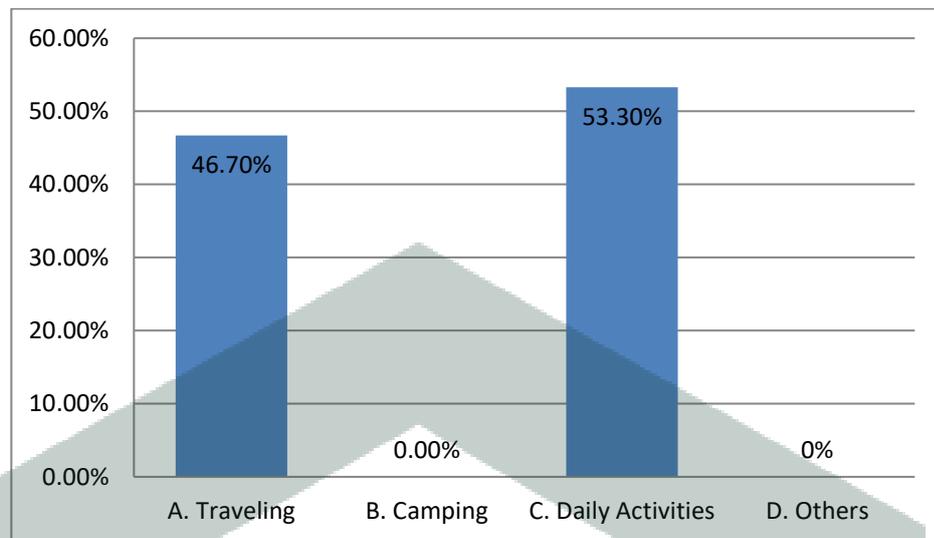
Figure 4.10 The percentages of students need in handbook themes

Figures 4.10 depicts the percentages of students needed in handbook themes. There are four figures in charts: Travelling, Camping, Daily Activities, and others. From the chart, it is quite evident that the Daily Activities is the highest percentage (53,3).
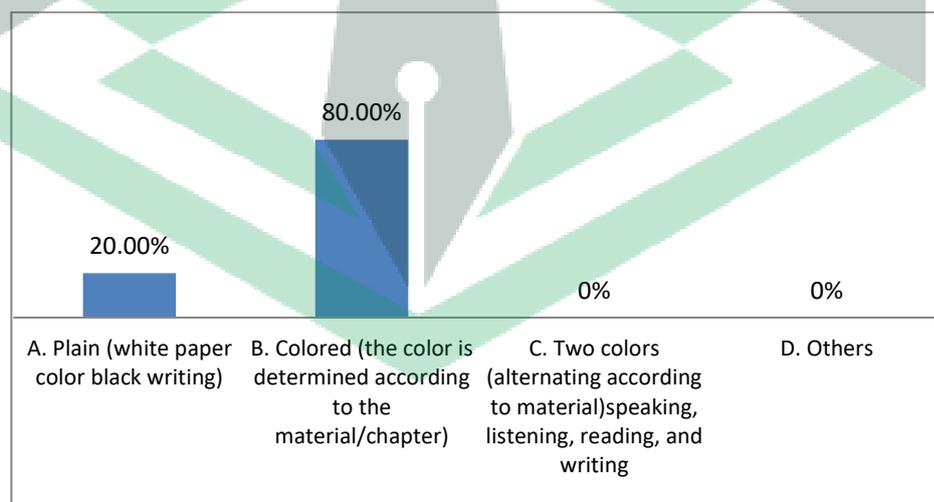
Figure 4.11 the percentage of background design that students want in this handbook.

Figure 4.11 depicts the percentage of background design that students want in this handbook. There were 3 students (20%) who chose (a) Plain (white paper color black writing), 12 students (80%) chose (b) Colored (the color is determined according to the material/chapter) and no one chose (0%) (c) Two colors (alternating according to the material) and (d) Others.
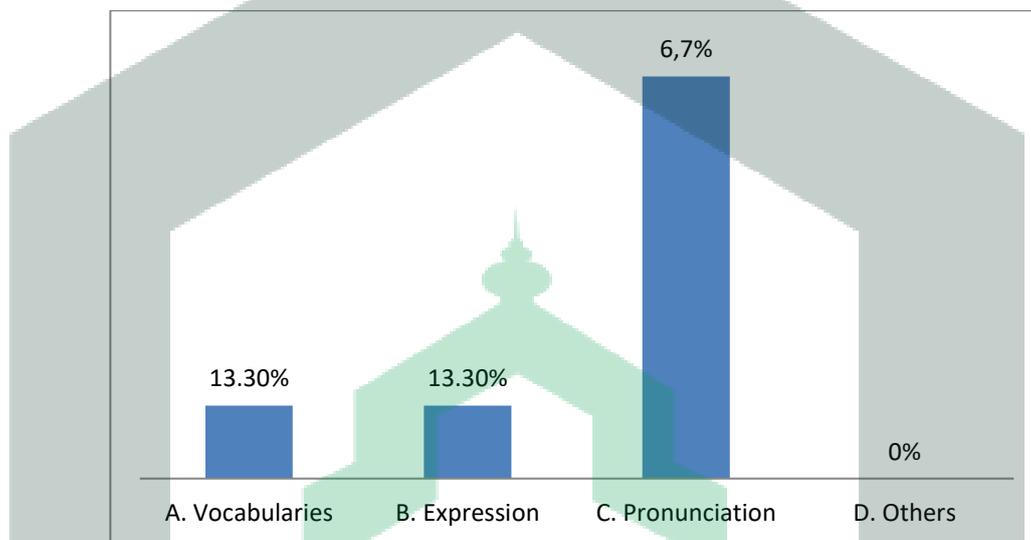
Figure 4.12 The Percentage of students' English skills they need to improve their English speaking ability

Figure 4.12 provides information on the results of the analysis of student needs from question number thirteen and the results of the analysis of student needs show that most students choose (c) Pronunciation with 11 voters and a percentage of 73.3%.
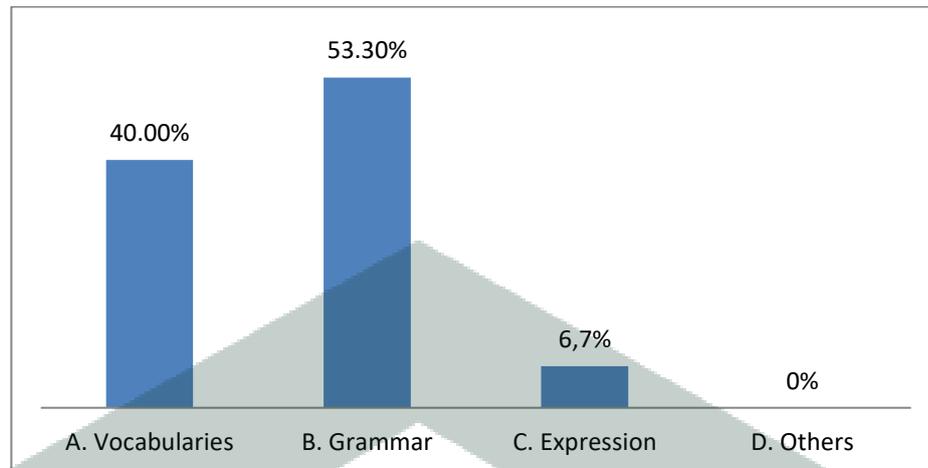
Figure 4.13 The percentage of linguistic knowledge that can help students improve their writing in English

Figure 4.13 summarizes the percentage of linguistic knowledge that can help students improve their writing skills in English. A total of 6 students chose (a) Vocabulary with a percentage of 40%, 8 students chose (b) Grammar with a percentage of 53.3%, only 1 student chose (c) Expression with a percentage of 6.7%, and no one chose (d) Others with a percentage of 0 %.
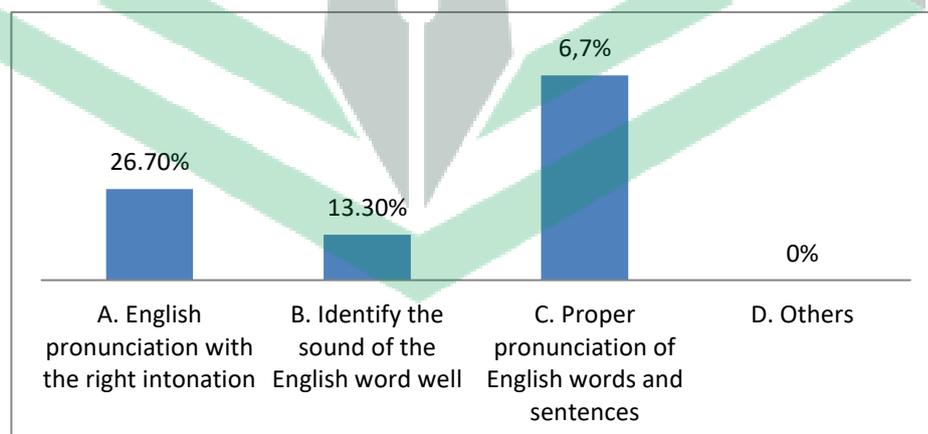
Figure 4.14 The percentage of aspects of pronunciation that students want to master.

Figure 4.14 presents the percentage of aspects of pronunciation that students want to master. A total of 4 students (26,7%) chose (a) English pronunciation with the right intonation, 2 students (13,3%) chose (b) Identifying the sound of the English word well, 9 students (60%) chose (c) Proper pronunciation of English words and sentences, and 0% chose (d) Others.
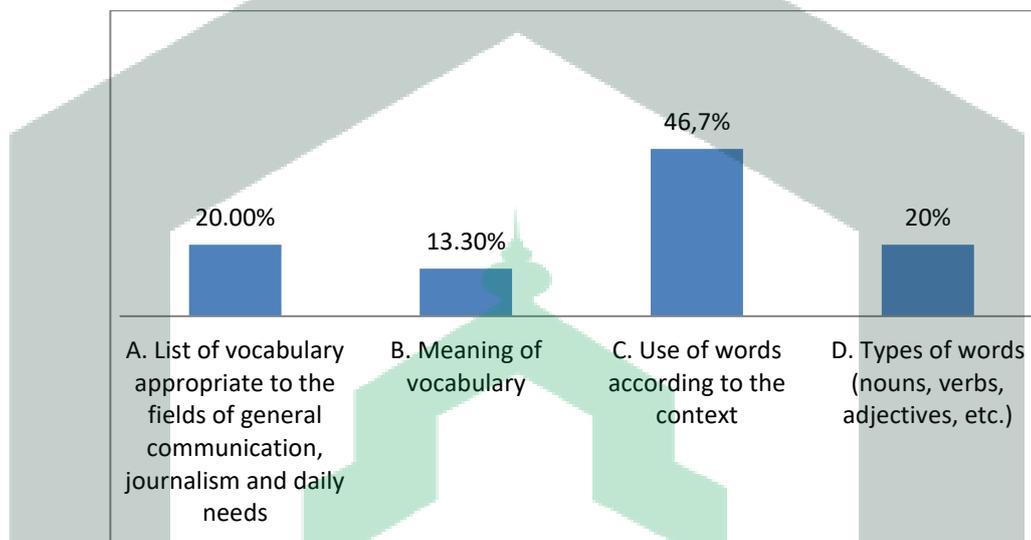
Figure 4.15 The percentage of aspects of vocabularies that students want to master.

Figure 4.15 depicts the percentage of aspects of vocabulary that students want to master. There were 3 students (20%) who chose (a) List of vocabulary appropriate to the fields of general communication, journalism, and daily needs, 2 students (13,3%) chose (b) Meaning of vocabulary, 7 students (46,7%) chose (c) Use of words according to the context, and 3 students (20%) chose (d) Types of words (nouns, verbs, adjectives, etc.).
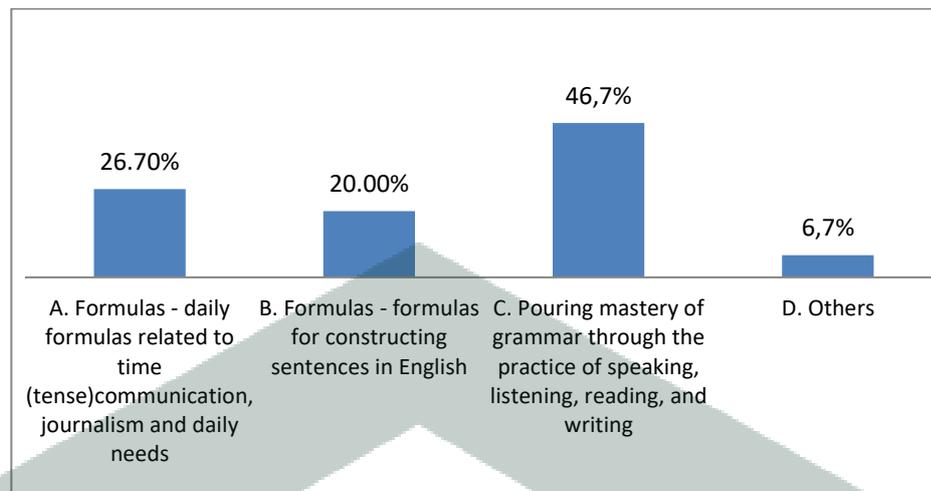
Figure 4.16 The percentage of aspects of grammar that students want to master.

Figure 4.16 The chart presents information about the percentage of aspects of grammar that students want to master. There were 4 students (26,7%) who chose (a) Formulas - daily formulas related to time (tense), 3 students (20%) chose (b) Formulas - formulas for constructing sentences in English, 7 students (46,7) chose (c) Pouring mastery of grammar through the practice of speaking, listening, reading, and writing, and 0% chose (d) Others.

b) Learning Activity
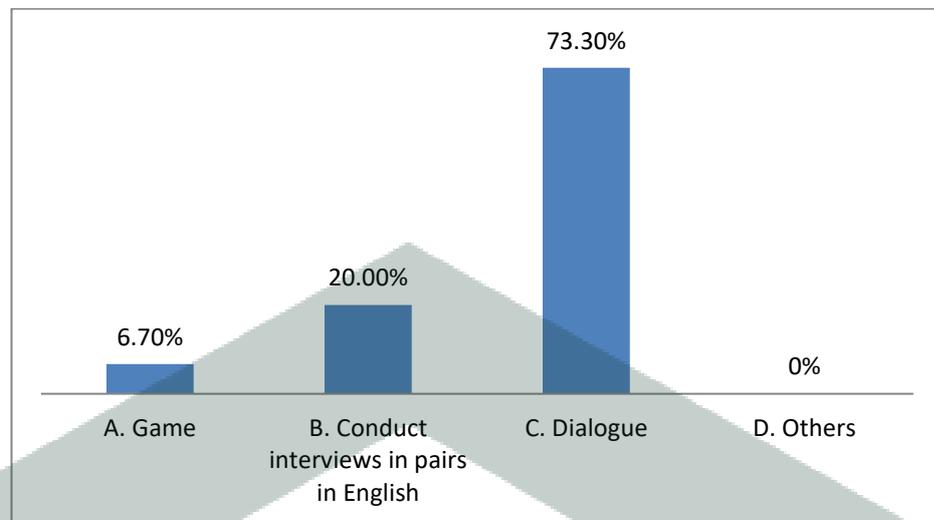
Figure 4.17 The percentage of activities students want to improve their speaking

skills

Figures 4.17 gives information on the results of the student needs analysis that shows the percentage of activities students want to improve their speaking skills. Only one student chose (a) Game (6.7%), 3 students choose (b) Conduct interviews in pairs in English (20%), 11 students chose (c) Dialogue and 0% chose (d) Others.
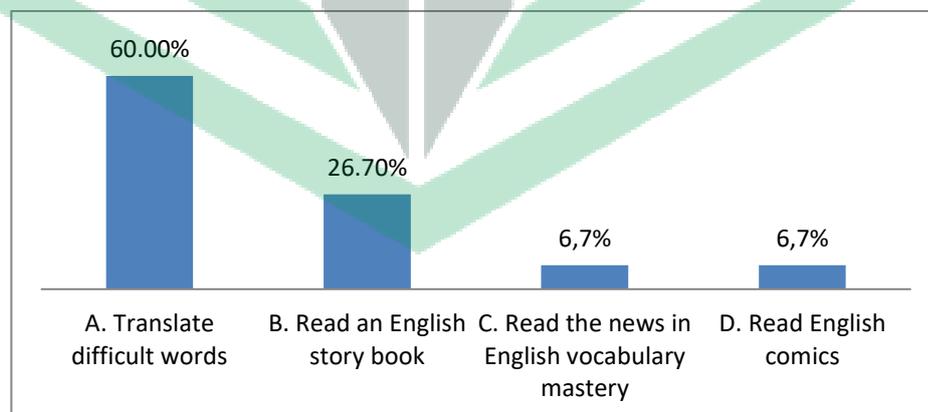
Figure 4.18 The percentage of activities students want to improve their

readingg skills

Figures 4.18 informs the results of the analysis of student needs from question number twelve and the results of the analysis of students needs were that there were 60% chose (a) Translate difficult words, 26,7% chose (b) Read an English story book, 6,7% chose (c) Read the news in English Vocabulary, and only 6,7% chose (d) Read English Comics.

c) Learning Media

Figure 4.19 The percentage of media that supports students in the learning process.
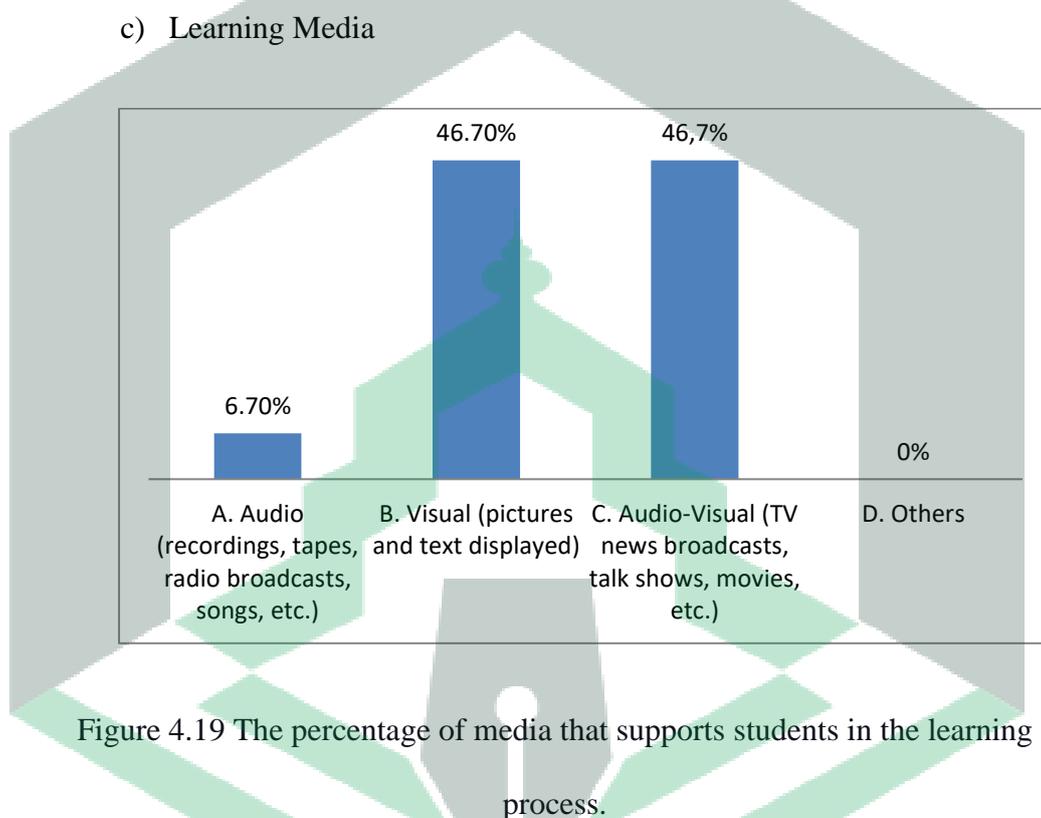
Figure 4.19 the percentage of media that supports students in the learning process. There are four kinds of media present on the chart: Audio (recordings, tapes, radio broadcasts, songs, etc.), Visual (pictures and text displayed), Audio-Visual (TV news broadcasts, talk shows, movies, etc.) As a result, the Audio and Audio-Visual values obtained are the same and reach the highest percentage of 46.7%.

d) Setting
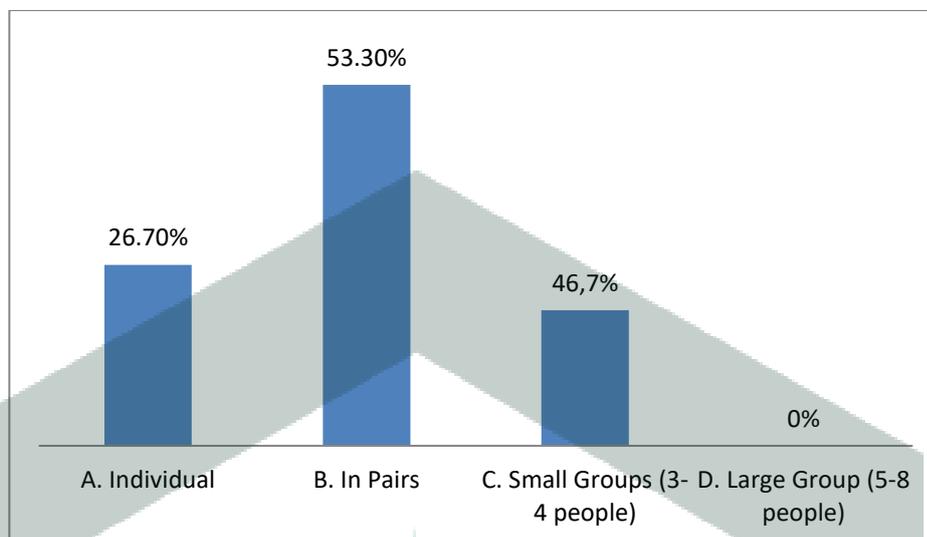
Figure 4.20 The percentage in learning English, students prefer to do

assignments in different ways

Figure 4.20 displays the percentage of learning English, students prefer to do assignments in different ways. There are four options for task completion presented in the chart: individual, pairs, small groups, and large groups. From the chart, it is quite evident that the students preferred to do the assignment in pairs which reached the apex percentage of 53,3%.

2. Designing

a) Designing Goals

Basic English handbook is intended for Freshmen English Language Education study program of IAIN Palopo. Based on the need analysis result above, the researcher formulated the goals as follows.

"After completing the English Camp, the students are expected to be able to using English and apply it in their environment/daily life."

b) Designing Learning Object

After constructing the goals, the researcher organized the subjects of basic English handbook based on the results of the needs analysis. The researcher then formulated learning objectives for each topic. A description of the learning objectives can be found in table 4.3 below.

No	Topics/Chapter	Learning Objectives
1	Part of Speech	Students will be able to identify nouns, verbs, adjectives, and pronouns in a sentence.
2	Tenses	Students will be able to identify simple verb tenses, recognize to be, to have, and to do verbs, indicate the time at which something happened, and use perfect verb tenses.
3	Self Introduction	Students will be able to introduce their identity, personality, and other important things related to them.
4	Suggestion and Offer	Students will be able to identify the expressions of suggestion and offer, and how to respond to people asking for suggestions and offers.
5	Asking and giving opinion	Students will be able to identify the expressions of opinion, and how to respond to people

		asking for opinion.
6	Invitation	Students will be able to identify and know how to make invitations.

c) Designing Material and Activities

In this stage, the researcher selected several appropriate materials and activities for each unit. Based on the need analysis result and the research limitation, the handbook will contain three units with the highest percentages of students' needs; they are Asking and Giving Opinions, Suggestions and Offers, and Invitation. but all units contain activities that are expected to be able to hone skills and become student knowledge. Furthermore, the researcher considered selecting the activities that are able to scaffold the Freshmen English Language of IAIN Palopo in achieving the learning objectives. The result of this stage is reflected through the course grid, which is shown in the appendices.

3. Developing

a) The First Draft of the Basic English Handbook

The contents of the handbook are arranged based on the course grid. The handbook consists of six units and one activity for each unit. In previous editions of this handbook, there were no units but only titles and each title had no activities or tasks associated with each title, as shown in the pre-designed drafts: alphabet, pronunciation, part of speech,greeting words, question, self introduction, to be,tenses, irregular verb, regular verb, colours, numerals, day/month/dates, times, family, part of body, physical action, character, profession, clothes, weather,

appearance, bathroom, bedroom, contain in kitchen, kinds of building, kinds of transportation, contain in the class, antonym of adjectives, and expression.

Based on the requirement analysis questionnaire, the researcher divided the handbook's chapter into seven units and some vocabulary and additional lessons according to context, with one activity in each unit. The new draft can be seen as follows:

Unit	Activity
Unit 1 : Part of Speech	Let's make sentences
Unit 2 : Tenses	Fill the blank
Unit 3 : Self Introduction	Read and answer the question
Unit 4 : Suggestion and Offer	Looking picture
Unit 5 : Asking and Giving Opinion	Dialogue Practice
Unit 6 : Invitation Letter	Make an invitation letter

The additional lessons are: alphabet, pronunciation, greeting words, classroom expression, times. apart from that, this handbook still contains vocabulary and expressions such as: irregular verb, regular verb, numerals, day/month/dates, family, part of body, physical action, character, profession, clothes, weather, appearance, bathroom, bedroom, things in kitchen, kinds of building, kinds of transportation, kinds in the class, antonym of adjectives, and expression.

b) The Results' of Expert Validation

There are three validation experts who have validated the product; they are Mustika, S.Pd., M.Pd. as a material and language expert, and Fadhliyah R Muin, S.Pd., M.Pd. as a product design expert. Expert results validation can be seen below:

Table 4.1 The Results of Experts' Validation

No	Criteria	Mean Score	Description	Follow-up
	A. Content			
1	The scope of material in the Basic English Handbook is by the needs of students.	4,5	Very Good	It can be applied without revision.
2	The depth of material choices in Basic English Handbook for students is adequate.	5	Very Good	It can be applied without revision.
3	The authenticity of the material in the Basic English Handbook for students is sufficient.	4	Good	It can be applied without revision.
4	The latest issues in the Basic English Handbook are interesting.	4,5	Very Good	It can be applied without revision.
	Language			
1	The language used in the Basic English Handbook is correct.	4,5	Very Good	It can be applied without

				revision.
2	The expressions used in the Basic English Handbook are grammatically correct.	5	Very Good	It can be applied without revision.
3	The language used is easy to understand.	5	Very Good	It can be applied without revision.

Design Layout

1	The material display is clear	5	Very Good	It can be applied without revision.
2	Interesting material display	4,5	Very Good	It can be applied without revision.
3	Appropriate font size	5	Very Good	It can be applied without revision.
4	Proper use of punctuation	5	Very Good	It can be applied without revision.

General Evaluation

1	Systematic presentation of sequence	4,5	Very Good	It can be applied without revision.
2	All material is in accordance with student needs	4	Good	It can be applied without revision.
3	Assessment according to the	5	Very Good	It can be

input provided	applied without revision.

The result of expert's validation instrument in average is very good which means that the website could be used with a little bit revision.

c) Draft Change

Original	**Draft 1**	**Draft 2**

In this stage, the revised product was implemented to a small number of students. The researcher socialize the product to students of BIG B Class of 2022,

to show products that suit their needs. The students' responses were kind and enthusiastic. They want the product to be implemented in the next English Camp.

1. Implementation

In this stage, the revised product was implemented to students. The researcher socialized the product to students of BIG B Class of 2022, to show products that suit their needs. The students' responses were kind and enthusiastic. They want the product to be implemented in the next English Camp.

5. Evaluation

Since this research deals with developing materials, an evaluation is needed to create a better product. Three experts were asked to fill the questionnaire to obtain their comments and suggestions for the design handbook. Besides, the researcher also distributed the questionnaire to the students of BIG B class of 2022 to know the effectiveness and attraction of the design handbook and their perception toward the basic English handbook. In line with this, the result of experts' judgment can be seen in table 4.1. at the development stage, while the result of students' perception can be shown in the table below:

Table 4.2 Students Perception

No.	Criteria	Average Score	Description
1.	The material corresponds to the Basic level	4.8	Very Good
2.	The material is in accordance with the needs of IAIN Palopo English Language Education students	4.8	Very Good

3.	The material in the Basic English Handbook is able to improve English language skills for the class of 2022 IAIN Palopo English Language Education students	4.6	Very Good
4.	The input material is interesting and easy to understand	4.8	Good
5.	The material input topic is in accordance with the needs of the class of 2022 English Language Education students at IAIN Palopo	4.7	Good
	Total Score	**4,7**	**Good**

B. Discussion

This thesis is research on the developing students' basic English handbook for freshmen English Language Education study program of IAIN Palopo. This research aims to improve students' English knowledge especially freshmen using handbook. This book was initiated by Ikhsan, S.Pd. while serving in the IAIN Palopo English Language Education Study Program Student Association. Then, this book was developed by researcher with the assistance of class B students class of 2022 as respondents to make this book suitable for materials for new students.

The Basic English Handbook was designed using the ADDIE model. This model was developed by Dick and Carey in 1978 and revised by Russel Watson

in 1981.[38] The ADDIE model consists of five stages, namely: (1). Analysis. At this stage, the researcher distributed questionnaires to 15 respondents to find out the needs, lacks, and wants of students in learning English. The results of the questionnaire were that 10 of the 15 class B students in the class of 2022 had their English level still classified as basic. Then the highest results of the skills they want to improve are speaking, reading, listening and then writing. Respondents also wanted more vocabulary for additional material. For book concepts, they tend to focus on daily activities with colorful book designs. Then, when carrying out activities or tasks, respondents tend to choose pairs.

(2) Design, after know the needs, wants, and lacks of the students, then researcher design the products for the students. In this case, the researcher designed Basic English Handbook for freshmen. The researcher collected the data related to Basic English Handbook, English Learning Media, Need Analysis and Instructional Development. After everything was collected, the researcher then develop the handbook by herself from the start until the finish. The researcher used the Canva application to help develop a basic English handbook design. (3) Development, at this stage the researcher develop the product that has been designed. The product that have been made are then tested on 3 expert, namely: material expert, language expert, and design layout expert. The results of the validation were that the experts agreed that this product was feasible but the material and design could be further developed.

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[38] Fitri Palupi Kusumawati And Ratna Puspita Sari, 'Developing Speaking Material For Teaching Speaking Based On Communicative Language Teaching For Second Semester Students Of English Education Study Program Muhammadiyah University Of Metro', 2.1 (2019), 9–20.

(4) Implementation. At this stage, the products that have been validated by experts will be implemented to students. This aims to see the suitability and useful for the English Department students, BIG B Class of 2022. The results of the implementation of products that have been tested by experts are that students are very enthusiastic about this product and hope that this product will be used at the next English Camp. (5) Evaluation. The evaluation stage is to measure the success of the product, this stage includes validation from experts and the level of student satisfaction in the handbook. This level of satisfaction is included in the student perspective questionnaire.

The students of BIG B 2022 stated that the designed handbook was presented in line with the student's needs. The layout design of the handbook was attractive, and it provided clear instructions. It also contains various activities, materials, vocabulary, and pronunciation guides that facilitate the learners in learning English. Finally, the final draft of the Basic English Handbook was created, and it can be seen in the appendices.

The difference in this book is in the content and design. In the previous edition of the book, there were no chapters but only titles, and each title had no activities or tasks related to that title. Some additional material is also included based on experience with previous English Camp material. Then, in the previous edition of the book, there were many grammatical errors that needed to be corrected. This book also improves the grammar in earlier editions with the help of language experts.

Apart from that, the Basic English Handbook as a handbook developed as the final product of this research has similarities and differences with the previous book by Nur Aisyah (2021) in her research entitled "Developing daily expression pocket Book for Islamic Boarding School Students at Muhammadiyah Boarding School Putra Palopo".[39] His research has similarities with this research, namely designing appropriate handbooks for students to help them improve their learning abilities. Learn English, and also to determine what materials suit their needs. However, what differentiates the researcher from this research is the research subject, where the researcher focuses more on school students, while this research focuses more on freshmen. Apart from that, this research only focuses on expressions, while this research is more focused on material and vocabulary.

During conducting research, the difficulty felt by researcher was the difficulty of finding references for literature reviews that were appropriate to the study. When collecting data, researcher must always notify respondents to fill out the questionnaire because it is carried out online using Google Forms, so some respondents sometimes need to remember or say they are busy, so they don't fill out the questionnaire. The next obstacle is the long period required to carry out validation. The weakness of this research is that the subjects only refer to one class, and the study only uses questionnaires to collect data. Apart from that, in the product, some of the good material is further developed and more adapted to material that is really for freshmen.

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[39] Nur Aisyah, 'Developing Daily Expression Pocketbook for Islamic Boarding School Students At Muhammadiyah Boarding School Putra Palopo', 2021, 1–151.

CHAPTER V

CONCLUSION AND SUGESTION

A. Conclusion

1. The method used in this research R&D method. The researcher developed products using the ADDIE model. Addie's model consists of 5 steps, namely (1) analysis, (2) design, (3) development (4) implementation, and (5) evaluation. The product in this research is the Basic English Handbook for Freshmen. The contents of the website consist of alphabet, pronunciation, part of speech, tenses, self introduction, suggestion and offer, asking and giving opinion, invitation letter, and classroom expression times. Apart from that, this handbook still contains vocabulary and expressions such as irregular verbs and regular verbs, numerals, day/month/dates, family, part of body, physical action, character, profession, clothes, weather, appearance, bathroom, bedroom, contain in kitchen, kinds of building, kinds of transportation, contain in the class, antonym of adjectives, and expression. This product is considered useful for the English Department of IAIN Palopo students.

2. The results of this research were provided by experts, namely material experts, language experts, and design and layout experts, with a score of 4.6 in the "very good" category. Then, from the results of implementation and evaluation, there are student perception results as supporting values for satisfaction with this handbook with a score of 4.7 in the "very good" category.

B. Sugestion

Based on the conclusion above, the researcher would like to give suggestions as follows:

1. It is suggested to the English Department of IAIN Palopo students or administrators of the English Language Education Student Association to use the basic English Handbook in learning and teaching.

2. The researcher realized that this research is still far from perfect. Therefore, future researchers who want to conduct similar research with this are suggested to improve the quality of the design handbook. The researcher recommends that the further researcher to improve the material of the handbook and involve other technologies in the learning process.

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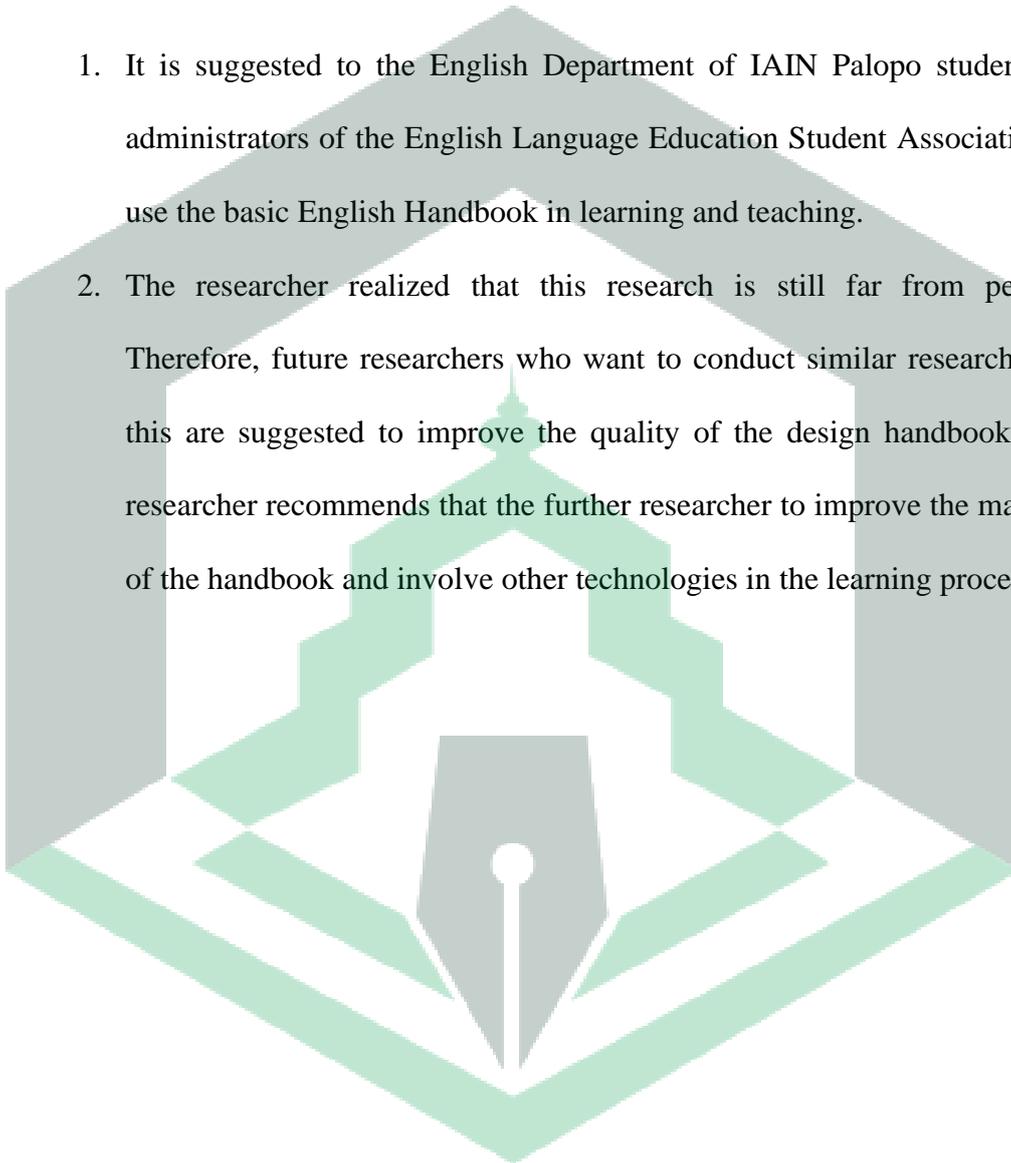
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APPENDICES

APPENDIX 1:
SURAT IZIN PENELITIAN

DAN

SURAT KETERANGAN SELESAI MENELITI
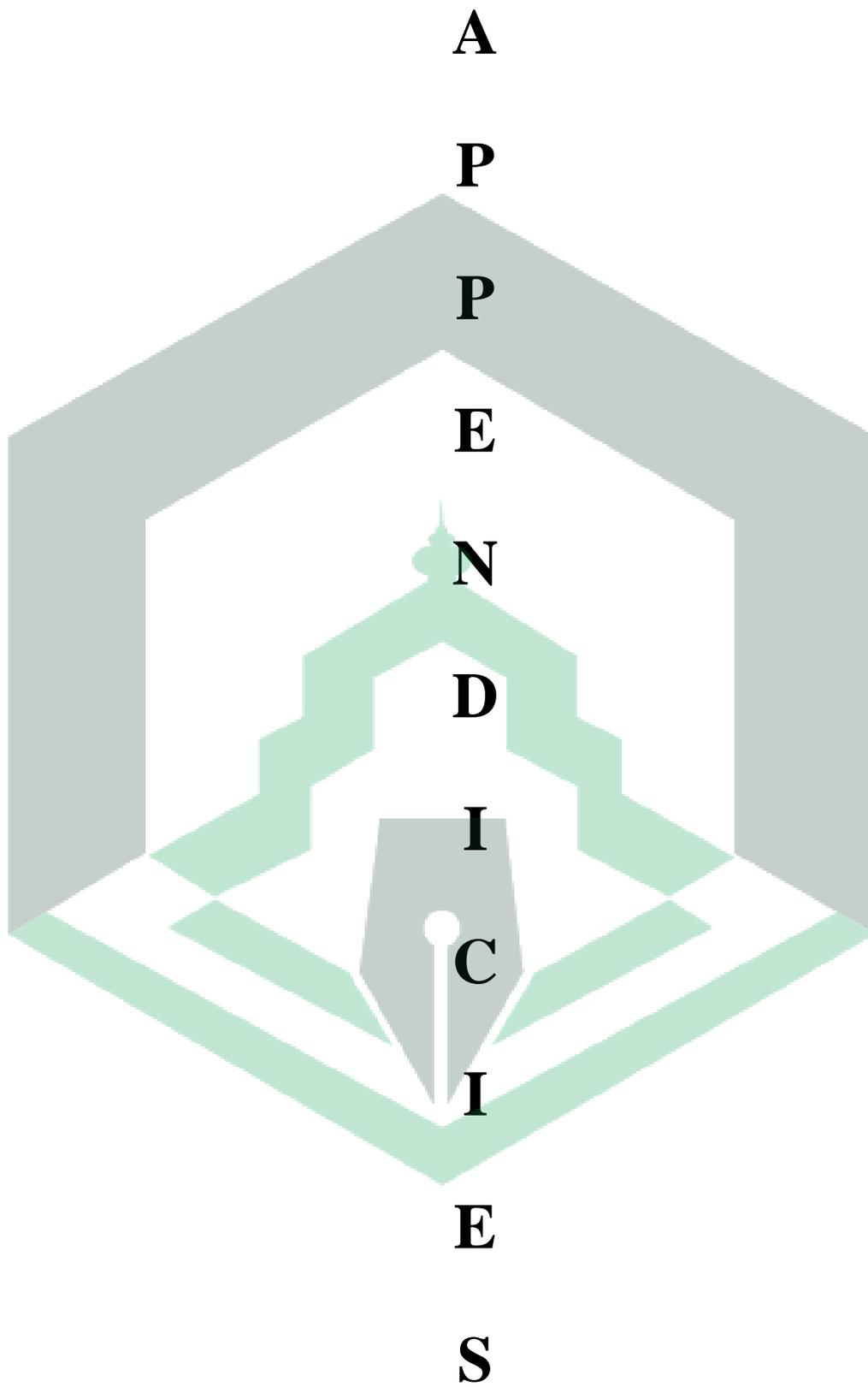
PEMERINTAH KOTA PALOPO
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU
Alamat : Jl. K.H.M. Hasyim No.5 Kota Palopo - Sulawesi Selatan Telpon : (0471) 326048

1 2 0 2 3 1 9 0 0 9 1 1 2 8

ASLI

IZIN PENELITIAN
NOMOR : 1128/IP/DPMPTSP/VIII/2023

DASAR HUKUM :

1. Undang-Undang Nomor 11 Tahun 2019 tentang Sistem Nasional Ilmu Pengetahuan dan Teknologi;
2. Undang-Undang Nomor 11 Tahun 2020 tentang Cipta Kerja;
3. Peraturan Mendagri Nomor 3 Tahun 28 tentang Penerbitan Surat Keterangan Penelitian;
4. Peraturan Walikota Palopo Nomor 23 Tahun 2016 tentang Penyederhanaan Perizinan dan Non Perizinan di Kota Palopo;
5. Peraturan Walikota Palopo Nomor 34 Tahun 2019 tentang Pendelegasian Kewewenang Penyelenggaraan Perizinan dan Nonperizinan Yang Menjadi Urusan Pemerintah Kota Palopo dan Kewenangan Perizinan dan Nonperizinan Yang Menjadi Urusan Pemerintah Yang Diberikan Pelimpahan Wewenang Walikota Palopo Kepada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.

MEMBERIKAN IZIN KEPADA

Nama	:	NURUL ANDINI
Jenis Kelamin	:	Perempuan
Alamat	:	Jl. Djufri Tambora Kota Palopo
Pekerjaan	:	Mahasiswa
NIM	:	1902020082

Maksud dan Tujuan mengadakan penelitian dalam rangka penulisan Skripsi dengan Judul :

DEVELOPING STUDENTS BASIC ENGLISH HANDBOOK FOR FRESHMEN ENGLISH LANGUAGE EDUCATION STUDY PROGRAM OF IAIN PALOPO

Lokasi Penelitian	:	INSTITUT AGAMA ISLAM NEGERI (IAIN) PALOPO
Lamanya Penelitian	:	22 Agustus 2023 s.d. 22 September 2023

DENGAN KETENTUAN SEBAGAI BERIKUT :

1. Sebelum dan sesudah melaksanakan kegiatan penelitian kiranya melapor pada **Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.**
2. Menaati semua peraturan perundang-undangan yang berlaku, serta menghormati Adat Istiadat setempat.
3. Penelitian tidak menyimpang dari maksud izin yang diberikan.
4. Menyerahkan 1 (satu) examplar foto copy hasil penelitian kepada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.
5. Surat Izin Penelitian ini dinyatakan tidak berlaku, bilamana pemegang izin ternyata tidak menaati ketentuan-ketentuan tersebut di atas.

Demikian Surat Izin Penelitian ini diterbitkan untuk dipergunakan sebagaimana mestinya.

Diterbitkan di Kota Palopo
Pada tanggal : 22 Agustus 2023
a.n. Kepala Dinas Penanaman Modal dan PTSP
Kepala Bidang Pengkajian dan Pemrosesan Perizinan PTSP

ERICK. K. SIGA, S.Sos
Pangkat : Penata Tk.I
NIP. 19830414 200701 1 005

Tembusan :

1. Kepala Badan Kesbang Prov. Sul-Sel;
2. Walikota Palopo
3. Dandim 1403 SWG
4. Kapolres Palopo
5. Kepala Badan Penelitian dan Pengembangan Kota Palopo
6. Kepala Badan Kesbang Kota Palopo
7. Instansi terkait tempat dilaksanakan penelitian

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PALOPO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS
Jl. Agatis Kel.Balandai Kec.Bara 91914 Kota Palopo
Email:pbi@iainpalopo.ac.id

SURAT KETERANGAN
Nomor : 387/ In.19/FTIK/PBI/PP.00.9/09/2023

Assalamu'alaikum Wr.Wb.

Yang bertanda tangan di bawah ini :

Nama   : Husnaini, S.Pd.I.,M.Pd
NIP   : 19840820 200902 007
Jabatan   : Ketua Prodi Pendidikan Bahasa Inggris

Menerangkan Bahwa :

Nama   : Nurul Andini
Nim   : 1902020082
Prodi   : Pendidikan Bahasa Inggris

Adalah benar telah melaksanakan penelitian di program studi Pendidikan Bahasa Inggris untuk kepentingan penyusunan skripsi dengan judul **"Developing Students Basic English Handbook for Freshment English Language Education Study Program of IAIN Palopo."**

Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Wassalamu'alaikum Wr.Wb.

Palopo, 22 September 2023
Ketua Program Studi

Husnaini, S.Pd.I.,M.Pd
NIP. 19840820 200902 007

APPENDIX 2:
THE RESULT OF QUESTIONNAIRE

QUESTIONNAIRE DEVELOPING STUDENTS BASIC ENGLISH HANDBOOK FOR FRESHMEN ENGLISH LANGUAGE EDUCATION STUDY PROGRAM OF IAIN PALOPO

Berilah tanda (centang) pada kolom yang sesuai dengan keadaan yang paling menggambarkan keadaan Anda saat ini, serta sesuai denga apa yang Anda butuhkan atau Anda inginkan terkait Basic English Handbook. Semua jawaban yang diisikan didalam lembar angket ini tidak mempengaruhi nilai pada mata kuliah Anda. Jika anda memilih jawaban lain – lain, tuliskan jawaban tersebut dengan singkat dan jelas.

Nama *

Siti maryam

Kelas

PBI 2B

NIM *

2202020006

Apa manfaat anda belajar bahasa Inggris setelah lulus sekolah? *

○ a. Untuk berkomunikasi dalam Bahasa Inggris dengan baik kedepannya

○ b. Untuk dapat mempermudah saya dalam mengakses berita yang berbahasa Inggris

◉ c. Untuk Menunjang jurusan kuliah/pekerjaan saya setelah lulus nanti

○ Yang lain: _____

Keterampilan berbahasa apa yang paling anda butuhkan dalam buku ini? *

○ a. Keterampilan Mendengarkan (Listening)

◉ b. Keterampilan Membaca (Reading)

○ c. Keterampilan Menulis (Writing)

○ d. Keterampilan Berbicara (Speaking)

Bagaimanakah tingkat penguasaan Bahasa Inggris anda saat ini? *

○ a. Basic (Lower): mengetahui sedikit kosakata dan ungkapan praktis, penguasaan grammar terbatas, pelafalan sangat dipengaruhi oleh Bahasa itu.

◉ b. Basic (Upper): dapat berkomunikasi secara baik pada beberapa topik dengan percakapan pendek, masih mengalami beberapa kesulitan pada kosa kata, grammar, dan pelafalan masih dipengaruhi oleh Bahasa itu

○ c. Intermediate (lower): dapat berkomunikasi secara baik pada topik tertentu namun masih menemui kesulitan untuk topik-topik yang lain, masih mengalami beberapa kesulitan pada kosakata, grammar, dan pelafalan

○ d. Intermediate (upper): walaupun masih mempunyai kesulitan dalam kosakata, grammar, dan pelafalan, tapi mampu terlibat dalam percakapan yang menyenangkan dan pada topik-topik yang di kenal

○ e. Advanced: mampu berkomunikasi dengan lancer pada Sebagian besar topik, hanya mengalami sedikit kesulitan pada kosakata, grammar, dan pelafalan

Topik-topik apa yang anda inginkan dalam buku saku bahasa inggris yang akan dikembangkan oleh peneliti? (siswa boleh memilih lebih dari 1 maksimal 3) *

- ☑ a. Suggestion
- ☐ b. Invitation
- ☐ c. Opinion
- ☐ d. Telling Time

Tema handbook yang anda inginkan dalam buku saku bahasa Inggris adalah.. *

- ◉ a. Traveling
- ○ b. Camping
- ○ c. Daily Activities
- ○ Yang lain: _____

Materi penunjang lainnya adalah.. (siswa boleh memilih lebih dari 1 maksimal 2) *

- ☑ a. Daily Expression
- ☐ b. Kosa Kata
- ☑ c. Self Introduction
- ☐ Yang lain: _____

Kesulitan apa yang Anda jumpai saat (berbicara) speaking dalam Bahasa Inggris? *

○ a. Sulit melafalkan kata – kata dalam Bahasa Inggris

○ b. Sulit dalam memahami informasi yang dibicarakan karena tidak memiliki pengetahuan yang cukup mengenai topik yang di bicarakan

○ c. Sulit dalam mengaplikasikan tata Bahasa

◉ d. Sulit dalam menyampaikan ide karena kurang menguasai kosa kata

○ Yang lain:

Kesulitan apa yang Anda jumpai Ketika membaca (reading) dalam bahasa Inggris?

◉ a. Sulit mendapatkan ide pokok dalam teks

○ b. Sulit memahami kosa kata dalam teks

○ c. Sulit memahami bacaan karena keterbatasan saya dalam penguasaan kosa kata

○ Yang lain:

Kesulitan apa yang Anda temui dalam writing (menulis) dalam Bahasa Inggris? *

○ a. Sulit dalam menggunakan tanda baca

◉ b. Sulit mengungkapkan gagasan dengan baik

○ c. Sulit menggunakan pilihan kata yang tepat

○ d. sulit menyusun kalimat, klausa dan paragraf dengan baik

○ Yang lain:

Menurut anda, hal apa yang paling sulit dalam listening (mendengarkan) dalam Bahasa inggris? *

○ a. Sulit memahami instruksi lisan

○ b. Sulit memahami Bahasa native speaker karena keterbatasan kosa kata dalam Bahasa Inggris

◉ c. Sulit untuk fokus dalam mendengarkan

○ Yang lain:

Aktivitas apa Anda inginkan untuk meningkatkan keterampilann speaking (berbicara)? *

○ a. Games

○ b. Melakukan interview secara berpasangan dalam Bahasa Inggris

◉ c. Dialog

○ Yang lain:

Aktivitas apa yang membantu Anda Ketika belajar membaca (reading) dalam Bahasa Inggris? *

◉ a. Menerjemahkan kata-kata yang sulit

○ b. Membaca buku cerita bahasa Inggris

○ c. Membaca berita bahasa Inggris

○ d. Membaca komik bahasa Inggris

○ Yang lain:

Keterampilan bahasa inggris apa yang Anda butuhkan dalam meningkatkan kemampuan berbicara (speaking) dalam Bahasa Inggris? *

○ a. Vocabulary

○ b. Expression

◉ c. Pronunciation

○ Yang lain: _____

Pengetahuan kebahasaan apa yang dapat membantu Anda dalam peningkatan menulis dalam Bahasa Inggris? *

◉ a. Vocabulary

○ b. Grammar

○ c. Expression

○ Yang lain: _____

Aspek pronunciation (pengucapan) yang ingin Anda kuasai nanti.... *

○ a. Pengucapan Bahasa Inggris dengan intonasi yang tepat

○ b. Identifikasi bunyi "kata" Bahasa Inggris dengan baik

◉ c. Pengucapan kata – kata dan kalimat Bahasa Inggris dengan tepat

○ Yang lain: _____

Aspek vocabulary (kosa kata) yang ingin Anda kuasai nanti…. *

○ a. Daftar kosa kata yang sesuai dengan bidang komunikasi umum, jurnalistik, dan kebutuhan sehari – hari

○ b. Arti kosa kata

○ c. Penggunaan kata-kata sesuai dengan konteksnya

◉ d. Jenis-jenis kata (kata benda, kata kerja, kata sifat dsb)

○ Yang lain: _____

Aspek grammar (tata bahasa) yang ingin Anda kuasai nanti…. *

○ a. Rumus – rumus sehari – hari terkait dengan waktu (tense)

◉ b. Rumus – rumus untuk Menyusun kalimat dalam Bahasa Inggris

○ c. Menuangkan penguasaan grammar melalui praktek speaking, listening, reading dan writing

○ Yang lain: _____

Desain background yang anda inginkan dalam handbook ini adalah.. *

○ a. Polos (warna kertas putih tulisan hitam)

◉ b. Berwarna (warna ditentukan sesuai materi/bab)

○ c. Dua warna (diselang seling sesuai materi)

○ Yang lain: _____

Media yang mendukung anda dalam proses belajar adalah.. *

◯ a. Audio (rekaman,kaset,siaran radio,lagu,dll)

⦿ b. Visual (gambar dan tulisan yang ditampilkan)

◯ c. Audio-Visual (Siaran berita TV,Talk Show, film, dll)

◯ Yang lain: _____

Dalam pembelajaran bahasa Inggris, anda lebih suka mengerjakan tugas dengan cara.. *

◯ a. Individu

⦿ b. Berpasangan

◯ c. Berkelompok kecil (3-4 orang)

◯ d. Kelompok besar (5-8 orang)

◯ Yang lain: _____

Konten ini tidak dibuat atau didukung oleh Google.

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QUESTIONNAIRE DEVELOPING STUDENTS BASIC ENGLISH HANDBOOK FOR FRESHMEN ENGLISH LANGUAGE EDUCATION STUDY PROGRAM OF IAIN PALOPO

Berilah tanda (centang) pada kolom yang sesuai dengan keadaan yang paling menggambarkan keadaan Anda saat ini, serta sesuai denga apa yang Anda butuhkan atau Anda inginkan terkait Basic English Handbook. Semua jawaban yang diisikan didalam lembar angket ini tidak mempengaruhi nilai pada mata kuliah Anda. Jika anda memilih jawaban lain – lain, tuliskan jawaban tersebut dengan singkat dan jelas.

Nama *

Dirgahayu hutri Awaluddin

Kelas

BIG 2 B

NIM *

2202020025

Apa manfaat anda belajar bahasa Inggris setelah lulus sekolah? *

◉ a. Untuk berkomunikasi dalam Bahasa Inggris dengan baik kedepannya

◯ b. Untuk dapat mempermudah saya dalam mengakses berita yang berbahasa Inggris

◯ c. Untuk Menunjang jurusan kuliah/pekerjaan saya setelah lulus nanti

◯ Yang lain:

Keterampilan berbahasa apa yang paling anda butuhkan dalam buku ini? *

◯ a. Keterampilan Mendengarkan (Listening)

◯ b. Keterampilan Membaca (Reading)

◯ c. Keterampilan Menulis (Writing)

◉ d. Keterampilan Berbicara (Speaking)

Bagaimanakah tingkat penguasaan Bahasa Inggris anda saat ini? *

◉ a. Basic (Lower): mengetahui sedikit kosakata dan ungkapan praktis, penguasaan grammar terbatas, pelafalan sangat dipengaruhi oleh Bahasa itu.

◯ b. Basic (Upper): dapat berkomunikasi secara baik pada beberapa topik dengan percakapan pendek, masih mengalami beberapa kesulitan pada kosa kata, grammar, dan pelafalan masih dipengaruhi oleh Bahasa itu

◯ c. Intermediate (lower): dapat berkomunikasi secara baik pada topik tertentu namun masih menemui kesulitan untuk topik-topik yang lain, masih mengalami beberapa kesulitan pada kosakata, grammar, dan pelafalan

◯ d. Intermediate (upper): walaupun masih mempunyai kesulitan dalam kosakata, grammar, dan pelafalan, tapi mampu terlibat dalam percakapan yang menyenangkan dan pada topik-topik yang di kenal

◯ e. Advanced: mampu berkomunikasi dengan lancer pada Sebagian besar topik, hanya mengalami sedikit kesulitan pada kosakata, grammar, dan pelafalan

Topik-topik apa yang anda inginkan dalam buku saku bahasa inggris yang akan dikembangkan oleh peneliti? (siswa boleh memilih lebih dari 1 maksimal 3)   *

- ☑ a. Suggestion
- ☑ b. Invitation
- ☑ c. Opinion
- ☐ d. Telling Time

Tema handbook yang anda inginkan dalam buku saku bahasa Inggris adalah.. *

- ○ a. Traveling
- ○ b. Camping
- ⦿ c. Daily Activities
- ○ Yang lain: ....

Materi penunjang lainnya adalah.. (siswa boleh memilih lebih dari 1 maksimal 2) *

- ☑ a. Daily Expression
- ☑ b. Kosa Kata
- ☐ c. Self Introduction
- ☐ Yang lain: ....

Kesulitan apa yang Anda jumpai saat (berbicara) speaking dalam Bahasa Inggris? *

○ a. Sulit melafalkan kata – kata dalam Bahasa Inggris

◉ b. Sulit dalam memahami informasi yang dibicarakan karena tidak memiliki pengetahuan yang cukup mengenai topik yang di bicarakan

○ c. Sulit dalam mengaplikasikan tata Bahasa

○ d. Sulit dalam menyampaikan ide karena kurang menguasai kosa kata

○ Yang lain:

Kesulitan apa yang Anda jumpai Ketika membaca (reading) dalam bahasa Inggris?

○ a. Sulit mendapatkan ide pokok dalam teks

○ b. Sulit memahami kosa kata dalam teks

◉ c. Sulit memahami bacaan karena keterbatasan saya dalam penguasaan kosa kata

○ Yang lain:

Kesulitan apa yang Anda temui dalam writing (menulis) dalam Bahasa Inggris? *

○ a. Sulit dalam menggunakan tanda baca

○ b. Sulit mengungkapkan gagasan dengan baik

○ c. Sulit menggunakan pilihan kata yang tepat

◉ d. sulit menyusun kalimat, klausa dan paragraf dengan baik

○ Yang lain:

Menurut anda, hal apa yang paling sulit dalam listening (mendengarkan) dalam Bahasa inggris? *

○ a. Sulit memahami instruksi lisan

● b. Sulit memahami Bahasa native speaker karena keterbatasan kosa kata dalam Bahasa Inggris

○ c. Sulit untuk fokus dalam mendengarkan

○ Yang lain: _____

Aktivitas apa Anda inginkan untuk meningkatkan keterampilann speaking (berbicara)? *

○ a. Games

○ b. Melakukan interview secara berpasangan dalam Bahasa Inggris

● c. Dialog

○ Yang lain: _____

Aktivitas apa yang membantu Anda Ketika belajar membaca (reading) dalam Bahasa Inggris? *

○ a. Menerjemahkan kata-kata yang sulit

○ b. Membaca buku cerita bahasa Inggris

○ c. Membaca berita bahasa Inggris

● d. Membaca komik bahasa Inggris

○ Yang lain: _____

Keterampilan bahasa inggris apa yang Anda butuhkan dalam meningkatkan kemampuan berbicara (speaking) dalam Bahasa Inggris?   *

◯ a. Vocabulary

◯ b. Expression

◉ c. Pronunciation

◯ Yang lain: _____

Pengetahuan kebahasaan apa yang dapat membantu Anda dalam peningkatan menulis dalam Bahasa Inggris?   *

◉ a. Vocabulary

◯ b. Grammar

◯ c. Expression

◯ Yang lain: _____

Aspek pronunciation (pengucapan) yang ingin Anda kuasai nanti…. *

◯ a. Pengucapan Bahasa Inggris dengan intonasi yang tepat

◯ b. Identifikasi bunyi "kata" Bahasa Inggris dengan baik

◉ c. Pengucapan kata – kata dan kalimat Bahasa Inggris dengan tepat

◯ Yang lain: _____

Aspek vocabulary (kosa kata) yang ingin Anda kuasai nanti…. *

- ⦿ a. Daftar kosa kata yang sesuai dengan bidang komunikasi umum, jurnalistik, dan kebutuhan sehari – hari
- ○ b. Arti kosa kata
- ○ c. Penggunaan kata-kata sesuai dengan konteksnya
- ○ d. Jenis-jenis kata (kata benda, kata kerja, kata sifat dsb)
- ○ Yang lain: _____

Aspek grammar (tata bahasa) yang ingin Anda kuasai nanti…. *

- ○ a. Rumus – rumus sehari – hari terkait dengan waktu (tense)
- ○ b. Rumus – rumus untuk Menyusun kalimat dalam Bahasa Inggris
- ⦿ c. Menuangkan penguasaan grammar melalui praktek speaking, listening, reading dan writing
- ○ Yang lain: _____

Desain background yang anda inginkan dalam handbook ini adalah.. *

- ⦿ a. Polos (warna kertas putih tulisan hitam)
- ○ b. Berwarna (warna ditentukan sesuai materi/bab)
- ○ c. Dua warna (diselang seling sesuai materi)
- ○ Yang lain: _____

Media yang mendukung anda dalam proses belajar adalah.. *

◯ a. Audio (rekaman,kaset,siaran radio,lagu,dll)

◯ b. Visual (gambar dan tulisan yang ditampilkan)

🔘 c. Audio-Visual (Siaran berita TV,Talk Show, film, dll)

◯ Yang lain: _____

Dalam pembelajaran bahasa Inggris, anda lebih suka mengerjakan tugas dengan cara.. *

◯ a. Individu

🔘 b. Berpasangan

◯ c. Berkelompok kecil (3-4 orang)

◯ d. Kelompok besar (5-8 orang)

◯ Yang lain: _____

Konten ini tidak dibuat atau didukung oleh Google.

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APPENDIX 3:
THE RESULT OF
VALIDATION INSTRUMENT BY THE EXPERT

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LEMBAR VALIDASI INSTRUMEN EVALUASI UNTUK AHLI

BAHASA

DEVELOPING STUDENTS BASIC ENGLISH HANDBOOK FOR

FRESHMEN ENGLISH LANGUAGE EDUCATION STUDY PROGRAM OF

IAIN PALOPO

A. **Petunjuk Pengisian**
1. Lembar penilaian kelayakan ini meliputi aspek pendahuluan, isi dan bahasa
2. Berilah tanda centang pada kolom angka yang sesuai dengan penilaian yang anda berikan
3. Mohon kesediaannya untuk memberikan saran perbaikan di akhir lembaran ini

B. **Tabel Evaluasi**

Isilah tabel berikut ini dengan tanda centang pada kolom yang telah disediakan. Keterangan : SS (Sangat Setuju), S (Setuju), R (Ragu-Ragu), TS (Tidak Setuju), STS (Sangat Tidak Setuju)

NO	Pernyataan	SS	S	R	TS	STS
	A. ASPEK ISI					
1	Tujuan penelitian dinyatakan jelas.		✓			
2	Tujuan kuesioner dinyatakan dengan jelas.		✓			
3	Petunjuk pengisian kuesioner mudah dipahami.	✓				

Saran :

NO	Pernyataan	SS	S	R	TS	STS
	B. Aspek Cakupan (Isi)					
1	Butir-butir kuesioner mencakup data yang berhubungan dengan cakupan isi materi memadai.	✓				
2	Butir-butir kuesioner dirumuskan dalam Bahasa Indonesia yang baik dan benar.	✓				
3	Butir-butir kuesioner dirumuskan dalam Bahasa Indonesia yang efisien.	✓				
4	Butir-butir kuesioner dirumuskan dalam bahasa yang mudah dipahami sesuai tingkat	✓				

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	kemapuan berbahasa responden.					
Saran :						
	C. Aspek Bahasa					
1	Butir-butir kuesioner dirumuskan dalam Bahasa Indonesia yang baik dan benar.	V				
2	Butir-butir kuesioner dirumuskan dalam Bahasa Indonesia yang efektif.	V				
3	Butir-butir kuesioner dirumuskan dalam Bahasa Indonesia yang efisien.	V				
4	Butir-butir kuesioner dirumuskan dalam bahasa yang mudah dipahami sesuai tingkat kemapuan berbahasa responden.	V				
Saran :						

C. **Kesimpulan**

Secara umum, pendapat Bapak/Ibu terhadap instrumen kuesioner ini:

a. Layak

(b.) Layak dengan perbaikan... Lihat naskah instrument

c. Tidak layak

Palopo,...7 Agustus 2022

Penilai Kelayakan

MagFirah Thayyib, M.Hum

NIP.

LEMBAR VALIDASI INSTRUMEN EVALUASI UNTUK AHLI BAHASA

DEVELOPING STUDENTS BASIC ENGLISH HANDBOOK FOR FRESHMEN

ENGLISH LANGUAGE EDUCATION STUDY PROGRAM OF IAIN PALOPO

A. **Petunjuk Pengisian**
1. Lembar penilaian kelayakan ini meliputi aspek pendahuluan, isi dan bahasa
2. Berilah tanda centang pada kolom angka yang sesuai dengan penilaian yang anda berikan
3. Mohon kesediaannya untuk memberikan saran perbaikan di akhir lembaran ini

B. **Tabel Evaluasi**

Isilah tabel berikut ini dengan tanda centang pada kolom yang telah disediakan.
Keterangan : SS (Sangat Setuju), S (Setuju), R (Ragu-Ragu), TS (Tidak Setuju), STS (Sangat Tidak Setuju)

NO	Pernyataan	SS	S	R	TS	STS
	A. ASPEK ISI					
1	Tujuan penelitian dinyatakan jelas.	✓				
2	Tujuan kuesioner dinyatakan dengan jelas.		✓			
3	Petunjuk pengisian kuesioner mudah dipahami.	✓				

Saran :

NO	Pernyataan	SS	S	R	TS	STS
	B. Aspek Cakupan (Isi)					
1	Butir-butir kuesioner mencakup data yang berhubungan dengan cakupan isi materi memadai.	✓				
2	Butir-butir kuesioner dirumuskan dalam Bahasa Indonesia yang baik dan benar.	✓				
3	Butir-butir kuesioner dirumuskan dalam Bahasa Indonesia yang efisien.		✓			
4	Butir-butir kuesioner dirumuskan dalam bahasa yang mudah dipahami sesuai tingkat kemapuan berbahasa responden.	✓				

Saran :

| NO	Pernyataan	SS	S	R	TS	STS
	C. Aspek Bahasa					
1	Butir-butir kuesioner dirumuskan dalam Bahasa Indonesia yang baik dan benar.	✓				
2	Butir-butir kuesioner dirumuskan dalam Bahasa Indonesia yang efektif.		✓			
3	Butir-butir kuesioner dirumuskan dalam Bahasa Indonesia yang efisien.		✓			
4	Butir-butir kuesioner dirumuskan dalam bahasa yang mudah dipahami sesuai tingkat kemapuan berbahasa responden.	✓				

Saran :

C. Kesimpulan

Secara umum, pendapat Bapak/Ibu terhadap instrumen kuesioner ini:

    ✗ Layak

    b. Layak dengan perbaikan...

    c. Tidak layak

Palopo, 23 - 8 - 2023
Penilai Kelayakan
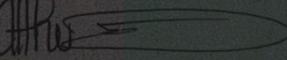
NIP.

APPENDIX 4:
THE EXPERT VALIDATION RESULT

THE EXPERT VALIDATION QUESTIONNAIRE

A. Data Responden

Nama : *Mustika*

Umur :

Jenis kelamin : *Perempuan*

Pendidikan : S1 ☑ S2 ☐ S3 ☐ Profesor ☐

Pengalaman mengajar : 0-2 Tahun ☐   2-4 Tahun ☐

4-9 Tahun ☐   ≥10 Tahun ☑

B. Tabel Evaluasi

Isilah tabel berikut ini dengan tanda centang pada kolom yang telah disediakan.
Keterangan : SS (Sangat Setuju), S (Setuju), R (Ragu-Ragu), TS (Tidak Setuju), STS (Sangat Tidak Setuju)

NO	Pernyataan	SS	S	R	TS	STS
	A. ASPEK ISI					
1	Cakupan isi materi dalam bahan ajar *Basic English Handbook* sesuai dengan kebutuhan mahasiswa Pendidikan Bahasa Inggris	✓				
2	Kedalaman materi dalam bahan ajar *Basic English Handbook* memadai	✓				
3	Keaslian isi materi dalam bahan ajar *Basic English Handbook* memadai		✓			
4	Isu-isu terbaru yang ada di dalam *Basic English Handbook* menarik		✓			
Saran :						
	B. Aspek Bahasa					
1	Bahasa yang digunakan *Basic English Handbook* sesuai dengan kemampuan mahasiswa Pendidikan Bahasa Inggris	✓				
2	Ekspresi yang digunakan dalam *Basic English Handbook* sesuai dengan tata bahasa yang benar	✓				
3	Bahasa yang disajikan dalam *Basic English Handbook* mudah dipahami	✓				
Saran :						

	C. Aspek Desain dan Layout				
1	Tampilan materi jelas	✓			
2	Tampilan materi menarik	✓			
3	Ukuran huruf sesuai	✓			
4	Penggunaan tanda baca tepat	✓			

Saran :

	D. Evaluasi Umum				
1	Sistematika penyajian runtut		✓		
2	Kesuluruhan materi sesuai dengan kebutuhan mahasiswa	✓	✓		
3	Penilaian sesuai dengan input yang diberikan	✓			

Saran :

C. Kesimpulan

Secara umum, pendapat Bapak/Ibu terhadap bahan ajar (Basic English Handbook) yang diuji :

ⓐ Layak

b. Layak dengan perbaikan...

c. Tidak layak

Palopo,..21. September 2023
Penilai Kelayakan

Mustika, S.Pd., M.Pd.
NIP.

THE EXPERT VALIDATION QUESTIONNAIRE

A. Data Responden

Nama : Fadhlilah R Mvim

Umur :

Jenis kelamin :

Pendidikan : S1 ☐ S2 ☑ S3 ☐ Profesor ☐

Pengalaman mengajar : 0-2 Tahun ☐   2-4 Tahun ☐

4-9 Tahun ☐   ≥10 Tahun ☑

B. Tabel Evaluasi

Isilah tabel berikut ini dengan tanda centang pada kolom yang telah disediakan.
Keterangan : SS (Sangat Setuju), S (Setuju), R (Ragu-Ragu), TS (Tidak Setuju), STS (Sangat Tidak Setuju)

NO	Pernyataan	SS	S	R	TS	STS
	A. ASPEK ISI					
1	Cakupan isi materi dalam bahan ajar *Basic English Handbook* sesuai dengan kebutuhan mahasiswa Pendidikan Bahasa Inggris		✓			
2	Kedalaman materi dalam bahan ajar *Basic English Handbook* memadai	✓				
3	Keaslian isi materi dalam bahan ajar *Basic English Handbook* memadai		✓			
4	Isu-isu terbaru yang ada di dalam *Basic English Handbook* menarik	✓				
Saran :						
	B. Aspek Bahasa					
1	Bahasa yang digunakan *Basic English Handbook* sesuai dengan kemampuan mahasiswa Pendidikan Bahasa Inggris		✓			
2	Ekspresi yang digunakan dalam *Basic English Handbook* sesuai dengan tata bahasa yang benar	✓				
3	Bahasa yang disajikan dalam *Basic English Handbook* mudah dipahami	✓				
Saran :						

	C. Aspek Desain dan Layout					
1	Tampilan materi jelas	✓				
2	Tampilan materi menarik		✓			
3	Ukuran huruf sesuai	✓				
4	Penggunaan tanda baca tepat	✓				

Saran :

	D. Evaluasi Umum					
1	Sistematika penyajian runtut	✓				
2	Kesuluruhan materi sesuai dengan kebutuhan mahasiswa		✓			
3	Penilaian sesuai dengan input yang diberikan	✓				

Saran :

C. Kesimpulan

Secara umum, pendapat Bapak/Ibu terhadap bahan ajar (Basic English Handbook) yang diuji :

    a. Layak

    b. Layak dengan perbaikan...

    c. Tidak layak

Palopo,................................
Penilai Kelayakan

NIP

APPENDIX 5:
THE RESULT OF
STUDENTS PERCEPTIONS

QUESTIONNAIRE STUDENTS PERCEPTION

Isilah
tabel berikut ini dengan tanda centang pada kolom yang telah disediakan. **Keterangan :** SS (Sangat Setuju), S
(Setuju), R (Ragu-Ragu), TS (Tidak Setuju), STS (Sangat Tidak Setuju)

Nama

surya amalia

NIM

2202020021

*

Materi sesuai dengan level Basic

- ⦿ Sangat Setuju
- ○ Setuju
- ○ Netral
- ○ Tidak Setuju
- ○ Sangat Tidak Setuju

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Materi sesuai dengan kebutuhan mahasiswa Pendidikan Bahasa Inggris IAIN Palopo *

⦿ Sangat Setuju

◯ Setuju

◯ Netral

◯ Tidak Setuju

◯ Sangat Tidak Setuju

Materi dalam *Basic English Handbook* mampu meningkatkan kemampuan Bahasa Inggris *
mahasiswa angkatan 2022 Pendidikan Bahasa Inggris IAIN Palopo

⦿ Sangat Setuju

◯ Setuju

◯ Netral

◯ Tidak Setuju

◯ Sangat Tidak Setuju

Input materi menarik dan mudah dipahami *

⦿ Sangat Setuju

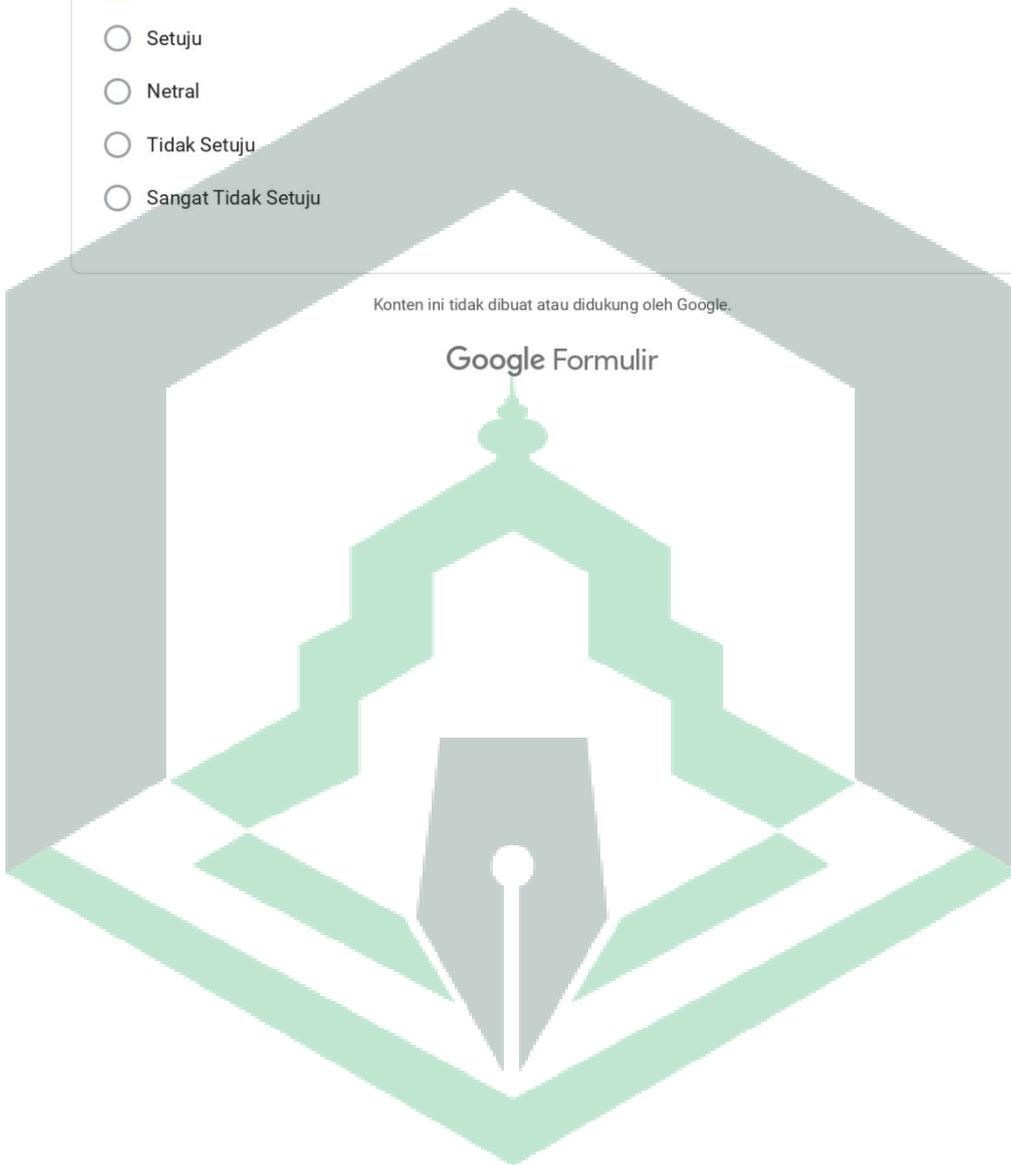◯ Setuju

◯ Netral

◯ Tidak Setuju

◯ Sangat Tidak Setuju

Topik input materi sesuai dengan kebutuhan mahasiswa angkatan 2022 Pendidikan Bahasa *
Inggris IAIN Palopo

◉ Sangat Setuju

○ Setuju

○ Netral

○ Tidak Setuju

○ Sangat Tidak Setuju

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99

QUESTIONNAIRE STUDENTS PERCEPTION

Isilah

tabel berikut ini dengan tanda centang pada kolom yang telah disediakan. **Keterangan :** SS (Sangat Setuju), S

(Setuju), R (Ragu-Ragu), TS (Tidak Setuju), STS (Sangat Tidak Setuju)

Nama

ALMA DAMAYANTI

NIM

2202020002

*

Materi sesuai dengan level Basic

○ Sangat Setuju

◉ Setuju

○ Netral

○ Tidak Setuju

○ Sangat Tidak Setuju

Materi sesuai dengan kebutuhan mahasiswa Pendidikan Bahasa Inggris IAIN Palopo *

- ◉ Sangat Setuju
- ◯ Setuju
- ◯ Netral
- ◯ Tidak Setuju
- ◯ Sangat Tidak Setuju

Materi dalam *Basic English Handbook* mampu meningkatkan kemampuan Bahasa Inggris *
mahasiswa angkatan 2022 Pendidikan Bahasa Inggris IAIN Palopo

- ◯ Sangat Setuju
- ◉ Setuju
- ◯ Netral
- ◯ Tidak Setuju
- ◯ Sangat Tidak Setuju

Input materi menarik dan mudah dipahami *

- ◯ Sangat Setuju
- ◉ Setuju
- ◯ Netral
- ◯ Tidak Setuju
- ◯ Sangat Tidak Setuju

Topik input materi sesuai dengan kebutuhan mahasiswa angkatan 2022 Pendidikan Bahasa *
Inggris IAIN Palopo

○ Sangat Setuju

◉ Setuju

○ Netral

○ Tidak Setuju

○ Sangat Tidak Setuju

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APPENDIX 5:
DOCUMENTATION