

DESIGNING MACCA WEBSITE BASIC ENGLISH LEARNING FOR JUNIOR HIGH SCHOOL

A Thesis

*Submitted to the English Language Education Study Program of Education and
Teacher Training Faculty of State Islamic Institute of Palopo as the Requirements
for S.Pd. Degree*



IAIN PALOPO

Submitted by:

Teguh Muliawan

2002020001

**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
EDUCATION AND TEACHER TRAINING FACULTY
STATE ISLAMIC INSTITUTE OF PALOPO
2024**

DESIGNING MACCA WEBSITE BASIC ENGLISH LEARNING FOR JUNIOR HIGH SCHOOL

A Thesis

*Submitted to the English Language Education Study Program of Education and
Teacher Training Faculty of State Islamic Institute of Palopo as the Requirements
for S.Pd. Degree*



Submitted by:

Teguh Muliawan

2002020001

Supervised by:

1. Dr. Jufriadi, S.S., M.Pd.

2. Fadhliyah Rahmah Muin, S.Pd.I., M.Pd.

**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
EDUCATION AND TEACHER TRAINING FACULTY
STATE ISLAMIC INSTITUTE OF PALOPO
2024**

STATEMENT OF AUTHENTICITY

I, who undersigned below:

Name : Teguh Muliawan

Registration Number : 20 0202 0001

Faculty : Education and Teacher Training

Study Program : English Language Education Study Program

Stating exactly that:

1. This thesis is originally my own work, not the result of plagiarism or duplication of the work of other that I acknowledge as my own work or thought.
2. All parts of this thesis are my own works expect the citations whose originally sources have been report. All mistakes or errors in it are my responsibility.

If later this statement is not true, I am willing to accept administrative sanctions for the act, then academic degree that I have achieved can be revoked.

In the end, this statement is made truthfully and to be used in accordance with its purpose.

Palopo, 22 April 2025

Regards,



Teguh Muliawan

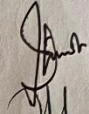



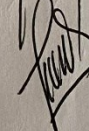
NIM 20 0202 0001

THESIS APPROVAL

This thesis entitled "Design *Macca* Website Basic English Learning for Junior High School" written by Teguh Muliawan, Registration Number 2002020001, the student of English Language Study Program of Education and Teacher Training Faculty at State Islamic Institute of Palopo, has been examined and defended in Munaqasyah session which is carried out on Wednesday, Desember 11th 2024 M. It is has been approved by the examiner as requirement to pursue the title of Sarjana Pendidikan (S.Pd).

Palopo, 13th April 2025

BOARD OF EXAMINERS

- | | | |
|----------------------------------|---------------|---|
| 1. Husnaini, S.Pd.I., M.Pd. | Chairwoman | () |
| 2. Dr. Masruddin, S.S., M.Hum. | Examiner I | () |
| 3. Husnaini, S.Pd.I., M.Pd. | Examiner II | () |
| 4. Dr. Jufriadi, S.S., M.Pd. | Consultant I | () |
| 5. Fadhliah Rahmah Muin, S.Pd.I. | Consultant II | () |

Approved by:

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



Dr. E. 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

CONSULTANT APPROVAL

Thesis Entitled: **DESIGNING MACCA WEBSITE BASIC ENGLISH
LEARNING FOR JUNIOR HIGH SCHOOL**

Written By:

Name : Teguh Muliawan

Reg. Number : 20 0202 0001

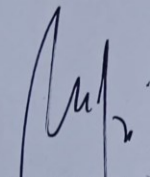
Faculty : Education and Teacher Training

Study Program: English Language Education

Has been corrected and approved for thesis Munaqasyah examination.

Palopo, 5 Desember 2024

Consultant I



Dr. Jufriadi, S.S., M.Pd
NIP. 19720727 200604 1 002

Consultant II



Fadhliah Rahmah Muin, S.Pd.I., M.Pd
NIDN. 2001018701

EXAMINER APPROVAL

Thesis Entitled: **DESIGNING MACCA WEBSITE BASIC ENGLISH
LEARNING FOR JUNIOR HIGH SCHOOL**

Written By:

Name : Teguh Muliawan

Reg Number : 20 0202 0001

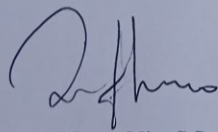
Faculty : Education and Teacher Training

Study Program: English Language Education

Has been corrected and approved for thesis Munaqasyah examination.

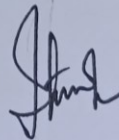
Palopo, 5 Desember 2024

Examiner I



Dr. Masruddin, S.S., M.Hum.
NIP. 19800613 200501 1 005

Examiner II



Husnaini, S.Pd.I., M.Pd
NIP. 19840820 200902 2 007

ACKNOWLEDGEMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ
الْحَمْدُ لِلَّهِ رَبِّ الْعَالَمِينَ وَالصَّلَاةُ وَالسَّلَامُ عَلَى أَشْرَفِ الْأَنْبِيَاءِ وَالْمُرْسَلِينَ سَيِّدِنَا وَمَوْلَانَا
مُحَمَّدٍ وَعَلَى آلِهِ وَصَحْبِهِ أَجْمَعِينَ، أَمَّا بَعْدُ

All praise to the almighty Allah SWT for mercy and blessing so that the researcher can complete the thesis entitled “*Designing Macca Website Basic English Learning for Junior High School*”.

Furthermore, we always deliver *shalawat* and *salam* to the beloved prophet, Muhammad SAW, his family, companion, and adherence. The thesis is a requirement to achieve the *Sarjana Pendidikan* degree in the English Language Education Study Program at the State Islamic Institute of Palopo. the researcher realizes that several individuals support, suggest, and guide the researcher. In this opportunity, the researcher would like to express the highest appreciation to:

1. Dr. Abbas Langaji, M.Ag., the Rector of the State Islamic Institute of Palopo, for the sacrifices to the institute.
2. Prof. H. Dr. Sukirman, S.S., M.Pd., the Dean of Education and Teacher Training Faculty, for the essential policy to the faculty.
3. Husnaini, S.Pd.I., M.Pd., the Head of English Language Education Study Program, constantly supports and advises the researcher.
4. Dr. Jufriadi, S.S., M.Pd. as the first consultant who gave direction, support and suggestion for the researcher.

5. Fadhliah Rahmah Muin, S.Pd.I. as the second consultant who always gave the researcher support, suggestion, direction, and the valuable opportunities entrusted to the researcher.
6. Dr. Masruddin, S.S., M.Hum. and Husnaini, S.Pd.I., M.Pd. as the examiners who gave suggestions and motivation to be more enthusiastic in conducting research and designing the product.
7. Ermawati, S.Pd.I., M.Hum., Imam, S.Pd.I., M.Pd., and Taufik Misran, S.Pd. as the validators of the researcher product. The highest appreciation for their suggestions and corrections during the validation of the research.
8. All the lecturers in the English Language Education Study Program, who have provided knowledge, support and attention during this research.
9. All staff of PBI IAIN Palopo who helped the researcher finished her studying.
10. Thank you to the principal of SMPN 5 Palopo for giving permission, Taufik Misran, S.Pd. as the English teacher who helped during this research, and all students of SMPN 5 Palopo who have cooperated with the researcher in completing this thesis.
11. The researcher's parents, Hadda and Wiwik, and Winda my older sister for their prayers, sacrifices, trust, love, motivation, and financial support. Also, the researcher family always provides support.
12. My beloved friends since junior high school, AK Family, Thank you for always providing support.

13. Thank you to Ardiva Nur Azila Madina A who always provides support, motivation and time to help researcher during lectures and this research.
14. Special thanks to Fidia Ditazam Malik and Muhammad Darif Aziz, who were always there to help the researcher during the lecture and research period.
15. The BIG20 Educator members who always provide assistance to researcher in any condition
16. The members of BIG Celestial who always spread positive feedback and always support the researcher in every condition.
17. The members of PLP II FTIK 2023 and KKN-MB Posko 55 always supported and provided love and many valuable and beautiful experiences.
18. Everybody who has given motivation, support, and positive feedback in conducting this research.
19. Last but not least, I wanna thank me, for believing in me, for doing all this hard work, for having no days off, for never quitting, for just being me at all times.

The researcher hopes all of the people mentioned above are blessed by Allah SWT.

Palopo, December 9th, 2024
The researcher

Teguh Muliawan
20 0202 0001

LIST OF CONTENT

ACKNOWLEDGEMENT	vii
ABSTRACT	iii
CHAPTER I	1
INTRODUCTION	1
A. Background.....	1
B. Research Question.....	4
C. The Objective of the Research	4
D. The Specification of the Research	4
E. The Significance of the Research	4
F. The Assumption and Delimitation of The Research	5
CHAPTER II	6
REVIEW OF RELATED LITERATURE	6
A. Previous Related Research Findings	6
B. Literature Review.....	9
C. Conceptual Framework	26
CHAPTER III	29
RESEARCH METHOD	29
A. Research Design.....	29
B. Subject & Object of The Research	30
C. Instrument of the research	30
D. Research Procedure.....	30
F. Data Analysis	32
CHAPTER IV	37
FINDINGS AND DISCUSSION	37
A. Research Findings	37
B. Discussion.....	71
CHAPTER V	74
CONCLUSION AND SUGGESTION	74
A. Conclusion	74
B. Suggestion.....	74


BIBLIOGRAPHY	76
---------------------------	-----------

ABSTRAK

Teguh Muliawan, 2025. *“Merancang Macca Website Basic English Learning for Junior High School”*. Skripsi Program Studi Pendidikan Bahasa Inggris, Fakultas Tarbiyah dan Ilmu Keguruan, Institut Agama Islam Negeri Palopo. Dibimbing oleh Jufriadi dan Fadhilyah Rahmah Muin.

Penelitian ini bertujuan untuk mengembangkan media pembelajaran Bahasa Inggris online yang sesuai untuk siswa kelas VIII SMP N. 5 Palopo. Penelitian ini memberikan jawaban atas pertanyaan berikut: situs Web apa yang tepat untuk pembelajaran Bahasa Inggris di kelas VIII SMP Negeri 5 Palopo. Untuk memfasilitasi siswa dalam mempelajari Bahasa Inggris, sebuah situs web Macca dikembangkan berdasarkan kesimpulan dari analisis kebutuhan. Dengan menggunakan model 4D (*Define, Design, Develop, dan Disseminate*), penelitian ini menerapkan teknik penelitian dan pengembangan. Data dikumpulkan oleh peneliti melalui validasi ahli, tanggapan siswa, kuesioner analisis kebutuhan yang diisi melalui *google* formulir, dan wawancara. Secara keseluruhan, 18 siswa kelas delapan dan satu guru Bahasa Inggris dari SMP Negeri 5 Palopo ikut serta dalam penelitian ini. Situs web ini dibagi menjadi empat bagian menu utama: kamus mini, video, kuis, dan konten pengajaran. Para ahli memvalidasi produk dengan mengisi questionnaire yang diberikan. Skor rata-rata dari validator adalah 93,75% dengan kategori “sangat baik”. Nilai ini didukung oleh hasil wawancara siswa, yang menunjukkan bahwa situs web ini dianggap sangat menarik karena fitur-fiturnya yang menarik dan konten yang dirancang dengan baik yang terhubung dengan kehidupan sehari-hari siswa.

Kata Kunci: Situs web, Pengembangan Materi, Penelitian dan Pengembangan (R&D)


Verified by UPT Pengembangan Bahasa IAIN Palopo	
Date	Signature
13/03/2025	

ABSTRACT

Teguh Muliawan, 2025. *“Designing Macca Website Basic English Learning for Junior High School”*. Thesis of English Language Education Study Program, Faculty of Education and Teacher Training, Institut Agama Islam Negeri (IAIN) Palopo. Supervised by Jufriadi and Fadhliyah Rahmah Muin.

This study aims to develop an online English learning medium tailored for eighth-grade students of SMP Negeri 5 Palopo. It addresses the following research question: what type of website is suitable for English learning for eighth-grade students at SMP Negeri 5 Palopo To facilitate students in learning English, a website called "Macca" was developed based on conclusions derived from a needs analysis. Utilizing the 4D model (Define, Design, Develop, and Disseminate), this study employed research and development techniques. Data were collected through expert validation, student responses, a needs analysis questionnaire completed via Google Forms, and interviews. A total of 18 eighth-grade students and one English teacher from SMP Negeri 5 Palopo participated in the study. The website consists of four main menu sections: mini dictionary, videos, quizzes, and teaching content. Experts validated the product by completing a provided questionnaire. The average score from the validators was 93.75%, categorized as "excellent." This score was supported by student interview results, which revealed that the website was highly engaging due to its appealing features and well-designed content, which was connected to students' everyday lives.

Keywords: Website, Material Development, Research and Development (R&D)


Verified by UPT Pengembangan Bahasa IAIN Palopo	
Date	Signature
13/07/2025	

الملخص

تَعَهُ مُلَيَاوُنْ، ٢٠٢٥. "تصميم موقع Macca لتعليم أساسيات اللغة الإنجليزية لطلاب المرحلة المتوسطة". رسالة جامعية في برنامج دراسة تعليم اللغة الإنجليزية، كلية التربية والعلوم التعليمية، الجامعة الإسلامية الحكومية فالوفو. بإشراف جفريادي وفضلية رحمة معين.

يهدف هذا البحث إلى تطوير وسيلة تعليمية إلكترونية مناسبة لطلاب الصف الثامن في المدرسة المتوسطة الحكومية الخامسة بالوبو لتعلم اللغة الإنجليزية. ويسعى للإجابة على التساؤل التالي: ما هو الموقع الإلكتروني المناسب لتعليم اللغة الإنجليزية لطلاب الصف الثامن في المدرسة المتوسطة الحكومية الخامسة بالوبو؟ بناءً على نتائج تحليل الاحتياجات، تم تطوير موقع "مكَّا" الإلكتروني لتسهيل تعلم اللغة الإنجليزية. وقد تم اعتماد نموذج 4D (التحديد، التصميم، التطوير، والنشر) كمنهجية للبحث والتطوير. تم جمع البيانات من خلال التحقق من قبل الخبراء، واستطلاعات آراء الطلاب، واستبيان تحليل الاحتياجات عبر نماذج جوجل، والمقابلات. وقد شارك في الدراسة ١٨ طالبًا من الصف الثامن ومعلم لغة إنجليزية واحد من المدرسة المتوسطة الحكومية الخامسة بالوبو. يتكون الموقع من أربعة أقسام رئيسية: القاموس المصغَّر، مقاطع الفيديو، الاختبارات، والمحتوى التعليمي. تم التحقق من صحة المنتج من قبل الخبراء عبر استبيان، وبلغ متوسط التقييم ٩٣,٧٥٪ ضمن فئة "ممتاز جدًا". وقد دعمت نتائج المقابلات مع الطلاب هذه النتيجة، حيث أبدوا إعجابهم بالموقع نظرًا لميزاته الجذابة ومحتواه المصمم بعناية، والذي يتصل بحياتهم اليومية.

الكلمات المفتاحية: موقع إلكتروني، تطوير المحتوى، البحث والتطوير. (R&D).

Verified by UPT Pengembangan Bahasa IAIN Palopo	
Date	Signature
13/03/2025	

CHAPTER I

INTRODUCTION

A. Background

Information and communication technology, or ICT, indicates the progress of human civilization in the Industrial 4.0 era. In the era of ever-developing communication and knowledge, education is also experiencing extraordinary changes¹. In the era of growing globalization, mastering English has become a crucial skill. English is an international communication tool and a key to accessing a wide range of educational, career, and cultural opportunities in the modern world. However, many people often face challenges in learning English, one of which is a lack of motivation and interest in learning, as well as ineffective teaching methods.

Amid this dynamic, the Internet has become an invaluable resource in facilitating English language learning. This is in line with research conducted by Masruddin (2014), who states, “The role of media technology is needed in the learning process where the media is not only a tool but as an integral part of the education system and learning process.”² One of the most prominent forms is English language learning websites. A study by Zhang & Zou (2020) highlights the importance of Using technology in

¹ Kasinyo Harto, “Tantangan Dosen Ptki Di Era Industri 4.0,” *Jurnal Tatsqif* 16, no. 1 (2018): 1–15, <https://doi.org/10.20414/jtq.v16i1.159>.

² Masruddin, M. (2014). The importance of using technology in English teaching and learning. *IDEAS: Journal on English Language Teaching and Learning, Linguistics and Literature*, 2(2).

language learning to promote practices, deliver instructional content, facilitate interactions, and restructure teaching approaches with a positive overall impact.³ This is consistent with Nugroho & Grendi, as cited in Meduri et al. (2022), who states that websites are the right solution for an alternative tool in selecting face-to-face and remote teaching media.⁴

Websites are learning media with many advantages, including their ability to run on many operating systems (OS). Website-Based Learning Media can run on Android, iOS, Windows, and many more. So that teachers and students can operate the website through various devices. According to Abdullah, a website is a collection of pages containing digital data information in the form of text, images, animation, sound, and video or a combination of everything provided via an internet connection so accessible and visible to everyone worldwide. Website pages are created using a standard language, namely HTML. A web browser will translate this HTML script so it can be displayed in the form of readable information by everyone (2018:1).⁵

Based on direct observations conducted by researcher on students at one of the State Junior High Schools (SMPN) 5 Palopo in learning English, it is known that the use of learning media is still not effective in meeting the

³ Ruofei Zhang and Di Zou, "Types, Purposes, and Effectiveness of State-of-the-Art Technologies for Second and Foreign Language Learning," *Computer Assisted Language Learning* 35, no. 4 (2022): 696–742, <https://doi.org/10.1080/09588221.2020.1744666>.

⁴ Ni Rury Heranda Meduri, Rangga Firdaus, and Helmy Fitriawan, "Efektifitas Aplikasi Website Dalam Pembelajaran Untuk Meningkatkan Minat Belajar Peserta Didik," *Akademika* 11, no. 02 (2022): 283–94, <https://doi.org/10.34005/akademika.v11i02.2272>.

⁵ Tuti Susilawati et al., "Membangun Website Toko Online Pempek Nthree Menggunakan Php Dan Mysql," *Jurnal Teknik Informatika Mahakarya* 3, No.1, no. 1 (2020): 35–44.

needs of students, where teachers still refer to package books and LKS. Some students still have a low interest in learning and are said to get bored quickly with the lack of variety in learning. Lesson hours are very limited due to time compression. The school is by the face-to-face rules.

With this problem, teachers and students need media to support more effective learning.

Websites have become one of the media that is quite effective in the learning process in schools because the need for the use of technology in education is increasingly urgent, and changes in the learning paradigm are leading to a more interactive, personal, and flexible approach. Based on the explanation above, the researcher wants to design a website-based learning media called the MACCA website for student learning at SMPN 5 Palopo.

The researcher took the name Macca as a characteristic of the website created; Macca itself was taken from the Bugis language, which means smart, so the researcher concluded that the Macca website was created so that students could be smart in learning English and have high motivation in learning.

Macca was previously used for a project as an application, but due to limitations in making it, the researcher took the initiative to conduct research by creating a website using the name Macca.

B. Research Question

Regarding the limitation of the problem, the researcher formulated the following formulation of the problem: “What is an appropriate website English learning for grade VIII students of SMPN 5 Palopo?”.

C. The Objective of the Research

The purpose of the study, based on the problem formulation, is to design an English learning website for grade VIII students of SMPN 5 Palopo.

D. The Specification of the Research

Product specifications are expected in this study as a container to provide learning materials in various formats (text, images, and video) relevant to the learning topic.

E. The Significance of the Research

There are two expected parts of this study, as follows:

1. Theoretically

The researcher is expected to use this medium as a reference for further research.

2. Practically

- a. This study is expected to be useful for English teachers as one of the teaching media that can improve the quality of English learning.
- b. Students are expected to use this media to improve their ability to learn English and as a motivation for students to learn English.

F. The Assumption and Delimitation of The Research

The researcher have several assumptions in designing websites for English learning class VIII SMPN 5 Palopo as follows:

1. Teachers will use this website as a medium of instruction to help the learning process in class.
2. Students will use this website as a learning medium for their needs.

Furthermore, the researcher has some delimitations in this research as follows:

1. The materials used are quite limited.
2. Material that is difficult to understand.
3. Limitations in programming skills.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Related Research Findings

Some previous research related to this research about English learning on the website is mentioned below.

Sahrullah (2020), in his thesis entitled "Development of Web-Based Learning Media on Islamic Religious Education Subjects at SMAN 2 Palangka Raya."⁶ This research starts with the development of technology and information that has a major impact on the world of education. The similarity in this study can be seen in the learning style of students who are transitioning to the digital age as well as research methods that use R&D methods. As a comparison, the difference lies in the development of web-based learning media in Islamic Religious Education subjects at SMAN 2 Palangka Raya. In contrast, this research focuses on designing web-based learning media that focuses on English language learning at SMPN 5 Palopo.

Muh Fiqri (2023), in her thesis entitled "Designing Website For Learning Speaking Skill (A Study on English Department Students of IAIN Palopo)."⁷ This research discusses the use of Website-Based Learning Media

⁶ Muhammad Sahrullah, "Pengembangan Media Pembelajaran Berbasis Web Pada Mata Pelajaran Pendidikan Agama Islam Di SMAN 2 Palangka Raya," 2020, 57.

⁷ Muh Fiqri, "Designing Website For Learning Speaking Skill (A Study on English Department Students of IAIN Palopo)" (2023).

to improve speaking among students at IAIN Palopo. What these studies have in common is that they both use skills that focus on the application of research and development (R&D) methods, and both want to create a medium that can be used in the website-based teaching and learning process. There are differences between Muh's research. Fiqri with this research. Website-based Fiqri learning focuses on speaking skills, while this website-based research focuses on basic English material using integrated skills.

Suanah et al. (2019), In his research entitled “Development of web-based learning media wix Design Mathematics building materials Elementary School Class V.”⁸ This research aims to develop a web-based learning media Wix Design Building Materials Mathematics Elementary School Class V. Research design is a research development conducted based on six stages of the process, namely the concept, design, collection of materials, manufacture, testing, and publication. The difference lies in mathematics website media, whereas this research uses website media in English language learning. From the three studies above, the difference lies in the use of learning materials. In this case, the research focuses on designing a website that focuses on English language learning.

Nuraisyah (2024), in his thesis entitled “Development of POWTOON Multimedia-Based Animated Video Learning Media on the Material of

⁸ Suanah Suanah, “Pengembangan Media Pembelajaran Berbasis Web Desain Wix Materi Bangun Ruang Matematika SD Kelas V,” *Proceedings of The ICECRS 2*, no. 1 (2019): 243–52, <https://doi.org/10.21070/picecrs.v2i1.2412>.

Changes in the Form of Objects Class III SDN 277 Sambirejo.”⁹ This study aims to determine the needs analysis, design design, validity, and practicality of Powtoon multimedia-based learning media based on material changes in the form of objects. This type of research is Research & Development (R&D). Nuraisyah's research has similarities with this research, namely using the (R&D) method.

Renita Ansar (2023). In her thesis entitled “Development of an Educational Website Based on Islamic Values at SMA Negeri 5 Luwu South Sulawesi.”¹⁰ Website media development done by Renita Ansar focuses on learning Islamic Religious Education, while this research focuses on website design for English language learning. This research focuses on website design in English language learning.

The researcher concluded that from several previous studies, there are some similarities obtained, namely the use of learning media using websites with the (R&D) method, but this study has differences from previous studies, namely a website that has several features in it by combining text, video, and audio on the website.

⁹ Nuraisyah, N. (2024). *Pengembangan Media Pembelajaran Video Animasi Berbasis Multimedia POWTOON Pada Materi Perubahan Wujud Benda Kelas III SDN 277 SAMBIREJO* (Doctoral dissertation, Institut Agama Islam Negeri (IAIN) Palopo).

¹⁰ Ansar, R. (2024). *Pengembangan Website Pendidikan Berbasis Nilai Keislaman di SMA NEGERI 5 LUWU SULAWESI* (Doctoral dissertation, Institut Agama Islam Negeri Palopo).

B. Literature Review

1. Material Development

Material development is a crucial process in education that involves the creation of teaching materials designed to facilitate effective learning. It encompasses various stages, from identifying the needs of learners to the final evaluation of the materials in use. The process involves several key elements, including the learner, the learning objectives, the methods of instruction, and the assessment of the materials.¹¹

The materials themselves are created in the following phase. The materials development approach is detailed, with a focus on producing materials for specific English language teaching objectives. When developing educational materials for specific purposes, students' needs must come first. The materials development process should begin with a needs analysis in the context of ESP, followed by course content determination and material design.¹²

The next stage is the development of the materials themselves. “Developing English for specific purposes (ESP) learning materials should be systematic and based on assessment criteria to ensure quality and facilitate creative and integrated learning for students.”¹³ The materials are

¹¹ Brian Tomlinson, “Development Material Procedure,” 1998.

¹² Fadhliyah Rahmah, “Development Learning Material ESP.”
<https://doi.org/10.24256/ideas.v1i1.127>

¹³ Kusuma, H., & Apriyanto, S. (2018). Strategy on Developing English Learning Material for Specific Purposes. *IJECA (International Journal of Education and Curriculum Application)*.
<https://doi.org/10.31764/ijeca.v1i3.2144>.

then tested in a controlled environment, known as a field test, to assess their effectiveness and identify areas for improvement.

The development of materials is a critical component of teaching and learning, as it directly impacts the quality of education. Effective materials can enhance learner engagement, improve knowledge retention, and support the achievement of learning objectives. Conversely, poor materials can lead to learner disengagement, decreased motivation, and, ultimately, poor learning outcomes.

In the context of English language teaching, material development is particularly important due to the diverse needs and goals of learners. Materials should be designed to cater to the specific needs of learners, whether they are general English learners or those with specific purposes, such as business or academic English.

Materials development is a process that involves the identification, assessment, and implementation of new materials, tools, technologies, and methodologies that have the potential to improve student learning.

2. Google Site

Google Sites is a tool for creating websites or web pages for teams, projects, events, or other special needs. It is ideal for creating internal websites that will only be accessed by certain people and have very specific features and functions.

Google Sites function is needed to increase time productivity. Some of the points on Google Sites include:

- a. An intranet or wiki for your company should include guidelines, regulations, contact information, and so on.
- b. Project team with meeting calendar (Google Calendar), documents (Google Docs), budget sheets (Google Sheets), and presentations (Google Slides).
- c. An interstate family featuring news, photos, and events.
- d. Online resumes contain information on education, work experience, skills, achievements, and more.
- e. An online portfolio is used to showcase your work, such as articles, designs, videos, etc.
- f. Class website that contains lesson schedules, class rules, and assignment lists.
- g. Club or community with training schedules, agendas, maps to event locations, member data, and photo collections.

3. Website

a. Website Definition

A website is also called a website, website, or portal. It is a collection of web pages related to one another; the first page of a website is the home page, while each page is individually called a web page; in other words, a website is a site that can be accessed and viewed by internet users throughout the world. A website is a site that can be accessed and viewed by Internet users.

Websites are one of the most frequently accessed platforms for searching for various information and means of communication. A website is a group of pages on the internet whose contents can include text, media, and applications.

b. Element and Component of Website

There are some elements and components of a website:

1) Title

The title of a website has a very crucial role. Just like the title of a book or article, the website title serves as the main identity and entrance for visitors.



Figure 2.1 Title of the page

2) Domain Name

A domain name can also be called a website. Domain registrars pay for domain names annually. Domains are used to make it easier for people to remember the name of a website. Sometimes, domain names also represent personal names, brand names, products, or companies. Example: www.smart.com

3) URL Address

URL stands for Uniform Resource Locator. If our web page can be likened to a house, then the URL is the complete address of our home, which is located in the web browser. Each web page has

its own unique and different URL. URL formats vary quite a bit. However, it all always starts with the website domain name.

4) Link

If we analogize again that a web page is a house, this link is the door/gate/hallway that leads to our home or the page we want to go to. Generally, it is blue when clicked to move to another page. This means that if the link is clicked, it will move to another page, such as <https://www.google.com>.

5) Header

The header is the top part of a website. Usually, it contains the site name, logo, and description on the web. The header functions to display the main identity of a site.



Figure 2.2 URL address of a website

6) Content

The content of a site is in the form of information and articles, which are usually located in the middle. Content is also the most important part of a website.

7) Sidebar

The sidebar is the right or left side of a website and is located

on the side of the content. On a website, sidebars typically offer navigation and other information.



Figure 2.3 Sidebar of a website

8) Footer

The footer is the basic or bottom part of a website. Its main function is as a footer and contains copyright information, ownership, additional links, resources, sponsors, and credits of a website. Website and even display widgets.



Figure 2.4 Footer of a website

9) Menu

A menu is part of a website containing the main links that lead to certain pages.

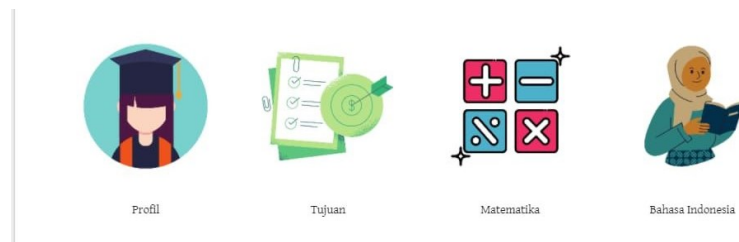


Figure 2.5 Menu of a website

10) Sharing Button Bar

The sharing button bar is where the various sharing buttons on social media are located. This sharing button shares posts or content on the visited page to the visitor's social media.



Figure 2.6 Sharing button bar of a website

Most web pages include multimedia, which refers to applications that combine text with media. These media include:

a) Graphics

Graphics represent contextualized information, such as images, charts, or photographs. A website often uses infographics to present concepts, products, and news. Infographics are a visual representation of data or information using graphs and diagrams. Graphic formats that are often used to display images on a website are JPEG and PNG formats.

b) Animation

Animation is the appearance of motion created by displaying

a series of still images in sequence. For example, text animated by scrolling across the screen can serve as a ticker to display information.

c) Audio

Audio on a website includes music, speech, or other sounds. An audio file is compressed to reduce its file size. The most common audio format is MP3, which reduces the audio file to about one-tenth of its original size while retaining most of the original sound quality.

d) Video

The video consists of images that are played in motion. Users can upload, share, or view video clips on websites. Video files are often compressed due to their large size. Videos posted to a website usually take less than ten minutes.

c. Types of Website

The types of websites are divided based on the purpose and function of the website itself, according to Sebok, Vermat, and Mysch.id there are seven types of websites.¹⁴ Such as:

1) Search Engine

Search engines are software that finds websites, web pages, images, videos, news, maps, and other information related to a

¹⁴ Sebok et al., "DEFINISI WEBSITE" 7 (2018): 15–117, <http://eprints.uny.ac.id/id/eprint/62849>.

particular topic.

2) E-commerce

E-commerce websites are better known as online shop websites. The owner can be an individual or a company. This website is a display of products or services that will be sold by the website owner or people who partner with the website owner. From that information, the purpose of this website is clearly to make a profit from the sales and services offered.

3) Company Website

Unlike e-commerce websites, company websites contain goods or services but introduce their products or services so that potential buyers are more familiar with products and services and their benefits—company profiles. So, the company website focuses not on selling.

4) Agency and Organisation

This website belongs to an agency or non-profit organization, both government and private. This website aims to socialize an agency's work programs, activity reports, etc.

In Indonesia, official government agency websites are usually identified by the .go.id domain, while for organizations, it is generally identified by the .org or .or.id domain.

5) Education Website

Education websites contain information from institutions,

from higher education to primary education and even early childhood education. To create an educational website, an educational institution, school, or university should make a special submission to PANDI (Indonesian et al.). Higher education websites usually use the .ac.id extension, while school websites usually have the sch—id extension.

6) News, Weather, Sports, and Other Mass Media

This website contains newsworthy material, including stories and articles about current events, life, money, politics, weather, and sports.

7) Social Media

Social media websites are the most popular websites among internet users. With this website, users can easily exchange information, make friends, or follow the latest news from someone personally. Some people utilize social media for work purposes and to make money. That is, by selling physical, digital, or service products.¹⁵

d. How to Design a Website

There are various ways to create a website, but here, the researcher explains one of the simplest and easiest ways to create a website. Here are the steps¹⁶:

¹⁵ Myszch.id, “Jenis-Jenis Website,” last modified 2021, accessed February 23, 2023, <https://www.myszch.id/blog/detail/61/jenis-jenis-website-dan-penjelasan-lengkapny>.

¹⁶ Jefri Y, “Cara Membuat Website Gratis Di Google Sites,” 2024, <https://www.dewaweb.com/blog/cara-membuat-google-sites/>.

1) Access Google Sites

The first step you need to take is, of course, to access the Google Sites page. You will be required to use a Google account to use this tool and save the website you create.

2) Create a New Website

After successfully logging in to the Dashboard page, you will be greeted with several template options at the top of the page. You can choose one of these templates to speed up the website creation process.

Apart from using a template, you can also create a website from scratch by selecting the 'Start a new site' option at the top left of the page.

3) Determine the Website and Page Title

After creating a new website, you need to fill in the website title and main page to make it easier to remember. You can change the website title at the top left of the page. Meanwhile, the title of the main page can be changed by clicking on the words 'Your page title.'

4) Arrange Website Design

After setting the website title and main page, you can start playing around with the design or appearance of your website. To do this, you need to recognize the various features offered by the

Google Sites editor.

In the Google Sites interface, you can find three sets of editor menus in the middle, top, and side. Such as:

a) Central Editor

This middle editor functions to manage all elements that will appear on the website directly.

After you add various elements, you can change their position and make changes such as changing the font, changing the background color, arranging paragraphs, and so on through this editor.

b) Top Editor

At the top of the screen, several buttons function to perform actions that are not directly related to the website design. The following are the functions of these buttons (from left to right):

- (1) Undo Cancels changes that have been made one step back.
- (2) Redo: Roll back changes that have been made one step forward.
- (3) Preview: Opens a preview of the website being created.
- (4) Copy Link: Copy the link to the website (if it has been published)
- (5) Share with Others: Show the website with others or share website ownership access to collaborate.
- (6) Settings: Opens several website settings, including connecting

it to Google Analytics.

- (7) More: Displays additional functions such as viewing change history or duplicating a website.
- (8) Publish The button to publish the website so that anyone can access it.

c) Side Editor

On the right side of the page, you can find a section menu that contains various functions. The three menus are:

(1) Insert

Let us discuss them one by one, starting from the function under the Insert menu. In the top group, you can see four colored buttons. The following are the functions of the four buttons:

- (a) Text box: Creates an area that can be filled with text.
- (b) Images: Embed images on a website by uploading from a computer or selecting from available stock.
- (c) Embed: Embed web elements from another page using a URL or HTML embed code.
- (d) Drive: Add files from Google Drive to the website you are creating.

In the bottom sub-menu entitled 'Layout,' you can see several layout options for elements on the website you are creating. You can select any of these layouts to arrange

group elements.

You can arrange several layouts on one page at once to improve the aesthetics of the website. At the very bottom of the Insert menu is a list containing various additional elements with various functions.

You can use these elements to enhance website functionality with dividers, calendars, YouTube, and more.

(2) Page

To the right of the Insert tab, you can see a tab with the title Pages. This Pages tab functions to:

- (a) Create a new page
- (b) Manage pages on the website
- (c) Show/hide pages from the Navigation bar

(3) Themes

The last tab on the right menu is Themes. As the name suggests, this tab contains various theme options that you can use from Google Sites. However, you can also create your theme with logos, images, fonts, and color schemes that you can customize as you wish.

5) Website Publication

Once you are satisfied with the appearance of your website, you can immediately publish it by pressing the Publish button at

the top right of the page.

When you press the Publish button, you can set the URL for your website. If you use a personal Google account, your website URL will have the following structure:

<https://sites.google.com/view/nama-website>

However, if you use a school or company Google account, your website URL will contain the name of the organization in it:

<https://sites.google.com/namaorganization/nama-website>

After you determine the URL you want to use to access the website, press Publish, and other people will access your website.

6) Add Custom Domain

Even though the Google Sites platform can be said to be very simple when compared to other website builders, your website can still look professional.

To make your website even better, you can add a custom domain to replace the URL that was set in the previous step.

7) Connect Domain to Google Sites

Once you have a custom domain, you can connect it to Google Sites. You can connect a custom domain via the settings menu.

Enter the domain you want to use with Google Sites. Then, proceed to the domain ownership verification process.

To verify domain ownership, you must choose the name of the domain registrar. If you cannot find the name of the hosting

provider, select the Other option in the drop-down menu provided.

The following are the steps to verify domain ownership.

- a) Copy the code that appears in the ownership verification section
- b) Visit the web hosting/domain provider portal and then look for the domain management menu.
- c) Create a new TXT record under the domain you registered via the web hosting portal you use.
- d) After the TXT record has been successfully created, press the Verify button on the Google Webmaster page.
- e) After that, you will see two lines of code for the CNAME record as below.
- f) Then go back to the web hosting portal and add a new CNAME record.
- g) Enter the code labeled CNAME Label/Host into the Hostname column.
- h) Wait a few moments until the domain is successfully connected, and click Verify to verify domain ownership.

Those are the simplest and easiest steps to create a website.

4. Instructional Design Materials

Richards (2001:251) summarises the roles of materials (particularly course books) in language teaching as 1) A resource for presentation

materials (spoken and written). 2) A source of activities for learner practice and communicative interaction. 3) A grammar, vocabulary, and pronunciation reference source for learners. 4) A source of stimulation and ideas for classroom activities. 5) A syllabus (where they reflect learning objectives that have already been determined). 6) Support for less experienced teachers who have yet to gain confidence.¹⁷

David Nunan (2017) identified the six principles of materials design¹⁸:

- a. Materials should be linked to the curriculum they serve.

Materials should be chosen based on their relevance to the objective and goals of the curriculum.

- b. Materials should be authentic in terms of text and task.

Text refers to the authenticity of the input data, which are used as a point of departure in materials development. Task authenticity refers to what learners do about input data. Learners are asked to undertake tasks that replicate or rehearse their communicative behaviors.

- c. Materials should stimulate interaction.

Materials should stir interaction among learners. Materials must cause the conversation among interlocutors for them to negotiate to mean, interpret signs and symbols, or understand dialogues.

- d. Materials should allow learners to focus on formal aspects of the language.

¹⁷ Yulianti, "Designing English Instructional Materials for the Eleventh Grade of Accounting Students At SMK Negeri 1 Wonosari," 2011.

¹⁸ Dr. Marcedita Alberto, "Principles in Materials Design," 2017, https://www.slideshare.net/rhonamerca/principles-in-materials-design?from_action=save.

There is evidence that learners can benefit from form-focused activities that require them to solve problems, form and perform hypotheses, come to conclusions, and construct their own rules from instances and examples of language use.

- e. Materials should encourage learners to develop learning skills and skills in learning.

Learning skills refer to 4Cs: Critical thinking, creative thinking—communication, and collaborating. While skills in learning are those research on learning styles and work in learner-centered curriculum development, it has led to the trend of incorporating into materials activities that teach students about learning as it is impossible to teach everything students need to know in class. Hence, it is necessary to provide learners with efficient learning strategies, develop skills in self-evaluation, assist them in setting their objectives, and develop skills needed to negotiate the curriculum.

- f. Materials should encourage learners to apply their developing skills to the world beyond the classroom.

A good language learner who always looks for opportunities must be made a part of the materials. Many learners fail to connect the language work done in class and the language they encounter outside—tasks designed to get learners to apply their skills need to be elaborated.

C. Conceptual Framework

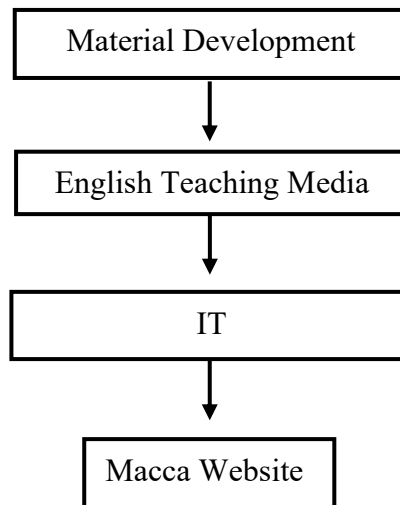


Figure 2.7 Conceptual Framework

Teaching media is very important in supporting students' interest in learning. Therefore, a researcher is interested in supporting learning media products through websites that are in line with technological developments and the times.

The Macca website is a website that contains English learning, to help students learn anytime and anywhere by using internet technology as a teaching and learning medium. In line with Nugroho (2018), "Websites or blogs can make learning more interesting, fun, make students learn actively, interactively and flexibly."¹⁹

The researcher used the Research and Development method at the design stage by applying the 4D model. First, the researcher analyses students' needs by interviewing students and directly observing students' daily lives. The demands of the target situation determine the type of

¹⁹ Mujiyono Wiryotinoyo et al., "Pemanfaatan Website Sebagai Media Promosi Dan Sumber Belajar Di Sekolah Menengah," *Jurnal Abdi Pendidikan* 01, no. 1 (2020): 1–5.

needs.²⁰ After data collection, the researcher designed a website for English learning according to previous data analysis. Once designed, researcher developed a website to learn English to disseminate the product. Next, the researcher implemented the product by conducting direct trials on the target. This aims to determine the validity, reliability, and suitability of the product. Researcher display products using questionnaires and interviewing the target audience.

²⁰ Tom Hutchinson and Alan Waters, "English For Specific Purposes," 1987.

CHAPTER III

RESEARCH METHOD

A. Research Design

Research and development (R&D) will be used for this research. The goal of research and development will be to validate and develop the product. To validate a product, the researcher will need to test the effectiveness or validity of the existing product. Explaining a product will mean that the researcher must be able to develop an existing product (to make it more practical, effective, or efficient) or create new products that still need to be created. The product will include worksheets, programs, or modules.

As part of this study, the researcher will design a website for English Language Learning. In designing a product, the researcher will carry out needs analysis through qualitative and quantitative research, design product prototypes, develop products based on expert advice, implement products according to objectives, and deploy products based on data collected during implementation. Next, the researcher will apply the 4D (Define et al., Disseminate) model to product development.

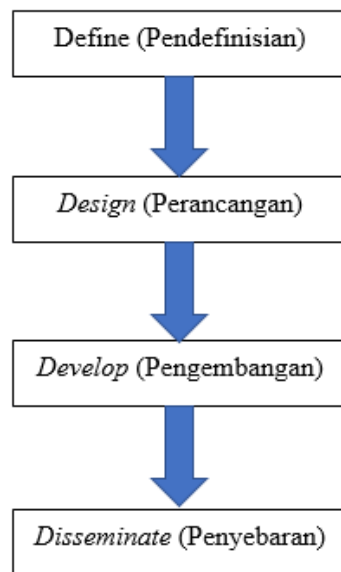


Figure 3.1 4D picture by <https://www.lp2m.uma.ac.id/2022/03/04/mengenal-metode-pengembangan-perangkat-pembelajaran-model-4d/>

B. Subject & Object of The Research

The participants in this research will be class VIII of Junior High School (SMPN) 5 Palopo.

C. Instrument of the research

This study used a questionnaire to analyze students' needs regarding the expected features of an English learning website. In-depth interviews were conducted with some students and teachers to explore their learning preferences and perceptions of English learning websites.

D. Research Procedure

Procedures in design or development are the steps that must be followed in making a product. In this development, the researcher adopted the 4-D development model, namely:

1. Define

At the analysis stage, the researcher analyzed student needs (deficiencies, needs, and desires) to develop products. The researcher used a questionnaire to collect data based on student needs. in line with Amalia Yahya research which states that material development must go through an initial needs analysis so that it can be effective results.²¹

2. Design

The data was collected during the analysis phase and used to design new products. Products were designed based on data from the analysis stage.

At this stage, the researcher creates content to be used in learning media and tools to validate designs. At this stage, the researcher designs his website from the internet. In addition, a researcher uses instruments used during the development stage.

3. Develop

At the development stage, the researcher developed a prototype product called the English learning website.

Validators validate product prototypes using instruments developed during the design phase. Validators evaluate designs by considering content suitability, language suitability, visual suitability, and suitability of the approach used in the product. Validation continues until the prototype is ready to be implemented by students.

²¹ Yahya, A. (2023). Development of Multimedia-Based and Islamic English Textbooks at IAIN Palopo Language Laboratory. *Indonesian TESOL Journal*, 5(2), 339-349.

4. Disseminate

The next step is to disseminate. After the product is developed and revised based on the assessment, the product is given to grade VIII students at one of the State Junior High School (SMPN) 5 Palopo.

E. Data Collection

1. Interview

As part of their needs analysis, the researcher surveyed students, focusing on English language instruction. Several question points discussed students' understanding of English language learning.

2. Questionnaire

Questionnaires help the researcher collect data about (needs, lacks, and wants) which are the subject of this research.

Questionnaires were distributed to analyze students' perceived needs and collect their assessment of product development skills. The survey consisted of 27 questions, one of which was about student needs: What features do you expect in an English learning website? For wants, what activity do you like in reading?

F. Data Analysis

1. The Data Analysis of Instruments' Need Analysis

The researcher validated the needs analysis instrument with experts. To collect validation scores, the researcher calculated the average using the following formula:

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

X = Mean
 Σx = Total of an aspect
 N = Total of the instruments' questions

The following data conversion table categorizes the average score and percentage results.

Table 3.1 The Example of Data Conversion Table

Aspect	Mean
Contents	
Scope of Contents	
Language	
Average Score	

2. The Data Analysis of the Interview

The researcher uses the descriptive qualitative method to analyze the data collected during the interview.

3. Data Analysis of Questionnaire

The researcher analyzed the data using quantitative descriptive methods. The researcher calculated the percentage using the following formula:²²

$$x = \frac{\sum x}{N} \times 100\%$$

X = Percentage (%)

Σx = Students who have the same answers.

²² Reski Jayanti Sagita et al., "Designing English Syllabus for Islamic Education Study Program at IAIN Palopo.," *FOSTER: Journal of English Language Teaching* 1 no. 1 (2020).

N = Total of the Student.

The most frequently chosen answer by students indicates the most agreed-upon choice. This became the data for the researcher to design a website. To visualize the data, the researcher used a bar chart according to the percentage of data.

4. Data Analysis of Expertise Judgement and Students' Perception

The researcher applies the Likert scale to calculate the data of expert judgment. The result of the data is calculated by the average of the experts' answers. The data analysis uses the formula as follows:

The number of Excellent answers : E x 4 = ...

The number of Good answers : G x 3 = ...

The number of Average answer : A x 2 = ...

The number of Poor answer : P x 1 = ...

Total score = ...

To find the percentage (x), the total score will be averaged (Mean) using the following formula:

$$M = \frac{B}{N}$$

M= Mean score

B = Total Score.

N = The Number of Topic Materials

After collecting the average (Mean), the researcher calculates the average to find the percentage (x) by using the formula as follows:

$$x = \frac{M}{N} \times 100\%$$

X = Percentage (%)

M = Mean score.

N = Total of the Student.

After collecting the results, the researcher determined that it was a website for learning English in class VIII. The following data conversion table categorizes the average scores and percentage results.

Table 3.2 The Example of Expertise Validation Table

No	Criteria	Average Score	Description

Table 3.3 The material topics qualification of product evaluation

Score	Percentage	Qualification	Classification
3,6 - 4	90% - 100%	Excellent	It can be used without revision
2,6 - 3,5	65% - 89%	Good	It can be used with a little revision
1,6 - 2,5	40% - 64%	Average	It can be used with many revision
0 - 1,5	0% - 39%	Poor	It cannot be used

Table 3.4 The Example of Students' Perception Table

Score	Criteria	Average Score	Description

Table 3.5 The students' material qualification for product evaluation

Score	Percentage	Qualification	Classification
4,6 – 5	90% - 100%	Excellent	It can be used without revision
3,6 – 4,5	65% - 89%	Good	It can be used with a little revision
2,6 – 3,5	40% - 64%	Average	It can be used with many revision
1,6 – 2,5	20% – 39%	Poor	It cannot be used
0 – 1,5	0% - 19%	Very Poor	It cannot be used

CHAPTER IV

FINDINGS AND DISCUSSION

A. Research Findings

This research was conducted online on July 8, 2024, to design a website for learning English, especially using material based on the independent curriculum in class VIII of SMPN 5 Palopo. The data collected came from a questionnaire given to the sample to obtain data related to website design for English language learning. This research uses a 4-D model which goes through 4 stages, namely: (1) Definition, (2) Design (design), (3) development, (4) dissemination. The following is an explanation of each stage in detail:

1. Define

At this stage, the researcher carried out the definition or finding out stage what is needed by distributing a questionnaire totaling 27 questions, and the number of respondents is 18 students. Below, you can see the students' responses to each statement in the questionnaire:

a. Questionnaire results for class VIII students of SMP 5 Palopo

The researcher must collect data to assess student needs and characteristics in determining appropriate material for students in the product. Therefore, researcher distributed a questionnaire with 27 questions to 18 students in class VIII of junior high school 5 Palopo. This questionnaire is characterized by target needs (needs, wants, and

lacks). Before the questionnaire was distributed to students, it was validated by a validator, Devi Ismayanti, S.S., M. Hum. The following are the results of the questionnaire validation.

Aspects	Score
Contents	4,33
Scope of the Contents	4,50
Language	5,00
Average Score	4,61

Table 4. 1 The result of the instrument's validation by the expert

After the validator provides validation, the researcher continues with further validation. The step is to distribute a questionnaire via Google Forms. Eighteen students in class VIII of SMP 5 Palopo completed the questionnaire. Details of respondents are presented in the table below.

Gender		Ages			
		13		14	
Males	Females	M	F	M	F
5	13	5	8	3	2

Table 4. 2 Data of the Respondents

After the researcher collected data from the questionnaire, they investigated the results of each question from 18 students in class VIII

of SMP 5 Palopo.

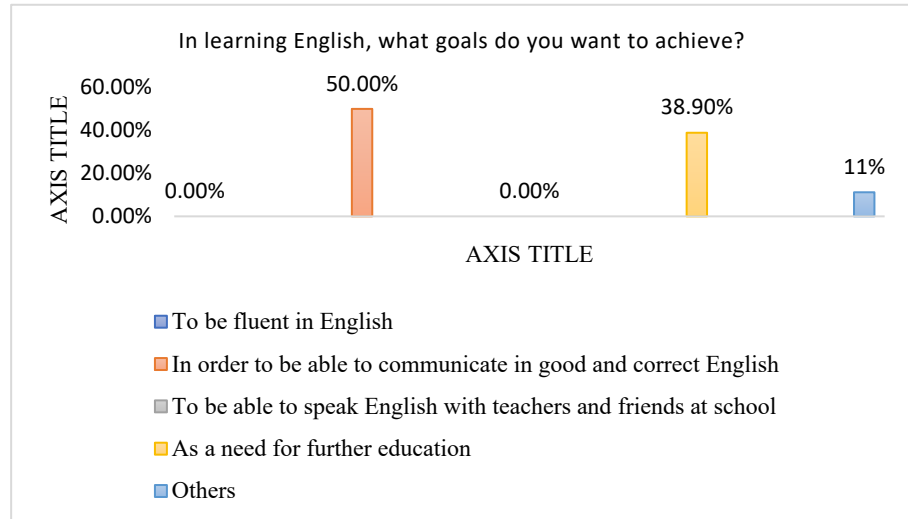


Chart 4.1 The percentage of student goals

The first question is to determine the goals students want to achieve in learning English. The researcher prepared five choices, with the highest vote at point B (to communicate in good and correct English), with a score of 50%. Most students are preparing to continue their studies and discover English at the next level. Additionally, a higher percentage is interested in current research. This means that students are still aware of learning English.

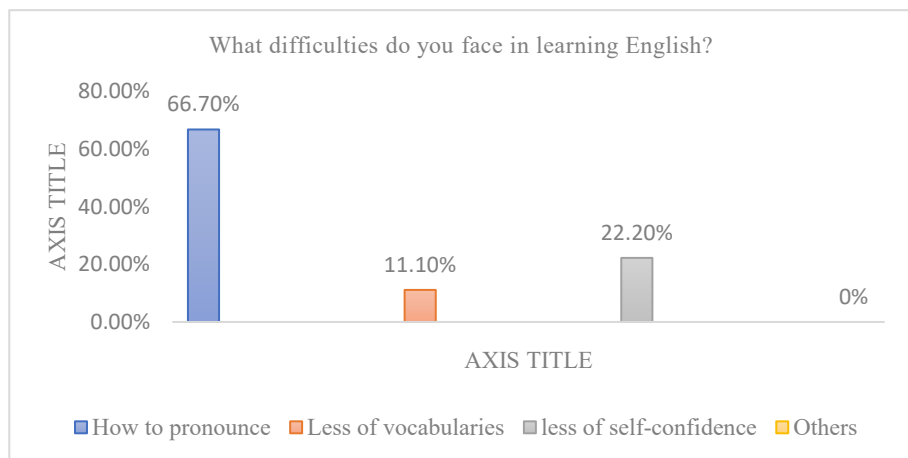


Chart 4.2 Percentages faced by students in learning English

Finding out how hard it is for pupils to learn English is the goal of the second question. According to the graph, four options were prepared. The greatest proportion, 66.7%, concentrated on option A (vocabulary pronunciation issues). This research emphasizes Option A more, showing that children struggle with word pronunciation.

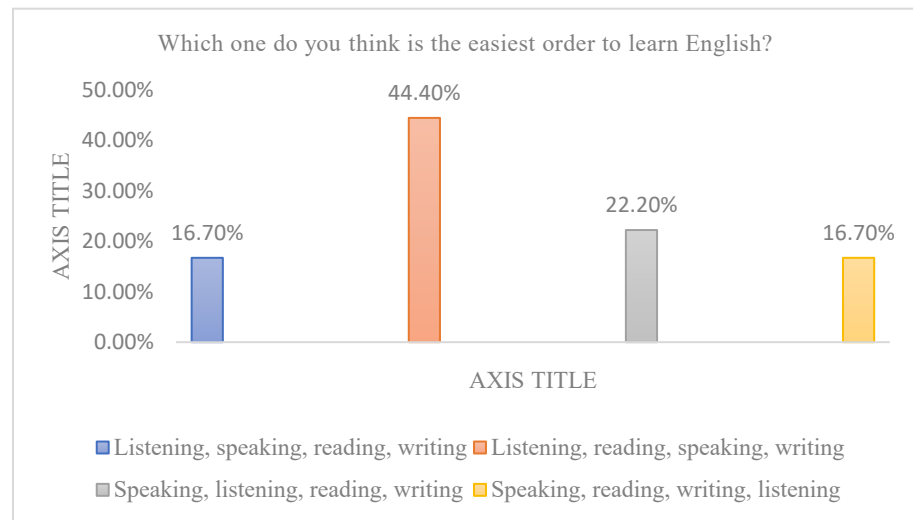


Chart 4.3 Percentage of English learning sequence for students

The next question aims to determine students' interest in learning English language skills. Five options were prepared, which are shown in the chart. The highest percentage focused on option B, 44.4% (listening, reading, speaking, and writing). Option B is more emphasized in this research. This illustrates that students decide to prioritize listening skills in English, followed by reading, speaking, and writing.

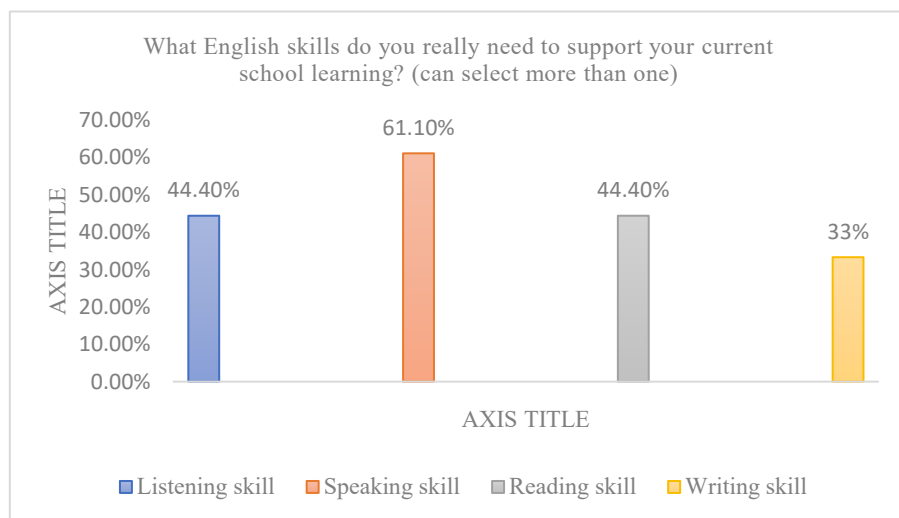


Chart 4.4 Percentage of English skills needed by students

The most important skills for students learning English in school are shown in the chart. Speaking, listening, reading, and writing are the four talents listed in the chart. Additionally, with a percentage point of 61.1%, the graph indicates that option B (speaking skills) was chosen. It can be inferred that pupils prioritize speaking abilities above other abilities. This is corroborated by the independent learning program, which now emphasizes speaking abilities in the English language curriculum for junior high school students.

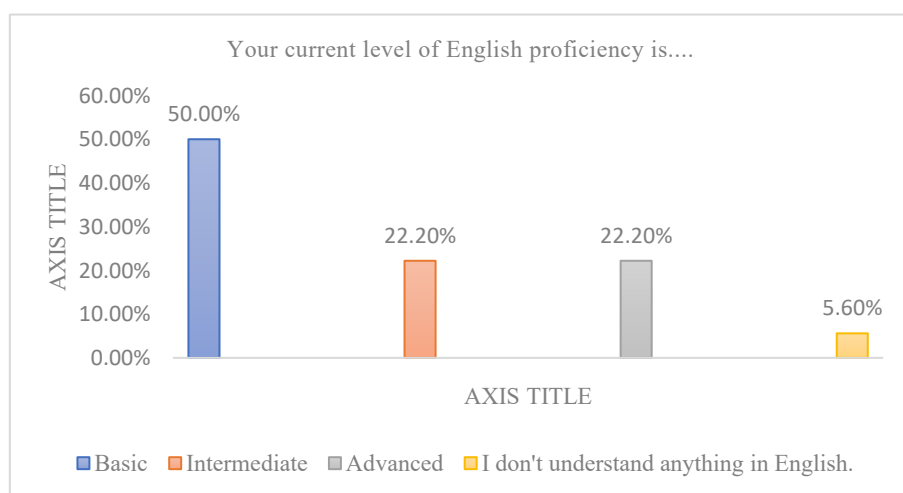


Chart 4.5 Percentage of students' English mastery level

The percentage level of students' English proficiency is displayed in the chart. The chart shows four alternatives. With 50% of the possible points, option A (Basic) has the greatest score. This indicates that the majority of pupils are at the foundational level.

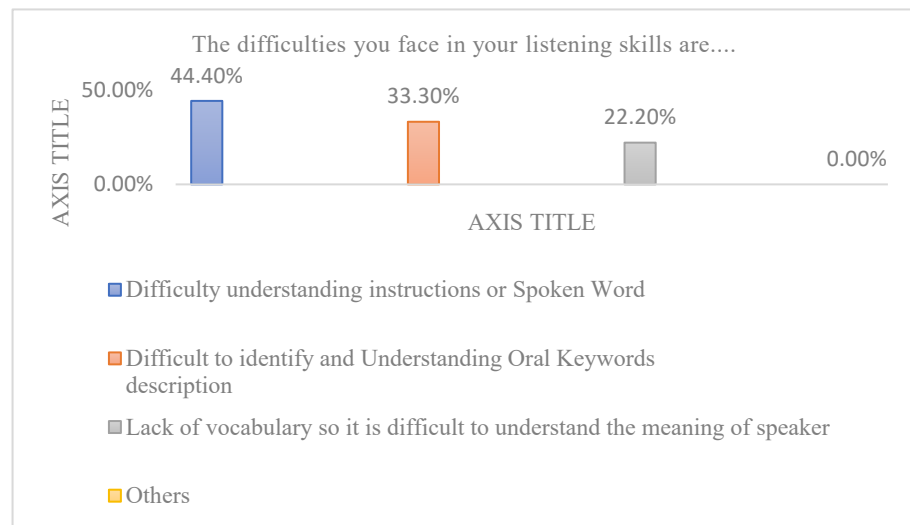


Chart 4.6 Percentage of difficulties faced in Listening skills

The graphic illustrates the listening skills challenges that pupils encounter. With 44.4% points, option A (difficulty understanding spoken words or directions) receives the highest score. The findings clarify that students must listen to spoken language, which might be challenging for them, if they require assistance in comprehending it correctly.

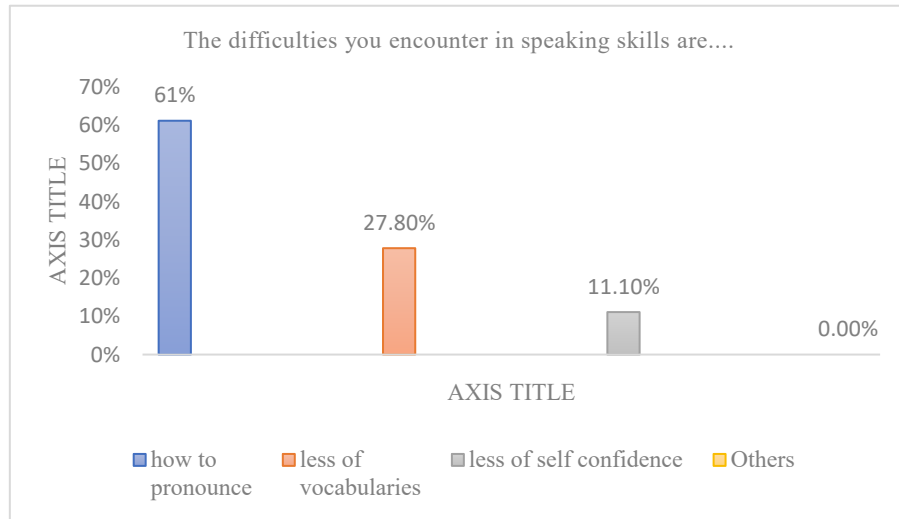


Chart 4.7 Percentage of difficulties faced in speaking skills

The graphic illustrates the challenges that pupils encounter when it comes to speaking abilities. With 61.1% points, Option A (Difficult to pronounce vocabulary) has the highest score. This indicates that children still require assistance with speaking abilities, specifically with word pronunciation.

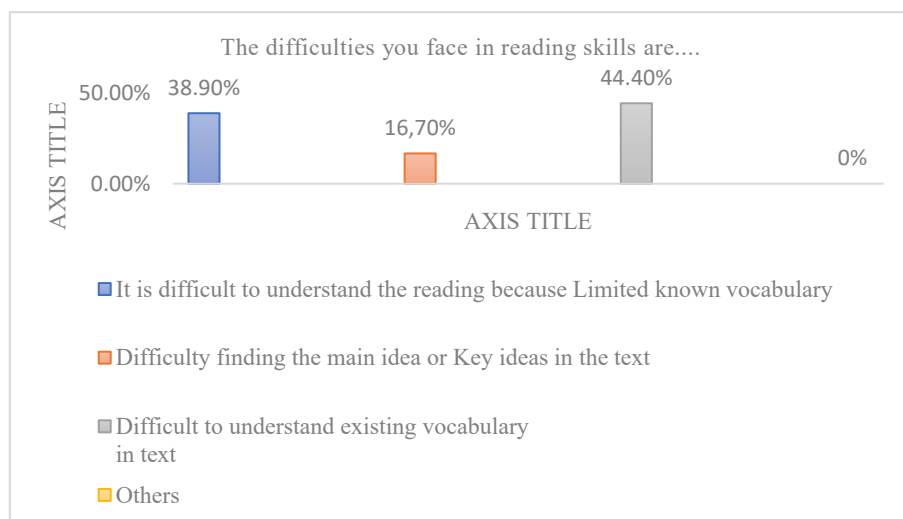


Chart 4.8 Percentage of difficulties faced in Reading skills

The chart above shows students' difficulties with reading skills. The highest score is in option C (Difficult to understand the existing

understanding in the text), with a percentage of 44.4%. This means that students do not master vocabulary, so it must be improved.

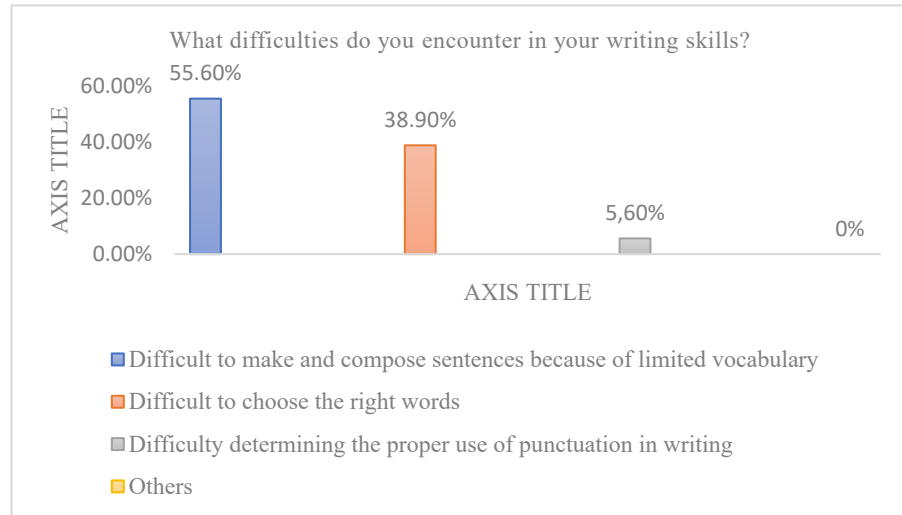


Chart 4.9 Percentage of difficulties encountered in Writing skills

Students' writing challenges are depicted in the chart. With a score of 55.6%, the majority of students select option A (Difficult to compose and arrange sentences because of the limited vocabulary they have).

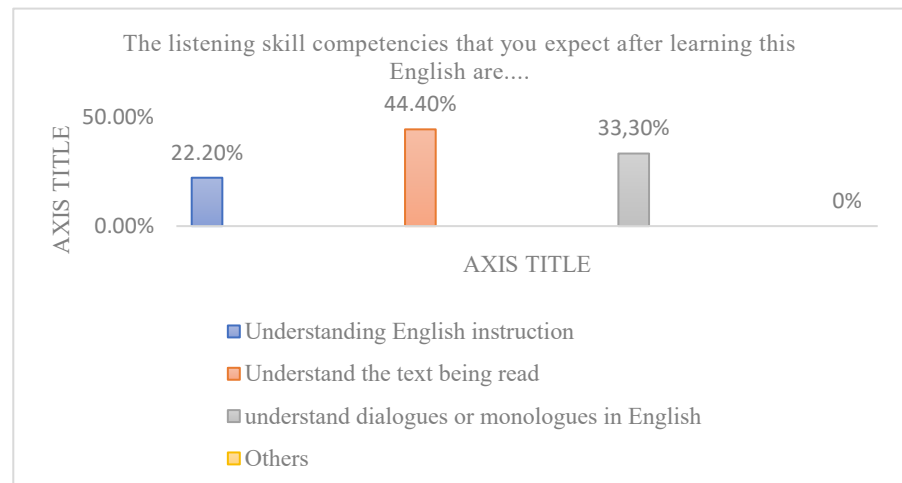


Chart 4.10 Percentage of expected Listening skill competency

The chart provided shows student targets in terms of listening skills. Most students choose to understand the instructions given in English (option B). The proof is in the score for option B, which is

44.4%.

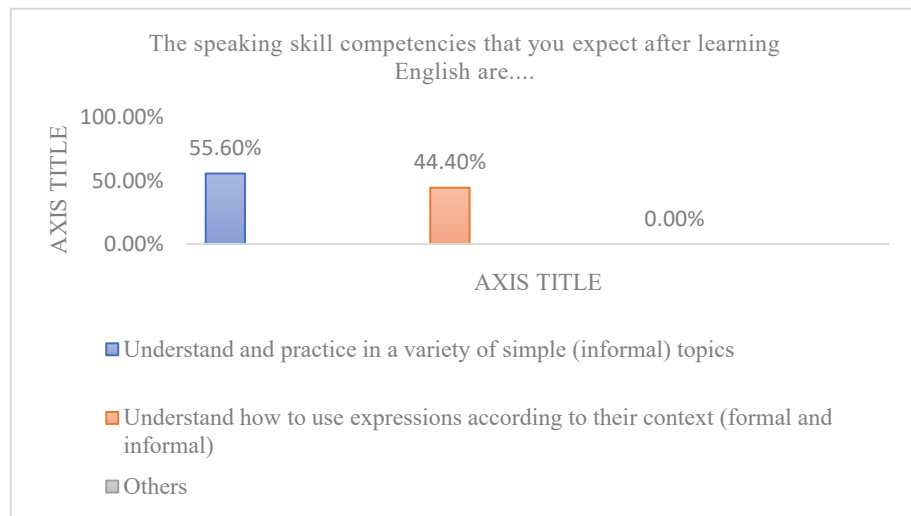


Chart 4.11 Percentage of expected Speaking skill competency

Students' writing challenges are depicted in the chart. With a score of 55.6%, the majority of students select option A (Difficult to compose and arrange sentences because of the limited vocabulary they have).

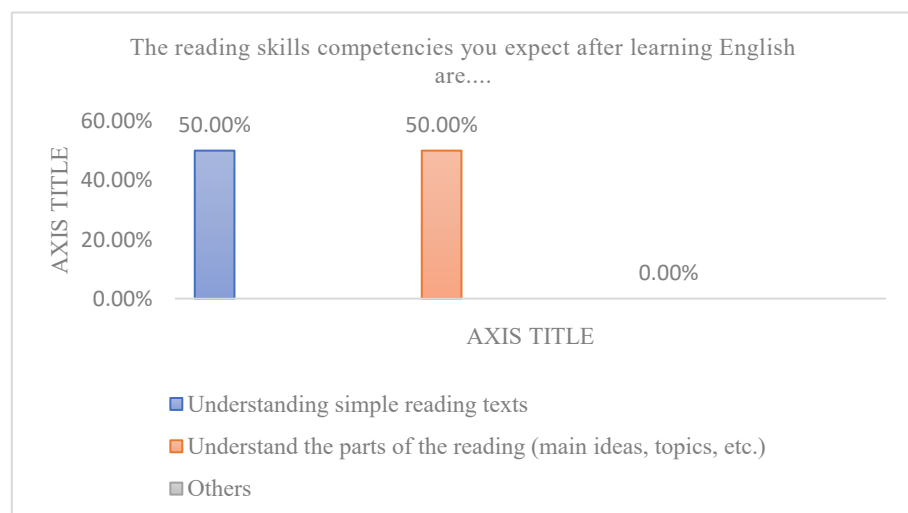


Chart 4.12 Percentage of expected Reading skill competency

The chart shows the percentage of students' reading skills that need improvement. Only two options are shown, with the same percentage score of 50%.

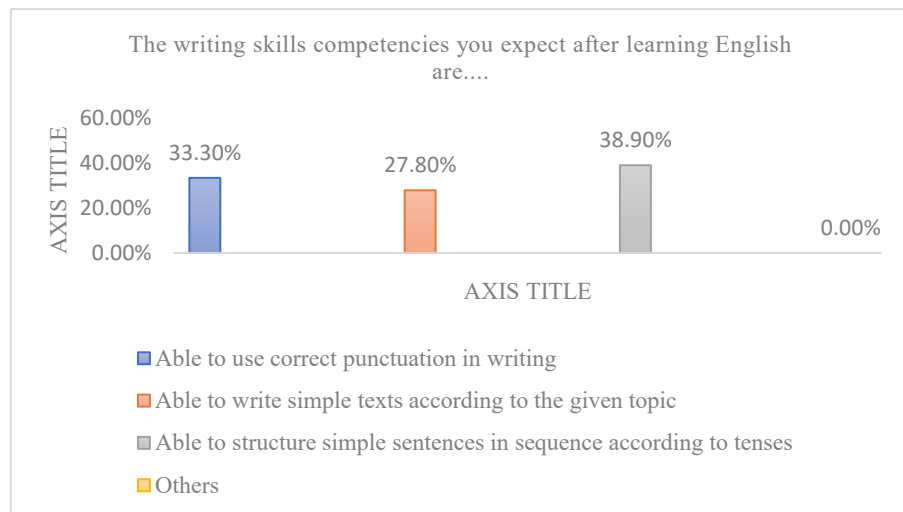


Chart 4.13 Percentage of expected Writing skill competency

As seen in the illustration, option C (able to compose simple sentences sequentially according to tenses) has the highest score (38.9%), indicating that students are unable to write simple texts, which may be due to a lack of vocabulary. The chart displays information about students' writing skills goals.

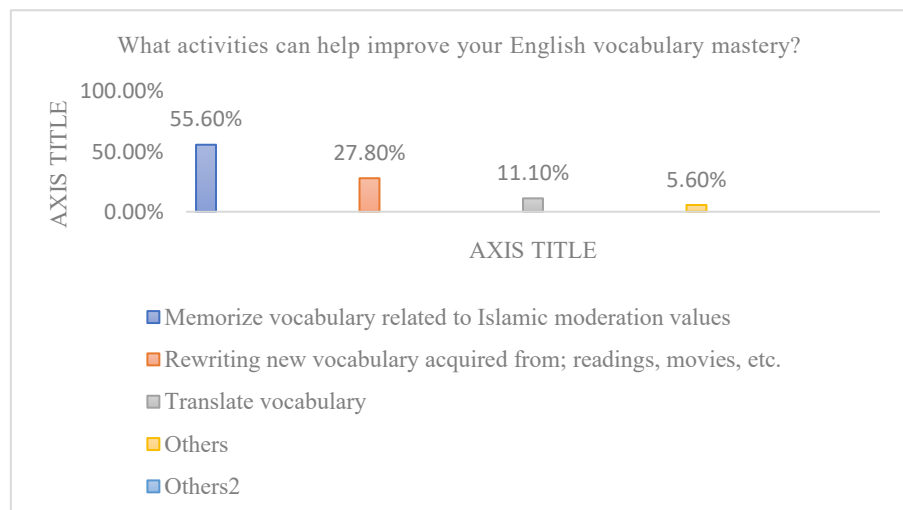


Chart 4.14 Percentage of activities to help students' vocabulary

One exercise that can help kids become more proficient with language is the chart. With a score of 55.6%, Option A (Remember

relevant vocabulary with Islamic moderation values) receives the highest score.

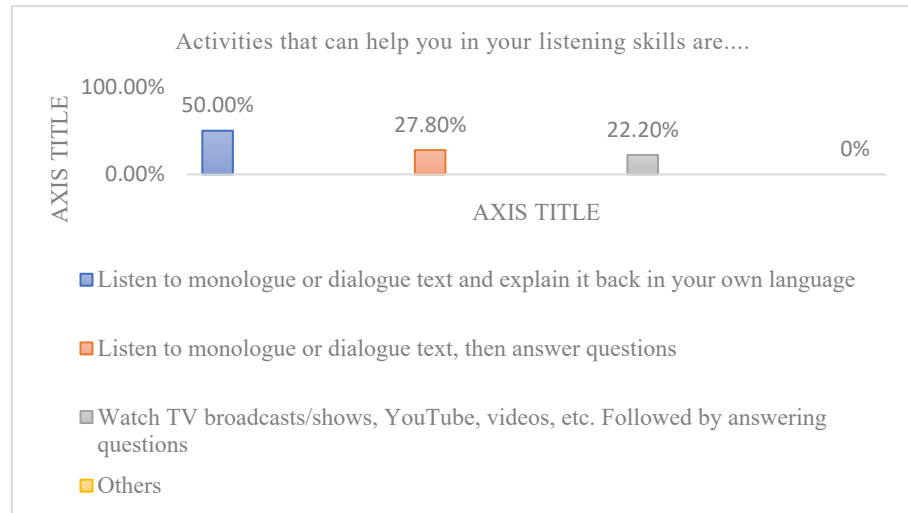


Chart 4.15 Percentage of activities helping Listening skills

Option A has the highest score of 50% in the chart that illustrates the proportion of activities that can improve kids' listening abilities. (Repeating an explanation in one's own tongue after listening to a monologue or dialogue).

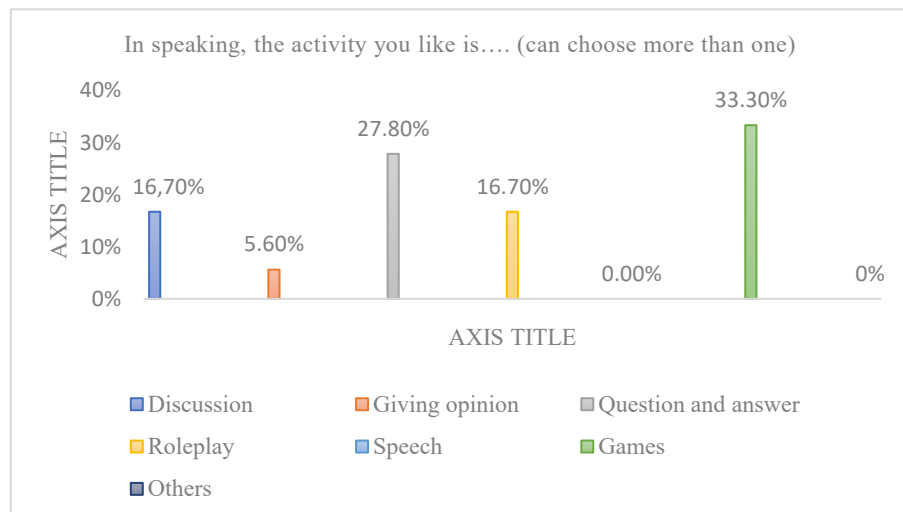


Chart 4.16 Percentage of activities helping Speaking skills

The percentage of activities that students enjoy doing to get better

at speaking is displayed in the above chart. Option F (games) has the highest score of 33.3% out of the six alternatives. So, many students enjoy playing games to help them learn English.

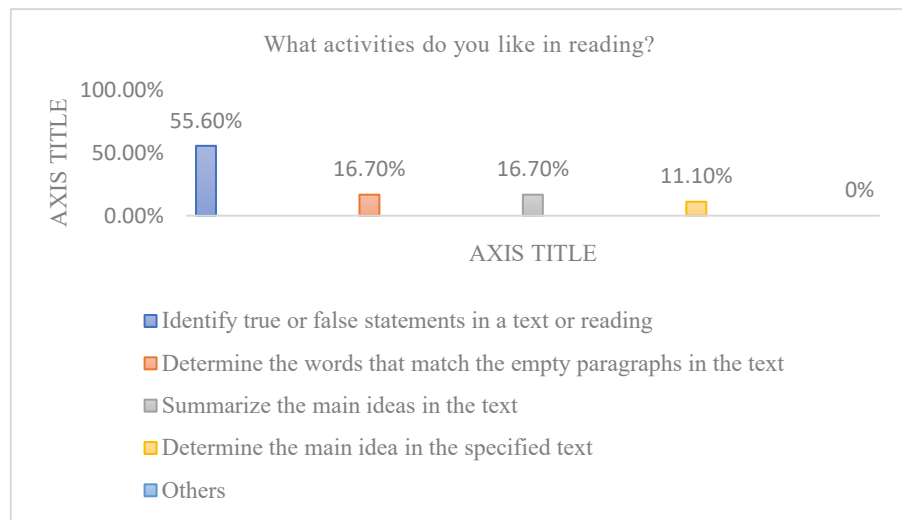


Chart 4.17 Percentage of activities helping Reading skills

In terms of reading skills, the graphic displays the proportion of activities that pupils enjoy. With the highest score of 55.6%, option A outperforms the other four options. Identifying true or false claims in a text or reading is something that many pupils enjoy doing.

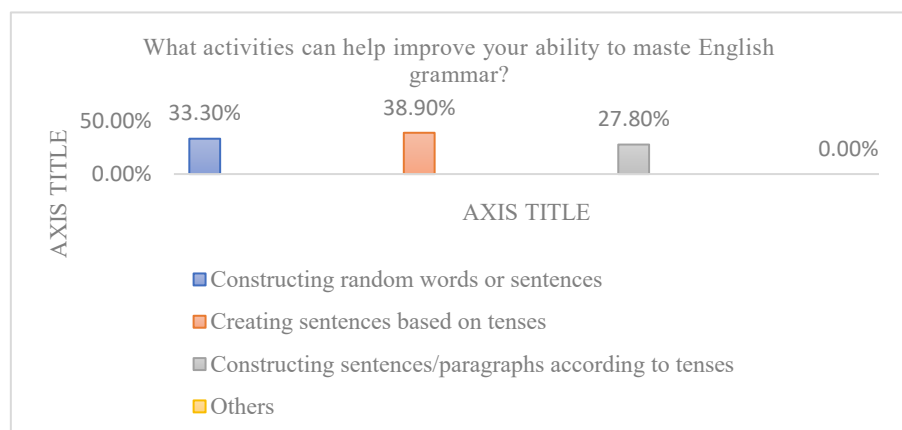


Chart 4.18 Percentage of grammar-helping activities

The percentage of activities that can aid pupils in mastering grammar is displayed in the chart. At 38.9%, Option B has the highest score. Many kids would rather construct phrases using different tenses.

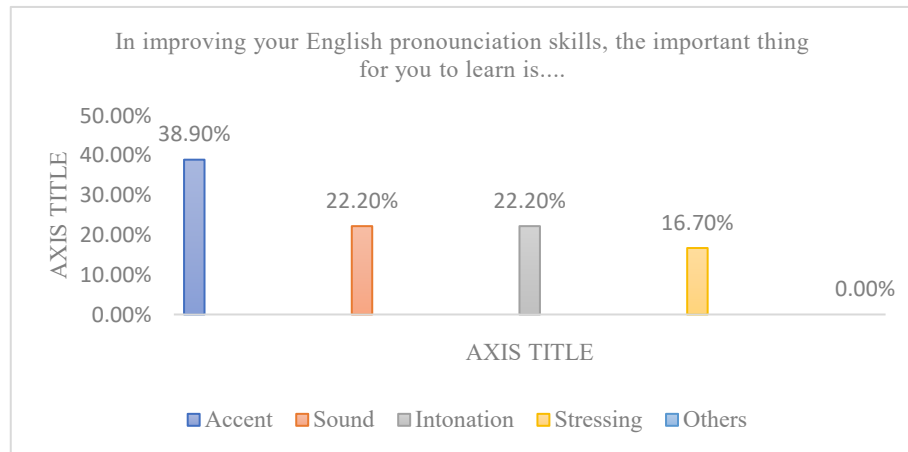


Chart 4.19 Percentage of important pronunciation skills

The key choices for pupils looking to enhance their pronunciation are displayed in the chart. With a 38.9% (accent) score, Option A is the best choice.

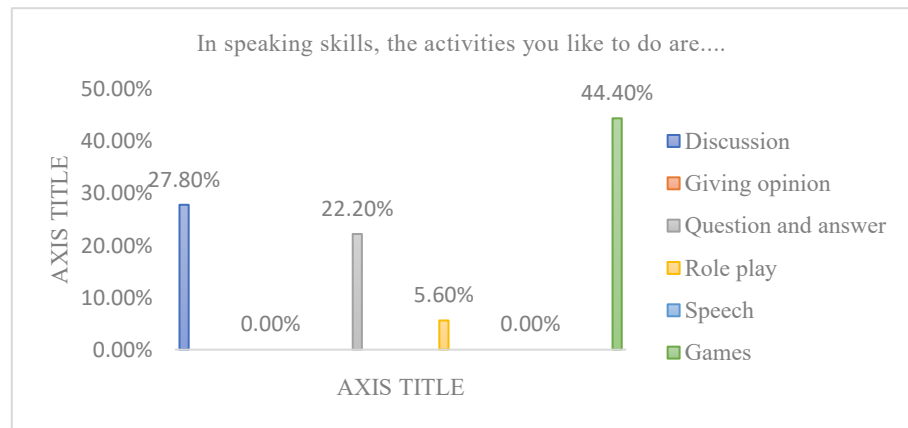


Chart 4.20 Percentage of activities that help with Speaking skills

In the above graphic, the six alternatives are displayed. A score of 44.4% indicates that option F is the best choice for students who wish to get better at kicking. (Instructing through games)

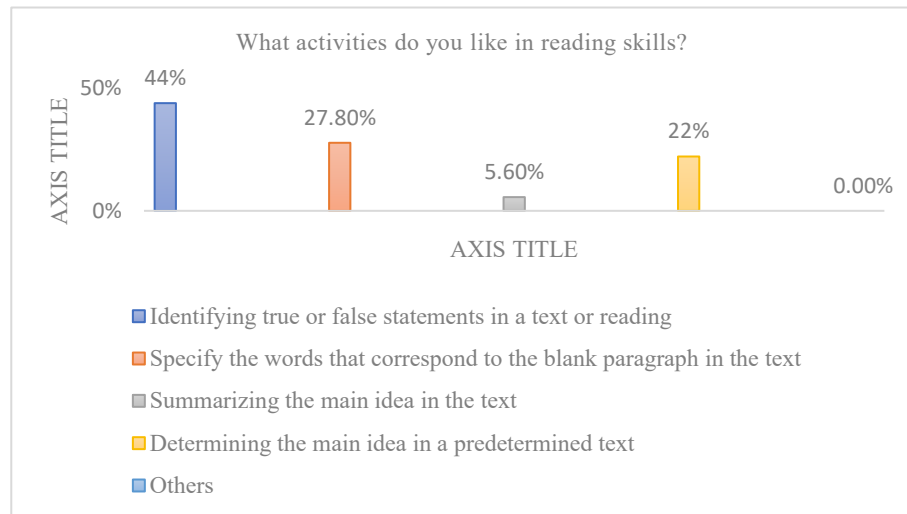


Chart 4.21 Percentage of activities that help with Reading skills

The graph displays the proportion of reading-skill-related activity alternatives that pupils enjoy. Section A, which deals with determining whether claims in a text or reading are true or false, had the highest score of 44.4%.

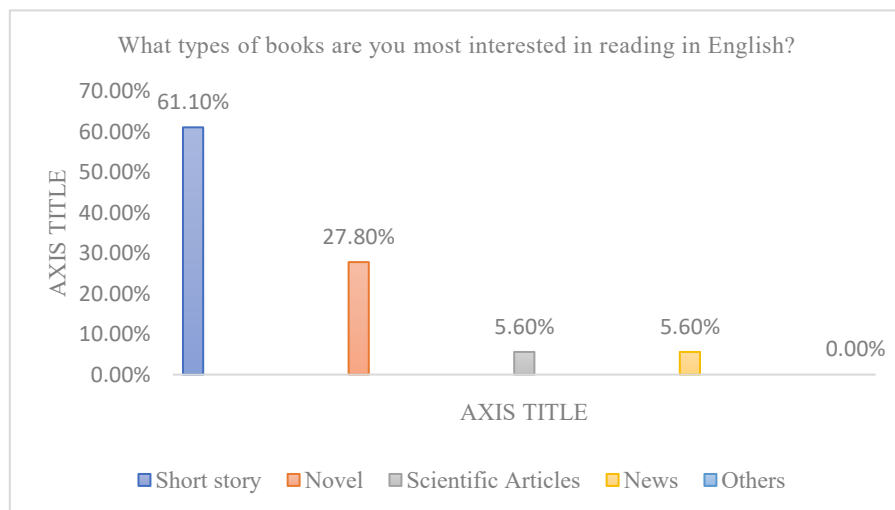


Chart 4.22 Percentage of readings of interest to students

The figure displays the proportion of reading choices that students are interested in for English language learning. With 61.1% of the vote, students prefer Part A (short stories).

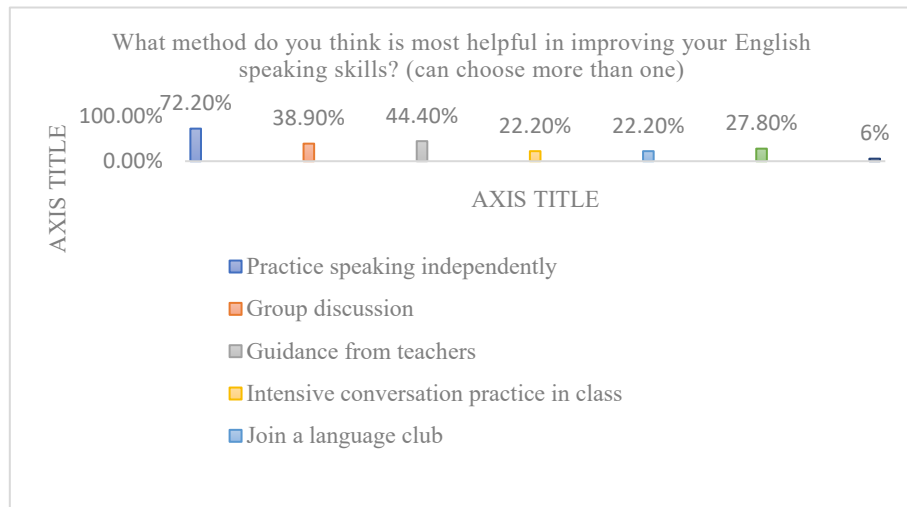


Chart 4.23 Percentage of methods that improve speaking skills

The percentage of strategies that assist pupils in developing their speaking abilities is displayed in the diagram. With a score of 72.2% (practising speaking independently), option A has the greatest score. Students can learn anywhere with the researcher's website.

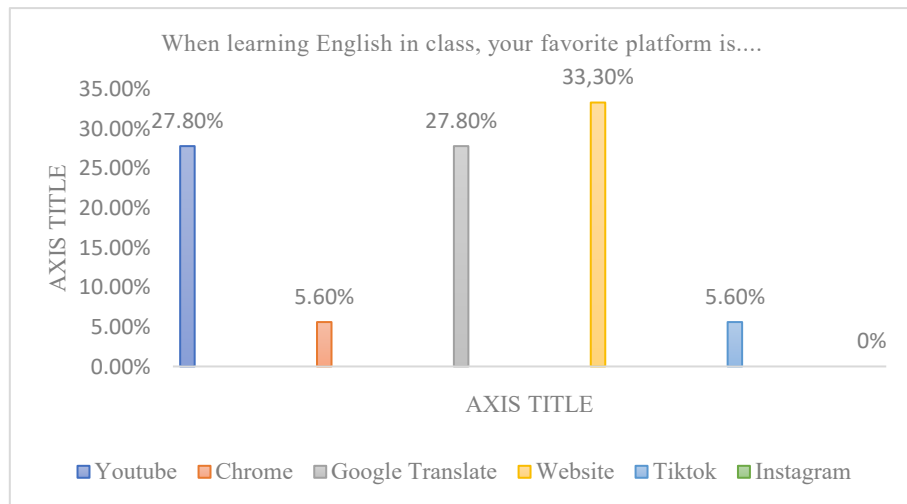


Chart 4.24 Percentage of platforms favoured by students

The platform required for pupils to learn English at school is shown in the chart. The chart lists six platforms, including the websites for YouTube, Chrome, Google Translate, TikTok, and Instagram. Additionally, the graph indicates that option D (Website) was selected

with 33.3% of the total points. Students also require YouTube and Google Translate for learning, with a 27.8% usage rate. Therefore, it may be said that a website is necessary for students to learn. An English teacher interviewed for the article backed this idea, stating that in order for pupils to learn English, they must use technology through websites.

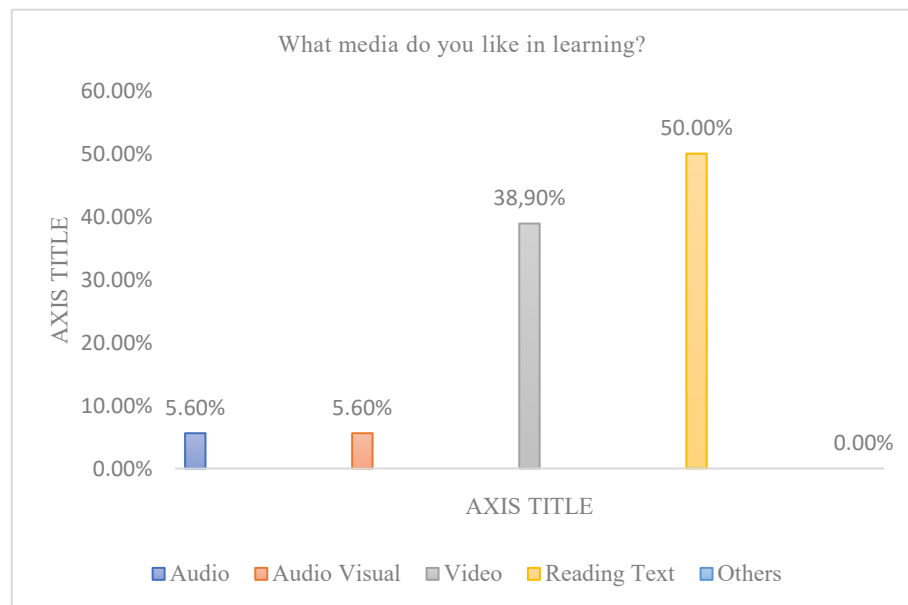


Chart 4.25 Percentage of learning media favoured by students

Students' preferred media for learning English is displayed in the graph. Four possibilities are prepared in the graphic. Option D, which has the greatest score of 50%, and option C, which has the highest score of 38.9%, will be featured in the product. Thus, the planned website will have educational films in addition to text reading.

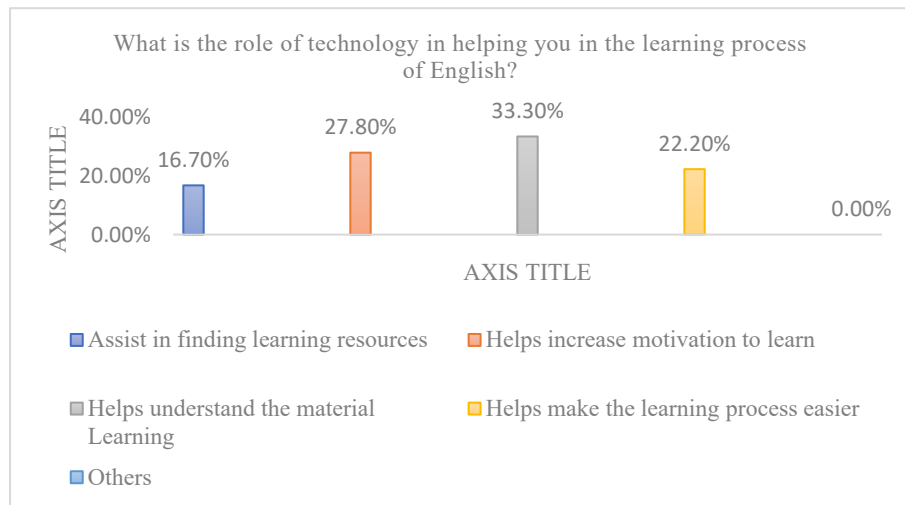


Chart 4.26 Percentage of the role of technology in learning

The function of technology in English language learning is explained in the chart. As a consequence, option C (Helps understand the material learned) received the highest score from students—33.3%. We may conclude that students who use technology in the form of websites are more motivated to learn, which in turn helps them become more proficient in English.

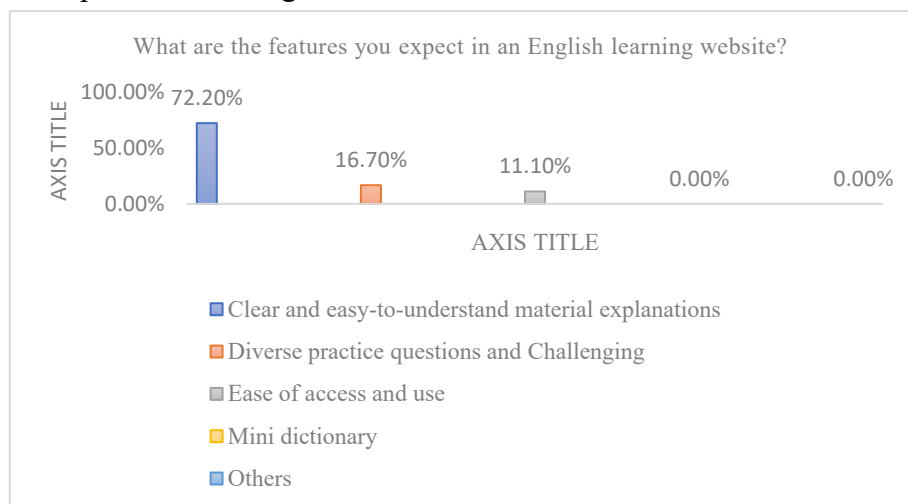


Chart 4.27 Percentage of expected features on the website

The aforementioned graphic displays the proportion of items that students anticipate seeing on a website for English language instruction.

There are four alternatives in the chart. The visual findings show that students expect easy-to-understand explanations of the topic (option A), as indicated by 72.2% of students.


2. Design

Data collected during the analysis phase is used to design new products. At this stage, the researcher produces products in learning media and instruments to validate the design. In this phase, researcher design their websites using Google Sites. The website has a header, content, footer, share link, material menu, video menu, dictionary menu, and practice menu to meet students' needs in learning English.

This is the appearance of the Macca website design:

The image shows two pages of a website design for 'Daily Routine'. The left page is a main content page with a blue header and a light beige background. It features a 'Daily Routine' title with a checklist and clock icon. Below the title is a paragraph in Indonesian explaining daily routines. The page is divided into three main sections: 'LEARNING OBJECTIVES' (Tujuan Pembelajaran), 'GRAMMAR' (Tata Bahasa), and 'Simple Present Tense', 'Past Tense', and 'Future Tense' (each with a brief explanation and examples). The right page is a 'DIALOG DAILY' page with a blue background. It includes an example dialog between two students, 'Darif' and 'Tom', about their morning routines. Below the dialog is a 'MY DAILY ROUTINES' section with a paragraph about Tom's routine and a 'PRACTICE' section with six multiple-choice questions. At the bottom of the practice section is a cartoon character and icons for various activities.

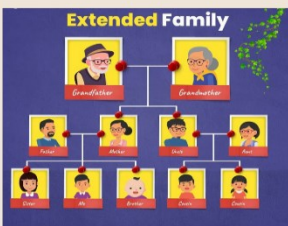
My family



LEARNING OBJECTIVES Tujuan Pembelajaran

- Students can introduce their family members in English.
- Students can use family-related vocabulary correctly.
- Students can make simple and complex sentences about their family.
- Students can understand reading texts about family.

1. Who is the idol in your family?
2. Why do you like him/her?
3. Can you describe one of your family members?



A Day at the Beach


Last summer, my family decided to go to the beach for a vacation. We packed our bags with swimsuits, towels, and sunscreen. When we arrived at the beach, we spread out our towels and started to build a sandcastle. My little brother kept trying to knock it down, which made us all laugh. After we were finished building the sandcastle, we went for a swim in the ocean. It was so much fun! In the evening, we had a bonfire on the beach and roasted marshmallows. It was a perfect day with my family.

Listen and analyze the story above and then answer the questions below !!!

1. What did the family decide to do last summer?
2. What did they pack for their trip to the beach?
3. What does the word "vacation" mean in the story?
4. What is the opposite of "spread out"?

fAmILy

My Hobbies



Learning Objectives Tujuan Pembelajaran

- Students can mention various hobbies.
- Students can use -ing verbs to express activities.
- Students can make simple sentences about their hobbies.


Example of Question Sentences About Hobbies

- What is your hobby? (apa hobimu?)
- What is your mother's hobby? (apa hobi ibu mu?)
- How much hobbies do you have? (berapa banyak hobi mu?)
- Do you like to play football? (apakah kamu suka bermain sepak bola?)

Example Sentences about Hobby

- My hobbies are reading and writing. (hobi saya adalah membaca dan menulis)
- My mother's hobby is cooking. (hobi ibu saya adalah memasak)
- I like to sing. (saya suka menyanyi)
- She likes to gardening. (dia perempuan suka berkebun)
- My brother's hobbies are playing football and photography. (hobi saudara laki-laki saya adalah bermain sepak bola dan fotografi)

My School




Learning Objectives Tujuan Pembelajaran

- Students can name various rooms and facilities in the school.
- Students can use verbs to describe activities in the school.
- Students can make simple sentences about their school.

Example of sentences Contoh Kalimat

- I go to the library to read books. (Saya pergi ke perpustakaan untuk membaca buku)
- We have a science experiment in the laboratory. (Kami memiliki eksperimen sains di laboratorium)
- I like to play basketball in the gym. (Saya suka bermain basket di pusat kebugaran)
- The canteen serves delicious food. (Kantin menyajikan makanan lezat)



TENSES



Present Tense

Simple Present: Digunakan untuk tindakan yang biasa dilakukan, kebenaran umum.

- I play tennis every week.
- The sun rises in the east.
- The train leaves at 2 PM tomorrow.

Present Continuous: Digunakan untuk tindakan yang terjadi saat ini, tindakan sementara, dan rencana masa depan.

- She is watching TV right now.
- He is working as a teacher this summer.
- We are going to the beach next weekend.

Present Perfect: Digunakan untuk tindakan yang dimulai di masa lalu dan berlanjut hingga saat ini, tindakan yang telah selesai di masa lalu yang memiliki kaitan dengan masa kini, dan pengalaman.

- I have lived in this city for 10 years.
- She has already eaten breakfast.
- Have you ever been to France?

Present Perfect Continuous: Digunakan untuk tindakan yang dimulai di masa lalu dan masih berlangsung, tindakan yang baru saja terjadi, dan untuk menekankan durasi tindakan.

- It has been raining all day.
- They have been studying for the exam for hours.

Future Tense

Simple Future: Digunakan untuk tindakan, prediksi, dan janji di masa depan.

- I will go to the store tomorrow.
- It will be sunny tomorrow.
- I promise I will call you later.

Future Continuous: Digunakan untuk tindakan yang terjadi pada waktu tertentu di masa depan, tindakan yang diinterupsi oleh tindakan lain di masa depan, dan rencana masa depan.

- She will be working at 3 PM tomorrow.
- I will be watching a movie when you arrive.

Future Perfect: Digunakan untuk tindakan yang akan diselesaikan sebelum waktu tertentu di masa mendatang.

- He will have finished his report by Friday.
- We will have been married for 10 years next month.

Future Perfect Continuous: Digunakan untuk tindakan yang akan terjadi selama periode waktu tertentu sebelum waktu tertentu di masa depan.

- They will have been studying for the exam for two weeks by the time it starts.

Past Tense

Simple Past: Digunakan untuk tindakan yang telah diselesaikan di masa lalu.

- He played football yesterday.
- We went to the movies last night.

Past Continuous: Digunakan untuk tindakan yang terjadi pada waktu tertentu di masa lalu, tindakan yang diinterupsi oleh tindakan lain, dan pengaturan adegan untuk sebuah cerita.

- I was sleeping when the phone rang.
- She was walking to school when she saw a cat.

Past Perfect: Digunakan untuk tindakan yang terjadi sebelum tindakan lain di masa lalu.

- He had finished his homework before dinner.
- I had never seen such a beautiful sunset before.

Past Perfect Continuous: Digunakan untuk tindakan yang dimulai di masa lalu dan berlanjut hingga tindakan lain di masa lalu.

- They had been playing tennis for an hour when it started to rain.

3. Develop

In the development stage, the researcher developed a product prototype in the form of an English learning website. This product contains a web title, learning materials, YouTube videos about learning materials, audio listening, an exercise menu accompanied by images, and a mini dictionary to increase vocabulary. In line with Wiraldi's research, the element that needs to be owned in learning English is vocabulary because vocabulary can connect or organize ideas in sentences, so many students are still confused when they are asked to translate certain words, sentences, and texts.²³

Furthermore, the result of developing chapters can be seen in the table below.

Chapter I: Daily Routine
Learning Objectives: <ol style="list-style-type: none">1. Students can describe daily routine activities using English appropriately.2. Students can use various tenses (simple present tense, past tense, future tense) in the context of telling daily activities.3. Students can improve their English speaking, reading, writing and listening skills.
Grammar Simple Present Tense Example:

²³ Wiraldi, W. (2020). *Improving vocabulary mastery of the seventh year students using Scattergories game in SMP Negeri 8 Palopo* (Doctoral dissertation, Institut agama islam Negeri (IAIAN Palopo)).

wake up at 6 o'clock every morning.

She goes to school by bus.

He studies English every day.

Past Tense

Example:

Yesterday, I went to the library after school.

She studied English last night.

We had breakfast at 7 AM.

Future Tense

Example:

Tomorrow morning, I will wake up at 6.

After school, I will do my homework.

Tonight, I will watch my favourite movie.

Dialog

Example of a dialog between two students:

Darif: What do you usually do in the morning?

Tomi: I usually wake up at 6 o'clock. Then, I take a shower and eat breakfast. After that, I go to school.

Practice the dialog with your peers !!!

My Daily routines

I usually wake up in the morning at 4.00 a.m. Then I immediately pray subuh. Before I go to school, I already tidied my room and breakfast and fed my cat. I go to school at 06.30 with my father to accompany me. In

the school, I study from 06.30 a.m until 12.00 p.m. After school, I immediately change my clothes and have lunch. After that, I play with my beloved cat. In the afternoon, I usually watch TV with my family. At night, I do my homework and sleep at 09.00.

Write a short paragraph about your daily routine!

Listening!

Listen to the narrator talk about daily routines. Then, answer the questions below.

1. What time does the narrator wake up every morning?
 - A. Six o'clock
 - B. Seven o'clock
 - C. Eight o'clock
 - D. Nine o'clock
2. What does the narrator usually have for breakfast?
 - A. Pancakes
 - B. Pizza
 - C. Toast or cereal
 - D. Hamburgers
3. What does the narrator do after brushing their teeth?
 - A. Puts on their clothes
 - B. Eats breakfast
 - C. Takes a shower
 - D. Catches the school bus

<p>4. How does the narrator get to school?</p> <p>A. By car</p> <p>B. By bike</p> <p>C. By bus</p> <p>D. By foot</p> <p>5. What subjects does the narrator have before recess?</p> <p>A. Math and science</p> <p>B. Math and English</p> <p>C. English and science</p> <p>D. Math and history</p>

Table 4.3 Description of Content in Chapter I

<p>Chapter II: My Family</p>
<p>Learning Objectives:</p> <ol style="list-style-type: none"> 1. Students can introduce their family members in English. 2. Students can use family-related vocabulary correctly. 3. Students can make simple and complex sentences about their families. 4. Students can understand reading texts about family.
<p>Extended Family</p> <p>Who is the idol in your family?</p> <p>Why do you like him/her?</p> <p>Can you describe one of your family members?</p> <p>Grandfather</p>

<p>Grandmother</p> <p>Father</p> <p>Mother</p> <p>Uncle</p> <p>Aunt</p> <p>Sister</p> <p>Brother</p>
<p>Listening!</p> <p style="text-align: center;">A Day at the Beach</p> <p>Last summer, my family decided to go to the beach for a vacation. We packed our bags with swimsuits, towels, and sunscreen. When we arrived at the beach, we spread out our towels and started to build a sandcastle. My little brother kept trying to knock it down, which made us all laugh. After we were finished building the sandcastle, we went for a swim in the ocean. It was so much fun! In the evening, we had a bonfire on the beach and roasted marshmallows. It was a perfect day with my family.</p> <p>Listen and analyze the story above, and then answer the questions below !!!</p> <ol style="list-style-type: none"> 1. What did the family decide to do last summer? 2. What did they pack for their trip to the beach? 3. What does the word "vacation" mean in the story? 4. What is the opposite of "spread out"?

Table 4.4 Description of Content in Chapter II

Chapter III: My Hobbies

Learning Objectives:

1. Students can mention various hobbies.
2. Students can use -ing verbs to express activities.
3. Students can make simple sentences about their hobbies.

Example of Question Sentences About Hobbies

What is your hobby?

What is your mother's hobby?

How many hobbies do you have?

Do you like to play football?

Example Sentences about Hobby

My hobbies are reading and writing.

My mother's hobby is cooking.

I like to sing.

She likes gardening.

My brother's hobbies are playing football and photography.

Table 4.5 Description of Content in Chapter III

Chapter IV: My Hobbies

Learning Objectives:

1. Students can name various rooms and facilities in the school.
2. Students can use verbs to describe activities in the school.
3. Students can make simple sentences about their school.

<p>Example of Sentences</p> <p>I go to the library to read books.</p> <p>We have a science experiment in the laboratory.</p> <p>I like to play basketball in the gym.</p> <p>The canteen serves delicious food.</p>
<p>Listening!</p> <p>Listen to the conversation above and then answer the questions below!!!</p> <ol style="list-style-type: none"> 1. What time does Andi wake up every morning? 2. How does Andi get to school? 3. What is Andi's first class of the day? 4. What does Andi usually do during recess? 5. What is Andi's last class of the day?

Table 4.6 Description of Content in Chapter IV

a. The result of experts' validation

The developed website was validated by three experts, namely material experts, language experts, and design and layout experts. The recapitulation results from the experts are presented as follows:

1) Material Expert

The expert for material validation was Taufik Misran, S.Pd. who is also an English teacher at SMPN 5 Palopo.

Table 4.7 The Recapitulation of Material Expert

No	Indicators	Average Score	Categories	Expertise Suggestion
A. CONTENT				
1	The content coverage of the material on the Website is in accordance with the needs of SMPN 5 Palopo students in English language learning.	4,00	Excellent	It can be used without revision
2	The depth of material on the Website is sufficient	3,00	Good	It can be used follow by a little bit revision
3	The authenticity of the material on the Website is sufficient	4.00	Excellent	It can be used without revision
4	Student activity on the Website is interesting	3,00	Good	It can be used follow by a little bit revision
B. INPUT				
5	The instructions in each material are easy to understand.	4,00	Excellent	It can be used without revision
6	Input relevant text and video materials	4,00	Excellent	It can be used without revision
7	Input material in the form of text and video according to the student's ability.	3,00	Good	It can be used follow by a little bit revision

8	Input material in the form of text with interesting videos	4,00	Excellent	It can be used without revision
9	Material input includes correct language structure	4,00	Excellent	It can be used without revision
10	Material input can increase students' insight	4,00	Excellent	It can be used without revision
11	Material input can increase students' vocabulary	4,00	Excellent	It can be used without revision
12	Input data materials help students in language	4,00	Excellent	It can be used without revision
13	Balanced <i>inputs and</i> tasks	3,00	Good	It can be used follow by a little bit revision
14	The choice of topics according to the characteristics of the student	3,00	Good	It can be used follow by a little bit revision
Total		51		

Reverse to the data, the mean score (M) of the experts' validation is presented as follows:

$$M = \frac{B}{N} = \frac{51}{14} = 3,64$$

Reverse to the mean, the percentage of the experts' validation is presented as follows:

$$x = \frac{3,64}{4} \times 100\% = 91\%$$

According to the data, the mean score is 3,64, while the percentage is 91%, categorized as “Excellent.” The score indicates that the product can be used with some revision.

2) Language Expert

For language Expert, Ermawati, S.Pd.I., M.Hum, an English lecturer at IAIN Palopo.

Table 4.8 The Recapitulation of Language Expert

No	Indicators	Average Score	Categories	Expertise Suggestion
B. LANGUAGE				
1	The language used in the Website <i>Macca</i> is in accordance with students' abilities	4,00	Excellent	It can be used without revision
2	The language presented on the Website is comprehensive and appropriate to the student's cognitive development level.	4,00	Excellent	It can be used without revision
3	Expressions used on the Website are in accordance with correct grammar	3,00	Good	It can be used follow by a little bit revision
4	Expressions used on the Website are in accordance with correct grammar	4,00	Excellent	It can be used without revision

Total	15
-------	----

Reverse to the data, the mean score (M) of the material experts' validation is presented as follows:

$$M = \frac{B}{N} = \frac{15}{4} = 3,75$$

From this mean score, it can be formulated to the percentage below.

$$x = \frac{3,75}{4} \times 100\% = 93,75\%$$

The mean score reached 3,75 points, and the 93,75% percentage was categorized as "Excellent," which can be utilized without revision.

3) Design and Layout Expert

The design and layout experts are alumni of the English education program at IAIN Palopo, namely Imam, S.Pd.I., M.Pd.

Table 4.9 The Recapitulation of Design and Layout Expert

No	Indicators	Average Score	Categories	Expertise Suggestion
C. DESIGN AND LAYOUT				
1	Clear material display	4,00	Excellent	It can be used without revision
2	Interesting material display	4,00	Excellent	It can be used without revision
3	Font size fits	4,00	Excellent	It can be used without revision

4	Spacing size fits	4,00	Excellent	It can be used without revision
5	Spacebars are appropriate	4,00	Excellent	It can be used without revision
6	Use of punctuation	4,00	Excellent	It can be used without revision
Total		24,00		

Reverse to the data, the mean score (M) of the material experts' validation is presented as follows:

$$M = \frac{B}{N} = \frac{24}{6} = 4$$

From this mean score, it can be formulated to the percentage below.

$$x = \frac{4}{4} \times 100\% = 100\%$$

The mean score reached 4 points, and 100% of the sample was categorized as "Excellent," which can be utilized with a little revision.

Reverse to all of the experts' mean data, the mean score (M) is presented as follows:

$$M = \frac{B}{N} = \frac{90}{24} = 3,75$$

Reverse to the mean, the percentage of the experts' validation is presented as follows:

$$x = \frac{3,75}{4} \times 100\% = 93,75\%$$

According to the data, the mean score is 3,75 while the percentage is 93,75%, categorized as “Excellent.” The score indicates that the product can be used with some revisions.

b. The revision draft of the Macca website

After conducting expert validation, the researcher received several revisions from experts. The revisions aimed to improve the design of this website design. Furthermore, the corrections from the experts are presented as follows:

a) Material

Expert Suggests that the website be developed by providing more vocabulary to cover the content of the material and also provide captions in each part of the audio recording.

b) Language

The linguist suggested that the researcher consistently choose words and elements that are appropriate and suitable for the material.

c) Design and Layout

Design and layout expert validator said that the display is suitable for opening on devices such as laptops, tablets, or cellphones; in other words, the Macca website is responsive. However, the validator suggested using a menu to facilitate navigation on the page.

4. Disseminated

The researcher was conducted with students of SMPN 5 Palopo. At this stage, the researcher disseminated the product and explained how to use the website to students and teacher, especially for English subjects. This activity

was held on October 10, 2024, in class VIII. At this stage, the researcher socialized the product used at SMPN 5 Palopo.

The researcher conducted interviews using Indonesian to assess student representatives, as many as 15 students, regarding the website developed. From the results of these interviews, the researcher could conclude that 13 out of 15 students felt that the website developed was feasible to use in teaching. 2 other students said the website design was very interesting. Still, the material needed to be clarified again regarding the instructions in the material. The following is a video of the researcher and student interviews in the classroom

B. Discussion

Students and English teachers at Junior High School 5 Palopo require web-based learning media to supplement their English learning program because the use of learning media remains ineffective as teachers continue to rely on textbooks and worksheets. This product is designed to meet the requirements and expectations of the pupils, which can be identified through a needs analysis. The researcher discovered that this product may benefit pupils and English teachers. As a result, this study creates a website-based learning resource titled "Designing Macca Website Basic English Learning for Junior High School".

This research employs the 4D model (define, design, develop, and disseminate). During the defining step, researcher did a requirements analysis utilizing Hutchinson and Waters' (1987) theory, which categorizes

needs as essentials, lacks, and wants.²⁴ The needs analysis revealed that students and teachers desired teaching media resources to help implement English language learning at junior high school 5 Palopo. Following the completion of the needs analysis, the researcher thoroughly reviewed and constructed the website's content, which contained material subjects, learning objectives, videos, audio, and a variety of other elements. As a result, the researcher decided to develop a website.

After collecting the results of the analysis of student needs, the researcher took the next step, namely designing a product. Products are created based on students' needs, wants, and lacks, as indicated after they answer a questionnaire. This step uses the information collected by the researcher, who then analyzes it to determine whether the material is appropriate for the student's level.

After creating the English learning website, the next stage was to create it with the assistance of a professional assessment. The experts evaluated the original product using a questionnaire. Three professionals assessed the website and provided feedback on its design. This expert review is intended to guarantee that the product is ready for use. As a result, the validation of the English learning website by design and layout professionals achieved very high qualifications. Linguists' validation results were quite good, as were the qualifications of material specialists. To summarize, this website

²⁴ Mehdi Haseli Songhori, "Introduction to Need Analysis," *English for Specific Purposes World* 4 (2008), https://www.researchgate.net/publication/308021366_Introduction_to_Needs_Analysis

can be used with small changes, such as a more appealing design, layout, and improved content. Following that, the researcher conducted dissemination through interviews to determine students' perceptions of the website and whether it was appropriate for use. As a consequence, the website was visually appealing. The materials, typefaces, colours, and layout of the website were acceptable to the pupils. Following the distribution stage, the findings of this classification suggest that the online learning media is suitable for grade VIII students at SMPN 5 Palopo and can be a medium that helps enhance their English language.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

The researcher used a 4-D model to design this website. The first step is to define; the researcher analyzes the needs of students related to the product, which will be determined using a questionnaire. The second step is design; the researcher designs a website-based English learning media product based on data and the results of the student needs analysis. The next step is development; the researcher gives the product to material experts and website development experts to be validated and gets suggestions for product improvement from validation experts by writing website components and revising them into a final product draft. The last step is dissemination; the final product of the website-based English learning media is ready to be used and distributed to class VIII students at SMPN 5 Palopo.

B. Suggestion

Based on these conclusions, the researcher would like to provide suggestions to students, English teachers, and other carr.

1. For the Students

Students can use this website to improve their understanding of English learning.

2. For the English Teacher

English teachers recommend using the website as a supporting medium in teaching English.

3. For Further Researchers

It is hoped that further researchers can develop English learning websites that are more complex than the current website to help teachers and students in teaching and learning.

BIBLIOGRAPHY

- Alberto, Dr. Marcedita. “Principles in Materials Design,” 2017.
https://www.slideshare.net/rhonamerca/principles-in-materials-design?from_action=save.
- Ansar, R. (2024). Pengembangan Website Pendidikan Berbasis Nilai Keislaman di SMA NEGERI 5 LUWU SULAWESI (Doctoral dissertation, Institut Agama Islam Negeri Palopo).
- Fadhliyah Rahmah, “Development Learning Material ESP.”
<https://doi.org/10.24256/ideas.v1i1.127>
- Fiqri, Muh. “Designing For Learning Speaking Skill (A Study on English Department Students of IAIN Palopo),” 2023.
- Harto, Kasinyo. “Tantangan Dosen Ptki Di Era Industri 4.0.” *Jurnal Tatsqif* 16, no. 1 (2018): 1–15. <https://doi.org/10.20414/jtq.v16i1.159>.
- Kusuma, H., & Apriyanto, S. (2018). Strategy on Developing English Learning Material for Specific Purposes. *IJECA (International Journal of Education and Curriculum Application)*. <https://doi.org/10.31764/ijeca.v1i3.2144>.
- Masruddin, M. (2014). The importance of using technology in English teaching and learning. *IDEAS: Journal on English Language Teaching and Learning, Linguistics and Literature*, 2(2).
- Meduri, Ni Rury Heranda, Rangga Firdaus, and Helmy Fitriawan. “Efektifitas Aplikasi Website Dalam Pembelajaran Untuk Meningkatkan Minat Belajar Peserta Didik.” *Akademika* 11, no. 02 (2022): 283–94.
<https://doi.org/10.34005/akademika.v11i02.2272>.
- Mysch.id, “Jenis-Jenis Website,” last modified 2021, accessed February 23, 2023,
<https://www.mysch.id/blog/detail/61/jenis-jenis-website-dan-penjelasan-lengkapny>.

- Nuraisyah, N. (2024). *Pengembangan Media Pembelajaran Video Animasi Berbasis Multimedia POWTOON Pada Materi Perubahan Wujud Benda Kelas III SDN 277 SAMBIREJO* (Doctoral dissertation, Institut Agama Islam Negeri (IAIN) Palopo).
- 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 no. 1 (2020).
- Sahrullah, Muhammad. “Pengembangan Media Pembelajaran Berbasis Web Pada Mata Pelajaran Pendidikan Agama Islam Di SMAN 2 Palangka Raya,” 2020, 57.
- Sebok, Vermat, dan tim. “DEFINISI WEBSITE” 7 (2018): 15–117. <http://eprints.uny.ac.id/id/eprint/62849>.
- Songhori, Mehdi Haseli. “Introduction to Need Analysis.” *English for Specific Purposes World* 4 (2008). https://www.researchgate.net/publication/308021366_Introduction_to_Needs_Analysis.
- Suanah, Suanah. “Pengembangan Media Pembelajaran Berbasis Web Desain Wix Materi Bangun Ruang Matematika SD Kelas V.” *Proceedings of The ICECRS* 2, no. 1 (2019): 243–52. <https://doi.org/10.21070/picecrs.v2i1.2412>.
- Susilawati, Tuti, Fanny Yuliansyah, Muhammad Romzi, and Rintan Aryani. “Membangun Website Toko Online Pempek Nthree Menggunakan Php Dan Mysql.” *Jurnal Teknik Informatika Mahakarya* 3, No.1, no. 1 (2020): 35–44.
- Tomlinson, Brian. “Development Material Procedure,” 1998.
- Waters, Tom Hutchinson, and Alan. “English For Specific Purposes,” 1987.
- Wiraldi, W. (2020). *Improving vocabulary mastery of the seventh year students using Scattergories game in SMP Negeri 8 Palopo* (Doctoral dissertation, Institut agama islam Negeri (IAIAN Palopo)).

- Wiryotinoyo, Mujiyono, Herman Budiyo, Akhyaruddin, Agus Setyonegoro, and Priyanto. "Pemanfaatan Website Sebagai Media Promosi Dan Sumber Belajar Di Sekolah Menengah." *Jurnal Abdi Pendidikan* 01, no. 1 (2020): 1–5.
- Yahya, A. (2023). Development of Multimedia-Based and Islamic English Textbooks at IAIN Palopo Language Laboratory. *Indonesian TESOL Journal*, 5(2), 339-349.
- Y, Jefri. "Cara Membuat Website Gratis Di Google Sites," 2024. <https://www.dewaweb.com/blog/cara-membuat-google-sites/>.
- Yulianti. "Designing English Instructional Materials for the Eleventh Grade of Accounting Students At SMK Negeri 1 Wonosari," 2011.
- Zhang, Ruofei, and Di Zou. "Types, Purposes, and Effectiveness of State-of-the-Art Technologies for Second and Foreign Language Learning." *Computer Assisted Language Learning* 35, no. 4 (2022): 696–742. <https://doi.org/10.1080/09588221.2020.1744666>.

**A
P
P
E
N
D
I
C
E
S**

APPENDIX 1
SURAT IZIN MENELITI DAN
SETELAH MENELITI



PEMERINTAH KOTA PALOPO
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU

Jl. K. H. M. Hasyim, No. 5, Kota Palopo, Kode Pos 91921
Telp/Fax (0471) 326048, Email dpmpptsp@palopokota.go.id, Website <http://dpmpptsp.palopokota.go.id>

SURAT KETERANGAN PENELITIAN

NOMOR : 500.16.7.2/2024.0816/IP/DPMPPTSP

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 2008 tentang Penerbitan Surat Keterangan Penelitian;
4. Peraturan Wali Kota Palopo Nomor 23 Tahun 2016 tentang Penyederhanaan Penzinan dan Non Penzinan di Kota Palopo,
5. Peraturan Wali Kota Palopo Nomor 31 Tahun 2023 tentang Pelimpahan Kewenangan Penzinan dan Nonpenzinan Yang Diberikan Wali Kota Palopo Kepada Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.

MEMBERIKAN IZIN KEPADA

Nama : **TEGUH MULIAWAN**
Jenis Kelamin : **L**
Alamat : **Lepa-Lepa, Kec. Burau, Kab. Luwu Timur**
Pekerjaan : **Pelajar/Mahasiswa**
NIM : **2002020001**

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

Designing Macca Website Basic English Learning for Senior High School

Lokasi Penelitian : **SMP Negeri 5 Palopo**
Lamanya Penelitian : **21 Agustus 2024 s.d. 21 November 2024**

DENGAN KETENTUAN SEBAGAI BERIKUT :

1. Sebelum dan sesudah melaksanakan kegiatan penelitian kiranya melapor kepada Wali Kota Palopo cq. **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) exemplar 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 Keterangan Penelitian ini diterbitkan untuk dipergunakan sebagaimana mestinya.

Diterbitkan di Kota Palopo
Pada tanggal : **21 Agustus 2024**



Ditandatangani secara elektronik oleh :
Kepala DPMPPTSP Kota Palopo
SYAMSURIADI NUR, S.STP
Pangkat : **Pembina IV/a**
NIP : **19850211 200312 1 002**

Tembusan Kepada Ym.:

1. Wali Kota Palopo,
2. Dandim 1403 SW/G,
3. Kapolres Palopo,
4. Kepala Badan Kesbang Prov. Sul-Sel,
5. Kepala Badan Penelitian dan Pengembangan Kota Palopo,
6. Kepala Badan Kesbang Kota Palopo,
7. Instansi terkait tempat dilaksanakan penelitian.

Dokumen ini ditandatangani secara elektronik menggunakan Sertifikat Elektronik yang diterbitkan oleh Balai Sertifikasi Elektronik (BSiE), Badan Siber dan Sandi Negara (BSSN)





PEMERINTAH KOTA PALOPO
DINAS PENDIDIKAN
SMP NEGERI 5 PALOPO
Jalan Domba Telepon (0471) 23349 Palopo



SURAT KETERANGAN SELESAI PENELITIAN

Nomor : 400.7.1/387/SMPN5/X/2024

Yang bertanda tangan di bawah ini :

Nama : **Drs ARIPIN JUMAK**
N I P : 19670403 200012 1 002
Jabatan : Kepala SMP Negeri 5 Palopo

Menerangkan bahwa yang tersebut namanya di bawah ini :

Nama : **TEGUH MULIAWAN**
NIM : 2002020001
Judul Skripsi : Designing Macca Website Basic English Learning for
Senior High School
Jurusan : Bahasa Inggris

Nama tersebut diatas telah menyelesaikan penelitian di SMP Negeri 5 Palopo , sesuai judul skripsi diatas tahun ajaran 2024-2025.

Demikian surat ini dibuat untuk digunakan sebagaimana mestinya.

Palopo, 17 Oktober 2024

Kepala Sekolah

Drs ARIPIN JUMAK
NIP:19670403 200012 1 002

APPENDIX 2
QUESTIONNAIRE'S
INSTRUMENT OF NEED
ANALYSIS

Questionnaire of *Need Analysis*
DESIGNING MACCA WEBSITE BASIC ENGLISH LEARNING
FOR JUNIOR HIGH SCHOOL

Kuesioner ini disusun dengan tujuan mengumpulkan data analisis kebutuhan (*need analysis*) siswa pada kemampuan dan kebutuhan terhadap pembelajaran Bahasa Inggris. Hasil data yang diperoleh akan dijadikan sebagai salah satu acuan pembuatan website pembelajaran Bahasa Inggris.

A. Data Responden

Nama :
Kelas :
Jenis Kelamin :
Usia :

B. Petunjuk Pengisian

Berilah tanda ($\sqrt{\quad}$) pada pilihan yang sesuai pernyataan yang mendeskripsikan keadaan Anda saat ini. Sesuaikan dengan kebutuhan yang Anda inginkan terkait dengan media pembelajaran berbasis website untuk mata Pelajaran bahasa Inggris. Jika Anda memilih jawaban lain-lain, tuliskan jawaban tersebut dengan jelas dan singkat.

1. Dalam belajar bahasa Inggris, tujuan apa yang Anda ingin capai?
 - a. Agar dapat fasih berbicara bahasa Inggris
 - b. Agar dapat berkomunikasi dengan bahasa Inggris yang baik dan benar
 - c. Agar dapat berbicara bahasa Inggris dengan guru dan teman di sekolah
 - d. Sebagai kebutuhan untuk pendidikan selanjutnya
 - e. Lain-lain (tuliskan bila ada) ...

2. Kesulitan apa yang Anda hadapi dalam belajar Bahasa Inggris?
 - a. Sulit dalam melafalkan kosakata (*how to pronounce*)
 - b. Kekurangan kosakata (*less of vocabularies*)
 - c. Tidak percaya diri dalam berbicara (*less of self-confidence*)
 - d. Lain-lain (tuliskan bila ada)

3. Yang manakah urutan belajar Bahasa Inggris yang mudah menurut Anda?
 - a. *Listening, speaking, reading, writing*
 - b. *Listening, reading, speaking, writing*
 - c. *Speaking, listening, reading, writing*
 - d. *Speaking, reading, writing, listening*
 - e. Lain-lain (tuliskan bila ada)

4. *Skill* Bahasa Inggris apa yang sangat Anda butuhkan untuk menunjang pembelajaran di sekolah saat ini? (dapat memilih lebih dari satu)
 - a. *Listening skill* (keterampilan mendengar)
 - b. *Speaking skill* (keterampilan berbicara)
 - c. *Reading skill* (keterampilan membaca)
 - d. *Writing skill* (keterampilan menulis)

5. Tingkat penguasaan Bahasa Inggris Anda saat ini adalah
 - a. *Basic*: Mengetahui sedikit kosa kata dan ungkapan seperti salam (*greeting*), perkenalan diri (*self-introduction*), mampu menjawab pertanyaan mengenai topik yang umum dan masih memiliki banyak kekurangan pada pengucapan (*pronunciation*).
 - b. *Intermediate*: Bisa berbicara dengan cukup baik pada beberapa topik dalam bahasa Inggris, tetapi masih memiliki kendala pada kurangnya penguasaan kosakata, tata bahasa dan pengucapan.

- c. *Advanced*: Dapat berbicara Bahasa Inggris dengan fasih pada berbagai macam topik dan memiliki sedikit kesulitan pada pengucapan kata, *grammar*, dan kosakata lainnya.
 - d. Saya tidak paham apapun dalam bahasa Inggris.
6. Kesulitan yang Anda hadapi dalam *skill listening* adalah
- a. Sulit memahami instruksi atau perkataan lisan
 - b. Sulit dalam mengidentifikasi dan memahami kata-kata kunci dalam oral deskripsi
 - c. Pembendaharaan kosakata yang kurang sehingga sulit memahami maksud dari pembicara (*local speaker* maupun *native speaker*)
 - d. Lain-lain (tuliskan bila ada)
7. Kesulitan yang Anda temui dalam *skill speaking* adalah
- a. Sulit dalam melafalkan kosakata (*how to pronounce*)
 - b. Kekurangan kosakata (*less of vocabularies*)
 - c. Tidak percaya diri dalam berbicara (*less of self-confidence*)
 - d. Lain-lain (tuliskan bila ada)
8. Kesulitan yang Anda hadapi dalam *skill reading* adalah
- a. Sulit dalam memahami bacaan karena terbatasnya kosakata yang diketahui
 - b. Sulit menemukan ide pokok atau gagasan utama dalam teks
 - c. Sulit memahami kosakata yang ada pada teks
 - d. Lain-lain (tuliskan bila ada)
9. Kesulitan apa yang Anda temui dalam *skill writing*?
- a. Sulit dalam membuat dan menyusun kalimat karena kosakata yang dimiliki terbatas
 - b. Sulit dalam memilih kata yang tepat
 - c. Sulit menentukan penggunaan tanda baca yang tepat dalam menulis

- d. Lain-lain (tuliskan bila ada)
10. Kompetensi *skill listening* yang Anda harapkan setelah mempelajari bahasa Inggris ini adalah
- a. Memahami instruksi berbahasa Inggris
 - b. Memahami teks yang dibacakan
 - c. Memahami dialog ataupun monolog berbahasa Inggris
 - d. Lain-lain (tuliskan bila ada)
11. Kompetensi *skill speaking* yang Anda harapkan setelah mempelajari bahasa Inggris adalah
- a. Memahami dan mempraktikkan dalam berbagai topik sederhana (informal)
 - b. Memahami cara penggunaan ungkapan-ungkapan sesuai dengan konteksnya (formal & informal)
 - c. Lain-lain (tuliskan bila ada)
12. Kompetensi *skill reading* yang Anda harapkan setelah mempelajari bahasa Inggris adalah
- a. Memahami teks bacaan sederhana
 - b. Memahami bagian-bagian bacaan (ide pokok, topik, dll)
 - c. Lain-lain (tuliskan bila ada)
13. Kompetensi *skill writing* yang Anda harapkan setelah mempelajari bahasa Inggris adalah
- a. Mampu menggunakan tanda baca yang benar dalam tulisan
 - b. Mampu menulis teks sederhana sesuai dengan topik yang diberikan
 - c. Mampu Menyusun kalimat sederhana secara runtut sesuai tenses
 - d. Lain-lain (tuliskan bila ada)

14. Aktivitas apa yang dapat membantu meningkatkan penguasaan *vocabulary* bahasa Inggris Anda?
- Menghafalkan kosakata yang berkaitan dengan nilai-nilai moderasi Islam
 - Menulis kembali kosakata baru yang diperoleh dari; bacaan, film, dll.
 - Menerjemahkan kosakata
 - Lain-lain (tuliskan bila ada)
15. Aktivitas yang dapat membantu Anda dalam *skill listening* adalah
- Mendengarkan teks monolog atau dialog dan menjelaskan kembali dengan bahasa sendiri
 - Mendengarkan teks monolog atau dialog, kemudian menjawab pertanyaan
 - Menonton siaran/acara tv, *YouTube*, video, dll. Dilanjutkan dengan menjawab pertanyaan
 - Lain-lain (tuliskan bila ada)
16. Dalam *skill speaking*, aktivitas yang Anda sukai adalah
- Discussion* (diskusi)
 - Giving opinion* (beropini)
 - Question and answer* (tanya jawab)
 - Role play* (bermain peran)
 - Speech* (pidato/ceramah)
 - Games* (bermain)
 - Lain-lain (tuliskan bila ada)
17. Aktivitas apa yang anda sukai dalam *skill reading*?
- Mengidentifikasi pernyataan benar atau salah dalam suatu teks atau bacaan

- b. Menentukan kata yang sesuai dengan bagian paragraph yang kosong pada teks
 - c. Menentukan ide pokok pada teks yang telah ditentukan
 - d. Menyimpulkan ide pokok dalam teks
 - e. Lain-lain (tuliskan bila ada)
18. Aktivitas apa yang dapat membantu meningkatkan kemampuan Anda dalam menguasai *grammar* Bahasa Inggris?
- a. Menyusun kata atau kalimat acak
 - b. Membuat kalimat berdasarkan tenses
 - c. Menyusun kalimat/paragraph sesuai dengan tenses
 - d. Lain-lain (tuliskan bila ada)
19. Dalam meningkatkan kemampuan *pronunciation* Bahasa Inggris, hal yang penting untuk Anda pelajari adalah
- a. *Accent* (aksen/logat)
 - b. *Sound* (bunyi)
 - c. *Intonation* (intonasi)
 - d. *Stressing* (penekanan)
 - e. Lain-lain (tuliskan bila ada)
20. Dalam *skill speaking*, aktivitas yang Anda sukai adalah
- a. *Discussion* (diskusi)
 - b. *Giving opinion* (beropini)
 - c. *Question and answer* (tanya jawab)
 - d. *Role play* (bermain peran)
 - e. *Speech* (pidato/ceramah)
 - f. *Games instruction* (bermain)
 - g. Lain-lain (tuliskan bila ada)

21. Aktivitas apa yang anda sukai dalam *skill reading*?
- Mengidentifikasi pernyataan benar atau salah dalam suatu teks atau bacaan
 - Menentukan kata yang sesuai dengan bagian paragraph yang kosong pada teks
 - Menyimpulkan ide pokok dalam teks
 - Menentukan ide pokok pada teks yang telah ditentukan
 - Lain-lain (tuliskan bila ada)
22. Jenis buku apa yang paling Anda minati untuk dibaca dalam pembelajaran Bahasa Inggris?
- Short story* (Cerita pendek)
 - Novel
 - Artikel ilmiah
 - Berita
 - Lain-lain (tuliskan bila ada)
23. Metode apa yang menurut Anda paling membantu dalam meningkatkan kemampuan berbicara dalam Bahasa Inggris Anda? (dapat memilih lebih dari satu)
- Berlatih berbicara secara mandiri
 - Diskusi kelompok
 - Bimbingan dari guru
 - Latihan percakapan intensif di kelas
 - Mengikuti klub bahasa
 - Penggunaan teknologi (aplikasi belajar, video, dll.)
 - Lain-lain (tuliskan bila ada)
24. Pada saat pembelajaran Bahasa Inggris dikelas, platform yang Anda sukai adalah....
- Youtube*
 - Chorme*

- c. *Google Translate*
- d. *Tiktok*
- e. *Instagram*
- f. *Website*

25. Media apa yang anda sukai dalam pembelajaran?

- a. *audio*
- b. *Audio visual*
- c. *Video*
- d. Teks bacaan
- e. Lain-lain (tuliskan bila ada)

26. Apa peran teknologi membantu anda dalam proses pembelajaran Bahasa Inggris?

- a. Membantu dalam mencari sumber informasi belajar
- b. Membantu meningkatkan motivasi belajar
- c. Membantu memahami materi pembelajaran
- d. Membantu mempermudah proses belajar

27. Apa saja fitur yang anda harapkan dalam sebuah *website* pembelajaran Bahasa Inggris?

- a. Penjelasan materi yang jelas dan mudah dipahami
- b. Latihan soal yang beragam dan menantang
- c. Kemudahan akses dan penggunaan
- d. *mini Dictionary*
- d. Lain-lain (tuliskan bila ada) ...

APPENDIX 3
INSTRUMENT VALIDATION BY
THE EXPERTS

LEMBAR VALIDASI INSTRUMENT NEED ANALYSIS

**DESIGNING MAACCA WEBSITE BASIC ENGLISH LEARNING FOR
JUNIOR HIGH SCHOOL**

A. Petunjuk Pengisian

1. Lembar penilaian kelayakan ini meliputi aspek pendahuluan, isi, dan bahasa.
2. Berilah tanda (✓) pada kolom angka yang sesuai dengan penilaian yang Anda berikan.
3. Pedoman skala penilaian adalah sebagai berikut:
 - 1: Tidak sesuai
 - 2: Kurang sesuai
 - 3: Cukup sesuai
 - 4: Sesuai
 - 5: Sangat sesuai
4. Anda dimohon kesediaannya untuk memberikan saran perbaikan pada akhir lembar ini.

B. Penilaian Kesesuaian Instrumen

No	Uraian	Kesesuaian				
		1	2	3	4	5
I	Aspek Isi					
a	Tujuan penelitian dinyatakan jelas					
b	Tujuan kuesioner dinyatakan dengan jelas					
c	Petunjuk pengisian kuesioner mudah dipahami					
II	Aspek Cakupan (Isi)	1	2	3	4	5
a	Butir-butir kuesioner mencakup data yang berhubungan dengan cakupan isi materi memadai.					

b	Butir-butir kuesioner dirumuskan dalam Bahasa Indonesia yang baik dan benar.					
III	Aspek Bahasa	1	2	3	4	5
a	Butir-butir kuesioner dirumuskan dalam Bahasa Indonesia yang efektif.					
b	Butir-butir kuesioner dirumuskan dalam Bahasa Indonesia yang efisien.					
c	Butir-butir kuesioner dirumuskan dalam bahasa yang mudah dipahami sesuai tingkat kemampuan berbahasa responden.					

C. Komentar

.....

.....

.....

.....

.....

.....

.....

D. Saran

.....

.....

.....

.....

.....

.....

E. Kesimpulan

Instrumen kuesioner ini (lingkari salah satu pilihan)

1. Tidak dapat digunakan
2. Dapat digunakan
3. Dapat digunakan dengan perbaikan sebagai berikut.

.....
.....
.....
.....
.....

Palopo,

Validator

APPENDIX 4

**THE RESULT OF THE
INSTRUMENT'S VALIDATION
BY EXPERTS**

LEMBAR VALIDASI INSTRUMENT NEED ANALYSIS
DEVELOPING WEEKLY ENGLISH MODULE FOR STUDENTS OF
MUHAMMADIYAH BOARDING SCHOOL PALOPO

A. Petunjuk Pengisian

1. Lembar penilaian kelayakan ini meliputi aspek pendahuluan, isi, dan bahasa.
2. Berilah tanda (✓) pada kolom angka yang sesuai dengan penilaian yang Anda berikan.
3. Pedoman skala penilaian adalah sebagai berikut:
 - 1: Tidak sesuai
 - 2: Kurang sesuai
 - 3: Cukup sesuai
 - 4: Sesuai
 - 5: Sangat sesuai
4. Anda dimohon kesediaannya untuk memberikan saran perbaikan pada akhir lembar ini.

B. Penilaian Kesesuaian Instrumen

No	Uraian	Kesesuaian				
		1	2	3	4	5
I	Aspek Isi					
a	Tujuan penelitian dinyatakan jelas				✓	
b	Tujuan kuesioner dinyatakan dengan jelas					✓
c	Petunjuk pengisian kuesioner mudah dipahami					✓
II	Aspek Cakupan (Isi)	1	2	3	4	5
a	Butir-butir kuesioner mencakup data yang berhubungan dengan cakupan isi materi memadai.					✓

b	Butir-butir kuesioner dirumuskan dalam Bahasa Indonesia yang baik dan benar.					✓
III	Aspek Bahasa	1	2	3	4	5
a	Butir-butir kuesioner dirumuskan dalam Bahasa Indonesia yang efektif.				✓	
b	Butir-butir kuesioner dirumuskan dalam Bahasa Indonesia yang efisien.					✓
c	Butir-butir kuesioner dirumuskan dalam bahasa yang mudah dipahami sesuai tingkat kemampuan berbahasa responden.				✓	

C. Komentar

- Bahasa disajikan dengan memadai
- Instrumen telah direvisi berdasarkan masukan

D. Saran

.....

.....

.....

.....

.....

.....

E. Kesimpulan

Instrumen kuesioner ini (lingkari salah satu pilihan)

1. Tidak dapat digunakan
- ② Dapat digunakan
3. Dapat digunakan dengan perbaikan sebagai berikut.

.....
.....
.....
.....
.....

Palopo, 15 Mei 2024

Validator



Firdausy R. M. N. M. Pd

APPENDIX 5

THE RESULT OF THE

QUESTIONNAIRE'S

INSTRUMENT OF NEED

ANALYSIS

Questionnaire of *Need Analysis* DESIGNING *MACCA* WEBSITE BASIC ENGLISH LEARNING FOR JUNIOR HIGH SCHOOL

Kuesioner

ini disusun dengan tujuan mengumpulkan data analisis kebutuhan (*need analysis*) siswa pada kemampuan dan kebutuhan terhadap pembelajaran Bahasa Inggris. Hasil data yang diperoleh akan dijadikan sebagai salah satu acuan pembuatan website pembelajaran Bahasa Inggris.

Bagi responden yang telah meluangkan waktunya untuk mengisi kuesioner ini, saya ucapkan terima kasih.

Email responden (dapurpancar01@gmail.com) dicatat saat formulir ini dikirimkan.

Data Responden

Nama *

Rangga Alam Putra

Kelas *

7

8

9

Jenis kelamin *

- Laki-laki
- Perempuan

Usia *

- 13 tahun
- 14 tahun
- 15 tahun
- Yang lain: _____

Petunjuk Pengisian

DawetSilahkan memilih pilihan yang sesuai pernyataan yang mendeskripsikan keadaan Anda saat ini. Sesuaikan dengan kebutuhan yang Anda inginkan terkait dengan media pembelajaran berbasis website untuk mata Pelajaran bahasa Inggris. Jika Anda memilih jawaban lain-lain, tuliskan jawaban tersebut dengan jelas dan singkat.

Dalam belajar bahasa Inggris, tujuan apa yang Anda ingin capai? *

- Agar dapat fasih berbicara bahasa Inggris
- Agar dapat berkomunikasi dengan bahasa Inggris yang baik dan benar
- Agar dapat berbicara bahasa Inggris dengan guru dan teman di sekolah
- Sebagai kebutuhan untuk pendidikan selanjutnya

Yang lain:

Tujuan saya adalah ke-4 poin yg disebutkan diatas. Agar saya fasih, agar dapat berkomunikasi dng baik & benar diluar sekolah ataupun lingkungan sekolah, serta menjadi kebutuhan dalam pendidikan yg lebih tinggi.

Kesulitan apa yang Anda hadapi dalam belajar Bahasa Inggris? *

- Sulit dalam melafalkan kosakata (how to pronounce)
- Kekurangan kosakata (less of vocabularies)
- Tidak percaya diri dalam berbicara (less of self-confidence)
- Yang lain: _____

Yang manakah urutan belajar Bahasa Inggris yang mudah menurut Anda? *

- Listening, speaking, reading, writing
- Listening, reading, speaking, writing
- Speaking, listening, reading, writing
- Speaking, reading, writing, listening
- Yang lain: _____

Skill Bahasa Inggris apa yang sangat Anda butuhkan untuk menunjang pembelajaran di sekolah saat ini? (dapat memilih lebih dari satu) *

- Listening skill (keterampilan mendengar)
- Speaking skill (keterampilan berbicara)
- Reading skill (keterampilan membaca)
- Writing skill (keterampilan menulis)

Tingkat penguasaan Bahasa Inggris Anda saat ini adalah *

- Basic: Mengetahui sedikit kosa kata dan ungkapan seperti salam (greeting), perkenalan diri (self-introduction), mampu menjawab pertanyaan mengenai topik yang umum dan masih memiliki banyak kekurangan pada pengucapan (pronunciation).
- Intermediate: Bisa berbicara dengan cukup baik pada beberapa topik dalam bahasa Inggris, tetapi masih memiliki kendala pada kurangnya penguasaan kosakata, tata bahasa dan pengucapan.
- Advanced: Dapat berbicara Bahasa Inggris dengan fasih pada berbagai macam topik dan memiliki sedikit kesulitan pada pengucapan kata, grammar, dan kosakata lainnya.
- Saya tidak paham apapun dalam bahasa Inggris.

Kesulitan yang Anda hadapi dalam *skill listening* adalah *

- Sulit memahami instruksi atau perkataan lisan
- Sulit dalam mengidentifikasi dan memahami kata-kata kunci dalam oral deskripsi
- Pembendaharaan kosakata yang kurang sehingga sulit memahami maksud dari pembicara (local speaker maupun native speaker)
- Yang lain:

Kesulitan yang Anda temui dalam *skill speaking* adalah *

- Sulit dalam melafalkan kosakata (how to pronounce)
- Kekurangan kosakata (less of vocabularies)
- Tidak percaya diri dalam berbicara (less of self-confidence)
- Yang lain:

Kesulitan yang Anda hadapi dalam *skill reading* adalah *

- Sulit dalam memahami bacaan karena terbatasnya kosakata yang diketahui
- Sulit menemukan ide pokok atau gagasan utama dalam teks
- Sulit memahami kosakata yang ada pada teks
- Yang lain:

Kesulitan apa yang Anda temui dalam *skill writing*? *

- Sulit dalam membuat dan menyusun kalimat karena kosakata yang dimiliki terbatas
- Sulit dalam memilih kata yang tepat
- Sulit menentukan penggunaan tanda baca yang tepat dalam menulis
- Yang lain:

Kompetensi *skill listening* yang Anda harapkan setelah mempelajari bahasa Inggris ini adalah *

- Memahami instruksi berbahasa Inggris
- Memahami teks yang dibacakan
- Memahami dialog ataupun monolog berbahasa Inggris
- Yang lain:

Kompetensi *skill speaking* yang Anda harapkan setelah mempelajari bahasa Inggris adalah *

- Memahami dan mempraktikkan dalam berbagai topik sederhana (informal)
- Memahami cara penggunaan ungkapan-ungkapan sesuai dengan konteksnya (formal & informal)
- Yang lain:

Kompetensi *skill reading* yang Anda harapkan setelah mempelajari bahasa Inggris adalah *

- Memahami teks bacaan sederhana
- Memahami bagian-bagian bacaan (ide pokok, topik, dll)
- Yang lain:

Kompetensi *skill writing* yang Anda harapkan setelah mempelajari bahasa Inggris adalah *

- Mampu menggunakan tanda baca yang benar dalam tulisan
- Mampu menulis teks sederhana sesuai dengan topik yang diberikan
- Mampu Menyusun kalimat sederhana secara runtut sesuai tenses
- Yang lain:

Aktivitas apa yang dapat membantu meningkatkan penguasaan *vocabulary* bahasa Inggris Anda? *

- Menghafalkan kosakata yang berkaitan dengan nilai-nilai moderasi Islam
- Menulis kembali kosakata baru yang diperoleh dari; bacaan, film, dll.
- Menerjemahkan kosakata
- Yang lain: Poin 2 & 3. Menulis kosakata baru dan menerjemahkannya

Aktivitas yang dapat membantu Anda dalam *skill listening* adalah *

- Mendengarkan teks monolog atau dialog dan menjelaskan kembali dengan bahasa sendiri
- Mendengarkan teks monolog atau dialog, kemudian menjawab pertanyaan
- Menonton siaran/acara tv, YouTube, video, dll. Dilanjutkan dengan menjawab pertanyaan
- Yang lain:

Dalam *skill speaking*, aktivitas yang Anda sukai adalah *

- Discussion (diskusi)
- Giving opinion (beropini)
- Question and answer (tanya jawab)
- Role play (bermain peran)
- Speech (pidato/ceramah)
- Games (bermain)
- Yang lain:

Aktivitas apa yang anda sukai dalam *skill reading*? *

- Mengidentifikasi pernyataan benar atau salah dalam suatu teks atau bacaan
- Menentukan kata yang sesuai dengan bagian paragraph yang kosong pada teks
- Menentukan ide pokok pada teks yang telah ditentukan
- Menyimpulkan ide pokok dalam teks
- Yang lain:

Aktivitas apa yang dapat membantu meningkatkan kemampuan Anda dalam menguasai *grammar* Bahasa Inggris? *

- Menyusun kata atau kalimat acak
- Membuat kalimat berdasarkan tenses
- Menyusun kalimat/paragraph sesuai dengan tenses

Dalam meningkatkan kemampuan *pronunciation* Bahasa Inggris, hal yang penting untuk Anda pelajari adalah *

- Accent (aksen/logat)
- Sound (bunyi)
- Intonation (intonasi)
- Stressing (penekanan)
- Yang lain:

Dalam *skill speaking*, aktivitas yang Anda sukai adalah *

- Discussion (diskusi)
- Giving opinion (beropini)
- Question and answer (tanya jawab)
- Role play (bermain peran)
- Speech (pidato/ceramah)
- Games instruction (bermain)
- Yang lain:

Aktivitas apa yang anda sukai dalam *skill reading*? *

- Mengidentifikasi pernyataan benar atau salah dalam suatu teks atau bacaan
- Menentukan kata yang sesuai dengan bagian paragraph yang kosong pada teks
- Menyimpulkan ide pokok dalam teks
- Menentukan ide pokok pada teks yang telah ditentukan
- Yang lain:

Jenis buku apa yang paling Anda minati untuk dibaca dalam pembelajaran Bahasa Inggris? *

- Short story (Cerita pendek)
- Novel
- Artikel ilmiah
- Berita
- Yang lain:

Metode apa yang menurut Anda paling membantu dalam meningkatkan kemampuan berbicara dalam Bahasa Inggris Anda? (dapat memilih lebih dari satu) *

- Berlatih berbicara secara mandiri
- Diskusi kelompok
- Bimbingan dari guru
- Latihan percakapan intensif di kelas
- Mengikuti klub bahasa
- Penggunaan teknologi (aplikasi belajar, video, dll.)

Yang lain:

Pada saat pembelajaran Bahasa Inggris dikelas, platform yang Anda sukai adalah.... *

- Youtube
- Chrome
- Google Translate
- Website
- Instagram
- Tiktok

Media apa yang anda sukai dalam pembelajaran? *

- audio
- Audio visual
- Video
- Teks bacaan
- Yang lain:

Apa peran teknologi membantu anda dalam proses pembelajaran Bahasa Inggris? *

- Membantu dalam mencari sumber informasi belajar
- Membantu meningkatkan motivasi belajar
- Membantu memahami materi pembelajaran
- Membantu mempermudah proses belajar

Apa saja fitur yang anda harapkan dalam sebuah *website* pembelajaran Bahasa Inggris? *

- Penjelasan materi yang jelas dan mudah dipahami
- Latihan soal yang beragam dan menantang
- Kemudahan akses dan penggunaan
- Mini dictionary
- Yang lain:

Formulir ini dibuat dalam Institut Agama Islam Negeri Palopo.

Google Formulir

Questionnaire of *Need Analysis* DESIGNING *MACCA* WEBSITE BASIC ENGLISH LEARNING FOR JUNIOR HIGH SCHOOL

Kuesioner

ini disusun dengan tujuan mengumpulkan data analisis kebutuhan (*need analysis*) siswa pada kemampuan dan kebutuhan terhadap pembelajaran Bahasa Inggris. Hasil data yang diperoleh akan dijadikan sebagai salah satu acuan pembuatan website pembelajaran Bahasa Inggris.

Bagi responden yang telah meluangkan waktunya untuk mengisi kuesioner ini, saya ucapkan terima kasih.

Email responden (alfiraramadantirm@gmail.com) dicatat saat formulir ini dikirimkan.

Data Responden

Nama *

Alfira ramandanti rahmat

Kelas *

7

8

9

Jenis kelamin *

- Laki-laki
- Perempuan

Usia *

- 13 tahun
- 14 tahun
- 15 tahun
- Yang lain: _____

Petunjuk Pengisian

DawetSilahkan memilih pilihan yang sesuai pernyataan yang mendeskripsikan keadaan Anda saat ini. Sesuaikan dengan kebutuhan yang Anda inginkan terkait dengan media pembelajaran berbasis website untuk mata Pelajaran bahasa Inggris. Jika Anda memilih jawaban lain-lain, tuliskan jawaban tersebut dengan jelas dan singkat.

Dalam belajar bahasa Inggris, tujuan apa yang Anda ingin capai? *

- Agar dapat fasih berbicara bahasa Inggris
- Agar dapat berkomunikasi dengan bahasa Inggris yang baik dan benar
- Agar dapat berbicara bahasa Inggris dengan guru dan teman di sekolah
- Sebagai kebutuhan untuk pendidikan selanjutnya
- Yang lain: _____

Kesulitan apa yang Anda hadapi dalam belajar Bahasa Inggris? *

- Sulit dalam melafalkan kosakata (how to pronounce)
- Kekurangan kosakata (less of vocabularies)
- Tidak percaya diri dalam berbicara (less of self-confidence)
- Yang lain:

Yang manakah urutan belajar Bahasa Inggris yang mudah menurut Anda? *

- Listening, speaking, reading, writing
- Listening, reading, speaking, writing
- Speaking, listening, reading, writing
- Speaking, reading, writing, listening
- Yang lain:

Skill Bahasa Inggris apa yang sangat Anda butuhkan untuk menunjang pembelajaran di sekolah saat ini? (dapat memilih lebih dari satu) *

- Listening skill (keterampilan mendengar)
- Speaking skill (keterampilan berbicara)
- Reading skill (keterampilan membaca)
- Writing skill (keterampilan menulis)

Tingkat penguasaan Bahasa Inggris Anda saat ini adalah *

- Basic: Mengetahui sedikit kosa kata dan ungkapan seperti salam (greeting), perkenalan diri (self-introduction), mampu menjawab pertanyaan mengenai topik yang umum dan masih memiliki banyak kekurangan pada pengucapan (pronunciation).
- Intermediate: Bisa berbicara dengan cukup baik pada beberapa topik dalam bahasa Inggris, tetapi masih memiliki kendala pada kurangnya penguasaan kosakata, tata bahasa dan pengucapan.
- Advanced: Dapat berbicara Bahasa Inggris dengan fasih pada berbagai macam topik dan memiliki sedikit kesulitan pada pengucapan kata, grammar, dan kosakata lainnya.
- Saya tidak paham apapun dalam bahasa Inggris.

Kesulitan yang Anda hadapi dalam *skill listening* adalah *

- Sulit memahami instruksi atau perkataan lisan
- Sulit dalam mengidentifikasi dan memahami kata-kata kunci dalam oral deskripsi
- Pembendaharaan kosakata yang kurang sehingga sulit memahami maksud dari pembicara (local speaker maupun native speaker)
- Yang lain:

Kesulitan yang Anda temui dalam *skill speaking* adalah *

- Sulit dalam melafalkan kosakata (how to pronounce)
- Kekurangan kosakata (less of vocabularies)
- Tidak percaya diri dalam berbicara (less of self-confidence)
- Yang lain:

Kesulitan yang Anda hadapi dalam *skill reading* adalah *

- Sulit dalam memahami bacaan karena terbatasnya kosakata yang diketahui
- Sulit menemukan ide pokok atau gagasan utama dalam teks
- Sulit memahami kosakata yang ada pada teks
- Yang lain:

Kesulitan apa yang Anda temui dalam *skill writing*? *

- Sulit dalam membuat dan menyusun kalimat karena kosakata yang dimiliki terbatas
- Sulit dalam memilih kata yang tepat
- Sulit menentukan penggunaan tanda baca yang tepat dalam menulis
- Yang lain:

Kompetensi *skill listening* yang Anda harapkan setelah mempelajari bahasa Inggris ini adalah *

- Memahami instruksi berbahasa Inggris
- Memahami teks yang dibacakan
- Memahami dialog ataupun monolog berbahasa Inggris
- Yang lain:

Kompetensi *skill speaking* yang Anda harapkan setelah mempelajari bahasa Inggris adalah *

....

- Memahami dan mempraktikkan dalam berbagai topik sederhana (informal)
- Memahami cara penggunaan ungkapan-ungkapan sesuai dengan konteksnya (formal & informal)
- Yang lain:

Kompetensi *skill reading* yang Anda harapkan setelah mempelajari bahasa Inggris adalah *

....

- Memahami teks bacaan sederhana
- Memahami bagian-bagian bacaan (ide pokok, topik, dll)
- Yang lain:

Kompetensi *skill writing* yang Anda harapkan setelah mempelajari bahasa Inggris adalah *

- Mampu menggunakan tanda baca yang benar dalam tulisan
- Mampu menulis teks sederhana sesuai dengan topik yang diberikan
- Mampu Menyusun kalimat sederhana secara runtut sesuai tenses
- Yang lain:

Aktivitas apa yang dapat membantu meningkatkan penguasaan *vocabulary* bahasa Inggris Anda? *

- Menghafalkan kosakata yang berkaitan dengan nilai-nilai moderasi Islam
- Menulis kembali kosakata baru yang diperoleh dari; bacaan, film, dll.
- Menerjemahkan kosakata
- Yang lain:

Aktivitas yang dapat membantu Anda dalam *skill listening* adalah *

- Mendengarkan teks monolog atau dialog dan menjelaskan kembali dengan bahasa sendiri
- Mendengarkan teks monolog atau dialog, kemudian menjawab pertanyaan
- Menonton siaran/acara tv, YouTube, video, dll. Dilanjutkan dengan menjawab pertanyaan
- Yang lain:

Dalam *skill speaking*, aktivitas yang Anda sukai adalah *

- Discussion (diskusi)
- Giving opinion (beropini)
- Question and answer (tanya jawab)
- Role play (bermain peran)
- Speech (pidato/ceramah)
- Games (bermain)
- Yang lain:

Aktivitas apa yang anda sukai dalam *skill reading*? *

- Mengidentifikasi pernyataan benar atau salah dalam suatu teks atau bacaan
- Menentukan kata yang sesuai dengan bagian paragraph yang kosong pada teks
- Menentukan ide pokok pada teks yang telah ditentukan
- Menyimpulkan ide pokok dalam teks
- Yang lain:

Aktivitas apa yang dapat membantu meningkatkan kemampuan Anda dalam menguasai *grammar* Bahasa Inggris? *

- Menyusun kata atau kalimat acak
- Membuat kalimat berdasarkan tenses
- Menyusun kalimat/paragraph sesuai dengan tenses

Dalam meningkatkan kemampuan *pronunciation* Bahasa Inggris, hal yang penting untuk Anda pelajari adalah *

- Accent (aksen/logat)
- Sound (bunyi)
- Intonation (intonasi)
- Stressing (penekanan)
- Yang lain:

Dalam *skill speaking*, aktivitas yang Anda sukai adalah *

- Discussion (diskusi)
- Giving opinion (beropini)
- Question and answer (tanya jawab)
- Role play (bermain peran)
- Speech (pidato/ceramah)
- Games instruction (bermain)
- Yang lain:

Aktivitas apa yang anda sukai dalam *skill reading*? *

- Mengidentifikasi pernyataan benar atau salah dalam suatu teks atau bacaan
- Menentukan kata yang sesuai dengan bagian paragraph yang kosong pada teks
- Menyimpulkan ide pokok dalam teks
- Menentukan ide pokok pada teks yang telah ditentukan
- Yang lain:

Jenis buku apa yang paling Anda minati untuk dibaca dalam pembelajaran Bahasa Inggris? *

- Short story (Cerita pendek)
- Novel
- Artikel ilmiah
- Berita
- Yang lain:

Metode apa yang menurut Anda paling membantu dalam meningkatkan kemampuan berbicara dalam Bahasa Inggris Anda? (dapat memilih lebih dari satu) *

- Berlatih berbicara secara mandiri
- Diskusi kelompok
- Bimbingan dari guru
- Latihan percakapan intensif di kelas
- Mengikuti klub bahasa
- Penggunaan teknologi (aplikasi belajar, video, dll.)
- Yang lain:

Pada saat pembelajaran Bahasa Inggris dikelas, platform yang Anda sukai adalah.... *

- Youtube
- Chrome
- Google Translate
- Website
- Instagram
- Tiktok

Media apa yang anda sukai dalam pembelajaran? *

- audio
- Audio visual
- Video
- Teks bacaan
- Yang lain:

Apa peran teknologi membantu anda dalam proses pembelajaran Bahasa Inggris? *

- Membantu dalam mencari sumber informasi belajar
- Membantu meningkatkan motivasi belajar
- Membantu memahami materi pembelajaran
- Membantu mempermudah proses belajar

Apa saja fitur yang anda harapkan dalam sebuah *website* pembelajaran Bahasa Inggris? *

Penjelasan materi yang jelas dan mudah dipahami

Latihan soal yang beragam dan menantang

Kemudahan akses dan penggunaan

Mini dictionary

Yang lain:

Formulir ini dibuat dalam Institut Agama Islam Negeri Palopo.

Google Formulir

APPENDIX 6

**THE EXPERTS' EVALUATION
QUESTIONNAIRE OF THE
PRODUCT**

**KUESIONER EVALUASI UNTUK AHLI MATERI
DESIGNING MACCA WEBSITE BASIC ENGLISH
LEARNING FOR JUNIOR HIGH SCHOOL**

A. Data Responden

- Nama :
 Umur :
 Jenis Kelamin :
 Pendidikan : S1 S2 S3 Profesor
 Pengalaman :
 Mengajar : 0-2 tahun
 2-4 tahun
 4-6 tahun
 ≥ 6 tahun

B. Tabel Evaluasi

Isilah tabel berikut ini dengan memberi tanda centang (✓) pada kolom yang telah tersedia.

- Keterangan :
 4 : Sangat sesuai
 3 : Sesuai
 2 : Kurang sesuai
 1 : Tidak sesuai

No	Pernyataan	4	3	2	1
A. KONTEN					
1	Cakupan isi materi dalam <i>Website</i> sesuai dengan kebutuhan siswa SMPN 5 Palopo pada pembelajaran Bahasa Inggris				

2	Kedalaman materi dalam <i>Website</i> memadai				
3	Keaslian materi dalam <i>Website</i> memadai				
4	Aktivitas siswa di dalam <i>Website</i> menarik				
Saran Perbaikan:					
B. INPUT					
5	Instruksi dalam tiap materi mudah dipahami.				
6	Input materi berbentuk teks dan video relevan				
7	Input materi berbentuk teks dan video sesuai dengan kemampuan siswa.				
8	Input materi berbentuk teks dengan video menarik				
9	Input materi mencakup struktur bahasa yang benar				
10	Input materi dapat menambah wawasan siswa				
11	Input materi dapat menambah kosa kata siswa				
12	Input materi data membantu siswa dalam berbahasa				
13	Input dan materi seimbang				
14	Pilihan topik sesuai dengan karakteristik siswa				

Saran Perbaikan:					
C. BAHASA					
15	Bahasa yang digunakan dalam <i>Website macca</i> sesuai dengan kemampuan siswa				
16	Bahasa yang disajikan pada <i>Website</i> komprehensif dan sesuai dengan tingkat perkembangan kognitif siswa				
17	Ekspresi yang digunakan pada <i>Website</i> sesuai dengan tata bahasa yang benar				
18	Bahasa yang disajikan dalam <i>Website</i> mudah dipahami				
Saran Perbaikan:					
D. DESAIN DAN LAYOUT					
19	Tampilan materi jelas				
20	Tampilan materi menarik				
21	Ukuran huruf sesuai				
22	Ukuran spasi sesuai				
23	Jarak spasi sesuai				
24	Penggunaan tanda baca tepat				
Saran Perbaikan:					
E. EVALUASI UMUM					
25	Sistematika penyajian runtut				

26	Keseluruhan materi sesuai dengan kemampuan berbahasa siswa				
27	Penilaian sesuai dengan input yang diberikan				
Saran Perbaikan:					

C. Kesimpulan

Secara umum, pendapat bapak/ibu terhadap produk *Website Macca* yang didesain:

- a. Layak
- b. Layak dengan perbaikan

.....

.....

.....

.....

.....

.....

- c. Tidak layak

Palopo,Oktober 2024

Penilai Kelayakan

**KUESIONER EVALUASI UNTUK AHLI BAHASA
DESIGNING MACCA WEBSITE BASIC ENGLISH
LEARNING FOR JUNIOR HIGH SCHOOL**

D. Data Responden

- Nama :
 Umur :
 Jenis Kelamin :
 Pendidikan : S1 S2 S3 Profesor
 Pengalaman :
 Mengajar : 0-2 tahun
 2-4 tahun
 4-6 tahun
 ≥ 6 tahun

E. Tabel Evaluasi

Isilah tabel berikut ini dengan memberi tanda centang (✓) pada kolom yang telah tersedia.

- Keterangan :
 4 : Sangat sesuai
 3 : Sesuai
 2 : Kurang sesuai
 1 : Tidak sesuai

No	Pernyataan	4	3	2	1
A. KONTEN					
1	Cakupan isi materi dalam <i>Website</i> sesuai dengan kebutuhan siswa SMPN 5 Palopo pada pembelajaran Bahasa Inggris				

2	Kedalaman materi dalam <i>Website</i> memadai				
3	Keaslian materi dalam <i>Website</i> memadai				
4	Aktivitas siswa di dalam <i>Website</i> menarik				
Saran Perbaikan:					
B. INPUT					
5	Instruksi dalam tiap materi mudah dipahami.				
6	Input materi berbentuk teks dan video relevan				
7	Input materi berbentuk teks dan video sesuai dengan kemampuan siswa.				
8	Input materi berbentuk teks dengan video menarik				
9	Input materi mencakup struktur bahasa yang benar				
10	Input materi dapat menambah wawasan siswa				
11	Input materi dapat menambah kosa kata siswa				
12	Input materi data membantu siswa dalam berbahasa				
13	Input dan materi seimbang				
14	Pilihan topik sesuai dengan karakteristik siswa				

Saran Perbaikan:					
C. BAHASA					
15	Bahasa yang digunakan dalam <i>Website macca</i> sesuai dengan kemampuan siswa				
16	Bahasa yang disajikan pada <i>Website</i> komprehensif dan sesuai dengan tingkat perkembangan kognitif siswa				
17	Ekspresi yang digunakan pada <i>Website</i> sesuai dengan tata bahasa yang benar				
18	Bahasa yang disajikan dalam <i>Website</i> mudah dipahami				
Saran Perbaikan:					
D. DESAIN DAN LAYOUT					
19	Tampilan materi jelas				
20	Tampilan materi menarik				
21	Ukuran huruf sesuai				
22	Ukuran spasi sesuai				
23	Jarak spasi sesuai				
24	Penggunaan tanda baca tepat				
Saran Perbaikan:					
E. EVALUASI UMUM					
25	Sistematika penyajian runtut				

26	Keseluruhan materi sesuai dengan kemampuan berbahasa siswa				
27	Penilaian sesuai dengan input yang diberikan				
Saran Perbaikan:					

F. Kesimpulan

Secara umum, pendapat bapak/ibu terhadap produk *Website Macca* yang didesain:

- d. Layak
- e. Layak dengan perbaikan

.....

.....

.....

.....

.....

.....

- f. Tidak layak

Palopo,Oktober 2024

Penilai Kelayakan

**KUESIONER EVALUASI UNTUK AHLI DESAIN DAN
LAYOUT**

**DESIGNING MACCA WEBSITE BASIC ENGLISH
LEARNING FOR JUNIOR HIGH SCHOOL**

G. Data Responden

- Nama :
Umur :
Jenis Kelamin :
Pendidikan : S1 S2 S3 Profesor
Pengalaman :
Mengajar : 0-2 tahun
 2-4 tahun
 4-6 tahun
 \geq 6 tahun

H. Tabel Evaluasi

Isilah tabel berikut ini dengan memberi tanda centang (✓) pada kolom yang telah tersedia.

- Keterangan :
4 : Sangat sesuai
3 : Sesuai
2 : Kurang sesuai
1 : Tidak sesuai

No	Pernyataan	4	3	2	1
A. KONTEN					

1	Cakupan isi materi dalam <i>Website</i> sesuai dengan kebutuhan siswa SMPN 5 Palopo pada pembelajaran Bahasa Inggris				
2	Kedalaman materi dalam <i>Website</i> memadai				
3	Keaslian materi dalam <i>Website</i> memadai				
4	Aktivitas siswa di dalam <i>Website</i> menarik				
Saran Perbaikan:					
B. INPUT					
5	Instruksi dalam tiap materi mudah dipahami.				
6	Input materi berbentuk teks dan video relevan				
7	Input materi berbentuk teks dan video sesuai dengan kemampuan siswa.				
8	Input materi berbentuk teks dengan video menarik				
9	Input materi mencakup struktur bahasa yang benar				
10	Input materi dapat menambah wawasan siswa				
11	Input materi dapat menambah kosa kata siswa				
12	Input materi data membantu siswa dalam berbahasa				
13	Input dan materi seimbang				

14	Pilihan topik sesuai dengan karakteristik siswa				
Saran Perbaikan:					
C. BAHASA					
15	Bahasa yang digunakan dalam <i>Website macca</i> sesuai dengan kemampuan siswa				
16	Bahasa yang disajikan pada <i>Website</i> komprehensif dan sesuai dengan tingkat perkembangan kognitif siswa				
17	Ekspresi yang digunakan pada <i>Website</i> sesuai dengan tata bahasa yang benar				
18	Bahasa yang disajikan dalam <i>Website</i> mudah dipahami				
Saran Perbaikan:					
D. DESAIN DAN LAYOUT					
19	Tampilan materi jelas				
20	Tampilan materi menarik				
21	Ukuran huruf sesuai				
22	Ukuran spasi sesuai				
23	Jarak spasi sesuai				
24	Penggunaan tanda baca tepat				
Saran Perbaikan:					
E. EVALUASI UMUM					

25	Sistematika penyajian runtut				
26	Keseluruhan materi sesuai dengan kemampuan berbahasa siswa				
27	Penilaian sesuai dengan input yang diberikan				
Saran Perbaikan:					

I. Kesimpulan

Secara umum, pendapat bapak/ibu terhadap produk *Website Macca* yang didesain:

- g. Layak
- h. Layak dengan perbaikan

.....

.....

.....

.....

.....

.....

- i. Tidak layak

Palopo,Oktober 2024

Penilai Kelayakan

APPENDIX 7

**THE RESULT OF THE
EXPERTS' EVALUATION
QUESTIONNAIRE OF THE
PRODUCT**

**KUESIONER EVALUASI UNTUK AHLI DESAIN DAN LAYOUT
DESIGNING MACCA WEBSITE BASIC ENGLISH LEARNING FOR
JUNIOR HIGH SCHOOL**

A. Data Responden

Nama : Imam Fadli
 Umur : 23
 Jenis Kelamin : Laki-laki
 Pendidikan : S1 S2 S3 Profesor
 Pengalaman :
 Mengajar : 0-2 tahun
 2-4 tahun
 4-6 tahun
 ≥ 6 tahun

B. Tabel Evaluasi

Isilah tabel berikut ini dengan memberi tanda centang (✓) pada kolom yang telah tersedia.

Keterangan :
 4 : Sangat sesuai
 3 : Sesuai
 2 : Kurang sesuai
 1 : Tidak sesuai

No	Pernyataan	4	3	2	1
A. KONTEN					
1	Cakupan isi materi dalam <i>Website</i> sesuai dengan kebutuhan siswa SMPN 5 Palopo pada pembelajaran Bahasa Inggris		✓		
2	Kedalaman materi dalam <i>Website</i> memadai		✓		
3	Keaslian materi dalam <i>Website</i> memadai		✓		

4	Aktivitas siswa di dalam <i>Website</i> menarik				✓
---	---	--	--	--	---

Saran Perbaikan: Quiz tidak dapat dijalankan. Terdapat laporan "invalid game code".

Saran untuk latihan di page teaching content, buatlah interactive choice. Seperti pilihan ganda yang dapat dipilih langsung oleh siswa.

B. INPUT

14	Instruksi dalam tiap materi mudah dipahami.				✓
15	Input materi berbentuk teks dan video relevan	✓			
16	Input materi berbentuk teks dan video sesuai dengan kemampuan siswa.	✓			
17	Input materi berbentuk teks dengan video menarik	✓			
18	Input materi mencakup <u>struktur bahasa</u> yang benar		✓		
19	Input materi dapat menambah wawasan siswa				
20	Input materi dapat menambah kosa kata siswa				
21	Input materi dapat membantu siswa dalam berbahasa				
22	Input dan materi seimbang				
23	Pilihan topik sesuai dengan karakteristik siswa				

Saran Perbaikan: Belum terdapatnya instruksi yang jelas sebelum mengeksekusi sesuatu. Contoh, ketika ingin memilih materi, siswa tidak diberikan instruksi dan hanya memaparkan judul besarnya.

Pertanyaan seputar kedalaman materi tidak dapat saya jawab karena bukan ^{aspek} penilaian saya.

C. BAHASA

24	Bahasa yang digunakan dalam <i>Website macca</i> sesuai dengan kemampuan siswa				
25	Bahasa yang disajikan pada <i>Website</i> komprehensif dan sesuai dengan tingkat perkembangan kognitif siswa				
26	Ekspresi yang digunakan pada <i>Website</i> sesuai dengan tata bahasa yang benar				
27	Bahasa yang disajikan dalam <i>Website</i> mudah dipahami				

Saran Perbaikan: mohon maaf karena tidak mengisi aspek penilaian bahasa, karena pertanyaannya lebih teknis ke kebahasaan, bukan ke desain & layout.

D. DESAIN DAN LAYOUT

28	Tampilan materi jelas	✓			
29	Tampilan materi menarik	✓			
30	Ukuran huruf sesuai	✓			
31	Ukuran spasi sesuai	✓			
32	Jarak spasi sesuai	✓			
33	Penggunaan tanda baca tepat	✓			

Saran Perbaikan: Secara tampilan layout) sudah sesuai untuk dibuka di perangkat berbeda, seperti laptop, dablet, atau HP, dengan kata lain webitenya sudah responsive.

Apakah memang website ini tidak menggunakan menu? Saran saya gunakan menu untuk memudahkan navigasi di laman Anda.

F. EVALUASI UMUM

34	Sistematika penyajian runtut	✓			
35	Keseluruhan materi sesuai dengan kemampuan berbahasa siswa	✓			
36	Penilaian sesuai dengan input yang diberikan	✓			

Saran Perbaikan:
Secara layout, website ini sudah runtut

C. Kesimpulan

Secara umum, pendapat bapak/ibu terhadap produk *Website Macca* yang didesain:

- a. Layak
- (b) Layak dengan perbaikan

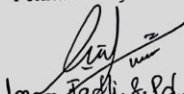
Penetapan instruksi sangat diperlukan dalam website Anda.

Sebin itu, menu sangat perlu menurut saya untuk memudahkan navigasi selama pgunaan web Anda. Penambahan animasi saat kursor berada di area clickable materi (Hover animation) perlu ditambahkan agar website Anda lebih interaktif.

c. Tidak layak

Palopo, 10 Oktober 2024

Penilai Kelayakan


Imam Fadli, S.Pd., M.Pd.

KUESIONER EVALUASI UNTUK AHLI BAHASA
DESIGNING MACCA WEBSITE BASIC ENGLISH LEARNING FOR
JUNIOR HIGH SCHOOL

A. Data Responden

Nama : *Ermanwati, S.Pd.T., M.Hum.*
 Umur : *32 tahun*
 Jenis Kelamin : *Wanita*
 Pendidikan : S1 S2 S3 Profesor
 Pengalaman :
 Mengajar : 0-2 tahun
 2-4 tahun
 4-6 tahun
 ≥ 6 tahun

B. Tabel Evaluasi

Isilah tabel berikut ini dengan memberi tanda centang (✓) pada kolom yang telah tersedia.

Keterangan :
 4 : Sangat sesuai
 3 : Sesuai
 2 : Kurang sesuai
 1 : Tidak sesuai

No	Pernyataan	4	3	2	1
A. KONTEN					
1	Cakupan isi materi dalam <i>Website</i> sesuai dengan kebutuhan siswa SMPN 5 Palopo pada pembelajaran Bahasa Inggris	✓			
2	Kedalaman materi dalam <i>Website</i> memadai		✓		
3	Keaslian materi dalam <i>Website</i> memadai	✓			

4	Aktivitas siswa di dalam <i>Website</i> menarik	✓			
Saran Perbaikan:					
B. INPUT					
14	Instruksi dalam tiap materi mudah dipahami.	✓			
15	Input materi berbentuk teks dan video relevan	✓			
16	Input materi berbentuk teks dan video sesuai dengan kemampuan siswa.	✓			
17	Input materi berbentuk teks dengan video menarik	✓			
18	Input materi mencakup struktur bahasa yang benar	✓			
19	Input materi dapat menambah wawasan siswa	✓			
20	Input materi dapat menambah kosa kata siswa		✓		
21	Input materi data membantu siswa dalam berbahasa	✓			
22	Input dan materi seimbang	✓			
23	Pilihan topik sesuai dengan karakteristik siswa	✓			
Saran Perbaikan:					
C. BAHASA					
24	Bahasa yang digunakan dalam <i>Website macca</i> sesuai dengan kemampuan siswa	✓			
25	Bahasa yang disajikan pada <i>Website</i> komprehensif dan sesuai dengan tingkat perkembangan kognitif siswa	✓			
26	Ekspresi yang digunakan pada <i>Website</i> sesuai dengan tata bahasa yang benar	✗	✓		
27	Bahasa yang disajikan dalam <i>Website</i> mudah dipahami	✓			

Saran Perbaikan:				
D. DESAIN DAN LAYOUT				
28	Tampilan materi jelas	✓		
29	Tampilan materi menarik	✓		
30	Ukuran huruf sesuai	✓		
31	Ukuran spasi sesuai		✓	
32	Jarak spasi sesuai		✓	
33	Penggunaan tanda baca tepat	✓		
Saran Perbaikan:				
F. EVALUASI UMUM				
34	Sistematika penyajian runtut	✓		
35	Keseluruhan materi sesuai dengan kemampuan berbahasa siswa	✓		
36	Penilaian sesuai dengan input yang diberikan	✓		
Saran Perbaikan:				

C. Kesimpulan

Secara umum, pendapat bapak/ibu terhadap produk *Website Macca* yang didesain:

- a. Layak
- b. Layak dengan perbaikan

c. Tidak layak

Palopo, 9 Oktober 2024

Penilai Kelayakan



Ermawati S.Pd.I., M.Hum.

NIP 19911172020122019

KUESIONER EVALUASI UNTUK AHLI MATERI
DESIGNING MACCA WEBSITE BASIC ENGLISH LEARNING FOR
JUNIOR HIGH SCHOOL

A. Data Responden

Nama : Taufiq Misran, s. pd
 Umur : 33 tahun
 Jenis Kelamin : Laki-Laki
 Pendidikan : S1 S2 S3 Profesor
 Pengalaman :
 Mengajar : 0-2 tahun
 2-4 tahun
 4-6 tahun
 ≥ 6 tahun

B. Tabel Evaluasi

Isilah tabel berikut ini dengan memberi tanda centang (✓) pada kolom yang telah tersedia.

Keterangan :
 4 : Sangat sesuai
 3 : Sesuai
 2 : Kurang sesuai
 1 : Tidak sesuai

No	Pernyataan	4	3	2	1
A. KONTEN					
1	Cakupan isi materi dalam <i>Website</i> sesuai dengan kebutuhan siswa SMPN 5 Palopo pada pembelajaran Bahasa Inggris	✓			
2	Kedalaman materi dalam <i>Website</i> memadai		✓		
3	Keaslian materi dalam <i>Website</i> memadai	✓			

4	Aktivitas siswa di dalam <i>Website</i> menarik		✓		
Saran Perbaikan:					
B. INPUT					
14	Instruksi dalam tiap materi mudah dipahami.	✓			
15	Input materi berbentuk teks dan video relevan	✓			
16	Input materi berbentuk teks dan video sesuai dengan kemampuan siswa.		✓		
17	Input materi berbentuk teks dengan video menarik	✓			
18	Input materi mencakup struktur bahasa yang benar	✓			
19	Input materi dapat menambah wawasan siswa	✓			
20	Input materi dapat menambah kosa kata siswa	✓			
21	Input materi data membantu siswa dalam berbahasa	✓			
22	Input dan materi seimbang		✓		
23	Pilihan topik sesuai dengan karakteristik siswa		✓		
Saran Perbaikan: Bisa Menambah lebih banyak lagi kosa kata agar tercover dengan muatan materinya .					
C. BAHASA					
24	Bahasa yang digunakan dalam <i>Website macca</i> sesuai dengan kemampuan siswa		✓		
25	Bahasa yang disajikan pada <i>Website</i> komprehensif dan sesuai dengan tingkat perkembangan kognitif siswa		✓		
26	Ekspresi yang digunakan pada <i>Website</i> sesuai dengan tata bahasa yang benar	✓			
27	Bahasa yang disajikan dalam <i>Website</i> mudah dipahami	✓			

Saran Perbaikan: Sudah baik dan mudah dipahami.				
D. DESAIN DAN LAYOUT				
28	Tampilan materi jelas	✓		
29	Tampilan materi menarik	✓		
30	Ukuran huruf sesuai	✓		
31	Ukuran spasi sesuai	✓		
32	Jarak spasi sesuai			
33	Penggunaan tanda baca tepat	✓		
Saran Perbaikan: Berikan keterangan di setiap bagian audio recordingnya.				
F. EVALUASI UMUM				
34	Sistematika penyajian runtut	✓		
35	Keseluruhan materi sesuai dengan kemampuan berbahasa siswa	✓		
36	Penilaian sesuai dengan input yang diberikan	✓		
Saran Perbaikan: • Berikan penambahan biodata creator agar lebih Informatif . • Selayang pandang perlu & tambahkan.				

C. Kesimpulan

Secara umum, pendapat bapak/ibu terhadap produk *Website Macca* yang didesain:

- a) Layak
- b. Layak dengan perbaikan

pendapat saya sudah layak, tapi ada beberapa perbaikan yang bisa

menjadi pertimbangan demi kebaikan go. sites oleh saudi

c. Tidak layak

Palopo, 9 Oktober 2024

Penilai Kelayakan



Taufiq Misran, S.Pd

APPENDIX 8
THE FINAL DRAFT OF
PRODUCT

Daily Routine

Daily routines atau rutinitas harian merupakan rangkaian aktivitas yang dilakukan secara berulang setiap hari. Aktivitas yang dilakukan mulai dari bangun tidur, mandi, sarapan, pergi ke sekolah, olahraga, beribadah, mengerjakan tugas, dan lain seterusnya.

L LEARNING OBJECTIVES

Tujuan Pembelajaran

- Students can describe daily routine activities using English appropriately.
- Students can use various tenses (simple present tense, past tense, future tense) in the context of telling daily activities.
- Students can improve their English speaking, reading, writing and listening skills.

G GRAMMAR

Tata Bahasa

Simple Present Tense

(digunakan untuk menyatakan kebiasaan atau aktivitas yang rutin dilakukan.)

Example:

- He **wake up** at 6 o'clock every morning.
- She **goes** to school by bus.
- He **studies** English every day.

Past Tense

(digunakan untuk menceritakan aktivitas yang telah dilakukan di masa lalu.)

Example:

- Yesterday, I **went** to the library after school.
- She **studied** English last night.
- We **had** breakfast at 7 AM.

Future Tense

(digunakan untuk menyatakan rencana atau aktivitas yang akan dilakukan di masa depan.)

Example:

- Tomorrow morning, I **will** wake up at 6.
- After school, I **will** do my homework.
- Tonight, I **will** watch my favorite movie.

DIALOG DAILY

Example of a dialog between two students:

Darif: What do you usually do in the morning?
Tom: I usually wake up at 6 o'clock. Then, I take a shower and eat breakfast. After that, I go to school.

Practice the dialog with your peers !!!

MY DAILY ROUTINES

I usually wake up in the morning at 4.00 a.m. Then I immediately pray subuh. Before I go to school I already tidied my room, breakfast, and fed my cat. I go to school at 06.30 with my father accompany me. In the school I study from 06.30 a.m until 12.00 p.m. After school, I immediately change my clothes and have a lunch. After that, I play with my beloved cat. In the afternoon, I usually watch TV with my family. In the night, I do my homework and go to sleep at 09.00.


Write a short paragraph about your daily routine !

OKAY!

Listen to Tom and his father talking about Tom's daily routine. Then answer the questions below.

- What time does Tom usually get up?
(A) 7:30 (B) 7:00 (C) 8:30
- When does Dad leave for work?
(A) 6:45 (B) 7:00 (C) 9:00
- What does Tom usually have for lunch?
(A) noodles (B) sandwiches (C) nothing
- How does Tom get to school?
(A) bus (B) walk (C) walk or bus
- When does Tom do his homework?
(A) at 3:00 (B) before dinner (C) after dinner
- What do Tom and Dad want to do now?
(A) go out (B) watch TV (C) play a game

My family




LEARNING OBJECTIVES
Tujuan Pembelajaran

- Students can introduce their family members in English.
- Students can use family-related vocabulary correctly.
- Students can make simple and complex sentences about their family.
- Students can understand reading texts about family.

1. Who is the idol in your family?
2. Why do you like him/her?
3. Can you describe one of your family members?

Extended Family



A Day at the Beach

Last summer, my family decided to go to the beach for a vacation. We packed our bags with swimsuits, towels, and sunscreen. When we arrived at the beach, we spread out our towels and started to build a sandcastle. My little brother kept trying to knock it down, which made us all laugh. After we were finished building the sandcastle, we went for a swim in the ocean. It was so much fun! In the evening, we had a bonfire on the beach and roasted marshmallows. It was a perfect day with my family.

Listen and analyze the story above and then answer the questions below !!!

1. What did the family decide to do last summer?
2. What did they pack for their trip to the beach?
3. What does the word "vacation" mean in the story?
4. What is the opposite of "spread out"?

f a m i l y

My Hobbies



Learning Objectives
Tujuan Pembelajaran

- Students can mention various hobbies.
- Students can use -ing verbs to express activities.
- Students can make simple sentences about their hobbies.


Example of Question Sentences About Hobbies

- What is your hobby? (apa hobimu?)
- What is your mother's hobby? (apa hobi ibu mu?)
- How much hobbies do you have? (berapa banyak hobi mu?)
- Do you like to play football? (apakah kamu suka bermain sepak bola?)

Example Sentences about Hobby

- My hobbies are reading and writing. (hobi saya adalah membaca dan menulis)
- My mother's hobby is cooking. (hobi ibu saya adalah memasak)
- I like to sing. (saya suka menyanyi)
- She likes to gardening. (dia perempuan suka berkebun)
- My brother's hobbies are playing football and photography. (hobi saudara laki-laki saya adalah bermain sepak bola dan fotografi)

My School




Learning Objectives
Tujuan Pembelajaran

- Students can name various rooms and facilities in the school.
- Students can use verbs to describe activities in the school.
- Students can make simple sentences about their school.

Example of sentences
Contoh Kalimat

- I go to the library to read books. (Saya pergi ke perpustakaan untuk membaca buku)
- We have a science experiment in the laboratory. (Kami memiliki eksperimen sains di laboratorium)
- I like to play basketball in the gym. (Saya suka bermain basket di pusat kebugaran)
- The canteen serves delicious food. (Kantin menyajikan makanan lezat)



TENSES



Present Tense

Simple Present: Digunakan untuk tindakan yang biasa dilakukan, kebenaran umum.

- I play tennis every week.
- The sun rises in the east.
- The train leaves at 2 PM tomorrow.

Present Continuous: Digunakan untuk tindakan yang terjadi saat ini, tindakan sementara, dan rencana masa depan.

- She is watching TV right now.
- He is working as a teacher this summer.
- We are going to the beach next weekend.

Present Perfect: Digunakan untuk tindakan yang dimulai di masa lalu dan berlanjut hingga saat ini, tindakan yang telah selesai di masa lalu yang memiliki kaitan dengan masa kini, dan pengalaman.

- I have lived in this city for 10 years.
- She has already eaten breakfast.
- Have you ever been to France?

Present Perfect Continuous: Digunakan untuk tindakan yang dimulai di masa lalu dan masih berlangsung, tindakan yang baru saja terjadi, dan untuk menekankan durasi tindakan.

- It has been raining all day.
- They have been studying for the exam for hours.

Future Tense

Simple Future: Digunakan untuk tindakan, prediksi, dan janji di masa depan.

- I will go to the store tomorrow.
- It will be sunny tomorrow.
- I promise I will call you later.

Future Continuous: Digunakan untuk tindakan yang terjadi pada waktu tertentu di masa depan, tindakan yang diinterupsi oleh tindakan lain di masa depan, dan rencana masa depan.

- She will be working at 3 PM tomorrow.
- I will be watching a movie when you arrive.

Future Perfect: Digunakan untuk tindakan yang akan diselesaikan sebelum waktu tertentu di masa mendatang.

- He will have finished his report by Friday.
- We will have been married for 10 years next month.

Future Perfect Continuous: Digunakan untuk tindakan yang akan terjadi selama periode waktu tertentu sebelum waktu tertentu di masa depan.

- They will have been studying for the exam for two weeks by the time it starts.

Past Tense

Simple Past: Digunakan untuk tindakan yang telah diselesaikan di masa lalu.

- He played football yesterday.
- We went to the movies last night.

Past Continuous: Digunakan untuk tindakan yang terjadi pada waktu tertentu di masa lalu, tindakan yang diinterupsi oleh tindakan lain, dan pengaturan adegan untuk sebuah cerita.

- I was sleeping when the phone rang.
- She was walking to school when she saw a cat.

Past Perfect: Digunakan untuk tindakan yang terjadi sebelum tindakan lain di masa lalu.

- He had finished his homework before dinner.
- I had never seen such a beautiful sunset before.

Past Perfect Continuous: Digunakan untuk tindakan yang dimulai di masa lalu dan berlanjut hingga tindakan lain di masa lalu.

- They had been playing tennis for an hour when it started to rain.

Mini Dictionary

Here is the vocabulary that you can see below:

No	English	Indonesia
1	Always	Selalu
2	Actually	Sebenarnya
3	Usually	Biasanya
4	Sometimes	Kadang-Kadang
5	Suddenly	Tiba-Tiba
6	After	Setelah
7	Before	Sebelum
8	Accompany	Menemani
9	Admire	Mengagumi
10	Adventure	Petualangan
11	Affection	Kasih Sayang
12	Afraid	Takut
13	Bathroom	Kamar Mandi
14	Behavior	Tingkah Laku
15	Behind	Dibelakang
16	Believe	Percaya
17	Brush teeth	Sikat gigi
18	Conversation	Percakapan
19	Confident	Percaya Diri
20	Crazy	Gila
21	Country	Negara
22	Dangerous	Berbahaya
23	Different	Berbeda
24	Dirty	Kotor
25	Do homework	Mengerjakan tugas
26	Education	Pendidikan
27	Experience	Pengalaman
28	Famous	Terkenal
29	Field	Lapangan
30	Forget	Lupa
31	Garden	Kebun

32	Give	Memberi
33	Government	Pemerintah
34	Guest	Tamu
35	Games	Rumpuk
36	Get dressed	Berpakaian
37	Get up	Bangun
38	Health	Kesehatan
39	Heart	Hati
40	Important	Penting
41	Impossible	Mustahil
42	Kitchen	Dapur
43	Knowledge	Pengetahuan
44	Language	Bahasa
45	Classroom	ruang kelas
46	Lucky	Beruntung
47	Playground	lapangan bermain
48	Library	perpustakaan
49	Gymnasium	gedung olahraga
50	Cafeteria	kantin
51	Principal's office	kantor kepala sekolah
52	Principal	kepala sekolah
53	Counselor	konselor
54	Janitor	petugas kebersihan
55	Vice principal	wakil kepala sekolah
56	Math	matematika
57	Science	ilmu pengetahuan
58	English	bahasa Inggris
59	History	sejarah
60	Geography	geografi
61	Art	seni
62	Music	musik
63	Physical Education	pendidikan jasmani
64	Computer Science	ilmu komputer
65	Class	pelajaran
66	Homework	tugas rumah

67	Test	ujian
68	ujian	kuis
69	Project	proyek
70	Field trip	kunjungan lapangan
71	Textbook	buku pelajaran
72	Notebook	buku catatan
73	Pencil	pensil
74	Pen	pena
75	Eraser	penghapus
76	Ruler	penggaris
77	Scissors	gunting
78	Passion	hasrat
79	Pursuit	kegiatan
80	Interest	minat
81	Painting	melukis
82	Drawing	menggambar
83	Sculpting	memahat
84	Sewing	menjahit
85	Knitting	merajut
86	Pottery	membuat keramik
87	Soccer	sepak bola
88	Basketball	bola basket
89	Tennis	tenis
90	Swimming	berenang
91	Running	berlari
92	Dancing	menari
93	Board games	permainan papan
94	Video games	permainan video
95	Hiking	mendaki
96	Camping	berkemah
97	Fishing	memancing
98	Gardening	berkebun
99	Photography	fotografi
100	mother	ibu
101	father	ayah
102	son	anak laki-laki
103	daughter	anak perempuan
104	brother	saudara laki-laki
105	sister	saudara perempuan
106	grandmother	nenek
107	grandfather	kakek
108	aunt	bibi

109	uncle	paman
110	cousin	sepupu
111	niece	keponakan perempuan
112	nephew	keponakan laki-laki
113	parents	orang tua
114	siblings	saudara kandung
115	relatives	kerabat
116	spouse	pasangan (suami/istri)
117	in-laws	mertua
118	extended family	keluarga besar
119	nuclear family	keluarga inti
120	Experience	Pengalaman
121	Expert	Ahli
122	Extraordinary	Luar Biasa
123	Flood	Banjir
124	Flower	Bunga
125	Forest	Hutan
126	Heaven	Surga
127	Holiday	Liburan
128	Hospital	Rumah Sakit
129	Ignore	Mengabaikan
130	Jealous	Cemburu
131	Lake	Danau
132	Uniform	Seragam
133	Useful	Bermanfaat
134	Useless	Tidak Bermanfaat
135	Village	Desa
136	Wall	Dinding
137	Window	Jendela
138	Weather	Cuaca
139	World	Dunia
140	Train	Kereta Api
141	Tree	Pohon
142	Together	Bersama
143	Survival	Bertahan Hidup
144	Smile	Tersenyum
145	Smart	Pintar
146	Schedule	Jaawal
147	Rice	Nasi
148	Picture	Gambar
149	Purpose	Tujuan
150	Place	Tempat

CURICULUM VITAE



Teguh Muliawan was born on January 2, 2002 in Burau, his father's name is Hadda and his mother's name is Wiwik. He studied at Elementary School (SDN 102 Burau) in 2008 and graduated in 2014, after that he continued at SMPN 2 Burau he graduated in 2017, and continued his education at SMAN 7 Luwu Timur, he graduated in 2020, after that in 2020 he continued his studies at the State Islamic Institute of Palopo (IAIN Palopo) and majored in English Language Education at the Islamic Institute (IAIN Palopo). he completed his final studies using R&D research with the title “Designing Macca Website Basic English Learning for Junior High School.