## DEVELOPING E-MODULE OF WRITING USING LIVEWORKSHEETS FOR SENIOR HIGH SCHOOL OF MODERN ISLAMIC BOARDING SCHOOL DATUK SULAIMAN PUTRI PALOPO

A Thesis

Presented as Partial Fulfillment for the Attainment of S.Pd Degree in English Education Study Program Tarbiyah and TeacherTraining Faculty State Islamic Institute of Palopo



By

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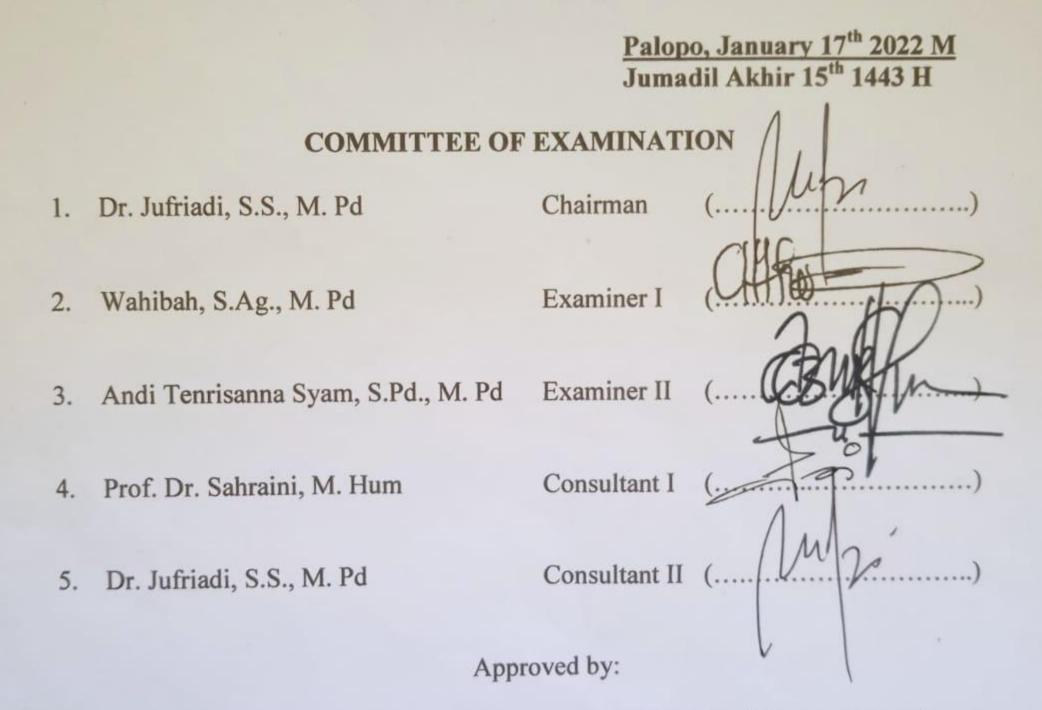
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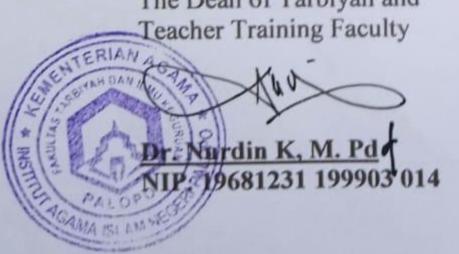
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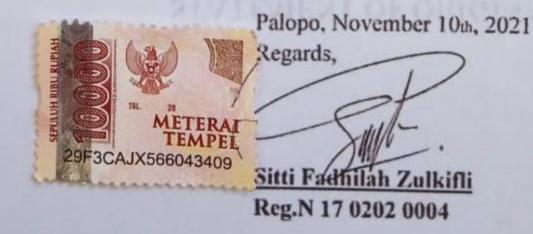
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**The Researcher** 

## Sitti Fadhilah Zulkifli

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## ABSTRACT

Sitti Fadhilah Zulkifli, 2021. "Developing E-Module of Writing Using Liveworksheets for Senior High School of Modern Islamic Boarding School Datuk Sulaiman Putri Palopo." A thesis of English Education Study Program. Tarbiyah and Teachers Training Faculty, State Islamic Institute of Palopo. Under supervisor Prof. Dr. Sahraeni, M.Hum. as the first consultant and Dr. Jufriadi, S.S., M.Pd. as the second consultant.

The problem statement of this research is "What kind of e-module of writing is suitable for Senior High School students of Modern Islamic Boarding School Datuk Sulaiman Putri Palopo?" This research aims to develop an e-module of writing for students of Senior High School of Modern Islamic Boarding School Datuk Sulaiman Putri Palopo. To obtain front-end data analysis, the researcher interviewed a teacher of 10 students. Then the researcher asked 30 students in XI IPS 2 class to fill out a need analysis questionnaire. Before validating the emodule to the experts, the researcher validated all the instruments to two lecturers (experts). After that, the researcher asked three lecturers (language, material, and media expert) to validate the e-module. Finally, the researcher carried out a tryout which was attended by 20 students. The researcher utilizes the 4D model to develop the e-module, consisting of Define, Design, Develop, and Disseminate.In the Define phase, the researcher interviewed the teacher and the students and gave a questionnaire to the students to get the problem in learning English, especially writing. In the Design phase, the researcher designed the e-module using Liveworksheets. In the Develop phase, the researcher validated the research instruments and the e-module through expert judgment. In this phase, the researcher also did Try-Out to get students' perception about the e-module as the base to revise the e-module to be appropriate. The last is the Disseminate phase; the researcher created the Liveworksheets' account to the teacher to freely access and edit the e-module. Based on the assessment of linguists, the language used to develop the e-module is 'good' with a score of 39 out of a maximum score of 44 (88.64%), which means it can be used with a fewrevise. Based on the assessment of material experts, the material used to develop the e-module is 'good' with a score of 30 out of a maximum score of 40 (75%), which means that it can be used with a few revise. Based on the assessment of media experts, adjusting the Emodule as a learning mediais'Excellent' with a score of 74 out of a maximum score of 80 (92%), which means it can be used without revise. Based on the assessment of students' perception, the researcher found that out of 30 students, ten students (34%) considered the e-module 'Excellent,' which means that the emodule can be used without revision. Then ten students (33%) considered the emodule 'Good,' which means it can be used with a few revisions. Based on the results of research and discussion, it was concluded that the E-module of Writing

as a source of learning English writing is suitable for students at Senior High School of Modern Islamic Boarding School Datuk Sulaiman Putri Palopo. This can be seen from the results of the students' try-outs, where they can utilyze the e-module independently without the help of the teacher during offline learning. This e-module was also prepared by taking into account the 5 characteristics of a good module (Self-instruction, Self-contained, Stand-alone, Adaptive, and User friendly) by Daryanto (2013: 9) (cited in Evi: 2018).<sup>1</sup> This e-module was developed based on English learning syllabus for XI grade at the first semester. So, this e-module is suitable for students at Senior High School of Modern Islamic Boarding School Datuk Sulaiman Putri Palopo, especially students at XI grade.

Key Words: E-module, Writing, Liveworksheets.

<sup>&</sup>lt;sup>1</sup>Wulansari, Kantun, and Suharso, "Pengembangan E-Modul Pembelajaran Ekonomi Materi Pasar Modal Untuk Siswa Kelas Xi Ips Man 1 Jember Tahun Ajaran 2016/2017."

## **CHAPTER I**

#### **INTRODUCTION**

## A. Background of The Study

The increasing spread of the Coronavirus had prompted the government to take action. The Minister of Education (cited in Ni: 2020), Nadiem Anwar Makarim, issued Circular Letter Number 3 of 2020 in the Education Unit and Number 36962/MPK.A/HK/2020 concerning Implementation of Education in the Emergency Period of Corona Virus Disease (COVID-19), then learning activities was carried out online in the context of preventing the spread of the coronavirus disease (COVID0-19).<sup>2</sup> Several local governments had also closed schools to anticipate the deployment of COVID-19, one of them was Senior High School of Modern Islamic Boarding School Datuk Sulaiman Putri Palopo. As part of the solution, learning in schools was replaced by online learning.

Senior High School of Modern Islamic Boarding School Datuk Sulaiman Putri Palopo implemented online-based learning. All students were sent home so that no student was in the dormitory. Most teachers teach from their homes; only the Head Master and his staff went to the school. Thus, students received learning from teachers in their homes through applications that could support the learning process. The same thing applied to English

<sup>&</sup>lt;sup>2</sup>Ni Komang Suni Astini, "Pemanfaatan Teknologi Informasi Dalam Pembelajaran Tingkat Sekolah Dasar Pada Masa Pandemi Covid-19," *Jurnal Lampuhyang* 11, no. 2 (2020): 17, http://e-journal.stkip-amlapura.ac.id/index.php/jurnallampuhyang/article/view/194/125.

subjects; teachers provided material to students from their homes through the Zoom, Google Classroom, and Whats App applications. However, sometimes several things cause the learning process to not run smoothly, such as the teachers who were unable to attend the learning process or even the students. Thus, not a few we found learning materials not appropriately conveyed. Therefore, the researcher decided to create e-learning media to learn independently, with or without a teacher.

The English syllabus of XI grade of Senior High School of Modern Islamic Boarding School Datuk Sulaiman Putri Palopo consists of nine main subjects. Seven of them involve students' ability to write sentences or texts, such as offers & suggestions, opinions & thought, simple formal invitations, analytical exposition texts, procedure text, simple personal letters, and simple biographical texts. Writing is an activity that is quite difficult for students to do. The most complex language skill to be studied and taught is writing.<sup>3</sup> Writing is difficult for foreign language students to achieve because some aspects or elements should be included in developing and transforming their ideas, such as content, vocabulary, and grammar.<sup>4</sup>

Based on the interviews with the teacher who teaches English at Senior High School of Modern Islamic Boarding School Datuk Sulaiman

<sup>&</sup>lt;sup>3</sup>Haerazi and Lalu Ari Irawan, "Practicing Genre-Based Language Teaching Model to Improve Students' Achievement of Writing Skills," *Indonesian Journal of English Language Teaching and Applied Linguistic* 4, no. 1 (2019): 9, https://www.researchgate.net/profile/Haerazi-Haerazi/publication/339480816\_Practicing\_Genre-

Based\_Language\_Teaching\_Model\_to\_Improve\_Students%27\_Achievement\_of\_Writing\_Skills/links/5e65fe76a6fdcc37dd11d945/Practicing-Genre-Based-Language-Teaching-Model-to.

<sup>&</sup>lt;sup>4</sup>Areta Puspa, Mohammad Adnan Latief, and Emalia Iragiliati, "English for Academic Purposes : E-Module of Writing a Report for Food Processing Technology Students," *Jurnal Pendidikan* 3, no. 3 (2018): 371–376, http://journal.um.ac.id/index.php/jptpp/article/view/10678.

Putri Palopo, students tend to have difficulty arranging their ideas into text. They also lack vocabulary and grammar. Researchers have also interviewed several students in class XI, and they said they had difficulty writing their ideas. They also said that they had a limited vocabulary that made it difficult for them to write. Some of them also said that they still had difficulty understanding what tenses to use. Therefore, the researcher decided to create learning media to support the teaching and learning writing skills during online or luring learning.

It was also found that students were not facilitated with textbooks during the online learning process, so learning materials were sent to students one by one for each meeting. Therefore, the researcher decided to develop a learning media that resembles a textbook, namely a module. Module is a form of teaching material to support the teaching and learning process provided to the students.<sup>5</sup>

From the above problems, the researcher decided to create an emodule that could support the teaching and learning writing skills during online or luring learning at Senior High School of Modern Islamic Boarding School Datuk Sulaiman Putri Palopo, either with the help of the teacher or independently.

Several researchers study the same thing. First, Areta Areta et al (2018) developed an e-module that was used to meet the needs of students who required them to write reports in English after students took part in an

<sup>&</sup>lt;sup>5</sup>Arimuliani Ahmad, "Developing the English Grammar Module Based-Cooperative Learning to Teach Basic English Grammar: Focus on Students' Needs," *ELT-Lectura* 5, no. 2 (2018): 138, http://journal.unilak.ac.id/index.php/ELT-Lectura/article/view/1586/1426.

internship program. This module is in pdf format which is used by uploading and downloading it through the Edmodo application.<sup>6</sup> The second was from Sucia et al (2019) which developed an electronic module based on discovery learning writing explanation text for Indonesian language subjects.<sup>7</sup> Then the third was from Anita (2021) who developed an electronic worksheet teaching material using the Liveworksheets application.<sup>8</sup> From the three researchers, the researcher then decided to make an electronics module using the Liveworksheets application.

#### **B.** Formulation Of The Problem

Based on the background above, the researcher formulated a problem. What kind of e-module of writing is suitable for senior high school students of Modern Islamic Boarding School Datuk Sulaiman Putri Palopo?

## C. Objective Of The Research

Based on the formulation of the problem, the researcher decided the objective of the research is to develop an E-Module of Writing for students of Senior High School of Modern Islamic Boarding School Datuk Sulaiman Putri Palopo.

## **D.** Significances Of The Research

The significances of this research are:

<sup>&</sup>lt;sup>6</sup> Sucia Winita, Syahrul Ramadhan, and Yasnur Asri, "The Development of Electronic Module Based on Discovery Learning in Writing Explanation Text," *Proceedings of the Eighth International Conference on Languages and Arts (ICLA-2019)* 463 (2020): 64.
<sup>7</sup> Ibid.

<sup>&</sup>lt;sup>8</sup> Ibid.

1. Students

This e-module can support the students to learn writing skills in learning online or luring learning independently (with or without a teacher).

2. Teacher

This e-module can support the teachers to teach writing skills and improve the quality of the English learning process.

3. School

This e-module can improve the quality of education, especially education in English subjects, anticipating if the same situation happens again, and adding learning media facilities.

## **E. Product Specifications**

The expected product specifications in this research are:

- 1. The e-module was developed using writing skills as stated in the XI grade English learning syllabus.
- 2. Learning materials including Islamic topics.
- Development of an electronic module (e-module) using the assistance of Liveworsheets.
- 4. This e-module is equipped with text, images, and videos to look more attractive.
- 5. In this e-module, there is a relevance between learning objectives, material, and references.

## F. Research Assumptions and Limitations

- 1. Assumptions
  - a. The e-module developed can be used as an alternative learning resource.
  - b. The e-module is packaged in the form of an online application.
- 2. Limitations
  - a. The material developed is only on topics that cover the first semester.
  - b. The e-module can only run on electronic tools that have internet access.

## **CHAPTER II**

## LITERATURE REVIEW

## A. Previous Related Study

In writing this thesis, the researcher found some researches which are closely related to this research, those researchers:

 Areta Puspa, Mohammad Adnan Latief, Emalia Iragiliati (2018), in their journal "English for Academic Purposes: E-Module of Writing a Report for Food Processing Technology Students."

Their research produced an E-module for writing reports for students of the Food Processing Technology Study Program who participated in an internship program. This product is a PDF file that can be used by uploading and downloading through Edmodo, where teachers and students are familiar with this educational social media. E-modules are uploaded on Edmodo so that teachers and students can communicate through them. On the other hand, researchers provide teacher guides and student guides in downloading the E-module and using Edmodo. The material is focused on writing reports in English for Food Processing Technology, especially for twelfth-grade students. The e-module provides deductive learning in each unit consisting of theory (explanation), examples (models), and practice (exercises and tests) which in turn can lead students to complete written reports on internships independently.<sup>9</sup> However, the resulting product cannot be used at Senior High School of Modern Islamic Boarding School Datuk Sulaiman Putri Palopo. Students do not learn about writing Food Processing Technology reports for their internships, so they do not do apprenticeships.

 Sucia Winita, Syahrul Ramadhan, and Yasnur Asri (2019), in their article
 "The Development of Electronic Module Based on Discovery Learning in Writing Explanation Text."

Their article developed an electronic module,"Mahir Menulis Teks Eksplanasi, "to explain text writing theory that is valid, practical, and effective, based on discovery learning needs. This module was designed in the Indonesian language to achieve the contents of the 2013 Indonesian Language Curriculum for SMA/MAK in Kompetensi Dasar 3.4 and 4.4. The students must understand and produce explanation texts contained.<sup>10</sup>However, the resulting product cannot be used at Senior High School of Modern Islamic Boarding School Datuk Sulaiman Putri Palopo, because in English syllabus for second-grade of Senior High School of Modern Islamic Boarding School Datuk Sulaiman Putri Palopodoes not include Explanation Text learning, so it does not enter into the students' need because students do not learn the Explanation Text.

<sup>&</sup>lt;sup>9</sup>Puspa, Latief, and Iragiliati, "English for Academic Purposes : E-Module of Writing a Report for Food Processing Technology Students."

<sup>&</sup>lt;sup>10</sup>Winita, Ramadhan, and Asri, "The Development of Electronic Module Based on Discovery Learning in Writing Explanation Text."

 Anita Widiyanti (2021) in her thesis "Pengembangan Bahan Ajar E-LKPD Menggunakan Liveworksheet pada Materi Bangun Datar Kelas IV Sekolah Dasar"

In her thesis, she made a teaching material in an electronic worksheet, using a Liveworksheet. The teaching material contains mathematical material about Keliling Bangun Datar for elementary level students class IV semester II SDN Sumbersari 1 Malang City. This eworksheet was made by considering the current pandemic conditions, which requires SDN Sumbersari 1 Malang City to carry out PJJ (Distance Learning Process). This e-worksheet was made using Liveworksheets, where Liveworksheets is applications for designing electronic worksheets. In the development of the e-worksheet, there were videos as relevant (real) examples so that learning was more attractive to students, and teachers could assign tasks without correcting them.<sup>11</sup> However, the resulting product cannot be used at Senior High School of Modern Islamic Boarding School Datuk Sulaiman Putri Palopo because the learning material is not about English and the level of schools are different. Besides, she designed an e-LKDP, not an e-module.

Based on the previews study above, it can be concluded that there are several media to support the teaching and learning writing skills, one of which is by using e-module. Therefore, the researcher designed an e-module that would be used by students of Senior High School of Modern Islamic

<sup>&</sup>lt;sup>11</sup>Anita Widiyanti, "Pengembangan Bahan Ajar E-LKPD Menggunakan Live Worksheet Pada Materi Bangun Datar Kelas IV Sekolah Dasar" (Universitas Muhammadiyah Malang, 2021), http://eprints.umm.ac.id/73949/.

Boarding School Datuk Sulaiman Putri Palopo to learn independently, either with the teacher's help or not.

#### **B.** Literature Review

- 1. Concept of E-Module
  - a. Definition of Module

Abdul Majid (2008: 176) (cited in Hatuti, 2017: 46; Prasetya, 2012: 8; and Purwati et al., 2017: 245) explained that a module is a book written with the aim that students can learn independently without or with teacher guidance.<sup>12 13 14</sup> Then, Andi Prastowo (2011: 105) (cited in Hatuti, 2017: 46) said that the module is the smallest learning unit that students can learn individually (self-instructional). After the students complete one chapter in the module.<sup>15</sup>

Dharma (2008: 3) (cited in Aditia & Muspiroh, 2013: 8) stated that a module is a learning tool that contains material, methods, limitations, and ways of evaluating, which are designed systematically and attractively to achieve the expected competencies according to the level of complexity. The Ministry of National Education, in its book "Learning Techniques with Modules" (2002:

<sup>&</sup>lt;sup>12</sup>Hatuti Diah Ikawati, "Efektifitas Modular Instruction Di Program Studi Teknologi Pendidikan IKIP Mataram," *Jurnal Teknologi Pendidikan* 1, no. 1 (2017): 46.

<sup>&</sup>lt;sup>13</sup>Tri Indra Prasetya, "Menigkatkan Keterampilan Menyusun Instrumen Hasil Belajar Berbasis Modul Interaktif Bagi Guru-Guru IPA SMPN Kota Magelang," *Journal of Educational Research and Evaluation* 1, no. 2 (2012): 108.

<sup>&</sup>lt;sup>14</sup>Duwi Purwati et al., "Pengembangan Buku Ajar Menulis Suku Kata Bagi Guru Pengampu Mata Pelajaran Bahasa Indonesia SD 1 Teniga," *Jurnal Ilmiash Mandala Education* 3, no. 2 (2017): 245.

<sup>&</sup>lt;sup>15</sup>Ikawati, "Efektifitas Modular Instruction Di Program Studi Teknologi Pendidikan IKIP Mataram."

5) (cited in Aditia & Muspiroh, 2013: 8), defined a module as a unit of learning material presented in the form of "self-instruction" meaning that learning materials arranged in modules can be studied independently by students limited from teachers or others.<sup>16</sup>

Based on the above opinion, we can conclude that a module is a learning tool in written or printed form that is systematically arranged, containing learning materials, methods, learning objectives based on essential competencies or indicators of competency achievement, and instructions for self-instructional students to test themselves through the exercises presented in the module.

b. Electronic Module

There is no significant difference between module and emodule. What distinguishes it is only the form of presentation, where the e-module is provided in electronic learning media. E-module is a teaching material that can assist students in studying subject matter independently which uses electronic media.<sup>17</sup> E-module is an electronic version of the module where access and use are made through electronic devices such as computers, laptops, tablets, or

<sup>&</sup>lt;sup>16</sup>Novianti Aditia, M. Taufik & Muspiroh, "Pengembangan Modul Pembelajaran Berbasis Sains, Lingkungan, Teknologi, Masyarakat Dan Islam (Salingtemasis) Dalam Meningkatkan Hasil Belajar Siswa Pada Konsep Ekosistem Kelas X Di Sma Nu (Nadhatul Ulama) Lemahabang Kabupaten Cirebon," *scienticiae Educatia* 2, no. 2 (2013): 8–9.

<sup>&</sup>lt;sup>17</sup>Evi Wahyu Wulansari, Sri Kantun, and Pudjo Suharso, "Pengembangan E-Modul Pembelajaran Ekonomi Materi Pasar Modal Untuk Siswa Kelas Xi Ips Man 1 Jember Tahun Ajaran 2016/2017," *JURNAL PENDIDIKAN EKONOMI: Jurnal Ilmiah Ilmu Pendidikan, Ilmu Ekonomi dan Ilmu Sosial* 12, no. 1 (2018): 2.

even smartphones.<sup>18</sup> Sunismi & Fathani (2015) (cited in Sucia, Syahrul, and Yasnur, 2019: 64) stated that the electronic module is a printed module that has been converted into an electronic version that can be used for interactive multimedia applications.<sup>19</sup>

Team of UNY (2016: 3) (cited in Muhammad, 2020: 32) said that the electronic module could be loaded with the material in the form of pdfs, images, and animations that encourage the user to participate in the learning process actively.<sup>20</sup> The advantages of emodules are complete with interactive media such as video, audio, animation, and other interactive features that can be played and played back by students when using the e-module. E-modules are innovative because they can display complete, interactive teaching materials and good cognitive function. Text on e-modules can be created using Microsoft Word. However, e-modules must be created using special programs/applications (e.g., Liveworksheets).<sup>21</sup>

c. Characteristics of Electronic Module

A good module should cover as a whole include a description of the competencies to be achieved, material written in excellent and enjoyable language equipped with illustrations or examples, written

<sup>&</sup>lt;sup>18</sup>Budhi Oktavia et al., *Pengenalan Dan Pengembangan E-Modul Bagi Guru- Guru Anggota MGMP Kimia Dan Biologi Kota Padang Panjang* (Padang, 2018), https://osf.io/preprints/inarxiv/yhau2/.

<sup>&</sup>lt;sup>19</sup>Winita, Ramadhan, and Asri, "The Development of Electronic Module Based on Discovery Learning in Writing Explanation Text."

<sup>&</sup>lt;sup>20</sup>Muhammad Ali Marza Dinata, "Designing Electronic Module on English Grammar Learning Based on Lampung's Culture for The Eighth Grade Students of SMPN 12 Bandar Lampung 2019/2020" (Raden Intan State Islamic University of Lampung, 2020).

<sup>&</sup>lt;sup>21</sup>Oktavia et al., Pengenalan Dan Pengembangan E-Modul Bagi Guru- Guru Anggota MGMP Kimia Dan Biologi Kota Padang Panjang.

coherently so that it is easy to understand, completed worksheets, and answer keys.<sup>22</sup> Based on the definition above, the e-module is an electronic form of a module, so that the characteristics are the same. According to Daryanto (2013: 9) (cited in Evi: 2018), a good learning e-module has several characteristics, namely selfinstruction, self-contained, stand-alone, adaptive, and user friendly:<sup>23</sup>

- Self-instruction is an essential characteristic of the E-module and must be contained in the E-module. An E-module must have clear instructions to easily use it and know what learning objectives they have to achieve.
- 2) *Self-contained*. The subject matter is presented in a complete E-module so that students can study the material thoroughly.
- 3) Stand-alone. E-learning modules must stand alone or not depend on other teaching materials or do not require other supporting tools in their use. If the E-module learning still requires other teaching materials, it is not categorized as an independent learning E-module.
- 4) Adaptive. E-modules have the adaptability to developments in science and technology. E-Module learning that is good must be able to adapt to developments in science and technology. E-Module learning can be said to be adaptive if the E-module is by

<sup>&</sup>lt;sup>22</sup>Prasetya, "Menigkatkan Keterampilan Menyusun Instrumen Hasil Belajar Berbasis Modul Interaktif Bagi Guru-Guru IPA SMPN Kota Magelang."

<sup>&</sup>lt;sup>23</sup>Wulansari, Kantun, and Suharso, "Pengembangan E-Modul Pembelajaran Ekonomi Materi Pasar Modal Untuk Siswa Kelas Xi Ips Man 1 Jember Tahun Ajaran 2016/2017."

the development of science and technology and is flexible to use.

5) *User friendly*. E-learning modules should be friendly or familiar to the user. Every exposure and instruction contained in the E-module is helpful and friendly to the user. One form of user-friendly learning E-module is to use simple and easy to understand and use commonly used terms.

Russel (1974) (cited in Lutfi et al., 2012: 39; and Heni, 2007: 7) stated there are eight characteristics of module: (a) a learning package that is 'self-instruction, (b) it recognizes the existence of individual differences, (c) it contains formulated objectives explicitly, (d) it deals with the existence of association, structure, and sequence of knowledge, (e) it uses a variety of instructional media, (f) there is the active participation of students, (g) there is reinforcement 'directly to the student's response, and (h) there is evaluation of the mastery of the material.<sup>24 25</sup>

d. Module Quality Elements

To produce a learning module that can play its function and role in effective learning, the module needs to be designed and developed by considering several elements that require it, namely:

<sup>&</sup>lt;sup>24</sup>Lutfi Fidiana, S Bambang, and D Pratiwi, "Pembuatan Dan Implementasi Modul Praktikum Fisika Berbasis Masalah Untuk Meningkatkan Kemandirian Belajar Siswa Kelas XI," *Unnes Physics Education Journal* 1, no. 2252 (2012): 39.

<sup>&</sup>lt;sup>25</sup>Heni Mularsih, "Pembelajaran Individual Dengan Menggunakan Modul," Akademika 9, no. 1 (2007): 7.

format, organization, attractiveness, font size, blank space, and consistency.<sup>26</sup>

- 1) Format
  - a) Use proportional column format (single or multi). The use of single or multi-columns must be following the shape and size of the paper used. If using multi-column, the distance and comparison between columns should be proportional.
  - b) Use the correct paper format (vertical or horizontal). The use of paper formats vertically or horizontally must pay attention to the layout and typing format.
  - c) Use signs (icons) that are easy to grasp and emphasize things considered important or special. Signs can be pictorial, bold, italic, or otherwise.
- 2) Organization
  - a) Display a map/chart that describes the scope of material to be discussed in the module.
  - b) Organize the contents of the learning material in a systematic order and arrangement, making it easier for students to understand the learning material.
  - c) Arrange and place manuscripts, pictures, and illustrations so that the information is easy to understand by students.

<sup>&</sup>lt;sup>26</sup>Dwi Rahdiyanta, Materi Teknik Penyusunan Modul, Bimbingan Teknis Program Sarjana Mengajar Untuk Pemenuhan Guru Produktif SMK (Yogyakarta, 2015).

- d) Organize between chapters, between units, and between paragraphs with an arrangement and flow that makes it easier for students to understand.
- e) Organize between titles, subtitles, and descriptions that are easy for students to follow.
- 3) Attractiveness
  - a) The cover (front cover) combines colors, images (illustrations), shapes, and sizes of letters to match.
  - b) The module's contents by placing stimuli in pictures or illustrations, printing in bold, italic, underline, or color.
  - c) Assignments and exercises are packaged in such an attractive way.
- 4) Letter Shape and Size
  - a) Use easy-to-read font shapes and sizes following the general characteristics of students.
  - b) Use a proportional ratio of letters between titles, subtitles, and the manuscript's contents.
  - c) Avoid using capital letters for the entire text, as this can make the reading process difficult.
- 5) Space (blank space)

Use unscripted or graphic spaces or blank spaces to add contrast to the appearance of the module. Blank spaces can serve to add important notes and provide pause opportunities to students. Use and place the blank space proportionally. Free space's placement can be done in several places such as:

- a) Space around chapter and section headings.
- b) Margin (margin); wide borders force students' attention to enter the center of the page.
- c) Space between columns; the wider the column, the wider the space between them.
- d) Change between paragraphs and start with a capital letter.
- e) Change between chapters or sections.
- f) Use shapes and letters consistently from page to page. Try not to combine multiple prints with too many variations of font shapes and sizes.
- g) Use consistent spacing. Consistent with the spacing between the title and the first line, between the title and the main text. Unequal spacing is often considered bad and untidy.
- h) Use a consistent typing layout, both typing patterns, and typing margins/boundaries.
- 6) Consistency/obedience to principles.

All elements in the module, whether related to writing format, organization, the font form, or blank space, must be consistent. e. Objectives of Module Development

There are several purposes of module development:<sup>27</sup>

- Clarify and make it easier to present the message so that it is not too verbal.
- Overcoming the limitations of time, space, and sensory power, both students and teachers/instructors.
- 3) Can be used appropriately and varies, such as Increasing motivation and passion for learning for students; Developing the ability of students to interact directly with the environment and other learning resources; Allowing students to learn independently according to their abilities and interests; Allows students to measure or evaluate their learning outcomes.

Hamdani (2011: 220-224) (cited in M. Taufik, 2013: 8) also stated that one of the objectives of module preparation was to provide teaching materials that are suitable with the demands of the curriculum by noticing student needs, namely teaching materials that are suitable with the characteristics of teaching materials and student characteristics, as well as social and environmental background.<sup>28</sup>

f. Principles of Module Development

Dwi (2015) stated that in module development, several principles need attention. A module must be developed based on the

<sup>&</sup>lt;sup>27</sup>Ibid.

<sup>&</sup>lt;sup>28</sup>Aditia, M. Taufik & Muspiroh, "Pengembangan Modul Pembelajaran Berbasis Sains, Lingkungan, Teknologi, Masyarakat Dan Islam (Salingtemasis) Dalam Meningkatkan Hasil Belajar Siswa Pada Konsep Ekosistem Kelas X Di Sma Nu (Nadhatul Ulama) Lemahabang Kabupaten Cirebon."

results of the needs and conditions analysis. It is necessary to know with certainty what learning materials need to be arranged into a module, how many modules are wanted, who will use them, what resources are required and are available to support the use of the modules, and other necessary things. Furthermore, a modular design is developed, which is considered the most suitable with various objective data and information obtained from the needs and condition analysis. What form, structure, and module components can meet the sundry needs and conditions.<sup>29</sup>

According to Dwi (2015) Based on the design that has been developed, the required modules are compiled per module. The module development process consists of three main stages:<sup>30</sup>

- First, determine the appropriate learning strategy and learning media. At this stage, it is necessary to pay attention to the various characteristics of the competencies to be studied, the characteristics of students and the context, and the situation in which the module will be used.
- Second, producing or realizing the physical module. The components of the module content include learning objectives, learner prerequisites, learning substances or materials, forms of learning activities, and their supporting elements.

 <sup>&</sup>lt;sup>29</sup>Rahdiyanta, *Materi Teknik Penyusunan Modul*.
 <sup>30</sup>Ibid.

3) Third, develop assessment tools. In this case, it is necessary to pay attention so that all aspects of competence (related knowledge, skills, and attitudes) can be assessed based on specific predetermined criteria.

For the development of modules, a simple structure or framework and best fits the existing needs and conditions is chosen. Pudji Muljono (2001) (cited in Tri, 2012: 108) revealed the following module development chart; (1) the introductory section consists of a brief description, relevance, and instructional objectives (2) the presentation section is the module content which is divided into several sub-sections commonly called Learning Activities 1, Learning Activities 2 and so on. In textbooks, these learning activities are called sub-chapters. Each module is expected to be divided into 2-4 Learning Activities, each of which is structured, among others; the title of the learning activity, a description or a detailed explanation of the content of the lesson, an exercise that contains activities that students must do, and a summary of the concepts learned, and the closing section contain formative tests, feedback, and follow-up and there are formal test answer keys.<sup>31</sup>

On the other hand, Hamdani (2011) said that, like other teaching materials, the preparation of a module should pay attention to the various principles that make the module fulfill its purpose.

<sup>&</sup>lt;sup>31</sup>Prasetya, "Menigkatkan Keterampilan Menyusun Instrumen Hasil Belajar Berbasis Modul Interaktif Bagi Guru-Guru IPA SMPN Kota Magelang."

Principles that must be developed include: a) Compiled from material that is easy to understand which is more difficult, and from concrete to understand semi-concrete and abstract ones, b) Emphasizes repetition to strengthen understanding, c) Positive feedback will reinforce students, d) Motivation is one of the efforts that can determine the success of learning and e) Exercises and assignments to test yourself. <sup>32</sup>

- 2. Concept of Writing
  - a. Definition of Writing

Richard et al. (2002: 309) and Nation (2009: 119) (cited in Puspa et al. 1: 2018) stated that writing is a way to transfer ideas for learners. Through writing, we can share ideas, express feelings, and convince others. Some students have ideas as authors but have trouble producing, organizing, and translating them into readable texts.<sup>33</sup>

Writing is an activity that is quite difficult for students to do. Andi (2020: 2) said that writing is seen as a difficult duty for both teachers and students.<sup>34</sup> Tesema (2005) and Fidalgo et al. (2009:129) (cited in Puspa et al. 2018: 1) stated that for most English language

<sup>&</sup>lt;sup>32</sup>Aditia, M. Taufik & Muspiroh, "Pengembangan Modul Pembelajaran Berbasis Sains, Lingkungan, Teknologi, Masyarakat Dan Islam (Salingtemasis) Dalam Meningkatkan Hasil Belajar Siswa Pada Konsep Ekosistem Kelas X Di Sma Nu (Nadhatul Ulama) Lemahabang Kabupaten Cirebon."

<sup>&</sup>lt;sup>33</sup>Puspa, Latief, and Iragiliati, "English for Academic Purposes : E-Module of Writing a Report for Food Processing Technology Students."

<sup>&</sup>lt;sup>34</sup> Andi Tenrisanna Syam, "Developing Writing Module for the Fourth-Semester Learners of English Department at State Islamic Institute of Palopo," *IJELTAL (Indonesian Journal of English Language Teaching and Applied Linguistics)* 5, no. 1 (2020): 2.

students, learning to write in English as a foreign language is a complex and cognitively challenging challenge. The most complex language skill to be studied and taught is writing some aspects or elements should be included in the developing and transforming of their ideas, such as content, vocabulary, and grammar.<sup>35</sup>

b. Difficulty in Writing

Byrne (1988) (cited in Fikri: 2014) stated that three problems make writing skills difficult to master, namely linguistic, cognitive, and content problems.<sup>36</sup> The first problem is linguistic. Linguistic's problem is related to our shrewdness in writing the correct structure, and therefore the formed sentences will be able to blend into one another. The result is that the text is made that readers can implement properly.

The second problem is a cognitive problem related to our mastery of language forms, structures, and grammar, which are useful for effective communication in writing. Harmer (2004) (cited in Fikri: 2014) terms it with an organizational problem which is, of course, more complicated than an organization problem in speaking.

The third is the problem of ideas. This is related to what we can put in writing. Often we lose ideas in the middle of the writing process.

<sup>&</sup>lt;sup>35</sup>Puspa, Latief, and Iragiliati, "English for Academic Purposes : E-Module of Writing a Report for Food Processing Technology Students."

<sup>&</sup>lt;sup>36</sup>Fikri Asih Wigati, "Kesulitan Pada Aspek-Aspek Writing Mahasiswa Dengan English Proficiency Levels Yang Berbeda," *Jurnal Ilmiah Solusi* 1, no. 3 (2014): 46–57.

c. Aspects of Writing

Writing skills are not only in the form of activities that transfer thoughts into written form but also in writing that is arranged appropriately. Brown (2001) (cited in Fikri: 2014) defined writing into five aspects<sup>37</sup>, namely:

- Content; Is the essence of writing and the ideas described in writing. This element is related to the writer's knowledge in writing, including the substance, the development of a thesis sentence, and the relevance of presenting the topic.
- 2) *Form*; An arrangement or organization in writing that shows the overall arrangement of the writing structure appropriate for the type of text being written.
- Vocabulary; Student considerations in choosing the right words to express their ideas.
- 4) Grammar or language use; The use of grammatical forms and syntax forms in writing. This component is usually judged on the accuracy of the sentence structure, such as subject-verb agreement, tenses, word orders, etc.
- 5) *Mechanics*; Considerations in writing applications such as punctuation and spelling.

<sup>&</sup>lt;sup>37</sup>Ibid.

### 3. Liveworksheets

The Liveworksheets application is an application that is provided free by the Google search engine. This application allows teachers to convert traditional printable worksheets (pdf, jpg, or PNG) into interactive online exercises while correcting automatically. Students can work on worksheets online and send their answers to the teacher online as well. The advantages of this application are good for students because it is interactive and motivating, and for teachers this application saves time and saves paper.<sup>38</sup> However, in this study, the researcher will not make a worksheet but an electronic module using Liveworksheets. This application also provides information related to its use on its web page, namely <u>https://www.liveworksheets.com/aboutthis\_en.asp</u>.

There are advantages of this site are:

- a. Has complete features for learning English: Listening, Speaking, Reading, and Writing.
- b. We can compose their version of questions or exercises, or assignments.
- c. Providing an auto-correction facility so that students can find out the results of their tests or assignments.
- d. We can easily get the Liveworksheet through the link/website.

<sup>&</sup>lt;sup>38</sup>Widiyanti, "Pengembangan Bahan Ajar E-LKPD Menggunakan Live Worksheet Pada Materi Bangun Datar Kelas IV Sekolah Dasar."

- e. Liveworksheet is environmentally friendly. Using a Liveworksheet saves paper generated from trees. Save ink because Liveworksheet does not require ink at all.
- f. Liveworksheets are not easily damaged. Compared to conventional books that can be damaged, torn, spilled ink and various things that can damage them.
- g. Liveworksheets are portable and relatively small in size. And the Liveworksheet file size is relatively small, a maximum of 5MB.
- h. Can save time and space. Save time by not having to go to a bookstore to buy books.
- i. The Liveworksheet submission system is very fast. It only requires the link provided.
- 4. Instructional Design Model
  - a. Borg and Gall Design Model

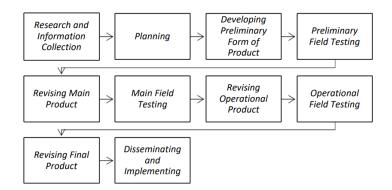


Figure 2.1. Borg and Gall Model Design

Borg & Gall (1983:775) (cited in Sri: 2019) proposed ten steps in conducting the R&D Method. The steps are organized in the following order.<sup>39</sup>

1) Research and Information Collection

The research is started by studying the related literature, need analysis, and framework preparation.

2) Planning

It includes formulating skills and expertise regarding the research problem, formulating objectives of each stage, and designing research steps and necessary feasibility studies.

3) Developing Preliminary Form of Product

In this step, the preliminary educational product, some named it as 'trial product,' is developed by preparing and evaluating the supporting components and its guidelines and manuals.

4) Preliminary Field Testing

The preliminary product is tested on a limited scale to some selected parties (3-4) through an interview, questionnaire, or observation to gain and analyze the data for the next step.

5) Revising Main Product

The preliminary/trial product is revised using the data gained in step four. The revision is likely to be done more than

<sup>&</sup>lt;sup>39</sup>Sri Gustiani, "Research and Development (R & D) Method as a Model Design in Educational Research and Its Alternatives," *Holistics Journal* 11, no. 2 (2019): 12–22, https://jurnal.polsri.ac.id/index.php/holistic/article/view/1849/892.

once, depending on the results of the trial product. The revision is ready for wilder testing.

6) Main Field Testing

Main Field Testing step is also called the main testing, in which the revised educational product is tested on the wilder scale to many parties (5-15). The data are commonly collected by the qualitative method. Some products need to be carried out in an experimental research design to get the precise feedback/data for the next step.

7) Revising Operational Product

The revised product in this step is revised again based on the gained data in step six. The product is then developed as an operational model design to be validated.

8) Operational Field Testing

The validating of the operational model is conducted to massive parties (30-40) through interviews, observation, or questionnaires. The data are the basis for revising the product in the final step. It is intended to ensure whether the model is completely set for use in educational fields without the researchers as the counselors.

9) Revising Final Product

The product is completely revised by the gained data in step eight and launched as the final educational product.

10) Disseminating and Implementing

The product dissemination is conducted to the public, especially in the education field, through seminars, publications, or presentations to related stakeholders.

b. 4D Design Model

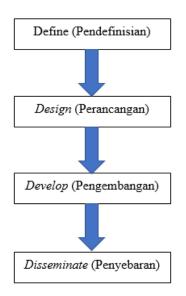


Figure 2.2. 4D Model Design

The 4D model was founded by S. Thiagarajan, Dorothy S. Semmel, dan Melvyn I. Semmel (1974). This model consists of 4 stages, namely Define, Design, Develop, and Disseminate.<sup>40</sup>

1) Define

The purpose of this stage is to stipulate and define instructional requirements. The initial phase is mainly analytical. Through analysis, we prescribe objectives and constraints for the instructional materials.

<sup>&</sup>lt;sup>40</sup>Del Lawhon, "Instructional Development for Training Teachers of Exceptional Children: A Sourcebook," *Journal of School Psychology* 14, no. 1 (1976): 5–9.

2) Design

The purpose of this stage is to design prototype instructional material. This phase can begin after the set of behavioral objectives for the instructional material has been established, selection of media and formats for the material, and the production of an initial version constitute the major aspects of the design stage.

3) Develop

The purpose of the stage is to modify the prototype instructional material. Although much has been produced since the Define stage, the results must be considered an initial version of the instructional material, which must be modified before becoming an effective final version. In the development stage, feedback is received through formative evaluation, and the materials are suitably revised.

4) Disseminate

Before disseminating the materials, a summative evaluation is undertaken. Instructional materials reach their final production stage when developmental testing yields consistent results and expert appraisal yields positive comments.

### c. ADDIE Design Model



Figure 2.3. ADDIE Design Model

This instructional design model consists of five steps: analysis, design, development, implementation, and evaluation.<sup>41</sup>

1) Analysis

During this phase, the researcher collects more information about the experience, abilities, or behaviors that the learner wants to acquire during the study process, and what needs to be taught to achieve this learning. It's also crucial to root out extraneous material that doesn't need to be learned to achieve educational goals, allowing time and resources to focus on the most critical learning needs. As a result, learners are more engaged because they learn knowledge that is genuinely useful to them.

<sup>&</sup>lt;sup>41</sup>Lawrence Cheung, "Using the ADDIE Model of Instructional Design to Teach Chest Radiograph Interpretation," *Journal of Biomedical Education* 2016 (2016): 2–4.

2) Design

In this phase, the researcher designs an overall blueprint for how the curriculum will be implemented. This involves determining the best teaching method(s) and developing helpful and action-oriented learning goals to direct the learning process.

3) Develop

This phase begins with creating and organizing the actual learning material used during instruction after the design phase has chosen the method(s) of instructional delivery and created the learning objectives. Educators use the map or overview generated during the design process to think about how to deliver each aspect of the instruction in practice, step by step.

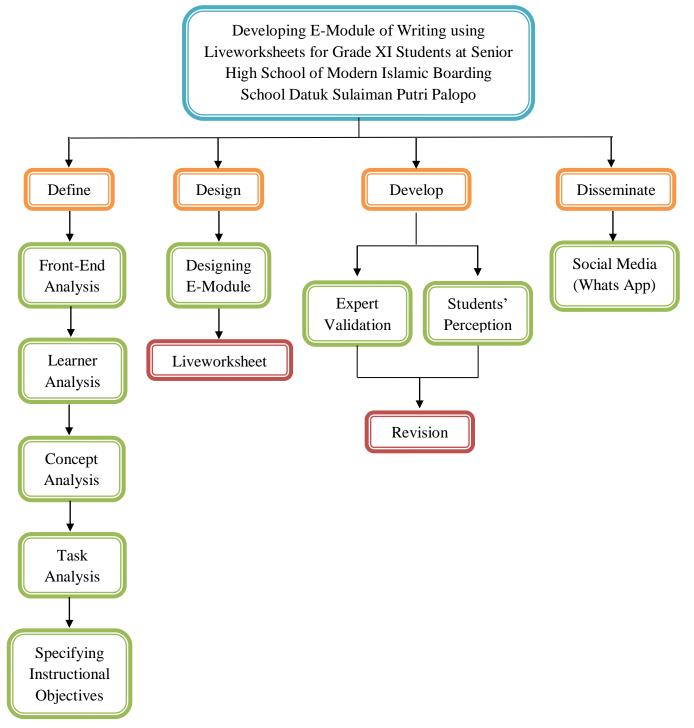
4) Implement

The instruction must then be applied or delivered after careful study, design, and production. Problems with implementation, especially time constraints, can then be identified and corrected.

5) Evaluate

Tools to assess the efficacy of the instruction should have been considered and chosen earlier during the performance analysis. These methods can now be used, either during or after the implementation of the instruction, to decide whether the program of instruction is achieving its intended purpose and if any adjustments are needed to enhance the program. Formative feedback, in addition to summative feedback, should be gathered during the instructional program to allow for gradual changes.

# C. Conceptual Framework



This study aims to develop an e-module writing using Liveworksheets for class XI students at Datuk Sulaiman Putri Palopo Islamic Senior High School. There are four stages that must be passed in developing this emodule, starting from the Define, Design, Develop, and Disseminate stages. In the Define stage, the researcher conducts Front-end Analysis, Learner Analysis, Concept Analysis, Task Analysis, and Specifying Instructional Objectives. In Hold Design, the researcher designs the e-module using Liveworksheets. At the Develop stage, the e-module is validated by experts and then revised. The researcher also collects students' perceptions of the emodule which will then be used as reference material to revise the e-module to make it more suitable. The last stage is Disseminate, where the researcher created the Liveworksheets' account to the teacher to freely access and edit the e-module through her Social Media (What's App).

#### **CHAPTER III**

### **RESEARCH METHODOLOGY**

#### A. Research Design

The design of this research referred to the planning of improving students' writing skills in online or luring learning. The researcher made plans about the media in learningwriting, and the researcher focused on Research and Development (R&D) in developing an e-module of writing. In this research methodology, the researcher would analyze the target and learning needs, design an e-module, try-outs, validate the e-module, and disseminate the e-module. In this study, the researcher would develop an e-module by utilizing a 4-D model divided into four steps, namely Define, Design, Develop, and Disseminate. The researcher decided to use the 4D design model because this model is quite simple than Borg and Gall design model and ADDIE model. Trianto (2010) (cited in Dadek: 2015) also stated that the 4D model is one of the systematic learning design models. One of the advantages of 4D is that it is more appropriately used as a basis for developing learning tools/media, not for developing learning systems.<sup>42</sup> Then, the stages of the 4D model represent the stages of the module preparation process discussed in the Principles of Module Development, namely (1) Determining appropriate learning strategies and learning media, paying attention to the various characteristics of the competencies to be studied, the

<sup>&</sup>lt;sup>42</sup>Dadek Arywiantari, A.A Gede Agung, and I Dewa Kade Tastra, "Pengembangan Multimedia Interaktif Pada Pembelajaran IPA Di SMP Negeri 2 Singaraja," *Jurnal Edutech Universitas Pendidikan Ganesha* 3, no. 1 (2015): 3.

characteristics of students, and characteristics. The context and situation in which the module will be used (Define - Need analysis), (2) Producing or realizing the physical module (Design), and (3) developing assessment tools (Develop - Validation). So, it is related to the purpose of this research, which is to design and develop an e-module as a media and learning tool.

### **B.** Research Procedures

In this study, the 4-D model has four main phases such as:

- 1. Define
  - a. Front-End Analysis

Front-end analysis is carried out to raise and determine the basic problems faced by students in learning writing skills for English subjects at school. The researcher conducted an analysis of the picture of facts obtained at school. The researcher interviewed with the English teacher and the students to get the informations.

b. Learner Analysis

In this step, the researchers examine the characteristics of students in accordance with the design of learning device development. In this phase, the researcher looks for the information about the target need (Necessities, Lacks, and Wants) and learning need (Input, Procedures, Setting, Learners' role, and Teachers' role) for learning English by giving them questioner.

## c. Concept Analysis

Concept analysis is needed to fulfill the principles in building concepts on materials that require students' writing skills. There are nine main materials listed in the syllabus, seven of them (Offers & Suggestions, Opnion, Simple Formal Invitation, Analytical Exposition Text, Procedure Text, Simple Personal Letter, and Simple Biographical Text) involve students' writing skills. Students need a learning media that can help them to learn writing skills. The existence of this research helps the researcher in making and determining appropriate learning media so that learning objectives can be achieved.

d. Task-Analysis

Task analysis aims to identify the main skills that will be acquired by students and analyze them into a set of necessary and sufficient sub-skills. This analysis ensures a comprehensive scope of assignments in teaching materials.

e. Specifying Instructional Objectives

Setting instructional goals is turning the results of task and concept analysis into behaviorally stated goals. This set of objectives provides the basis for test construction and instructional design. Then it is integrated into teaching materials for use by teachers and students.

## 2. Design

At this stage, the researcher made initial preparations such as formulating learning objectives and preparing material to be studied based on the syllabus obtained at the defined stage. The researcher also prepared the necessary supporting aspects, such as images and videos. Furthermore, the researcher created a module framework and designed an electronic module prototype by incorporating all the material and supporting aspects (required) prepared into the module framework using Microsoft Word. After that, the researcher changed the e-module format from doc to pdf, then uploaded it into Liveworksheets. After that, the researcher started designing the e-module by adding some videos using the features provided by Liveworksheets, then saving it so that the emodule created was stored in Liveworksheets.

3. Develop

During this period, the researcher:(1) askedthree experts (language expert, material expert and, media expert) to validate the emodule created at the Design stage. Based on their feedback, the emodule would be modified again to produce the final result of the emodule. (2) The researcher also tried out the e-module created at the Design stage for students to obtain student perceptions and find out the parts that need to be revised. So, at this phase, the researcher developed an e-module based on expert validation and students' perception.

### 4. Disseminating

The product that had been developed and revised based on the result of the previous phase would be disseminated in this phase. The researcher published the e-module for the English teacher and the students at PMDS Putri Palopo Grade XI only. So the researcher created the Liveworksheets' account to the teacher to freely access and edit the e-module through her Social Media (What's App). The researcher also gave the students' username and password to the teacher.

#### C. Location of The Research

This research was conducted at Senior High School of Modern Islamic Boarding School Datuk Sulaiman Putri Palopo.

### D. Participants and Respondend of The Research

To obtain front-end data analysis, the researcher interviewed a teacher of 10 students. Then the researcher asked 30 students in XI IPS 2 class to fill out a need analysis questionnaire. Before validating the e-module to the experts, the researcher validated all the instruments to two lecturers (experts). After that, the researcher asked three lecturers (language, material, and media expert) to validate the e-module. Finally, the researcher carried out a try-out which was attended by 20 students.

#### E. Data Collecting Instrument

- 1. Data Collection Instrument in Define Phase
  - a. Interview, the researcher interviewed with the students and teacher.There were five questions asked to students and ten questions to the

English teacher. They were interviewed to obtain data on the problems faced by students in learning writing skills for English subjects (front-end analysis).

- b. Questionnaires, the questionnaire's items consist of some target and learning needs and are spread through a google form.
- 2. Data Collection Instrument for The Experts' Validation

The design of the e-module was validated through questionnaire by three experts (Language, Material, and Media Expert) and then revised again as a final product.

3. Data Collection Instrument for Try-out

The data collection instrument for try-out is the questionnaire about students' perceptions. It is shared in the computer laboratory.

### F. Data Analysis Technique

- 1. Data Analysis on Define Phase
  - a. Data Analysis of Interview

The result of the interview was analyzed by using the descriptive qualitative method.

b. Data Analysis of Need Analysis' Questionnaire

The data of this need analysis questionnaire was computed by using the following formula:<sup>43</sup>

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

<sup>&</sup>lt;sup>43</sup>Edno Kamelta, "Pemanfaatan Internet Oleh Mahasiswa Jurusan Teknik Sipil Fakultas Teknik Universitas Negeri Padang," *Clived* 1, no. 2 (2013): 144.

F = Frequency of the respondent's answer

N = Total frequency

The option with the highest percentages got the most agreement from the students. The most agreement indicated the most students' choices.

2. Data Analysis of Expert Validation and Students Perception

The researcher used the Likert scale to analyze the data of Expert's validation and students' perception. The data was computed by using this formula:<sup>44</sup>

$$P = \frac{\sum X}{\sum Xi} \times 100\%$$

P = percentage of validity rate

X = Total realization

Xi = Maximum score

Then, the researcher defined them as an appropriate writing emodule for Senior High School of Modern Islamic Boarding School Datuk Sulaiman Putri Palopo. (see table 3.1)

| Percentage   | Qualification | Categories                            |  |  |
|--------------|---------------|---------------------------------------|--|--|
| 90% - 100%   | Excellent     | It can be utilized without            |  |  |
| 9070 - 10070 |               | revision                              |  |  |
| 65% - 89%    | Good          | It can be utilized by a little bit of |  |  |

<sup>&</sup>lt;sup>44</sup>Sri Wulan, "Pengembangan Media Pembelajaran Berbasis Flipbook Maker Dengan Pendekatan Kontekstual Pada Materi Bilangan Bulat Dan Pecahan Kelas VII MTs Negeri 3 Luwu Institut Agama Islam Negeri Palopo Tahun 2020" (State Islamic Institute of Palopo, 2020).

|             |           |          | revision                   |
|-------------|-----------|----------|----------------------------|
|             | 40% - 64% | Fairly   | It can be utilized by much |
| 4070 - 0470 | 1 an ly   | revision |                            |
|             | 0% – 39%  | Poor     | It cannot be utilized      |
|             |           |          |                            |

Table 3.1. Qualification Level of Eligibility Based on Average Percentage

## **CHAPTER IV**

# FINGDINGS AND DISCUSSION

## **A. Research Findings**

In developing the e-module, the researcher used the 4D Model

(Define, Design, Develop, and Disseminate). In this section, the researcher

described the result of the Define, Design, Develop, and Disseminate.

### 1. Define

In this phase, the researcher interviewed with the English teacher

through Whatsapp. The result of the teacher interview are:

| No. | Questions   | Answer  |
|-----|---|---|
| 1   | What do you think about   | Current students are less able to be assessed   |
|     | students' writing skill?  | because we have been implemented online   |
|     |   | learning. If you want to look at our habits of teaching and giving assignments, it's pretty good  |
| 2   | What are the students'  | Lack of vocab and use of tenses.  |
| 2   | obstacles in writing usually?   | Lack of vocab and use of tenses.  |
| 3   | Are students in the dorms?  | There are no students in the dormitory.   |
| 4   | Do you use modules during the learning process?   | There is a package book. No module  |
| 5   | Do you have an English  | Yes, there is.  |
|     | learning syllabus?  |   |
| 6   | Do you always hold on to<br>the book when teaching?   | We teach based on the syllabus. So we look for<br>the material first in the package book. But I also<br>usually take it from the internet and youtube as a<br>supporter of material explanations. |
| 7   | What do you use when<br>carrying out the learning<br>process? Google Classroom<br>or are there other similar<br>applications? | Zoom, Google Classroom, and WA. But sometimes also use google forms.  |
| 8   | How many class XI?  | 5 Class   |
| 9   | How many students per   | The number of classes is not evenly distributed,  |
|     | class?  | but 30 per class.   |
| 10  | What is the total number of students?   | 159   |
|     | Table   | 11 Teacher Interview  |

Table 4.1. Teacher Interview

The researcher also interviewed with the students through

Whatsapp. Here is an example of the result of students interview:

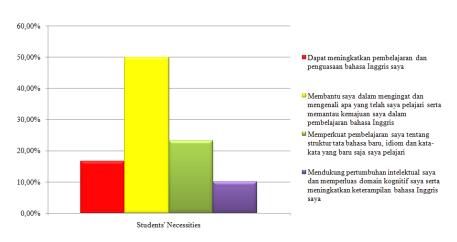
| No. | Questions | Answers |
|-----|-----------|---------|

| 1 | Do you use textbooks when learning | During online learning, material from  |
|---|------------------------------------|--|
|   | English?                           | the teacher is directly via Google     |
|   | -                                  | Classroom and Zoom.                    |
| 2 | Do you have textbooks or English   | While online, there are no textbooks   |
|   | learning modules?                  | held by students.                      |
| 3 | Do you use modules during the      | There is a package book. No module.    |
|   | learning process?                  |  |
| 4 | Do you often use English?          | Often.                                 |
| 5 | What difficulties do you have when | I feel lacking in grammar, that's what |
|   | writing in English?                | makes it difficult for me to practice  |
|   | 6 6                                | writing skills.                        |
|   |                                    |  |

Table 4.2. Example Students Interview

After the collected teacher and students' answers, the researcher

gave Need Analysis Questionnaire for the students through Google Form to get more information. Here is the result of the questionnaire:



#### a. Necessities

Figure 4.1 Students' Necessities in Learning Writing Skill

Based on the graph above, the researcher concludes that the largest percentage of students necessities was the second choice, where 15 out of 30 students (50%) consider writing important because it can help them remember and recognize what they have learned and monitor their progress in learning English. Then seven students (23,3%) consider writing important because it can strengthen their learning about new grammatical structures, idioms, and vocabularies that they have just learned. Then five students (16,7%) consider writing important because it can improve their learning and mastery of English. The last, three students (10%) consider writing important because it can support their intellectual growth expand their cognitive domain and improve their English skills.

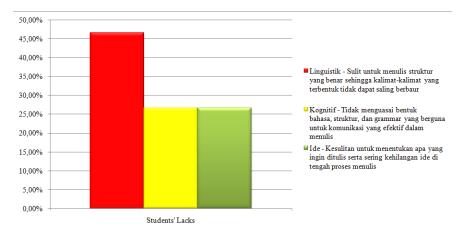




Figure 4.2 Students'Lacks in Learning Writing Skill

Based on the graph above, the researcher concludes that the largest percentage of students' lacks was the first choice, where 14 out of 30 students (46,7%) said that they had difficulty in the linguistic section, where they found it difficult to write the correct structure so that the sentences formed cannot be mixed. Then eight students (26,7%) said that they had difficulty in the cognitive part. They did not master the form of language, structure, and grammar useful for effective communication in writing. Then eight other students (26,7%) said that they had difficulty in the ideas section, where they had difficulty deciding what to write and often lost ideas in the middle of the writing process.

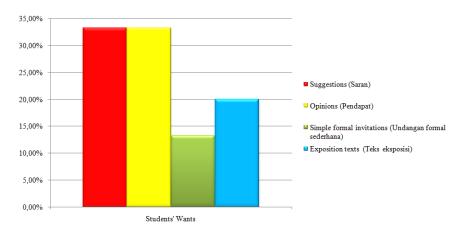
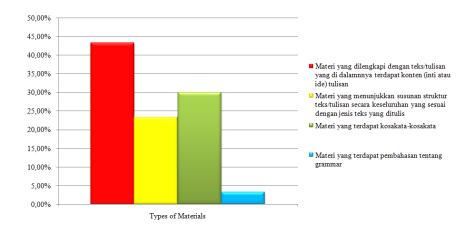




Figure 4.3 Students' Wants in Learning English Subject

The researcher found that the largest percentage of students' wants are Offers & Suggestions and Opinions based on the graph above. This is because the number of students who want to study Offers & Suggestions and Opinions is the same, namely ten students (33,3%). Then six students (20%) want to learn Analytical Exposition Texts. Then four other students (13,3%) wanted to learn the material for Formal Invitations.

#### d. Input



#### Figure 4.4Types of materials

Based on the graph above, the researcher found that the largest percentage of the type of material students wanted was material equipped with text/writing, which contained the content (core or idea) of writing. This is because the number of students who want to learn this material is 13 students (43,3%) out of 30 students. Then nine students (30%) want to learn material that contains vocabulary. Then seven students (23,3%) want to study material that shows the overall structure of the text/writing following the type of text written. Lastly, one student (3,3%) wants to learn the material that contains a discussion about grammar.

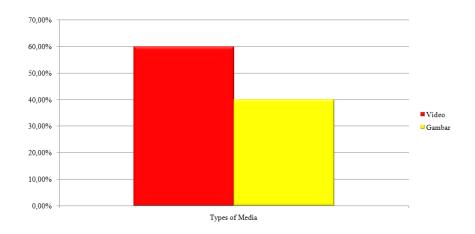
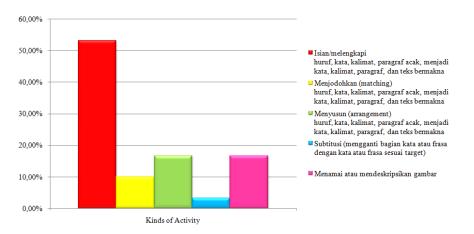


Figure 4.5Types of Media

Based on the graph above, the researcher found that the largest percentage of the type of media students wanted was video. This is because the number of students who want to use media in videos is 18 students (60%) of 30 students. At the same time, 12 students (40%) wanted to use the media in pictures.



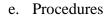
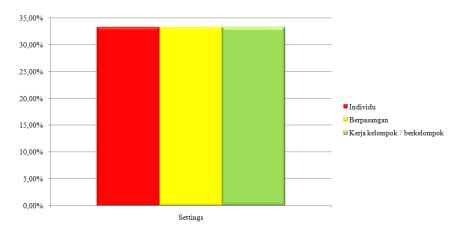
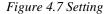


Figure 4.6 Kinds of Activity

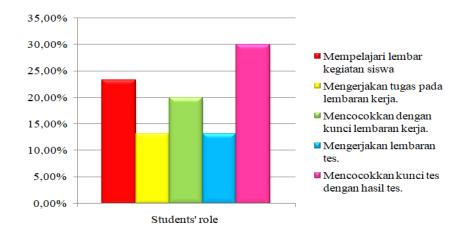
Based on the graph above, the researcher found that the largest percentage of the type of activity that students wanted was to fill in letters, words, sentences, random paragraphs into words, sentences, paragraphs, and meaningful texts. This is because 16 students (53,3%) out of 30 students choose this Activity. The percentage of activities to arrange letters, words, sentences, random paragraphs into words, sentences, paragraphs, and meaningful texts, and activities to name or describe the same picture, are five students (16,7%). Then three students (10%) chose the Activity of matching letters, words, sentences, random paragraphs into words, sentences, paragraphs, and meaningful text. Finally, there was one student (3,3%) who chose the substitution activity.



f. Setting



Based on the graph above, the researcher found that, students preferred to do writing assignments/activities individually, in pairs, and group/group workduring the pandemic. This can be seen from the number of students who chose individuals, pairs, and group were same (ten students or 33,3%).

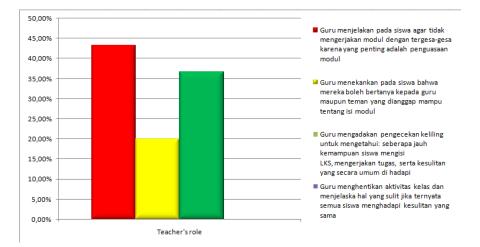


## g. Students' Role

### Figure 4.8 Students' role

Based on the graph above, the researcher found that in implementing learning activities with e-modules, most students (8 students) or 30% chose to match the test key with the test results. Then seven students (23,3%) chose to study the student activity sheet. Then, six students (20%) chose to match the worksheet key. Finally, the number of students who chose to do the assignments on the worksheets and do the test sheets was the same, withfour students (13,3%).

#### h. Teacher's Role



#### Figure 4.9 Theacher's role

Based on the graph above, the researcher found that in the implementation of learning activities with e-modules, there were more students (13 students or 43,3%) who wanted the teacher to explain to them not to work on the module in a hurry because what is important is mastery the e-module. Then there were 11 students (36,7%) who wanted the teacher to conduct a round-trip check to find out: how far did the students understand the instructions written in the module as seen in their ability to fill out the worksheet, how far did the students do the assignments as set out in the module, difficulty commonly faced by students. Then there are six students (20%) who want the teacher to emphasize to the students that they can ask the teacher or friends who are considered capable about the module's content. However, none of the students chose to have the teacher stop class activities and explain difficult things if it turned out that all students faced the same difficulties.

2. Design

At this stage, the researcher created an e-module framework. According to Dwi (2015: 3), the components of the module content include learning objectives, required learner prerequisites, learning substance or material, forms of learning activities, and supportingcomponents.<sup>45</sup> Meanwhile, according to Purwadi (2017: 6), the module framework is structured as follows:<sup>46</sup>

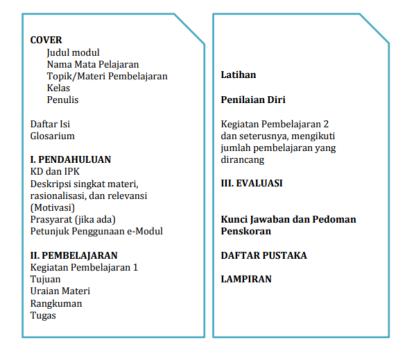


Figure 4.1. Modul Framework

It is recommended that in the development of the module, a simple structure or framework should be chosen and the one that best suits the existing needs and conditions.<sup>47</sup> Therefore, the researcher developed a module framework consisting of cover, introduction, table of

<sup>&</sup>lt;sup>45</sup>Rahdiyanta, Materi Teknik Penyusunan Modul.

 <sup>&</sup>lt;sup>46</sup>Purwadi Susanto, *Panduan Praktis Penyusunan E-Modul Tahun 2017* (Jakarta, 2017).
 <sup>47</sup>Ibid.

contents, glossary, introduction (IP & KD, brief description of the material, and instructions for using the module), learning (objectives, material description, summary, assignments, exercises, self-assessment), evaluation, answer keys and scoring guidelines, and the last bibliography.

Then the researcher designed an electronic module prototype by including all the materials and supporting aspects (necessary) that had been prepared into the module framework using Microsoft Word.

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Figure 4.2. Electonic Modul Prototype Using MS Word

After that, the researcher changed the e-module format from doc to pdf, then uploaded it into Liveworksheets.

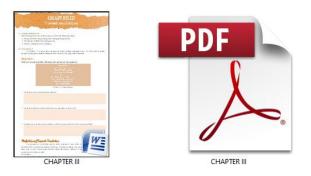
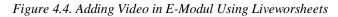


Figure 4.3. Convert doc file to pdf

After that, the researcher started designing the e-module by adding some videos using the features provided by Liveworksheets, then saving it so that the e-module created was stored in Liveworksheets.

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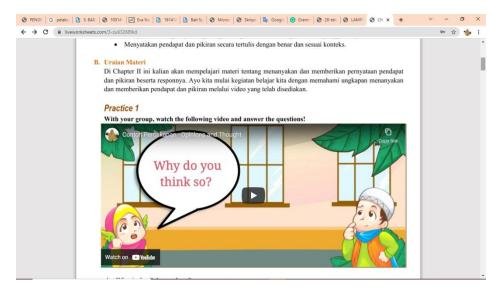


Figure 4.5. Video in E-Modul Using Liveworsheets

3. Develop

# a. Expert Judgment on Instrument

In this phase, the researcher collected expert judgments on the instruments for language expert, material expert, media expert, and students' perceptions based on Introduction, Coverage (Content), and Language to validate the instruments.

| Aspects      | Indicators  | X  | Xi |
|--------------|---|----|----|
| Introduction | The research objectives are clearly stated.   | 4  | 4  |
|              | The purpose of the questionnaire is clearly stated.   | 3  | 4  |
|              | Instructions for filling out the questionnaire are easy to understand.                        | 3  | 4  |
| Scope        | The items of the questionnaire include data   |    |    |
| (Content)    | related to the adequate coverage of the content of the material.                              | 3  | 4  |
|              | Questionnaire items include data related to the use of language in good and correct material. | 4  | 4  |
|              | Questionnaire items include data related to adequate learning activities.                     | 3  | 4  |
|              | Questionnaire items include data related to adequate material input.                          |    | 4  |
|              | Questionnaire items include adequate data related to graphics.                                | 4  | 4  |
| Language     | Questionnaire items are formulated in good<br>and correct Indonesian.                         | 3  | 4  |
|              | Questionnaire items are formulated in effective Indonesian.                                   | 4  | 4  |
|              | Questionnaire items are formulated in efficient Indonesian.                                   | 4  | 4  |
|              | Questionnaire items are formulated in   |    |    |
|              | Indonesian which is easy to understand  | 4  | 4  |
|              | according to the respondent's level of  | 4  | 4  |
|              | language proficiency.   |    |    |
| Total        |   | 43 | 48 |

1) Language Expert

Table 4.3. Expert Judgment on Instrument for Language Expert

The data in the table above was analyzed as follows:

$$P = \frac{\sum X}{\sum Xi} \times 100\%$$

$$=\frac{43}{48} \times 100\%$$
  
= 89,58%

From the data analysis results above, the researcher found that the assessment of expert judgment on the instrument for language experts got a total score of 43 out of 48 maximum scores. Thus, the percentage score reached 89,58% or could be categorized as a 'Good' category due to the assessment. Therefore, it could be concluded that the instrument for language experts could be utilized by a few bit revisions.

2) Material Expert

| Aspects      | Indicators  | X | Xi |
|--------------|---|---|----|
| Introduction | The research objectives are clearly stated.                               | 3 | 4  |
|              | The purpose of the questionnaire is clearly stated.                       | 3 | 4  |
|              | Instructions for filling out the questionnaire are easy to understand.    | 3 | 4  |
| Scope        | The items of the questionnaire include data                               |   |    |
| (Content)    | related to the adequate coverage of the content of the material.          | 3 | 4  |
|              | Questionnaire items include data related to                               |   |    |
|              | the use of language in good and correct material.                         | 2 | 4  |
|              | Questionnaire items include data related to adequate learning activities. | 3 | 4  |
|              | Questionnaire items include data related to adequate material input.      | 3 | 4  |
|              | Questionnaire items include adequate data related to graphics.            | 3 | 4  |
| Language     | Questionnaire items are formulated in good and correct Indonesian.        | 2 | 4  |
|              | Questionnaire items are formulated in effective Indonesian.               | 2 | 4  |
|              | Questionnaire items are formulated in efficient Indonesian.               | 2 | 4  |

|  | 31 | 48 |
|--|----|----|
| language proficiency.                  |    |    |
| according to the respondent's level of | 2  | +  |
| Indonesian which is easy to understand | 2  | 1  |
| Questionnaire items are formulated in  |    |    |

| Table 4.4. | Expert Judgmen | t on Instrument | for Material Expert |
|------------|----------------|-----------------|---------------------|
| 10010 1.1. | Daperroughter  |                 | for marchar Baperr  |

The data in the table above was analyzed as follows:

$$P = \frac{\sum X}{\sum Xi} \times 100\%$$
$$= \frac{31}{48} \times 100\%$$
$$= 64,58\%$$

Total

From the data analysis results above, the researcher found that the assessment of expert judgment on the instrument for material expert got a total score of 31 out of 48 maximum scores. Thus, the percentage score reached 64,58% or could be categorized as a 'Fairly' category due to the assessment. Therefore, it could be concluded that the instrument for material experts could be utilized by many revisions.

3) Media Expert

| Aspects            | Indicators   | X | Xi |
|--------------------|--|---|----|
| Introduction       | The research objectives are clearly stated.  | 3 | 4  |
|                    | The purpose of the questionnaire is clearly stated.  | 3 | 4  |
|                    | Instructions for filling out the questionnaire are easy to understand.   | 3 | 4  |
| Scope<br>(Content) | The items of the questionnaire include data<br>related to the adequate coverage of the<br>content of the material. | 3 | 4  |
|                    | Questionnaire items include data related to<br>the use of language in good and correct<br>material.                | 2 | 4  |
|                    | Questionnaire items include data related to adequate learning activities.  | 3 | 4  |

|   | 30  | <b>48</b>  |
|---|---|--|
| language proficiency.                       |   |  |
| according to the respondent's level of      | 2   | 4  |
| Indonesian which is easy to understand      | 2   | 4  |
| Questionnaire items are formulated in       |   |  |
| efficient Indonesian.                       | 2   | 4  |
| Questionnaire items are formulated in       | 2   | 4  |
| effective Indonesian.                       | 2   | 4  |
| Questionnaire items are formulated in       | 2   | 4  |
| and correct Indonesian.                     | 2   | 4  |
| Questionnaire items are formulated in good  | 2   | 4  |
| related to graphics.                        | 2   | 4  |
| Questionnaire items include adequate data   | 2   | 4  |
| adequate material input.                    | 3   | 4  |
| Questionnaire items include data related to | 2   | 4  |
|   | <ul> <li>adequate material input.</li> <li>Questionnaire items include adequate data related to graphics.</li> <li>Questionnaire items are formulated in good and correct Indonesian.</li> <li>Questionnaire items are formulated in effective Indonesian.</li> <li>Questionnaire items are formulated in efficient Indonesian.</li> <li>Questionnaire items are formulated in Indonesian which is easy to understand according to the respondent's level of</li> </ul> | adequate material input.3Questionnaire items include adequate data<br>related to graphics.2Questionnaire items are formulated in good<br>and correct Indonesian.2Questionnaire items are formulated in<br>effective Indonesian.2Questionnaire items are formulated in<br>efficient indonesian.2Questionnaire items are formulated in<br>Indonesian which is easy to understand<br>according to the respondent's level of<br>language proficiency.2 |

Table 4.5. Expert Judgment on Instrument for Media Expert

The data in the table above was analyzed as follows:

$$P = \frac{\sum X}{\sum Xi} \times 100\%$$
$$= \frac{30}{48} \times 100\%$$
$$= 62,5\%$$

From the data analysis results above, the researcher found that the assessment of expert judgment on the instrument for media experts got a total score of 30 out of 48 maximum scores. Thus, the percentage score reached 62,5% or could be categorized as a 'Fairly' category due to the assessment. Therefore, it could be concluded that the instrument for media experts could be utilized by many revisions.

4) Students' Perceptions

| Aspects      | Indicators  | Х | Xi |
|--------------|---|---|----|
| Introduction | The research objectives are clearly stated.         | 4 | 4  |
|              | The purpose of the questionnaire is clearly stated. | 4 | 4  |

| Total              |  | 45 | 48 |
|--------------------|--|----|----|
|                    | language proficiency.  |    |    |
|                    | according to the respondent's level of                             | 3  | 4  |
|                    | Indonesian which is easy to understand                             | 2  | 4  |
|                    | Questionnaire items are formulated in                              |    |    |
|                    | efficient Indonesian.  | 3  | 4  |
|                    | Questionnaire items are formulated in                              | 2  |    |
|                    | effective Indonesian.  | 4  | 4  |
|                    | Questionnaire items are formulated in                              |    |    |
| Language           | Questionnaire items are formulated in good and correct Indonesian. | 4  | 4  |
| _                  | related to graphics.   | 5  | 4  |
|                    | Questionnaire items include adequate data                          | 3  | 4  |
|                    | adequate material input.   | 4  | 4  |
|                    | Questionnaire items include data related to                        | 4  | 4  |
|                    | adequate learning activities.                                      | 4  | 4  |
|                    | Questionnaire items include data related to                        |    |    |
|                    | material.  | 4  | 4  |
|                    | the use of language in good and correct                            | 4  | 4  |
|                    | Questionnaire items include data related to                        |    |    |
| (Content)          | related to the adequate coverage of the content of the material.   | 4  | 4  |
| Scope<br>(Content) | The items of the questionnaire include data                        |    |    |
| ~                  | are easy to understand.  | •  | •  |
|                    | Instructions for filling out the questionnaire                     | 4  | 4  |

Table 4.5. Expert Judgment on Instrument for Students' Perceptions

The data in the table above was analyzed as follows:

$$P = \frac{\sum X}{\sum Xi} \times 100\%$$
$$= \frac{45}{48} \times 100\%$$
$$= 93.7\%$$

From the data analysis results above, the researcher found that the assessment of expert judgment on the instrument for students' perceptions got a total score of 45 out of 48 maximum scores. Thus, the percentage score reached 93,7% or could be categorized as a 'Ecellent' category due to the assessment. Therefore, it could be concluded that the instrument for students' perceptions could be utilized without revisions.

b. The First Draft

The developed E-module of Writing consists of four chapters. Each chapter discusses one subject matter by the learning material in the first semester, namely Offers & Suggestions, Opinion, Simple Formal Invitation, and Analytical Exposition Text. Each chapter consists of learning objectives, material descriptions, summaries, assignments, exercises, and self-assessments. The e-module also contains a glossary, evaluation, as well as answer keys, and assessment guidelines. The researcher also added an Introduction which includes Core Competencies, Basic Competencies, Module descriptions, and Instructions for using the module.

In the initial draft, students said that the e-module was still less attractive. They want the e-module to add more images, especially in the conversation section. The English teacher also said that it was necessary to add a few more exercises which initially had only two exercises, then increased to five.

The experts also have some suggestions regarding e-modules. The first, from a linguist, said that some words need to be replaced such as 'scoring' to 'judgment'. He also suggested that the researcher review the e-module because there are still many errors in spelling. He also suggested that the researcher ask several people to review the e-module. Then, the material expert suggested that the number of tasks in the e-module should be increased. Then the last one from the media expert said that the e-module design still looks unattractive, so it still needs a few touches of improvement.

- c. Expert Judgment on E-Module
  - 1) Language Expert

Language expert validated e-module based on Straightforward; Communicative; Dialogical & interactive aspects; Suitability for student development; Conformity with language rules; and Use of symbols, icons & terms aspects.<sup>48</sup>

| Aspects                              | Indicators   | Х  | Xi |
|--------------------------------------|--|----|----|
| Straightforward                      | Use proper sentence structure (SPOK).                                    | 4  | 4  |
|                                      | Use sentences that are easily understood by users.                       | 3  | 4  |
|                                      | Use standard terms.  | 3  | 4  |
| Communicative                        | Users can understand the messages  |    |    |
|                                      | and information contained in the e-                                      | 3  | 4  |
| D'alasis sal                         | module easily.   | 4  | 4  |
| Dialogic and                         | Able to motivate students to learn.                                      | 4  | 4  |
| interactive                          | Able to encourage students to think critically.                          | 3  | 4  |
| Suitability with student development | Use language that is appropriate to the user's intellectual development. | 3  | 4  |
| Conformity with language rules       | Use good and correct language.   | 4  | 4  |
| Use of symbols,                      | Use proper spelling.   | 4  | 4  |
| icons and terms                      | Using non-contradictory terms.   | 4  | 4  |
|                                      | Consistent use of symbols.   | 4  | 4  |
| Total                                | 2  | 39 | 44 |

Table 4.6. Language Expert Judgment on E-Module

The data in the table above was analyzed as follows:

$$P = \frac{\sum X}{\sum Xi} \times 100\%$$

<sup>&</sup>lt;sup>48</sup>Nuha Islamia, Pengembangan Lembar Kerja Siswa Berbasis Keterampilan Berpikir Kritis Sebagai Bahan Ajar Mata Pelajaran Biologi (Lampung, 2019).

$$=\frac{39}{44} \times 100\%$$
  
= 88.64%

From the data analysis results above, the researcher found that the results of the assessment of the linguists on the emodule got a total score of 39 out of 40 maximum scores. Thus, the percentage score reached 88,64% or could be categorized as a 'Good' category due to the assessment. Therefore, it could be concluded that the language used in the e-module was appropriate enough, and the e-module could be utilized by a few bit revisions.

2) Material Expert

Material expert validated e-module based on Self instruction, Self-contained, Stand-alone, Adaptive, and User-friendly aspects.<sup>49 50 51</sup>

| Aspects          | Indicators   | Х | Xi |
|------------------|--|---|----|
| Self instruction | E-module provides clear instructions.  | 3 | 4  |
|                  | E-module is easy to operate.   | 3 | 4  |
|                  | Users know the learning objectives they need to achieve.                               | 3 | 4  |
| Self contained   | The subject matter presented in the E-<br>module is in accordance with the syllabus.   | 3 | 4  |
| Stand alone      | E-module does not require other supporting media in its use.                           | 3 | 4  |
| Adaptive         | E-learning modules have the adaptability to the development of science and technology. | 3 | 4  |
|                  | Flexible to be accessed anywhere   | 3 | 4  |
| User friendly    | Every presentation and instructions contained in the E-module are easy to understand.  | 3 | 4  |

<sup>&</sup>lt;sup>49</sup>Wulansari, Kantun, and Suharso, "Pengembangan E-Modul Pembelajaran Ekonomi Materi Pasar Modal Untuk Siswa Kelas Xi Ips Man 1 Jember Tahun Ajaran 2016/2017."

<sup>&</sup>lt;sup>50</sup>Rahdiyanta, *Materi Teknik Penyusunan Modul*.

<sup>&</sup>lt;sup>51</sup>Susanto, Panduan Praktis Penyusunan E-Modul Tahun 2017.

|       | Table 4.7. Material Expert Judgment on E-Module |    |    |
|-------|---|----|----|
| Total |   | 30 | 40 |
|       | Use commonly used terms.                        | 3  | 4  |
|       | Use simple and easy to understand language.     | 3  | 4  |

The data in the table above was analyzed as follows:

$$P = \frac{\sum X}{\sum Xi} \times 100\%$$
$$= \frac{30}{40} \times 100\%$$
$$= 75\%$$

From the data analysis results above, the researcher found that the results of the assessment of the material expert on the e-module got a total score of 30 out of 40 maximum scores. Thus, the percentage score reached 75% or could be categorized as a 'Good' category due to the assessment. Therefore, it could be concluded that the material used in the e-module was appropriate enough and the e-module could e utilized by a few bit revisions.

3) Media Expert

Media expert validated e-module based on Software Engineering, Learning Design, and Visual Communication aspects.<sup>52</sup>

| Aspects     | Indicators   | X | Xi |
|-------------|--|---|----|
| Software    | E-modules can be accessed easily.                                    | 3 | 4  |
| engineering | E-module is easy to operate.   | 3 | 4  |
|             | Appropriate selection of application types for e-module development. | 4 | 4  |
|             | E-modules can be applied to various                                  | 4 | 4  |

<sup>&</sup>lt;sup>52</sup>Bait Syaiful Rijal, Pengembangan Modul Elektronik Perakitan Dan Instalasi Komputer Sebagai Sumber Belajar Untuk Kelas X SMK Piri 1 Yogyakarta (Yogyakarta, 2014).

existing hardware and software.

| Total              | ble 4.8 Media Expert Judament on F-Module  | 74     | 80 |
|--------------------|--|--------|----|
|                    | material.  |        |    |
|                    | discussion.<br>Visual media (video) according to the   | 3      | 4  |
|                    | color) according to the topic of   | 5      |    |
|                    | The appearance of the e-module is<br>simple and attractive.<br>Visual (layout design, typography,                  | 4      | 4  |
| Communication      | (according to learning objectives and can be understood).  | -      | ·  |
| Visual             | Providing feedback on student work.<br>E-modules are communicative   | 3      | 4  |
|                    | Drawiding foodbook on student work   | 4      | 4  |
|                    | and exercises in accordance with the<br>learning objectives.<br>Measurable evaluation tool.                        | 4      | 4  |
|                    | and sequential.<br>Descriptions, discussions, examples,  | 3      | 4  |
|                    | understand.<br>The material presented is systematic  | 3      | 4  |
|                    | with the learning objectives.<br>The material presented is easy to   | 4      | 4  |
|                    | The material presented is in accordance  | 3      | 4  |
|                    | E-module is actual.  | 4      | 4  |
|                    | E-module is contextual.  | 3      | 4  |
|                    | There is relevance between learning<br>objectives and KI/KD/Curriculum.<br>Increase students' learning motivation. | 3<br>4 | 4  |
| Learning<br>Design | Learning objectives according to the syllabus.   | 4      | 4  |
|                    | E-modules can be reused for the development of other learning media.   | 4      | 4  |
|                    | existing naroware and software.  | 4      | 4  |

Table 4.8. Media Expert Judgment on E-Module

The data in the table above was analyzed as follows:

$$P = \frac{\sum X}{\sum Xi} \times 100\%$$
$$= \frac{74}{80} \times 100\%$$
$$= 92,5\%$$

From the data analysis results above, the researcher found that the results of the assessment of the media expert on the e-module got a total score of 74 out of 80 maximum scores. Thus, the percentage score reached 92,5% or can be categorized as an 'Excellent' category due to the assessment. Therefore, it concluded that the e-module is an appropriate electronic learning media and can be utilized without revision.

d. Students' Perception

At this stage, the researcher conducted a Try-Out on students by giving them a questionnaire. Due to time constraints, the try-out was focused on finding out students' perceptions about the E-Module developed. Try-outs are carried out face-to-face in a computer laboratory. This is because the school has not implemented online learning since last July. This try-out can also be concluded that the developed E-module can be used as a face-to-face learning medium. There were 30 students in class XI IPS 2, but only 20 students filled out the questionnaire. The other ten students did not have time to attend with the excuse of going home. Researcher analyzed the data obtained from the try-out and can be seen in the table below:

|     |                     |   |   |   |   |   | Sta | aten | nent | s |    |    |    | 5        | 5  |              |           |
|-----|---------------------|---|---|---|---|---|-----|------|------|---|----|----|----|----------|----|--------------|-----------|
| No. | Name                | 1 | 2 | 3 | 4 | 5 | 6   | 7    | 8    | 9 | 10 | 11 | 12 | $\sum x$ | Xi | <b>P</b> (%) | Category  |
|     |                     |   |   |   |   |   |     | Sco  | re   |   |    |    |    |          |    |              |           |
| 1   | A. Seftiaratupanang | - | - | - | - | - | -   | -    | -    | - | -  | -  | -  | -        | -  | -            | -         |
| 2   | Adelia Intan Nabila | 4 | 4 | 4 | 4 | 4 | 4   | 4    | 3    | 3 | 3  | 4  | 3  | 44       | 48 | 91,67%       | Excellent |
| 3   | Afifah Sri Wahyuni  | 3 | 3 | 3 | 4 | 3 | 3   | 3    | 4    | 4 | 4  | 4  | 4  | 42       | 48 | 87,5%        | Good      |
| 4   | Alifiya Mufliha     | 3 | 3 | 3 | 3 | 3 | 3   | 4    | 3    | 3 | 3  | 3  | 4  | 38       | 48 | 79,17%       | Good      |
| 5   | Andi Bintang M.     | 3 | 3 | 3 | 3 | 4 | 3   | 3    | 4    | 3 | 3  | 3  | 4  | 39       | 48 | 81,25%       | Good      |
| 6   | Atifa Putri Fauzi   | - | - | - | - | - | -   | -    | -    | - | -  | -  | -  | -        | -  | -            | -         |
| 7   | Azizah Hilyatu Z.   | 3 | 3 | 4 | 4 | 4 | 4   | 4    | 3    | 4 | 3  | 4  | 4  | 44       | 48 | 91,67%       | Excellent |
| 8   | Azizah Salsabilah   | 3 | 3 | 3 | 3 | 3 | 3   | 3    | 3    | 3 | 3  | 3  | 4  | 37       | 48 | 77,08%       | Good      |
| 9   | Azzahra Rahman      | 3 | 3 | 3 | 3 | 3 | 3   | 3    | 3    | 3 | 3  | 3  | 4  | 37       | 48 | 77,08%       | Good      |
| 10  | Fauziah Nurani      | 3 | 4 | 3 | 3 | 4 | 4   | 4    | 3    | 3 | 3  | 4  | 4  | 42       | 48 | 87,5%        | Good      |
| 11  | Fitri Ramadhani     | 4 | 3 | 4 | 4 | 4 | 4   | 4    | 3    | 3 | 3  | 4  | 4  | 44       | 48 | 91,67%       | Excellent |
| 12  | Irene Pratiwi       | 4 | 4 | 4 | 4 | 3 | 3   | 3    | 3    | 4 | 4  | 4  | 4  | 44       | 48 | 91,67%       | Excellent |

| 13 | Jihan               | 4 | 3 | 4 | 4 | 3 | 4       | 4   | 4  | 4    | 4     | 3      | 4     | 45       | 48    | 93,75% | Excellent |
|----|---------------------|---|---|---|---|---|---------|-----|----|------|-------|--------|-------|----------|-------|--------|-----------|
| 14 | Kurnia Sari         | 3 | 3 | 4 | 4 | 4 | 4       | 4   | 4  | 3    | 4     | 4      | 4     | 45       | 48    | 93,75% | Excellent |
| 15 | Lilis Apriani       | 4 | 4 | 4 | 4 | 3 | 3       | 3   | 3  | 4    | 3     | 4      | 3     | 42       | 48    | 87,5%  | Good      |
| 16 | Nayla Saputri R.    | - | - | - | - | - | -       | -   | -  | -    | -     | -      | -     | -        | -     | -      | -         |
| 17 | Nur Aini Widiastuti | - | - | - | - | - | -       | -   | -  | -    | -     | -      | -     | -        | -     | -      | -         |
| 18 | Nur Ananda          | 3 | 4 | 4 | 4 | 4 | 4       | 4   | 3  | 3    | 4     | 4      | 4     | 45       | 48    | 93,75% | Excellent |
| 19 | Nur Azizah          | 3 | 3 | 3 | 3 | 3 | 3       | 3   | 3  | 3    | 3     | 3      | 4     | 37       | 48    | 77,08% | Good      |
| 20 | Nur Fadillah        | 3 | 3 | 3 | 3 | 3 | 3       | 3   | 3  | 3    | 3     | 3      | 3     | 36       | 48    | 75%    | Good      |
| 21 | Nurul Faidah R      | - | - | - | - | - | -       | -   | -  | -    | -     | -      | -     | -        | -     | -      | -         |
| 22 | Nuthyasya Afifah    | - | - | - | - | - | -       | -   | -  | -    | -     | -      | -     | -        | -     | -      | -         |
| 23 | Resky Amalia        | 3 | 3 | 3 | 4 | 3 | 3       | 3   | 3  | 3    | 3     | 4      | 4     | 39       | 48    | 81,25% | Good      |
| 24 | Salwa Sahraeni      | - | - | - | - | - | -       | -   | -  | -    | -     | -      | -     | -        | -     | -      | -         |
| 25 | Septi Anggareni     | 4 | 4 | 4 | 4 | 3 | 4       | 4   | 3  | 4    | 4     | 4      | 4     | 46       | 48    | 95,83% | Excellent |
| 26 | Silfia              | - | - | - | - | - | -       | -   | -  | -    | -     | -      | -     | -        | -     | -      | -         |
| 27 | Sri Arianti Faizah  | - | - | - | - | - | -       | -   | -  | -    | -     | -      | -     | -        | -     | -      | -         |
| 28 | Suciarti            | 3 | 4 | 4 | 4 | 4 | 4       | 4   | 4  | 4    | 4     | 4      | 4     | 47       | 48    | 97,91% | Excellent |
| 29 | Wafiq Azizah        | - | - | - | - | - | -       | -   | -  | -    | -     | -      | -     | -        | -     | -      | -         |
| 30 | Wahyuni             | 3 | 4 | 3 | 4 | 4 | 4       | 4   | 4  | 4    | 4     | 4      | 4     | 46       | 48    | 95,83% | Excellent |
|    |                     |   |   |   |   |   | $T_{a}$ | hla | 10 | Thom | agult | of Sta | donte | ' Dougon | tions |        |           |

Table 4.9. The result of Students' Perceptions

From the table above, the researcher found that out of 30 students, ten students considered the e-module 'Excellent,' which means that the e-module can be used without revision. Then ten students considered the e-module 'Good,' which means it can be used with a little revision. Then ten other students did not give their responses. These findings are then poured into a pie chart as follows:

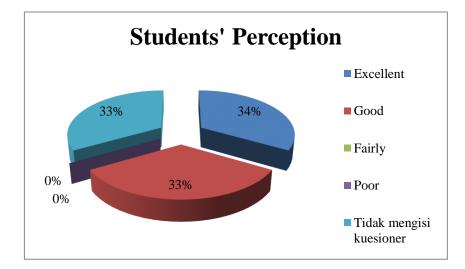


Figure 4.10 Students' Perceptions

## **B.** Discussion

Datuk Sulaiman Putri Palopo Modern Islamic Boarding School implemented online learning. The researcher decided to create an electronic learning media to learn independently, with or without a teacher. Seven of the main subjects in the English syllabus for XI class involve students' ability to write sentences or texts. Therefore, the researcher decided to create a learning media that can support teaching and learning writing skills. From the observations, it was also found that during the online learning process, students were not facilitated with textbooks. Therefore, the researcher decided to develop a learning media that resembles a textbook, namely a module.

From the problems above, the researchers decided to develop an electronic module that could support teaching and learning writing skills at the Modern High School Pondok Pesantren Datuk Sulaiman Putri Palopo, both with the help of the teacher and independently. It was supported by Abdul Majid (2008: 176) (cited in Hatuti, 2017: 46; Prasetya, 2012: 8; and Purwati et al., 2017: 245), who explained that a module is a book written with the aim that students can learn independently without or with teacher guidance.<sup>53 54 55</sup>

Several researchers study the same thing. First, Areta Areta et al (2018) developed an e-module that was used to meet the needs of students

<sup>&</sup>lt;sup>53</sup>Ikawati, "Efektifitas Modular Instruction Di Program Studi Teknologi Pendidikan IKIP Mataram."

<sup>&</sup>lt;sup>54</sup>Prasetya, "Menigkatkan Keterampilan Menyusun Instrumen Hasil Belajar Berbasis Modul Interaktif Bagi Guru-Guru IPA SMPN Kota Magelang."

<sup>&</sup>lt;sup>55</sup>Purwati et al., "Pengembangan Buku Ajar Menulis Suku Kata Bagi Guru Pengampu Mata Pelajaran Bahasa Indonesia SD 1 Teniga."

who required them to write reports in English after students took part in an internship program. This module is in pdf format which is used by uploading and downloading it through the Edmodo application.<sup>56</sup> The second was from Sucia et al (2019) which developed an electronic module based on discovery learning writing explanation text for Indonesian language subjects.<sup>57</sup> Then the third was from Anita (2021) who developed an electronic worksheet teaching material using the Liveworksheets application.<sup>58</sup> From the three researchers, the researcher then decided to make an electronics module using the Liveworksheets application.

The objective of this study was to develop a suitable E-Module of Writing for grade XI students at Senior High School of Modern Islamic Boarding School Datuk Sulaiman Putri Palopo. The e-module was developed using a 4D model: Define, Design, Develop, and Disseminate. This is in line with the opinion of Dadek (2015: 3), who said thatthe 4D model is more appropriately used as a basis for developing learning tools, not for developing learning systems.<sup>59</sup>

At the define phase, the researcher conducted a needs analysis to develop a product that included the needs of students, the researcher, and the appropriate development model (RnD). The analysis of this study consisted of learning needs and target needs indicated in a questionnaire that experts

<sup>&</sup>lt;sup>56</sup> Winita, Ramadhan, and Asri, "The Development of Electronic Module Based on Discovery Learning in Writing Explanation Text."

<sup>57</sup> Ibid.

<sup>58</sup> Ibid.

<sup>&</sup>lt;sup>59</sup>Arywiantari, Agung, and Tastra, "Pengembangan Multimedia Interaktif Pada Pembelajaran IPA Di SMP Negeri 2 Singaraja."

validated. The needs analysis questionnaire was distributed on June 21, 2021, in class XI IPS 2. The sample of this study was thirty students.

At the design phase, the researcher determined the simple e-module framework and best suited to existing needs and conditions. From Dwi (2015: 3) and Purwadi (2017: 6), the researcher developed an e-module framework consisting of cover, introduction, table of contents, glossary, introduction (IP & KD, brief description of the material, and instructions for using the module), learning (objectives, material description, summary, assignments, exercises, self-assessment), evaluation, answer keys and scoring guidelines, and the last bibliography. Then the researcher designed an electronic module prototype using Microsoft Word. After that, the researcher changed the emodule format from doc to pdf, then uploaded it into Liveworksheets to add some videos using the features provided by Liveworksheets and saved it so that the e-module that had been created was stored in Liveworksheets.

In the Develop stage, the researcher asked experts (Language Experts, Material Experts, and Media Experts) to validate the e-module. The suggestions and comments provided by the experts will be used to develop a more suitable e-module. Researchers also conducted try-out on students to obtain their perceptions of the e-module that had been built. From the try-out results, it can be concluded that e-module can be used during face-to-face learning. The try-out was not carried out in the classroom but in the computer laboratory. Incidentally, PMDS Putri Palopo had a computer laboratory facility equipped with Wifi, so it was possible to use this e-module at school. The final phase is Disseminate. At this phase, the researcher socialized the e-module to students (sample) and teachers. The development of emodules in this study was considered suitable for students because this study showed that most students agreed and liked to use e-module. Therefore, the product was categorized as 'Excellent' and 'Good' according to the data obtained from students' perceptions.

### **CHAPTER V**

## **CONCLUSION AND SUGGESTION**

### A. Conclusion

Based on the results of research and discussion, it was concluded that the E-module of Writing as a source of learning English writing is suitable for students at Senior High School of Modern Islamic Boarding School Datuk Sulaiman Putri Palopo. This can be seen from the results of the students' try-outs, where they can utilyze the e-module independently without the help of the teacher during offline learning. This e-module was also prepared by taking into account the 5 characteristics of a good module (Self-instruction, Self-contained, Stand-alone, Adaptive, and User friendly) by Daryanto (2013: 9) (cited in Evi: 2018).<sup>60</sup> This e-module was developed based on English learning syllabus for XI grade at the first semester. So, this e-module is suitable for students at Senior High School of Modern Islamic Boarding School Datuk Sulaiman Putri Palopo, especially students at XI grade.

## **B.** Suggestion

Based on the results of research, it had been stated that the product developed was suitable for use in learning, so some suggestions could be given, including:

<sup>&</sup>lt;sup>60</sup>Wulansari, Kantun, and Suharso, "Pengembangan E-Modul Pembelajaran Ekonomi Materi Pasar Modal Untuk Siswa Kelas Xi Ips Man 1 Jember Tahun Ajaran 2016/2017."

- The developed electronic module product had not yet reached the final student learning outcome measurement with the electronic module. Therefore, it was open for other researchers to study further the measurement of students' final learning outcomes using this module.
- 2. The process of developing electronic modules was considered in selecting development software, and it was better to use developer software with more appropriate features. The development of electronic modules was developed even better by taking into account the interactive and mobile aspects of an electronic product.

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# APPENDIX I SURAT IZIN MENELITI



## 

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



**IZIN PENELITIAN** NOMOR : 431/IP/DPMPTSP/VII/2021

- Undang-Undang Nomor 11 Tahun 2019 tentang Sistem Nasional limu Pengetahuan dan Teknologi;
   Undang-Undang Nomor 11 Tahun 2020 tentang Cipta Kerja;
   Peraturan Mendagri Nomor 3 Tahun 28 tentang Penerbitan Surat Keterangan Penelitian;
   Peraturan Walikota Palopo Nomor 33 Tahun 2016 tentang Penyederhanaan Perizinan dan Non Perizinan di Kota Palopo;
   Peraturan Walikota Palopo Nomor 31 Tahun 2016 tentang Penyederhanaan Perizinan dan Non Perizinan di Kota Palopo;
   Peraturan Walikota Palopo Nomor 31 Tahun 2016 tentang Penelegasian Kewemang Penyelenggaraan Perizinan dan Nonperizinan Yang Menjadi Urusan Pemerintah Kota Palopo dan Kewenangan Perizinan dan Nonperizinan Yang Menjadi Urusan Pemerintah Kota Palopo Kepada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.

#### MEMBERIKAN IZIN KEPADA

Nama Jenis Kelamin Alamat Pekeriaan NIM

Lokasi Penelitian Lamanya Penelitian : Perempuan : Dusun Pasang Bua Mahasiswa : 17 0202 0004

: ST. FADHILAH ZULKIFLI

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

DEVELOPING E-MODULE OF WRITING USING LIVEWORKSHEETS FOR GRADE XI STUDENTS AT SENIOR HIGH SCHOOL OF MODERN ISLAMIC BOARDING SCHOOL DATUK SULAIMAN PUTRI PALOPO

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| : 02 Juli | 021 s.d. 02 Septem | nber 2021           |                |

#### DENGAN KETENTUAN SEBAGAI BERIKUT :

1. Sebelum dan sesudah melaksanakan kegiatan penelitian kiranya melapor pada Dinas Penanaman Modal dan

Pelayanan Terpadu Satu Pintu Kota Palopo.

2. Menaati semua peraturan perundang-undangan yang berlaku, serta menghormati Adat Istiadat setempat.

- Menaan sentua peratuan peratuang undang unda Terpadu Satu Pintu Kota Palopo.
- 5. Surat Izin Penelitian ini dinyatakan tidak berlaku, bilamana pemegang izin ternyata tidak menaati ketentuanketentuan tersebut di atas.
- Demikian Surat Izin Penelitian ini diterbitkan untuk dipergunakan sebagaimana mestinya

Diterbitkan di Kota Palopo Pada tanggal : 15 Juli 2021 A plt, Kepala Dinas Penanaman Modal dan PTSP SPR 11.2 MUH. IHSAN ASHARUDDIN, S.STP, M.Si Pangkat, Pembina Tk.I NIP : 19780611 199612 1 001

#### Tembusan:

CS

1. Kepala Badan Kosang Fronton Con 2. Walikota Polopo 3. Dandim 1403 SW3 4. Kapoines Palopo 5. Kepala Badan Penelitian dan Pengembangan Kota Palopo 6. Kepala Badan Kesbang Kota Palopo Kepala Badan Kesbang Prov. Sul-Sel:



# 

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



**IZIN PENELITIAN** NOMOR : 804/IP/DPMPTSP/X/2021

Undang-Undang Nomor 11 Tahun 2019 tenlang Sistem Nasional Ilmu Pengetahuan dan Teknologi;
 Undang-Undang Nomor 11 Tahun 2020 tenlang Cipta Kerja;
 Peraturan Mendagri Nomor 3 Tahun 28 tentang Penerbitan Surat Keterangan Penelitian;
 Peraturan Walkota Palopo Nomor 23 Tahun 2016 tentang Penyederhanaan Perizinan dan Non Perizinan di Kota Palopo;
 Peraturan Walkota Palopo Nomor 31 Tahun 2016 tentang Penyederhanaan Perizinan dan Non Perizinan di Kota Palopo;
 Peraturan Walkota Palopo Nomor 31 Tahun 2016 tentang Penyederhanaan Perizinan dan Non Perizinan di Kota Palopo;
 Peraturan Walkota Palopo Nomor 31 Tahun 2016 tentang Penyederhanaan Perizinan dan Nonperizinan dan Nonperizinan Yang Menjadi Urusan Pemerintah Kota Palopo dan Kewenangan Perizinan dan Nonperizinan Yang Menjadi Urusan Pemerintah Kota Palopo Kepada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.

#### MEMBERIKAN IZIN KEPADA

Nama Jenis Kelamin Alamat Pekerjaan NIM

: SITTI FADHILAH ZULKIFLI : Perempuan : Dusun Pasang Bua : Mahasiswa : 17 0202 0004

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

DEVELOPING E-MODULE OF WRITING USING LIVEWORKSHEETS FOR GRADE XI STUDENTS AT SENIOR HIGH SCHOOL OF MODERN ISLAMIC BOARDING SCHOOL DATUK SULAIMAN PUTRI PALOPO

: PESANTREN MODERN DATOK SULAIMAN (PMDS) PUTRI PALOPO Lokasi Penelitian

: 26 Oktober 2021 s.d. 26 Januari 2022

Lamanya Penelitian

#### DENGAN KETENTUAN SEBAGAI BERIKUT :

1. Sebelum dan sesudah melaksanakan kegiatan penelitian kiranya melapor pada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.

2. Menaati semua peraturan perundang-undangan yang berlaku, serta menghormati Adat Istiadat setempat.

Penelitian tidak menyimpang dari maksud izin yang diberikan.

4. Menyerahkan 1 (satu) examplar foto copy hasil penelitian kepada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.

5. Surat Izin Penelitian ini dinyatakan tidak berlaku, bilamana pemegang izin ternyata tidak menaati ketentuanketentuan tersebut di atas.

1

Demikian Surat Izin Penelitian ini diterbitkan untuk dipergunakan sebagaimana mestinya,

Diterbitkan di Kota Palopo Pada tanggal : 27 Oktober 2021 A pli Kepala Dinas Penanaman Modal dan PTSP 口种机合了的

MUH. IHSAN ASHARUDDIN, S.STP, M.SI Pangkat Pembina Tk.I WIP 19780611 199612 1 001 13 1 0 ACT ALL DISCHART PARTY

#### Tembusan :

, Kengla Badan Kesbang Prov. Sul-Sel; Wijikota Paktoo R Darlimi 1403-SWA-Kapolas Badan Penelilan dan Pengembangan Kota Palopo , Kepala Badan Penelilan Kota Palopo , Isstasi berkai tormat dilaksanakan penelilian

# APPENDIX II NEED ANALYSIS QUESTIONNAIRE



# KISI-KISI QUESTIONNAIRE NEED ANALYSIS DEVELOPING E-MODULE OF WRITING USING LIVEWORKSHEETS FOR GRADE XI STUDENTS AT SENIOR HIGH SCHOOL OF MODERN ISLAMIC BOARDING SCHOOL DATUK SULAIMAN PUTRI PALOPO

|                | F           | Pertanyaan   | Referensi   |
|----------------|-------------|--|---|
| Target<br>Need | Necessities | <ol> <li>Mengapa writing penting<br/>untuk anda?</li> <li>Dapat meningkatkan<br/>pembelajaran dan<br/>penguasaan bahasa Inggris<br/>saya.</li> <li>Membantu saya dalam<br/>mengingat dan mengenali<br/>apa yang telah saya<br/>pelajari serta memantau<br/>kemajuan saya dalam<br/>pembelajaran bahasa<br/>Inggris.</li> <li>Memperkuat pembelajaran<br/>saya tentang struktur tata<br/>bahasa baru, idiom dan<br/>kata-kata yang baru saja<br/>saya pelajari.</li> <li>Mendukung pertumbuhan<br/>intelektual saya dan<br/>memperluas domain<br/>kognitif saya serta<br/>meningkatkan<br/>keterampilan bahasa<br/>Inggris saya.</li> </ol> | Jamoom, Osama<br>Albashir. (2021: 2).<br>EFL Students' Needs<br>for Improving Their<br>Writing Skills<br>Byrne, D. (1988).<br>Teaching Writing<br>Skills. Longman.<br>London and New York.<br>Hedge, T. (1988).<br>Writing. Oxford<br>University Press.<br>Raimes, A. (1983).<br>Techniques in Teaching<br>Writing. Oxford<br>University Press.<br>Oxford |
|                | Lacks       | <ul> <li>2. Apa masalah yang membuat keterampilan writing sulit untuk anda dikuasai?</li> <li>o Linguistik - Sulit untuk menulis struktur yang benar sehingga kalimat-kalimat yang terbentuk tidak dapat saling berbaur.</li> <li>o Kognitif - Tidak menguasai bentuk bahasa, struktur, dan grammar yang berguna untuk komunikasi yang efektif</li> </ul>  | Byrne (1988). There are<br>three problems that<br>make writing skills<br>difficult to master,<br>namely linguistic,<br>cognitive, and content<br>problems.  |

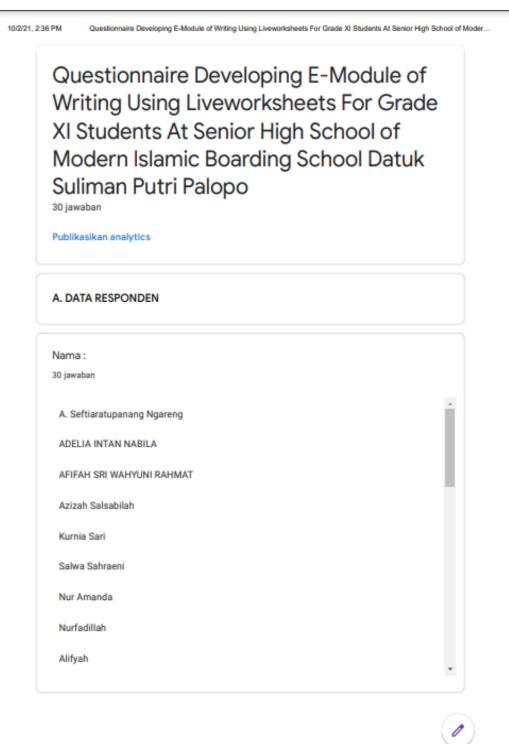
| dalam menulis.       o       Ide - Kesulitan untuk<br>menentukan apa yang<br>ingin ditulis serta sering<br>kehilangan ide di tengah<br>proses menulis.         Wants       3. Materi apa yang ingin anda<br>pelajari?       Hutchinson and Waters<br>(1987: 56). To find<br>students' desires related<br>to the materials.         Wants       3. Materi apa yang ingin anda<br>pelajari?       Hutchinson and Waters<br>(1987: 56). To find<br>students' desires related<br>to the materials.         Suggestions (Saran)       o       Suggestions (Saran)         Simple formal invitations<br>(Undangan formal<br>sederhana)       *Materials Based on<br>the Syllabus of English<br>Material at XI grade         Learning<br>Need       5. Materi apa yang anda ingin<br>dapatkan dalam e-modul<br>belajar writing (menulis)?       Hutchinson & Waters<br>(1987)         Materi yang dilengkapi<br>dengan teks/tulisan yang di<br>dalamnnya terdapat konten<br>(inti atu ide) tulisan.       Brown (2001) defided<br>writing into five<br>aspects: Content, Form,<br>Vocabulary, Grammar<br>or language use, and<br>Mechanics.         Terdapat dengan kosakata-<br>kosakata.       o       Terdapat dengan kosakata-<br>kosakata.         Terdapat panduan<br>penggunana tanda baca.       Hutchinson and Waters<br>(1987)         Materi igan writing<br>(menulis) anda menggunakan<br>e-modul?       Hutchinson and Waters<br>(1987)         O Video<br>o       Gambar       Oktavia et al.(2018).<br>The teacher assesses the<br>e-module as interactive<br>teaching material<br>because it car contain<br>text, images, videos / |
|---|
| animations, interactive   |

|            |   | can attract students' attention.   |
|------------|---|--|
| Procedures | <ul> <li>Aktifitas apa yang anda sukai<br/>dalam belajar <i>writing</i><br/>(menulis)?</li> <li>Isian/melengkapi huruf,<br/>kata, kalimat, paragraf<br/>acak, menjadi kata,<br/>kalimat, paragraf, dan teks<br/>bermakna</li> <li>Menjodohkan (matching)<br/>huruf, kata, kalimat,<br/>paragraf acak, menjadi<br/>kata, kalimat, paragraf, dan<br/>teks bermakna</li> <li>Menyusun (arrangement)<br/>huruf, kata, kalimat,<br/>paragraf acak, menjadi<br/>kata, kalimat, paragraf, dan<br/>teks bermakna.</li> <li>Subtitusi (mengganti<br/>bagian kata atau frasa<br/>dengan kata atau frasa<br/>sesuai target)</li> <li>Menamai atau<br/>mendeskripsikan gambar</li> </ul> Di masa pandemi ini, Anda<br>lebih suka mengerjakan<br>tugas/kegiatan writing secara<br>apa? | Hermayawati (2017)<br>mengatakan bahwa ada<br>dua kategori bentuk<br>latihan dalam <i>wiritng</i> ,<br>salah satunya adalah<br>menulis terarah.<br>Menulis terarah,<br>meliputi:<br>isian/melengkapi;<br>menjodohkan<br>(matching); menyusun<br>(arrangement) huruf,<br>kata, kalimat, paragraf<br>acak, menjadi kata,<br>kalimat, paragraf, teks<br>bermakna; memberi<br>tanda baca (giving<br>punctuations);<br>substitusi (mengganti<br>bagian kata atau frasa<br>dengan kata atau frasa<br>sesuai target), dan<br>menamai atau<br>mendeskripsikan<br>gambar.<br>(Russel, 1974).<br>Individual teaching is<br>an attempt to provide<br>optimal learning<br>conditions for each<br>individual. |
|            | <ul> <li>Kerja kelompok /<br/>berkelompok</li> </ul>  | Qismullah et al. (2019:<br>2). Group work is not<br>only just putting the<br>students together in<br>groups and asking them<br>to work on the task<br>given, but its principles<br>at the same time help<br>students and teachers<br>understand on what is<br>involved in helping the  |

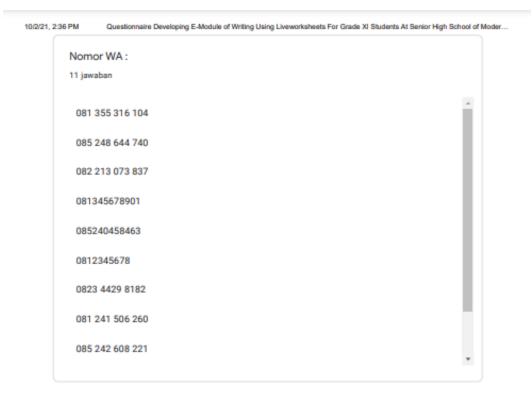
| - |                   |  |  |
|---|-------------------|--|--|
|   |                   |  | students to succeed.   |
|   | Students'<br>role | Langkah apa yang dilalui oleh<br>siswa dalam pelaksanaan<br>kegiatan pembelajaran dengan<br>e-modul berlangsung?<br>o Mempelajari lembar<br>kegiatan siswa.<br>o Mengerjakan tugas pada<br>lembaran kerja. | Topping et al. (2000).<br>Some researchers<br>claims that peer<br>feedback has a pivotal<br>role in improving<br>student writing skills<br>and learning<br>achievement.<br>Suryobroto (1093).<br>Langkah-langkah yang<br>dilalui oleh siswa dalam<br>pelaksanaan kegiatan<br>pembelajaran dengan<br>modul. |
|   |                   | • Mencocokkan dengan   |  |
|   |                   | kunci lembaran kerja.  |  |
|   |                   | <ul> <li>Mengerjakan lembaran tes.</li> <li>Mencocokkan kunci tes</li> </ul>   |  |
|   |                   | dengan hasil tes.  |  |
|   | Teacher's         | Apa peran guru saat proses   | Soedijarto (1977).   |
|   | role              | pembelajaran mengunakan e-   | Peran guru saat proses   |
|   |                   | modul berlangsung?   | pembelajaran   |
|   |                   | • Guru menjelaskan pada  | mengunakan modul.  |
|   |                   | siswa agar tidak<br>mengerjakan modul  |  |
|   |                   | dengan tergesa-gesa  |  |
|   |                   | karena yang penting  |  |
|   |                   | adalah penguasaan modul.   |  |
|   |                   | • Guru menekankan pada   |  |
|   |                   | siswa bahwa mereka boleh   |  |
|   |                   | bertanya kepada guru<br>maupun teman yang  |  |
|   |                   | dianggap mampu tentang   |  |
|   |                   | isi modul.   |  |
|   |                   | • Guru mengadakan  |  |
|   |                   | pengecekan keliling untuk  |  |
|   |                   | mengetahui: seberapa jauh<br>siswa memahami petunjuk   |  |
|   |                   | yang tertulis dalam modul  |  |
|   |                   | seperti terlihat dalam   |  |
|   |                   | kemampuannya mengisi   |  |
|   |                   | Lembaran Kerja, seberapa   |  |

| <ul> <li>jauh siswa mengerjakan<br/>tugas seperti yang telah<br/>ditetapkan dalam modul,<br/>kesulitan yang secara<br/>umum dihadapi siswa.</li> <li>Guru menghentikan<br/>aktivitas kelas dan<br/>menjelaskan hal yang sulit<br/>jika ternyata semua siswa<br/>menghadapi kesulitan yang</li> </ul> |
|--|
| sama.  |

# THE RESULT OF QUESTIONNAIRE



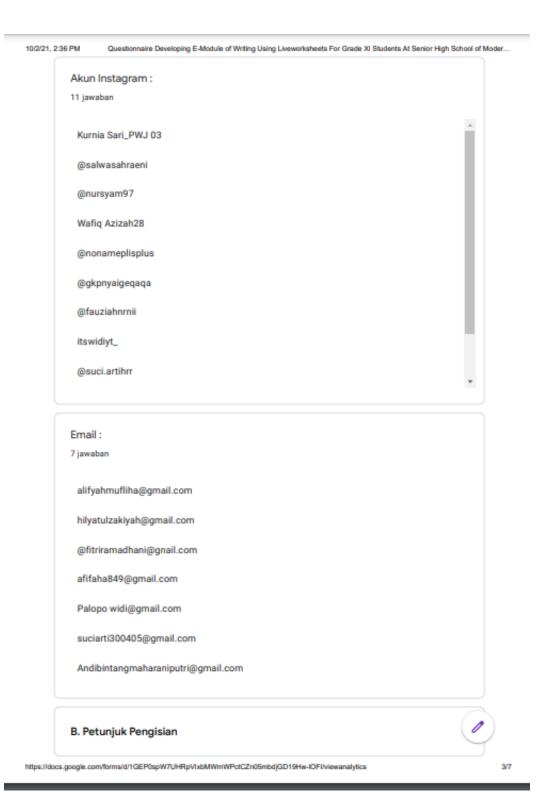
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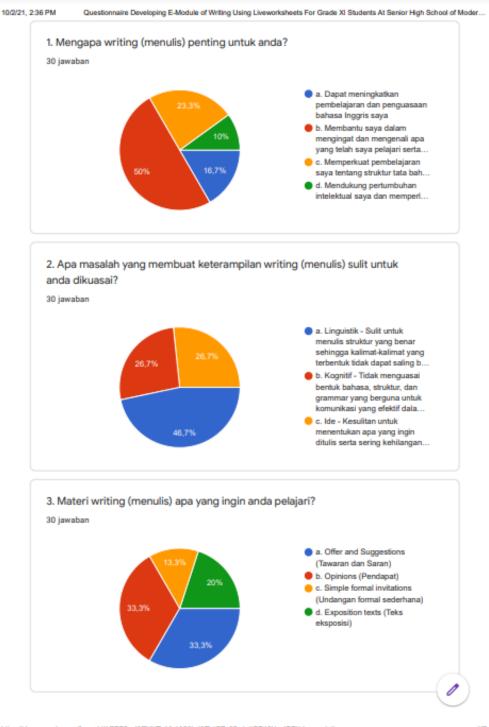




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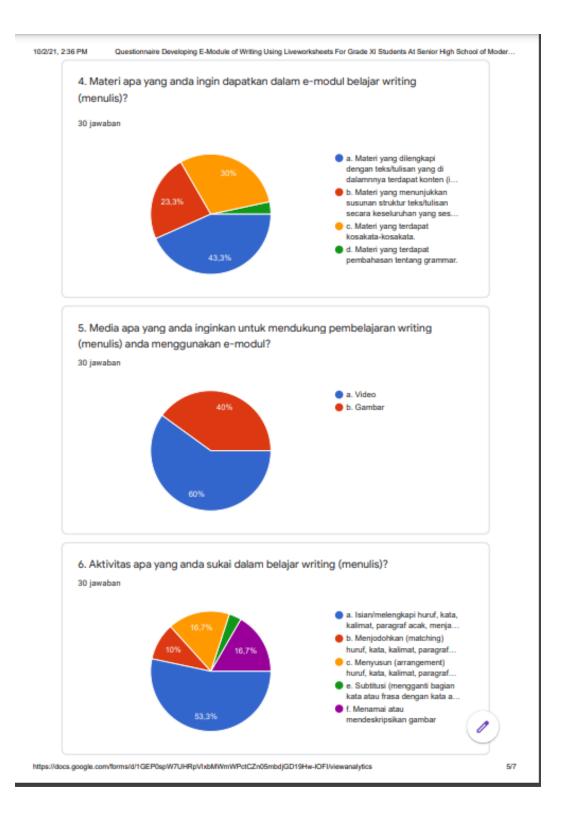
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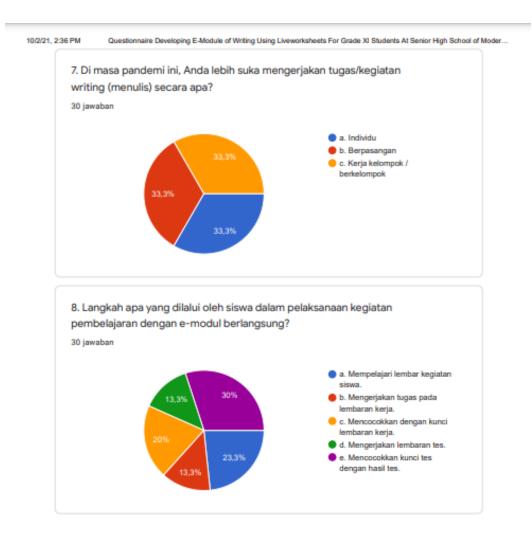




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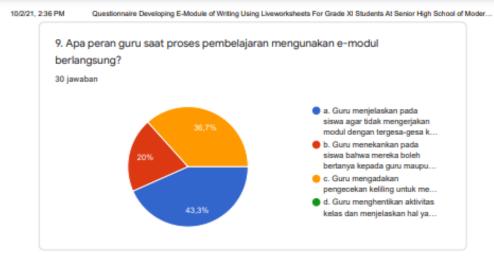
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# VALIDATION ON NEED ANALYSIS QUESTIONNAIRE

# LEMBAR VALIDASI INSTRUMEN EVALUASI UNTUK AHLI MATERI

Judul : Developing E-Module of Writing Using Liveworksheets for Grade XI Students at Senior High School of Modern Islamic Boarding School Datuk Sulaiman Putri Palopo

## A. Petunjuk Pengisian :

. 1

CS

- Lembar penilaian kelayakan ini meliputi aspek Pendahuluan, Cakupan (Isi), dan Bahasa.
- Berilah tanda (v) pada kolom angka yang sesuai dengan penilaian yang anda berikan.
- 3. Pedoman skala penilaian adalah sebagai berikut:
  - 1 = Tidak layak
  - 2 = Cukup layak
  - 3 = Layak
  - 4 = Sangat layak
- Anda dimohon kesediaannya untuk memberikan saran-saran perbaikan pada bagian akhir lembar ini.

| No. | Uraian  | Kelayakan |   |   |   |  |  |
|-----|---|-----------|---|---|---|--|--|
|     | UTatau  | 1         | 2 | 3 | 4 |  |  |
|     | Aspek Pendahuluan   | -         | - | - | - |  |  |
| 1   | Tujuan penelitian dinyatakan dengan jelas.  |           |   |   | 1 |  |  |
| 2   | Tujuan kuesioner dinyatakan dengan jelas.   |           |   |   | ~ |  |  |
| 3   | Petunjuk pengisian kuesioner mudah dipahami   |           |   |   | ~ |  |  |
|     | Aspek Cakupan (Isi)   |           | - | - | - |  |  |
| 1   | Butir-butir kuesioner mencakup data yang berhubungan dengan cakupan isi materi memadai. |           |   |   |   |  |  |

| 2 | Butir-butir kuesioner mencakup data yang berhubungan<br>dengan penggunaan bahasa di dalam materi yang baik<br>dan benar.       |   |   |
|---|--|---|---|
| 3 | Butir-butir kuesioner mencakup data yang berhubungan dengan aktifitas pembelajaran memadai.                                    |   | / |
| 4 | Butir-butir kuesioner mencakup data yang berhubungan dengan input materi memadai.  |   | / |
| 5 | Butir-butir kuesioner mencakup data yang berhubungan dengan kegrafikan memadai.  | 1 |   |
|   | Aspek Bahasa   |   |   |
| 6 | Butir-butir kuesioner dirumuskan dalam bahasa<br>Indonesia yang baik dan benar   |   | ~ |
| 7 | Butir-butir kuesioner dirumuskan dalam bahasa<br>Indonesia yang efektif.   |   | / |
| 8 | Butir-butir kuesioner dirumuskan dalam bahasa<br>Indonesia yang efisien.   |   | / |
| 9 | Butir-butir kuesioner dirumuskan dalam bahasa<br>Indonesia yang mudah dipahami sesuai tingkat<br>kemampuan berbahasa responden |   | / |

## C. Komentar

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ALLIST

## D. Saran

CS Scarren

| Kesimpulan  |
|---|
| Instrument kuesioner ini (lingkari salah satu pilihan): |
|   |
| Tidak dapat digunakan                                   |
| Dapat digunakan   |
| Dapat digunakan dengan perbaikan sebagai berikut        |
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| Palopo, II. 144 202                                     |
| Penilai Kelayakan                                       |
|   |

DR. MASRUDDIN, SS, M. HUM

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# VALIDATION ON LANGUAGE EXPERT SHEETS

## LEMBAR VALIDASI KUESIONER UNTUK AHLI BAHASA

Judul : Developing E-Module of Writing Using Liveworksheets for Grade XI Students at Senior High School of Modern Islamic Boarding School Datuk Sulaiman Putri Palopo

## A. Petunjuk Pengisian :

- 1. Lembar penilaian kelayakan ini meliputi aspek Pendahuluan, Cakupan (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 layak
  - 2 = Cukup layak
  - 3 = Layak
  - 4 = Sangat layak
- 4. Anda dimohon kesediaannya untuk memberikan saran-saran perbaikan pada bagian akhir lembar ini.

| No.  | Uraian   |   | Kelayakan |   |   |  |  |  |
|------|--|---|-----------|---|---|--|--|--|
| 140. | Uraian   | 1 | 2         | 3 | 4 |  |  |  |
|      | Aspek Pendahuluan  |   |           |   |   |  |  |  |
| 1    | Tujuan penelitian dinyatakan dengan jelas.   | 1 |           |   | ~ |  |  |  |
| 2    | Tujuan kuesioner dinyatakan dengan jelas.  |   |           |   | ~ |  |  |  |
| 3    | Petunjuk pengisian kuesioner mudah dipahami  |   |           |   | ~ |  |  |  |
|      | Aspek Cakupan (Isi)  |   |           |   |   |  |  |  |
| 1    | Butir-butir kuesioner mencakup data yang berhubungan dengan cakupan isi materi memadai.                            |   |           |   | ~ |  |  |  |
| 2    | Butir-butir kuesioner mencakup data yang berhubungan dengan penggunaan bahasa di dalam materi yang baik dan benar. |   |           |   | ~ |  |  |  |
| 3    | Butir-butir kuesioner mencakup data yang berhubungan dengan aktifitas pembelajaran memadai.                        |   |           |   | ~ |  |  |  |
| 4    | Butir-butir kuesioner mencakup data yang berhubungan dengan input materi memadai.                                  |   |           |   | ~ |  |  |  |
| 5    | Butir-butir kuesioner mencakup data yang berhubungan dengan kegrafikan memadai.                                    |   |           | ~ |   |  |  |  |
| 5    | Aspek Bahasa   |   | -         |   | - |  |  |  |
| 6    | Butir-butir kuesioner dirumuskan dalam bahasa Indonesia yang baik dan benar  |   |           |   | - |  |  |  |
| 7    | Butir-butir kuesioner dirumuskan dalam bahasa Indonesia yang efektif.  |   |           |   | ~ |  |  |  |
| 8    | Butir-butir kuesioner dirumuskan dalam bahasa Indonesia yang efisien.  |   |           | ~ |   |  |  |  |

| [           | 9 Butir-butir kuesioner dirumuskan dalam bahasa Indonesia yang |
|-------------|--|
|             | mudah dipahami sesuai tingkat kemampuan berbahasa responden    |
| <b>C.</b> 3 | Komentar   |
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| D.          | Saran  |
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| E.          | Kesimpulan   |
|             | Kuesioner ini (lingkari salah satu pilihan):                   |
|             | 1. Tidak dapat digunakan                                       |
|             | 2. Dapat digunakan   |
|             | 3. Dapat digunakan dengan perbaikan sebagai berikut :          |
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Palopo, 05 OKTOBER 2021 Validator () 2 Dr. Maskuppin, s.s., M. Hum.

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# VALIDATION ON MATERIAL EXPERT SHEETS

|               |   | LEMBAR VALIDASI E-MODUL UNTUK AHLI M  | ATER              | I                 |               |      |
|---------------|---|---|-------------------|-------------------|---------------|------|
| Judu<br>Senio | l:De<br>rHigh   | veloping E-Module of Writing Using Liveworksheets for G<br>School of Modern Islamic Boarding School Datuk Sulaima   | rade X<br>in Puti | I Stud<br>ri Palc | dents :<br>po | at   |
| F. F          | etunj   | uk Pengisian :  |                   |                   |               |      |
| 1             |   | mbar penilaian kelayakan ini meliputi aspek Self instruction  | , Self            | contai            | ned, S        | stan |
|               |   | me, Adaptive, and User friendly.<br>rilah tanda (√) pada kolom angka yang sesuai dengan penila  | ian va            | no an             | da            |      |
|               |   | ritan tanda (V) pada kolom angka yang sesuai dengan perma<br>ritan.   | lall ya           | ing and           | uu            |      |
| 1             |   | doman skala penilaian adalah sebagai berikut:   |                   |                   |               |      |
|               |   | 1 = Tidak layak   |                   |                   |               |      |
|               |   | 2 = Cukup layak   |                   |                   |               |      |
|               |   | 3 = Layak<br>4 = Sangat layak   |                   |                   |               |      |
|               | 8. An   | ida dimohon kesediaannya untuk memberikan saran-saran pe  | erbaika           | an pad            | la bag        | ian  |
|               |   | hir lembar ini.   |                   |                   |               |      |
| <b>C</b> 1    | Donilo  | ian Kelayakan   |                   |                   |               |      |
| 0.1           | No  | Aspek Penilaian   | Ni                | lai Ke            | layak         | an   |
|               | 1.0   | 1 teles   |                   | 2                 | 3             | 4    |
|               |   | Self instruction members let  | In                | i                 |               |      |
|               | 1   | E-modul memilikr instruksi yang jelas / Whiteh dig  | 20-               |                   |               | T    |
|               |   |   |                   |                   |               | +    |
|               | 2   | Siswa mudah menggunakannya p north  |                   |                   |               |      |
|               | 2   | Siswa mudah mengganakannya e norm<br>Siswa mengetahui tujuan pembelajaran yang harus  |                   |                   |               |      |
|               |   |   |                   |                   |               |      |
|               |   | Siswa mengetahui tujuan pembelajaran yang harus<br>mereka capai<br>Self contained   |                   |                   |               |      |
|               | 3   | Siswa mengetahui tujuan pembelajaran yang harus<br>mereka capai<br>Self contained<br>Materi pelajaran yang disajikan dalam E-modul l <del>engkap</del>  |                   | dy                | 1 8           | 26   |
|               | 3   | Siswa mengetahui tujuan pembelajaran yang harus<br>mereka capai<br>Self contained<br>Materi pelajaran yang disajikan dalam E-modul l <del>engkap</del><br>Siswa dapat mempelajari materi dengan tuntas 7  |                   | dg                | 1 8           | 26   |
|               | 3<br>4<br>5   | Siswa mengetahui tujuan pembelajaran yang harus<br>mereka capai<br>Self contained<br>Materi pelajaran yang disajikan dalam E-modul kengkap<br>Siswa dapat mempelajari materi dengan tuntas<br>Stand alone   |                   | dş                | n 8           | 26   |
|               | 3   | Siswa mengetahui tujuan pembelajaran yang harus<br>mereka capai<br>Self contained<br>Materi pelajaran yang disajikan dalam E-modul l <del>engkap</del><br>Siswa dapat mempelajari materi dengan tuntas<br>Stand alone<br>E-modul pembelajaran harus berdiri sendiri atau tidak  |                   | dq                | n 8           | 26   |
|               | 3<br>4<br>5<br>6  | Siswa mengetahui tujuan pembelajaran yang harus<br>mereka capai<br>Self contained<br>Materi pelajaran yang disajikan dalam E-modul kengkap<br>Siswa dapat mempelajari materi dengan tuntas<br>Stand alone   |                   | dz                | <u> </u>      | 76   |
|               | 3<br>4<br>5<br>6  | Siswa mengetahui tujuan pembelajaran yang harus<br>mereka capai<br>Self contained<br>Materi pelajaran yang disajikan dalam E-modul l <del>engkap</del><br>Siswa dapat mempelajari materi dengan tuntas<br>Stand alone<br>E-modul pembelajaran harus berdiri sendiri atau tidak<br>ter <del>gaptung pada bahan ajar lain atau</del> tidak memerlukan   |                   | dg                | n 8           | 26   |
|               | 3<br>4<br>5<br>6  | Siswa mengetahui tujuan pembelajaran yang harus<br>mereka capai<br>Self contained<br>Materi pelajaran yang disajikan dalam E-modul l <del>engkap</del><br>Siswa dapat mempelajari materi dengan tuntas<br>Stand alone<br>E-modul pembelajaran h <del>arus berdiri sendiri atau tid</del> ak<br>tergapjung pada bahan ajar lain atau tidak memerlukan<br>alar pendukung lain dalam penggunaannya.  |                   | dz                | n 8           | n 6  |
|               | 3<br>4<br>5<br>6<br>pe                                  | Siswa mengetahui tujuan pembelajaran yang harus<br>mereka capai<br>Self contained<br>Materi pelajaran yang disajikan dalam E-modul lengkap<br>Siswa dapat mempelajari materi dengan tuntas<br>Stand alone<br>E-modul pembelajaran harus berdiri sendiri atau tidak<br>ter <u>eapjung pada</u> bahan ajar tain atau tidak memerlukan<br>alat pendukung lain dalam penggunaannya.<br>Adaptive<br>E-modul pembelajaran memiliki daya adaptasi terhadap<br>perkembangan ilmu dan teknologi.   |                   | dz                |               | 26   |
|               | 3<br>4<br>5<br>6<br>pe                                  | Siswa mengetahui tujuan pembelajaran yang harus<br>mereka capai<br>Self contained<br>Materi pelajaran yang disajikan dalam E-modul lengkap<br>Siswa dapat mempelajari materi dengan tuntas<br>Stand alone<br>E-modul pembelajaran harus berdiri sendiri atau tidak<br>ter <u>anjung pada</u> bahan ajar tain atau tidak memerlukan<br>alat pendukung lain dalam penggunaannya.<br>Adaptive<br>E-modul pembelajaran memiliki daya adaptasi terhadap  |                   | dz                |               | n 6  |
|               | 3<br>4<br>5<br>6<br>pe                                  | Siswa mengetahui tujuan pembelajaran yang harus<br>mereka capai<br>Self contained<br>Materi pelajaran yang disajikan dalam E-modul lengkap<br>Siswa dapat mempelajari materi dengan tuntas<br>Stand alone<br>E-modul pembelajaran harus berdiri sendiri atau tidak<br>ter <u>anjung pada bahan ajar lain ata</u> u tidak memerlukan<br>alat pendukung lain dalam penggunaannya.<br>Adaptive<br>E-modul pembelajaran memiliki daya adaptasi terhadap<br>perkembangan ilmu dan teknologi.<br>Fleksibel untuk digunakan. Alses Almara SgM,<br>User friendly  |                   | d3                |               |      |
|               | 3<br>4<br>5<br>6<br>pe                                  | Siswa mengetahui tujuan pembelajaran yang harus<br>mereka capai<br>Self contained<br>Materi pelajaran yang disajikan dalam E-modul lengkap<br>Siswa dapat mempelajari materi dengan tuntas<br>Stand alone<br>E-modul pembelajaran harus berdiri sendiri atau tidak<br>ter <u>anjung pada bahan ajar lain ata</u> u tidak memerlukan<br>alat pendukung lain dalam penggunaannya.<br>Adaptive<br>E-modul pembelajaran memiliki daya adaptasi terhadap<br>perkembangan ilmu dan teknologi.<br>Fleksibel untuk digunakan. Aleges Almana Sga,  |                   |                   |               |      |
|               | 3<br>4<br>5<br>6<br><b>r</b> e<br>7<br>8<br>9           | Siswa mengetahui tujuan pembelajaran yang harus<br>mereka capai<br>Self contained<br>Materi pelajaran yang disajikan dalam E-modul lengkap<br>Siswa dapat mempelajari materi dengan tuntas<br>Stand alone<br>E-modul pembelajaran harus berdiri sendiri atau tidak<br>tereapiung pada bahan ajar lain atau tidak memerlukan<br>alat pendukung lain dalam penggunaannya.<br>Adaptive<br>E-modul pembelajaran memiliki daya adaptasi terhadap<br>perkembangan ilmu dan teknologi.<br>Fleksibel untuk digunakan. alaya di Maria Sga.<br>User friendly<br>E-modul pembelajaran tersebut hendaknya bersahabat<br>atau akrab dengan pemakainya.   |                   |                   | n 8           | h 6  |
|               | 3<br>4<br>5<br>6<br><b>r</b> e<br>7<br>8<br>9           | Siswa mengetahui tujuan pembelajaran yang harus<br>mereka capai<br>Self contained<br>Materi pelajaran yang disajikan dalam E-modul lengkap<br>Siswa dapat mempelajari materi dengan tuntas<br>Stand alone<br>E-modul pembelajaran harus berdiri sendiri atau tidak<br>tergapung pada bahan ajar lain atau tidak memerlukan<br>alar pendukung lain dalam penggunaannya.<br>Adaptive<br>E-modul pembelajaran memiliki daya adaptasi terhadap<br>perkembangan ilmu dan teknologi.<br>Fleksibel untuk digunakan. alara dimana Sga.<br>User friendly<br>E-modul pembelajaran tersebut hendaknya bersahabat   |                   |                   |               |      |
|               | 3<br>4<br>5<br>6<br><b>r</b> e<br>7<br>8<br>9           | Siswa mengetahui tujuan pembelajaran yang harus<br>mereka capai<br>Self contained<br>Materi pelajaran yang disajikan dalam E-modul lengkap<br>Siswa dapat mempelajari materi dengan tuntas<br>Stand alone<br>E-modul pembelajaran harus berdiri sendiri atau tidak<br>tereapiung pada bahan ajar lain atau tidak memerlukan<br>alat pendukung lain dalam penggunaannya.<br>Adaptive<br>E-modul pembelajaran memiliki daya adaptasi terhadap<br>perkembangan ilmu dan teknologi.<br>Fleksibel untuk digunakan. alaya di Maria Sga.<br>User friendly<br>E-modul pembelajaran tersebut hendaknya bersahabat<br>atau akrab dengan pemakainya.   |                   |                   |               |      |
|               | 3<br>4<br>5<br>6<br><b>pe</b><br>7<br>7<br>8<br>9<br>10 | Siswa mengetahui tujuan pembelajaran yang harus<br>mereka capai<br>Self contained<br>Materi pelajaran yang disajikan dalam E-modul lengkap<br>Siswa dapat mempelajari materi dengan tuntas<br>Stand alone<br>E-modul pembelajaran harus berdiri sendiri atau tidak<br>tergapung pada bahan ajar lain atau tidak memerlukan<br>alat pendukung lain dalam penggunaannya.<br>Adaptive<br>E-modul pembelajaran memiliki daya adaptasi terhadap<br>perkembangan ilmu dan teknologi.<br>Fleksibel untuk digunakan. alses A/mere SM.<br>User friendly<br>E-modul pembelajaran tersebut hendaknya bersahabat<br>atau akrab dengan pemakainya.<br>Setiap paparan dan instruksi yang terdapat pada E-modul<br>bersifat membantu tan tersebut hendaknya bersahabat |                   |                   |               |      |

|   | Н. | Ko                            | mentar   |  |
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|   |    |                               |  |  |
| , | J. | Kes<br>E-m<br>1.              | <b>impulan</b><br>odul ini ( <i>lingkari salah satu pilihan</i> ):<br>Tidak dapat digunakan  |  |
| , | J. | Kes<br>E-m<br>1.<br>2.<br>3.  | <b>impulan</b><br>odul ini ( <i>lingkari salah satu pilihan</i> ):<br>Tidak dapat digunakan<br>Dapat digunakan<br>Dapat digunakan dengan perhaikan sebagai kecil d   |  |
| 1 | J. | Kes<br>E-m<br>1.<br>2.<br>3.  | <b>impulan</b><br>odul ini ( <i>lingkari salah satu pilihan</i> ):<br>Tidak dapat digunakan<br>Dapat digunakan<br>Dapat digunakan dengan perbaikan sebagai berikut : |  |
| 1 | J. | Kes<br>E-m<br>1.<br>2.<br>3.  | <b>impulan</b><br>odul ini ( <i>lingkari salah satu pilihan</i> ):<br>Tidak dapat digunakan<br>Dapat digunakan<br>Dapat digunakan dengan perbaikan sebagai berikut : |  |
| â | J. | Kes<br>E-m<br>1.<br>2.<br>3.  | <b>impulan</b><br>odul ini ( <i>lingkari salah satu pilihan</i> ):<br>Tidak dapat digunakan<br>Dapat digunakan<br>Dapat digunakan dengan perbaikan sebagai berikut : |  |
| , | J. | Kes<br>E-m<br>1.<br>2.<br>3.  | <b>impulan</b><br>odul ini ( <i>lingkari salah satu pilihan</i> ):<br>Tidak dapat digunakan<br>Dapat digunakan<br>Dapat digunakan dengan perbaikan sebagai berikut : |  |
| ŝ | J. | Kes<br>E-m<br>1.<br>2.<br>3.  | impulan<br>odul ini ( <i>lingkari salah satu pilihan</i> ):<br>Tidak dapat digunakan<br>Dapat digunakan<br>Dapat digunakan dengan perbaikan sebagai berikut :        |  |
| 3 | J. | Kes<br>E-m<br>1.<br>2.<br>3.  | impulan<br>odul ini ( <i>lingkari salah satu pilihan</i> ):<br>Tidak dapat digunakan<br>Dapat digunakan<br>Dapat digunakan dengan perbaikan sebagai berikut :        |  |
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| 3 | J. | Kess<br>E-m<br>1.<br>2.<br>3. | impulan<br>odul ini ( <i>lingkari salah satu pilihan</i> ):<br>Tidak dapat digunakan<br>Dapat digunakan<br>Dapat digunakan dengan perbaikan sebagai berikut :        |  |
| , | J. | Kess<br>E-m<br>1.<br>2.<br>3. | impulan<br>odul ini ( <i>lingkari salah satu pilihan</i> ):<br>Tidak dapat digunakan<br>Dapat digunakan<br>Dapat digunakan dengan perbaikan sebagai berikut :        |  |
| , | J. | Kess<br>E-m<br>1.<br>2.<br>3. | impulan<br>odul ini ( <i>lingkari salah satu pilihan</i> ):<br>Tidak dapat digunakan<br>Dapat digunakan<br>Dapat digunakan dengan perbaikan sebagai berikut :        |  |
| ŝ | J. | Kess<br>E-m<br>1.<br>2.<br>3. | impulan<br>odul ini ( <i>lingkari salah satu pilihan</i> ):<br>Tidak dapat digunakan<br>Dapat digunakan<br>Dapat digunakan dengan perbaikan sebagai berikut :        |  |
|   | J. | Kess<br>E-m<br>1.<br>2.<br>3. | impulan<br>odul ini ( <i>lingkari salah satu pilihan</i> ):<br>Tidak dapat digunakan<br>Dapat digunakan<br>Dapat digunakan dengan perbaikan sebagai berikut :        |  |
| 5 | J. | Kess<br>E-m<br>1.<br>2.<br>3. | impulan<br>odul ini ( <i>lingkari salah satu pilihan</i> ):<br>Tidak dapat digunakan<br>Dapat digunakan<br>Dapat digunakan dengan perbaikan sebagai berikut :        |  |
|   | J. | Kess<br>E-m<br>1.<br>2.<br>3. | impulan<br>odul ini ( <i>lingkari salah satu pilihan</i> ):<br>Tidak dapat digunakan<br>Dapat digunakan<br>Dapat digunakan dengan perbaikan sebagai berikut :        |  |
|   | J. | Kess<br>E-m<br>1.<br>2.<br>3. | impulan<br>odul ini ( <i>lingkari salah satu pilihan</i> ):<br>Tidak dapat digunakan<br>Dapat digunakan<br>Dapat digunakan dengan perbaikan sebagai berikut :        |  |
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|   | J. | Kess<br>E-m<br>1.<br>2.<br>3. | impulan<br>odul ini ( <i>lingkari salah satu pilihan</i> ):<br>Tidak dapat digunakan<br>Dapat digunakan<br>Dapat digunakan dengan perbaikan sebagai berikut :        |  |
|   | J. | Kess<br>E-m<br>1.<br>2.<br>3. | impulan<br>odul ini ( <i>lingkari salah satu pilihan</i> ):<br>Tidak dapat digunakan<br>Dapat digunakan<br>Dapat digunakan dengan perbaikan sebagai berikut :        |  |
|   | J. | Kess<br>E-m<br>1.<br>2.<br>3. | impulan<br>odul ini ( <i>lingkari salah satu pilihan</i> ):<br>Tidak dapat digunakan<br>Dapat digunakan<br>Dapat digunakan dengan perbaikan sebagai berikut :        |  |
| , | J. | Kess<br>E-m<br>1.<br>2.<br>3. | impulan<br>odul ini ( <i>lingkari salah satu pilihan</i> ):<br>Tidak dapat digunakan<br>Dapat digunakan<br>Dapat digunakan dengan perbaikan sebagai berikut :        |  |
|   | J. | Kess<br>E-m<br>1.<br>2.<br>3. | impulan<br>odul ini ( <i>lingkari salah satu pilihan</i> ):<br>Tidak dapat digunakan<br>Dapat digunakan<br>Dapat digunakan dengan perbaikan sebagai berikut :        |  |

#### LEMBAR VALIDASI INSTRUMEN UNTUK AHLI MATERI

Judul Skripsi : Developing E-Module of Writing Using Liveworksheets for Grade XI Students at Senior Highschool of Modern Islamic **Bo**arding School Datuk Sulaiman Putri Palopo

### A. Petunjuk Pengisian

- 1. Lembar penilaian kelayakan ini meliputi aspek pendahuluan, isi, bahasa.
- 2. Berilah tanda ( $\sqrt{}$ ) pada kolom angka yang sesuai dengan penilaian yang anda berikan.
- 3. Pedoman skala penilaian adalah sebagai berikut :
  - 1 : tidak layak
  - 2 : Cukup layak
  - 3 : layak
  - 4 : sangat layak
- Bapak/Ibu dimohon kesediaannya untuk memberikan saran-saran perbaikan pada bagian akhir lembar ini.

| No. | Uraian   |   | Kelaya |   |   |
|-----|--|---|--------|---|---|
|     |  | 1 | 2      | 3 | 4 |
| 1   | Aspek Pendahuluan  |   |        |   |   |
| 1   | Tujuan penelitian dinyatakan dengan jelas.   |   |        | V |   |
| 2   | Tujuan kuesioner dinyatakan dengan jelas.  |   |        | V |   |
| 3   | Petunjuk pengisian kuesioner mudah dipahami  |   |        | ~ | [ |
|     | Aspek Cakupan (Isi)  |   |        |   |   |
| 1   | Butir-butir kuesioner mencakup data yang berhubungan dengan cakupan isi materi memadai.                            |   |        | 1 |   |
| 2   | Butir-butir kuesioner mencakup data yang berhubungan dengan penggunaan bahasa di dalam materi yang baik dan benar. |   | ~      | ł |   |
| 3   | Butir-butir kuesioner mencakup data yang berhubungan dengan aktifitas pembelajaran memadai.                        |   |        | ~ | ł |
| 4   | Butir-butir kuesioner mencakup data yang berhubungan dengan input materi memadai.                                  |   |        | V | 1 |
| 5   | Butir-butir kuesioner mencakup data yang berhubungan dengan kegrafikan memadai.                                    |   |        | V | ł |
|     | Aspek Bahasa   |   |        |   |   |
| 6   | Butir-butir kuesioner dirumuskan dalam bahasa Indonesia yang baik dan benar  |   | V      | 1 |   |
| 7   | Butir-butir kuesioner dirumuskan dalam bahasa Indonesia yang efektif.  |   | ~      | - |   |
| 8   | Butir-butir kuesioner dirumuskan dalam bahasa Indonesia yang efisien.  |   | V      | 1 |   |
| 9   | Butir-butir kuesioner dirumuskan dalam bahasa Indonesia yang   |   | L      | 1 |   |

mudah dipahami sesuai tingkat kemampuan berbahasa responden C. Komentar go paris dipileton Coluct om berbeda Leidgent art ..... ..... D. Saran have lepit & secret is again ema Carn ..... muddl ..... ..... ..... E. Kesimpulan Instrumen kuesioner ini (lingkari salah satu pilihan) 1. Tidak dapat digunakan 2. Dapat digunakan ③ Dapat digunakan dengan perbaikan sesuai saran yang diberikan Palopo, 28/9/2021 Validator M.pd. Dewi ANUSO

# VALIDATION ON MEDIA EXPERT SHEETS

## LEMBAR VALIDASI E-MODUL UNTUK AHLI MEDIA

Judul : Developing E-Module of Writing Using Liveworksheets for Grade XI Students at Senior High School of Modern Islamic Boarding School Datuk Sulaiman Putri Palopo

# A. Petunjuk Pengisian :

- b. Lembar penilaian kelayakan ini meliputi aspek Rekayasa Perangkat Lunak, Desain Pembelajaran, dan Komunikasi Visual.
- ⑦. Berilah tanda (√) pada kolom angka yang sesuai dengan penilaian yang anda berikan.
- 3. Pedoman skala penilaian adalah sebagai berikut:
  - 1 = Tidak layak
  - 2 = Cukup layak
  - 3 = Layak
  - 4 = Sangat layak

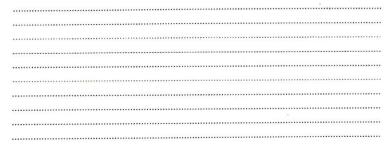
CS

Anda dimohon kesediaannya untuk memberikan saran-saran perbaikan pada bagian akhir lembar ini.

| No       | Aspek Penilaian   | Nil | ai Kel | ayaka | an  |
|----------|---|-----|--------|-------|-----|
|          | ilaian Kelayakan  | 1   | 2      | 3     | 4   |
|          | Rekayasa Perangkat Lunak  |     |        |       |     |
| 1        | E-modul dapat theread/diandalkan  |     |        |       |     |
| 2        | E-modul efektif dan efisien dalam pengembangan  |     |        |       |     |
|          | maupun penggunaan media pembelajaran  |     |        |       |     |
| 3        | E-modul dapat dipelihara/dikelola dengan mudah  |     |        |       |     |
| 4        | E-modul mudah digunakan dan sederhana dalam   |     | 1      | 1     | 1   |
|          | pengoprasiannya   |     |        |       | _   |
| 5        | Ketepatan pemilihan jenis aplikasi/software/tool untuk                                  |     |        | 1     |     |
|          | pengembangan e-modul diaplicanter   | 1   |        |       |     |
| 6        | pengembangan e-modul Juaphilem<br>E-modul dapat diinsutansudijalankan di berbagai       | 1   |        |       |     |
|          | hardware dan software yang ada tereh dan  | •   |        | -     | 1   |
| 8 (      | Dokumentasi program c-modul lengkap meliputi:   |     |        |       |     |
|          | petunjuk instalansi (jelas, singkat, lengkap), trouble                                  | 1   | 1      |       | 1   |
| 3        | shooting (jelas, terstruktur, dan antisipatif), desain                                  |     |        |       |     |
|          | program (jelas, menggambarkan alur kerja program)                                       | _   | _      |       | -   |
| 9        | Sebagian atau seturtah-program e-modul dapat  |     |        |       | 1   |
|          | dimanfaatkan kembali untuk mengembangkan media  |     |        |       |     |
|          | pembelajaran lam  | 1   | 1      | 1     | _i_ |
|          | Desain Pembelajaran   | -   |        |       |     |
| 10       | Tujuan pembelajaran (rumusan, realistis) jelas  | -   |        | -     | +   |
| 11       | Terdapat relevansi tujuan pembelajaran dengan   |     |        |       |     |
|          | SK/KD/Kurikulum   |     |        |       | +   |
| 12       | Penggunaan strategi pembelajaran tepat  |     |        |       | +   |
| 13       | Adaya interaktivitas dalam e-modul  |     |        |       | +   |
| 14<br>15 | Memperitan motivasi belajar terhadap siswa<br>E-modul bersifat Kontekstual gan aktual ) |     |        | -     |     |

| 16 | Materi dengan tujuan pebelajaran sesuai   |       |      |     |     |
|----|---|-------|------|-----|-----|
| 17 | Materi mudah untuk dipahami   |       | -    |     |     |
| 18 |   | an    | u ou | one |     |
| 19 | Uraian, pembahasan, contoh, simulasi, latihan sullah jelas  | ,     |      | 1-  |     |
| 20 | Evaluasi dan an tujuan pembelajaran konsisten / Crow  | in    | n'c  | gn  | 10  |
| 21 | Alat and here i tomat Out a list  | . 10  |      |     |     |
| 22 | Alat evaluasi tepar<br>Pemberian umpan balik terhadap hasil evaluasi<br>Komunikasi Visual               | - nor | h    |     | L   |
|    | Komunikasi Visual Tu 7 pume   | eng   |      |     |     |
| 23 | dapat diterimakejalan dengan keinginan sasaran)   |       |      |     |     |
| 24 | Kreatif dalam ide berikut penuangan gagasan   |       |      |     |     |
| 25 | E-modul sederhana dan memikat Menunta   |       |      |     |     |
| 26 | Visual (layout design, typography, warna) tepat Centar  | 20    | prio | per | nbd |
| 27 | Visual (layout design, typography, warna) tepat Servar<br>Media bergerak (video) tepat Servar dan men i |       | [    |     |     |
|    | Vimal   |       |      |     |     |

H. Komentar



#### I. Saran

...

#### J. Kesimpulan

E-modul ini (lingkari salah satu pilihan):

- 14. Tidak dapat digunakan
  25. Dapat digunakan
  36. Dapat digunakan dengan perbaikan sebagai berikut :

------..... . ..... ..... ..... ..... ..... ..... ..... Palopo, ..... Validator Ahli Media

## LEMBAR VALIDASI INSTRUMEN UNTUK AHLI MEDIA

Judul Skripsi : Developing E-Module of Writing Using Liveworksheets for Grade XI Students at Senior Highschool of Modern Islamic Boarding School Datuk Sulaiman Putri Palopo

#### A. Petunjuk Pengisian

- 1. Lembar penilaian kelayakan ini meliputi aspek pendahuluan, isi, bahasa.
- Berilah tanda (√) pada kolom angka yang sesuai dengan penilaian yang anda berikan.
- 3. Pedoman skala penilaian adalah sebagai berikut :
  - 1 : tidak layak
  - 2 : Cukup layak
  - 3 : layak
  - 4 : sangat layak
- Bapak/Ibu dimohon kesediaannya untuk memberikan saran-saran perbaikan pada bagian akhir lembar ini.

## B. Penilaian Kelayakan

No.

| No. | Uraian   |   | Kelaya       |              |   |  |
|-----|--|---|--------------|--------------|---|--|
|     |  | 1 | 2            | 3            | 4 |  |
|     | Aspek Pendahuluan  |   |              |              |   |  |
| 1   | Tujuan penelitian dinyatakan dengan jelas.   |   |              | $\checkmark$ |   |  |
| 2   | Tujuan kuesioner dinyatakan dengan jelas.  |   |              | V            |   |  |
| 3   | Petunjuk pengisian kuesioner mudah dipahami  |   |              | V            |   |  |
|     | Aspek Cakupan (Isi)  |   |              |              |   |  |
| 1   | Butir-butir kuesioner mencakup data yang berhubungan dengan<br>cakupan isi materi memadai.                         |   |              | ~            | ł |  |
| 2   | Butir-butir kuesioner mencakup data yang berhubungan dengan penggunaan bahasa di dalam materi yang baik dan benar. |   | ~            |              |   |  |
| 3   | Butir-butir kuesioner mencakup data yang berhubungan dengan aktifitas pembelajaran memadai.                        |   |              | ~            |   |  |
| 4   | Butir-butir kuesioner mencakup data yang berhubungan dengan input materi memadai.                                  |   |              | ~            | 1 |  |
| 5   | Butir-butir kuesioner mencakup data yang berhubungan dengan kegrafikan memadai.                                    |   |              | 1            |   |  |
|     | Aspek Bahasa   |   |              |              | _ |  |
| 6   | Butir-butir kuesioner dirumuskan dalam bahasa Indonesia yang baik dan benar  |   | $\checkmark$ | 1            |   |  |
| 7   | Butir-butir kuesioner dirumuskan dalam bahasa Indonesia yang efektif.  |   | ~            |              |   |  |
| 8   | Butir-butir kuesioner dirumuskan dalam bahasa Indonesia yang efisien.  |   | ~            |              |   |  |
| 9   | Butir-butir kuesioner dirumuskan dalam bahasa Indonesia yang   |   | ~            | 1            |   |  |



mudah dipahami sesuai tingkat kemampuan berbahasa responden C. Komentar Cepih ferpenci caro remando pertu ..... ..... ..... . . . . . ..... .... ..... cera penjelasa dan inpulsi peda In baik kerne serta metic D. Saran Silaton dyparkailei dgn angles for ..... dina ..... ..... ..... E. Kesimpulan Instrumen kuesioner ini (lingkari salah satu pilihan) 1. Tidak dapat digunakan

- 2. Dapat digunakan
- Dapat digunakan dengan perbaikan sesuai saran yang diberikan

Palopo, 28 /9 / 2021 Validator Dewil Furwarg M. pl.

## VALIDATION ON STUDENTS PERCEPTION SHEETS

## LEMBAR VALIDASI KUESIONER UNTUK PENGGUNA

Judul : Developing E-Module of Writing Using Liveworksheets for Grade XI Students at Senior High School of Modern Islamic Boarding School Datuk Sulaiman Putri Palopo

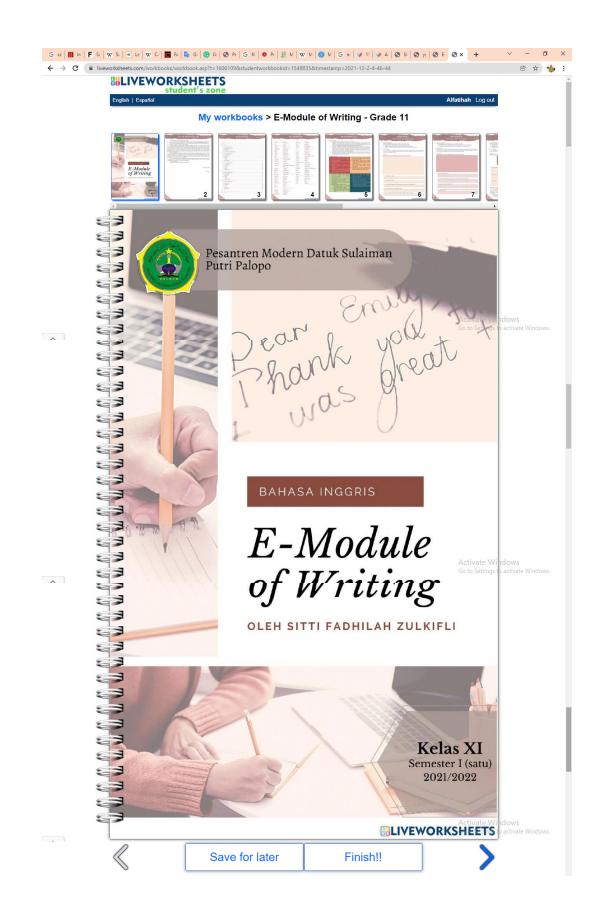
#### A. Petunjuk Pengisian :

- Lembar penilaian kelayakan ini meliputi aspek Pendahuluan, Cakupan (Isi), dan Bahasa.
- Berilah tanda (J) pada kolom angka yang sesuai dengan penilaian yang anda berikan.
- 3. Pedoman skala penilaian adalah sebagai berikut:
  - 1 = Tidak layak
  - 2 = Cukup layak
  - 3 = Layak
  - 4 = Sangat layak
- Anda dimohon kesediaannya untuk memberikan saran-saran perbaikan pada bagian akhir tembar ini.

|     | Uraian  |   | Kelayakan |           |   |
|-----|---|---|-----------|-----------|---|
| No. |   |   | 2         | 3         | 4 |
|     | Aspek Penduhuluan   |   |           |           |   |
| 1   | Tujuan penelitian dinyatakan dengan jelas.  | 1 |           |           | 1 |
| 2   | Tujuan kuesioner dinyatakan dengan jelas.   | 1 |           |           | ~ |
| 3   | Petunjuk pengisian kuesioner mudah dipahami   | T |           |           | ~ |
|     | Aspek Cakupan (Isi)   |   |           | Local and |   |
| 1   | Butir-butir kuesioner mencakup data yang berhubungan dengan cakupan isi materi memadai.                               |   |           |           | ~ |
| 2   | Butir-butir kucsioner mencakup data yang berhubungan dengan<br>penggunaan bahasa di dalam materi yang baik dan benar. |   |           |           | ~ |
| 3   | Butir-butir kuesioner mencakup data yang berhubungan dengan aktifitas pembelajaran memadai.                           |   |           |           | 5 |
| 4   | Butir-butir kuesioner mencakup data yang berhubungan dengan<br>input materi memadai.                                  |   |           |           | 1 |
| 5   | Butir-butir kuesioner mencakup data yang berhubungan dengan kegrafikan memadai.                                       |   |           | ~         |   |
|     | Aspek Bahasa  |   |           |           |   |
| 6   | Butir-butir kuesioner dirumuskan dalam bahasa Indonesia yang<br>baik dan benar  |   |           |           | ~ |
| 7   | Butir-butir kuesioner dirumuskan dalam bahasa Indonesia yang efektif.   |   |           |           | 1 |
| 8   | Butir-butir kuesioner dirumuskan dalam bahasa Indonesia yang efisien.   |   |           |           | 1 |

Butir-butir kuesioner dirumuskan dalam bahasa Indonesia yang 9 mudah dipahami sesuai tingkat kemampuan berbahasa responden C. Komentar ..... ..... ..... D. Saran ••• ..... ..... E. Kesimpulan Kuesioner ini (lingkari salah satu pilihan): 1. Tidak dapat digunakan 2. Dapat digunakan 3. Dapat digunakan dengan perbaikan sebagai berikut : -----..... ..... ..... Palopo, US OKTOBERLOU Validator de! MASPUDDIH . S.S., M. Hum .

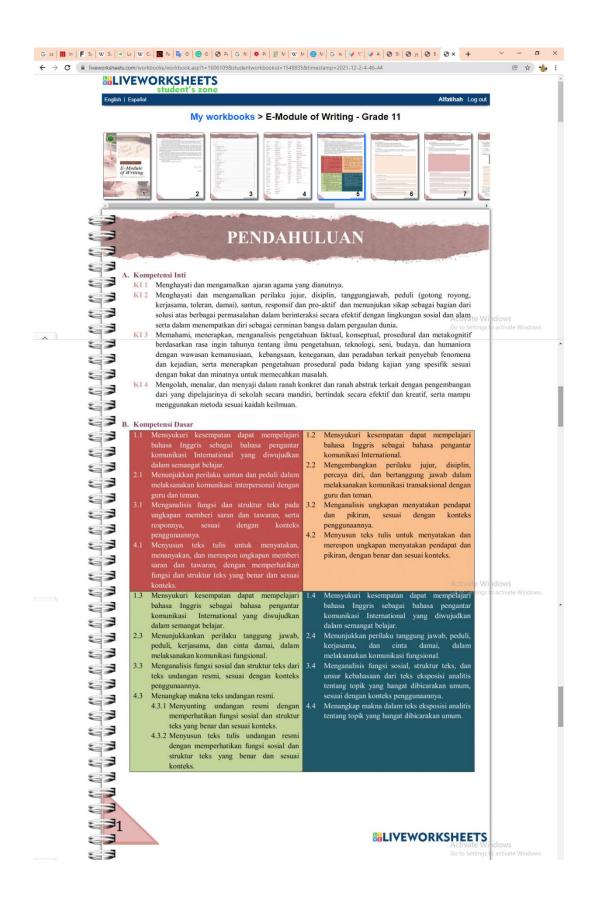




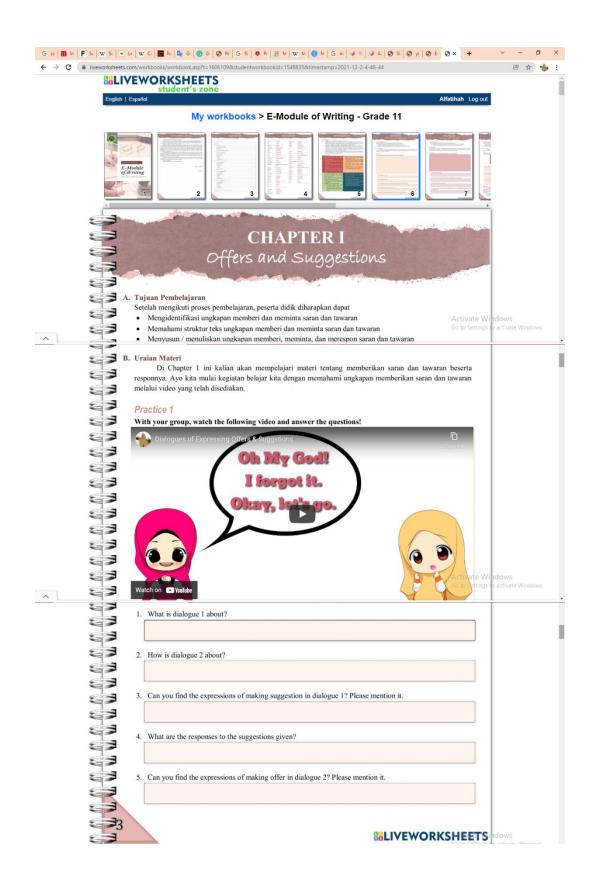


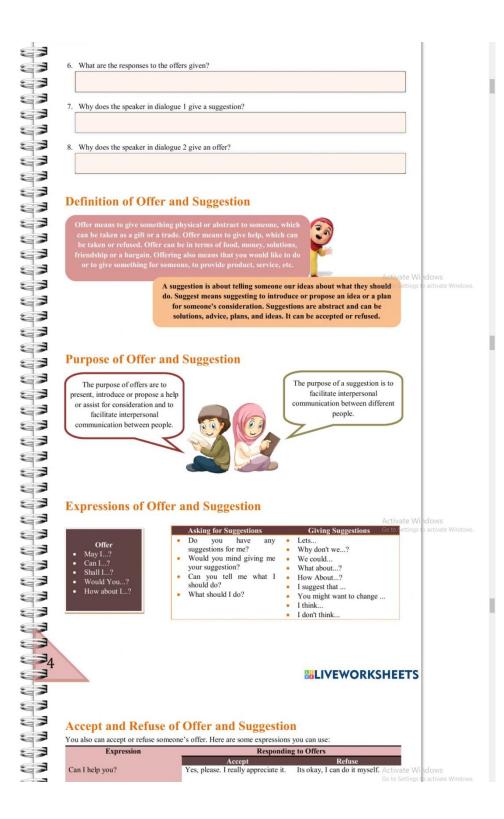
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|         | DAFTAR ISI   |  |
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|         | ATA PENGANTAR  |  |
|         | AFTAR ISI  |  |
|         | EOSARIUM   | A CETUCATA UNIT A COURT  |
|         | A. KI (Kompetensi Inti)  |  |
|         | B. KD (Kompetensi Dasar)   |  |
|         | C. Deskripsi   |  |
|         | D. Petunjuk Penggunaan Modul<br>HAPTER 1 – Offers and Suggestions  |  |
|         | A. Tujuan Pembelajaran   |  |
|         | B. Uraian Materi   |  |
|         | C. Rangkuman<br>D. Tugas   |  |
|         | E. Latihan   |  |
|         | F. Penilaian Diri  |  |
|         | HAPTER II – Opinions and Thought   |  |
|         | A. Tujuan Pembelajaran   |  |
| 3       | B. Uraian Materi<br>C. Rangkuman   |  |
|         | D. Tugas   |  |
|         | E. Latihan   | 14   |
| 3       | F. Penilaian Diri  | Go to Settings to activate Window  |
| 3       | HAPTER III – Formal Invitation<br>A. Tujuan Pembelajaran   |  |
| 23      | B. Uraian Materi   |  |
|         | C. Rangkuman   |  |
| 47      | D. Tugas   |  |
|         | E. Latihan<br>F. Penilaian Diri  |  |
|         | F. Penilaian Diri<br>HAPTER IV – Analytical Text Exposition  |  |
|         | A. Tujuan Pembelajaran   |  |
|         | B. Uraian Materi   |  |
|         | C. Rangkuman   |  |
|         | D. Tugas<br>E. Latihan   |  |
|         | F. Penilaian Diri  |  |
|         | VALUASI  |  |
|         | UNCI JAWABAN DAN PEDOMAN PENILAIAN   |  |
|         | AFTAR PUSTAKA  | V  |
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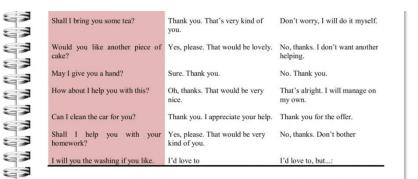
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|       | Engli    | sh   Español                  | \$ 20112                                     |                               | Alt  | fatihah Log out                                       |
|       |          |                               | My workbooks > E-Mod                         | lule of Writing               | - Grade 11   |   |
|       |          | Start fire                    |  |                               | Terrent and the second se | New York Constraints                                  |
|       | and and  | E-Module<br>of Writing        |  |                               |  |   |
|       | 1        |                               | 2 3  | 4                             | 5 · · · · · · · · · · · · · · · · · · ·  | 7   |
|       | 1        |                               |  |                               |  | •   |
|       |          |                               | CLOS   | ARIUM                         |  |   |
|       |          |                               | GLUS   | AKIUM                         |  |   |
|       | 5        |                               |  |                               |  |   |
|       |          |                               | : Mengakui<br>: Menerima                     | Influence<br>Interpersonal    | : Pengaruh<br>: Perseorangan   |   |
|       |          | Agree                         | : Setuju/sependapat                          | Invitation                    | : Undangan   |   |
|       |          | Aim<br>Analyctical exposition | : Tujuan<br>: Ekposisi Analitik              | Invited<br>Irrefutable        | : Diundang<br>: Tak terbantahkan   | Activate Windows<br>Go to Settings to activate Window |
|       |          | Apparent                      | : Tampak                                     | Justified                     | : Membenarkan  | So to actings of activate window                      |
|       | 47       |                               | : Rupa/Penampilan fisik<br>: Janji pertemuan | Konteks<br>Lift               | : situasi/keadaan tertentu<br>: Mengangkat   |   |
|       |          | Argumentation                 | : Argumentasi                                | Modals                        | : kata untuk mendukung/  |   |
|       |          |                               | : Menanyakan<br>: Membantu                   | Occasion                      | membantu kata kerja<br>: Kesempatan  |   |
|       |          | Assume                        | : Menganggap                                 | Offer                         | : Menawarkan   |   |
|       |          |                               | : Menguntungkan<br>: Menghindari             | Opinion<br>Partner            | : Opini/pendapat<br>: Rekan kerja/businis  |   |
|       |          |                               | : Melarang, Dilarang                         | Personal                      | : Perorang, Khusus, Priba  | di  |
|       |          |                               | : Percaya/yakin<br>t : Berdasarkan argumen   | Perspective<br>Persuade       | : Perspektif<br>: Membujuk   |   |
|       | 47       |                               | : Memaksa, Dipaksa                           | Phenomenon<br>Practice        | : Fenomena<br>: Latihan  |   |
|       |          |                               | : Penyelesaian<br>: Prihatin                 | Preferably                    | : Lebih disukai  |   |
|       |          |                               | : Konsekuensi                                | Premature agingeat            |  |   |
|       |          |                               | : Percakapan<br>: Dengan hormat              | Prevalent<br>Priviledge       | : Umum/merata, Lazim<br>: Hak istimewah  |   |
|       |          |                               | : Dokumen atau Tanda Pengenal                | Propose<br>Provide            | : Mengusulkan<br>: Menyediakan   |   |
|       |          |                               | (KTP)<br>: Menyebrang                        | Reaffirmation                 | : Penegasan kembali  |   |
|       |          |                               | : Pelanggan                                  | Reiteration<br>Recipient      | : Penegasan Ulang/ Rangl<br>: Penerima   | kuman   |
|       |          | Dignified                     | : Penggundulan hutan<br>: Bermartabat        | Reckon                        | : Menganggap   |   |
|       |          |                               | : Terbagi, Dibagi<br>: Pusing/Pening         | Refuse<br>Relentlessly        | : Menolak<br>: Tanpa henti   | Activate Windows                                      |
|       |          | Don't agree                   | : Tidak setuju/Tidak sependapat              | Sender                        | : Pengirim   | Go to Settings to activate Window                     |
|       |          | Doubt                         | : Tidak berfikir<br>: Ragu                   | Signature<br>Simple verb form | : Tanda tangan<br>: bentuk verb dasar tanpa  | to  |
|       | 53       | Emphasize                     | : Menekankan                                 | Strange                       | : Anch, Asing  | 10  |
|       | 53       | Engagement                    | : Keterikatan<br>: Kesalahan                 | Submitted<br>Suggest          | : Menyerahkan<br>: Menyarankan   |   |
|       | -        | Established                   | : Didirikan                                  | Therefore                     | : Oleh Karena itu  |   |
|       | 3        |                               | : Bukti<br>: Pameran, Pertunjukan            | Thesis                        | : Tesis<br>: Berfikir/fikir  |   |
|       | 67       | Expressions                   | : Ungkapan                                   | Trade                         | : Pekerjaan  |   |
|       | 3        |                               | : Menghadapi<br>: Mengisi                    | Venue                         | : TKP (Tempat Kejadian)  | Perkara)  |
|       | 23       | Forbidden                     | : Haram, Terlarang                           |                               |  |   |
|       | -        |                               | : Umum<br>: Kata benda berasal dari kata     |                               |  |   |
|       |          |                               | kerja ditambah -ing                          |                               |  |   |
|       |          |                               | : Kelulusan<br>: Salam, dengan hormat        |                               |  |   |
|       | 23       | Giving                        | : Memberikan                                 |                               |  |   |
|       | 4        |                               | : Implementasi<br>: Pelantikan               |                               |  |   |
|       |          |                               |  |                               |  |   |
|       | <b>3</b> | iii                           |  |                               |  | SHEETS  |
|       |          |                               |  |                               |  | JIILLI J  |











#### You also can accept or refuse someone's suggestion. Here are some expressions you can use:

| Refuse   |
|--|
| No. I'd rather not                             |
| Sorry. I don't feel like it                    |
| No. Let's not                                  |
| I think it's not a good idea.                  |
| I am not sure.                                 |
| No, thank you.                                 |
| Sorry. I think                                 |
| No. Let's                                      |
| Sorry I can't.                                 |
| I dislike your suggestion.                     |
| What an awful / bad idea!                      |
| I don't think it's a good idea. Sorry.         |
| Sorry. That's boring. Let's do something else. |
| It's a bad idea.                               |
| I'm afraid, we/ I can't.                       |
| No, I don't think so.                          |
|  |

#### Sentence Structure of Offer and Suggestion

Let's look at the sentence structure to offer something!

| Modal Verb | Subject | Object                       |
|------------|---------|------------------------------|
| Would      | you     | care for another cup of tea? |
| Shall      | we      | take you there?              |
| Could      | Ι       | offer you something?         |
| Will       | you     | have tea with that?          |

Activate Windows Go to Settings to activate Windows.

Activate Windows Go to Settings to activate

#### **LIVEWORKSHEETS**

| How about + subject + simple verb form                         | How about we have lunch at the new   |
|--|--|
| How about + subject + simple verb form                         | Japanese restaurant?   |
| How about + gerund   | How about having lunch at the new  |
| now about + gerund   | Japanese restaurant?   |
| What about + gerund  | What about playing table tennis after  |
| what about + gerund  | school?  |
| Why don't + subject + simple verb form                         | Why don't we take a walk to the park?  |
| Why not + simple verb form                                     | Why not buy yourself a new schoolbag?  |
| Let's + simple verb form                                       | Let's go to the beach this weekend.  |
| Shall +subject + simple verb form (with the subjects I and We) | Shall we tell her the good news now?   |
| Subject + should + simple verb form                            | You should give her a present on her birthday.                                       |
| Subject + could + simple verb form                             | We could share a ride to the airport.  |
| I suggest/ recommend + the + sentence                          | I suggest iter you take driving course.<br>I recommend that you take driving course. |

C. Rangkuman

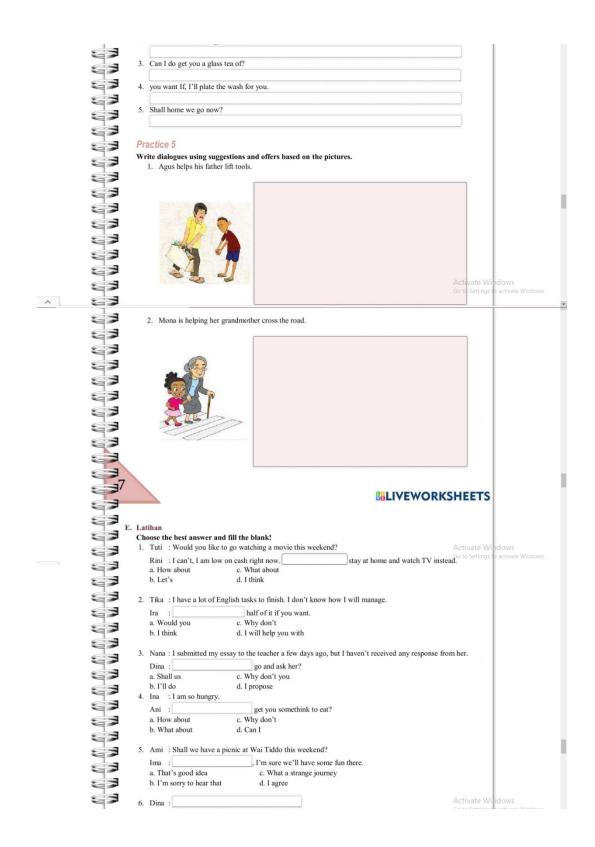
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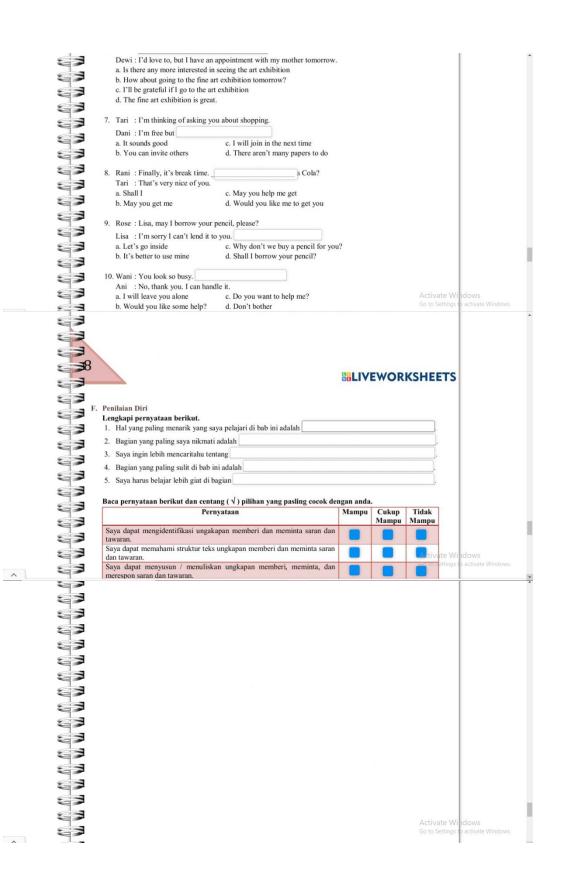
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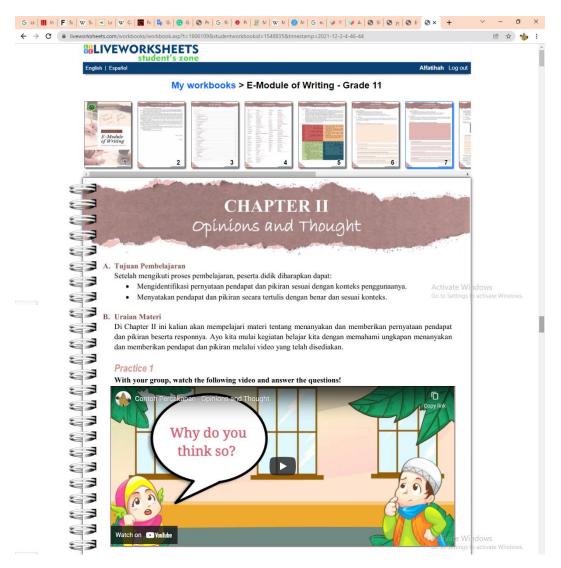
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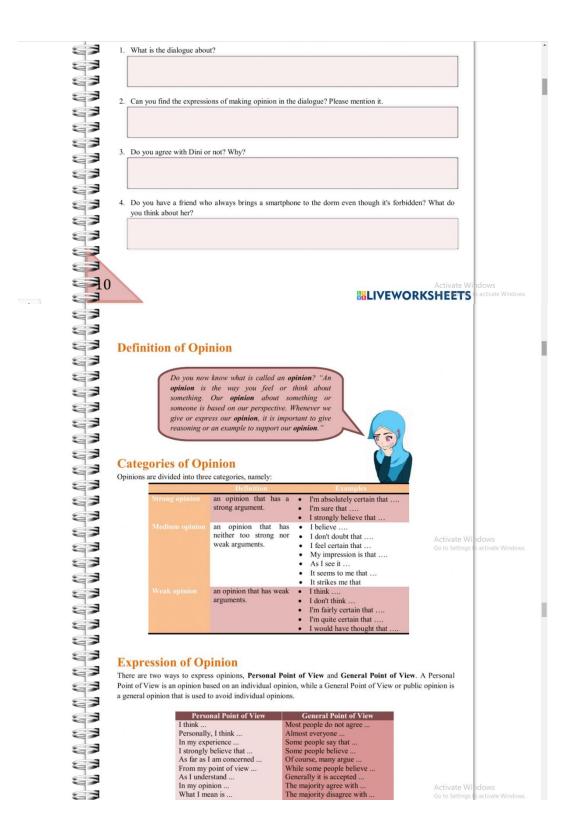
|   |    |  | mething physical or abstract to som   | eone, which can be taken as a gift | or a trade.                         | *    |
|---|----|--|---|------------------------------------|-------------------------------------|------|
|   |    | <ul> <li>May I?</li> </ul>   | use the following expressions:  |                                    |                                     |      |
|   |    | <ul> <li>Can I?</li> </ul>   |   |                                    |                                     |      |
|   |    | Shall I?   |   |                                    |                                     |      |
|   | 23 | Would You?   |   |                                    |                                     |      |
|   |    | How about I?   |   |                                    |                                     |      |
|   |    |  | ting to introduce or propose an idea  | or a plan for someone's considerat | ion. When                           |      |
|   |    | making offers, we often use th   | e following expressions:  |                                    |                                     |      |
|   | 3  | • Lets   |   |                                    |                                     |      |
|   | _  | <ul> <li>Why don't we?</li> </ul>  |   |                                    |                                     |      |
|   |    | • We could   |   |                                    |                                     |      |
|   | 3  | What about?  |   |                                    |                                     |      |
|   |    | How About?   |   |                                    |                                     | - 1  |
|   |    | I suggest that   |   |                                    |                                     |      |
|   |    | <ul><li>You might want to cha</li><li>I think</li></ul>  | inge  |                                    |                                     |      |
|   |    | <ul> <li>I don't think</li> </ul>  |   |                                    |                                     |      |
|   |    | • I don't think  |   |                                    |                                     |      |
|   |    | D. Tugas   |   |                                    |                                     |      |
|   |    | Practice 2   |   |                                    |                                     |      |
|   | 3  |  | best option for each sentence given   | below.                             |                                     |      |
|   |    | group, and the   | provide the sentence given  |                                    |                                     |      |
|   |    | PIL de   | Would your  | Would you like                     |                                     |      |
|   |    | I'll do  | Would you   | Would you like                     | Activate Windows                    |      |
|   |    | Can I  | Why o   | ion t                              | Go to Settings to activate Windows. |      |
|   |    |  |   |                                    | 1                                   |      |
|   |    | <ol> <li>Hey Angga,</li> </ol>   | to go Cafe to   | onight?                            |                                     |      |
|   |    | 2. What shall we do tonis  | ght?  | we go to the movie?                |                                     |      |
|   |    | and a second sec           |   |                                    |                                     |      |
|   |    | 3  | like a cup of tea?  |                                    |                                     |      |
|   |    | 4  | the washing if you like.  |                                    |                                     |      |
|   |    |  |   |                                    |                                     |      |
|   |    | 5  | get you milk?   |                                    |                                     |      |
|   |    |  |   |                                    |                                     |      |
|   |    | Practice 3   |   |                                    |                                     |      |
|   |    |  | e the following dialogues using exp   | ressions of making suggestions     | or offers                           | - 11 |
|   |    | 1. Tika : What shall we do   |   | ressions of making suggestions of  | or otters.                          | - 8  |
|   |    | Rini :   |   |                                    |                                     |      |
|   |    | A  | Here about Dire baseb?  |                                    |                                     |      |
|   |    | Tika : That sounds great.  | How about Bira beach?   |                                    |                                     |      |
|   |    | Tika : That sounds great.<br>Rini : Great idea.  | . How about Bira beach?   |                                    |                                     |      |
|   | -  |  | How about Bira beach?   |                                    |                                     |      |
|   |    | Rini : Great idea.   | axibike at this hour. I'll get home lat   | е.                                 |                                     |      |
|   | -  | Rini : Great idea.   |   | e.                                 |                                     |      |
|   |    | Rini : Great idea.<br>2. Dini : It's hard to get a ta  | axibike at this hour. I'll get home lat   | e.                                 |                                     |      |
|   |    | Rini : Great idea.<br>2. Dini : It's hard to get a tr<br>Nisa :<br>Dini : Thanks. How nice   | axibike at this hour. I'll get home lat<br>you are.   | e,                                 |                                     |      |
|   |    | Rini : Great idea.<br>2. Dini : It's hard to get a tr<br>Nisa :<br>Dini : Thanks. How nice   | axibike at this hour. I'll get home lat   | e.                                 |                                     |      |
|   |    | Rini : Great idea. 2. Dini : It's hard to get a ta Nisa : Dini : Thanks. How nice 3. Yuli : I don't know what Maya :   | axibike at this hour. I'll get home lat<br>you are.<br>to do during our school holidays.  |                                    | Go to Settings to activate Windows. |      |
| ^ |    | Rini : Great idea. 2. Dini : It's hard to get a ta Nisa : Dini : Thanks. How nice 3. Yuli : I don't know what Maya : Yuli : I think I'll definite  | axibike at this hour. I'll get home lat<br>you are.   |                                    | Go to Settings to activate Windows. | ×    |
| ^ |    | Rini : Great idea. 2. Dini : It's hard to get a ta Nisa : Dini : Thanks. How nice 3. Yuli : I don't know what Maya :   | axibike at this hour. I'll get home lat<br>you are.<br>to do during our school holidays.  |                                    | Go to Settings to activate Windows. | *    |
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| ^ |    | Rini : Great idea. 2. Dini : It's hard to get a ta Nisa : Dini : Thanks. How nice 3. Yuli : I don't know what Maya : Yuli : I think I'll definite friends. 4. Yuli : I don't understand  | axibike at this hour. I'll get home lat<br>you are.<br>to do during our school holidays.<br>ly do it. I'm sure I will learn a lot fr  | om the online seminar and make n   | Go to Settings to activate Windows. | ×    |
| ^ |    | Rini : Great idea. 2. Dini : It's hard to get a ta Nisa : Dini : Thanks. How nice 3. Yuli : I don't know what Maya : Yuli : I think I'll definite friends. 4. Yuli : I don't understand Tari :   | axibike at this hour. I'll get home lat<br>you are.<br>to do during our school holidays.<br>ly do it. I'm sure I will learn a lot fr<br>his English homework.   | om the online seminar and make n   | Go to Settings to activate Windows. | ×    |
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| ^ |    | <ul> <li>Rini : Great idea.</li> <li>2. Dini : It's hard to get a tan in the second se</li></ul> | axibike at this hour. I'll get home lat<br>you are.<br>It do during our school holidays.<br>I'do it. I'm sure I will learn a lot fr<br>I this English homework.<br>se explain this material to me?<br>naking good poster for my presentat   | om the online seminar and make n   | Go to Settings to activate Windows. | *    |
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| ^ |    | <ul> <li>Rini : Great idea.</li> <li>2. Dini : It's hard to get a tan in the second se</li></ul> | axibike at this hour. I'll get home lat<br>you are.<br>It do during our school holidays.<br>I'ly do it. I'm sure I will learn a lot fr<br>I this English homework.<br>se explain this material to me?<br>naking good poster for my presentat<br>ik him then.  | om the online seminar and make n   | Go td_Settings to activate Windows. |      |
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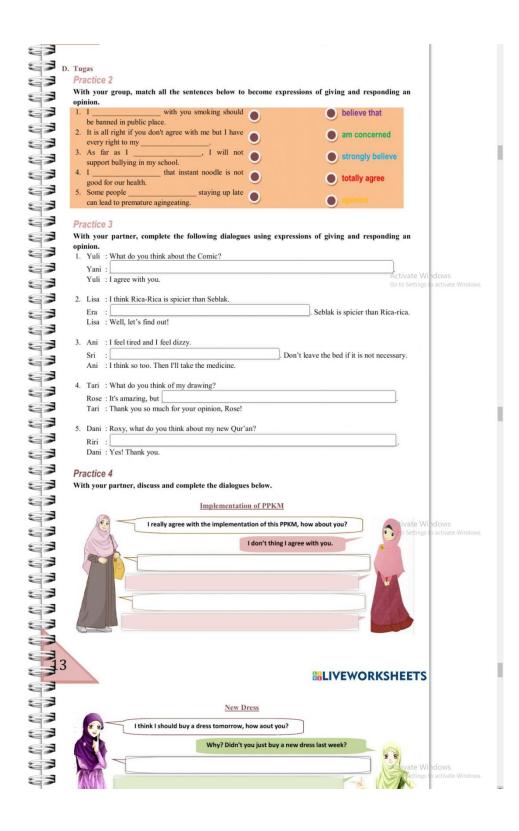




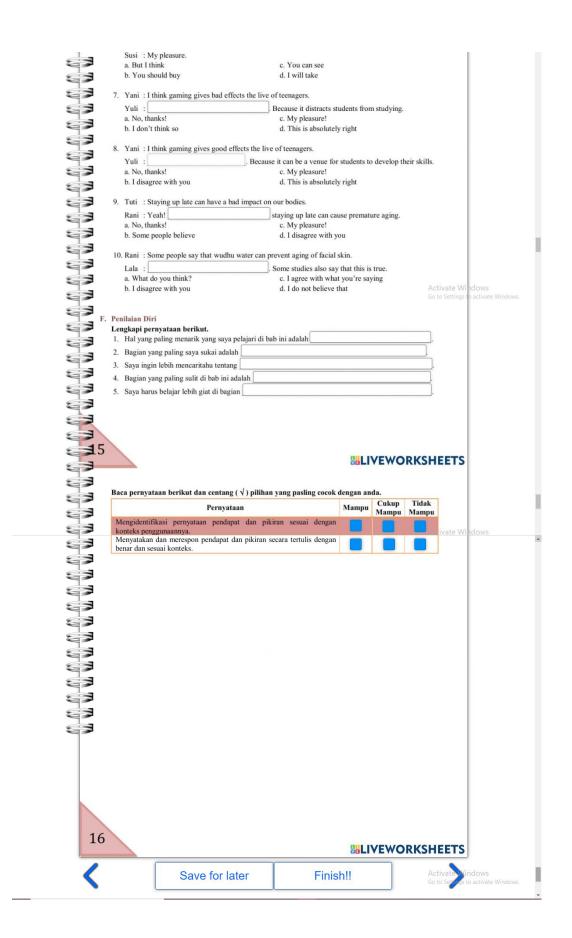


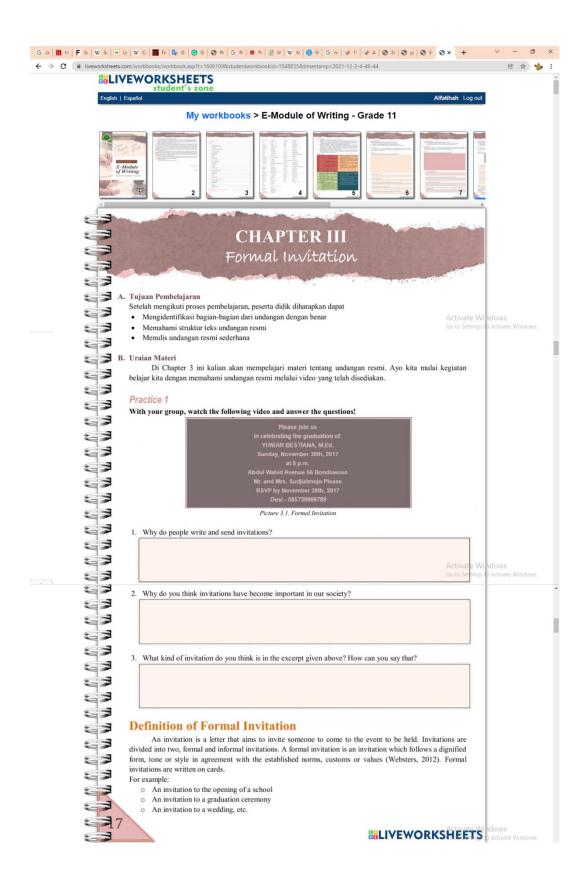
|         | In my humble o  | ppinion It is sometimes ar   | oned  |
|---------|---|--|---|
|         | I would like to   | point out that While some peopl  |   |
|         | To my mind<br>By this I mean  |  |   |
|         | I am compelled<br>I reckon  | to say   |   |
|         | As I see it<br>According to m                                       | ie   |   |
|         | 6   |  |   |
|         |   |  |   |
| -       |   |  |   |
|         |   |  |   |
|         |   |  |   |
|         |   |  |   |
|         | <b>Responding an Opin</b>   | lion   |   |
|         |   | omeone's opinion. To respond to an   | opinion, you can use the following  |
|         | expressions:  |  |   |
|         | Agree<br>Of course  | Low course Ld  | Disagree<br>on't agree with you   |
|         | This is absolutely right  | I am not sure I  | agree with you Activate Windows   |
|         | I agree with this opinion<br>I couldn't agree more                  | I don't agree w<br>I am afraid I h   | ave to disagree with you Go to Settings to activate Windows.  |
| 47      | I agree, I never thought of that<br>Neither do I                    | I do not believ<br>By this I mean  |   |
|         | That's a good point<br>I think so too                               | I disagree with<br>I think you are   | i you   |
|         | I agree with what you're saying bu                                  |  | same thing at all   |
|         |   | I am not convi   | nced that   |
|         |   | I can't say I ag   | ree with this, and here's why   |
|         | Here is an example of giving and re                                 | sponding an opinion.   |   |
|         |   | sponding un opinion.   |   |
|         | Opinions<br>Smoking should be banned in                             | Agree<br>I totally agree that smoking should   | Disagree<br>I am sorry but I tend to disagree   |
|         | public places.<br>Bullying is so prevalent in most                  | be banned in public places.<br>I couldn't agree more with you.                         | with you on this.<br>I think it would be wrong to   |
|         | schools.  |  | generalize.   |
| 0000000 | Women should not work.  | I think so too. Women should stay<br>at home and take care of their<br>children.       | I am afraid I have totally disagreed with you on this.  |
|         | The Harry Potter series is much<br>better than the Twilight series. | I agree. The Harry Potter series has<br>a much better and well-developed<br>storyline. | It's not justified to say because<br>both have different plots.                                     |
|         | Online gaming should be banned.                                     | Absolutely right. It should be as it distracts students from studying.                 | I don't agree with you. It is a<br>venue for students to develop<br>their skills.                   |
|         | Children below 17 should be given the right to drive a              | I agree with your opinion.   | I don't agree with you, it is forbidden to let children unde∉tivate Windows                         |
| 23      | motorcycle.<br>Parents must give smartphones to                     | I couldn't agree more with you.  | 17 to drive a motorevele. Go to Settings to activate Windows.<br>I think it would be harmful to let |
|         | their children.   | i couldi i ugice nore with you.  | children use smartphones.<br>Because there is so much bad   |
|         | Instant noodle is good for your                                     | I agree with what you are saying.  | I am afraid that I have to  |
|         | health.   |  | disagree with you because<br>instant noodle have many   |
|         |   |  | chemical things inside them.  |
|         |   |  |   |
| C.      | Rangkuman   | Sal as this shoutthis - C  | initia alternativa  |
|         |   | ÷ .  | is important to give reasoning or an  |
|         | example to support our opinion.                                     | es opinions, Parsonal Point of View a  | nd General Point of View. A personal  |
|         | Point of View is an opinion based o                                 | on an individual opinion. For example  | s: I think ; Personally, I think ;  |
|         |   |  | c opinion is a general opinion that is<br>gree , Almost everyone , Some                             |
|         | people say that , and etc.  |  |   |
|         |   |  | with someone's opinion, you can say<br>etc. Therefore if you disagree with it,                      |
|         | you can say I am sorry, I don't age                                 |  | with you. ; I don't agree with you. ;   |
|         | and etc.  |  |   |
|         |   |  | Activate Windows  |
|         |   |  |   |

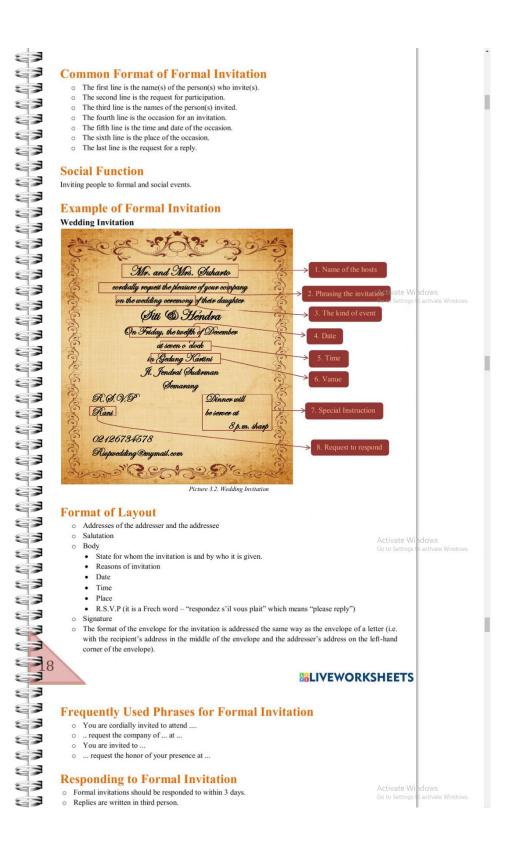
Activate Windows Go to Settings to activate

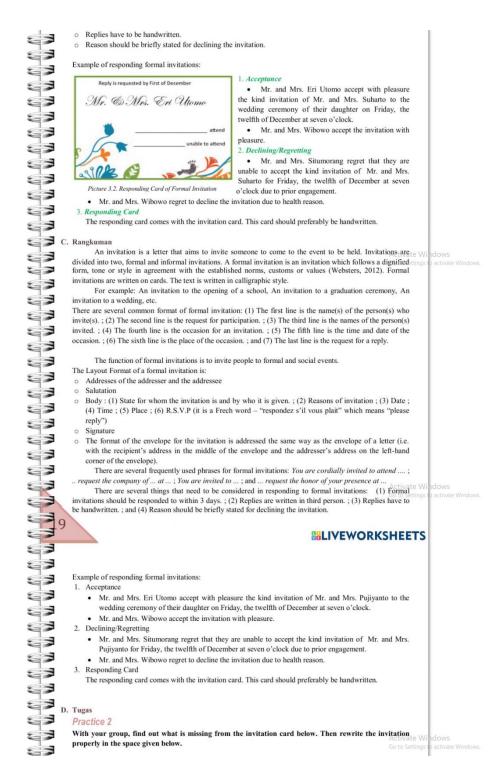


|  | Practice 5  |   |   |
|--|---|---|---|
|  |   | dialogue of your opinion about your choosen topi                          | ic. You   |
|  | are free to determine a topic that you will write   | into your dialogue.<br>ney? Support your opinio with the reasons and exam | nnles   |
|  |   | ge? Support your opinio with the reasons and example.                     |   |
|  | <ol><li>Do you think game effects the life of teenager</li></ol>                            | s? Support your opinion with the reasons and examp                        | ples.   |
|  |   |   |   |
|  |   |   |   |
|  |   |   |   |
|  |   |   |   |
|  |   |   |   |
|  |   |   |   |
|  |   |   | Activate Windows<br>Go to Seitings to activate Windows. |
|  |   |   | do to se tings to settrate minuons.                     |
|  |   |   |   |
|  |   |   |   |
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|  |   |   |   |
|  |   |   |   |
|  |   |   |   |
| E.   | Latihan   |   |   |
|  | Choose the best answer and fill the blank!<br>1. Rini : What do you think of my appearance? | Do I look okay?   |   |
|  | Ani :   | it will be more elegant if you wear a long black d                        | ress.   |
|  | Rini : Alright.<br>a. Yes. But I think  | c. The woman's black dress  |   |
|  | b. The elegant woman  | d. The woman's appearance   |   |
|  | 2. Ati : We'll have a long holiday next month.  | What are you going to do?   |   |
|  | Ani :   |   |   |
|  | Ati : I hope you have a nice trip<br>a. I am thinking of going to Bali. Sorry               | c. I have nothing to do   | Activate Windows  |
| 3  | b. It's not your business   | d. I don't know what to do  | Go to Settings to activate Windows.                     |
| 14   |   |   |   |
|  |   |   | SHEETS  |
|  |   |   |   |
| <b>~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~</b> | 2 Anti - Whet do your think should the film 2   |   |   |
|  | 3. Anti : What do you think about the film ?<br>Nia : I think                               |   |   |
|  | a. I like it  | c. I can't hear you   |   |
|  | b. Thank you  | d. You forget it  |   |
|  | 4. Eci : I think our city is very hot at the mome   | ent.  |   |
|  | Era : I don't think so<br>a. I know it  | , our city is much cooler than other cities in this<br>c. He forget it    | country.  |
|  | b. I am thinking of   | d. In my opinion  |   |
|  | 5. Sinta : I feel tired and I feel dizzy.   |   |   |
|  | Sri : I think   | . Don't leave the bed if it is not ne                                     | cessary.  |
|  | a. You must sing  | c. You can see the doctor tonight   |   |
|  | b. You should lie down and have some rest   | d. I will take you to the hospital  |   |
| 00000000000                                  | 6. Ani : What do you think about my veil?   |   | 9 107 - 10 1000 - P                                     |
|  | Susi : It's amazing.<br>Ani : Thank you so much for your opinion, S                         | the red veil suits the dress better.<br>Susi!                             | Activate Windows<br>Go to Settings to activate Windows. |
|  |   |   |   |

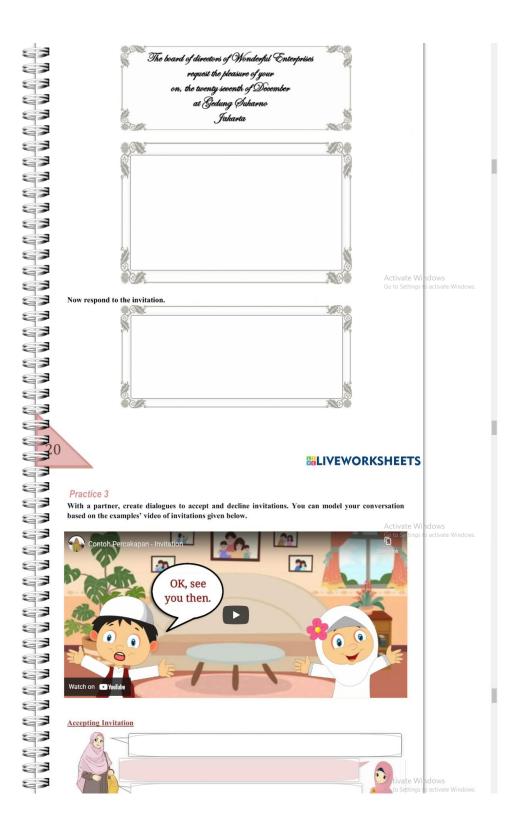


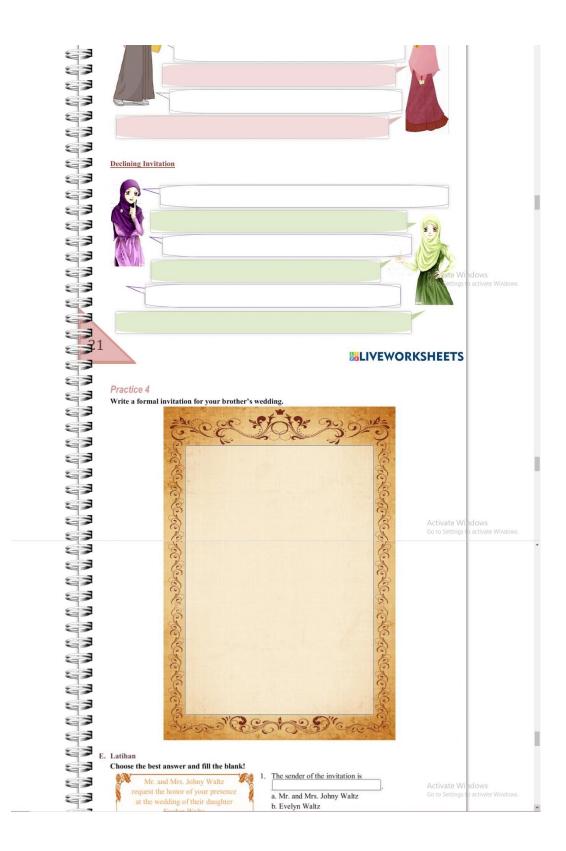




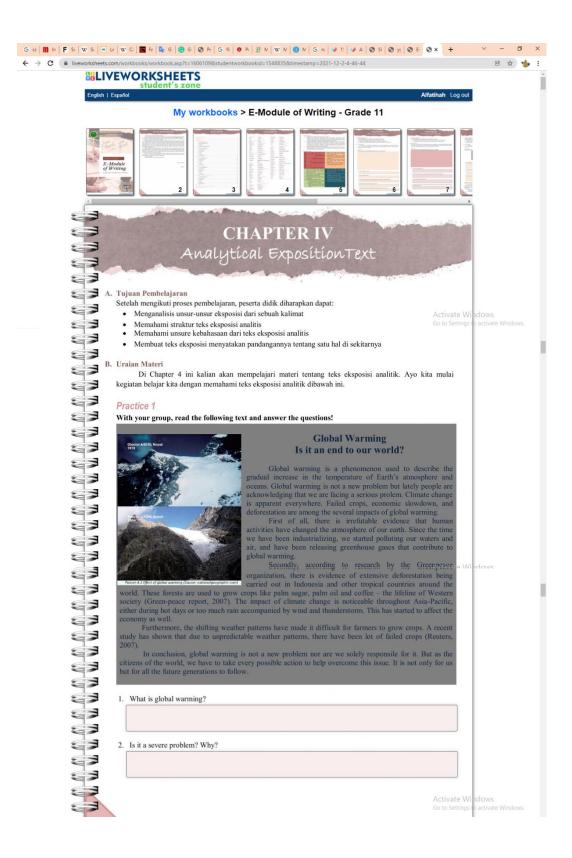


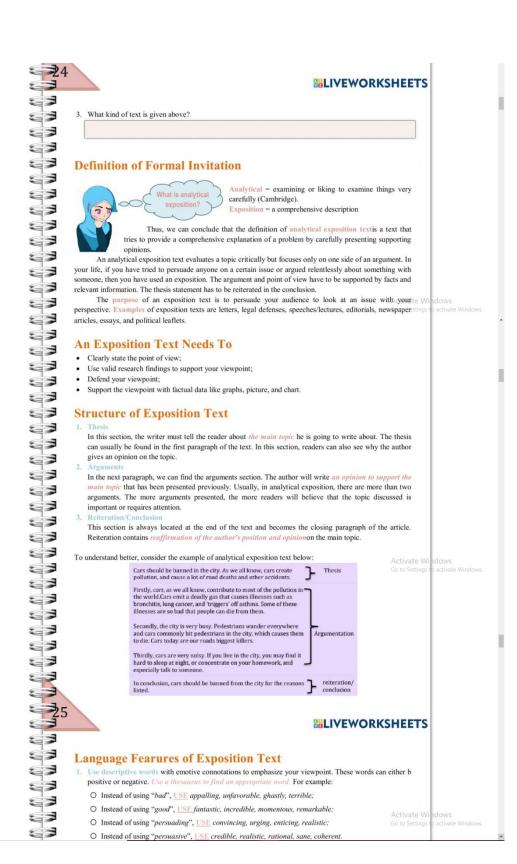
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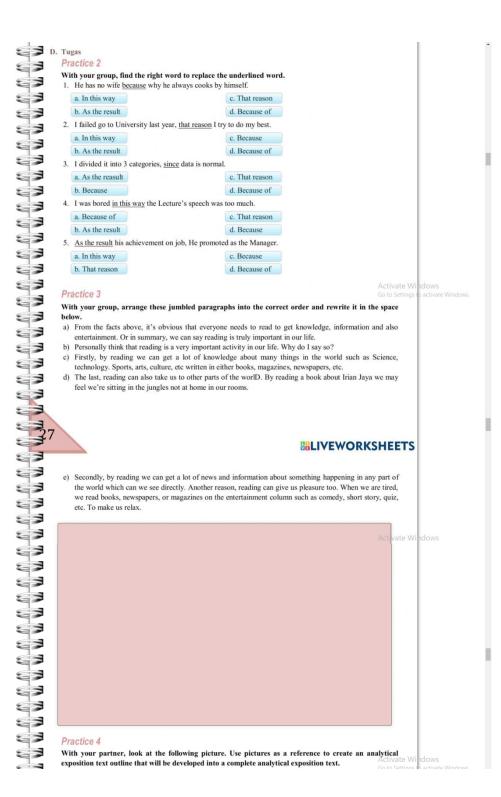


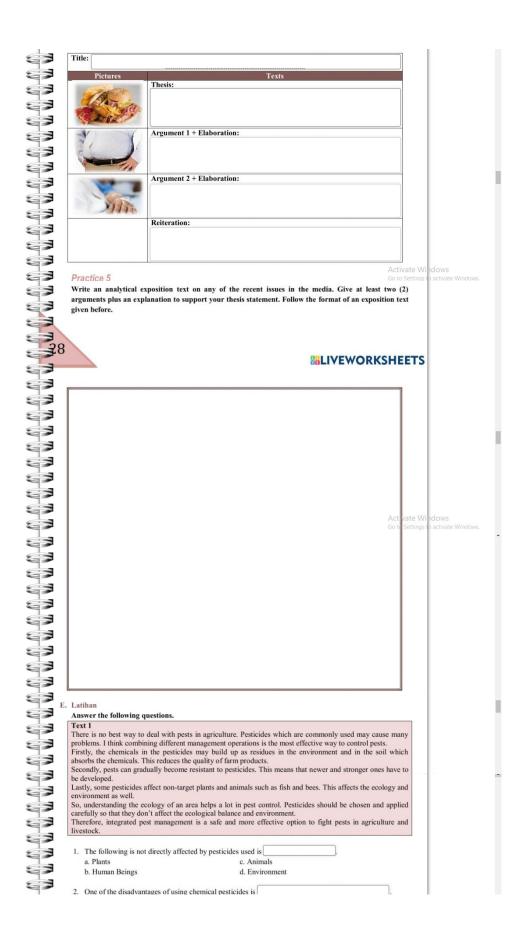
| AN    | **** | to<br>Mr. James Collins<br>Sunday, October 7th 2018<br>at 7 p.m.  | b. Garduation d   |           |              |                               |                                |       |
|-------------------------------------|------|---|---|-----------|--------------|-------------------------------|--------------------------------|-------|
| 5                                   | 32   | o. Mr. and Mrs. Johnly Wanz, John   | d. Han fooni Gardenia i   | loter     |              |                               |                                |       |
| 1                                   |      |   |   |           | WORK         | SHEET                         | s                              |       |
| 2                                   | 1    |   |   |           |              | Activate<br>Go to Settin      | Windows<br>gs to activate Wind | dows. |
| 5                                   |      |   | e join us for<br>rthday Celebration                                     |           | 3            | 28<br>6                       |                                |       |
| 5                                   |      | In  | honor of<br>ina Stanley   |           |              | 1.6                           |                                |       |
|                                     |      | Friday, 17th  | of November 2020<br>lock in the evening                                 |           |              |                               |                                |       |
|                                     | 1    | Enjoy dinn  | er and live music<br>40 Nusa Dua-Bali                                   |           |              |                               |                                |       |
| 5                                   |      | RSVP Daniel Stanley: 0855566788, stanley daniel   |   | November  | 2020. Dress  | code:                         |                                |       |
| 5                                   |      |   | green   |           | 1            | 8                             |                                |       |
|                                     |      | <ol> <li>The event that will be held based on the text above</li> </ol>   | ia is   |           |              |                               |                                |       |
|                                     |      | a. Dinner   | c. Birthday Party   | *         |              |                               |                                |       |
| J                                   | 1    | b. Graduation   | d. Live music   |           |              |                               |                                |       |
| 6                                   |      | <ol> <li>Based on the text above, the Birthday party belon<br/>a. Daniel Stanley</li> </ol>                         | gs to<br>c. Stanley   | ].        |              |                               |                                |       |
| 5                                   |      | b. Marina Stanley   | d. Mr. Stanley  |           |              |                               |                                |       |
| 5                                   |      | <ol> <li>The event will be held at         <ul> <li>a. Friday, 17th November 2020</li> </ul> </li> </ol>            | c. Saturday, 10th Nover   | nber 2020 |              |                               |                                |       |
| 2                                   |      | b. Friday, 10th November 2020   | d. Saturday, 17th Nover   |           |              | A                             |                                |       |
| The the the the the the the the the | 1    | 9. Invitees must reply to the invitation beforea. The 17th November 2020  | c. The 11th November 2  |           | ant to join/ | Activate \<br>the party_ettin | gs to activate Wind            | dows. |
| 5                                   | T    | b. The 10th November 2020   | d. The 25th November 2  |           |              |                               |                                |       |
| 5                                   |      |   | en you want to come to a  | party.    |              |                               |                                |       |
|                                     |      | a. A green dress code<br>b. A Bali dress code   | <ul> <li>c. A blue dress code</li> <li>d. A batik dress code</li> </ul> |           |              |                               |                                |       |
| A Charles                           |      |   |   |           |              |                               |                                |       |
| 6                                   | F.   | Penilaian Diri<br>Lengkapi pernyataan berikut.  |   |           |              |                               |                                |       |
| 6                                   |      | <ol> <li>Hal yang paling menarik yang saya pelajari di bal</li> <li>Bagian yang paling saya sukai adalah</li> </ol> | b ini adalah  |           |              |                               |                                |       |
| 5                                   |      | Saya ingin lebih mencaritahu tentang  |   |           |              |                               |                                |       |
| 2                                   |      | 4. Bagian yang paling sulit di bab ini adalah   |   |           |              |                               |                                |       |
|                                     | 3    | 5. Saya harus belajar lebih giat di bagian  |   |           |              |                               |                                |       |
| 2                                   | 1    | Baca pernyataan berikut dan centang ( $$ ) pilihan  | yang pasling cocok deng   |           | Cukup        | Tidak                         |                                |       |
| AN AN AN AN AN AN AN                |      | Pernyataan  |   | Mampu     | Mampu        | Mampu                         |                                |       |
| 5                                   |      | Mengidentifikasi bagian-bagian dari undangan deng   | an benar.   |           |              |                               |                                |       |
| 5                                   |      | Memahami struktur teks undangan resmi.<br>Menulis undangan resmi sederhana.   |   |           |              | Act vate V                    | Windows                        |       |
|                                     |      |   |   | -         | -            | Contra Contria                | ar ta artivata Uliar           | denne |
|                                     |      |   |   |           |              |                               |                                |       |
|                                     | 23   |   |   |           | WORK         | SHEET                         | s                              |       |
|                                     | <    | Save for later  | Finish!!  |           |              | >                             |                                |       |
|                                     |      |   |   |           |              |                               |                                |       |



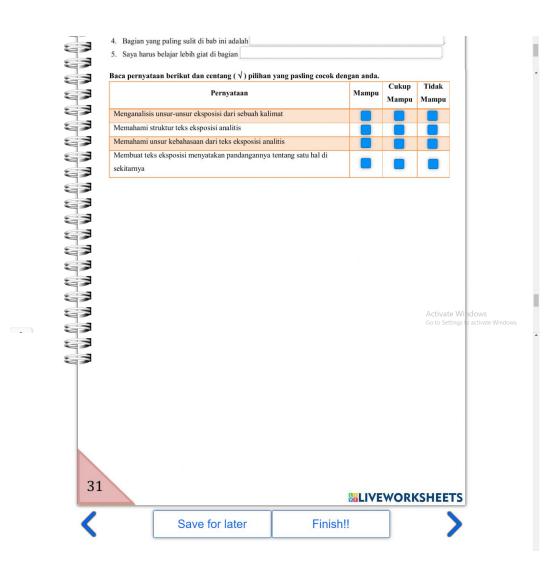


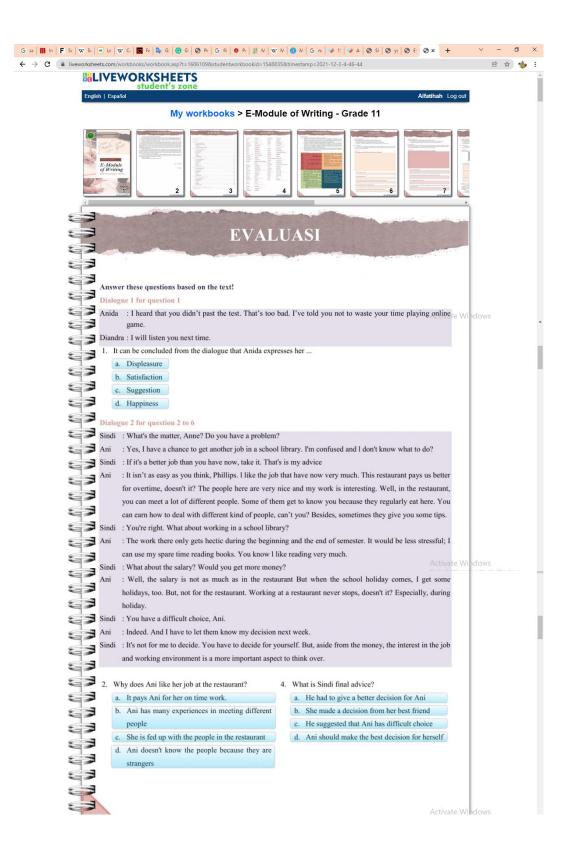
|             |    | O Instead of using "persuasive", USE credible, realistic, rational, sane, coherent.   |
|-------------|----|---|
|             |    | Use the present tensesuch as <i>lions live; I eat; cheetahs run.</i><br>Use mental verbssuch as <i>I believe; I prefer; I agree; I doub; I disagree.</i>  |
|             |    | Use saying verbs to support the argument such as <i>people say; it is said; research indicates</i> , etc.   |
| 57          | 5. | Use connecting words to link to arguments so that the flow of the arguments is logical and fluent. Some   |
|             |    | examples are: Additionally, furthermore, not only, also, in addition, moreover, likewise, firstly, secondly,<br>etc.  |
| 23          | 6. | Use casual conjunctions to indicate a cause or reason of what is being stated. For example: Because,  |
|             | 7. | consequently, despite, due to, for that reason, in that case, eventhough, yet, otherwise, etc.<br>Use words that express the author's attitude- to qualify or confirm. For example: Will, frequently, may,          |
|             |    | must, unusually, typically, habitually, commonly, doubtless, characteristically, in all probability, etc.   |
|             | 8. | Use persuasive techniques:  |
|             |    | <ul> <li>Use generalizations to support viewpoints or arguments. Generalizations are common beliefs, general<br/>statements.</li> </ul>   |
|             |    | O Use evidence and facts to back up the generalizations like using research, expert opinions, testimonies, or quotes.   |
|             |    | O Use exaggerations to make things or issues appear better or worse than they are.  |
|             | T  | he Stops of Compiling The Following Applytical Exposition   |
|             |    | he Steps of Compiling The Following Analytical Exposition   |
| 5           |    | ext   |
| 5           | 1. | Determining the Topic Activate Windows The first step that must be done when creating an expository text is to determine the theme, Byetting to activate Windows.   |
|             |    | establishing the theme, we will be more focused on completing our writing. The character of the topics  |
|             |    | developed in the exposition text is as follows:<br>a. Factual data is conditions that happened and could be historical about how a tool works, how an event   |
|             |    | occurred, and so on.  |
| 3           |    | <ul> <li>b. An objective analysis or interpretation of a set of facts.</li> <li>c. Facts about someone who sticks to a point.</li> </ul>  |
| 23          | 2. | Define Social Goals/Functions   |
|             |    | After determining the topic to be presented, we must have a goal that will later provide an explanation and<br>understanding to the reader.   |
|             | 3. | Selecting Data That Matches the Theme   |
|             |    | After determining the theme and purpose of writing, the next step that must be done is to collect data or materials needed in writing an exposition text. Materials can be obtained from books, magazines, internet |
|             |    | searches, newspapers, and direct interviews.  |
|             | 4. | Create an Outline   |
|             |    | Before composing an expository text, we need to make a complete and systematic outline into text structure. With this outline, it will be easier to develop a topic base on the limitations of the text outline     |
|             |    | that has been made.   |
|             | 5. | Developing an Outline<br>After the outline of the text is structured, develop it more fully so that the characteristics of the exposition   |
|             |    | can be conveyed (informative, objective, and logical). The author explains more about the purpose of the  |
|             | 6. | topic by including concrete evidence to support the discussion.<br>Reread the writing made by making the necessary corrections.   |
|             |    | Revise the text carefully when it is structured. Pay attention to the writing, spelling, punctuation, and   |
|             |    | linguistic elements used. It is highly recommended to make repairs when you find something that needs to<br>Activate Windows<br>be fixed.   |
|             |    | Go to Settings to activate Windows.   |
| 36          |    |   |
| 5           |    | <b>BLIVEWORKSHEETS</b>  |
|             |    |   |
|             | R  | ingkuman  |
| 3           | •  | Analytical exposition textis a text that tries to provide a comprehensive explanation of a problem by   |
|             |    | carefully presenting supporting opinions.<br>An analytical exposition text evaluates a topic critically but focuses only on one side of an argument. In   |
|             |    | your life, if you have tried to persuade anyone on a certain issue or argued relentlessly about something   |
|             |    | with someone, then you have used an exposition. The argument and point of view have to be supported by facts and relevant information. The thesis statement has to be reiterated in the conclusion.                 |
|             | •  | The purpose of an exposition text is to persuade your audience to look at an issue with your perspective.   |
|             | •  | Examples of exposition texts are letters, legal defenses, speeches/lectures, editorials, newspaper articles,  |
|             |    | essays, and political leaflets.<br>An exposition text needs to: Clearly state the point of view; Use valid research findings to support your  |
|             |    | viewpoint; Defend your viewpoint; Support the viewpoint with factual data like graphs, pictures, and  |
|             |    | charts.<br>Structure of exposition text: Thesis, Arguments, and Reiteration/Conclusion  |
|             | •  | Langue Features of an exposition text: Use descriptive words, Use the present tense, Use mental verbs,  |
|             |    | Use saying verbs, Use connecting words, Use casual conjunctions, Use words that express the author's<br>attitude, and Use persuasive techniques.  |
|             | •  | The steps of compiling the following analytical exposition text: Determining the Topic, Define Social   |
|             |    | Goals/Functions, Selecting Data That Matches the Theme, Create an Outline, Developing an Outline, and the Windows   |
|             |    | Reread the writing made by making the necessary corrections. Go to Settings to activate Windows.  |
| Contraction |    |   |

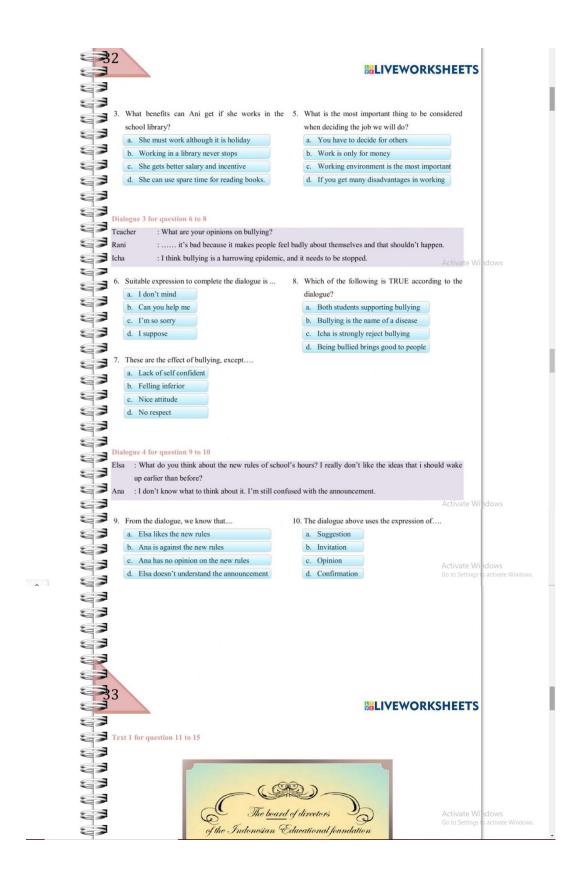


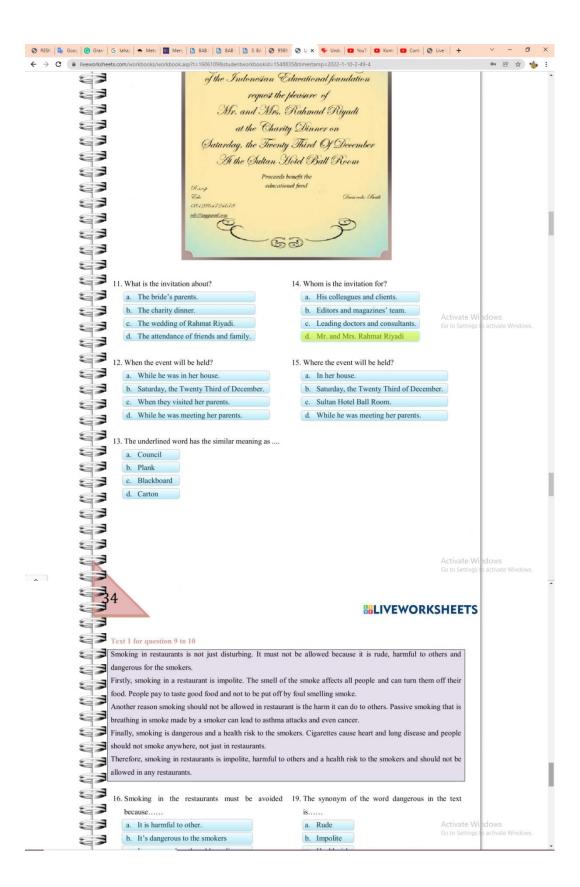


|           | b. Increasing crops productivity d   | . Causing the pests to become inactive   |
|-----------|--|--|
| 1         | 3. Secondly, pests can gradually become resistant to   | pesticides. (paragraph 3). The word resistant in the   |
|           | sentence above means   |  |
|           |  | Damage   |
| -         | b. Fragile d   | . Unaffected   |
| 9         | )  |  |
|           |  |  |
| 3         | Text 2   |  |
| 3         | The use of formalin and other dangerous preservatives in   |  |
| <br> <br> | Firstly, formalin is not for human beings, but it is for<br>Biology is a 10% solution of formaldehyde in water w   |  |
|           | biological specimens. Thus, it is not for food preservative  | es. Of course, when it is used as a food preservative, it  |
|           | will be very dangerous to the human body.<br>The second reason is that there is no tight control from t  | he concernment. This condition makes records's health  |
|           | is a threat. When the control is weak and the use of form  |  |
|           | and these days it has happened, the citizen's bodies will be   | be badly contaminated with the poisons.  |
|           | Fish or food traders still sell their products that cont<br>imaging that our digasting system absorbs the substance  |  |
|           | imagine that our digestive system absorbs the substance<br>Considering the reasons, we can conclude that the use of  |  |
|           | if it is not resolved immediately.   | · · · · · · · · · · · · · · · · · · ·  |
|           | 4. Formaliais day  |  |
|           | <ol> <li>Formalinis dangerous for human's body because</li></ol>   | . It is used to preserve biological specimens  |
|           |  | It is used to preserve biological specimens<br>It is 10% solution of formaldehyde in water   |
|           |  | solution of terminating do in water  |
|           | 5. The main idea of paragraph two is   |  |
|           | a. The human's bodies will be harmful after consum   |  |
|           | b. The government has not controlled the use of form   |  |
|           | c. The weak control of using formalin is not threaten<br>d. The human's hadia will be harmful after consum   | 0  |
|           | d. The human's bodies will be harmful after consum   | ing the iornalin   |
|           | 6. Based on the facts above, the writer suggests that  |  |
|           | a. People have to avoid consuming formalin in their  | food Activate Windows  |
|           | b. The use of formal dehyde is necessary to control t  | he food  |
|           | c. People should add 100% solution of formaldehydd   |  |
|           | d. The food preservative is required to make the food  | delicious  |
|           |  |  |
|           | Text 3   |  |
|           | Text 3<br>Everybody should change their way of life to reduce glo  | bal warming. There are several things that we can do.  |
|           | Everybody should change their way of life to reduce glo<br>One of them is by buying and consuming fresh local groups   |  |
|           | Everybody should change their way of life to reduce glo<br>One of them is by buying and consuming fresh local gro<br>vegetables, fruits, bread, etc.   | ceries as much as possible. It of course includes local  |
|           | Everybody should change their way of life to reduce glo<br>One of them is by buying and consuming fresh local gro<br>vegetables, fruits, bread, etc.<br>Local groceries don't need much transportation to get<br>carbon dioxide produced is less than the groceries from   | ceries as much as possible. It of course includes local<br>t into the market. It of course means, the amount of<br>other region. Therefore, by buying local groceries we   |
|           | Everybody should change their way of life to reduce glo<br>One of them is by buying and consuming fresh local gro<br>vegetables, futis, bread, etc.<br>Local groceries don't need much transportation to get<br>carbon dioxide produced is less than the groceries from<br>are helping reduce the amount of carbon dioxide produce   | ceries as much as possible. It of course includes local<br>t into the market. It of course means, the amount of<br>other region. Therefore, by buying local groceries we   |
|           | Everybody should change their way of life to reduce glo<br>One of them is by buying and consuming fresh local gro<br>vegetables, fnuits, bread, etc.<br>Local groceries don't need much transportation to get<br>carbon dioxide produced is less than the groceries from<br>are helping reduce the amount of carbon dioxide produce<br>Consuming fresh groceries instead of frozen ones are l  | ceries as much as possible. It of course includes local<br>t into the market. It of course means, the amount of<br>other region. Therefore, by buying local groceries we<br><br>ealthier for us. Furthermore, fresh food or groceries  |
|           | Everybody should change their way of life to reduce glo<br>One of them is by buying and consuming fresh local gro<br>vegetables, futuis, bread, etc.<br>Local groceries don't need much transportation to get<br>carbon dioxide produced is less than the groceries from<br>are helping reduce the amount of carbon dioxide produce<br>Consuming fresh groceries instead of frozen ones are I<br>means no requirements for it to be freeze up. It means to<br>reducing carbon dioxide and money.   | ceries as much as possible. It of course includes local<br>t into the market. It of course means, the amount of<br>other region. Therefore, by buying local groceries we<br>healthier for us. Furthermore, fresh food or groceries<br>hat no electricity is needed and saving energy means   |
|           | Everybody should change their way of life to reduce glo<br>One of them is by buying and consuming fresh local gro<br>vegetables, fruits, bread, etc.<br>Local groceries don't need much transportation to get i<br>carbon dioxide produced is less than the groceries from<br>are helping reduce the amount of carbon dioxide produce<br>Consuming fresh groceries instead of frozen ones are l<br>means no requirements for it to be freze up. It means i   | ceries as much as possible. It of course includes local<br>t into the market. It of course means, the amount of<br>other region. Therefore, by buying local groceries we<br>healthier for us. Furthermore, fresh food or groceries<br>hat no electricity is needed and saving energy means   |
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|           | Everybody should change their way of life to reduce glo<br>One of them is by buying and consuming fresh local gro<br>vegetables, futis, bread, etc.<br>Local groceries don't need much transportation to get<br>carbon dioxide produced is less than the groceries from<br>are helping reduce the amount of carbon dioxide produce<br>Consuming fresh groceries instead of frozen ones are I<br>means no requirements for it to be freeze up. It means to<br>reducing carbon dioxide and money.<br>So, from now on we should consume fresh local grocerie<br>7. The type of the text above is  | ceries as much as possible. It of course includes local<br>t into the market. It of course means, the amount of<br>other region. Therefore, by buying local groceries we<br>healthier for us. Furthermore, fresh food or groceries<br>hat no electricity is needed and saving energy means   |
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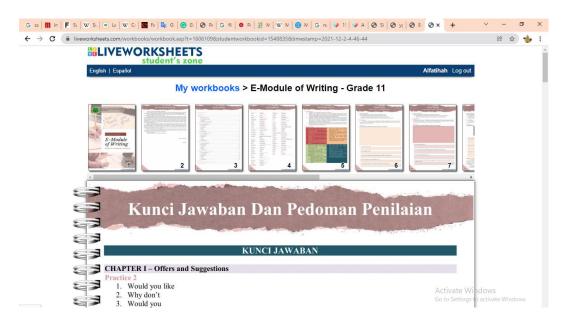


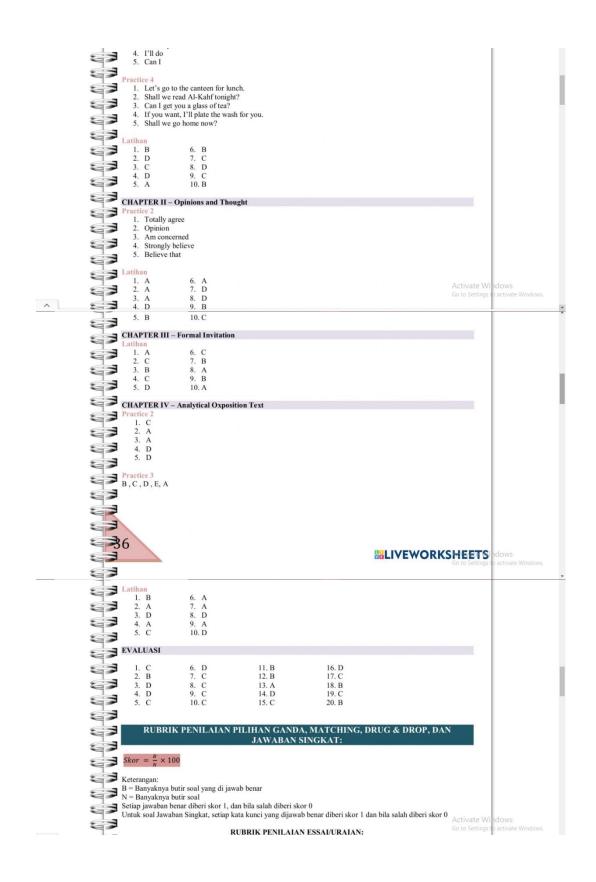


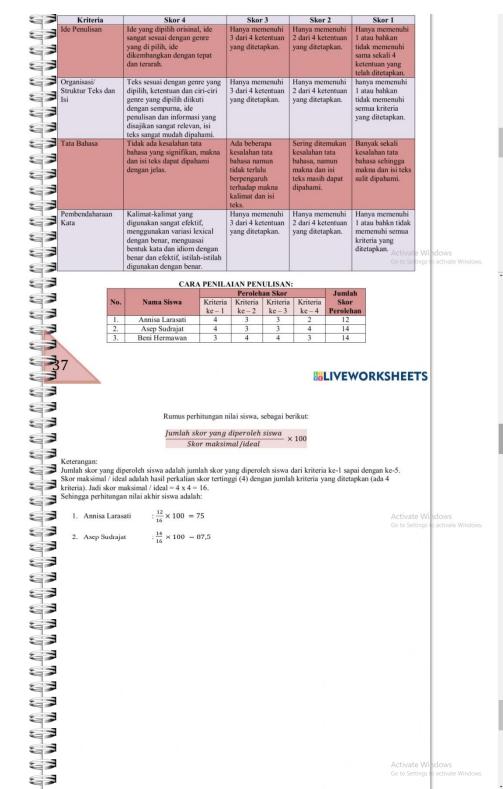






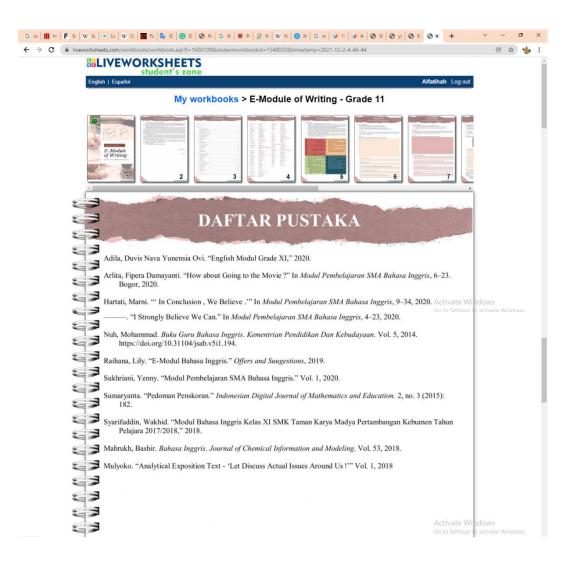






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   https://www.liveworksheets.com/fs2779778og
- 12. Bibliography: https://www.liveworksheets.com/ha2779814ls



# LANGUAGE EXPERT VALIDATION ON E-MODULE

# LEMBAR VALIDASI E-MODUL UNTUK AHLI BAHASA

Judul : Developing E-Module of Writing Using Liveworksheets for Grade XI Students at Senior High School of Modern Islamic Boarding School Datuk Sulaiman Putri Palopo

Perkenalkan, nama saya Sitti Fadhilah Zulkifli. Saya adalah mahasiswa di IAIN Palopo, prodi Tadris Bahasa Ingris. Kuesioner ini dibuat guna mengumpukan data kelayakan E-modul dari segi Bahasa. Informasi yang terdapat dalam kuesioner ini akan digunakan dalam penyusunan skripsi saya.

### A. Data Responden

| Berilah tanda (√) pada | kolom ( ) yang sesua | i dengan data diri anda. |
|------------------------|----------------------|--------------------------|
| Nama                   | : Dr. MASPUDDIN', S. | S., M. Hum.              |
| Umur                   | :                    |                          |
| Jenis Kelamin          | : 🗹 Laki-laki        | Perempuan                |
| Pendidikan             | : S1 S2              | S3 Professor             |
| Pengalaman Mengajar    | : 🗌 0 – 2 Tahun      | 2 – 4 Tahun              |
|                        | 4 – 6 Tahun          | > 6 Tahun                |
| Instansi               | : IAIN PALOPO        |                          |

### B. Petunjuk Pengisian Table Penilaian Kelayakan

- Lembar penilaian kelayakan ini meliputi aspek Lugas, Komunikatif, Dialogis dan Interaktif, Kesesuaian dengan perkembanan siswa, Kesesuaian dengan kaidah bahasa, serta Penggunaan symbol, icon dan istilah.
- 2. Berilah tanda ( $\sqrt{}$ ) pada kolom angka yang sesuai dengan penilaian yang anda berikan.
- 3. Pedoman skala penilaian adalah sebagai berikut:
  - 1 = Tidak layak
  - 2 = Cukup layak
  - 3 = Layak
  - 4 = Sangat layak
- 4. Anda dimohon kesediaannya untuk memberikan saran-saran perbaikan pada bagian akhir lembar ini.

| No. | Aspek Penilaian   |   | Nilai Kelayakan |              |   |  |  |
|-----|---|---|-----------------|--------------|---|--|--|
| 10. | Aspek renualan  | 1 | 2               | 3            | 4 |  |  |
|     | Lugas   |   |                 |              |   |  |  |
| ļ   | Menggunakan struktur kalimat (SPOK) yang tepat            | Τ |                 |              | - |  |  |
| 2   | Menggunakan kalimat yang mudah dipahami oleh pengguna     |   |                 |              | ~ |  |  |
| 3   | Menggunakan istilah-istilah yang baku                     |   |                 | ~            |   |  |  |
|     | Komunikatif   |   |                 |              |   |  |  |
| 4   | Pengguna dapat memahami pesan dan informasi yang terdapat |   |                 |              |   |  |  |
| 4   | dalam e-modul dengan mudah                                |   |                 |              |   |  |  |
|     | Dialogis dan interaktif                                   |   |                 |              |   |  |  |
| 5   | Mampu memotivasi siswa untuk belajar                      |   |                 |              | V |  |  |
| 6   | Mamou mendorong siswa untuk berpikir kritis               |   |                 | ~            |   |  |  |
|     | Kesesuain dengan perkembangan siswa                       |   |                 |              |   |  |  |
| 7   | Menggunakan bahasa yang sesuai dengan perkembangan        |   |                 | V            |   |  |  |
| 1   | intelektual pengguna                                      |   |                 |              |   |  |  |
|     | Kesesuaian dengan kaidah bahasa                           |   |                 |              |   |  |  |
| 8   | Menggunakan bahasa yang baik dan benar                    |   |                 |              |   |  |  |
|     | Penggunaan symbol, icon dan istilah                       |   |                 |              |   |  |  |
| 9   | Menggunakan ejaan yang tepat                              |   |                 | $\checkmark$ |   |  |  |
| 10  | Menggunakan istilah yang tidak mengandung kontradiksi     |   |                 |              |   |  |  |
| 11  | Menggunaan symbol yang konsisten                          |   |                 |              | ~ |  |  |

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# Ç. Penilaian Kelayakan

D. Komentar -----

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### E. Saran

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# F. Kesimpulan E-modul ini (lingkari salah satu pilihan):

....

- 1. Tidak dapat digunakan
- 2. Dapat digunakan

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3. Dapat digunakan dengan perbaikan sebagai berikut :

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Palopo, OS OPETOBER 2021 Validator Ahli Bahasa

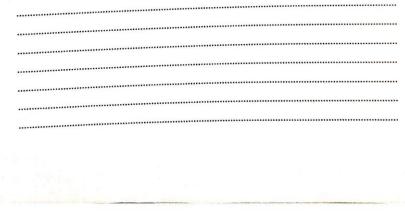
Dr. MASRUDDIN, S.S., M. Hum.

# MATERIAL EXPERT VALIDATION ON E-MODULE

### Nilai Kelayakan Aspek Penilaian No 3 4 1 2 Self instruction E-modul memberikan instruksi yang jelas 1 1 E-modul mudah dioprasikan 2 Pengguna mengetahui tujuan pembelajaran yang harus 3 mereka capai Self contained Materi pelajaran yang disajikan dalam E-modul sesuai 4 dengan silabus Stand alone E-modul tidak memerlukan media pendukung lain dalam 5 1 penggunaannya Adaptive E-modul pembelajaran memiliki daya adaptasi terhadap 6 perkembangan ilmu dan teknologi Fleksibel untuk diakses dimana saja $\sim$ 7 User friendly Setiap paparan dan instruksi yang terdapat pada E-modul 8 mudah dipahami Menggunakan bahasa yang sederhana dan mudah 9 V dimengerti. Menggunakan istilah-istilah yang umum digunakan. 10

# C. Penilaian Kelayakan

D. Komentar



## E. Saran .....

.....

# F. Kesimpulan

CS .

E-modul ini (lingkari salah satu pilihan):

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

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Palopo, US OKTOBER 2021

Validator Ahli Materi

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MURUL Hapsary, s.pd

# MEDIA EXPERT VALIDATION ON E-MODULE

### LEMBAR VALIDASI E-MODUL UNTUK AHLI MEDIA

Judul : Developing E-Module of Writing Using Liveworksheets for Grade XI Students at Senior High School of Modern Islamic Boarding School Datuk Sulaiman Putri Palopo

Perkenalkan, nama saya Sitti Fadhilah Zulkifli. Saya adalah mahasiswa di IAIN Palopo, prodi Tadris Bahasa Ingris. Kuesioner ini dibuat guna mengumpukan data kelayakan E-modul dari segi Media. Informasi yang terdapat dalam kuesioner ini akan digunakan dalam penyusunan skripsi saya.

A. Data Responden

Berilah tanda (√) pada kolom (□) yang sesuai dengan data diri anda.

| Nama                | : Fadeliyah R MUM |              |
|---------------------|-------------------|--------------|
| Umur                | :                 |              |
| Jenis Kelamin       | : 🔤 Laki-laki     | Perempuan    |
| Pendidikan          | : S1 S2           | S3 Professor |
| Pengalaman Mengajar | : 0 – 2 Tahun     | 2 – 4 Tahun  |
|                     | 4 – 6 Tahun       | ✓ > 6 Tahun  |
| Instansi            | : IAIN palopo     |              |

B. Petunjuk Pengisian Table Penilaian Kelayakan

- 1. Lembar penilaian kelayakan ini meliputi aspek Rekayasa Perangkat Lunak, Desain Pembelajaran, dan Komunikasi Visual.
- Berilah tanda (√) pada kolom angka yang sesuai dengan penilaian yang anda berikan.
- 3. Pedoman skala penilaian adalah sebagai berikut:
  - 1 = Tidak layak
  - 2 = Cukup layak
  - 3 = Layak
  - 4 = Sangat layak
- 4. Anda dimohon kesediaannya untuk memberikan saran-saran perbaikan pada bagian akhir lembar ini.

### C. Penilaian Kelayakan

| _ I CH | Aspek Penilaian  |   | Nilai Kelayal |     |   |
|--------|--|---|---------------|-----|---|
| No     |  |   | 2             | 3   | 4 |
|        | Rekayasa Perangkat Lunak   | _ |               | - / | _ |
| 1      | E-modul dapat diakses dengan mudah                                     | - |               | ~   |   |
| 2      | E-modul mudah dioprasikan  |   |               | ~   |   |
| 3      | Ketepatan pemilihan jenis aplikasi untuk pengembangan e-modul          |   |               |     | ~ |
| 4      | E-modul dapat diaplikasikan di berbagai hardware dan software yang ada |   |               |     | / |

|   | 17. |  |     |    |
|---|-----|--|-----|----|
|   |     |  |     |    |
|   | 5   | E-modul dapat dimanfaatkan kembali untuk<br>pengembangan media pembelajaran lain       |     | L  |
|   |     | Desain Pembelajaran  |     |    |
|   | 6   | Tujuan pembelajaran sesuai dengan silabus  |     | ~  |
|   | 7   | Terdapat relevansi antara tujuan pembelajaran dengan KI/KD/Kurikulum                   | ~   |    |
|   | 8   | Meningkatkan motivasi belajar terhadap siswa   |     | N  |
| • | 9   | E-modul bersifat kontekstual   | ~   |    |
|   | 10  | E-modul bersifat aktual  |     | 1- |
|   | 11  | Materi yang dipaparkan sesuai dengan tujuan pembelajaran                               | ~   |    |
|   | 12  | Materi yang dipaparkan mudah untuk dipahami  |     | 10 |
|   | 13  | Materi yang dipaparkan sistematis dan runut  | V   |    |
|   | 14  | Uraian, pembahasan, contoh, dan latihan sesuai dengan tujuan pembelajaran              | V   |    |
|   | 15  | Alat evaluasi terukur  |     | 1  |
|   | 16  | Pemberian umpan balik terhadap hasil kerja siswa                                       |     | ~  |
|   |     | Komunikasi Visual  |     |    |
|   | 17  | E-modul bersifat komunikatif (sesuai dengan tujuan<br>pembelajaran dan dapat dipahami) | . ~ |    |
|   | 18  | Tampilan e-modul sederhana dan menarik   |     | L  |
|   | 19  | Visual (layout design, typography, warna) sesuai dengan topik pembahasan               | 1   |    |
|   | 20  | Media visual (video) sesuai dengan materi  | -   | 1  |

### D. Komentar

• •

| froduct | turup memadai | Untuk | diquatan | dalam | pRoses |
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| •••••   |               |       | ••••••   |       |        |
| •••••   |               |       | ••••••   |       |        |

### E. Saran

| /41 411           |        |        |       |          |        | ··· <i>H</i> ····· | ·····    |
|-------------------|--------|--------|-------|----------|--------|--------------------|----------|
| UNTUK             | Desain | pembel | jakan | Mash     | membri | vhran              | bebekapa |
| Untur<br>Seytukar | per    | Dalkan | agaR  | Semattin | n Me   | narit              |          |
|                   |        |        |       |          |        |                    |          |
| ••••••            |        |        |       |          |        |                    |          |
| ••••••            | •••••  |        | ····· |          |        |                    |          |
| ••••••            | •••••  |        |       |          |        |                    |          |

F. Kesimpulan
E-modul ini (*lingkari salah satu pilihan*):
1. Tidak dapat digunakan

2. Dapat digunakan Dapat digunakan dengan perbaikan sebagai berikut : ..... ..... ..... ..... ..... ..... ..... Palopo, 07. 0Ktober, 2021 Validator Ahli Media R MUIN at yak CS



### LEMBAR KUESIONER UNTUK PENGGUNA

3

Judul : Developing E-Module of Writing Using Liveworksheets for Grade XI Students at Senior High School of Modern Islamic Boarding School Datuk Sulaiman Putri Palopo

Perkenalkan, nama saya Sitti Fadhilah Zulkifli. Saya adalah mahasiswa di IAIN Palopo, prodi Tadris Bahasa Ingris. Kuesioner ini dibuat guna mengumpukan data kelayakan E-modul dari segi Bahasa. Informasi yang terdapat dalam kuesioner ini akan digunakan dalam penyusunan skripsi saya.

A. Data Responden

| Nama  | : Azzahva | Rahman |
|-------|-----------|--------|
| Kelas | :×1 1P52  |        |

### B. Petunjuk Pengisian Kuesioner

- Lembar kuesioner ini meliputi aspek Lugas, Komunikatif, Dialogis dan Interaktif, Kesesuaian dengan perkembanan siswa, Kesesuaian dengan kaidah bahasa, serta Penggunaan symbol, icon dan istilah.
- 2. Berilah tanda ( $\sqrt{}$ ) pada kolom angka yang sesuai dengan penilaian yang anda berikan.
- 3. Pedoman skala penilaian adalah sebagai berikut:
  - 1 = Sangat tidak setuju
  - 2 = Tidak setuju
  - 3 =Setuju
  - 4 = Sangat setuju

### C. Table Kuesioner

| No.  | Aspek Penilaian  | Nilai |   |   |   |
|------|--|-------|---|---|---|
| 140. | Asper Tennaran   | 1     | 2 | 3 | 4 |
|      | Kemudahan Pengguna   |       |   |   |   |
| 1    | Materi yang disampaikan dalam e-modul mudah dipahami   |       |   |   |   |
| 2    | Aplikasi yang digunakan pada e-modul mudah dioprasikan   |       |   | 1 |   |
| 3    | Bahasa yang digunakan pada modul sederhana dan mudah<br>dipahami                               |       |   | ~ |   |
| 4    | Latihan soal yang diberikan dapat membantu siswa mengukur pengetahuan yang diperoleh           |       |   | ~ |   |
|      | Daya Tarik   |       |   |   |   |
| 5    | E-modul memiliki tampilan yang menarik   | T     | T | 1 |   |
| 6    | Komposisi gambar dalam e-modul jelas dan mudah dimengerti                                      | 1     |   | 1 | - |
| 7    | Komposisi warna dalam e-modul menarik untuk dibaca   |       |   | 1 |   |
| 8    | Penyajian materi pada e-modul dapat merangsang ide atau gagasan siswa dalam memecahkan masalah |       |   | 1 |   |

| 9  | Penyajian materi pada e-modul dapat mengembangkan keterampilan berkomunikasi | 1 |
|----|--|---|
| 10 | Penyajian materi pada e-modul dapat mengembangkan keterampilan berkolaborasi | 1 |
| 11 | Penggunaan teknologi pada e-modul dapat memperkuat<br>pemahaman siswa        | 1 |
|    | Efisiensi  |   |
| 12 | Modul dapat digunakan sebagai sarana belajar mandiri                         |   |

### LEMBAR KUESIONER UNTUK PENGGUNA

Judul : Developing E-Module of Writing Using Liveworksheets for Grade XI Students at Senior High School of Modern Islamic Boarding School Datuk Sulaiman Putri Palopo

Perkenalkan, nama saya Sitti Fadhilah Zulkifli. Saya adalah mahasiswa di IAIN Palopo, prodi Tadris Bahasa Ingris. Kuesioner ini dibuat guna mengumpukan data kelayakan E-modul dari segi Bahasa. Informasi yang terdapat dalam kuesioner ini akan digunakan dalam penyusunan skripsi saya.

### A. Data Responden

| Nama  | : Reski Amalia |
|-------|----------------|
| Kelas | : XI 1PS 2     |

### B. Petunjuk Pengisian Kuesioner

- Lembar kuesioner ini meliputi aspek Lugas, Komunikatif, Dialogis dan Interaktif, Kesesuaian dengan perkembanan siswa, Kesesuaian dengan kaidah bahasa, serta Penggunaan symbol, icon dan istilah.
- 2. Berilah tanda ( $\sqrt{}$ ) pada kolom angka yang sesuai dengan penilaian yang anda berikan.
- 3. Pedoman skala penilaian adalah sebagai berikut:
  - 1 = Sangat tidak setuju
  - 2 = Tidak setuju
  - 3 = Setuju
  - 4 = Sangat setuju

### C. Table Kuesioner

| No. | Aspek Penilaian  | Nilai |       |              |   |
|-----|--|-------|-------|--------------|---|
|     |  | 1     | 1 2 3 |              | 4 |
|     | Kemudahan Pengguna   | -     | -     |              | - |
| 1   | Materi yang disampaikan dalam e-modul mudah dipahami   | T     | T     | $\checkmark$ |   |
| 2   | Aplikasi yang digunakan pada e-modul mudah dioprasikan   | -     |       | V            | - |
| 3   | Bahasa yang digunakan pada modul sederhana dan mudah dipahami                                  |       |       | ~            |   |
| 4   | Latihan soal yang diberikan dapat membantu siswa mengukur pengetahuan yang diperoleh           |       |       |              | ~ |
|     | Daya Tarik   | -     | -     |              | _ |
| 5   | E-modul memiliki tampilan yang menarik   | T     | T-    | V            | - |
| 6   | Komposisi gambar dalam e-modul jelas dan mudah dimengerti                                      | -     | -     | V            | - |
| 7   | Komposisi warna dalam e-modul menarik untuk dibaca   | +     |       | -            | - |
| 8   | Penyajian materi pada e-modul dapat merangsang ide atau gagasan siswa dalam memecahkan masalah |       |       | 1            |   |

| 9  | Penyajian materi pada e-modul dapat mengembangkan keterampilan berkomunikasi | ~ |   |
|----|--|---|---|
| 10 | Penyajian materi pada e-modul dapat mengembangkan keterampilan berkolaborasi | ~ |   |
| 11 | Penggunaan teknologi pada e-modul dapat memperkuat<br>pemahaman siswa        |   | 1 |
|    | Efisiensi  |   |   |
| 12 | Modul dapat digunakan sebagai sarana belajar mandiri                         |   | 5 |

CS ....





### PEMERINTAH PROVINSI SULAWESI SELATAN DINAS PENDIDIKAN SMAS DATOK SULAIMAN PALOPO Alamat : Jin. Dr. Ratulangi No.16 Telp. (0471) 21476 Kota Palopo



### Akreditasi A

### SURAT KETERANGAN Nomor : 3348/DS-009.02/XII/2021

Yang bertanda tangan dibawah ini :

| Nama    | : Hijaz Thaha, S.Pd.    |
|---------|-------------------------|
| NIP     | : 19710623 199702 1 002 |
| Jabatan | : Kepala Sekolah        |

Menerangkan bahwa :

| Nama     | : St. Fadhilah Zulkifli      |
|----------|------------------------------|
| NIM      | : 17 0202 004                |
| Fakultas | : Tarbiyah dan Ilmu Keguruan |
|          | IAIN Palopo                  |

Adalah benar telah melaksanakan penelitian di SMAS Datok Sulaiman Palopo sesuai dengan surat izin penelitian dari Pemerintah Kota Palopo Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Nomor : 431/IP/DPMPTSP/VII/2021 tanggal : 15 Juli 2021, lama penelitian tanggal 02 Juli s/d 02 September 2021 di SMAS Datok Sulaiman Palopo untuk kepentingan Penulisan Skripsi dengan judul "Developing E-Module Of Writing Using Livework Sheets For Grade XI Students At Senior High Schools Of Modern Islamic Boarding School Datuk Sulaiman Putri Palopo".

Demikian Surat Keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Palopo,02 Desember 2021 Kepala Sekolah, DATO'( SULAM Hijaz Thaha, S.Pd. Nip:197.10623 199702 1 002





INSTITUT AGAMA ISLAM NEGERI PALOPO FAKULTAS TARBIYAH DAN ILMU KEGURUAN PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS JI. Agatis, Balandai, Kota Palopo, Sulawesi Selatan 91914, Telp. 0471-22076 Website: pbi.iainpalopo.ac.id. E-mail: pbi@iainpalopo.ac.id.

### SURAT KETERANGAN

### No.746/In.19/FTIK/PBI/PP.00.9/11/2021

Yang bertanda tangan di bawah ini: Admin Turnitin Prodi Pendidikan Bahasa Inggris, dengan ini menerangkan bahwa telah memeriksa proposal/skripsi mahasiswa:

| Nama          | : Sitti Fadhilah Zulkifli   |  |
|---------------|-----------------------------|--|
| NIM           | : 17 0202 0004              |  |
| Semester      | : X (sembilan)              |  |
| Program Studi | : Pendidikan Bahasa Inggris |  |
| Keperluan     | : Seminar Hasil/Munaqasyah  |  |

Dan hasil pemeriksaan menemukan bahwa proposal/skripsi yang diperiksa memiliki tingkat similority 25 %. Sebagaimana lembar hasil uji terlampir.

Demikian Surat Keterangan ini dibuat untuk dipergunakan seperlunya.

Palopo, 12 November 2021

Mengetahui, Ketua Prodi,

10.44

AmaliaYahya, S.E., M.Hum. NIP 197710132005012006 Admin Turnitin PBI,

Muhammad Iksan, S.Pd., M.Pd. NIP 198603272018011001



# Developing E-Module of Writing Using Liveworksheets at Senior High School of Modern Islamic Boarding School Datuk SulaimanPutri Palopo

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