

**DEVELOPING BASIC ENGLISH GRAMMAR MATERIAL
THROUGH BLOG LEARNING FOR THE TWELFTH GRADE
AT SMAN 4 PALOPO**

A Thesis

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



Written By

QUBRA

17 0202 0225

**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC INSTITUTE OF PALOPO
2022**

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Supervised By:

- 1. Prof. Dr. Abdul Pirol, M.Ag**
- 2. Dewi Furwana, S.Pd.I., M.Pd**

**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC INSTITUTE OF PALOPO
2022**

STATEMENT OF ORIGINALITY

I, who undersigned below,

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2. All parts of this thesis are my own works except the citation, whose original sources has been reported. All mistakes or errors in it are my responsibility.

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Palopo, May 12th, 2022

Regards,



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THESIS APPROVAL

This thesis, entitled “Developing Basic English Grammar Material Through Blog Learning for The Twelfth Grade at SMAN 4 Palopo” written by Qubra, Reg. Number 17 0202 0225, English Language Educational S1 Study Program of Tarbiyah and Teacher Training Faculty at State Islamic Institute of Palopo, has been examined and defended in MUNAQASYAH session which is carried out on Thursday, May 12th 2022 M, coincided with Shawwal 11th 1443 H. It is authorized and acceptable as a partial fulfillment of requirement for S.Pd degree in English language teaching.

Palopo, May 12th 2022 M
Shawwal 11th 1443 H

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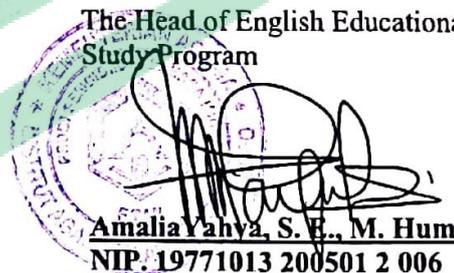
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The researcher realizes that the writing of this thesis is far from the perfectness. The remaining errors are the researcher's own. Therefore, constructive criticism and suggestions will be highly appreciated. Moreover, the researcher hopes that the writing of this final thesis project can provide a positive contribution.

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Palopo,

The researcher

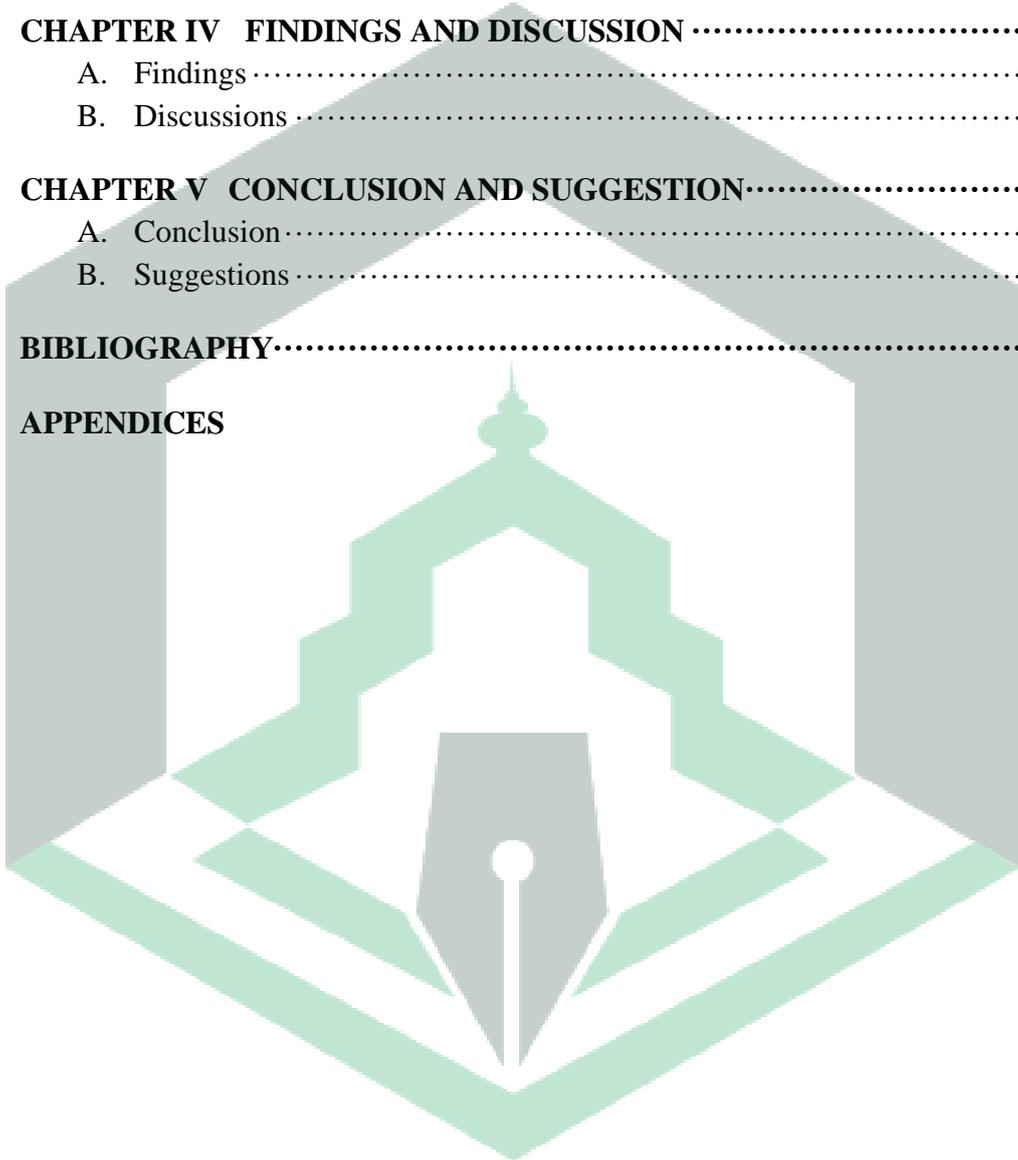


Qubra

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ABSTRACT

Qubra, 2022, “*Developing Basic English Grammar Material Through Blog Learning for the Twelfth Grade at SMAN 4 Palopo.*” A thesis of English Education Study Program, Tarbiyah and Teachers Training Faculty, State Islamic Institute of Palopo. Supervised by (1) Abdul Pirol and (2) Dewi Furwana.

This research aimed to develop the appropriate basic English grammar material through blog learning for the twelfth-grade students at SMAN 4 Palopo. It answered the research question: “What is the appropriate basic English grammar material through blog learning for the twelfth-grade students at SMAN 4 Palopo?”. Furthermore, the researcher applied Research and Development (R&D) method under the ADDIE model. It consists of five phases: Analysis, Design, Development, Implementation, and Evaluation. This research was located at SMAN 4 Palopo. The subjects in the research were the twelfth-grade students at SMAN 4 Palopo, and 42 students became respondents for the development tryout. This research used several instruments to collect data, i.e., need analysis questionnaires, experts’ judgment questionnaires, and students’ perception questionnaires. The technique of data analysis was a quantitative descriptive analysis technique. The result of this research shows that the developed basic English grammar material through blog learning for the twelfth-grade students at SMAN 4 Palopo was appropriate. The value from the expert’s validation showed that the material expert was 4.33, the language expert was 4.80, and the media/IT expert was 3.44. Thus, the overall mean score for product validity was 4.52 under very good category. The result of the questionnaire on students’ perception obtained 4.23 in the very good category. The appropriate basic English grammar material through blog learning for the twelfth-grade students at SMAN 4 Palopo covers: (1) learning objectives follow students’ necessities; (2) material consists of modal verbs, singular and plural, noun and verb phrases, tenses, direct and indirect speech, passive voice, and articles; (3) presented visually and audio-visually; (4) exciting learning activities and is student-centered such as quizzes, games, and tasks; (5) material’s arrangement consists of a definition, observing activity, grammatical structure, function, and example; (6) an understandable and accessible and covered with a good, attractive, and consistent layout; (7) clear, effective, communicative language and is suitable; (8) material can increase students’ enthusiasm, focus, spirit, confidence, motivation, and activity.

Keywords: *Basic English Grammar, Material Development, Blog learning.*

CHAPTER I

INTRODUCTION

A. Background

Grammar is a competency that is exceptionally fundamental and assumes a significant part in dominating abilities in English to communicate adequately. Increasingly understanding grammar will allow learners to produce better and correct sentences in speaking and writing performance according to its use. Azar emphasizes the importance of teaching grammar, “One important aspect of grammar teaching is that it helps learners discover the nature of language, i.e., that language consists of predictable patterns that make what we say, read, hear and write intelligibly. Without grammar, we would have only individual words or sounds, pictures, and body expressions to communicate meaning. Grammar is the weaving that creates the material.”¹

Grammar comprehension is required to compose complete sentences. Richards and Renandya stated that grammar instruction had regained its rightful place in the language curriculum. Today, people concur that grammar is too essential to be ignored, and learners’ language growth may have severe limitations if they do not have a firm grasp of grammar. Therefore, grammar understanding is fundamental in making proper sentences, whether reading, writing, or speaking.²

¹ Betty Azar, “Grammar-Based Teaching: A Practitioner’s Perspective,” *TESL-EJ (Teaching English as a Second or Foreign Language)* 11, no. 2 (September, 2007): 2, <http://www.tesl-ej.org/ej42/a1.pdf>.

² Jack C. Richards and Willy A. Renandya, eds., *Methodology in Language Teaching: An Anthology of Current Practice*, First edition. (Cambridge: Cambridge University Press, 2002), 145.

Based on the pre-observation, the researcher discovered several significant issues in learning English: the lack of awareness and knowledge of grammar, the issue of IT (Information Technology) utilization, and inappropriate basic English Grammar learning materials.³

First, many students still had problems using grammar while speaking and writing. The teacher stated that most students had issues speaking and writing in making simple sentences correctly. The students' main problems were lack of awareness, less motivation, and grammar knowledge. This case caused students to be unable to speak and write in the English language confidently⁴. Another research found grammar to be complicated in EFL instruction. The research finding of Al-Mekhlafi and Nagaratnam showed that according to teachers' perceptions, both teachers and students experienced severe difficulties with EFL grammar instructions. EFL teachers regarded these problems as serious, implying that they require urgent attention.⁵

The second was the issue of IT (Information Technology) utilization. Almost all the students used gadgets in their daily lives, but several were certainly misappropriating their gadgets. Moreover, most preferred to search for information about learning material through the internet than textbooks. In conclusion, this was an exceptional opportunity for the researcher to urge students on how they can use most of their gadgets, especially when it comes to language instruction. Besides,

³ Observation, at SMAN 4 Palopo, Palopo, September 30th, 2021.

⁴ Zetly Limbu, S.S., English Teacher at SMAN 4 Palopo, Palopo, September 30th, 2021.

⁵ Abdu Mohammed Al-Mekhlafi and Ramani Perur Nagaratnam, "Difficulties in Teaching and Learning Grammar in an Efl Context," *International Journal of Instruction* 4, no. 2 (July, 2011): 71, www.e-iji.net.

the teacher considered that IT is beneficial to the learning process. However, the teacher said that he was still rigid in using IT.

Third, the material for the basic English grammar was inappropriate. The researcher found that most of the materials provided in the textbook about texts, conversations, and individual or group activities, were not offered enough grammar materials or lack of explanations. It did not give enough grammar materials that explained how to create those conversations. Both the students and teacher agreed that the descriptions of the grammar material were still lacking. Harsono in Yohana stated that English teachers usually use available textbooks to teach their students. However, it is not constantly possible to discover materials for learning English that suit the needs of students.⁶

Learning materials provide support for teachers to prepare for effective learning. According to Richard and Renandya, instructional resources are used by some teachers as their primary teaching resource. The materials provide the basis for the content of courses, the proportion of skills taught, and the types of language practice in which students engage. Materials are primarily used to complement the teacher's lesson in other circumstances. Apart from the teacher, materials may be the principal source of interaction with the language for students.⁷ In addition, Hardiyanto advised looking at the development of textbooks utilizing another

⁶ Yohana Dian Ratna Purnamasari, "Developing English Learning Materials for Grade X Students of Beauty Study Program" (Universitas Negeri Yogyakarta, 2015), 2.

⁷ Jack C. Richards and Willy A. Renandya, eds., *Methodology in Language Teaching: An Anthology of Current Practice*, 1st edition. (Cambridge: Cambridge University Press, 2002), 66.

digital platform to uncover alternative teaching materials appropriate for students living in the digital age.⁸

We can use a weblog as instructional media. Azizinezhad and Hashemi stated that the blog uses all the websites and is simple to develop. We can add images and texts to our blog without any issues. We realize that through file management, videos, images, various benefits related to interaction and communication, and various teaching methods related to blog use.⁹ The use of materials developed by weblogs can solve students' difficulties. The research results of Nur Ima showed that students were excited; it was easy to use because students could access it using gadgets or smartphones, and there was no time limit to access weblogs.¹⁰

Allah guides in the Surah Thaha verses 25-28; The verses can support and relevant to this research because knowledge of grammar is not only in written language but also in spoken language. Therefore, confidence in using grammar is needed in speaking. Here are the verses:

قَالَ رَبِّ اشْرَحْ لِي صَدْرِي ﴿٢٥﴾ وَبَسِّرْ لِي أَمْرِي ﴿٢٦﴾ وَأَحْلِلْ عُقْدَةَ مِنِّ لِسَانِي ﴿٢٧﴾ يَفْقَهُوا قَوْلِي ﴿٢٨﴾

[Musa (Moses)] said: “O my Lord! Open for me my chest (*grant me self-confidence, contentment, and boldness*). And ease my task for me; make loose the knot (the defect) from my tongue (*i.e., remove the incorrectness from my speech*). That they understand my speech.”¹¹

⁸ Asep Hardiyanto, “Developing E-Book for Pre-Intermediate Grammar In EFL Classroom,” *PJEE (Premise : Journal of English Education and Applied Linguistics)* 9, no. 2 (2020): 140, <https://kip.ummetro.ac.id/journal/index.php/english>.

⁹ Masoud Azizinezhad and Masoud Hashemi, “The Use of Blogs in Teaching and Learning Translation,” *Procedia - Social and Behavioral Sciences* 28 (2011): 867–71, <https://doi.org/10.1016/j.sbspro.2011.11.159>.

¹⁰ Nur Ima, “Developing Instructional Media of Basic English Grammar Weblog for the First Year Students of Senior High School 11” (UIN Alauddin Makassar, 2017), 61, [http://repositori.uin-alauddin.ac.id/6420/2/Nur Ima.pdf](http://repositori.uin-alauddin.ac.id/6420/2/Nur%20Ima.pdf).

¹¹ Muhammad Taqi-ud-Din Al-Hilali and Muhammad Muhsin Khan, *Translation of the Meanings of the Noble Quran* (King Fahd Complex For Printing The Holy Quran, 1997), 416.

Based on the verses, the researcher can relate that weblog can be an independent learning material and make learning more accessible, especially in learning grammar after realizing its importance. Therefore, the intended confidence can mean confident in speaking according to the correct grammar. In addition, avoiding mistakes in making sentence structures can make the speech easier to understand. The verses also tell that every problem has solutions, and Allah helps in the difficulty, included in the activity of delivering grammar learning. Then, this heart is always spacious so that it is easy to teach and understand others and pray that Allah will give self-confidence. In addition, there will be ease in doing the task, and we should try to avoid mistakes in words so that others understand our intentions.

According to the above explanation, the researcher was very enthusiastic about researching the title **Developing Basic English Grammar Material through Blog Learning for the Twelfth Grade at SMA Negeri 4 Palopo**. Applying e-learning through weblogs as a media, the researcher expected it to overcome those problems.

B. Research Question

What is the appropriate basic English grammar material through blog learning for the twelfth-grade students at SMAN 4 Palopo?

C. The Objective of the Research

Based on the research question, this research aimed to develop the appropriate basic English grammar material through blog learning for the twelfth-grade students at SMAN 4 Palopo.

D. Significance of the Research

The researcher expected the result of this research could help as follows:

1. Theoretically

The researcher expected this research to become valuable principles to contribute knowledge or as a reference for teachers and other researchers on developing English language materials through blog learning, one of which is developing basic grammar material.

2. Practically

a. The Learners

To encourage the students to increase their basic English grammar. The twelfth-grade students at SMAN 4 Palopo can use the blog to learn basic English grammar material everywhere and every time.

b. The English Teachers

To help English teachers teach appropriate learning material in teaching basic grammar. The teachers can use the blog as a reference and media for teaching English grammar material to twelfth-grade students at SMAN 4 Palopo. Furthermore, the researcher hoped that the blog would be helpful information or a reference for English teachers looking for exciting strategies to improve their students' grammatical proficiency.

c. The Further Researcher

Other researchers can conduct further research in developing English grammar material through blog learning for senior high school.

E. Scope of the Research

The researcher developed basic English grammar material through blog learning for the twelfth-grade students at SMAN 4 Palopo. In this research, the type of developed blog was a tutor blog. Given the many existing blog service providers, the development of grammar material through blog learning was only limited to blog development using the Blogger platform from the service provider Blogger (<https://www.blogger.com>), which generally uses the *blogspot.com* subdomain access. Besides, the researcher developed grammar material based on the results of the need analysis selected by students after including all the grammar material contained in the syllabus and considering suggestions from the teacher.

F. Assumption and Delimitation of the Research

The researcher included various assumptions and delimitations in this research, which are as follows:

1. Assumptions

- a. The blog could become the reference for basic grammar material or media in learning and teaching grammar for the twelfth grade at SMAN 4 Palopo.
- b. Grammar material was developed under the student needs analysis and the 2013 curriculum.
- c. The grammar material developed followed the criteria of good material.
- d. The blog that was designed is under the things that need to be considered in developing a good blog.
- e. The development procedures followed the specified development model.

2. Delimitation

- a. The blog menu consisted of five menus, i.e., Home, Material, Task, Quiz, and Games.
- b. The students could access the blog through gadgets such as computers/laptops, tablets, and mobile phones connected to the internet.



CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Research

There are some relevant researches related to this research as follows:

Nur Ima, “Developing Instructional Media of Basic English Grammar Weblog for The First-Year Students of Senior High School 11 Makassar.”¹ This research was about instructional media in teaching and learning Basic English grammar. The objectives of this research were to find out the primary delivery materials to improve students’ Basic English grammar. This development aimed to design a weblog that was valid in its implementation. The researcher used a Research and Development (R&D) method. The researcher chose Dick and Carey models. The instruments used to collect the data were the need assessment questionnaire and validity questionnaire. The result showed that weblog as instructional media was 4.32 (Valid). The application of e-learning in the first grade of senior high school 11 Makassar was successful due to numerous benefits, including 1) since weblogs as teaching media were new to them, the students were excited, 2) the students had a gadget or smartphone, and computers were also available there, so they could easily access the blog; as a result, 3) the school location is within the city center so, the network was very well, 4) there was no limited time for accessing the blog, and 5) the students were self-sufficient in their learning.

¹ Nur Ima, “Developing Instructional Media of Basic English Grammar Weblog for the First Year Students of Senior High School 11” (UIN Alauddin Makassar, 2017), [http://repositori.uin-alauddin.ac.id/6420/2/Nur Ima.pdf](http://repositori.uin-alauddin.ac.id/6420/2/Nur%20Ima.pdf).

Nur Devitasyari, “Developing English Writing Materials through Weblog for Students of English Education Department.”² This research aimed at developing English writing materials through a web blog for students of the English Education Department. This research used the development research method that included three basic cycles: analysis, design, and evaluation. According to this research, students had a decent competence in writing components but encountered various difficulties writing. To address these issues, the researcher should create English writing materials based on real-life themes and create English writing materials based on the students’ learning preferences for writing components and writing styles. The research then proceeded with the three fundamental cycles of the development research method, concluding with specific results required to create English writing materials via a weblog. This research revealed that weblog-based English writing materials for students in the English Education Department were extremely convenient based on the approach used. It could be seen based on all of the stages that had occurred. Formative evaluation of expert validation results revealed that the weblog was valid, with a validity of 62.37 %. Furthermore, the weblog was classified as an effective medium, with 65.7 % of the students answering the questionnaire.

Hengki Kris Sanjaya, Eka Apriani, and Sarwo Edy, “Using Web Blogs in Teaching Writing for EFL Students.”³ The researcher was interested in

² Nur Devitasyari, “Developing English Writing Materials Through Web Blog for Students of English Education Department” (UIN Alauddin Makassar, 2018).

³ Hengki Kris Sanjaya, Eka Apriani, and Sarwo Edy, “Using Web Blogs in Teaching Writing for EFL Students,” *Journal of English Education and Teaching (JEET)* 4, no. 4 (December, 2020): 516–35.

investigating students' perception of the weblog used by the lecturer in EFL writing class for TBI students in the 8th semester of the 2019/2020 academic year at IAIN Curup. This research focused on the writing essay for Islamic Students. This research was a descriptive study and organized quantitatively. This quantitative research method included 30 English as a Foreign Language (EFL) students. Sanjaya et al. distributed questionnaires to thirty students of 8th-semester students at IAIN Curup's English Study Program to collect student answers on weblogs. After data collection, the researcher identified the student's answers by measuring the frequency and percentage of responses. According to the research findings, most students positively perceived weblogs with five indicators: students' writing confidence, writing skill enhancement, experience and understanding of information and communication technologies, critical thinking promotion, and accessibility. Students positively received the use of weblogs as a media in writing class. Additionally, instead of writing their tasks on paper, students preferred to accomplish their assignments on the blog. This research also urged English teachers and lecturers to use weblogs as a media and learning tool in school and university since they could increase students become more motivated in writing.

Nicolas Indrato, "Pengembangan Media Interaktif Berbasis Blog Online Pada Materi Pembelajaran Gambar Teknik Mesin Di SMKN 3 Yogyakarta."⁴ The research used was research and development or what is known as "Research and Development" (R&D). Research instruments for the development of interactive

⁴ Nicolas Indrato, "Pengembangan Media Interaktif Berbasis Blog Online Pada Materi Pembelajaran Gambar Teknik Mesin Di SMKN 3 Yogyakarta" (Universitas Negeri Yogyakarta, 2014).

learning media are divided into three major groups to evaluate the feasibility of the media, namely (1) feasibility test instruments for technical drawing material experts, (2) feasibility test instruments for learning media experts, and (3) test instruments empirically limited to students. The data obtained through the assessment instrument at the time of the trial were analyzed using qualitative descriptive statistics. This analysis is to describe the characteristics of the data on each variable. The assessment of multimedia, in the interactive learning of technical drawings by experts, is considered good and can be used as an interactive learning media. The results of developing learning multimedia products with online blogs on the course of technical drawing lessons were worth using. This can be seen from the results of the validation of material experts in terms of aspects of learning and media content. generally stated “good” with an average score of 78.95%.

There are some relevances between those previous researches and this research. To begin with, the similarity between Nur Ima’s research is developing a blog as media for learning basic English grammar in senior high school. Meanwhile, the difference is that the development model used by Nur Ima’s research was the Dick & Carrey Model. In contrast, the researcher used the ADDIE Model. Besides that, this previous research only provided some grammar for the tenth-grade senior high school students.

The last difference is that it only measured the validity of the weblog. Afterward, the relevance of this research to Nur Devitasyari’s research is that it has the same focus on developing learning materials through blogs as the object of research and using the Research and Development method. At the end of the

evaluation, Nur Devitasyari measured the assessment of students' perceptions. The difference with this research is that Nur Devitasyari developed writing materials and English Education Department students as the subject of research. Lastly, the relevance to this research with Sanjaya et al. is that last previous research aimed to investigate students' perceptions of using weblogs in learning. It is related to this research because the researcher used a student perception questionnaire to measure the effectiveness of the blog's development. The difference is that Sanjaya et al. conducted qualitative descriptive research and focused on writing essays. In addition, the research subjects were students of the English Study Program.

B. Literature Review

1. The Concept of Grammar

a. The Definition of Grammar

Thornbury defined grammar as partly the study of what forms (or structures) are possible in a language. Likewise, grammar describes the rules that guide how to create sentences in a language⁵. Grammar interprets a speaker's or writer's meaning when contextual information is unclear⁶. In another definition, Penny in Chang stated that grammar is a set of rules that define how words (or parts of words) are joined or altered within a language to produce acceptable units of meaning⁷.

⁵ Scott Thornbury, *How to Teach Grammar*, ed. Jeremy Harmer, 1st edition. (England: Pearson Education, 1999), 1.

⁶ Ibid.,4.

⁷ Shih-chuan Chang, "A Contrastive Study of Grammar Translation Method and Communicative Approach ing Teaching English Grammar" 4, no. 2 (2011): 13, <https://doi.org/10.5539/elt.v4n2p13>.

Furthermore, Al-Mekhlafi and Nagaratnam considered grammar to restrict using language about what is allowed and not allowed⁸.

Therefore, grammar contains the rules for forming sentences by multiple words, so they have evident and acceptable meanings in the language. It is a set of principles for constructing meaningful phrases and sentences. When producing meaningful sentences in English, we must follow the correct sequence of words without grammatical errors.

b. Basic English Grammar

Everything has to start from the basics, including learning English grammar. If the learner knows and understands the basics of English grammar, it will be easier to learn the material from the basic form according to the students' needs. In learning English grammar, there is a division of learning abilities which are divided into three levels, namely basic, intermediate, and advanced. At the basic level, usually someone will learn things that are more basic or at the easiest level. At this level, learners tend to only be able to speak and write at the word or phrase level and write simple sentences or still have difficulty writing or speaking in full or at the sentence level.

English grammar proficiency depends on the CEFR (Common European Framework of Reference for Languages) level. According to Tracktest, each CEFR proficiency level has five minimal requirements for grammar and vocabulary. It consists of A1 grammar (Beginner), A2 grammar (Elementary English), B1

⁸ Abdu Mohammed Al-Mekhlafi and Ramani Perur Nagaratnam, "Difficulties in Teaching and Learning Grammar in an Efl Context," *International Journal of Instruction* 4, no. 2 (2011): 71, www.e-iji.net.

grammar (Intermediate English), B2 grammar (Upper-Intermediate English), and C1 grammar (Advanced English).⁹ It is worth emphasizing that the CEFR is the system that defines and describes the various levels of oral and written expression and comprehension in languages like English. It is structured into six levels of reference: three blocks (A or basic user, B or independent user, and C or proficient user), each divided into two sublevels (1 and 2).¹⁰ Therefore, English is divided into three levels: basic, intermediate, and advanced.

The “A” levels or beginner level are terms used to describe basic English. It is the first level at which learners with no prior knowledge of the language will study. In other words, level A1 appropriate to basic learners of English. Learners can recognize and apply common expressions from daily life as well as very simple phrases at this level. Meanwhile, Level A2 appropriate to those learners who can understand basic expressions and communicate in a simple way.¹¹

The A1 (Beginner) level of the CEFR states that language learners can comprehend and utilize very basic expressions to suit actual needs. Additionally, they might make introductions and ask about the personal lives of people. Furthermore, they can communicate easily as long as the other person speaks slowly and clearly.¹² At the beginner level, learners only have a limited knowledge of a

⁹ Tracktest, “English Grammar Level Requirements (A1-C1),” <https://tracktest.eu/english-grammar-cef-level-requirements/#A1grammar>, accessed June 12th, 2022.

¹⁰ British Council, “A1 English Level,” <https://www.britishcouncilfoundation.id/en/english-courses/adults/levels/a1>, accessed June 12, 2022.

¹¹ Ibid.

¹² Shannon Kennedy, “CEFR Levels: What They Are, Why They Matter, and How to Test Yourself,” *Fluent in Three Months*, <https://www.fluentin3months.com/cefr-levels>, accessed June 12th, 2022.

few basic sentence structures and grammatical patterns by a memorized repertory. They only know a very limited vocabulary and short phrases which are relevant to personal information and particular concrete situations.¹³

Additionally, the CEFR claims that learners may understand commonly used expressions in most intermediate areas at the A2 (Elementary) level, including those related to shopping, families, employment, etc. They can also conduct routine tasks that require for a direct exchange of information. Afterward, they may describe matters of immediate need in simple terms.¹⁴ Likewise, learners who are in elementary level might make simple errors even though they use some simple structures appropriately. In order to convey limited information in straightforward everyday circumstances, they also use simple sentence forms with phrases, groups of a few words, and formulas they have learned or memorized.¹⁵

Minimum required grammar for A1 grammar (Beginner) level are as follow:¹⁶

- 1) A1 adjectives and adverbs
 - a) Adjectives vs adverbs, word formation, word order i.e., good vs well, quick vs quickly.

¹³ Yann PERROT, “The Current Challenges of Teaching ESP,” Delf Dalf, <http://www.delfdalf.fr/level-a1-cefr-common-european-framework-of-reference-for-languages.html>, accessed June 12th, 2022.

¹⁴ Shannon Kennedy, “CEFR Levels: What They Are, Why They Matter, and How to Test Yourself,” Fluent in Three Months, <https://www.fluentin3months.com/cefr-levels>, accessed June 12th, 2022.

¹⁵ Yann PERROT, “The Current Challenges of Teaching ESP,” Delf Dalf, <http://www.delfdalf.fr/level-a1-cefr-common-european-framework-of-reference-for-languages.html>, accessed June 12th, 2022.

¹⁶ Tracktest, “English Grammar Level Requirements (A1-C1),” <https://tracktest.eu/english-grammar-cef-level-requirements/#A1grammar>, accessed June 12th, 2022.

- b) Comparative of adjectives with -er and more, i.e. happier, more comfortable.
 - c) Superlative of adjectives with -est and the most, i.e. the happiest, the most comfortable.
- 2) A1 articles and quantifiers
- a) A, An, The, 0 article i.e. I am a singer. I have an orange. I have books. I feel love.
 - b) Superlative of adjectives i.e. the best, the most interesting.
- 3) A1 conditionals
- Zero conditional i.e. If you are ill, go to the doctor.
- 4) A1 future tenses:
- a) Future with will: sudden decision i.e. I will help you with that.
 - b) Future with going to: making plans i.e. I am going to see my sister for Christmas.
 - c) Will for asking for help i.e. Will you carry my bag, please?
- 5) A1 gerund and infinitive:
- a) Verbs followed by infinitive or gerund (like, love, want, would like, etc.) i.e. I like reading. I want to see my family. I love singing.
 - b) Stative verbs i.e. know, like, seem, love, have, want, see, etc.
- 6) A1 past tenses:
- a) Past simple: actions in the past i.e. I worked last night. I didn't work.
 - b) Past simple of TO BE, i.e. I was, You were, She was, He was, It was, We were, You were, They were.

- c) Past simple: regular and irregular verbs i.e. I visited London in 1998. I went to see a film yesterday.
- 7) A1 modal verbs:
- a) Can or can't for abilities i.e. I can't swim. I can cook.
 - b) Past simple of can or can't for abilities i.e. I could swim when I was five. I couldn't sing as a child.
 - c) Polite request with could and couldn't i.e. Could you help me to find the purse?
Couldn't you be quicker?
 - d) Obligation with must and mustn't i.e. I must study. You mustn't clean the dishes.
 - e) Prohibition with mustn't i.e. You mustn't smoke around children.
 - f) Necessity with need and needn't i.e. You need to finish by 5 p.m. You needn't hurry.
 - g) Needn't for permissions i.e. Do I need to wear a uniform?
 - h) Can for asking for permission i.e. Can I bring my dog to work?
 - i) Can for possibility i.e. I can see you after work.
 - j) Shall for suggestions i.e. Shall I walk you to work?
- 8) A1 prepositions:
- a) Prepositions of place: at, in on, in front of, under, behind, among, beside, near, next to, between, across, into, through, onto, out of, etc.
 - b) By, of, etc.
- 9) A1 pronouns:
- a) Personal pronouns i.e. I, he, she, he, it, we you, they

- b) Possessive pronouns i.e. my, your, his, her, its, our, your, their
 - c) Possessive with 's i.e. Paul's daughter, my sister's house
 - d) Object pronouns i.e. me, you, him, her, it, us, you, them
 - e) Demonstrative pronouns i.e. that, those, this, these
 - f) Pronouns: something, anything
- 10) A1 present tenses:
- a) HAVE GOT, positive, negative, question, i.e. I have got blond hair. She has got a car.
 - b) HAVE, i.e. I have breakfast at 8 every day. She has dinner with her family.
 - c) TO BE, i.e. I am, You are, He is, She is, It is, We are, You are, They are
 - d) There is, There are, i.e. There is a book on the table, There are books on the table.
 - e) Present simple for habits and daily routines, i.e. I wake up at 8 every day.
 - f) Adverbs of frequency: always, never, often, seldom, usually, etc. I usually drink coffee for breakfast. I never drink alcohol.
 - g) Present progressive: actions happening now, i.e. I am working now. She is swimming now.
 - h) Present perfect with since and for, i.e. I have lived alone since 2000. She has studied for the exam for 4 years.
 - i) Present perfect with ever and never, i.e. I have never smoked. Have you ever been to Britain?
 - j) Present perfect with already and yet, i.e. I haven't been to Europe yet. I have already done that.

k) Imperative, i.e. Stand up! Do this!

11) A1 questions:

a) Interrogative pronouns: Where, Whose, When, Who, How long, Whose, How, What time, Which, What, i.e. How is she? Where do you live? What time is your concert? Whose book is this?

b) Forming questions with TO BE i.e. Are they relatives? Is she a singer?

c) Forming questions with HAVE GOT i.e. Have you got a car? Has she got a dog?

d) Forming questions with Present simple i.e. Are you happy? Do you speak English? Do you speak English?

e) Forming questions with Past simple i.e. Did he do it? Was he at home last night? Did you work?

f) Question tags i.e. She is Spanish, isn't she? They are coming, aren't they? He isn't Irish, is he?

c. The Necessity of Grammar Teaching

Brumfit, as cited in Chang, argued that if a person knows a million English words, he will not speak English if he does not know how to put them together.¹⁷

In another argument on why grammar teaching is essential, Ellis stated that grammar teaching refers to any instructional approach that focuses learners' attention on a particular grammatical form to assist them in meta linguistically

¹⁷ Shih-chuan Chang, "A Contrastive Study of Grammar Translation Method and Communicative Approach in Teaching English Grammar" 4, no. 2 (2011): 14.

understanding and processing it in comprehension and production that they can internalize it.¹⁸

Language acquisition without grammar can be perplexing, and learners will not be able to communicate appropriately. Tabbert emphasized the importance of grammar: “The students often confuse lie and lay, do not select who and whom correctly, say infer rather than implying, mismatch subjects and verbs, blend up pronoun reference, use double negatives, and so forth. Furthermore, these errors prove their need to study grammar¹⁹.”

Swan in Richards and Renandya identified two compelling reasons for teaching grammar²⁰:

- 1) **Comprehensibility:** Knowing how to create and apply particular structures allows learners to properly convey common forms of meaning. It is impossible to produce understandable sentences without these components. As a result, we must strive to discover and effectively teach these structures.
- 2) **Acceptability:** in some social situations, substantial deviation from native-speaker standards might impede integration and incite prejudice- a person who talks poorly may not be taken seriously or regarded as ignorant or dumb. As a result, students may desire or need a greater level of grammatical accuracy than is required for comprehensibility.

¹⁸ Rod Ellis, “Current Issues in the Teaching of Grammar: An SLA Perspective,” *TESOL Quarterly* 40, no. 1 (2006): 84.

¹⁹ Russell Tabbert, “Parsing the Question ‘Why Teach Grammar?,”’ *The English Journal* 73, no. 8 (1984): 39, http://www.jstor.org/stable/817566?seq=1&cid=pdf-reference#references_tab_contents.

²⁰ Jack C. Richards and Willy A. Renandya, eds., *Methodology in Language Teaching: An Anthology of Current Practice*, 1st edition. (Cambridge: Cambridge University Press, 2002), 151-152.

Weaver, as cited in Aziz, stated that teaching grammar to ESL and EFL students is to help students internalize the rules and patterns for applying in language use.²¹ Celce-Murcia and Larsen-Freeman claimed that ESL/EFL students need to know not simply how to form construction and what it means, and why English speakers prefer one form over another when both have more or less about the same grammatical or lexical meaning.²² In summary, being aware of this relationship helps to understand language. Therefore, grammar learning helps students understand how the concepts of rules and sentence formation patterns communicate well.

Grammar instruction and how to integrate it into foreign language learning is a crucial topic in most language courses, according to several types of research, such as Doughty & Williams, Ellis, and Thornbury.²³ Those researchers considered grammar instruction significant and acknowledged its importance as an essential fragment of language teaching. For example, Ellis claimed that some results show that the acquisition process of instructed learning and naturalistic learning is the same but that the learning process of instructed learners is more rapid and achieves a higher proficiency level.²⁴ Penny Ur also highlighted that learners might subsequently utilize the implicitly taught grammatical forms subconsciously in oral

²¹ Imam Nur Aziz, "The Development of English Grammar Book Through Direct Method : Research and Development Study at Mambaus Sholihin English Course," *Alsuna : Journal of Arabic and English Language* 3, no. 1 (2020): 2, <https://doi.org/https://doi.org/10.31538/alsuna.v3i1.643>.

²² Diane Larsen-Freeman and Marianne Celce-Murcia, *The Grammar Book Form: Meaning, and Use for English Language Teachers*, 3rd edition. (United State: Heinle ELT, 2015), 4.

²³ Murat Polat, "Teachers' Attitudes towards Teaching English Grammar: A Scale Development Study," *International Journal of Instruction* 10, no. 4 (2017): 380, <https://doi.org/https://doi.org/10.12973/iji.2017.10422a>.

²⁴ Rod Ellis, "Current Issues in the Teaching of Grammar: An SLA Perspective," *TESOL Quarterly* 40, no. 1 (2006): 85.

and written situations if given accurate grammatical structures with multiple examples and, most importantly, sufficient opportunity to practice.²⁵ Furthermore, according to Bastone (cited in Alhaysony and Alhaisoni), “language without grammar would be chaos; innumerable words without the necessary principles for how they may be arranged and changed.”²⁶

We cannot ignore grammar because grammar knowledge is a valuable tool. Students will learn to compose a language and use their knowledge as better speakers, writers, and readers through learning grammar. Grammar teaching occupies an important position in foreign language learning. We should note that grammatical skills will contribute to language ability.

d. Principle of Grammar Teaching

Taking a gander at what principles can lead us in educating grammar, both Hedge and Thornbury offered us some valuable responses.

1) Hedge considers several points that we can use as principles of grammar learning:²⁷

a) Presenting grammar

(1) Contextualizing grammar:

In the context of grammar, it should have an establishment permanently in settings that are usually beneficial and suited to the demands of the learner group.

²⁵ Penny Ur, *A Course in Language Teaching - Practice and Theory* (England: Cambridge University Press, 1999),30-35.

²⁶ Maha Alhaysony and Eid Alhaisoni, “EFL Teachers’ and Learners’ Perceptions of Grammatical Difficulties,” *Advances in Language and Literary Studies* 8, no. 1 (2017): 189, <https://doi.org/10.7575/aialc.all.v.8n.1p.188>.

²⁷ Tricia Hedge, *Teaching and Learning in the Language Classroom*, 1st edition. (Oxford: Oxford University Press, 2000), 159-179.

Grammar becomes generative, and students may apply it to relevant circumstances. We can create contexts through visuals, through the teacher miming or demonstrating in the classroom, through a text, dialogue, a song or a video, or a situation set up by the teacher.

(2) Order of presentation:

It is the form of the items to be taught and set the order and structure that must be left for the recycling stage.

(3) Use of terminology:

A third decision concerns the degree to which grammatical terminology is helpful in the presentation of grammar.

(4) Degree of explicitness:

There is also a decision to provide explicit grammatical information to the learner.

(5) Linking grammar and vocabulary:

We need to consider a final point in the grammar presentation: the link between grammar and vocabulary.

b) Practicing grammar

Regarding the teacher's roles in each, teachers' correction is required during presentation and practice. However, self-correction and peer correction are encouraged.

c) How can we design a course's grammar component?

Suppose learners acquire the grammatical system according to their internal syllabus. There have been claims that teachers should focus less on organizing

learning by imposing an external syllabus and more on facilitating learning by providing a classroom atmosphere rich in various inputs. It presents learners with the opportunity to learn a language by undertaking various learning assignments.

d) How can we suit the approach to learner needs?

Teachers should establish an acceptable way to teach grammar by analyzing the needs of any individual group of students, their reasons for learning English, and individual differences such as age and educational background.

2) Thornbury outlined some general guidelines for teaching grammar:²⁸

a) The Rule of Context

Teaching grammar in context, that is, teaching grammatical forms with meanings (the meaning always decides the choice of one grammatical structure over another that the speaker or writer intends to communicate);

b) The Rule of Use

The teaching of grammar aid learners' understanding and creation of natural language rather than as an aim in itself.

c) The Rule of Economy

Be thrifty to follow the rule of usage (economizing on presentation time to provide maximum practice time).

d) The Rule of Relevance

It teaches only the grammar students to want to use (beginning with what they understand and without assuming that English grammar is entirely separate from the learners' native tongue).

²⁸ Scott Thornbury, *How to Teach Grammar*, ed. Jeremy Harmer, 1st edition. (England: Pearson Education, 1999), 153.

e) The Rule of Nurture

Teaching does not always result in learning—in any direction (rather than emerging as bursts of insight, language learning is frequently a slow approximation process). Rather than teaching grammar, attempt to create the best circumstances for grammar learning).

f) The Rule of Appropriacy

All of the preceding principles are considered in light of the students' levels, needs, interests, expectations, and learning styles (Giving much emphasis to grammar, or it may imply teaching grammar at all—in any up-front approach).

Moreover, Swan also suggests that the needs of the students should determine the teaching of grammar. As a result, the grammatical items to be taught must be based on the student's goals in learning English. Furthermore, choosing grammar elements relevant to students' requirements is critical rather than going through the curriculum from left to right.²⁹

Besides there are three main ideas for the teaching of grammar (Larsen and Freeman) are as follows:³⁰

- a) Language teachers' role is to optimize learning by establishing optimal conditions. One of those optimal conditions is receiving one's performance to see what is acceptable and what is not.
- b) The teacher's job is a job to engage learners. When students are focused, relaxed, and attentive at engagement, they are more likely to learn.

²⁹ Jack C. Richards and Willy A. Renandya, eds., *Methodology in Language Teaching: An Anthology of Current Practice*, 1st edition. (Cambridge: Cambridge University Press, 2002), 148.

³⁰ Diane Larsen-Freeman, *Teaching Language: From Grammar to Grammar* (Toronto: Newbury House Teacher Development, 2003), 21-22.

- c) Teachers will have to work on the attitude of (some) learners. What we can do is give them the tools to learn.

In addition, the research result of Dewi Furwana showed that understanding grammar is one of the language learning strategies that students apply in their writing. Meanwhile, students' most common language learning strategy in writing was self-evaluation.³¹ Since self-evaluating was the most dominant used in that research, the researcher considered it as the strategy for teaching grammar in conducting this research.

e. Teaching Grammar in Senior High School

The Ministry of Education and Culture (Kemendikbud) regulates the teaching and learning process at schools in Indonesia. The curriculum performs as a guideline in the teaching and learning process. The Curriculum 2013 is the latest curriculum released by the government. According to Regulation of the Ministry of Education and Culture of the Republic Indonesia, Number 37 of 2018 concerning Amendments to Regulation of the Ministry of Education and Culture Number 24 2016. It involves Core Competencies and Basic Competencies of Lessons in the 2013 Curriculum in Basic and Secondary Education. The following are competencies for the twelfth-grade students that include the Core Competencies and Basic Competencies the students be able to:³²

³¹ Dewi Furwana, "Language Learning Strategies of EFL College Students," *Ethical Lingua Journal of Language Teaching and Literature* 4, no. 1 (2017): 80, <http://journal.uncp.ac.id/index.php/ethicallingua/article/view/349>.

³² Pemendikbud, "Perubahan Atas Peraturan Menteri Pendidikan Dan Kebudayaan Nomor 24 Tahun 2016 Tentang Kompetensi Inti Dan Kompetensi Dasar Pelajaran Pada Kurikulum 2013 Pada Pendidikan Dasar Dan Pendidikan Menengah," Pub. L. No. No.37 Tahun 2018, 527 (2018), https://kurikulum.kemdikbud.go.id/kurikulum/pedoman_regulasi.html.

Table 2.1 Basic Competencies of Senior High School

Basic Competencies		Language Feature
3.1	Apply social functions, text structures, and language features of oral and written interpersonal interaction texts that involve offering help and responding to them, according to the context of its use. (Pay attention to the language feature: <i>May I help you, What can I do for you? What if ...?</i>).	<ol style="list-style-type: none"> 1. Appropriate expressions for offering help, such as (<i>May I help you, What can I do for you? What if ...?</i>). 2. Those are singular and plural nouns with or without; (determiners a, the, this, those, my, and their). 3. They are speech, word stress, intonation, spelling, punctuation, and handwriting.
4.1	Compose simple oral and written interpersonal interaction texts that involve offering help and its response by paying attention to social functions, text structures, and language features that are correct and in context.	<ol style="list-style-type: none"> 1. Appropriate phrases and vocabulary. 2. They are speech, word stress, intonation, spelling, punctuation, and handwriting.
3.2	Distinguish social functions, text structures, and language features of several particular texts in a job application letter by giving and asking for information related to identity, educational background/work experience based on the context of its use.	<ol style="list-style-type: none"> 1. Appropriate phrases and vocabulary. 2. They are speech, word stress, intonation, spelling, punctuation, and handwriting.
4.2	Application letter	
4.2.1	Capture contextual meaning related to a social function, text structure, and language feature of a particular text in a job application letter, including identity, educational background, and work experience.	<ol style="list-style-type: none"> 1. Appropriate phrases and vocabulary. 2. They are speech, word stress, intonation, spelling, punctuation, and handwriting.
4.2.2	Prepare a particular text for a job application letter, which provides information including identity, educational background/work experience, taking into account social functions, text structure, and language features, correctly and in context.	
3.3	Distinguish the social functions, text structure, and language features of some particular texts in caption text by giving and asking for information related to	<ol style="list-style-type: none"> 3. Those are singular and plural nouns with or without; (determiners

	pictures/photos/tables/graphs/charts, according to the context of its use.	a, the, this, those, my, and their).
4.3	Caption	4. Verbal phrases related to pictures/photos/tables/graphs in the appropriate tense.
	4.3.1 Capture contextual meaning related to social functions, text structure, and language feature of particular texts in captions related to pictures/photos/tables/graphs/charts.	5. They are speech, word stress, intonation, spelling, punctuation, and handwriting.
	4.3.2 Arrange particular text in caption text related to pictures/photos/tables/graphs/charts, taking into account social functions, text structure, and language features correctly and in context.	
3.4	Distinguishing social functions, text structure, and language features of several oral and written news item texts by giving and asking for information related to simple news from newspapers/radio/TV, according to the context of their use.	1. Past tense, Present Perfect Tense, Future Tense 2. Passive Voices 3. Direct and Indirect Speech
4.4	Capture contextual meaning related to social functions, text structure, and language features of oral and written news items texts in the form of simple newspapers/radio/TV news.	4. Article 5. Prepositions 6. Singular and plural nominal sentences 7. Speech, stress, intonation, spelling, punctuation, and handwriting
3.5	Apply social functions, text structure, and linguistic elements of spoken and written transactional interaction texts that involve giving and asking for information related to assumptions followed by orders/suggestions, according to their use. (Pay attention to language feature of <i>if</i> with imperative, <i>can</i> , <i>should</i>).	1. Statements and questions that related to conditional sentences. 2. Those are singular and plural nouns with or without; (determiners a, the, this, those, my, and their).
4.5	Compose spoken and written transactional interaction texts that involve giving and asking for information related to assumptions followed by orders/suggestions, taking into account social functions, text structures, and language features that are correct and in context.	3. They are speech, word stress, intonation, spelling, punctuation, and handwriting.

3.6	Distinguish social functions, text structures, and language features of several oral and written procedural texts by giving and asking for information related to technology use manuals and tips, short and straightforward, according to the context of use.	1. Grammar: it includes imperative, negative, and positive sentences. 2. Phrases and vocabulary are commonly in manuals and tips.
4.6	Procedure text	3. Those are singular and plural nouns with or without; determiners (determiners a, the, this, those, my, and their).
4.6.1	Capture contextual meaning related to social functions, text structure, and language features of spoken and written procedure texts in the manual form related to technology and tips.	4. They are speech, word stress, intonation, spelling, punctuation, and handwriting.
4.6.2	Prepare procedural texts, spoken and written, in the manual form regarding the use of technology and tips, taking into account social functions, text structure, and language features correctly and in context.	
3.7	Interpret social functions and language features of song lyrics related to the lives of teenagers in SMA/MA/SMK/MAK.	1. Phrases containing information and moral values that related to the song's topic. 2. They are speech, word stress, intonation, spelling, punctuation, and handwriting.

Based on the competency table above, the basic grammar material for the twelfth-grade students in high school are as follows: 1) Modals; 2) Singular-plural; 3) Noun phrase and verb phrase; 4) Tenses, i.e., simple past, simple future, present perfect; 5) Direct and indirect speech; 6) Passive voice; 7) Articles; 8) Prepositions; 9) Conditional sentences, and 10) Imperatives.

2. Materials Development

a. Definition of Instructional Material

According to Tomlinson, the term “materials” relates to anything that teachers or students utilize to support the students learn a language. Examples of materials include videos, DVDs, emails, YouTube, dictionaries, grammar books, readers, workbooks, and photocopying exercises. They might also be newspapers, food packages, photos, live talks by invited native speakers, teacher instructions, assignments printed on cards, or student discussions. They may be anything utilized to enhance the learners’ language understanding and experience intentionally.³³ They can provide information about the language, provide experience with the language, encourage language use, or assist learners in making their discoveries about the language.³⁴ Meanwhile, according to Richards, instructional materials are the foundation for students’ language input and practice in the classroom.³⁵

b. The Roles of Material

Cunningsworth described the role of materials in language courses in Richards as follows:³⁶

- 1) It is a resource of presentation materials (spoken and written).
- 2) It is an activity source for learner practice and communication engagement.
- 3) It is a grammar, vocabulary, and pronunciation reference for students.

³³ Brian Tomlinson, ed., *Material Development in Language Teaching*, 2nd edition. (Cambridge: Cambridge University Press, 2011), 2.

³⁴ Brian Tomlinson, ed., *Developing Materials for Language Teaching*, 2nd edition. (London: Bloomsbury Academic, 2013), 2.

³⁵ Jack C. Richards, *Curriculum Development in Language Teaching* (New York: Cambridge University Press, 2001), 251.

³⁶ *Ibid.*, 251.

- 4) It is a source of stimulation and activity ideas for the classroom.
- 5) It is a syllabus (that reflects the established learning objectives).
- 6) It supports instilling confidence in less experienced teachers.

c. Criteria of Good Material

According to Hutchinson and Waters, good materials stimulate learners to learn rather than teach them. Good material contains attractive texts and pleasant activities that engage learners' thinking capacities, allowing them to work with their skills and knowledge. That content is acceptable for both students and teachers.³⁷

Besides, Tomlinson provides some principles of good materials, i.e.:³⁸

- 1) Materials should get an impact.
- 2) Materials should assist students in feeling at ease.
- 3) Materials should support students in developing confidence.
- 4) Materials should be relevant and valuable for students.
- 5) Materials should attract and facilitate the self-investment of the students.
- 6) Students must be ready to study the content of the lesson.
- 7) Materials can help students connect to authentic use of the language.
- 8) Bring the students' attention to the language characteristics of the input.
- 9) Materials should offer students the opportunity to utilize the target language for communicative objectives.
- 10) Design of materials based on the understanding that sometimes there is a delay in the good impacts of instruction.

³⁷ Tom Hutchinson and Alan Waters, *English for Specific Purposes* (Cambridge: Cambridge University Press, 1987), 107.

³⁸ Brian Tomlinson, ed., *Developing Materials for Language Teaching*, 2nd edition. (London: Bloomsbury Academic, 2013), 28-29.

- 11) Materials should consider the fact that learners have a variety of learning styles.
- 12) Materials should adjust for the fact that students' affective responses vary.
- 13) Materials should enable a period of silence at the beginning of the learning process.
- 14) Materials should encourage intellectual, aesthetic, and emotional participation while stimulating right and left brain processes to optimize learning potential.
- 15) Materials should not rely predominantly on controlled practice.
- 16) Materials should include chances for feedback on outcomes.

Based on the good materials criterion provided by Hutchinson and Water and Tomlinson, it is possible to infer that good materials should have contents and activities that make the learners feel at ease and guide them to become independent learners. Additionally, materials should be able to motivate students to use their knowledge to its maximum capabilities.

d. The Definition of Material Development

According to Tomlinson, materials development is a field of study and a practical process. It studies the principles and procedures of designing, implementing, and evaluating language instruction materials. As an undertaking, it entails instructors producing, evaluating, and adapting language teaching materials for their classes and materials developers creating materials for sale or distribution.³⁹ Meanwhile, Graves defined materials development as planning the

³⁹ Ibid.,1.

process through which a teacher creates units and lessons within those units to accomplish the course's aims and objectives.⁴⁰

e. Development of Grammar Material

Some criteria by Tomlinson in teaching and learning grammar have many considerations.⁴¹ These include:

- 1) The learners' age and level to use the materials;
- 2) The degree to which any adopted method meets the expectations of students and teachers. As well as the educational culture in which students and teachers participate;
- 3) The degree to which learners will be interested in any contexts or co-texts utilized to present the grammatical area(s);
- 4) The character of the grammatical topics to be covered in form, inherent meaning implications (if any). As well as how to use them throughout common spoken and written communication;
- 5) The degree to which activities enabling learners to produce language, including the target grammar, will result in meaningful utterances, and the degree to which the language provided to them for them to examine the grammar applied reflects realistic use of the language and ones that have at least a passing resemblance to words that students are likely to prefer to use in non-classroom circumstances;

⁴⁰ Kathleen Graves, *Designing Language Courses: A Guide for Teachers* (New York: Heinle & Heinle, 2000), 149.

⁴¹ Brian Tomlinson, ed., *Developing Materials for Language Teaching*, 2nd edition. (London: Bloomsbury Academic, 2013), 339.

- 6) Any issues that learners could have discovering these areas of grammar, particularly in terms of any similarities or variations in form, function, and the form/function relationship between the target language and their native language.

For better or worse, some technology-based materials attempt to help learners pay attention to grammar and understand the importance of grammar choices - as would ideally be done with paper-based materials.⁴²

Another research also proved that online-based material could encourage students to learn grammar. M. Ariel, Sahraini, and D.Furwana concluded that the Webtoon Comic developed is appropriate for the students as this Comic's learning goal is to support media in learning English Grammar.⁴³

f. Need Analysis in Developing Material

1) Concept of Need Analysis

Richard defined need analysis as procedures for gathering information regarding the students' needs.⁴⁴ Needs analysis is the logical starting point for developing a language program responsive to the learner and learning needs.⁴⁵

⁴² Ibid.,349.

⁴³ Muhammad Ariel, Sahraini, and Dewi Furwana, "Developing the Content of Webtoon Comic Application as Supporting Media in Learning English Grammar at the 2nd Semester English Students of IAIN Palopo," *Foster Journal of English Language Teaching and Learning* 1, no. 2 (2020): 157, <http://journal.uncp.ac.id/index.php/ethicallingua/article/view/349>.

⁴⁴ Jack C. Richards, *Curriculum Development in Language Teaching* (New York: Cambridge University Press, 2001), 51.

⁴⁵ Jack C. Richards and Willy A. Renandya, eds., *Methodology in Language Teaching: An Anthology of Current Practice*, 1st edition. (Cambridge: Cambridge University Press, 2002), 75.

The needs analysis data define learning objectives and choose appropriate teaching methods. Needs analysis occurs during the pre-course planning stage, and the integrated course contributes to teacher-learner negotiated-to-learner goals.⁴⁶

On the first day, it is a helpful practice to carry out a needs analysis, balancing institutional objectives with students' need to learn and the way they want to utilize writing. We can measure the aspects to decrease the misunderstanding of writing for the students by allowing them to concentrate on one or two items.⁴⁷

The usage of need analysis in teaching language has several purposes, for example:⁴⁸

- a) To determine the language skills a student requires in performing a particular role.
- b) To assist in determining which students in a group require the most training in specific language skills.
- c) Identifying a change of direction that people of a reference group think is important.
- d) To determine if there is a gap between what students can do and need to be able to do.
- e) To gather information regarding particular problems that students encounter.

Meanwhile, collecting information during a need analysis can be done through questionnaires, self-rating, interviews, meetings, observation, learner

⁴⁶ Ibid.

⁴⁷ Ibid.,310.

⁴⁸ Jack C. Richards, *Curriculum Development in Language Teaching* (New York: Cambridge University Press, 2001), 52.

language samples, task analysis, case studies, and analysis of available information.⁴⁹

2) Target Needs

According to Hutchinson, the target needs to refer to something more helpful to take a gander at the target situation.⁵⁰ Hutchinson subdivided the target needs into three categories: a) *Necessities* are what the learner has to know to function effectively in the target situation; b) *Lacks* are what the learner knows already to decide which necessities the learner lacks; c) *Wants* are view of the students as to what their needs are.

3) Learning Needs

The learning needs relate to what students should perform to achieve the target situation. Learning needs define which learning methods and materials they need to practice to reach the target needs.⁵¹ The learning need is closely related to activities that the learners need to do to achieve the learners' abilities to perform the necessary degree of competence in the target situation. In constructing the learning materials, it is crucial to analyze the students' learning needs to decide on an engaging teaching and learning process that the students wish.

⁴⁹ Ibid.,60-63.

⁵⁰ Tom Hutchinson and Alan Waters, *English for Specific Purposes* (Cambridge: Cambridge University Press, 1987), 55.

⁵¹ Ibid.,60.

g. Instructional Design Models

1) Borg and Gall Design Model

Borg & Gall developed a method for developing and validating instructional products. This procedure contains ten steps for developing instructional materials.⁵² Those steps include: a) Research and information collection; b) Planning; c) Developing preliminary product; d) Preliminary field testing; e) The primary product revision; f) Main field testing; g) Operational product revision; h) Operational field testing; i) The final product revision; j) Dissemination and implementation.

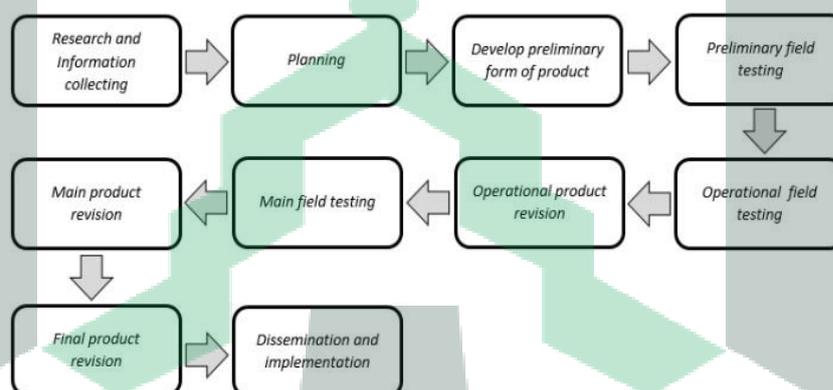


Figure 2.1 Borg and Gall Design Model

2) Dick & Carey Design Model

This Research and Development model is proposed by Dick & Carey. The model of Dick and Carey termed learning design as a system. The term “system approach” refers to several stages of developing an instructional system. The Dick and Carey model elements involve learner, teacher, materials, and environment. The strategy of Dick and Carey is not only to focus on the procedures of learning

⁵² Borg and Gall, *Educational Research: An Introduction*, (London: Longman, 1983), 775.

activities but also on the material provided⁵³. There are nine stages in the Dick and Carey model, those are: a) Identifying goals and objectives; b) Conducting instructional analysis; c) Determining entry behaviors and learners' characteristics; d) Writing the performance objectives; e) Developing assessment instrument; f) Developing instructional strategy; g) Developing and selecting instructional materials; h) Designing and conducting a formative evaluation of instruction; i) Developing and conducting the summative evaluation⁵⁴.

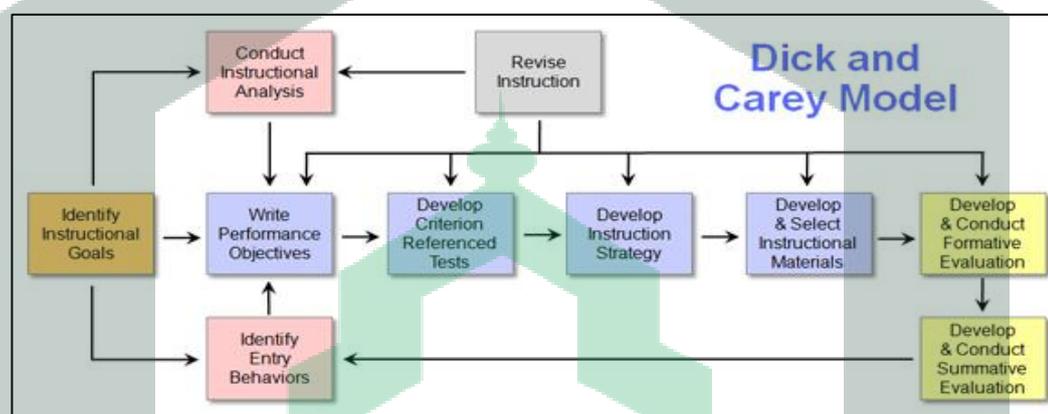


Figure 2.2 Dick & Carey Design Model

3) The 4-D Design Model

The development of the integrated assessment used the 4-D model, which was a development by Thiagarajan, Semmel, and Semmel. The 4-D Model is a systems approach because it divides the instructional development process into four stages a) Define, b) Design, c) Develop, and d) Disseminate.⁵⁵

⁵³ Kent L. Gustafson and Robert Maribe Branch, *Survey of Instructional Development Models*, Fourth Edition (New York: ERIC, 2002), 60.

⁵⁴ Walter Dick, Lou Carey, and James O. Carey, *The Systematic Design of Instruction*, Eight edition. (the United States of America: Pearson, 2014), 6-8.

⁵⁵ Sivasailam Thiagarajan, Dorothy S. Semmel, and Melvyn I. Semmel, *Instructional Development for Training Teachers of Exceptional Children: A Sourcebook* (Bloomington, Indiana: Council for Exceptional Children, 1974), [https://doi.org/10.1016/0022-4405\(76\)90066-2](https://doi.org/10.1016/0022-4405(76)90066-2).

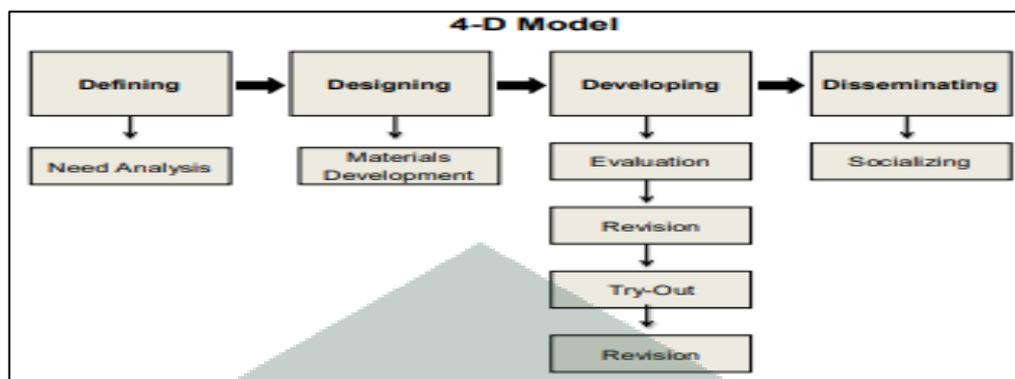


Figure 2.3 Four-D Design Model

4) ADDIE Design Model

The ADDIE model is a general approach to the instructional design model. It guides instructional designers and software engineers to develop and revise learning products at a reasonably high level. The phases of the ADDIE model involve a) *analysis* (including needs, requirements, tasks, and current capabilities of students); b) *design* (delivery format, activities, and exercises for learning objectives); c) *development* (including creates a prototype, develops course materials, reviews, and organizes a pilot session); d) *implementation* (training implementation, putting tools in place, and observing); and e) *evaluation* (awareness, knowledge, behavior, and result). These phases are sequential – each depends upon the successful completion of the preceding phase.⁵⁶ Using the ADDIE model throughout the course emphasized the learner rather than a teacher-centered approach. The analysis of the learners became a crucial aspect of the design of the course.⁵⁷ The elements made by following the ADDIE model can

⁵⁶ Gordon Welty, "The 'Design' Phase of the ADDIE Model," *Journal of GXP Compliance* 11, no. 4 (2007): 40.

⁵⁷ Christine Peterson, "Bringing ADDIE to Life : Instructional Design at Its Best," *Journal of Educational Multimedia and Hypermedia* 12, no. 3 (2003): 228.

customize in any environment, like online or face-to-face.⁵⁸ ADDIE is frequently utilized to achieve instructional objectives, especially in e-learning and distant learning via the internet, since it has become more popular worldwide.⁵⁹

- a) Analyze: There are some activities in the analysis phase. First, we should clarify the instructional problem. Second is the establishment of the instructional goals and objectives. Finally, identifying the learning environment and the learner's existing knowledge and skills. After analyzing the problem, the researcher needs to develop models/new learning methods. Researchers also need to analyze the feasibility of developing models/new learning methods to determine the feasibility of applying learning methods.
- b) Design: The design phase deals with the learning objectives, assessment instruments, exercises, content, subject, matter analysis, lesson planning, and media selection. This phase should be systematic and specific to show a brief view of the goal. The design of the model/learning methods is still conceptual and will underpin the following development process.
- c) Development: The development phase is where instructional designers and developers create and assemble the content assets blueprinted in the design phase. It contains the realization of product design activities. The design phase has prepared a conceptual framework application of the model/new learning methods. The development phase, which is still a conceptual framework, is realized into products ready to be implemented. For example, suppose the design

⁵⁸ Nada Aldoobie, "ADDIE Model," *American International Journal of Contemporary Research* 5, no. 6 (2015): 68, www.aijcrnet.com.

⁵⁹ Robert Maribe Branch, *Instructional Design: The ADDIE Approach* (New York: Springer US, 2009), 5, https://doi.org/DOI.10.1007/978-0-387-09506-6_1.

stage has been designed using the model/new methods that are still conceptual, then at the stage of development. In that case, it is prepared or made learning device model/new methods such as lesson plans, media, and subject matter.

d) Implementation: During the implementation phase, it is time to develop a procedure for training the facilitators and learners. The course includes a wide range of topics, including the course curriculum, learning outcomes, method of presentation, and testing processes.

e) Evaluation: The evaluation phase consists of two parts: formative and summative. Each phase of the ADDIE process includes formative evaluation. Conversely, the summative evaluation consists of a test for a domain-specific set of criteria referenced items. It allows for feedback from the identified users. Moreover, the ADDIE model is an iterative feedback model, which means that the results of the Evaluation phase are returned to the origination point (feedback), closing the loop and facilitating further refinement of the learning product.

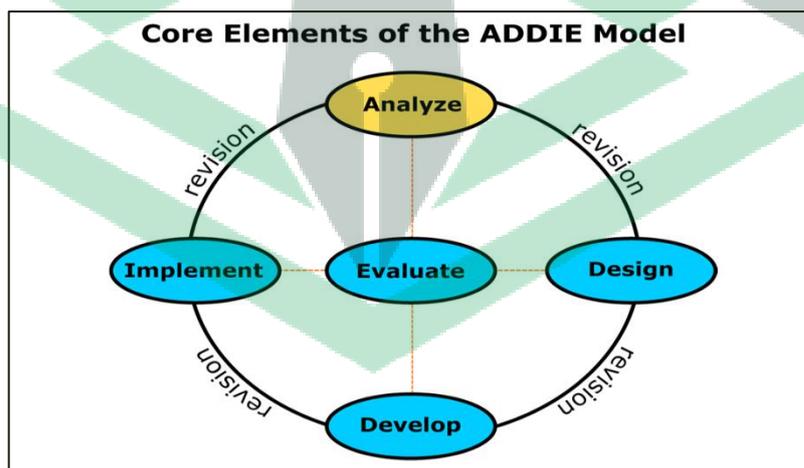


Figure 2.4 ADDIE Design Model

Based on the explanation above about several instructional design models, the researcher decided to choose this ADDIE Model in developing basic English

grammar material through a weblog for the twelfth-grade students in SMAN 4 Palopo.

3. Blog Learning

a. The Concept of Web Blog Learning

According to Zhang, a weblog (or blog) is a web-based writing space. All material is written and edited using a web browser, and it is instantaneously and publically available on the internet.⁶⁰ Blogs come from the weblog. It is a type of online journal that the blog's author creates and updates. He\she can express his\her feelings and ideas and think in his own words. It is easy for most people to publish their blogs. A blog's author can change the blog interface and add or change the picture.⁶¹

The blog also introduces students to online learning communities where they can access and review knowledge while creating their learning paradigm. Using blogs as a tool for teaching and learning is valuable for the students to embark on a lifelong learning journey.⁶²

The concept of language learning through blogs arose because blogs have evolved into learning tools that will significantly enhance students' language learning through their multimodal form. Thus, it was recognized as a tool for improving students' language learning proficiency in general or specific skills such

⁶⁰ Di Zhang, "The Application of Blog in English Writing" 4, no. 1 (2009): 64.

⁶¹ Said Fathy El Said Abdul Fattah, "The Effectiveness of Using Blogs as an Independent Learning Tool to Develop Reading Skills for University Students," *Journal of Education and Practice* 7, no. 32 (2016): 66, www.iiste.org.

⁶² Masoud Azizinezhad and Masoud Hashemi, "The Use of Blogs in Teaching and Learning Translation," *Procedia - Social and Behavioral Sciences* 28 (2011): 870, <https://doi.org/10.1016/j.sbspro.2011.11.159>.

as writing or as a complement to traditional teaching and learning.⁶³ According to the research conducted by Hall and Davidson (cited in Amir et al.), blogs increased students' writing skills in the classroom, proving the flexibility of blogs.⁶⁴

Zhang discusses the characteristics of blogs in the following:⁶⁵

- 1) Blogging does not need the use of complex software or an understanding of computer programming.
- 2) Blogs provide a variety of security features, including limited access to reading and posting.
- 3) Only one author writes many blogs, and visitors cannot create or change posts, but they can comment on an existing post.
- 4) Blogs disregard the status of users; all users are treated equally.
- 5) Writing a blog entry is similar to writing a letter to someone.
- 6) Text, images, audio, video, and hyperlinks can all be contained in blog entries. It is no longer necessary to email photos.
- 7) The blog has an auto-archiving feature.
- 8) The distribution of blog content can be via subscriptions.

Rulli Nasrullah in Indrato listed the model components in the blog. Those are as follows:⁶⁶

- 1) Subject or Header, each blog has a title telling about the content in the blog.

⁶³ Zaini Amir, Kemboja Ismail, and Supyan Hussin, "Blogs in Language Learning: Maximizing Students' Collaborative Writing," *Procedia Social and Behavioral Sciences* 18 (2011): 538, <https://doi.org/10.1016/j.sbspro.2011.05.079>.

⁶⁴ Ibid.

⁶⁵ Di Zhang, "The Application of Blog in English Writing" 4, no. 1 (2009): 65-66.

⁶⁶ Nicolas Indrato, "Pengembangan Media Interaktif Berbasis Blog Online Pada Materi Pembelajaran Gambar Teknik Mesin Di SMKN 3 Yogyakarta" (Universitas Negeri Yogyakarta, 2014), 27.

- 2) In a content blog, every blog has a type of blog application feature
- 3) Comments are a feature that allows the end to be involved in giving opinions, suggestions, or criticisms.
- 4) Time and Date, the characteristics of blogs are formed according to the time chronology so that the end can know the time of posting and how the reader can see which should be read first.
- 5) Links, the blogs will have a network or a link. It is in a blog that includes sources from sites that need to be visited by blog readers.

b. The Classification of Web Blogs

Campbell, as cited in Fattah, classified the following three types of blogs in the field of language teaching.⁶⁷

- 1) Tutor blog. The teachers can communicate with the students outside the class and give the students daily reading practice. In addition, it provides the course with syllabus information.
- 2) Class blogs. It is the result of the entire class. Students could leave comments on familiar topics in class related to homework or inquiries about quizzes.
- 3) Learner's blogs. The learners create it to express their personality. The students can develop their writing skills by telling their daily routine.

c. Designing Web Blog

The thing that blog developers consider in designing a weblog is the user interface (UI). According to Conrad, the user interface is what visitors see on a

⁶⁷ Said Fathy El Said Abdul Fattah, "The Effectiveness of Using Blogs as an Independent Learning Tool to Develop Reading Skills for University Students," *Journal of Education and Practice* 7, no. 32 (2016): 66-67.

website and the way they navigate it. It offers them information about how the site operates at its most basic level. Since an intuitive user interfaces filters participants' views of a course and guides user behavior, it is critical for course success. As a result, the user interface impacts student performance and attitudes⁶⁸.

There are several aspects to interface design. We seek answers to basic questions throughout a review session, then adjust our review scope accordingly:⁶⁹

- 1) What are the main methods to navigate a site, and what level of instruction is required?
- 2) Is it obvious when end-user action is needed?
- 3) What formats utilize in the menu? Do the menus adequately display the content that already exists?
- 4) How does the site display? Is the visual appealing?
- 5) Does the content improve from graphics and animation?
- 6) Is the text readable?
- 7) How far or how often do users have to scroll to access text?
- 8) Do orienting features assist learners in locating their position in the course?
- 9) Do links connect to adequately predictable sites?

Those questions can guide the exploration of websites and courses. It is frequent to discover a lot of remarkable user interface designs. Meanwhile, there are usually detected trends in design flaws: 1) Inability to recognize which icons should be clicked; 2) Unclear how to navigate to the next or previous page; 3) Color

⁶⁸ Kerri Conrad and TrainingLinks, *Instructional Design for Web-Based Training* (Canada: HRD Press, 2000), 52.

⁶⁹ Ibid.,53.

schemes are distracting; 4) Download times are excessively long; 5) Too many links on one page; 4) Failure to notify if the user has recently accessed a link, page, or module; 5) Text that is too small and blends with background color; 6) Graphics that are not relevant to the content and; 7) Broken links.⁷⁰

d. The Strengths and Weakness of Blog Learning

There are several studies that suggest the strengths of blog learning. According to the research of Fan-Wei, it further reported that students regarded convenience, accessibility, flexibility and autonomy as the advantages through blog learning or blog assisted language learning. It is more convenient for students to learn not only in school, but at home.⁷¹ Besides, Divitini et al. stated that the strength of blogs resides in their capability of supporting sharing and commenting.⁷² It also help students gain strength and self-confidence, that enabled them to engage more deeply with others both inside the classroom and outside in the community.⁷³ Furthermore, language teachers have been using blogs for some time now. So, as well as text, pictures, sound, video and interactive games can also be added, as with so many modern internet.⁷⁴

⁷⁰ Ibid.,53-54.

⁷¹ Fan Wei Kung, "Assessing an Innovative Advanced Academic Writing Course through Blog-Assisted Language Learning: Issues and Resolutions," *Innovations in Education and Teaching International* 55, no. 3 (2018): 6, <https://doi.org/10.1080/14703297.2015.1108213>.

⁷² Monica Divitini, Ove Haugaløkken, and Eli M. Morken, "Blog to Support Learning in the Field: Lessons Learned from a Fiasco," *Proceedings - 5th IEEE International Conference on Advanced Learning Technologies (ICALT)*, (2005): 219–21, <https://doi.org/10.1109/ICALT.2005.74>.

⁷³ Emelia A. Rahman Sidek and Melor Md. Yunus, "Students' Experiences on Using Blog as Learning Journals," *Procedia - Social and Behavioral Sciences* 67 (2012): 135–43, <https://doi.org/10.1016/j.sbspro.2012.11.314>.

⁷⁴ Jack C Richards and Randi Reppen, "Towards a Pedagogy of Grammar Instruction," *RELC Journal* 45(1) 45, no. 1 (2014): 5–25, <https://doi.org/10.1177/0033688214522622>.

However, it is important to note that some weaknesses were also identified. Lack of students' technical skills, face-to-face interaction, support and time management skills were found to be potential problems.⁷⁵

e. Relationship between Grammar Competence and Blog Learning

Towards a Blog-Integrated Approach in English Grammar Instruction. The incorporation of technology into Andragogy in English grammar classes in Yonca's study present a five-staged grammar instruction approach which may notably be applicable in education grammar courses. In Yonca's study, a sustainable approach for the future is introduced.⁷⁶

An approach that does not exclude grammar from a language learning context but draws upon relevance in order to promote optimum English use in academic, social and personal lives. The structure-andragogy-blog (SAB) approach, built with a perspective to incorporate self-directed learning into structure use, invites instructors to be dynamic learners to exercise self-initiative learning by assuming utmost responsibility to choose and analyze content related to the English grammar system. Thus, the approach does not only provide platform for mastery of English grammar at both recognition and production levels, it also builds a sense of responsibility in the individual adult as well as the young learner.⁷⁷

⁷⁵ Fan Wei Kung, "Assessing an Innovative Advanced Academic Writing Course through Blog-Assisted Language Learning: Issues and Resolutions," *Innovations in Education and Teaching International* 55, no. 3 (2018): 6.

⁷⁶ Yonca ÖZKAN, "A Blog-Integrated Grammar Instruction Approach: Structure – Andragogy – Blog (SAB)," *Gaziantep University Journal of Social Sciences* 15, no. 2 (2016): 641–55.

⁷⁷ *Ibid.*, 653.

There was an investigation into the pedagogical reasons for using blogs as a study aid and how blogging was integrated into the curriculum at the National University of Singapore to support the learning of grammar editing skills of music students. The use of blogs to support student learning has been particularly successful with YSTCM (Yong Siew Toh Conservatory of Music) classes at NUS. The students improve their grammar editing skills, show increased motivation and become more independent learners. Obviously, blogs can be very useful and adaptable study aids that can promote student-centered learning.⁷⁸

C. Conceptual Framework

English is one of the subjects in senior high school. In the 2013 curriculum, language features are also the focus of basic competencies aside from the four language skills. Grammar is one of the language features that are the learning objectives of competencies in curriculum 2013. Richards and Renandya stated that grammar teaching had regained its rightful vicinity in the language curriculum.

Based on the results of pre-observation, the researcher found issues related to grammar. Those issues were: the students' lack of awareness, less motivation and knowledge about grammar, lack of presentation of grammar material in the textbook that students used, and the issue of IT utilization.

Based on Richards and Renandya's theory revealed that teaching materials are a crucial aspect of most language applications, the researcher intends to develop grammar material to support the lack of material available in textbooks. Then the

⁷⁸ Christopher Harwood, "Using Blogs to Practice Grammar Editing Skills," *ELTWorldOnline.Com* 2 (2010): 1–13, <http://blog.nus.edu.sg/eltwo/2010/08/11/using-blogs-to-practice-grammar-editing-skills>.

researcher will present the grammar material in a blog as Azizinezhad and Hashemi stated that the blog takes full advantage of the website and is easy to design. Therefore, the researcher wants to develop the basic English grammar material through blog learning for the twelfth grade at SMA Negeri 4 Palopo.

In developing the materials, the researcher used ADDIE, which consists of five stages, i.e., analyzing, designing, developing, implementing, and evaluating. In the development process, there were several theories that the researcher needed to pay attention to, namely; 1) the principles of teaching grammar based on the theory of Hedge, Thornbury, and Larsen and Freeman; 2) Minimum required grammar for A1 grammar (Beginner) level; 3) Teaching grammar for senior high schools that adjust to the 2013 curriculum; 4) the criteria of good material according to Hutchinson and Waters; 5) criteria for developing appropriate grammar material according to Tomlinson; 6) aspects that we must consider in designing a blog according to Kerri Conrad and; 7) ways of collecting information from a needs analysis.

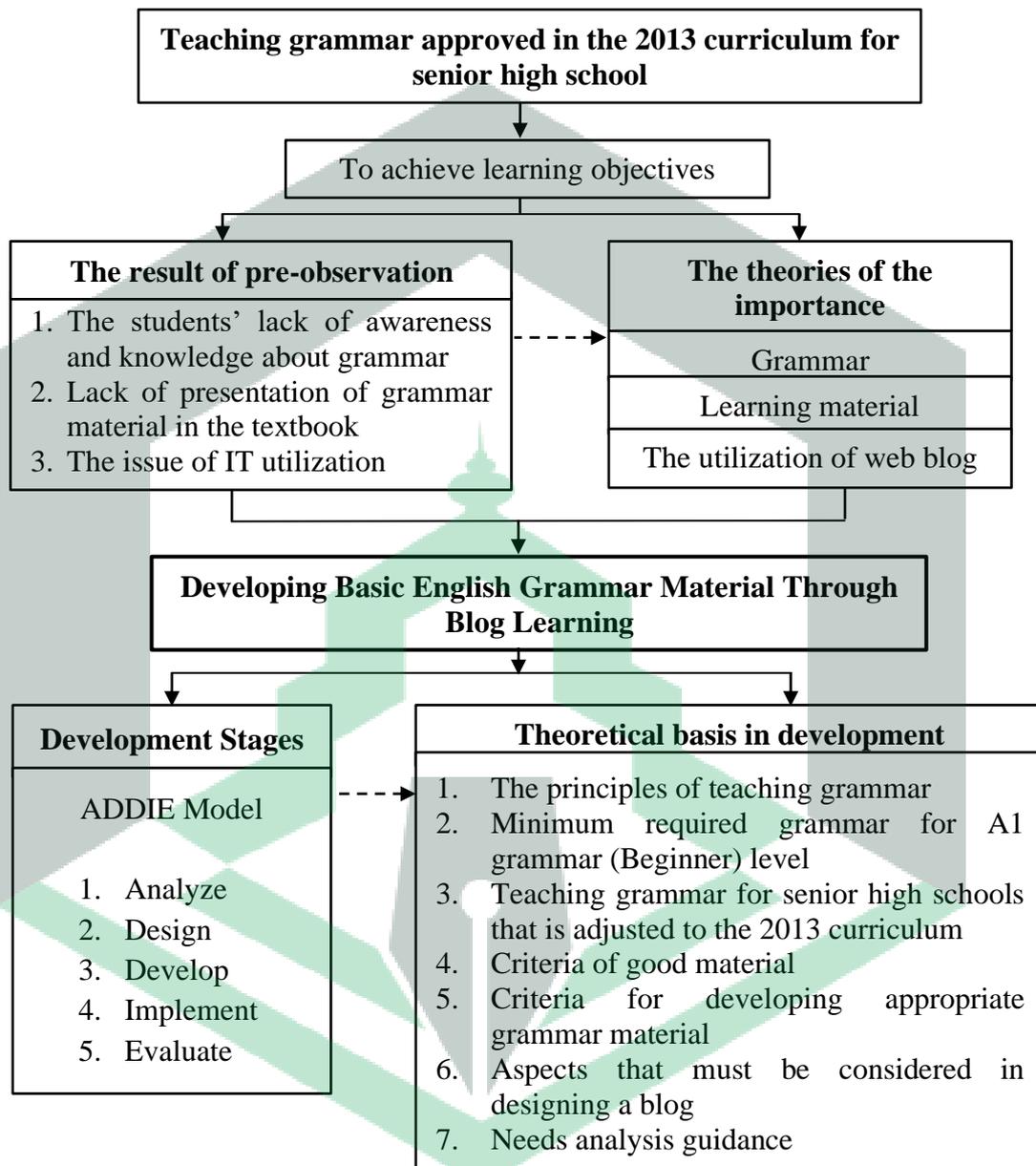


Figure 2.5 Conceptual framework

D. Hypothesis

The hypothesis of this research was:

H1: The developed basic English grammar material through blog learning is appropriate for the twelfth-grade students at SMAN 4 Palopo.

H0: The developed basic English grammar material through blog learning is inappropriate for the twelfth-grade students at SMAN 4 Palopo.



CHAPTER III

RESEARCH METHOD

The researcher conducted Research and Development (R & D) in developing basic English grammar material through blog learning for the twelfth-grade students at SMAN 4 Palopo.

Research and development method aimed to develop a product or complete the previous product. Developing a product is not only in the form of hardware but also software. The products can be produced, such as learning models and instructional multimedia, including a lesson plan, textbook, module, etc.

A. Research Design

The researcher used a development model in this research to develop basic English grammar material through a weblog adopted from ADDIE Design Model. This development model became the researcher's guide. The ADDIE model consists of five phases: analysis, design, development, implementation, and evaluation.

The researcher chose ADDIE Model because it provides a simple procedure to design and develop materials yet is practical. It is one of the systematic and detailed learning design models. This model is chosen based on the consideration that this model is developed with sequences activities with a systematic sequence of activities and is based on the theoretical foundation of learning design to overcome learning issues related to learning resources that follow the needs and characteristics of students. Since the ADDIE model in a course is beneficial, it is more learner-centered than teacher-centered. From the beginning of its stages

(analysis and design), it highly considers the students. It even enables the evaluation of students' needs, for example, in the development phase. Besides, in its implementation and evaluation, learners are highly involved. ADDIE is essential because it is iterative, involving review and revision throughout the development steps. Each phase is dependent on the previous phase's successful completion. It is a design model used for technology-based teaching by many experienced instructional designers or other researchers.

B. Location and Time of the Research

The researcher conducted this research at SMAN 4 Palopo, located at Bakau Street, Balandai, Bara, Palopo. It was conducted from December 2021 until March 2022.

Table 3.1 Time of the research

Research Stage	Month					
	Sept.	Nov.	Jan.	Feb.	Mar.	May
Pre-observation	√					
Proposal seminar		√				
Instruments validation			√			
The distribution of questionnaires needs analysis			√			
Product validation				√	√	
Product try-out					√	
Distribution of students' perception questionnaires					√	
Result seminar						√
UT						√

C. Operational Definition

In this research, the researcher can formulate several related operational definitions, namely as follows:

1. Grammar is the study of rules for creating sentences with multiple words with evident and acceptable meanings in the language. It is a group of rules for constructing meaningful phrases and sentences. The Ministry of Education and Culture of the Republic of Indonesia has set Basic English grammar as the basic competency in the curriculum of 2013.
2. Material development is a process that produces, evaluates, and adapts teaching materials or procedures for the design, implementation, and evaluation of teaching materials. It contains learning units according to learning objectives.
3. Blog-based learning is an online course that uses blog platforms as media to facilitate teaching and learning.

D. Subject and Object of the Research

The subjects in the research were the twelfth-grade students at SMAN 4 Palopo, and 42 students of class XII IPA 1 and XII IPA 2 became respondents for the development tryout. Meanwhile, the object of the Research was Basic English grammar material.

E. Research Procedures

Development procedures for making material through weblog as instructional media consists of five-phase, there are:

1. Analysis

In the analysis phase, the researcher analyzed students' needs and interests. The researcher had to know students' lack, want, necessity, and setting. Therefore, the researcher put those three components in the questionnaire to analyze the student. Besides, the questionnaire also aimed to know about students' competence, learning capability, and previous knowledge of English grammar. Besides that, the researcher analyzed students' needs through the syllabus managed by Curriculum 2013 (K13). The researcher also analyzed the textbook that students used in learning English.

2. Design

In this phase, the researcher determined the structure and content framework of materials based on the data learners' needs, learners' targets, and curriculum analysis. The course grid reflects the syllabus, covering several aspects: course goals, learning indicators, materials, inputs, and activities. The researcher designed a storyboard of the weblog and designed the teaching material on the weblog. Designing the weblog explained the researcher's process for developing the weblog and what features were involved in the blog. Meanwhile, designing the teaching material on the weblog explained the content of the teaching materials page. It included the materials navigation, links, theory, conversion, problem-solving example, blog menu, drawing, layout, animation, background, color, and the others involved in the materials page on the weblog.

3. Development

There were several activities in this phase: 1) Collecting materials, three primary resources, including online resources, printed course books, and self-made materials. The researcher adopted the online resources and printed course books by adding, reducing, or changing. 2) Arranging materials, the researcher listed what activities can assist the learners in learning the materials. The learners' needs, goals of the course, and objectives became the deal for developed materials. Then, the researcher organized the materials. 3) Arranging the design, the researcher created illustrations, scheming, graphs, typing, editing, and layout of the material. 4) Validating, there were expert assessments of the product developed in this process.

4. Implementation

This phase deals with trying out the product. The researcher implemented the product in the actual learning/teaching in this case. Product implementation aimed to know the impact on the learning quality, including the effectiveness and efficiency of the developed material through the blog. Implementation was applied to 42 students to get input from the students to revise the product draft.

5. Evaluation

This phase aimed to have robust data to fix the problems in this case. After the intervention ended, there was an evaluation to know its influence on students' learning outcomes and the quality of learning. The researcher gained the result evaluation from students' perceptions.

F. Data Collection Technique

In this research, technique data collection consisted of several stages. The researcher used questionnaires as the research instrument to collect data in each stage.

The first was to collect need analysis data, and the researcher distributed it in the form of a questionnaire to 42 students. Students answered questions from an online-based need analysis questionnaire contained in Google Forms. However, filling out the questionnaire took place in class.

Second, after developing the product, the researcher collected product validation data distributed in experts' judgment questionnaires to experts (i.e., material experts, media/IT experts, and language experts). The distribution of expert validation questionnaires was in paper-based questionnaires, and the assessment took place face-to-face with each validator.

Then, after implementing the product, the researcher collected 42 students' response data obtained through students' perception questionnaires to evaluate it to produce a final product. In carrying out this evaluation, the researcher collected students in the class and gave students paper-based questionnaires to fill out. Students only need to put a checkmark (√) in the column provided to fill out the questionnaire.

G. Data Analysis Technique

The researcher analyzed the data after collecting data using three questionnaire methods. The technique of data analysis was a quantitative descriptive analysis technique.

1. Data Analysis of Need Analysis Questionnaire

The goal of the questionnaire was to know the learners' needs. The researcher shared the questionnaire with the students and collected information about target needs (necessities, lacks, and wants) and the learning needs. The researcher used need analysis as guidance in developing basic English grammar material through a web blog. Below is the organization of the needs analysis questionnaire.

Table 3.2 The Organization of Needs Analysis Questionnaire

	Aspect	Number of Items	Purpose of the questions
Target Needs	Necessities	1,2	To find out the type of needs by the demands of the target situation.
	Lacks	3,4,5	To determine the gap between the students' current knowledge and the needed knowledge level.
	Wants	6,7,8,9	To find out the students' wants of learning English.
Learning Needs	Input	10,11,12,13	To find out the content that should be carried out in the materials students want the most.
	Procedures	14,15	To determine what the students should do with the tasks.
	Setting	16	To determine whether the tasks should be carried out in group work, pair work, or individual work.
	Learners' role	17,18	To find out the students' role in the classroom.
	Teachers' role	19	To find out the students' role in the classroom.

Data analysis used quantitative descriptive, which was analyzed by calculating the percentage of the answer. The result of the need analysis from the questionnaire used the patterns below:

$$X = \frac{\Sigma x}{n} \times 100\%$$

X = Score

Σx = The same answer of students

n = Total of students

Students' choices (necessity, lack, and want) became the researcher's background in designing the material through the weblog.

2. Data Analysis of Expert Judgment and Students' Perception

The second questionnaire was expert judgment. The validation of the designed product went through this expert judgment questionnaire. It was purposed to evaluate whether the materials were appropriate or not for the students. After writing the first draft, the expert judgment questionnaires were distributed to the material expert, media/IT expert, and language expert.

Table 3.3 The Organization of Material Expert Judgment Questionnaire

Assessment Aspect	Item Number	Amount of Item
Suitability of Material	1-5	5
Learning Activities	6-10	5

Table 3.4 The Organization of Language Expert Judgment Questionnaire

Assessment Aspect	Item Number	Amount of Item
The appropriateness at developmental level of Students	1, 2	2
Communicative	3, 4, 5, 6	4
Grammatical Accuracy	7, 8	2
The unity of Ideas	9, 10	2

Table 3.5 The Organization of Media/IT Expert Judgment Questionnaire

Assessment Aspect	Item Number	Amount of Item
Usability	1-6	6
Functionality	7-15	9
Visual Communication	16-25	10

Besides that, the questionnaire evaluation aimed to know the students' responses after using the basic English grammar blog. Then the researcher evaluated the result a revise a better material. This questionnaire was adopted from N.Rahman (2018)¹. However, the questionnaire still needed to be validated. There were sixteen questions which consisted of eight questions about positive responses and eight questions about negative responses.

Table 3.6 The Organization of Students' Perception Questionnaire

No.	Assessment Aspect	Item Number	
		Positive	Negative
1.	To find out whether students like grammar material through blog learning.	1	9
2.	To know the students' enthusiasm in learning basic grammar through blog learning.	2	10
3.	To know the students' spirit in learning basic grammar through blog learning.	3	11
4.	To know the students' spirit in learning basic grammar through blog learning.	4	12
5.	To know the students' confidence in learning basic grammar through blog learning.	5	13
6.	Ease of students in doing grammar tasks through learning blogs.	6	14
7.	Learning basic grammar through blog learning is the correct way for students.	7	15
8.	To know the students' motivation in learning basic grammar through blog learning.	8	16

¹ Nur Fadilah Rahman, "Developing English Reading Materials through Web Blog for Students of English Education Department at State Islamic University of Alauddin Makassar" (Universitas Islam Negeri Makassar, 2018).

This analysis used Likert-Scala as the measurement. The results of the questionnaires used a pattern proposed by Suharto (2006:52-53).

Table 3.7 The categories of expert judgment and students' perception

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

Specifically for the student perception questionnaire, which consisted of negative and positive responses, the scale for the negative statement category is below.

Table 3.8 The categories for negative responses of students' perception

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

Then, the expert's data were calculated using the formula proposed by Suharto (2005: 59) to find the range or the data interval. Below is the formula:

$$R = \frac{Xh - Xl}{5}$$

R = Range

Xl = The lowest Score

Xh= The highest score

5 = The Range of Likert-scale

Then, the result of the data was converted into a descriptive analysis. The indicator in measuring the result was the Mean (X). The Mean used by using conversion pattern data:

$$Mn (X) = \frac{\Sigma fx}{n}$$

M = Mean

Σfx = Total score

n = Total items

Table 3.9 Data conversion table (Suharto, 2006:52-53) in Tinmalasari (2019)²

Scales	Interval	Descriptive Categories
1	$1.0 < X \leq 1.7$	Very Poor
2	$1.8 < X \leq 2.5$	Poor
3	$2.6 < X \leq 3.3$	Fair
4	$3.4 < X \leq 4.1$	Good
5	$4.2 < X \leq 5.0$	Very Good

The example of table Expert Judgment

No.	Indicators	Score	Categories

The example of table Students' Perception

No.	Indicators	Score	Categories

² Tinmalasari, "Developing English Journalistic Learning Material for Islamic" (State Islamic Institute of Palopo, 2019).

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presents the findings and discussion. The first part of this section shows all the data collected during the research and explains every component developed in this research. The second part elaborates the discussion of the findings. The problem statements of this research are also answered in this section.

A. Findings

The result of the research was finished based on the ADDIE model, which had been done on the development. The researcher conducted the research at SMAN 4 Palopo. The findings related to the result of needs analysis, the course grid, the process of designing and developing materials, the process and the analysis of the expert judgment and students' perception, and the revisions of the designed materials are discussed.

1. The Results of Needs Analysis

In the first phase of ADDIE, the researcher collected need analysis data by distributing need analysis questionnaires to the students. The information gained from the need analysis covered the target needs, which consisted of necessities, lack, want, and learning needs of 12th-grade students of SMAN 4 Palopo. The distribution of need analysis questionnaires was on January 18 and 21, 2022. The following is the description of the result of the needs analysis.

a. Students' Profiles

The research sample was 42 students consisting of 25 females and 17 male 12th-grade students. There were 24 students from XII IPA 1 who filled out the need analysis questionnaires, while 18 students from XII IPA 2. The result table is as follows:

Table 4.1 Data of The Respondents

12 th Grade Students of SMAN 4 Palopo					
Gender		Ages			
Male	Female	15	16	17	18
17	25	1	2	29	10

b. Target Needs

1) Necessities

These data show the result of the questionnaire related to the students' necessities in learning grammar through the following charts.

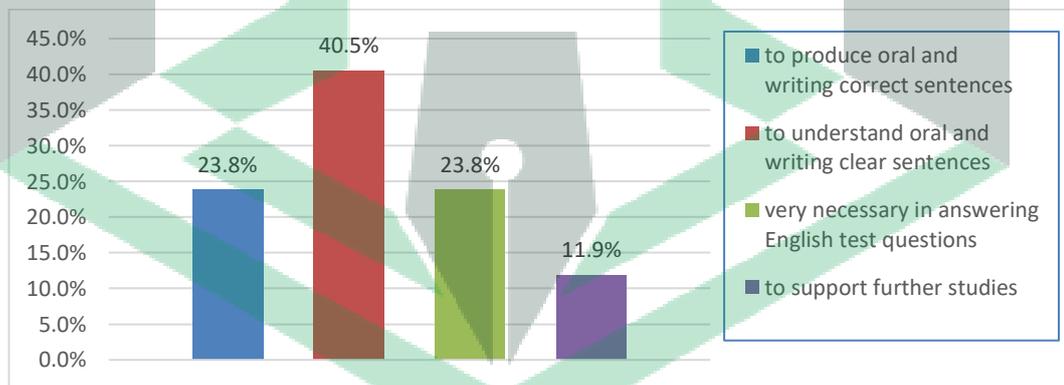


Chart 4.1 The Percentage of the Reason for Learning Grammar is Important

The chart above presents the reason why learning grammar is important. Furthermore, the highest percentage of learning grammar was important to understand oral and writing sentences clearly with 40.5% of percentage. It means the students learn grammar to understand oral and writing clearly.

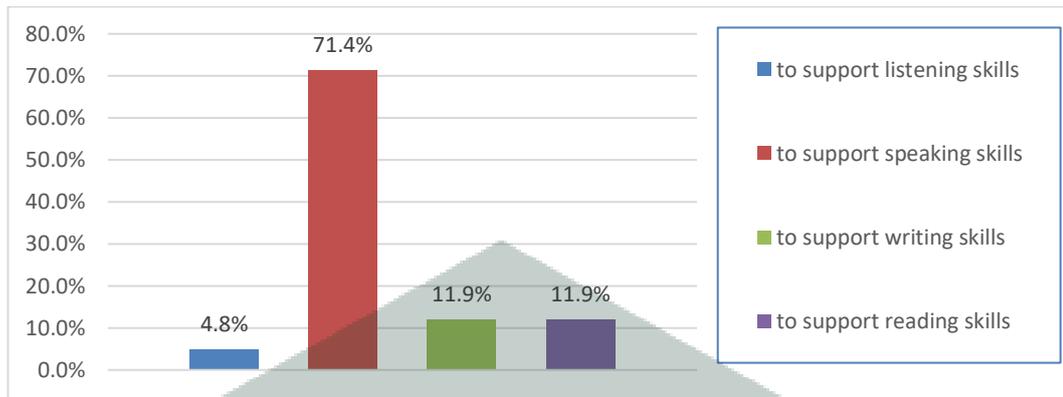


Chart 4.2 Percentage of What Students Need Grammar For

The chart above presents the students' answers to the question about what skills students expect grammar to support. The highest percentage was to support speaking skills with 71.4% percentage. From this chart, it was clear that the students need to learn grammar the most to support speaking skills.

2) Lacks

These data show the result of the questionnaire related to the students' lack of learning grammar through the following charts.

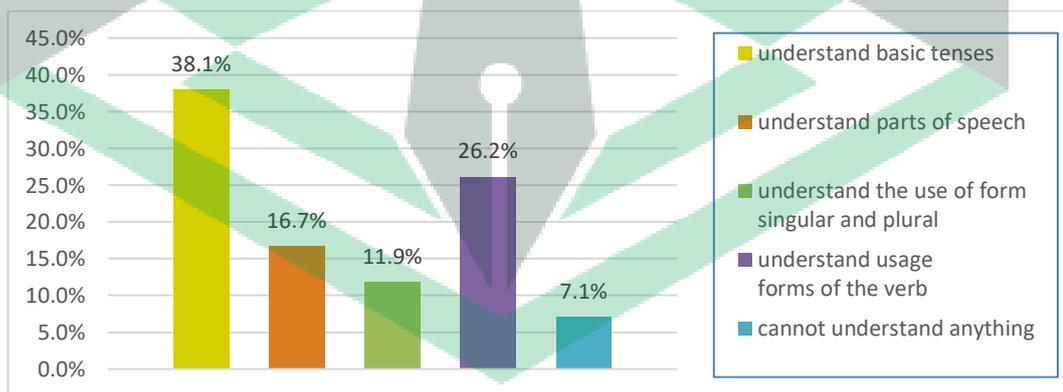


Chart 4.3 Percentage of Students' Proficiency in Grammar Knowledge

The chart above delineates the percentage of students' proficiency in grammar knowledge. The highest percentage was the students who understood

basic tenses with 31.8% percentage. It means most of the students already understood basic tenses.

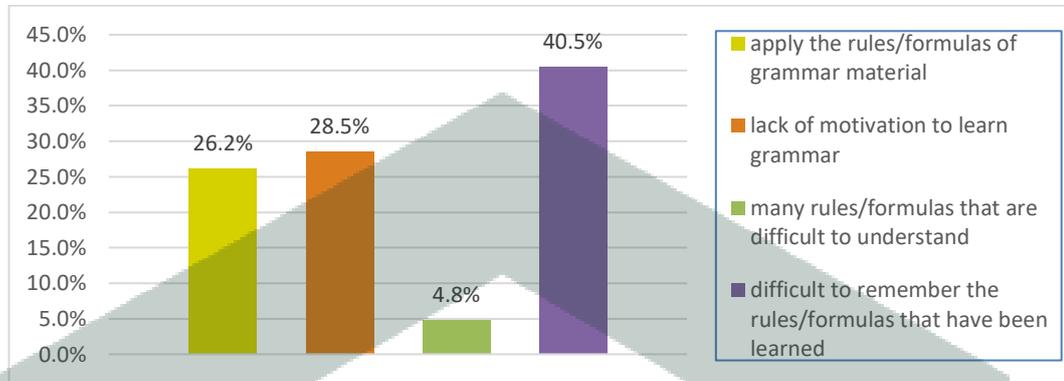


Chart 4.4 Percentage of Students' Difficulty Learning Grammar

Furthermore, the presented chart indicates the data on students' difficulty learning grammar. The difficulty in learning grammar with the highest percentage was difficulty remembering the rules/formulas learned with 40.5% of the percentage. It means most of the students were difficult to remember the rules/formula.



Chart 4.5 Percentage of the Difficulty of Applying Grammar in Language Skills

The supplied chart depicts the difficulty of applying grammar in language skills. The highest percentage was speaking skills, with 40.5% of the percentage. In general, the difficulty of applying grammar when speaking.

3) Wants

These data show the result of the questionnaire related to the students' wants of grammar learning through the following charts.

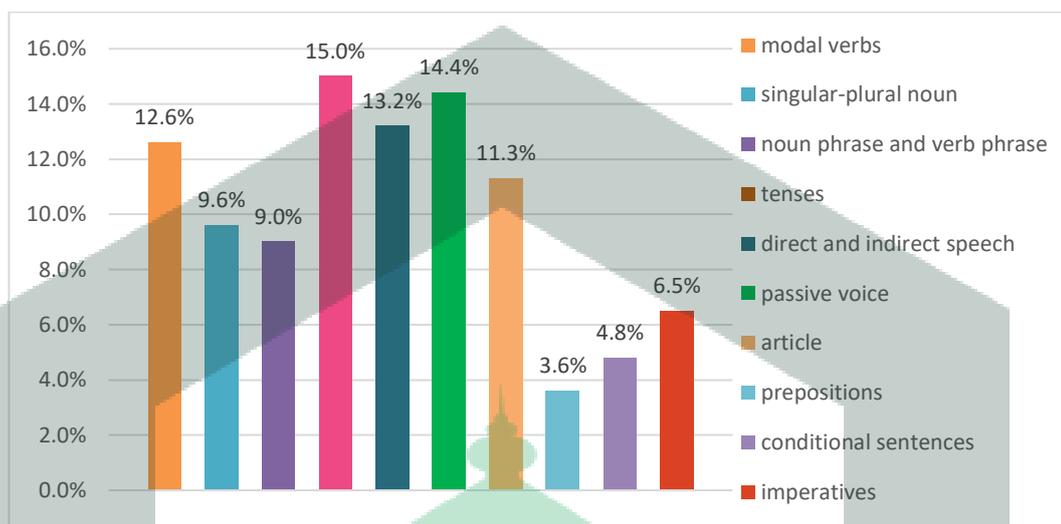


Chart 4.6 Percentage of The Most Wanted Grammar Materials

The provided chart sketches out the percentage of materials for grammar. Based on the curriculum, the researcher provided ten kinds of grammar materials, and the materials that got higher percentages were: tenses (simple past, future tense, and present perfect) reached 15%, the passive voice, reached 14.4%, direct and indirect speech reached 13.2%, modal verbs reached 12.6%, article reached 11.3%, singular-plural nouns reached 9.6%, noun phrases, and verb phrases reached 9%. Therefore, the researcher highlighted the higher percentage of these materials for the material development.

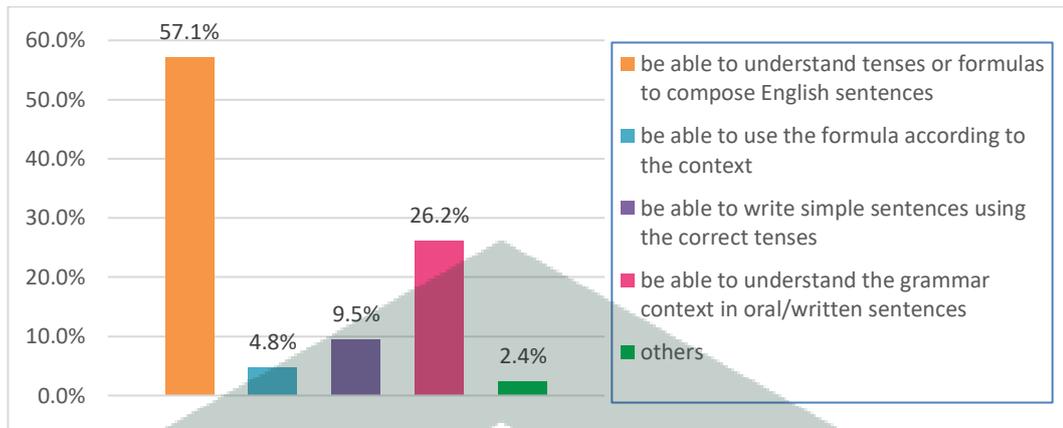


Chart 4.7 Percentage of Students' Expectations After Learning Grammar

The supplied chart illustrates students' expectations after learning grammar. The highest percentage was students expected to be able to understand tenses or formulas to compose English sentences, with 57.1% of the percentage. It means that most of the students expected to be able to understand tenses or formulas.

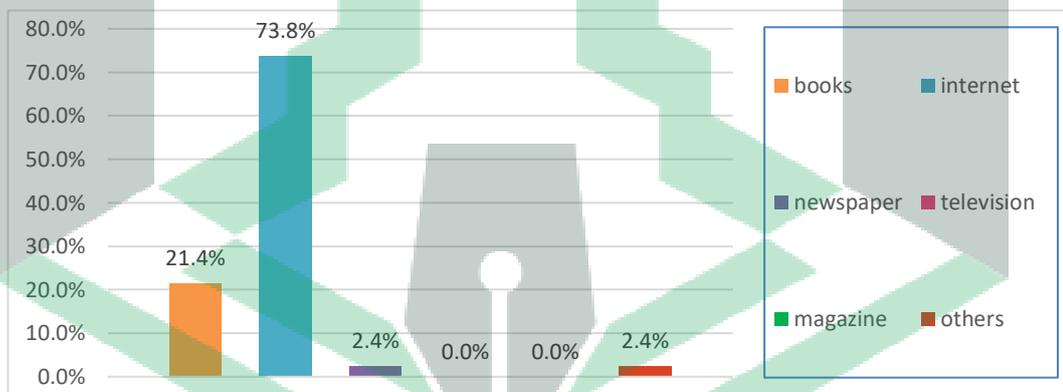


Chart 4.8 Percentage of The Learning Resources/Media for Grammar

The chart above shows the learning resources/media that students want to use to find grammar material. The highest percentage was the internet, with 73.8% of the percentage. The internet was the most wanted resource/media in finding grammar material. Therefore, it gave a high opportunity to develop grammar material through the blog.

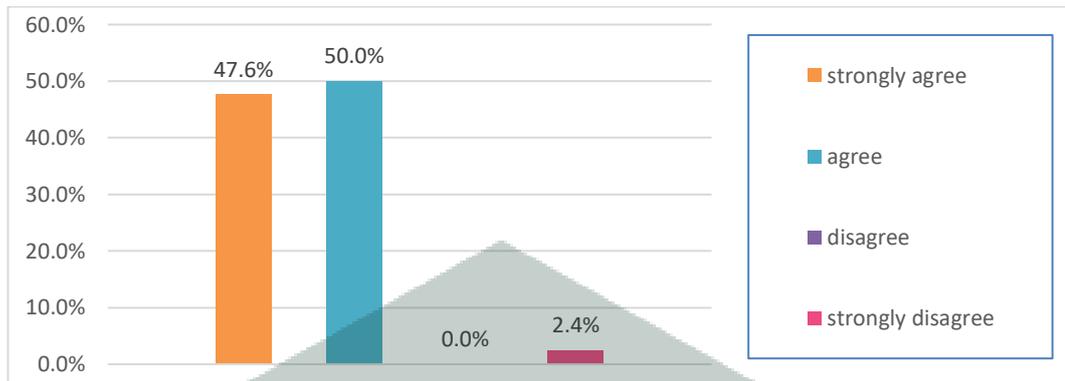


Chart 4.9 Percentage of The Students' Agreement to Use Gadgets for Learning

Grammar

The chart above delineates the students' agreement to use gadgets as another alternative for learning grammar. The highest percentage was 50% which students agreed to use gadgets as another alternative for learning grammar, and 47.6% strongly agreed. Most of the students agreed to use gadgets as another alternative for learning grammar as the peak percentage.

c. Learning Needs

1) Input

These data show the result of the questionnaire related to the material inputs in learning grammar through the following charts.

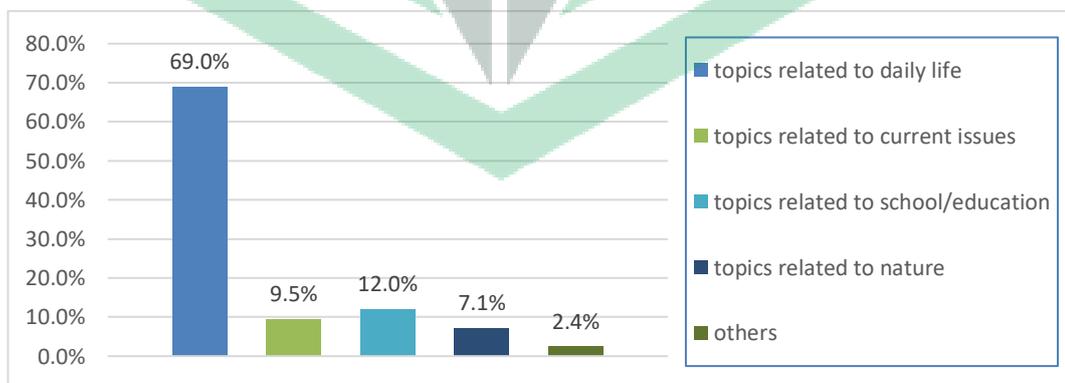


Chart 4.10 Percentage of The Topics of Students' Needs

The provided chart shows the percentages of the topics students like to improve grammar mastery. The highest percentage was topics related to daily life, with 69% of the percentage. It means that topics related to daily life were the most wanted topic in developing basic grammar through blog learning.

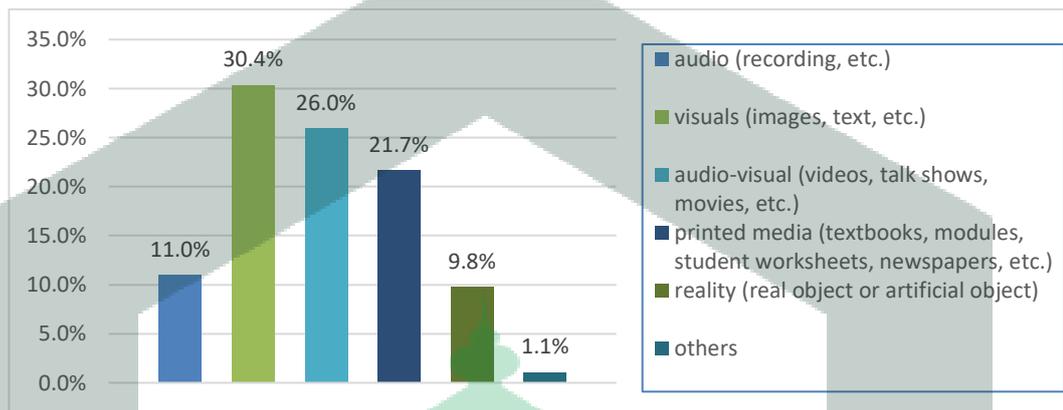


Chart 4.11 Percentage of The Media Presentation Type

The provided chart sketches out the type of media presentation students like for grammar material. The highest percentage was visual, with 30.4% of the percentage. Then followed by audio-visuals, with a percentage of 26%, and printed media, with 21.7%. Based on the chart, visuals media was the most significant percentage to present the media for grammar material.

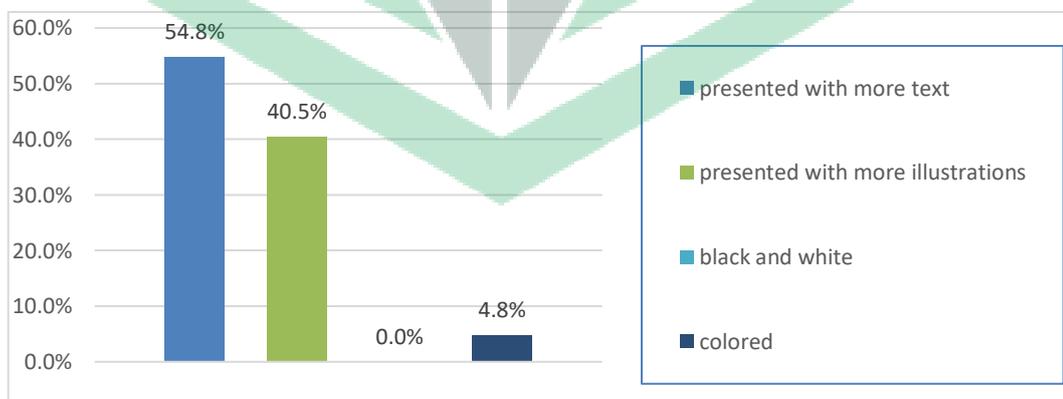


Chart 4.12 Percentage of The Material Presentation Type

The chart depicts the percentages of the material presentation types for learning grammar. The researcher provided four material presentation types, and the types that got higher percentages were: the material presented with more text reached 54.8%, and presented with more illustrations reached 40.5% percentage. Therefore, the researcher highlighted material presented with more text and illustrations in material development.

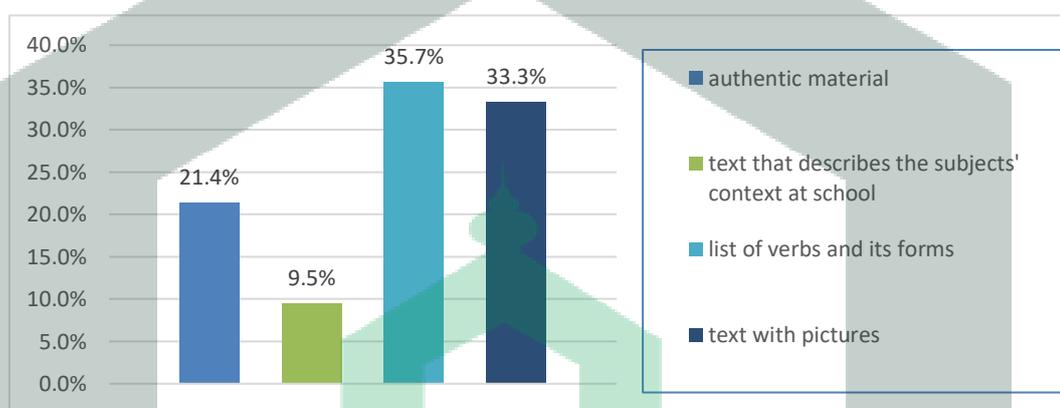


Chart 4.13 Percentage of The Input for The Entire Grammar Material

The chart provides the percentage of the input for the entire grammar material based on students' needs. The highest percentage was the list of verbs and their forms, with 35.7% of the percentage. Furthermore, text with the picture also reached 33.3%. The developed grammar material provided inputs covering the list of verbs and their form and text with pictures.

2) Procedures

These data show the result of the questionnaire related to the procedures in learning grammar through the following charts.

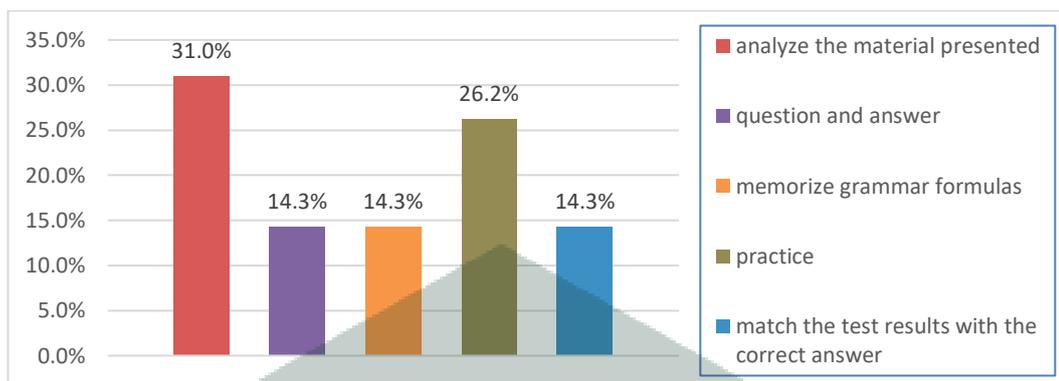


Chart 4.14 Percentage of The Types of Activities in Learning Grammar

The presented chart shows the students' activities when learning English, especially grammar. The highest percentage was analyzing the material presented with 31% of the percentage. Then, the practice was the second higher percentage with 26.2%. It means the material should encourage students to analyze it and practice.

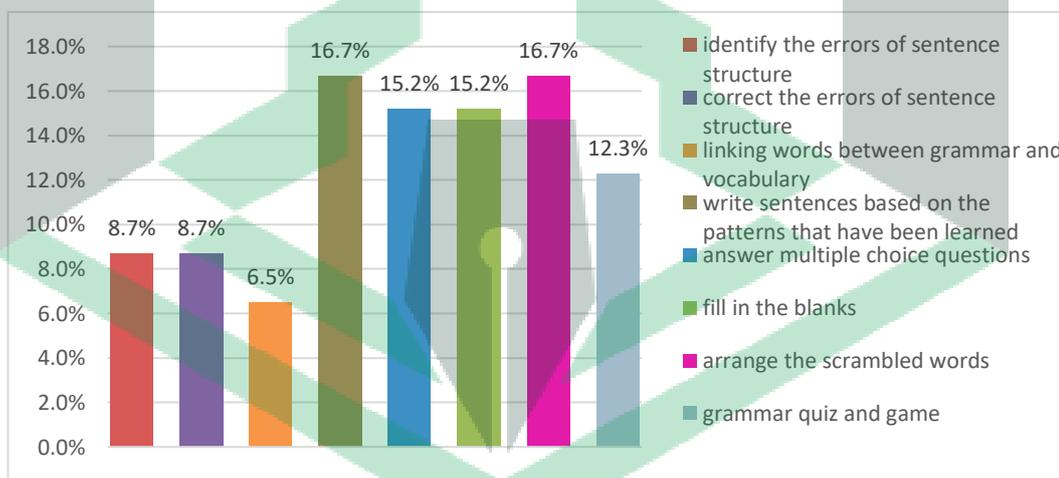


Chart 4.15 Percentage of The Types of Tasks in Learning Grammar

The chart above delineates the activities that students like when they do the task of learning grammar. The types of tasks that obtained the most significant percentage were writing sentences based on the patterns and arranging the scrambled words with 16.7% of the percentage. The second highest percentage was

multiple choice and filling in the blanks, with 15.2%. Lastly, grammar quizzes and games reached 12.3%. The blog should include the task types that got the top five percentages.

3) Setting

The data show the result of the questionnaire related to the setting of learning grammar through the following chart.

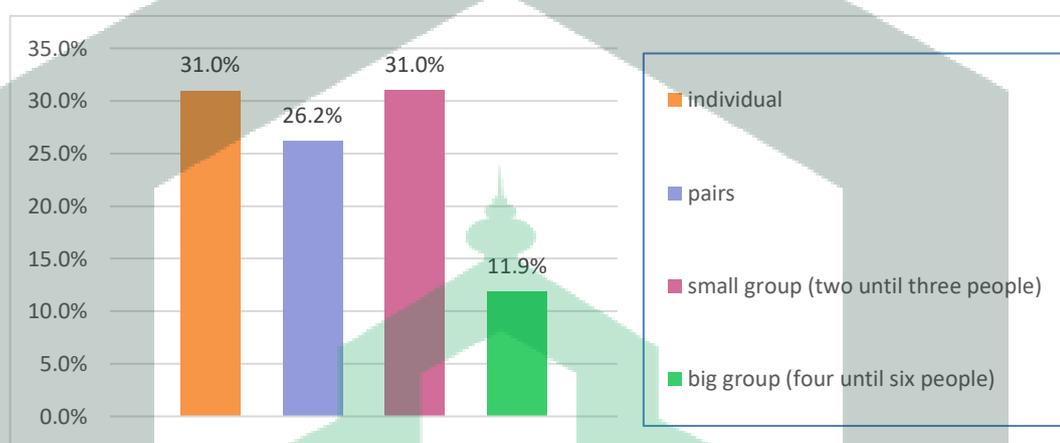


Chart 4.16 Percentage of The Setting in Doing the Task

The chart depicted the percentage of students' setting in doing the task. The highest percentages were individual and small group options, with 31% of the percentage. Based on the chart, the setting that students like to work as an individual and in small work to do the task.

4) Learners' role

These data show the result of the questionnaire related to the students' role in learning grammar through the following charts.

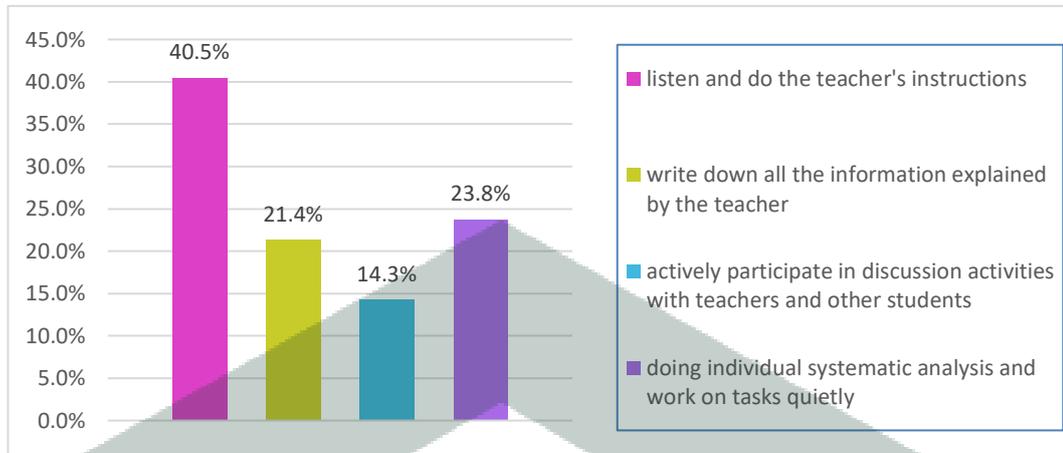


Chart 4.17 Percentage of The Students' Role in Learning

The chart presents the percentage of students' roles when learning English. The highest percentage was listening and doing the teachers' instructions option, with 40.5%. In summary, most students take on the role of listening to the teacher's instructions.

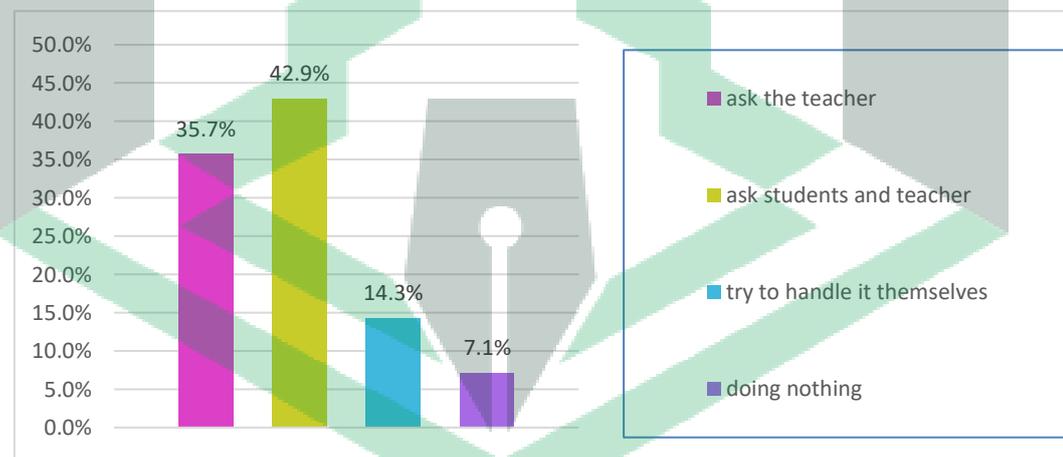


Chart 4.18 Percentage of The Students' Role in Problem Solving

The chart illustrates the percentage of students' roles when they have problems. The highest percentage was asking students and teachers options with 42.9%. Therefore, most of the students tend to ask other students and teachers.

5) Teachers' role

The data show the result of the questionnaire related to the teachers' role in learning grammar through the following chart.

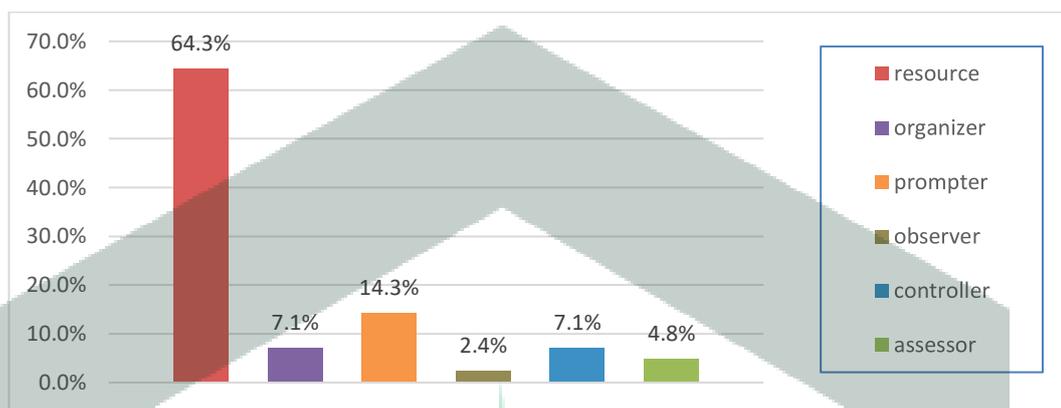


Chart 4.19 Percentage of The Teachers' Role in Learning

The chart presents the percentage of the teachers' roles that students like when learning grammar. The highest percentage was a resource, with 64.3% of the percentage. From the chart, most students like if the teachers act as a resource in learning grammar.

2. Designing

In this phase, the researcher designed the course grid that consisted of the course goal and unit material of the course. Besides, the detailed arrangement of content and material in the blog and storyboard of the weblog was also designed.

a. Course Grid

The researcher determined the course grid based on the results need analysis. The material was designed by taking up determined based on the dominating percentage from the questionnaire. The course grid served as a guideline to develop basic English grammar material through blog learning for the 12th-grade students at SMAN 4 Palopo. Therefore, from the result need analysis,

the formulated course goal was: “The students are expected to understand and use correct English grammar correctly in making oral or written sentences, and the students are able to apply it in their daily lives.”

The next step was designing the unit design of the course. The basic English grammar material was derived from the basic competencies 3.1, 4.1, 3.3, 4.3, 3.4, and 4.4. Moreover, the materials were divided into seven units. The course grid units contained unit/material title, indicators, input, and activities.

1) Unit One

Unit one was derived from basic competence 3.1 and 4.1. Based on the basic competence, the researcher determined that the material for unit one was modal verbs. The topic was related to daily life, especially offering service/help.

2) Unit Two

Unit two was derived from basic competence 3.1 and 4.1. Based on the basic competence, the researcher determined that the material for unit two was singular and plural nouns. The topic was nouns that are often in daily life.

3) Unit Three

Unit two was derived from basic competence 3.3 and 4.3. Based on the basic competence, the researcher determined that the materials for unit three were noun and verb phrases. The topic was nouns and verb phrases that are often in daily life.

4) Unit Four

Unit two was derived from basic competence 3.4 and 4.4. Based on the basic competence, the researcher determined that the material for unit four was tenses.

The tenses discussed in this unit are simple past, simple future, and present perfect.

The topic was related to events in daily life.

5) Unit Five

Unit two was derived from basic competence 3.4 and 4.4. Based on the basic competence, the researcher determined that the material for unit five was direct and indirect speech. The topic was to convey information related to daily life.

6) Unit Six

Unit six was derived from basic competence 3.4 and 4.4. Based on the basic competence, the researcher determined that the material for unit six was the passive voice. The topic was events in daily life.

7) Unit Seven

Unit two was derived from basic competence 3.4 and 4.4. Based on the basic competence, the researcher determined that the material for unit three was articles. The topic was the things related to daily life.

b. The Arrangement of Content and Material

After designing the course grid, the researcher designed the detailed content and material in the blog. The researcher served it as a framework for developing material, content, or features in the blog.

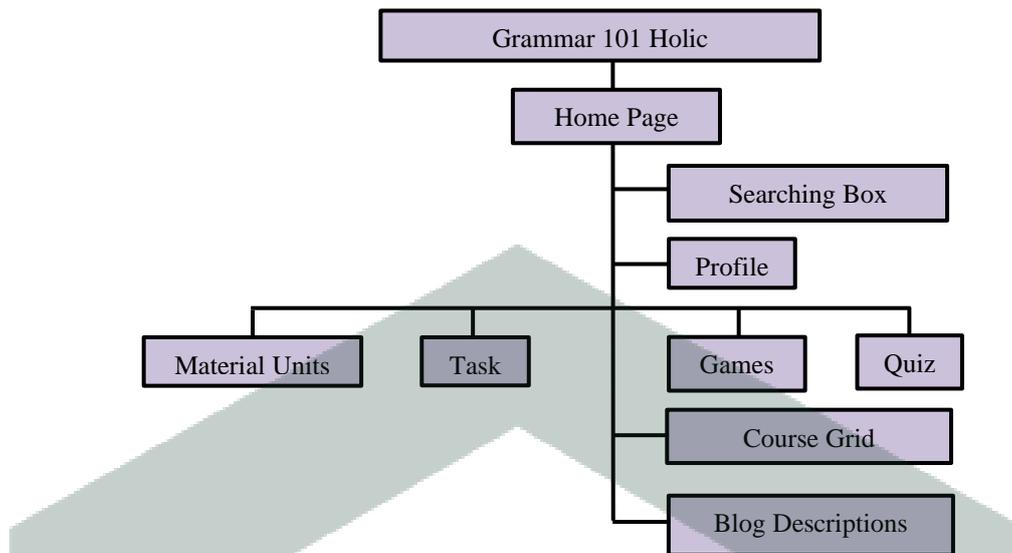


Figure 4.1 The Arrangement of Blog Content

The figure above shows the arrangement of content and features in the blog. It describes that the blog contains *Home Page*, *Searching Box*, *Profile*, *Material Units*, *Task*, *Quiz*, *Games*, *Class Syllabus*, and *Blog Descriptions*. Each content and feature has links to guide the user to the page.

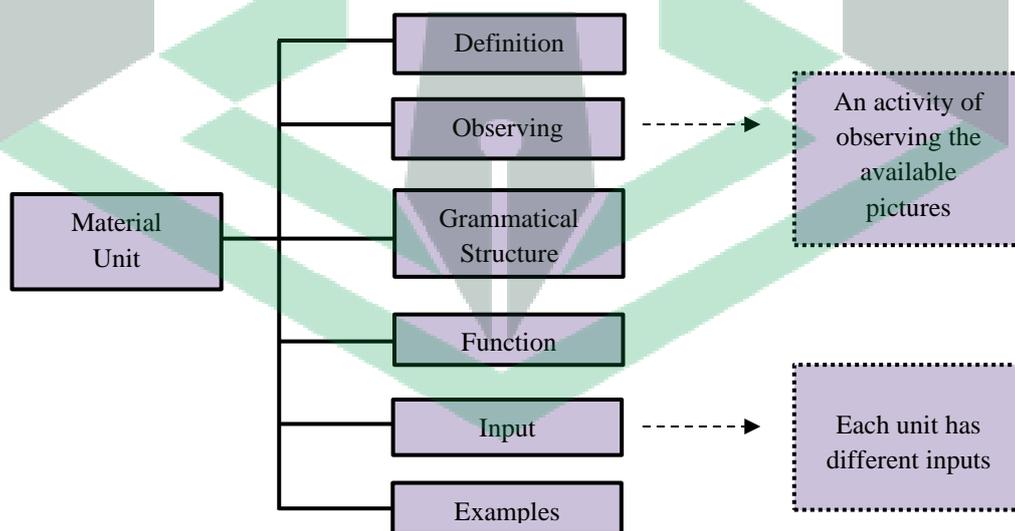


Figure 4.2 The Arrangement of Material

The figure above shows the arrangement of material on the blog page. It describes that each material included 1) definition; 2) observing (which is an

activity of observing the available pictures to help students understand the concept of the material before studying it further); 3) grammatical structure of each grammar material; 4) the function of each grammar material; and 5) input (that each material has a different input that has been determined from the course grid).

c. The Storyboard of Weblog

Still, in the design phase, the researcher designed the storyboard of the blog. The researcher used this storyboard to present the idea of the blog. In essence, the researcher used it to edit the provided blog layout plans as well as a visual tool for content planning along with the blog's features function.

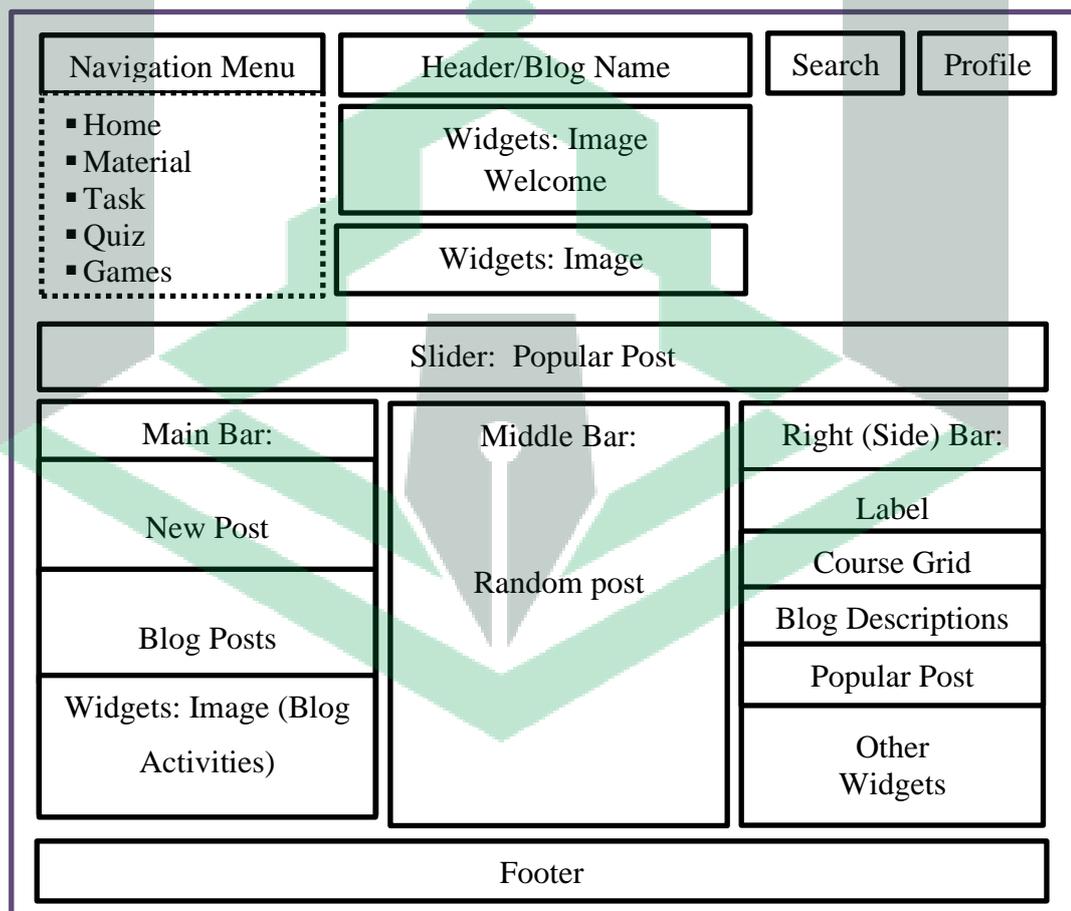


Figure 4.3 Storyboard of Main Page Layout

The figure above depicts the storyboard or main page layout design when users click the blog's link. This page would display the content or features of the blog. There would be a header at the top of the blog, showing the blog's name, while on the left is a navigation menu with several menus. In addition, on the top right, there would also be a search box and profile features. Besides, several widgets would be under the header to insert a particular image. Then, a widget in a slider

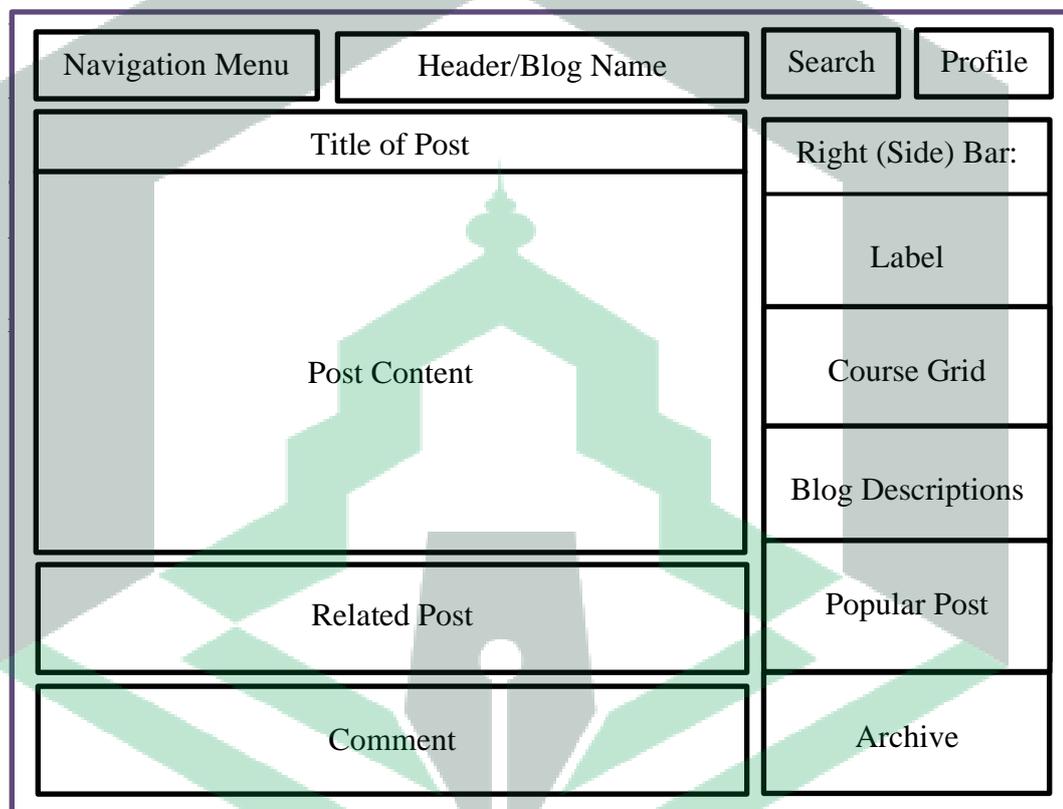


Figure 4.4 Storyboard of Material Page Layout

The figure above depicts the storyboard or material page layout design that would display the content of the grammar material. They were all placed on the "material" navigation menu. Grammar material will appear by clicking on the "material" dropdown sub-menu. The researcher can post material in the post section, equipped with certain links that students may need. This page will still

display the side (right) bar and its features. In addition, at the bottom of the post content, this page is equipped with a related post feature and a comment column.

3. Developing

a. The First Draft of Material

In this phase, the researcher developed material based on several activities.

1) Collecting and Arranging Materials

The researcher used three primary resources in collecting materials: online resources, printed course books, and self-made materials. The researcher adopted those resources by adding, reducing, and changing. In arranging material, each contains an explanation starting from the definition, observing activity, elaboration of grammatical structures, functions, and examples.

2) Arranging the Blog

The following were some of the software needed in arranging the blog.

a) Blogger

Blogger is a CMS platform or blog publishing service platform owned by Google. This blog platform provides advantages such as convenience, accessibility, and free of charge when used for blog creators. Since then until now, Blogger has been known as a user-friendly platform. Therefore, in this research, the researcher used Blogger to develop the blog material as a platform.

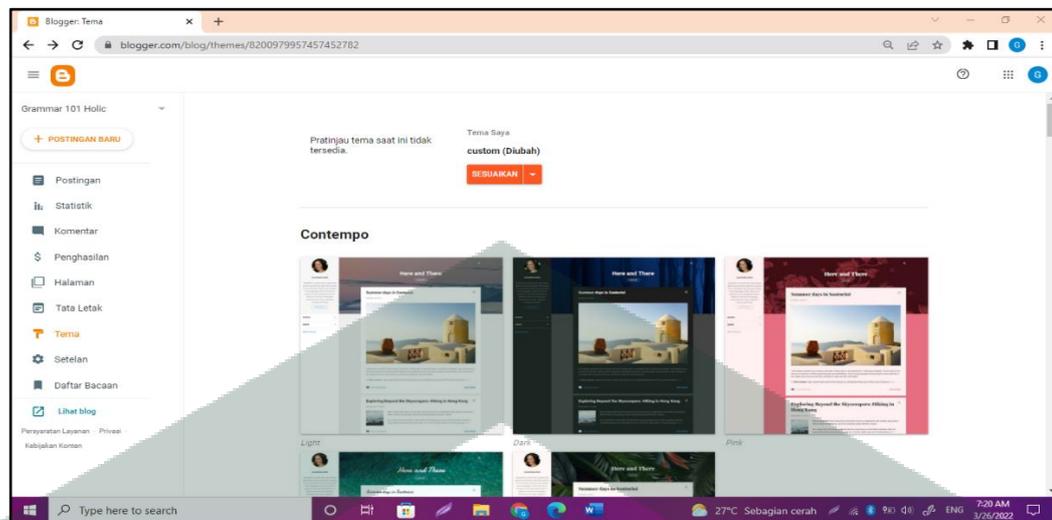


Figure 4.5 Blogger

b) Google Chrome

Google Chrome serves as a medium for web browsing from various websites on the internet. It became one of the media needed for the development of the web. Therefore, the researcher used this software to explore the necessary things and as a development tool.



Figure 4.6 Google Chrome

c) Canva

Canva is an application and a graphic design platform used to create social media graphics, presentations, posters, documents, and other visual content. The researcher used Canva to edit or design images and material templates to make them look attractive.

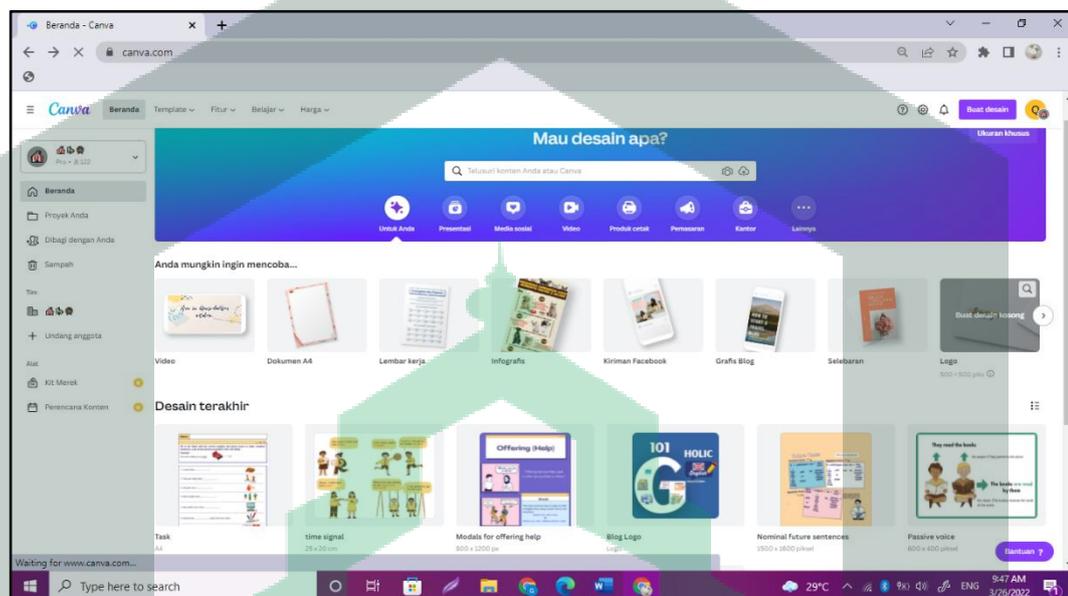


Figure 4.7 Canva

d) Google Form

Google Forms is a tool that allows collecting information from users through personalized surveys or quizzes. In this development phase, Google Forms served to create multiple-choice tests through the quiz feature for task activities. Then the researcher embedded created form in the blog page via HTML code.

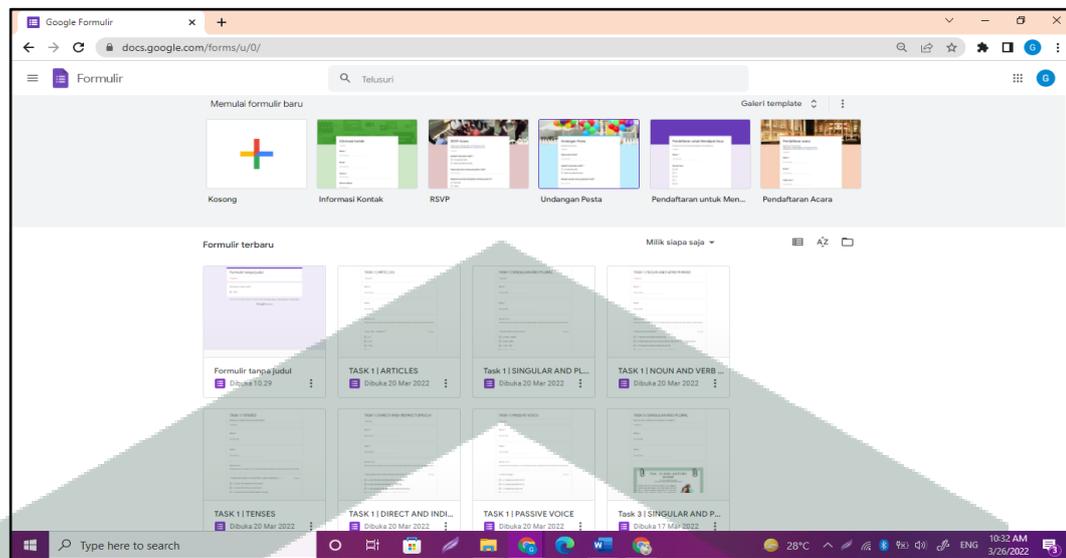


Figure 4.8 Google Form

e) Live worksheets

In creating the task of filling in the blanks, the researcher used the live worksheets provided by the [liveworksheets.com](https://www.liveworksheets.com) site to create interactive worksheets. Worksheet design edited using Canva. Then the researcher embedded worksheets created on the blog page via HTML code.

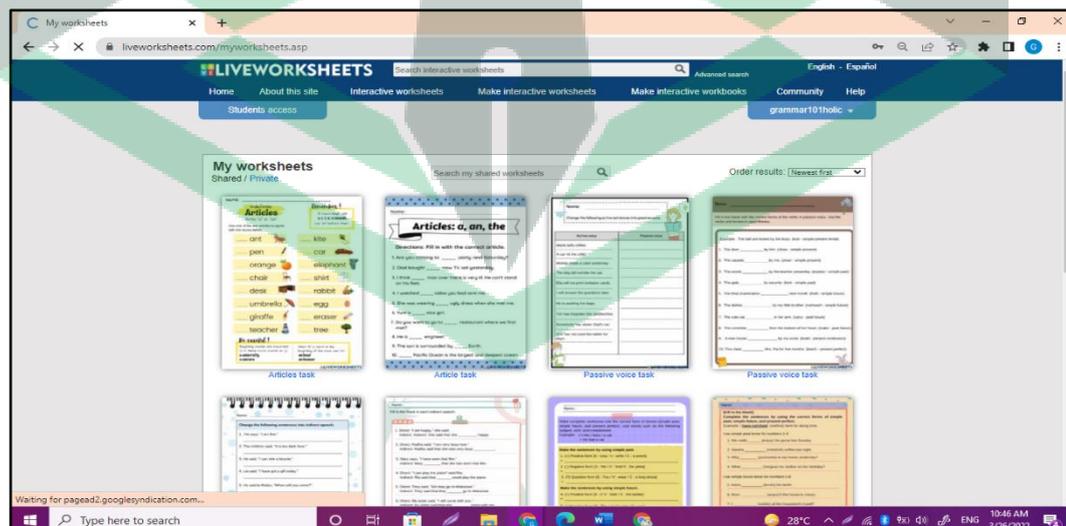


Figure 4.9 Liveworksheets

f) Wordwall

Wordwall is a site from <https://wordwall.net/> and is used to create exciting learning activities. The researcher used this site to create quizzes and games in this development phase—the researcher embedded some quizzes and games that have been provided to the blog page via HTML code.

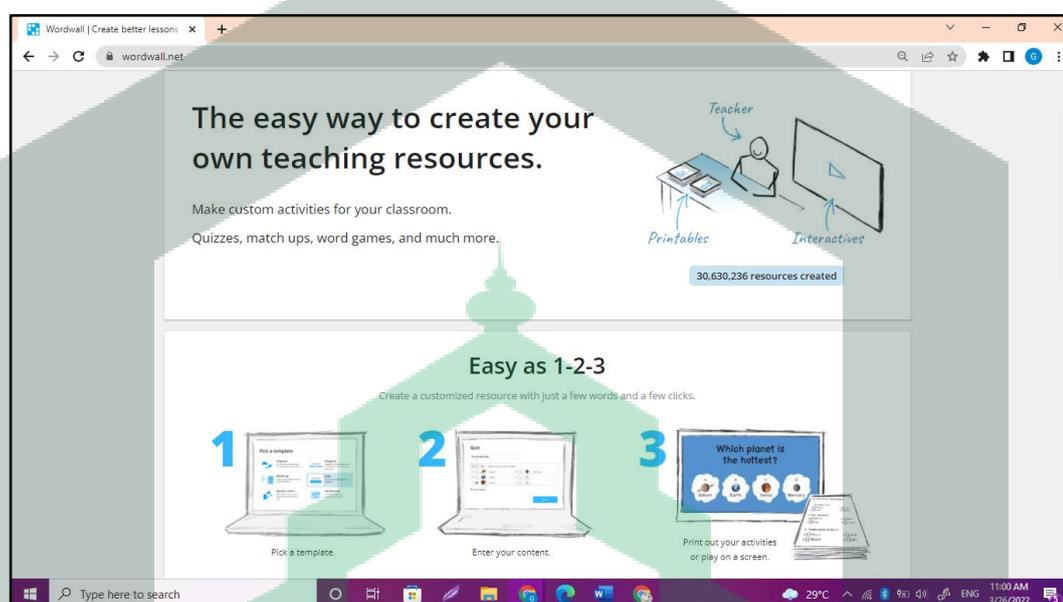


Figure 4.10 Wordwall

3) Product Development Results

The most crucial thing in developing learning media is that researchers must organize online activities and possible interests to encourage students to practice more.¹ Therefore, the researcher created blog content consisting of five attractive main menus, including:

¹ Nur Ima, "Developing Instructional Media of Basic English Grammar Weblog for the First Year Students of Senior High School 11" (UIN Alauddin Makassar, 2017), [http://repositori.uin-alauddin.ac.id/6420/2/Nur Ima.pdf](http://repositori.uin-alauddin.ac.id/6420/2/Nur%20Ima.pdf).

a) Home Menu

The home menu is the initial blog display first displayed when opening the blog. The home menu displays a welcome image, popular post entries, material post thumbnails, activity types in the blog, course grid, blog descriptions, and calendar.

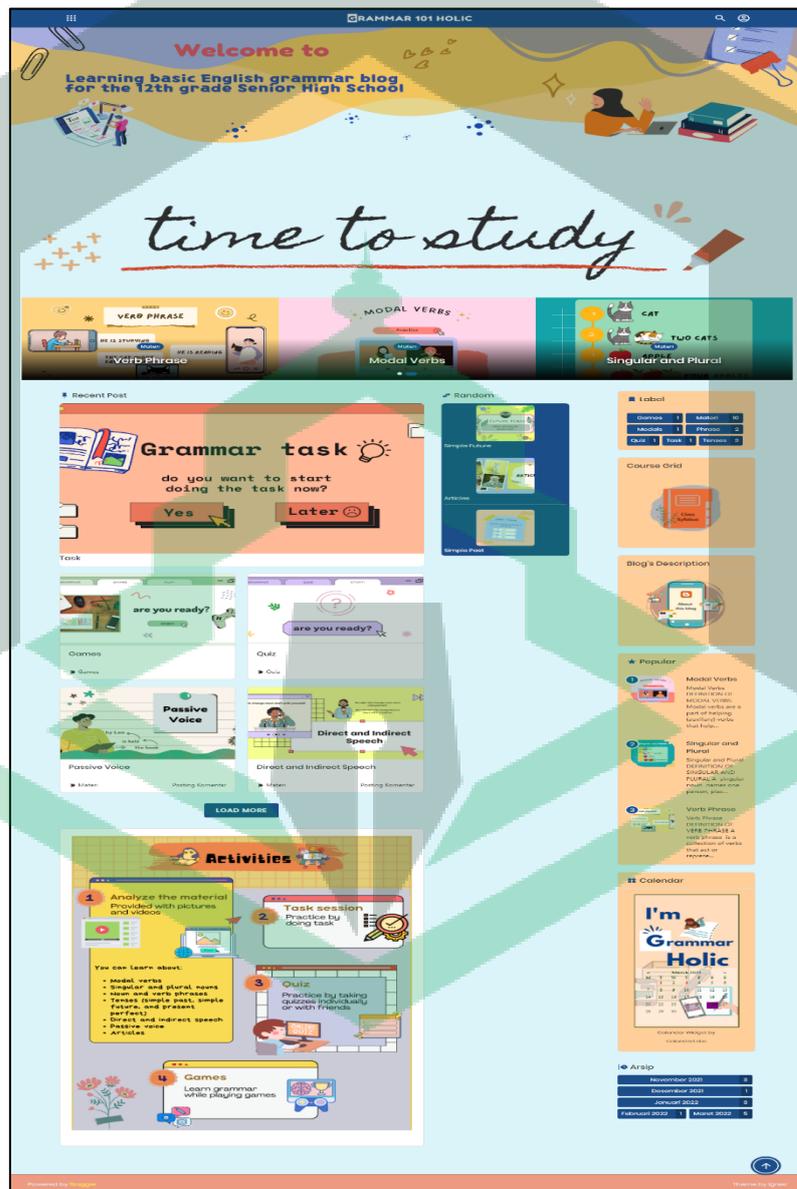


Figure 4.11 Home Menu

b) Material Menu

The material menu is a menu that contains a list of materials. Based on the results of the need analysis and the designed course grid. The material menu consists of seven units: modal verbs, singular and plural, phrases (noun and verb phrases), tenses (simple past, simple future, and present perfect), direct and indirect speech, passive voice, and articles. The content of grammar learning materials on the material page consists of material explanation texts, example sentences with daily life topics, illustrations or pictures, and videos related to the material. The researcher determined these inputs based on the results of the need analysis.

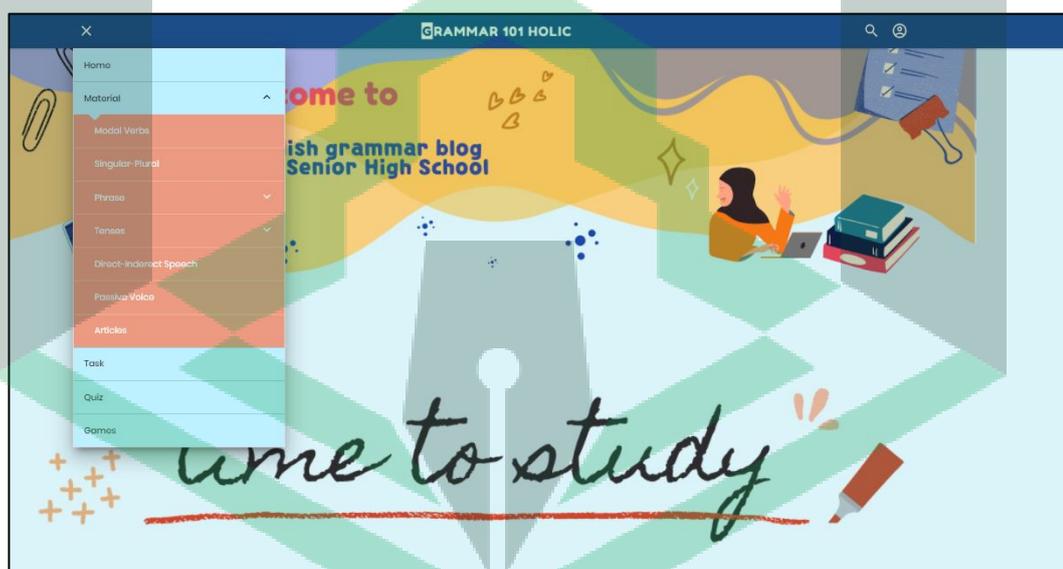


Figure 4.12 Material Menu

c) Task Menu

The task menu is one of the online activity menus. The researcher developed three tasks based on the need analysis results: multiple choice, fill in the blank, and writing phrases or sentences based on the grammatical formulas studied. In

developing the task menu, the researcher used two types of online software, namely [Google Form](#) and [liveworksheets.com](#).



Figure 4.13 Task Menu

d) Quiz Menu

The quiz menu is the second online activity available on the blog. The quiz activity aims for students to practice independently without instructions or with teacher instructions. The quiz menu can be accessed without a time limit, but there

is a limited duration for answering questions. Each material has three types of quizzes that students can access.

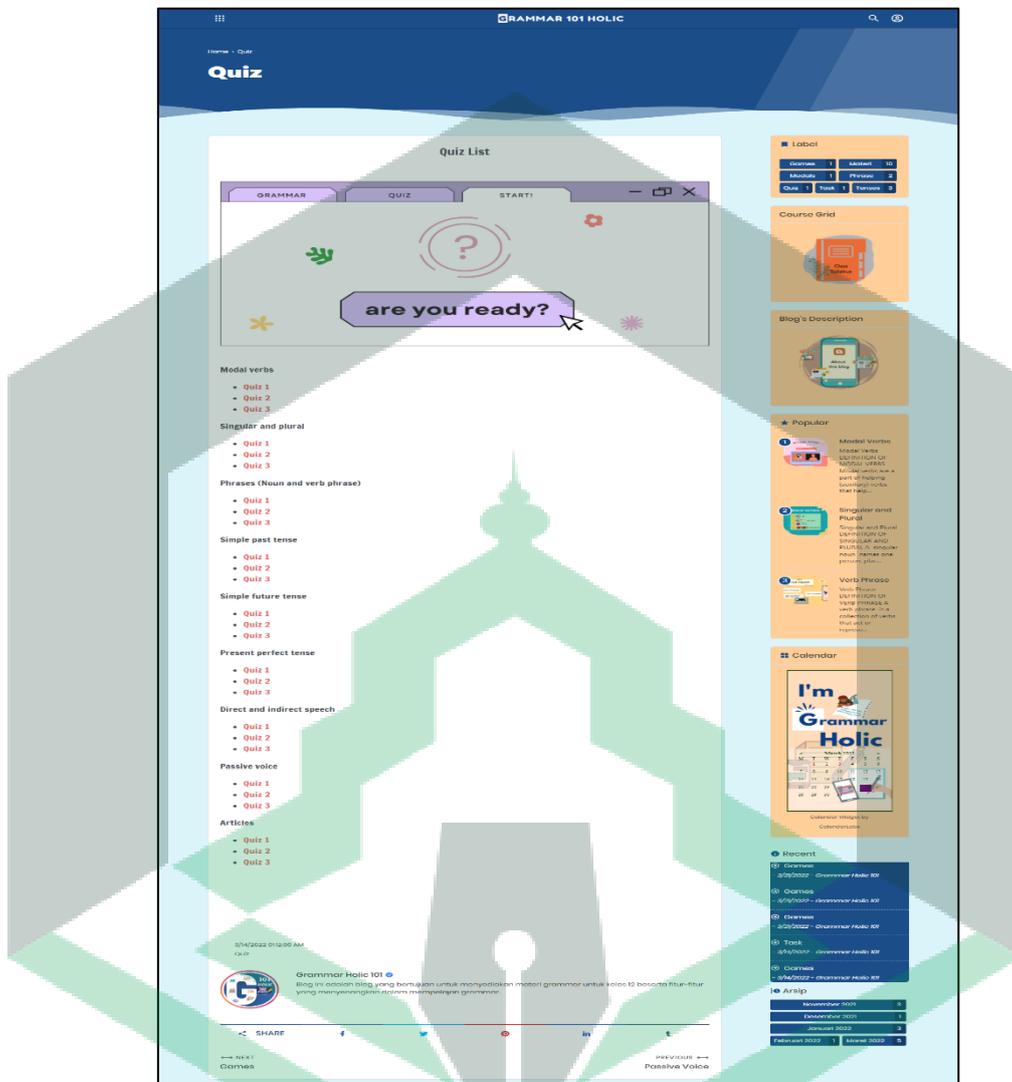


Figure 4.14 Quiz Menu

e) Games Menu

The game menu has the same function as the quiz menu, which builds fun learning activities. Like games in general, the games available on this menu are for playing, items or things that are generally used for entertainment or pleasure, and have challenges to win the game. Games can also be accessed anytime, so

students can learn while playing. On average, each material has four types of games that students can play.



Figure 4.15 Games Menu

4) Product Validation

Four experts were involved in the product validation process for three validation aspects. The following are the results of the validation of the experts.

a) Material Expert

There were two experts for material expert judgment. The first validator was Dr. Masruddin, S.S., M. Hum. As an English lecturer at IAIN Palopo. The second validator was Drs. Tomas Padandi, MM. is the English teacher at SMAN 4 Palopo.

Table 4.2 Average Score by Material Expert Judgment

Assessment Aspect	Mean Score	Descriptive Categories
Suitability of Material		
i. The material is appropriate for the core competencies and basic competencies of the 2013 curriculum for 12-grade students.	4.5	Very Good
ii. The material suits the needs of 12-grade students.	4	Good
iii. The level of material difficulty is suitable for the cognitive development of 12-grade students.	4	Good
iv. The material is relevant to the topic of discussion.	4	Good
v. Material is suitable with the use of images.	4	Good
Learning Activities		
vi. The arrangement of each activity (task, quiz, games) is from the easiest to the most difficult.	4.5	Very Good
vii. The instructions for each activity (task, quiz, games) are understandable.	4	Good
viii. Each activity (task, quiz, games) is student-centered.	5	Very Good
ix. Each activity (task, quiz, games) encourages students to recognize their achievements and weaknesses in learning activities.	4.5	Very Good
x. Each activity (task, quiz, games) contains sentences related to the material topic.	4	Good
Appropriateness of Material Presentation		
xi. The presentation of the material description is clear.	5	Good
xii. Systematic presentation is coherent.	4.5	Very Good
xiii. Presentation texts and illustrations are interesting to motivate students to learn.	4.5	Very Good
xiv. Presentation of the material involves students actively participating in accomplishing assignments.	4	Good
xv. Each activity's presentation includes an evaluation to assess students' grasp of the material studied.	4.5	Very Good
Total score	65	

Therefore, the calculation of the mean score from the material experts' judgment result was:

$$Mn (X) = \frac{\Sigma fx}{n} = \frac{65}{15} = 4.33$$

The data above shows that the mean score of material experts' judgment reached 4.33 score. In the interval, this category obtained "Very Good". It means that the appropriateness of the material is qualified for students to apply it.

b) Language Expert

There were two experts for material expert judgment. The first validator was Dr. Masruddin, S.S., M. Hum. As an English lecturer at IAIN Palopo. The second validator was Zetly Limbu, S.S. as the English teacher at SMAN 4 Palopo.

Table 4.3 Average Score by Language Expert Judgment

Assessment Aspect	Mean Score	Descriptive Categories
The appropriateness at the developmental level of Students		
1. The use of language is appropriate for the level of English proficiency of 12-grade students.	5	Very Good
2. The language presentation is comprehensive and suitable for the level of cognitive development of 12-grade students.	4.5	Very Good
Communicative		
3. Instructions and explanations in the material are understandable for 12-grade students.	5	Very Good
4. The language use is clear and effective.	5	Very Good
5. The language use is communicative.	5	Very Good
6. Language use can increase the motivation of 12-grade students.	5	Very Good
Grammatical Accuracy		
7. The language used is appropriate to the grammatical rules in English.	5	Very Good
8. The use of spelling is according to correct English rules.	4.5	Very Good

The unity of Ideas		
9. The presentation of messages or information reflects the coherence of meanings in one part.	4.5	Very Good
10. The presentation of messages or information reflects the coherence of meaning between parts.	4.5	Very Good
Total score	48	

Therefore, the calculation of the mean score from the material experts' judgment result was:

$$Mn(X) = \frac{\Sigma fx}{n} = \frac{48}{10} = 4.8$$

The data above shows that the mean score of language experts' judgment reached 4.8. In the interval, this category obtained "Very Good". It means that the appropriateness of the language use is qualified for students to apply it.

c) Media/IT Expert

The validator for media/IT expert judgment was Yayak Sundauani, S.Kom, M.Pd. as the Information and Communication Technology teacher at SMAN 4 Palopo.

Table 4.4 Average Score by Media/IT Expert Judgment

Assessment Aspect	Mean Score	Descriptive Categories
Usability		
1. Blog menus are easy to understand.	5	Very Good
2. The selected menu can display the page quickly.	5	Very Good
3. Search results can appear quickly.	4	Good
4. The blog is easy to access.	4	Good
5. The blog's URL is easy to remember.	4	Good
6. Blog orientation helps students find their position within the blog.	4	Good
Functionality		
7. Blog links work well.	5	Very Good
8. The main navigation menu works well.	5	Very Good

9. The Home menu works well.	4	Good
10. The Material menu works well.	5	Very Good
11. The Task menu works well.	5	Very Good
12. The Quiz menu works well.	4	Good
13. The Games menu works well.	4	Good
14. The Comment feature works well.	4	Good
15. The feature to share the link works well.	4	Good
<hr/>		
Visual Communication		
<hr/>		
16. The use of language in the blog is suitable.	4	Good
17. The font used is readable.	4	Good
18. The blog's text/script is simple to understand.	4	Good
19. Instructions for using the blog are clear and understandable.	4	Good
20. The blog presentation design is attractive.	5	Very Good
21. The blog presentation design is easy to understand.	4	Good
22. The selection of blog colors generally is appealing.	5	Very Good
23. The use of illustrations or visualizations in blogs is appropriate.	5	Very Good
24. The blog's illustrations or visualizations have good quality.	5	Very Good
25. The blog layout is well-used and consistent.	5	Very Good
<hr/>		
Total score	111	
<hr/>		

Therefore, the calculation of the mean score from the material experts' judgment result was:

$$Mn (X) = \frac{\Sigma fx}{n} = \frac{115}{25} = 4.44$$

The data above shows that the mean score of media/IT experts' judgment reached 4.44. In the interval, this category obtained "Very Good". It means that the appropriateness of the language use is qualified for students to apply it.

b. The Second Draft of Material

During the expert validation process, the researchers gathered several corrections and suggestions from the experts. The aim is to become the points to revise. The following are the results of the revisions from the first draft.

Table 4.5 The Revisions of the First Product Given by the Experts

Assessment aspect	Part of the unit	Point to revise	Revisions
Material	Material Pages	It is recommendable if the researcher completes the material with basic competencies and indicators.	The researcher had added basic competencies and indicators.
Language	Material pages	There are still some spelling errors in several sections of the material post. Review all spellings of words in each presentation of the material.	Spelling errors have been reviewed and revised.
	Games Pages	Overall, the instructions in the material and activity sessions are appropriate and comprehensible. However, the researcher can add more detailed instructions to the games menu.	The instructions for playing the games had been revised to be adequate.
Media/IT	Home and Material Pages	Remove widgets that are not necessary, such as the "Random" widget on the Home page and the "Recent" widget on the Material posts page.	The researcher had removed the "Random" posts widget and the "Recent" widget.
	Profile	Complete the "Disclaimer" and "Privacy Policy" pages of the blog.	"Disclaimer" and "Privacy Policy" pages have been added and listed on the profile menu.

4. Implementing

In this phase, the researcher applied the product after being revised. The researcher applied grammar material through this blog lesson to two classes, namely class XII IPA 1 and XII IPA 2. Therefore, the number of students who took part in the product trial was 48. The researcher held it on March 15 and 18, 2022. In this product tryout, the researcher introduced the material developed through this blog. The researcher briefly explained the meaning and function and then explained the purpose and use. Furthermore, the researcher encouraged students to learn one of the grammar materials available on the blog. Then students tried the available features such as answering tasks, quizzes, and playing games.

5. Evaluating

After implementing the product, the following required phase was evaluation. This phase allowed for feedback from students as users. Therefore, to evaluate this phase, the researcher distributed questionnaires to 42 students as respondents to obtain data in the form of student responses to the developed product. The questionnaire distribution is to make sure that the material is genuinely appropriate. The result of students' perception is presented as follows:

Table 4.6 Average Score by Students' Perceptions

No	Assessment Aspect	Score		Mean (n=total students x 2 = 96)	Category
		Positive	Negative		
1.	To find out whether students like grammar material through blog learning.	217	205	4.4	Very Good
2.	To know the students' enthusiasm in learning	205	202	4.24	Very Good

	basic grammar through blog learning.				
3.	To know the students' focus on learning basic grammar through blog learning.	204	201	4.22	Very Good
4.	To know the students' spirit in learning basic grammar through blog learning.	211	205	4.33	Very Good
5.	To know the students' confidence in learning basic grammar through blog learning.	201	199	4.17	Good
6.	Ease of students in doing basic grammar tasks through learning blogs.	202	201	4.2	Very Good
7.	Learning basic grammar through blog learning is the correct way for students.	190	193	3.99	Good
8.	To know the students' motivation in learning basic grammar through blog learning.	206	204	4.27	Very Good

Therefore, the calculation of the mean score from the students' perception result was:

$$Mn (X) = \frac{\Sigma fx}{n} = \frac{33.82}{8} = 4.23$$

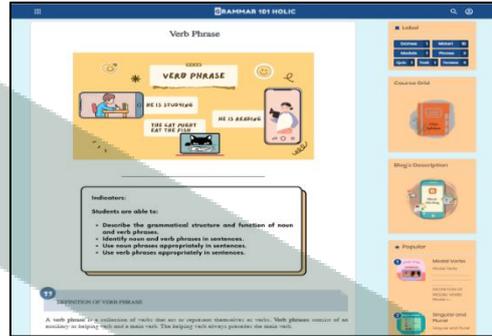
The result of students' perception above shows that the mean score reached was 4.23. In the interval, this category obtained "Very Good". It means that the developed basic English grammar material through blog learning is qualified to apply it.

Therefore, here are some changes to the draft based on the results of the evaluation and revision given.

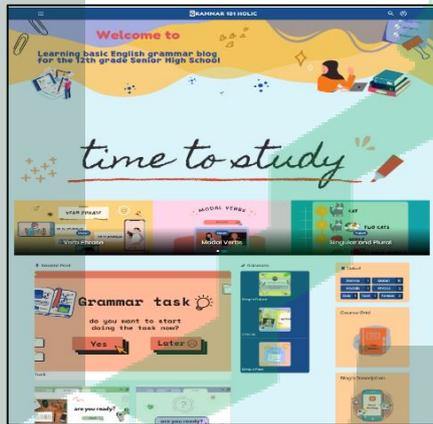
Before revision



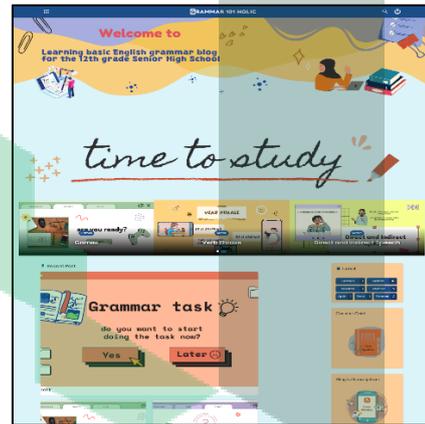
After revision



Before revision



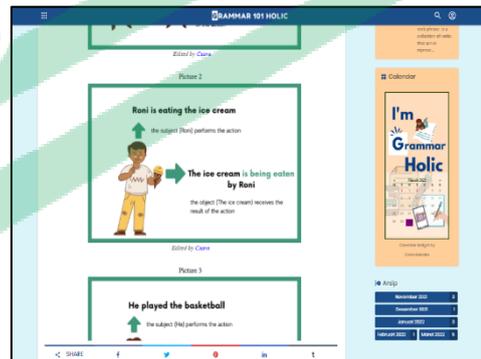
After revision



Before revision



After revision



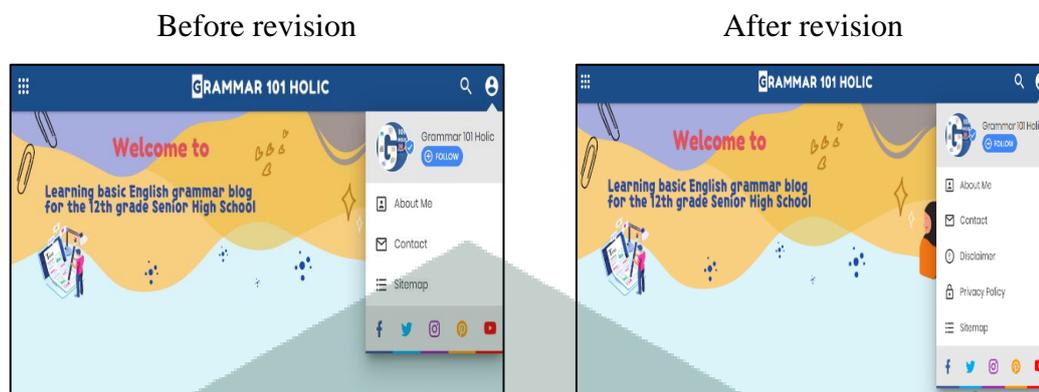


Figure 4.16 The Display Before and After Revision

B. Discussions

Recognizing the importance of learning grammar, a competency listed in the 2013 curriculum, the researcher has carried out research related to grammar. It had been found that in learning English, especially grammar, there were several problems faced by students. These problems include students' lack of motivation and knowledge of grammar material and the lack of explanation in textbooks. Therefore, this research aimed to develop basic English grammar material through blog learning for 12th-grade students at SMAN 4 Palopo.

This material was developed through the ADDIE model. ADDIE supports this research in line with Branch², who stated that ADDIE is generally used for e-learning options. Also, Aldoobie (2015)³ said that online-based elements could follow the ADDIE model.

The first phase started with analysis, where this phase deals with the principle of students' needs analysis. Therefore, the researcher functioned need

² Robert Maribe Branch, *Instructional Design: The ADDIE Approach* (New York: Springer US, 2009), 5, https://doi.org/DOI.10.1007/978-0-387-09506-6_1.

³ Nada Aldoobie, "ADDIE Model," *American International Journal of Contemporary Research* 5, no. 6 (2015): 68, www.aijcrnet.com.

analysis as a data collection instrument. The following are points of the findings that are important to discuss:

1. Learning Objective

Based on charts 4.1 and 4.2, the researcher formulated the learning objectives. The researcher found out that students' necessities for grammar are to understand oral and written sentences and to support students' speaking skills. This result is supported by Ellis, who stated that grammar teaching assists students in meta linguistically understanding and processing sentences.⁴ These charts refer to one of the need analysis purposes: to find the need for students' language skills to perform a particular role.⁵ Therefore, the learning objective for basic English grammar through blog learning is "The students are expected to understand and use correct English grammar correctly in making oral or written sentences, and the students are able to apply it in their daily lives."

2. Learning Materials

The researcher determined learning materials based on charts 4.3, 4.4, 4.5, 4.6, and 4.7. The researcher found out about the students' proficiency in grammar knowledge. Besides, most of the students lacked the motivation to learn grammar and faced difficulties using grammar in speaking skills. Based on charts 4.6 and 4.7, the researcher designed the material according to the results that the students wanted the most, and the material could fulfill students' expectations after learning grammar. The goal is that students can learn grammar according to their interests

⁴ Rod Ellis, "Current Issues in the Teaching of Grammar: An SLA Perspective," *TESOL Quarterly* 40, no. 1 (2006): 84.

⁵ Jack C. Richards, *Curriculum Development in Language Teaching* (New York: Cambridge University Press, 2001), 52.

and proficiency. The students expect to understand tenses or formulas to compose English sentences, and in fact, tenses are the choices most needed by students.

Similarly, Swan argued that understanding how to create and apply particular structures enables learners to convey common forms of meaning correctly.⁶ Swan also suggested that the grammatical items to be taught must be students' goals. It is critical to choose grammar elements relevant to students' requirements.⁷ Therefore, the researcher presented modal verbs, singular and plural, noun and verb phrases, tenses, direct and indirect speech, passive voice, and articles.

3. Learning Media

The determination of learning media followed the charts 4.8, 4.9, 4.10, 4.11, 4.12, and 4.13. Charts 4.8 and 4.9 refer to the main idea of this research, where the researcher wanted to find out whether students are interested in using blogs as a source of presenting the material. Based on these charts, most students support using the internet to learn grammar. Based on chart 4.10, the researcher developed grammar material with daily life topics. In addition, in developing this blog-based material, according to charts 4.11, 4.12, and 4.13, the researcher used many visuals in the form of images and audio-visuals in videos and presented with more text. As Richard stated, the material's role is a source of material presentation both orally and in writing.⁸ The representation of these inputs also has daily life topics because

⁶ Jack C. Richards and Willy A. Renandya, eds., *Methodology in Language Teaching: An Anthology of Current Practice*, 1st edition. (Cambridge: Cambridge University Press, 2002), 151.

⁷ Ibid, 148.

⁸ Jack C. Richards, *Curriculum Development in Language Teaching* (New York: Cambridge University Press, 2001), 251.

students like this type of presentation. The researcher also provided material input in a list of verbs and their forms. The discussion of these charts is quite related, such as the use of authentic materials in the form of films or songs that are easily found in daily life. Indeed, Hedge considered the principle in grammar teaching, especially in presenting grammar. Hedge also stated that we could create contexts through visuals, the teacher demonstration, text, dialog, song, and video⁹.

4. Learning Method

Charts 4.14, 4.15, 4.16, 4.17, 4.18, and 4.19 refer to learning activities students like. Therefore, the researcher presented grammar material that students can analyze and practice more. Chart 4.15. played a role in determining the type of activity in the task, quiz, and games menu. Those menu activities can make students practice more independently, as Thornbury outlined guidelines for teaching grammar to economize presentation time to provide maximum practice time.¹⁰ Related to chart 4.16, the researcher offered various activities and procedures for learning grammar involving students individually or in small groups. The discussion of these charts is quite relevant because students tend to listen and do teacher instructions, ask teachers and fellow students if they are having problems, and prefer teachers if they act as resources.

5. Task

Charts 4.15 also assisted the researcher in determining the types of tasks in learning grammar. Therefore, the researcher presented a grammar task that

⁹ Tricia Hedge, *Teaching and Learning in the Language Classroom*, 1st edition. (Oxford: Oxford University Press, 2000), 159.

¹⁰ Scott Thornbury, *How to Teach Grammar*, ed. Jeremy Harmer, 1st edition. (England: Pearson Education, 1999), 153.

consisted of writing sentences based on the patterns that had been learned, answering multiple-choice questions, and filling in the blanks. Therefore, the researcher designed a course's grammar component that presents the opportunity to learn by undertaking various learning tasks.¹¹

6. Unit of Materials

The arrangement of the material consists of a definition, observing activity, grammatical structure, function, and example. Observation activities are based on the results of need analysis, which states that students like to analyze material, as for the grammatical structure and function sections, based on the criteria described by Tomlinson. He revealed that needs to consider the difficulties that learners may have in learning these areas of grammar, particularly in similarities or variations in form, function, and the form/function relationship between the target language and their native language¹². The researcher also provides examples based on the question formulated by Penny Ur. Whether enough multiple examples are given of the structure in a meaningful context or students understand the meaning.¹³

Several experts assessed the appropriateness of grammar material through blog learning to verify its validity. Therefore, the mean score from material experts was 4.33 in the "Very Good" category. The material experts' judgment shows that the assessment aspects such as the suitability of the material, learning activities, and the presentation of the material were all appropriate. Besides, the mean score

¹¹ Tricia Hedge, *Teaching and Learning in the Language Classroom*, 1st edition. (Oxford: Oxford University Press, 2000), 173.

¹² Brian Tomlinson, ed., *Developing Materials for Language Teaching*, 2nd edition. (London: Bloomsbury Academic, 2013), 339.

¹³ Penny Ur, *A Course in Language Teaching - Practice and Theory* (England: Cambridge University Press, 1999), 33.

obtained from language experts was 4.8 in the “Very Good” category. The language experts’ judgment shows that the assessment aspects such as the developmental level of students, communicative aspect, grammatical accuracy, and the unity of ideas were all appropriate. The mean score obtained from media/IT experts was 4.44 in the “Very Good” category. The media/IT experts’ judgment shows that the assessment aspects such as usability, functionality, and visual communication were all appropriate. In conclusion, the overall mean score for product validity was 4.52. Nevertheless, some specific corrections and suggestions should become points to revise.

To determine whether students approve of the appropriateness of the grammar material through learning blogs, the researcher used students’ perception questionnaires. The mean score obtained from students’ perceptions was 4.23 in the “Very Good” category. The results of students’ perception showed several student responses such as (1) students like learning grammar using blogs; (2) it can increase student enthusiasm; (3) its clearness makes students can focus; (4) it is appealing to increase students’ spirit; (5) its easiness makes students are confident; (6) it help students more easily in doing the task; (7) it is the right way to learn grammar; and (8) its use wherever and whenever can increase students’ motivation. This student response deals with several principles of good material by Tomlinson. Those principles are that materials should get an impact. It should assist students in feeling at ease, support students in developing confidence, and attract and facilitate self-

investment. Lastly, it offers students the opportunity to utilize the target language for communicative objectives.¹⁴

Based on the evaluation results from expert judgment and students' perception, the developed basic English grammar material through blog learning is appropriate for the twelfth-grade students at SMAN 4 Palopo. The appropriate basic English grammar material through blog learning for the twelfth-grade students at SMAN 4 Palopo is material that:

1. The material has learning objectives that follow students' necessities.
2. The material consists of grammatical items (material) and their difficulty level according to the wants and objectives of the students. The material covers modal verbs, singular and plural, noun and verb phrases, tenses, direct and indirect speech, passive voice, and articles.
3. Material through blog learning is presented visually and audio-visually, such as attractive texts, images, videos, and songs related to daily life topics.
4. The material includes exciting learning activities and is student-centered such as quizzes, games, and tasks consisting of writing sentences, answering multiple-choice questions, filling in the blanks, and filling in blanks. The activities also encourage students to recognize their achievements and weaknesses in learning activities.
5. The material's arrangement consists of a definition, observing activity, grammatical structure, function, and example.

¹⁴ Brian Tomlinson, ed., *Developing Materials for Language Teaching*, 2nd edition. (London: Bloomsbury Academic, 2013), 28-29.

6. The blog-based material is presented in an understandable and accessible and covered with a good, attractive, and consistent layout.
7. The material uses clear, effective, communicative language and is suitable for the cognitive development of grade 12 students.
8. Material can increase students' enthusiasm, focus, spirit, confidence, motivation, and activity.

The results of this research are correlated with the previous research, but there are also several differences. This research is in line with Nur Ima's¹⁵ research because both use students' need analysis as the basis for development. Then from the results of the need analysis, the most wanted material in both studies is tense. Students also agree to use the internet with video presentations to fulfill their English grammar learning needs. In addition, many activities can be done for practice as both kinds of research have found that students like to practice. An example of one of the similarities in the activities of the two materials development is quizzes. Quizzes is an online activity that students like because students can find out their achievement scores or abilities. Although, the differences between the results of this study and Nur Ima's research are (1) the focus of research: Nur Ima's research focused on the development of blogs as a media, while the researcher focused on developing grammar materials but still considered the effectiveness of blogs; (2) Nur Ima's research subjects were 11th-grade students, so the material presented is also different, namely focusing on tenses, verbs, and pronouns.

¹⁵ Nur Ima, "Developing Instructional Media of Basic English Grammar Weblog for the First Year Students of Senior High School 11" (UIN Alauddin Makassar, 2017), [http://repositori.uin-alauddin.ac.id/6420/2/Nur Ima.pdf](http://repositori.uin-alauddin.ac.id/6420/2/Nur%20Ima.pdf).

Meanwhile, the researcher presented seven materials based on the needs analysis results; (3) Online activities in Nur Ima's research were in the form of quizzes, chatroom features, and translation. In contrast, this research did not provide those features; there are only tasks, quizzes, and games.

Furthermore, this research deals with Nur Devitasyari's¹⁶ research because the needs analysis determined the material in developing material. Since both of these research focused on developing materials through blogs, then these two research focused more on materials. As the researcher did, Nur Devitasyari provided all writing materials, including grammatical items and topics needed that students wanted. Nur Devitasyari also used students' assessments toward the effectiveness of the blog. In this regard, the researcher adopted the questionnaire used by Nur Devitasyari with the same function to determine student perceptions after learning through the blog. The results of students' perceptions reveal that students like blogs when learning English because it increases students' enthusiasm, focus, spirit, confidence, motivation, and activity. In addition, the topics used are also daily life, and the task for each material or unit consists of three tasks.

On the contrary, the difference is in the subject and object of research. Nur Devitasyari's research subjects were students of the English Education Department, and the research object was writing material. So, the material content is different. The type of activity on the two blogs is also different.

¹⁶ Nur Devitasyari, "Developing English Writing Materials Through Web Blog for Students of English Education Department" (UIN Alauddin Makassar, 2018).

Finally, the results of this research are in line with the research of Hengki Kris Sanjaya, Eka Apriani, and Sarwo Edy¹⁷. Both studies received positive responses from students, such as weblogs enhancing their confidence and the appropriateness of the blogs because they are accessible and use visual representation. Meanwhile, the qualitative descriptive research by Sanjaya et al. is the most significant difference. Therefore, the research results are undoubtedly different. This research developed learning products in the form of grammar material through blogs, while the research of Sanjaya et al. investigated students' perceptions of using weblogs in learning writing.

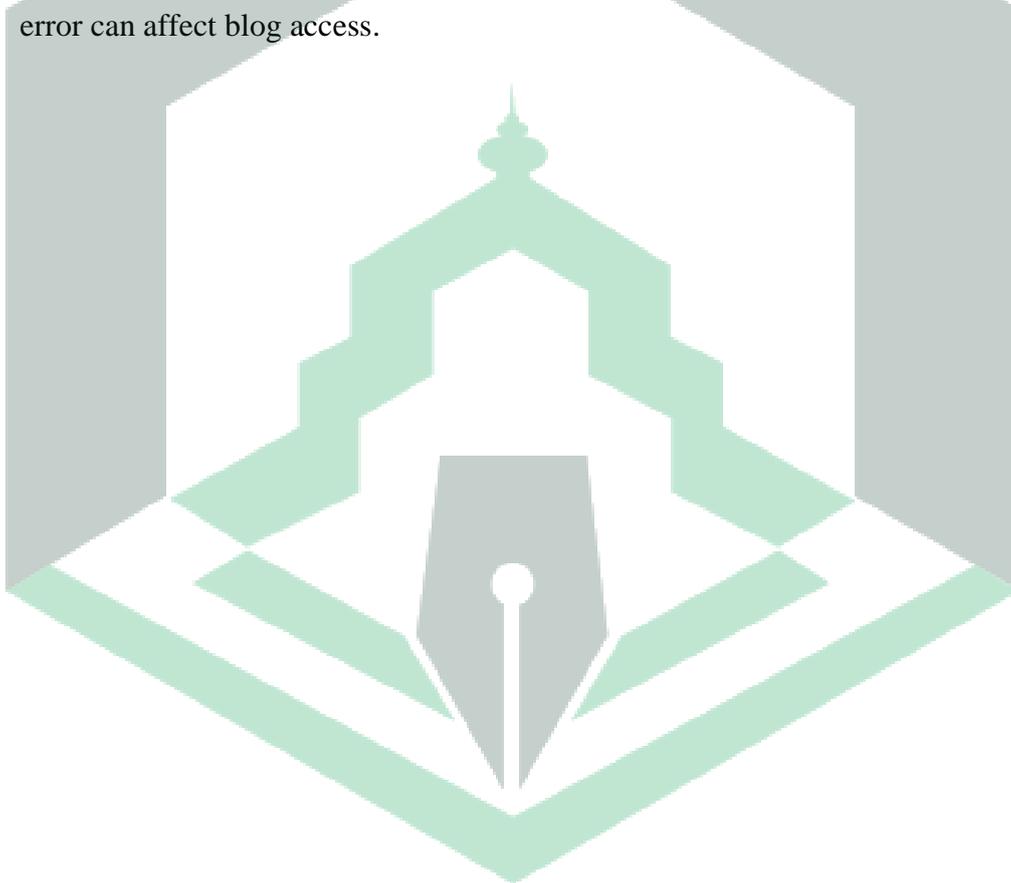
The use of blogs for language learning is also supported by Emelia and Melor's research. Throughout the study, the blog was meant to be a safe place for student to explore their own learning. It shows that students enjoyed the lesson and most of them expressed their wish to see blogging being used more widely for their learning. This research and Emelia and Melor's research also prove that blogs are successful in attracting students' attention and interest and motivating them to do activities, ask questions, and participate in online and classroom discussions.¹⁸

Overall, grammar material through blogs has several advantages, but there are also some disadvantages. The advantages are (1) students can study the available grammar material according to their choice; (2) they can practice with various fun activities such as doing assignments, answering quizzes, or playing

¹⁷ Hengki Kris Sanjaya, Eka Apriani, and Sarwo Edy, "Using Web Blogs in Teaching Writing for EFL Students," *Journal of English Education and Teaching (JEET)* 4, no. 4 (December, 2020): 516–35.

¹⁸ Emelia A. Rahman Sidek and Melor Md. Yunus, "Students' Experiences on Using Blog as Learning Journals," *Procedia - Social and Behavioral Sciences* 67, (2012): 142-143, <https://doi.org/10.1016/j.sbspro.2012.11.314>.

games and can immediately know the score, correct or wrong when answering; (3) the students can assess the blog without time limits so students can study and practice independently at home; (4) the blog is quite a user friendly. Whereas several factors influence disadvantages, namely (1) internet networks such as Wi-Fi or cellular networks can affect the speed of blog access; (2) slow device, if the read and write speed of a storage device cannot match the capacity of the blog, it will take enough time to display the blog page; (3) a slow web browser due to an error can affect blog access.



CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

This research aims to develop the appropriate basic English grammar material through blog learning for the twelfth-grade students at SMAN 4 Palopo. The researcher used the ADDIE model to analyze students' needs, design the course grid, arrange content and material, and develop the material through the blog, implementation, and evaluation. The grammar material through blog learning is qualified as appropriate. Based on all expert judgments, it obtained a score of 4.52 with a qualification of the "very good" category. In addition, the average of students' perceptions got a score of 4.23 in the "very good" category.

The appropriate basic English grammar material through blog learning for the twelfth-grade students at SMAN 4 Palopo covers: (1) learning objectives follow students' necessities; (2) material consists of modal verbs, singular and plural, noun and verb phrases, tenses, direct and indirect speech, passive voice, and articles; (3) presented visually and audio-visually; (4) exciting learning activities and is student-centered such as quizzes, games, and tasks; (5) material's arrangement consists of a definition, observing activity, grammatical structure, function, and example; (6) an understandable and accessible and covered with a good, attractive, and consistent layout; (7) clear, effective, communicative language and is suitable; (8) material can increase students' enthusiasm, focus, spirit, confidence, motivation, and activity. The link to access the blog is <https://grammar101holic.blogspot.com>.

B. Suggestions

The researcher would like to offer some potential suggestions based on the research conclusions.

1. For Students

Students should use their gadgets to learn English. In this case, by learning grammar material through blog learning. Students may learn and improve their grammar by studying the material and regularly practicing with the available online activity features.

2. For Teachers

Teachers may instruct and remind students to learn grammar independently through the blog at home. In addition, it is also possible for teachers to take advantage of the available video or song features and task, quiz, and games menus to evaluate student proficiency.

3. For Further Researchers

For further researchers who want to conduct similar research, the researcher recommended improving the quality of both the material and the blog. Further researchers may develop blogs that use better and more practical tools or software than this research. In addition, the researcher also recommends discussion forum feature be included in the blog so that the blog can be more interactive.

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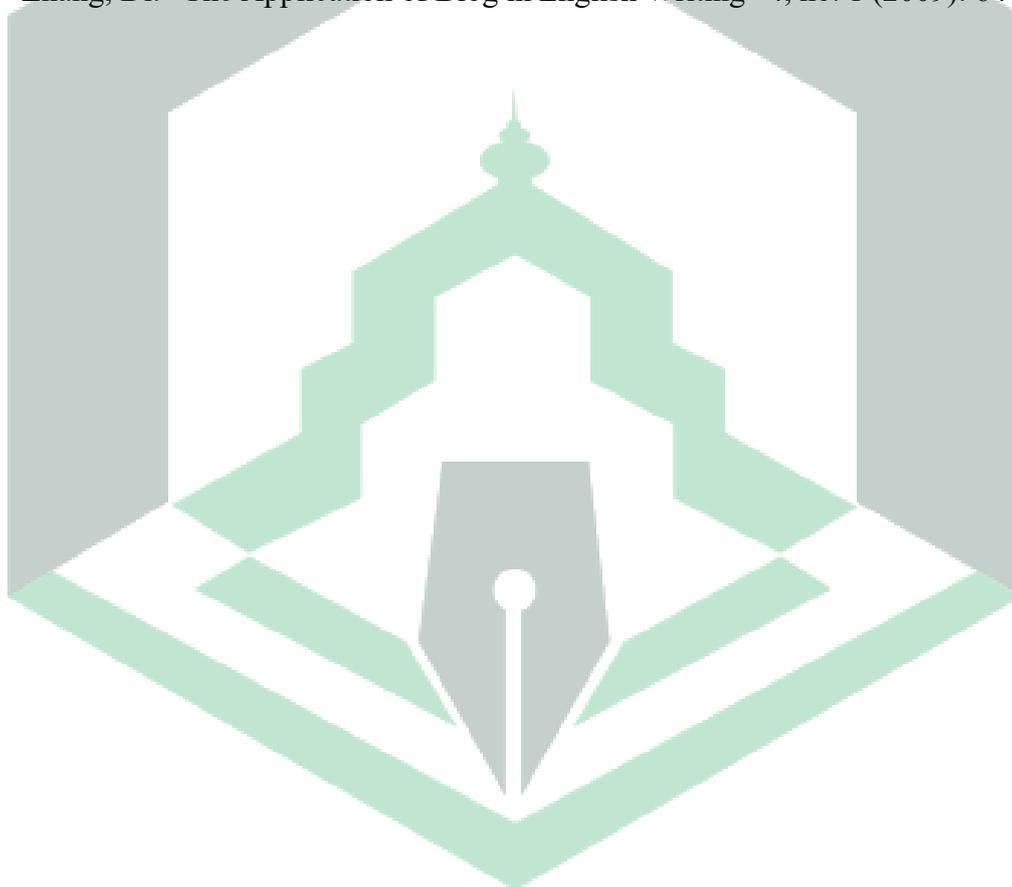
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APPENDIX 1
SURAT IZIN MENELITI



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

ASLI

IZIN PENELITIAN
NOMOR : 972/IP/DPMPSTP/XII/2021

DASAR HUKUM :

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

MEMBERIKAN IZIN KEPADA

Nama : QUBRA
Jenis Kelamin : Perempuan
Alamat : Jl. A. Bintang Kota Palopo
Pekerjaan : Mahasiswa
NIM : 17 0202 0225

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

DEVELOPING BASIC ENGLISH GRAMMAR MATERIAL THROUGH BLOG LEARNING FOR THE TWELFTH GRADE AT SMAN 4 PALOPO

Lokasi Penelitian : SMA NEGERI 4 PALOPO
Lamanya Penelitian : 23 Desember 2021 s.d. 23 Maret 2022

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

Demikian Surat Izin Penelitian ini diterbitkan untuk dipergunakan sebagaimana mestinya.

Diterbitkan di Kota Palopo
Pada tanggal : 23 Desember 2021
Pdt. Kepala Dinas Penanaman Modal dan PTSP



MUH. IHSAN ASHARUDDIN, S.STP, M.Si
Pangkat : Pembina Tk.I
NIP : 19780611 199612 1 001

Tembusan :

1. Kepala Badan Kesbang Prov. Sul-Sel,
2. Walikota Palopo
3. Dandim 1403 SW
4. Kapolda Palopo
5. Kepala Badan Penelitian dan Pengembangan Kota Palopo
6. Kepala Badan Kesbang Kota Palopo
7. Lokasi terkecil tempat dilaksanakan penelitian



APPENDIX 2

**KOMPETENSI INTI DAN KOMPETENSI
DASAR**

**KOMPETENSI INTI DAN KOMPETENSI DASAR PADA KURIKULUM
2013 UNTUK KELAS XII SMA**

KOMPETENSI INTI 3 (PENGETAHUAN)	KOMPETENSI INTI 4 (KETERAMPILAN)
3. memahami, menerapkan, menganalisis dan mengevaluasi pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah	4. mengolah, menalar, menyaji, dan mencipta dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri serta bertindak secara efektif dan kreatif, dan mampu menggunakan metoda sesuai kaidah keilmuan

Kompetensi Dasar		Unsur kebahasaan
3.1	Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan menawarkan jasa, serta menanggapi, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan <i>May I help you?</i> , <i>What can I do for you?</i> <i>What if ...?</i>)	<ol style="list-style-type: none"> 1. Ungkapan yang sesuai untuk menawarkan jasa, seperti <i>May I help you?</i>, <i>What can I do for you?</i> <i>What if ...?</i> 2. Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb. 3. Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan
4.1	Menyusun teks interaksi interpersonal lisan dan tulis sederhana yang melibatkan tindakan menawarkan jasa, dan menanggapi dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	
3.2	Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk surat lamaran kerja, dengan memberi dan meminta informasi terkait jati diri, latar belakang pendidikan/pengalaman kerja, sesuai dengan konteks penggunaannya	<ol style="list-style-type: none"> 1. Ungkapan dan kosakata yang sesuai 2. Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan
4.2	Surat lamaran kerja	

	4.2.	Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks khusus dalam bentuk surat lamaran kerja, yang memberikan informasi antara lain jati diri, latar belakang pendidikan/pengalaman kerja	
	4.2.	Menyusun teks khusus surat lamaran kerja, yang memberikan informasi antara lain jati diri, latar belakang pendidikan/pengalaman kerja, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks	
3.3		Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk teks caption, dengan memberi dan meminta informasi terkait gambar /foto /tabel/grafik/ bagan, sesuai dengan konteks penggunaannya	1. Frasa nominal untuk benda, orang, binatang, lokasi, dsb. yang menjadi fokus, dengan atau tanpa <i>a, the, this, those, my, their</i> , dsb.
4.3		Teks penyerta gambar (caption)	2. Frasa verbal terkait gambar/foto/tabel/grafik dalam tense yang sesuai
	4.3.	Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks khusus dalam bentuk caption terkait gambar/foto/tabel/grafik/bagan	3. Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan
	4.3.	Menyusun teks khusus dalam bentuk teks caption terkait gambar/foto/tabel/grafik/bagan, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks	
3.4		Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks news item lisan dan tulis dengan memberi dan meminta informasi terkait berita sederhana dari koran/radio/TV, sesuai dengan konteks penggunaannya	1. <i>Past tense, Present Perfect Tense, Future Tense</i>
4.4		Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks news items lisan dan tulis, dalam bentuk berita sederhana koran/radio/TV	2. Kalimat Pasif 3. Kalimat Langsung dan Tak Langsung 4. Kata sandang (<i>Article</i>) 5. Kutipan langsung dan tidak langsung 6. Kata depan (<i>Prepositions</i>) 7. Kalimat Nominal singular dan plural

		8. Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan
3.5	Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait pengandaian diikuti oleh perintah/saran, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan <i>if</i> dengan <i>imperative, can, should</i>)	1. Pernyataan dan pertanyaan terkait dengan kalimat pengandaian 2. Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their</i> , dsb. 3. Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan
4.5	Menyusun teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait pengandaian diikuti oleh perintah/saran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	
3.6	Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks prosedur lisan dan tulis dengan memberi dan meminta informasi terkait manual penggunaan teknologi dan kiat-kiat (tips), pendek dan sederhana, sesuai dengan konteks penggunaannya	1. Tata bahasa: kalimat <i>imperatif, negatif</i> dan <i>positif</i> 2. Ungkapan dan kosa kata yang lazim digunakan dalam manual dan tip 3. Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their</i> , dsb.
4.6	Teks prosedur	4. Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan
4.6.	Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks prosedur lisan dan tulis, dalam bentuk manual terkait penggunaan teknologi dan kiat-kiat (tips)	
4.6.	Menyusun teks prosedur, lisan dan tulis, dalam bentuk manual terkait penggunaan teknologi dan kiat-kiat (tips), dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks	
3.7	Menafsirkan fungsi sosial dan unsur kebahasaan lirik lagu terkait kehidupan remaja SMA/MA/SMK/MAK	1. Ungkapan yang mengandung informasi dan nilai moral terkait topik dari lagu. 2. Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan



APPENDIX 3

**THE BLUEPRINT OF NEEDS ANALYSIS
QUESTIONNAIRES**

BLUEPRINT OF NEED ANALYSIS QUESTIONNAIRES

	Aspects	Theory	Questions
Target Needs	Necessities	<p>According to Hutchinson (1987), necessities are what learners have to know to function effectively in the target situation.</p> <p>Azar (2007) stated that a critical aspect of grammar teaching is that it helps learners discover the nature of language, i.e., that language consists of predictable patterns that make what we say, read, hear and write intelligibly.</p> <p>Penny Ur (1996) also highlighted that learners might subconsciously utilize the implicitly taught grammatical forms in oral and written situations if given proper grammatical structures.</p>	<p>1) Mengapa pembelajaran Grammar (tata bahasa) penting untuk Anda?</p> <ol style="list-style-type: none"> a. agar membuat kalimat lisan dan tulisan dengan struktur yang benar b. dapat memahami kalimat lisan dan tulisan dengan maksud yang jelas c. sangat diperlukan dalam menjawab soal tes berbahasa Inggris d. menunjang untuk studi lanjut di kemudian hari <p>2) Anda membutuhkan <i>Grammar</i> (tata bahasa) untuk?</p> <ol style="list-style-type: none"> a. mendukung keterampilan mendengar (<i>listening skill</i>) b. mendukung keterampilan berbicara (<i>speaking skill</i>) c. mendukung keterampilan menulis (<i>writing skill</i>) d. mendukung keterampilan membaca (<i>reading skill</i>)
	Lacks	<p>According to Hutchinson (1987), lacks are what the learner knows already to decide which necessities the learner lacks.</p> <p>Hutchinson, Waters, and Breen state that the gap between target proficiency and existing learners' proficiency can be referred to as the learners' lacks (Hutchinson and Waters 1990).</p> <p>Based on Ariel et al. (2020), the research finding revealed that the most difficult students learn grammars are formula rules applied, and too many rules in grammar are difficult to understand and memorize.</p>	<p>3) Sejauh mana kecakapan pengetahuan <i>Grammar</i> (tata bahasa) Anda?</p> <ol style="list-style-type: none"> a. dapat memahami <i>tenses</i> dasar b. dapat memahami jenis-jenis kelas kata (<i>parts of speech</i>) c. dapat memahami penggunaan bentuk kata tunggal dan jamak (<i>singular-plural</i>) d. dapat memahami penggunaan bentuk-bentuk kata kerja (<i>verbs</i>) e. tidak dapat memahami apapun <p>4) Apa kesulitan Anda dalam pembelajaran <i>Grammar</i> (tata bahasa)?</p> <ol style="list-style-type: none"> a. mengaplikasikan aturan/formula dari materi <i>grammar</i> b. kurangnya motivasi belajar <i>grammar</i> c. banyaknya aturan/formula yang sulit dipahami

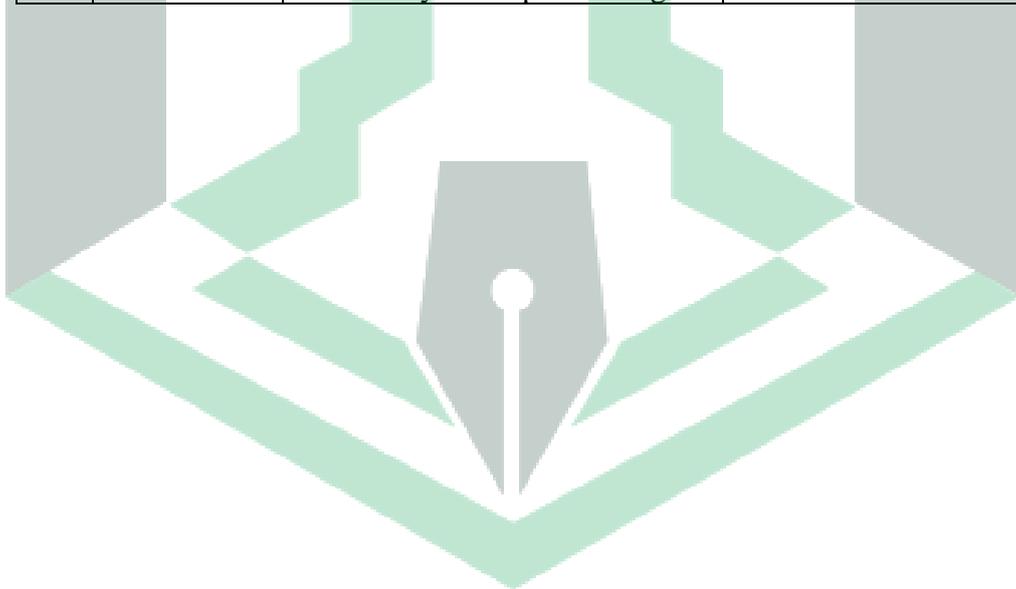
			<p>d. sulit mengingat aturan/formula yang telah dipelajari</p> <p>e. lain-lain (tuliskan bila ada).....</p> <p>5) Anda masih kesulitan menggunakan/memahami <i>Grammar</i> (tata bahasa) ketika....</p> <p>a. menulis</p> <p>b. berbicara</p> <p>c. membaca</p> <p>d. mendengarkan</p>
	Wants	<p>According to Hutchinson and Waters (1987), the definition of wants is the perceived subjective needs of learners. Wants also mean that the students need to know what they want to be learned. From that situation, students will make some efforts to achieve their will.</p> <p>Based on the competency determined by Pemdikbud (2018), the basic grammar material for the twelfth-grade students at high school are as follows: 1) modals; 2) singular-plural; 3) tenses, i.e., simple past, simple future, present perfect; 4) direct and indirect speech; 5) passive voice; 6) conditional sentences; 7) imperatives; 8) adverb phrase, noun phrase, adjective phrase; 9) connectives, and 10) causative verbs.</p> <p>Some technology-based materials attempt to help learners pay attention to grammar and understand the importance of grammar choices - as would ideally be done with paper-based materials (Tomlinson, 2013:349).</p>	<p>6) Materi Grammar (tata bahasa) apa yang ingin Anda pelajari?</p> <p>a. <i>Modals</i></p> <p>b. <i>Singular-plural</i></p> <p>c. <i>Noun phrase and verb phrase</i></p> <p>d. <i>Tenses, i.e., simple past, simple future, present perfect</i></p> <p>e. <i>Direct and indirect speech</i></p> <p>f. <i>Passive voice</i></p> <p>g. <i>Article</i></p> <p>h. <i>Prepositions</i></p> <p>i. <i>Conditional sentences</i></p> <p>j. <i>Imperatives</i></p> <p>k. lain-lain (tuliskan bila ada).....</p> <p>7) Apa yang Anda harapkan setelah belajar Grammar (tata bahasa)?</p> <p>a. mampu memahami tenses atau rumus-rumus untuk menyusun kalimat bahasa Inggris</p> <p>b. mampu menggunakan rumus sesuai konteksnya</p> <p>c. mampu menulis kalimat sederhana dengan menggunakan tenses yang benar</p> <p>d. mampu memahami konteks grammar dari kalimat lisan/tulisan</p> <p>e. lain-lain (tuliskan bila ada).....</p> <p>8) Sumber belajar/media yang ingin Anda gunakan dalam menenukan informasi terkait materi Grammar (tata bahasa)?</p> <p>a. buku</p> <p>b. internet</p> <p>c. koran</p> <p>d. televisi</p> <p>e. lain-lain (tuliskan bila ada).....</p>

			<p>9) Anda ingin menggunakan gadget sebagai alternative lain untuk belajar Grammar (tata bahasa).</p> <ol style="list-style-type: none"> sangat setuju setuju tidak setuju sangat tidak setuju
Learning Needs	<p>Input</p>	<p>According to Nunan (2004: 47), input refers to finding what content is needed to design a task.</p> <p>Larsen-Freeman and Anderson (2011) state that technology supports the learning process and contributes to easing learners accessing any source for learning the new language.</p> <p>Hutchinson and Waters (1987: 108-109) said that input could be in text, dialogue, video-recording, diagram, or any piece of communication data. It depends on the needs the writer has defined in the analysis. The input provides: a) stimulus materials for activities b) new language items c) correct models of language used) the topic for communication, e) opportunities for learners to use their information processing skills, f) opportunities for learners to use their existing knowledge of the language and the subject matter.</p> <p>According to Zhang (2009), blog entries can consist of text, images, audio, and video.</p> <p>Online materials, in particular, appear simply to move what was/is on the page of grammar books into HTML, with the ‘advantage’ of immediate answer checking and the accompaniment of colorful visuals and/or gamelike effects (Tomlinson, 2013: 348-349).</p>	<p>10) Topik apa yang Anda sukai untuk meningkatkan penguasaan <i>Grammar</i> (tata bahasa) Anda?</p> <ol style="list-style-type: none"> topik yang berkaitan dengan kehidupan sehari-hari (<i>daily life</i>) topik yang berkaitan dengan isu terkini topik yang berkaitan dengan sekolah/pendidikan topik yang berkaitan dengan alam lain-lain (tuliskan bila ada)..... <p>11) Media seperti apa yang Anda sukai dalam penyajian materi <i>Grammar</i> (tata bahasa)?</p> <ol style="list-style-type: none"> audio (rekaman,dll) visual (gambar, tulisan, lcd, model,dll) audio visual (siaran berita video, talkshow, film, dll) media cetak (buku teks, koran,modul, dll) realita (obyek nyata yang berupa benda nyata, ataupun benda tiruan) lain-lain (tuliskan bila ada)..... <p>12) Penyajian materi seperti apa yang Anda inginkan untuk pembelajaran <i>Grammar</i> (tata bahasa)?</p> <ol style="list-style-type: none"> disajikan dengan lebih banyak teks disajikan dengan lebih banyak ilustrasi tampilan hitam putih tampilan berwarna lain-lain (tuliskan bila ada)..... <p>13) Dalam belajar <i>Grammar</i> (tata bahasa), input yang Anda inginkan berupa....</p>

			<ul style="list-style-type: none"> a. materi otentik yang mudah dijumpai di keseharian b. teks yang menggambarkan konteks mata pelajaran di sekolah c. daftar kata kerja dan bentuk-bentuknya. d. teks yang disertai gambar e. lain-lain (tuliskan bila ada).....
	<p>Procedures</p>	<p>According to Nunan (2004: 52), procedure refers to finding out what students are must do with the task.</p> <p>Yunita et al.'s (2019) research finding revealed that the teacher agreed if there were a discrete point test (a test that evaluates the specific parts of the English grammar by using multiple-choice items), error analysis test, closed-ended test (a multiple-choice test, filling in the gap, rewriting sentences, and correcting sentences), and open-ended test (sentence completion and writing sentences).</p> <p>Scrivener (2005) emphasizes the use of communicative exercises in English grammar. The form of the exercises can be both in the form of oral and written. These are the kinds of different written exercises from which digital learning materials can be used:</p> <ul style="list-style-type: none"> a. Filling in the blanks. b. Choosing the right form of the verb. c. Sentence transformation. d. Split sentences. e. Grammar quiz. f. Memory test. <p>According to Hedge (2000), self-correction is encouraged in practicing grammar. Besides, Dewi Furwana (2017) revealed</p>	<p>14) Dalam pembelajaran bahasa Inggris khususnya <i>Grammar</i> (tata bahasa), jenis kegiatan apa yang Anda sukai?</p> <ul style="list-style-type: none"> a. menganalisis materi yang disajikan b. tanya jawab c. menghafal rumus-rumus grammar d. latihan e. mencocokkan jawaban hasil tes dengan jawaban yang benar f. lain-lain (tuliskan bila ada)..... <p>15) Aktivitas yang Anda sukai saat mengerjakan soal mengenai <i>Grammar</i> (tata bahasa) adalah....</p> <ul style="list-style-type: none"> a. mengidentifikasi kesalahan struktur kalimat b. membenarkan kesalahan struktur kalimat c. menghubungkan kata antara grammar dan vocabulary d. menulis kalimat berdasarkan pola yang telah dipelajari e. menjawab soal pilihan ganda f. melengkapi kalimat yang rumpang (kosong) dengan grammar yang sesuai g. menyusun kata-kata yang telah diacak menjadi kalimat yang benar h. kuis dan permainan tata bahasa (<i>Grammar</i>) i. lain-lain (tuliskan bila ada).....

	that self-evaluating was the most dominant language strategy used by students in writing.	
Setting	Nunan (2004: 71) stated setting is to find out how the assignment done (group work, work partner or individually).	16) Anda lebih suka mengerjakan tugas secara.... a. individu/mandiri b. berpasangan c. kelompok kecil (2-3 orang) d. kelompok besar (4-6 orang)
Learners' role	According to Nunan (2004: 184), learners' role is to find out the role of students in class. Gibbs (1995) draws on similar concepts when he describes student-centered courses as those that emphasize: learner activity rather than passivity; students' experience on the course outside the institution and prior to the course; process and competence, rather than content; where the key decisions about learning are made by the student through negotiation with the teacher.	17) Seperti apa peran Anda saat pembelajaran berlangsung? a. mendengarkan dan melaksanakan instruksi guru b. menulis semua informasi yang diterangkan oleh guru c. berpartisipasi aktif dalam kegiatan diskusi dengan guru dan siswa lainnya. d. melakukan analisis sistematis secara individual dan mengerjakan tugas dengan tenang. e. lain-lain (tuliskan bila ada)..... 18) Ketika Anda mengalami masalah dalam belajar <i>Grammar</i> (tata bahasa), apa yang Anda lakukan? a. bertanya pada guru b. bertanya pada siswa dan guru c. mencoba untuk mengatasinya sendiri d. tidak melakukan apapun
Teachers' role	According to Harmer (2007), there are several teachers' roles. a. <i>Controller</i> : The teacher is in complete charge of the class, what students do, what they say, and how they say it. b. <i>Prompter</i> : The teacher encourages students to participate and makes suggestions about how students may proceed in an activity. The teacher should be helping students only when necessary. c. <i>Resource</i> : The teacher is a kind of walking resource center (monitor) ready to offer help if needed or provide students with	19) Dalam pembelajaran Grammar (tata bahasa), Anda lebih suka jika guru bertindak sebagai.... a. <i>resource</i> (guru bertindak sebagai sumber pengetahuan dan informasi yang memberi anda contoh sebelum anda mempraktekkan tugas) b. <i>partisipan</i> (guru tidak memonopoli atau mendominasi percakapan) c. <i>prompter</i> (guru mendorong anda untuk berpikir kreatif dengan memberikan petunjuk) d. <i>observer</i> (tutor mengamati apa yang anda lakukan dan berikan umpan balik individu atau kelompok)

		<p>whatever language they lack when performing communicative activities.</p> <p>d. <i>Assessor</i>: The teacher assumes this role to see how well students are performing or how well they performed. Feedback and correction is organized and carried out</p> <p>e. <i>Organizer</i>: Perhaps the most difficult and important role the teacher has to play. The success of many activities depends on good organization and on the students knowing what they are to do. Giving instructions is vital in this role as well as setting up activities.</p> <p>f. <i>Participant</i>: This role improves the atmosphere in the class when the teacher takes part in an activity. However, the teacher takes the risk of dominating the activity when performing it.</p>	<p>e. <i>controller</i> (tutor bertanggung jawab atas kelas dan aktivitas)</p> <p>f. <i>assessor</i> (tutor menawarkan umpan balik dan koreksi dan menilai anda dengan berbagai cara)</p>
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APPENDIX 4

**THE INSTRUMENTS VALIDATION BY
THE EXPERTS**

QUESTIONNAIRE

“Developing Basic English Grammar through Blog Learning for the Twelfth Grade at SMAN 4 Palopo”

A. Data Responden

Nama :

Umur :

Jenis Kelamin :

Kelas :

B. Petunjuk Pengisian

Pilihlah jawaban yang sesuai dengan keadaan yang menggambarkan keadaan Anda saat ini, serta sesuai dengan apa yang Anda butuhkan atau Anda inginkan terkait dengan pembelajaran Bahasa Inggris, khususnya Grammar (tata bahasa). Semua jawaban yang Anda berikan di dalam lembar angket ini tidak mempengaruhi nilai Anda pada mata pelajaran bahasa Inggris. Jika Anda memilih jawaban lain-lain, tuliskan jawaban tersebut dengan sangat jelas.

1. Mengapa pembelajaran Grammar (tata bahasa) penting untuk Anda?

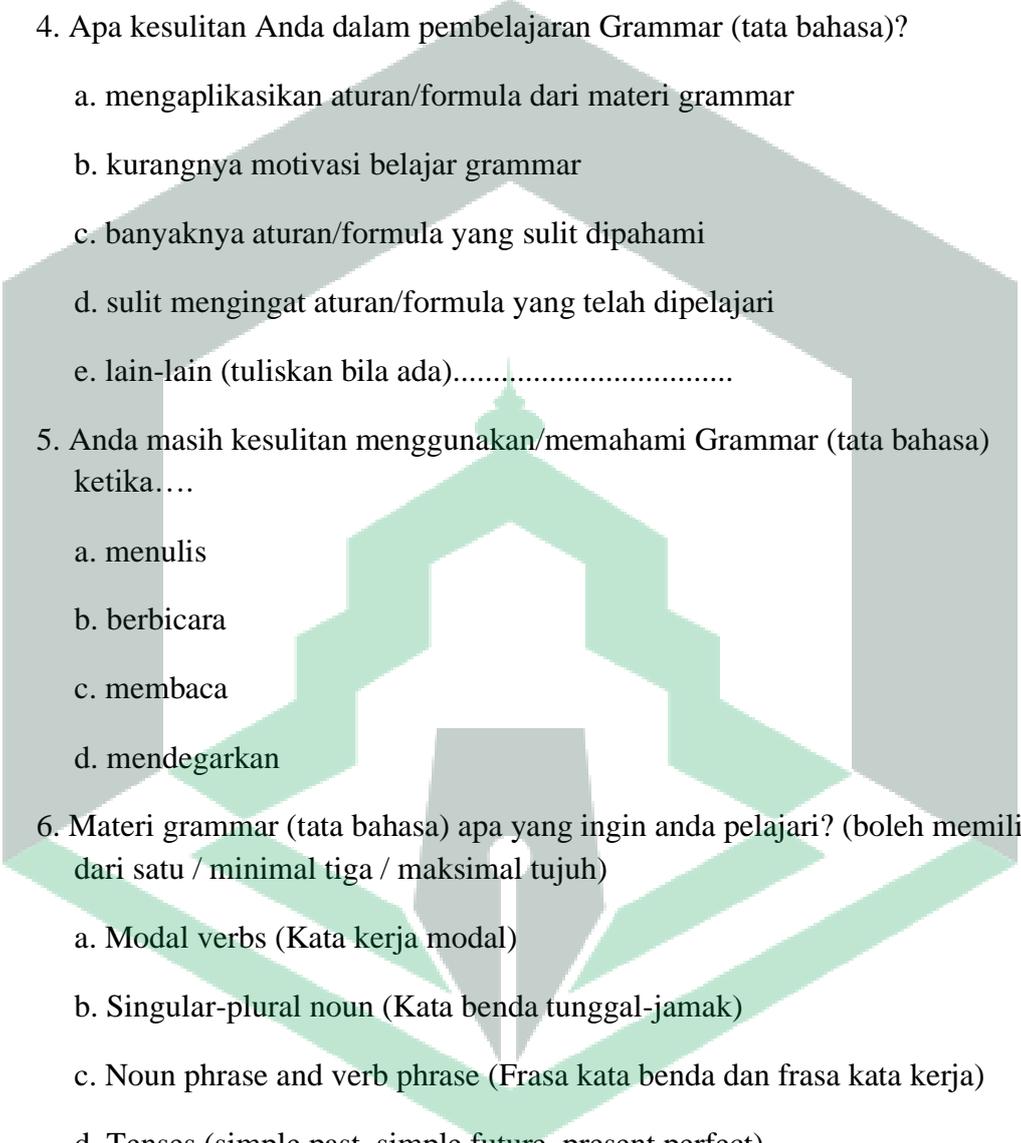
- agar membuat kalimat lisan dan tulisan dengan struktur yang benar
- dapat memahami kalimat lisan dan tulisan dengan maksud yang jelas
- sangat diperlukan dalam menjawab soal tes berbahasa Inggris
- menunjang untuk studi lanjut di kemudian hari
- lain-lain (tuliskan bila ada).....

2. Anda membutuhkan Grammar (tata bahasa) untuk?

- mendukung keterampilan mendengar (listening skill)
- mendukung keterampilan berbicara (speaking skill)
- mendukung keterampilan menulis (writing skill)
- mendukung keterampilan membaca (reading skill)

3. Sejauh mana kecakapan pengetahuan Grammar (tata bahasa) Anda?

- dapat memahami tenses dasar

- 
- b. dapat memahami jenis-jenis kelas kata (parts of speech)
 - c. dapat memahami penggunaan bentuk kata tunggal dan jamak (singular-plural)
 - d. dapat memahami penggunaan bentuk-bentuk kata kerja (verbs)
 - e. tidak dapat memahami apapun
4. Apa kesulitan Anda dalam pembelajaran Grammar (tata bahasa)?
- a. mengaplikasikan aturan/formula dari materi grammar
 - b. kurangnya motivasi belajar grammar
 - c. banyaknya aturan/formula yang sulit dipahami
 - d. sulit mengingat aturan/formula yang telah dipelajari
 - e. lain-lain (tuliskan bila ada).....
5. Anda masih kesulitan menggunakan/memahami Grammar (tata bahasa) ketika....
- a. menulis
 - b. berbicara
 - c. membaca
 - d. mendengarkan
6. Materi grammar (tata bahasa) apa yang ingin anda pelajari? (boleh memilih dari satu / minimal tiga / maksimal tujuh)
- a. Modal verbs (Kata kerja modal)
 - b. Singular-plural noun (Kata benda tunggal-jamak)
 - c. Noun phrase and verb phrase (Frasa kata benda dan frasa kata kerja)
 - d. Tenses (simple past, simple future, present perfect)
 - e. Direct and indirect speech (Kalimat langsung dan tidak langsung)
 - f. Passive voice (Kalimat pasif)
 - g. Article (Kata sandang)
 - h. Prepositions (Preposisi atau kata depan)

- i. Conditional sentences (Kalimat pengandaian)
- j. Imperatives (Kalimat imperatif)
- k. lain-lain (tuliskan bila ada).....

7. Apa yang Anda harapkan setelah belajar Grammar (tata bahasa)?

- a. mampu memahami tenses atau rumus-rumus untuk menyusun kalimat bahasa Inggris
- b. mampu menggunakan rumus sesuai konteksnya
- c. mampu menulis kalimat sederhana dengan menggunakan tenses yang benar
- d. mampu memahami konteks grammar dari kalimat lisan/tulisan
- e. lain-lain (tuliskan bila ada).....

8. Sumber belajar/media yang ingin Anda gunakan dalam menenukan informasi terkait materi Grammar (tata bahasa)?

- a. buku
- b. internet
- c. koran
- d. televisi
- e. majalah
- f. lain-lain (tuliskan bila ada).....

9. Anda ingin menggunakan gadget sebagai alternative lain untuk belajar Grammar (tata bahasa).

- a. sangat setuju
- b. setuju
- c. tidak setuju
- d. sangat tidak setuju

10. Topik apa yang Anda sukai untuk meningkatkan penguasaan Grammar (tata bahasa) Anda?

- a. topik yang berkaitan dengan kehidupan sehari-hari (daily life)

- b. topik yang berkaitan dengan isu terkini
- c. topik yang berkaitan dengan sekolah/pendidikan
- d. topik yang berkaitan dengan alam
- e. lain-lain (tuliskan bila ada).....

11. Media seperti apa yang Anda sukai dalam penyajian materi Grammar (tata bahasa)? (boleh memilih dari satu / maksimal empat)

- a. audio (rekaman, dll)
- b. visual (gambar, tulisan, model, dll)
- c. audio visual (video, talkshow, film, dll)
- d. media cetak (buku teks, modul, lembar kerja siswa, koran, dll)
- e. realita (obyek nyata yang berupa benda nyata, ataupun benda tiruan)
- f. lain-lain (tuliskan bila ada).....

12. Penyajian materi seperti apa yang anda inginkan untuk pembelajaran grammar (tata bahasa)?

- a. disajikan dengan lebih banyak teks
- b. disajikan dengan lebih banyak ilustrasi
- c. tampilan hitam putih
- d. tampilan berwarna
- e. lain-lain (tuliskan bila ada).....

13. Dalam belajar Grammar (tata bahasa), input yang Anda inginkan berupa....

- a. materi otentik yang mudah dijumpai di keseharian
- b. teks yang menggambarkan konteks mata pelajaran di sekolah
- c. daftar kata kerja dan bentuk-bentuknya.
- d. teks yang disertai gambar
- e. lain-lain (tuliskan bila ada).....

14. Dalam pembelajaran bahasa Inggris khususnya Grammar (tata bahasa), jenis kegiatan apa yang Anda sukai?

- a. menganalisis materi yang disajikan
- b. tanya jawab
- c. menghafal rumus-rumus grammar
- d. latihan
- e. mencocokkan jawaban hasil tes dengan jawaban yang benar
- f. lain-lain (tuliskan bila ada).....

15. Aktivitas yang Anda sukai saat mengerjakan soal mengenai Grammar (tata bahasa) adalah.... (boleh memilih dari satu / minimal tiga / maksimal lima)

- a. mengidentifikasi kesalahan struktur kalimat
- b. membenarkan kesalahan struktur kalimat
- c. menghubungkan kata antara grammar (tata bahasa) dan vocabulary (kosa kata)
- d. menulis kalimat berdasarkan pola yang telah dipelajari
- e. menjawab soal pilihan ganda
- f. melengkapi kalimat yang rumpang (kosong) dengan grammar yang sesuai
- g. menyusun kata-kata yang telah diacak menjadi kalimat yang benar
- h. kuis dan permainan tata bahasa (Grammar)
- i. lain-lain (tuliskan bila ada).....

16. Anda lebih suka mengerjakan tugas secara....

- a. individu/mandiri
- b. berpasangan
- c. kelompok kecil (2-3 orang)
- d. kelompok besar (4-6 orang)
- e. lain-lain (tuliskan bila ada).....

17. Seperti apa peran Anda saat pembelajaran berlangsung?

- a. mendengarkan dan melaksanakan instruksi guru
- b. menulis semua informasi yang diterangkan oleh guru

- c. berpartisipasi aktif dalam kegiatan diskusi dengan guru dan siswa lainnya.
- d. melakukan analisis sistematis secara individual dan mengerjakan tugas dengan tenang.
- e. lain-lain (tuliskan bila ada).....

18. Ketika Anda mengalami masalah dalam belajar Grammar (tata bahasa), apa yang Anda lakukan?

- a. bertanya pada guru
- b. bertanya pada siswa dan guru
- c. mencoba untuk mengatasinya sendiri
- d. tidak melakukan apapun

19. Dalam pembelajaran Grammar (tata bahasa), Anda lebih suka jika guru bertindak sebagai....

- a. resource (guru bertindak sebagai sumber pengetahuan dan informasi yang memberi anda contoh sebelum anda mempraktekkan tugas)
- b. organizer (guru mengatur anda untuk melakukan berbagai kegiatan)
- c. prompter (guru mendorong anda untuk berpikir kreatif dengan memberikan petunjuk)
- d. observer (guru mengamati apa yang anda lakukan dan berikan umpan balik individu atau kelompok)
- e. controller (guru bertanggung jawab atas kelas dan aktivitas)
- f. assessor (guru menawarkan umpan balik dan koreksi dan menilai anda dengan berbagai cara)

LEMBAR VALIDASI INSTRUMEN ANKET ANALISIS KEBUTUHAN

Judul: Developing Basic English Grammar Material through Blog Learning for the Twelfth Grade at SMA Negeri 4 Palopo

A. Petunjuk Pengisian

1. Lembar penilaian kelayakan ini meliputi aspek pendahuluan, isi, 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: kurang layak
 - 3: cukup layak
 - 4: layak
 - 5: sangat layak
4. Bapak/Ibu dimohon kesediaannya untuk memberikan saran-saran perbaikan pada bagian akhir lembar ini.

B. Penilaian Kelayakan

No.	Uraian	Kelayakan				
		1	2	3	4	5
I	Aspek Isi					
a.	Tujuan penelitian dinyatakan dengan jelas.				√	√
b.	Tujuan kuesioner dinyatakan dengan jelas.				√	
c.	Petunjuk pengisian kuesioner mudah dipahami.					√
II	Aspek Cakupan (Isi)					
a.	Butir-butir kuesioner mencakup data yang berhubungan dengan cakupan isi materi memadai.				√	
b.	Butir-butir kuesioner mencakup data yang berhubungan dengan penggunaan bahasa di dalam materi baik dan benar.				√	
c.	Butir-butir kuesioner mencakup data yang berhubungan dengan aktifitas pembelajaran memadai.				√	
d.	Butir-butir kuesioner mencakup data yang berhubungan dengan input materi memadai.				√	
e.	Butir-butir kuesioner mencakup data yang berhubungan dengan kegrafikaan memadai.				√	
III	Aspek Bahasa					
a.	Butir-butir kuesioner dirumuskan dalam bahasa Indonesia yang baik dan benar.					√
b.	Butir-butir kuesioner dirumuskan dalam bahasa Indonesia yang efektif.				√	
c.	Butir-butir kuesioner dirumuskan dalam bahasa Indonesia yang efisien.				√	
d.	Butir-butir kuesioner dirumuskan dalam bahasa yang mudah dipahami sesuai tingkat kemampuan berbahasa responden.				√	

C. Komentar

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D. Saran

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E. Kesimpulan

Instrumen 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, 12 - 01 - 2022

Penilai Kelayakan



Drs. Tomas Padandi, MM

NIP 19671226199403 1 005

LEMBAR VALIDASI INSTRUMEN EVALUASI UNTUK AHLI MATERI

Judul: Developing Basic English Grammar Material through Blog Learning for the Twelfth Grade at SMAN 4 Palopo

A. Petunjuk Pengisian

1. Lembar penilaian kelayakan ini meliputi aspek pendahuluan, isi, 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: kurang layak
 - 3: cukup layak
 - 4: layak
 - 5: sangat layak
4. Bapak/Ibu dimohon kesediaannya untuk memberikan saran-saran perbaikan pada bagian akhir lembar ini.

B. Penilaian Kelayakan

No.	Uraian	Kelayakan				
		1	2	3	4	5
I	Aspek Isi					
a.	Tujuan penelitian dinyatakan dengan jelas.				✓	
b.	Tujuan kuesioner dinyatakan dengan jelas.					✓
c.	Petunjuk pengisian kuesioner mudah dipahami.					✓
II	Aspek Cakupan (Isi)					
a.	Butir-butir kuesioner mencakup data yang berhubungan dengan cakupan isi materi memadai.				✓	
b.	Butir-butir kuesioner mencakup data yang berhubungan dengan aktifitas pembelajaran memadai.					✓
c.	Butir-butir kuesioner mencakup data yang berhubungan dengan input materi memadai.				✓	
d.	Butir-butir kuesioner mencakup data yang berhubungan dengan kegrafikaan memadai.					✓
III	Aspek Bahasa					
a.	Butir-butir kuesioner dirumuskan dalam bahasa Indonesia yang baik dan benar.					✓
b.	Butir-butir kuesioner dirumuskan dalam bahasa Indonesia yang efektif.				✓	
c.	Butir-butir kuesioner dirumuskan dalam bahasa Indonesia yang efisien.				✓	
d.	Butir-butir kuesioner dirumuskan dalam bahasa yang mudah dipahami sesuai tingkat kemampuan berbahasa responden.					✓

C. Komentar

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D. Saran

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E. Kesimpulan

Instrumen 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, 24 Februari 2022

Penilai Kelayakan



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

KUESIONER EVALUASI UNTUK AHLI BAHASA

Pengantar:

Kuisisioner ini merupakan instrument penelitian terhadap materi *basic grammar* melalui pembelajaran blog untuk kelas XII di SMAN 4 Palopo. Saya sangat mengharapkan partisipasi Bapak/Ibu untuk mengisi kuisisioner ini sebagai masukan atas materi yang saya kembangkan. Atas kesediaan dan partisipasi Bapak/Ibu, saya ucapkan terima kasih.

A. Identitas Expert

Nama :
Umur :
Jenis Kelamin :
Institusi :
Pendidikan :

B. Tabel Evaluasi

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

Keterangan:

SS : Sangat Setuju

S : Setuju

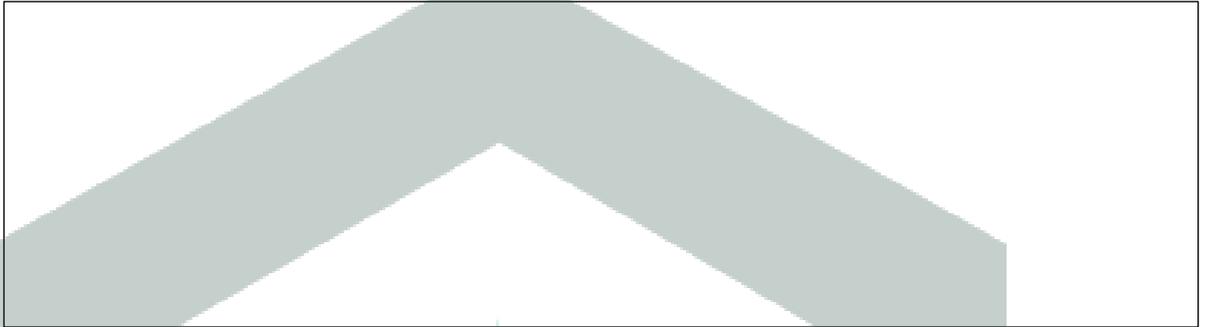
R : Ragu-ragu

TS : Tidak Setuju

STS : Sangat Tidak Setuju

No.	Pernyataan	SS	S	R	TS	STS
		5	4	3	2	1
1.	Bahasa yang digunakan sesuai dengan tingkat kemampuan berbahasa Inggris siswa kelas XII.					
2.	Bahasa yang disajikan komprehensif dan sesuai dengan tingkat perkembangan kognitif siswa kelas XII.					
3.	Instruksi dan penjelasan dalam materi yang dikembangkan dapat dimengerti oleh siswa kelas XII.					
4.	Bahasa yang digunakan sesuai dengan aturan gramatikal dalam Bahasa Inggris.					
5.	Ejaan (<i>spelling</i>) yang digunakan sesuai dengan kaidah Bahasa Inggris yang benar.					
6.	Pemilihan kosakata pada materi sesuai dengan kaidah dalam Bahasa Inggris.					
7.	Pesan atau informasi yang disajikan mencerminkan keruntutan makna dalam satu bagian (kalimat atau paragraf).					
8.	Pesan atau informasi yang disajikan mencerminkan keruntutan makna antar bagian (kalimat atau paragraf).					

Saran dan tanggapan untuk perbaikan:



Kesimpulan:

Secara umum, pendapat Bapak/Ibu terhadap materi yang dikembangkan:

- a. Layak
- b. Layak dengan perbaikan
- c. Tidak layak

Palopo, 20...

Penilai Kelayakan

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LEMBAR VALIDASI INSTRUMEN EVALUASI UNTUK AHLI BAHASA

Judul: Developing Basic English Grammar Material through Blog Learning for the Twelfth Grade at SMAN 4 Palopo

A. Petunjuk Pengisian

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

B. Penilaian Kelayakan

No.	Uraian	Kelayakan				
I	Aspek Isi	1	2	3	4	5
a.	Tujuan penelitian dinyatakan dengan jelas.		√			
b.	Tujuan kuesioner dinyatakan dengan jelas.					√
c.	Petunjuk pengisian kuesioner mudah dipahami.					√
II	Aspek Cakupan (Isi)					
a.	Butir-butir kuesioner mencakup data yang berhubungan dengan cakupan isi materi memadai.				√	
b.	Butir-butir kuesioner mencakup data yang berhubungan dengan penggunaan bahasa di dalam materi baik dan benar.				√	
c.	Butir-butir kuesioner mencakup data yang berhubungan dengan aktifitas pembelajaran memadai.			√		
d.	Butir-butir kuesioner mencakup data yang berhubungan dengan input materi memadai.				√	
III	Aspek Bahasa					
a.	Butir-butir kuesioner dirumuskan dalam bahasa Indonesia yang baik dan benar.					√
b.	Butir-butir kuesioner dirumuskan dalam bahasa Indonesia yang efektif.				√	
c.	Butir-butir kuesioner dirumuskan dalam bahasa Indonesia yang efisien.				√	
d.	Butir-butir kuesioner dirumuskan dalam bahasa yang mudah dipahami sesuai tingkat kemampuan berbahasa responden.					√

C. Komentar

1. Tujuan penelitian belum dinyatakan secara eksplisit pada bagian awal kuesioner.
2. Butir pernyataan ke-6 kurang jelas; apa yang dimaksud dengan pemilihan kata sesuai kaidah Bahasa Inggris?

3. Butir-butir kuesioner sepertinya belum mencakup satu bentuk penilaian/validasi aspek bahasa materi pembelajaran yang utuh.

D. Saran

Butir pernyataan kuesioner sebaiknya dicukupkan 10. Butir pernyataan kuesioner sebaiknya diambil secara utuh (disusun secara komprehensif) berdasar penilaian penggunaan bahasa pada materi pembelajaran. Gunakan referensi penilaian penggunaan bahasa yang terbaru.

E. Kesimpulan

Instrumen kuesioner ini:

1. Tidak dapat digunakan
2. Dapat digunakan

3. Dapat digunakan dengan perbaikan berdasar komentar dan saran di atas.

Palopo, 20 Januari 2022
Penilai Kelayakan



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



LEMBAR VALIDASI INSTRUMEN EVALUASI UNTUK AHLI MEDIA/IT

Judul: Developing Basic English Grammar Material through Blog Learning for the Twelfth Grade at SMAN 4 Palopo

A. Petunjuk Pengisian

1. Lembar penilaian kelayakan ini meliputi aspek pendahuluan, isi, 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: kurang layak
 - 3: cukup layak
 - 4: layak
 - 5: sangat layak
4. Bapak/Ibu dimohon kesediaannya untuk memberikan saran-saran perbaikan pada bagian akhir lembar ini.

B. Penilaian Kelayakan

No	Uraian	Kelayakan				
I	Aspek Isi	1	2	3	4	5
a.	Tujuan penelitian dinyatakan dengan jelas.				✓	
b.	Tujuan kuesioner dinyatakan dengan jelas.					✓
c.	Petunjuk pengisian kuesioner mudah dipahami.					✓
II	Aspek Cakupan (Isi)					
a.	Butir-butir kuesioner mencakup data yang berhubungan dengan cakupan isi materi memadai.				✓	
b.	Butir-butir kuesioner mencakup data yang berhubungan dengan penggunaan bahasa di dalam materi baik dan benar.				✓	
c.	Butir-butir kuesioner mencakup data yang berhubungan dengan aktifitas pembelajaran memadai.					✓
d.	Butir-butir kuesioner mencakup data yang berhubungan dengan input materi memadai.					✓
e.	Butir-butir kuesioner mencakup data yang berhubungan dengan kegrafikaan memadai.					✓
III	Aspek Bahasa					
a.	Butir-butir kuesioner dirumuskan dalam bahasa Indonesia yang baik dan benar.				✓	
b.	Butir-butir kuesioner dirumuskan dalam bahasa Indonesia yang efektif.					✓
c.	Butir-butir kuesioner dirumuskan dalam bahasa Indonesia yang efisien.					✓
d.	Butir-butir kuesioner dirumuskan dalam bahasa yang mudah dipahami sesuai tingkat kemampuan berbahasa responden.					✓

C. Komentar

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D. Saran

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E. Kesimpulan

Instrumen 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, 24 Januari 2022

Penilai Kelayakan


Yagah Sundarini

LEMBAR VALIDASI INSTRUMEN ANGKET RESPON SISWA

Judul: Developing Basic English Grammar Material through Blog Learning for the Twelfth Grade at SMA Negeri 4 Palopo

A. Petunjuk Pengisian

1. Lembar penilaian kelayakan ini meliputi aspek pendahuluan, isi, 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: kurang layak
 - 3: cukup layak
 - 4: layak
 - 5: sangat layak
4. Bapak/Ibu dimohon kesediaannya untuk memberikan saran-saran perbaikan pada bagian akhir lembar ini.

B. Penilaian Kelayakan

No	Uraian	Kelayakan				
I	Aspek Isi	1	2	3	4	5
	a. Tujuan penelitian dinyatakan dengan jelas.				√	
	b. Tujuan kuesioner dinyatakan dengan jelas.				√	
	c. Petunjuk pengisian kuesioner mudah dipahami.				√	
II	Aspek Cakupan (Isi)					
	a. Butir-butir kuesioner mencakup data yang berhubungan dengan cakupan isi materi memadai.					√
	b. Butir-butir kuesioner mencakup data yang berhubungan dengan penggunaan bahasa di dalam materi baik dan benar.					√
	c. Butir-butir kuesioner mencakup data yang berhubungan dengan aktifitas pembelajaran memadai.					√
	d. Butir-butir kuesioner mencakup data yang berhubungan dengan input materi memadai.					√
	e. Butir-butir kuesioner mencakup data yang berhubungan dengan kegrafikaan memadai.					√
III	Aspek Bahasa					
	a. Butir-butir kuesioner dirumuskan dalam bahasa Indonesia yang baik dan benar.				√	
	b. Butir-butir kuesioner dirumuskan dalam bahasa Indonesia yang efektif.				√	
	c. Butir-butir kuesioner dirumuskan dalam bahasa Indonesia yang efisien.				√	
	d. Butir-butir kuesioner dirumuskan dalam bahasa yang mudah dipahami sesuai tingkat kemampuan berbahasa responden.					√

C. Komentar

Angket bagus.

Meningkatkan kualitas ke level Advance sangat diharapkan.

D. Saran

materi bisa divarias

E. Kesimpulan

Instrumen kuesioner ini (lingkari salah satu pilihan):

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

Palopo, 20 JANUARI 2022

Penilai Kelayakan


ZETY LIMBU, S.S.



APPENDIX 5

**THE COURSE GRID OF THE DESIGNED
GRAMMAR MATERIAL**

GRAMMAR COURSE GRID

Grade/ Semester: XII/ 1 & 2

Course Goals: The students are expected to understand and use correct English grammar correctly in making oral or written sentences, and the students are able to apply it in their daily lives.

Unit 1-2

Basic Competencies:

- 3.1 Apply social functions, text structures, and language features of oral and written interpersonal interaction texts that involve offering help and responding to them, according to the context of its use. (Language feature: *May I help you, what can I do for you? What if ...?*).
- 4.1 Compose simple oral and written interpersonal interaction texts that involve offering help and its response by paying attention to social functions, text structures, and language features that are correct and in context.

Unit/Materials	Topic	Indicators	Input	Activities
Unit 1 Modal verbs	The topic was related to daily life, especially offering service/help.	Students are able to: <ul style="list-style-type: none"> – Identify characteristics of expressions of offering something/help. – Describe the function, grammatical structures, and grammatical features of modal verbs. 	<ul style="list-style-type: none"> – Spoken and written text expressions of offering something/help related to daily life. – List of modal verbs and their function. 	Activity: <ul style="list-style-type: none"> – Analyze the material presented. – Practice. Task: <ul style="list-style-type: none"> – Write sentences based on the patterns. – Multiple-choice test. – Filling in the blank.

		<ul style="list-style-type: none"> – Choose correct modals verbs and use them properly. – Produce sentences using modals verbs. 	<ul style="list-style-type: none"> – Explanation of grammatical structures and grammatical features of modal verbs. – Youtube videos. 	<ul style="list-style-type: none"> – Unscramble Sentences. – Grammar quiz and games.
Unit 2 Singular- Plural	The topic was nouns that are often in daily life.	<p>Students are able to:</p> <ul style="list-style-type: none"> – Distinguish characteristics of singular and plural nouns. – Use singular and plural nouns correctly. 	<ul style="list-style-type: none"> – Explanation of singular and plural. – Rules of singular and plural nouns. – List of singular and plural nouns. – Youtube videos. 	<p>Activity:</p> <ul style="list-style-type: none"> – Analyze the material presented. – Practice. <p>Task:</p> <ul style="list-style-type: none"> – Write sentences based on the patterns. – Multiple-choice test. – Filling in the blank. – Unscramble Sentences. – Grammar quiz and games.



Unit 3

Basic Competencies:

3.3 Distinguish the social functions, text structure, and language features of some particular texts in caption text by giving and asking for information related to pictures/photos/tables/graphs/charts, according to the context of its use.

4.3 Caption

4.3.1 Capture contextual meaning related to social functions, text structure, and language features of particular texts in captions related to pictures/photos/tables/graphs/charts.

4.3.2 Arrange particular text in caption text related to pictures/photos/tables/graphs/charts, taking into account social functions, text structure, and language features correctly and in context.

Unit/Materials	Topic	Indicators	Input	Activities
Unit 3 Phrases	The topic was nouns and verb phrases that are often in daily life.	Students are able to: <ul style="list-style-type: none">– Describe the grammatical structure and function of noun and verb phrases.– Identify noun and verb phrases in sentences.– Use noun phrases appropriately in sentences.– Use verb phrases appropriately in sentences.	<ul style="list-style-type: none">– Explanation of noun phrases and verb phrases.– Examples of noun phrases and verb phrases.– The text with pictures.– Youtube videos.	Activity: <ul style="list-style-type: none">– Analyze the material presented.– Practice. Task: <ul style="list-style-type: none">– Write sentences based on the patterns.– Multiple-choice test.– Filling in the blank.– Unscramble Sentences.– Grammar quiz and games.

Unit 4-5-6-7

Basic Competencies:

- 3.4 Distinguishing social functions, text structure, and language features of several oral and written news item texts by giving and asking for information related to simple news from newspapers/radio/TV, according to the context of their use.
- 4.4 Capture contextual meaning related to social functions, text structure, and language features of oral and written news items texts in the form of simple newspapers/radio/TV news.

Unit/Materials	Topic	Indicators	Input	Activities
Unit 4 Tenses	The topic was related to events in daily life.	Students are able to: <ul style="list-style-type: none"> – Identify characteristics of past tense, future tense, and present perfect tense. – Describe the functions, grammatical structures, and grammatical features of past tense, future tense, and present perfect tense. – Produce and use past, future, and present perfect tense appropriately in sentences. 	<ul style="list-style-type: none"> – Patterns of past tense, future tense, and present perfect tense. – List of verbs and their forms. – Examples of past tense, future tense, and present perfect tense. – The text with pictures. – Youtube videos. 	Activity: <ul style="list-style-type: none"> – Analyze the material presented. – Practice. Task: <ul style="list-style-type: none"> – Write sentences based on the patterns. – Multiple-choice test. – Filling in the blank. – Unscramble Sentences. – Grammar quiz and games.

<p>Unit 5 Direct and Indirect Speech</p>	<p>The topic was to convey information related to daily life.</p>	<p>Students are able to:</p> <ul style="list-style-type: none"> - Identify characteristics of direct and indirect speech. - Describe the grammatical structure, function, and rules of direct and indirect speech. - Produce and use direct and indirect speech appropriately in sentences. 	<ul style="list-style-type: none"> - Patterns of direct and indirect speech. - List and patterns of direct and indirect speech forms. - Examples of direct and indirect speech. - The text with pictures. - Youtube videos. 	<p>Activity:</p> <ul style="list-style-type: none"> - Analyze the material presented. - Practice. <p>Task:</p> <ul style="list-style-type: none"> - Write sentences based on the patterns. - Multiple-choice test. - Filling in the blank. - Unscramble Sentences. - Grammar quiz and games.
<p>Unit 6 Passive Voice</p>	<p>The topic was events in daily life.</p>	<p>Students are able to:</p> <ul style="list-style-type: none"> - Identify characteristics of passive voice. - Describe the grammatical structure, function, and language features of passive voice. - Produce and use passive voice appropriately in sentences. 	<ul style="list-style-type: none"> - Patterns of passive voice. - Examples of direct and indirect speech forms. - The text with pictures. - Youtube videos. 	<p>Activity:</p> <ul style="list-style-type: none"> - Analyze the material presented. - Practice. <p>Task:</p> <ul style="list-style-type: none"> - Write sentences based on the patterns. - Multiple-choice test. - Filling in the blank. - Unscramble Sentences. - Grammar quiz and games. - Grammar quiz and games.



**Unit 7
Articles**

The topic was the things related to daily life.

Students are able to:

- Identify the types, rules, and functions of articles.
- Distinguish the use of each article.
- Use articles appropriately in phrases or sentences.

- Explanation of articles.
- Examples of articles.
- The text with pictures.
- Youtube videos.

Activity:

- Analyze the material presented.
- Practice.

Task:

- Write sentences based on the patterns.
- Multiple-choice test.
- Filling in the blank.
- Unscramble Sentences.
- Grammar quiz and games.





APPENDIX 6

**THE FIRST DRAFT OF THE BASIC ENGLISH
GRAMMAR MATERIAL THROUGH BLOG
LEARNING**

GRAMMAR 101 HOLIC

Welcome to Learning basic English grammar blog for the 12th grade Senior High School

time to study

Grammar task

do you want to start doing the task now?

Yes Task Later

MODAL VERBS

Practice

Modal Verbs

are you ready?

Games

are you ready?

Games

Recent Post

Grammar task

do you want to start doing the task now?

Yes Later

Task

Random

Articles

Passive Voice

Direct and Indirect Speech

Label

Games	1	Modal	10
Modals	1	Phrases	2
Quiz	1	Task	1
Tasks	1	Verbs	3

Course Grid

Class Notebook

Blog's Description

About the Blog

Popular

1. Modal Verbs
Modal Verbs
DEFINITION OF MODAL VERBS
Modal v...
2. Singular and Plural
Singular and Plural
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Verb Phrase
DEFINITION OF VERB PHRASE A verb...

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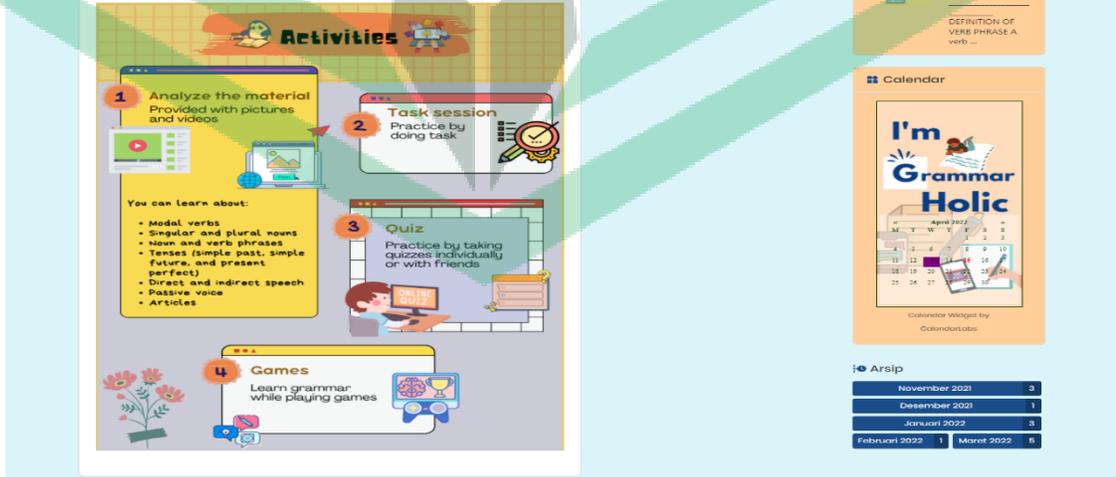
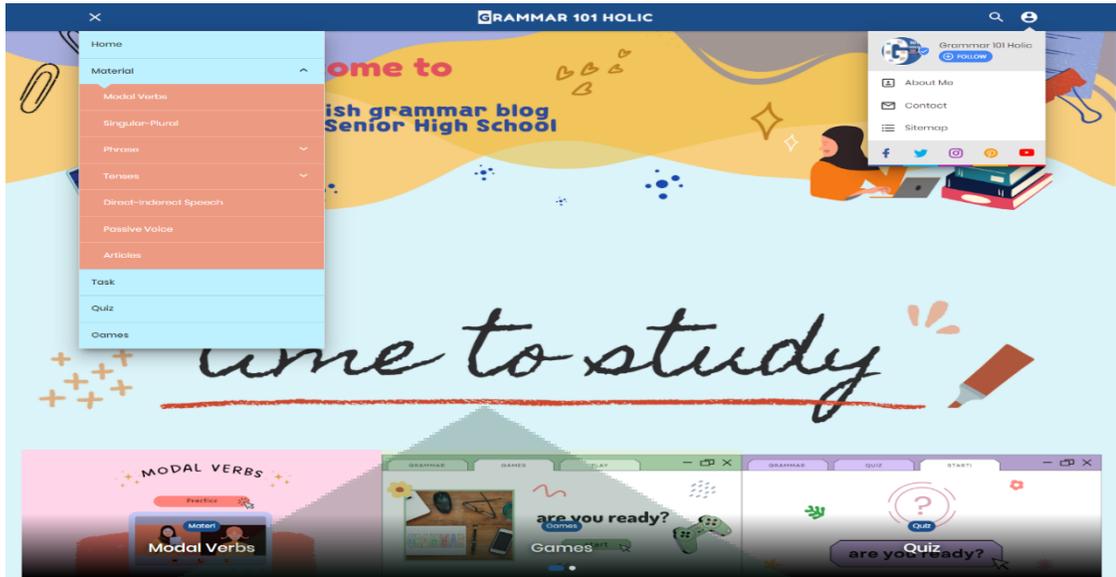
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Modal Verbs

Modal Verbs



DEFINITION OF MODAL VERBS

Modal verbs are a part of helping (auxiliary) verbs that help English speakers to express probability, ability, obligation, advice, offer, permission, habits, etc.

Examples:

- We **can** play football.
- We **could** play football.
- We **may** play football.
- We **might** play football.
- We **must** play football.
- We **shall** play football.
- We **should** play football.
- We **will** play football.
- We **would** play football.

OBSERVING

Read the conversations below.

Dialog 1



James : Hi John... **Would you like me to help** you with your new assignment?

John : Hi James. **Sure. That would be great.**

James : **What can I do for you?**

John : **I need your help to** lend me your laptop for an hour.

James : Sure.

John : **Thanks James.**

Dialog 2



Dina: Rima, where are you going?

Rima: I am going to meet Mrs. Henny, but I don't know where she is.

Dina: I know where she is. **Should I go with you?**

Label

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Course Grid



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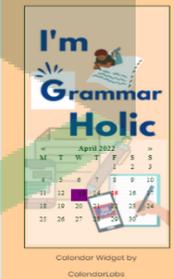
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1 **Modal Verbs**
Modal Verbs
DEFINITION OF MODAL VERBS
Modal verbs are a part of helping (auxiliary) verbs that help...

2 **Singular and Plural**
Singular and Plural
DEFINITION OF SINGULAR...

3 **Verb Phrase**
Verb Phrase
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Rima: I am going to meet Mrs. Henny, but I don't know where she is.
 Dina: I know where she is. Should I go with you?
 Rima: Yes. Thank you for your help.

GRAMMATICAL STRUCTURE OF OFFERING (HELP)

In this session, we can focus on using modals to offer help and respond them.

Modal verb can be used to make offers. This short explanation on modal verbs for making offers shows you how to use "would" and "can". Study it carefully.

Offering (Help)



Would you like a drink?

"Offering Service/Help used to offer service/help to others."



Hello everyone!
Would you like to read books with us?

Would

The most common way to make an offer in English is by using "would". Here is the structure:

Would + you + like + noun
OR
Would + you + like + infinitive verb (to + verb)

Can, May, Shall

You can also make an offer using "can" and "may". This is less formal than using "would". Here is the structure:

Can/May/Shall + I + verb 1 + object (you) ?



Can I help you?

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The following video can help you understand more about offering service/help to others.



LIST AND FUNCTION OF MODAL VERBS

Below are some modal verbs and their common meanings:

MODALS	MEANING
CAN (PRESENT) COULD (PAST)	<ul style="list-style-type: none"> to express ability to request permission to offer (help)
SHALL (FUTURE) SHOULD (PAST)	<ul style="list-style-type: none"> to give advice to express logical deduction
WILL (FUTURE) WOULD (PAST)	<ul style="list-style-type: none"> to request or offer in IF-sentences
MAY (PRESENT) MIGHT (PAST)	<ul style="list-style-type: none"> to ask and give permission to offer (help)

Edited by Ciana

The other modal verbs along with their meanings and examples will be described in the list below.

Modal	Use	Example
Can	Ability / Capability (present) Permission Possibility Request Offer Negating/deduction (present)	<ul style="list-style-type: none"> It can rain. Can I go to the toilet? The weather can be very hot today. Can we come to your house after school? Can I help you? You can't be hungry, you have just eaten two pizzas.
Could	Ability / Capability (past) Permission Possibility Request Offer Suggestion Negating/deduction (past)	<ul style="list-style-type: none"> I could swim when I was young. He could go to the cinema once a week. This case could be very valuable. Could I use your phone, please? I could send you my diary. You could buy your mother some flowers. It couldn't have been John because he has an alibi.
May	Formal permission Polite request Offer	<ul style="list-style-type: none"> You may not speak during the test. May I use your phone, please? May I help you? It might rain tomorrow. You might not want to drink this because it's very bitter.
Might	Possibility Suggestion	<ul style="list-style-type: none"> You might stop at a red light. I must study for the exam. You mustn't speak when the teacher is explaining. You must see this film, it's great.
Must	Obligation Necessity Prohibition Emphatic advice	<ul style="list-style-type: none"> He will be 27 next month. I will do that for you if you like. I think he will study harder this time. I will bring these books with me. I will meet you to lunch tomorrow. She will visit her parents. He would take me to the cinema. Would you come with us? Would you please answer the question? Would you like a cup of tea? Would you like to play football after school?
Will	Future actions Offer Prediction In-oft decision Promise Intention	<ul style="list-style-type: none"> We shall bring our worksheet next meeting. Shall I call my father for you? Shall we invite Andi or not? Shall I get the phone or with you? The phone should be ringing now. You should go to the doctor. You should take one of these pills every day. You should be wearing a seat, it's very cold. I should be studying, but I'm too tired. You should never repeat your mistake. You should never repeat your mistake. You ought to go to the doctor. She has studied very hard, she ought to pass the exam. He ought to have received the parcel by now. You ought to tell him the truth.
Would	Polite request Request Polite question Offer Intention	
Should	Future actions Offer Suggestion Advice Assumption	
Ought to	Advice Deduction Assumption Recommendation	

Edited by Ciana

For more explanation, watch the following video.

Type	Modal Verbs	Examples
ABILITY	Can, Could	<ul style="list-style-type: none"> David can speak three languages. He could speak fluent French when he was 5.
PERMISSION	Can, Could, May	<ul style="list-style-type: none"> Can I sit in that chair please? Could I open the window? May I borrow your dictionary?
ADVICE	Should	<ul style="list-style-type: none"> You should visit your dentist at least twice a year. You should try to lose weight.
OBLIGATION	Must, Have to	<ul style="list-style-type: none"> I must memorize all of these rules about tenses. You have to take off your shoes before you get into the mosque.
	Might, May, Could, Can	<ul style="list-style-type: none"> It looks nice, but it might be very expensive. Richard may be coming to see us tomorrow.

How to use the modal verbs in sentence?
Look at the patterns below.

Pattern
(+) Subject + modal + verb1 + object
(-) Subject + modal + not + verb1 + object
(?) Modal + subject + verb1 + object?

Example:

- (+) I can help you.
(-) I cannot help you.
(?) Can I help you?
- (+) You may go now.
(-) You may not go now.
(?) May you go now?
- (+) Susan will tell a story.
(-) Susan will not tell a story.
(?) Will Susan tell a story?
- (+) We shall buy a new uniform.
(-) We shall not buy a new uniform.
(?) Shall we buy a new uniform?

Apart from the examples above, you can watch the following animated videos for examples of using modal verbs.

After you watched the video, how many sentences did you find using modal verbs?

Note this!

Sentences for all subjects with modal verbs are the same, which means you don't need to add -s at the end of the third-person singular pronoun.

Subject + modal + verb 1		
Subject	modal	verb
I	can	go
You	could	study
She	may	wait
He	might	leave
It	must	listen
We	shall	read
They	should	
	will	
	would	

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In conclusion, what to keep in mind when using modals:

Explanation	Sample sentences
Do not use modals for things which happen definitely.	The sun rises in the east. - A modal verb can't be used in this sentences.
They never change their form. You can't add "s", "ed", "ing".	Students can travel for free.
They have no -s in the 3rd person singular.	He can play football.
Questions are formed without do/does/did.	Can he speak English?

Now, let's practice speaking using modal verbs in the use of offering and receiving services. Watch the following video carefully and remember what the characters in the video say. After that it's your turn to repeat the dialogue.



Other references from Youtube:

[How to Offer, Request, Refuse and Accept Things in English](#) by [New Model for Learning English](#)

[Modal Verbs of the English Language](#) by [Educraft](#)

[Offering Help With Modal \(Menawarkan Bantuan dengan Can, Could, May\)](#) by [SENANG BELAJAR BAHASA INGGRIS](#)

References:

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11/07/2021 09:00:00 PM
 Materi / Modul



Grammar Hall 101

Blog ini adalah blog yang bertujuan untuk menyediakan materi grammar untuk kelas 12 beserta fitur-fitur yang menyenangkan dalam mempelajari grammar.

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Singular and Plural

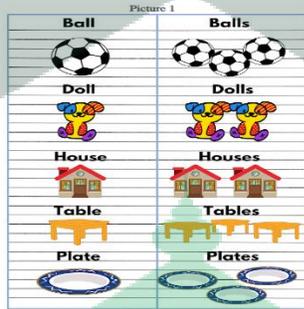


DEFINITION OF SINGULAR AND PLURAL

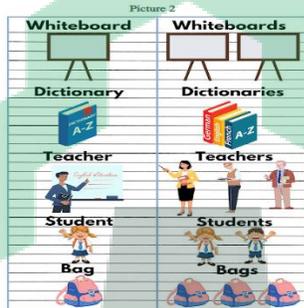
A **singular noun** names one person, place, thing, or idea, while a **plural noun** names more than one person, place, thing, or idea.

OBSERVING

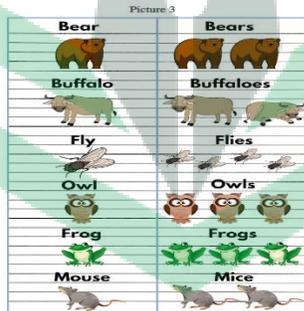
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You can also watch the following video to get to know more about singular and plural nouns.



After observing the pictures and video above, can you tell the difference between singular and plural?

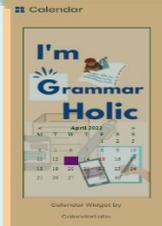
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1. **Regular Nouns:** In general, regular plurals of nouns are formed by adding *-s*, *-es*, or *-ies* to the singular. (For example, *table*, *violin*, *chairs*.)

Plural formed by adding -s

Most singular nouns need an *s* at the end to become plural.

Add -s to make plurals

Singular  shoe	Plural  shoes	Singular  clock	Plural  clocks
 ball	 balls	 spoon	 spoons
 car	 cars	 cup	 cups

List of plural nouns (formed by adding -s)

Singular	Plural	Translation
girl	girls	anak perempuan/gadis
house	houses	rumah
root	roots	akar
roof	roofs	atap
shoe	shoes	sepatu
plum	plums	plum
argument	arguments	argumentasi
tree	trees	pohon
flower	flowers	bunga
door	doors	pintu
hand	hands	tangan
finger	fingers	jari
apple	apples	apel
orange	oranges	jeruk
tea	tees	teh
play	plays	lelucon
house	houses	rumah
room	rooms	kamar/ruangan
leg	legs	tua
book	books	buku
singer	singers	penyanyi
dance	dancers	penari
rider	riders	pengendara
teacher	teachers	guru
student	students	siswa
school	schools	sekolah
game	games	permainan
board	boards	papan
bird	birds	burung
cat	cats	kucing
rat	rats	tikus
day	days	hari
way	ways	salah
way	ways	cara
play	plays	permainan
tray	trays	baki
achray	achrays	achak
buy	buys	membeli/beli
swallow	swallows	kakak
toy	toys	mainan
joy	joys	kesenangan
monkey	monkeys	monyet
donkey	donkeys	keledai
turkey	turkeys	kalkun
kitchen	kitchens	dapur
chessman	chessmen	bidak catur

Plural formed by adding -es

Regular plurals are also formed by adding *-es* to words ending in *-is*, *-is*, *-s*, *-ch*, or *-sh*.

Add -es to make nouns plural that end with s, x, sh, and ch

Singular  bus	Plural  buses
 box	 boxes
 toothbrush	 toothbrushes

List of plural nouns (formed by adding -es)

Singular	Plural	Translation
virus	viruses	virus
bus	buses	bis
axis	axes	sumbu
box	boxes	kotak
tax	taxes	pajak
fox	foxes	rubah
bliss	blisses	kebahagiaan
hiss	hisses	desingdesing
quartz	quartzes	kuarsa
branch	branches	cabang
branch	branches	bidang
stomach	stomachs	otak belakang
watch	watches	jam tangan
bush	bushes	semak
brush	brushes	sisir
fish	fishes	hidup-hidup
fish	fishes	ikan
wash	washes	larutan
march	marches	parade
chess	chesses	gasing
boss	bosses	atasan
fox	foxes	rubah
axis	axes	sumbu
chess	chesses	bidak
truss	trusses	tulang penguat

Note:

Some singular nouns ending in *-is* or *-es* require that you double the *s* or *z* before adding an *es*. For example: a really bad day might involve you having not one pop *quiz*, but two pop *quizzes*.

When a word ends in *-ch* but is pronounced with a *k* sound rather than a *ch* sound, the plural takes an *s* instead of an *es*. For example:
 stomach → stomachs
 monarch → monarchs

Plural formed by changing -y to -ies

For words ending in a consonant followed by *y*, form the plural by changing *-y* to *-ies*.

Add -ies to make nouns plural

Singular  bunny	Plural  bunnies	When nouns end with -y , we add -ies to make plurals. If there is a vowel before the -y then -s is added. Example:  ponies  stories  monkeys
 pony	 ponies	
 story	 stories	

Source: <https://www.eslbase.com>

Noun Phrase

Noun Phrase



DEFINITION OF NOUN PHRASE

Noun phrases are groups of two or more words within a sentence that function grammatically as nouns. They consist of a noun and other words that modify the noun. Noun phrases allow groups of words to function as a noun in the sentence.

Noun phrases are used when the noun is not specific enough to describe the object in a sentence. In other words, a noun phrase is used with the aim of describing an object more specifically.

OBSERVING

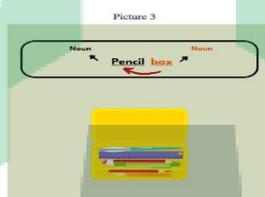
Look at the pictures below.



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After observing at the pictures above, do you know what noun phrases are?

GRAMMATICAL STRUCTURE OF NOUN PHRASE

The pattern of the Noun Phrase is **Modifier + Head (M + H)**. Modifiers can be articles (a, an, the), adjectives, and nouns. In a noun phrase, the modifiers can come before or after the noun.

What is modifier?

A modifier is a word, phrase, or clause that is used to describe a noun.

For example:



There are two kinds of modifiers, pre-modifiers and post-modifiers.

Noun Phrase Structure

hot tea

delicious cake

- Head**
Heads of noun phrases are **nouns**.
So, head = noun
- Modifier**
Pre-modifier: Determiners, Quantifiers, Numbers, Adjectives
Post-modifier: (e.g., 'my beloved students')

So, are you able to know the structure of noun phrases?

OK!

a cherry

cold drink

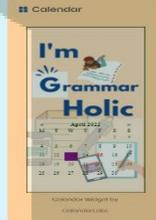
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...
 - 3. **Verb Phrase**
Verb Phrase
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Arabic

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Pre-modifiers
 Pre-modifiers are elements that form a noun phrase that are placed before a noun. Conventionally the adjectives are usually placed before the nouns. So, most of the adjectives are pre-modifiers. Adverbs are often placed before the nouns they modify; pre-modifiers can be divided into:

- Determiners (articles): a, an, the, this, that, those, these, any, some, one, and so on.
- Quantifiers (numbers): all, some, few, many, much, a lot of, most, both, and others.
- Numbers (numbers): one, two, three, four, five, and so on.
- Adjectives (adjectives): large, small, beautiful, handsome, new, old, young, rich, exciting, serious, and so on.

In writing, pre-modifiers are used in the following order:
Determiner and quantifier → Number → Adjective → Noun

Example:

Two beautiful dresses



Explanation:
 Two beautiful dresses is a noun phrase with the arrangement of number + adjective + noun. Two is a number, beautiful is an adjective, and dresses is a noun.

Another one:



Explanation:
 A cute cat is a noun phrase with determiner arrangement + adjective + noun. A is a determiner, cute is an adjective, and cat is a noun.

Post-modifiers
 Post-modifiers are other parts of a noun phrase (or after the noun). These are called post-modifiers.
 A green hat hung on the wall.



- Post-modifiers can be:
- prepositional phrases:
 - A man with a gun*
 - The boy in the blue shirt*
 - The house on the corner*
 - ing phrases:
 - The man standing over there*
 - The boy talking to Angela*
 - relative clauses:
 - The man we met yesterday*
 - The house that Jack built*
 - The woman who observed nature*
 - An actor your old boy who happened to visit a street shop*
 - that clauses:
 - These are very common after nouns like *idea, fact, belief, suggestion*.
 - His **idea** still seems to be open to **the fact** that he's over eighty.*
 - She **has** the **idea** that people don't like her.*
 - There **was** a **suggestion** that the children should be sent home.*
 - as infinitives:
 - Expect me **to discuss** ideas to you.*

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Noun Phrase

THE FUNCTION OF NOUN PHRASE

Like any noun, a noun phrase can function as a **subject**, an **object**, or a **complement** within a sentence. In each example below, the noun phrase is in bold and the head noun is highlighted.

- **Singing in the bath** relaxes me. (Here, the noun phrase is the **subject** of the verb "relaxes.")
- I know the **back street**. (Here, the noun phrase is the **direct object** of the verb "know.")
- She was the **devil in disguise**. (Here, the noun phrase is a **subject complement** following the linking verb "was.")

The ability to replace the noun phrases with a pronoun proves that the bold texts are noun, making them noun phrases. We can test this because we know that a noun can be replaced by a pronoun (e.g., *he, she, it, them*). Looking at the examples above, we can replace each noun phrase with a pronoun.

- It relaxes me.
- I know them.
- She was him.

EXAMPLES OF NOUN PHRASE

In real life, it is far more common for nouns to feature in noun phrases, namely, to be accompanied by modifiers. Here is a list of noun phrases. In this list, every noun phrase consists of a head noun (highlighted) and at least one modifier.

- **People:** the soldier, my cousin, dopey Alan, the lawyer with the big nose
- **Animals:** that aardvark, one rat, a shark, funny Mickey
- **Places:** the house in the corner, inner London, dirty factory, no shelter
- **Things:** this table, our London Bridge, the sharp chisel, that nitrogen, last month, an inch, her cooking
- **Ideas:** utter confusion, some kindness, your faith, the Theory of Relativity, a joy

Here are some real-life examples of noun phrases as subjects, objects, and complements:

- **This man** has a nice smile, but he's got **iron teeth**. (Soviet Foreign Minister Andrei Gromyko on Mikhail Gorbachev)
(*This man* is the subject of the verb "has." The phrase "a nice smile" is the direct object of "has." The noun phrase "iron teeth" is the direct object of the verb "got." Here's the "pronoun test": **He** has one, but he's got **them**.)
- I never learned from a **man who agreed with me**. (Science-fiction writer Robert Heinlein)
(The noun phrase "a man who agreed with me" is the object of the preposition "from." Here's the "pronoun test": I never learned from **him**.)
- **Every man of courage** is a **man of his word**. (French dramatist Pierre Corneille)
(*Every man of courage* is the subject of the verb "is." The noun phrase "a man of his word" is a subject complement following the linking verb "is." Here's the "pronoun test": **He** is one.)

Noun phrases are extremely common. Remember that a noun with any sort of modifier (including just a number or an article) is a noun phrase. Here are some more examples of noun phrases:

- **The best defense against the atom bomb** is not to be there when it goes off. (Aaon)
(In this example, there is a noun phrase within a noun phrase. The noun phrase "the atom bomb" is the object of the preposition "against." The prepositional phrase "against the atom bomb" modifies "defense.")
- I don't have a **bank account**, because I don't know **my mother's maiden name**. (Paula Poundstone)
(In this example, both noun phrases are direct objects.)
- **The best car safety device** is a rear-view **mirror with a cop in it**. (Dudley Moore, 1935-2002)
(In this example, the first noun phrase is the subject, and the second is a subject complement.)
- **Only two things** are infinite, **the universe** and **human stupidity**, and I'm not sure about the **former**. (Albert Einstein, 1879-1955)

You can watch the following video which also explains the function, structure, and examples of noun phrases.



Besides that, you can watch the following recommended videos to increase your knowledge about noun phrases.

- Cara mudah memahami Noun Phrase, Materi Bahasa Inggris kelas 12 SMA by LINA HASNA
- Noun Phrases | English Grammar by Dan Edu
- Noun Phrases | What is Noun Phrase? | How to use Noun Phrase? by English Rankers
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Label

Games	1	Materi	10
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Course Grid

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Popular

- 1 **Modal Verbs**
Modal Verbs
DEFINITION OF MODAL VERBS
Modal V...
- 2 **Singular and Plural**
Singular and Plural
DEFINITION OF SINGULAR...
- 3 **Verb Phrase**
Verb Phrase
DEFINITION OF VERB PHRASE A...

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Verb Phrase

Verb Phrase



DEFINITION OF VERB PHRASE

DEFINITION OF VERB PHRASE

A **verb phrase** is a collection of verbs that act or represent themselves as verbs. **Verb phrases** consist of an auxiliary or helping verb and a main verb. The helping verb always precedes the main verb.

For example:

The author is **writing** a new book.

I **must make** an "A" in this class.

The dog **might eat** the cake.

He was **walking** to work today.

OBSERVING

OBSERVING

Look at the pictures below.

Picture 1



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Picture 2



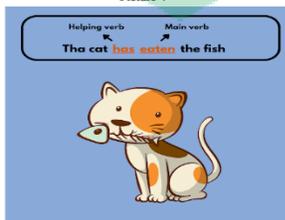
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Picture 3



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Picture 4



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After observing at the pictures above, do you know what verb phrases are?

Label

Games	1	Materi	10
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Course Grid



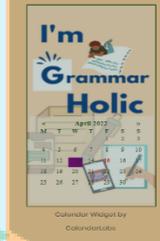
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Popular

- Modal Verbs**
 Modal Verbs
 DEFINITION OF MODAL VERBS
 Modal v...
- Singular and Plural**
 Singular and Plural
 Singular and Plural
 DEFINITION OF SINGULAR...
- Verb Phrase**
 Verb Phrase
 DEFINITION OF VERB PHRASE
 A verb phrase is a collection of verbs that act or repre...

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- Games**
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Arsip

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GRAMMATICAL STRUCTURE OF VERB PHRASE

In English grammar, common verb phrases consist of a *main verb* and a *helping verb*, as in the sentence "She **is going** to class." Here, "going" is the main verb while "is" operates as a helping verb to define the tense of the sentence. The following are the components of a structure verb phrase:

Verb Phrase Structure

Helping verb + Main verb

Helping verb
such as: **am, is, are, was, were, do, does, did, have, has, had, can, could, ought, may, might, must, should, will and would.**

Important!

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Main Verb

Main verb is the main word of the verb phrase which is usually the most commonly used.

Helping Verb

1. Auxiliary verbs are helping verbs that include:

- forms of *be*, such as (is, am, are, was, were, been, and being)
- forms of *do*, such as (do, does, and did)
- forms of *have*, such as (have, has, and had)

2. Modal verbs are another kind of helping verb. These verbs express possibility, obligation and suggestions.

They include:

- can
- could
- ought
- may
- might
- must
- should
- will
- would

3. Present participle, the characteristic of this present participle is that the verb ends with the suffix *-ing*. For example: *running, studying, and sleeping*.

4. Past participle, this verb is in the past form (a verb used for events in the past). For example: *written and visited*.

THE FUNCTION OF VERB PHRASE

The functions of verb phrase are:

1. Verbs Phrase as Predicates

A clause is defined as a grammatical structure that consists of a subject and a predicate.

- We **have eaten** all the pie.

In this sentence, "have eaten" is the verb phrase. Its function in the sentence as the predicate.

2. Verbs Phrase as Subject Complement

- Her favorite activity **is reading** about history.

Here "is reading" is the verb phrase, and "about history" is a subject complement.

3. Verbs Phrase as Objective Phrase Compliment

- He **is interested** in playing new games.

In this sentence, the verb phrase "is interested," is functioning as an objective phrase compliment "in playing new games."

EXAMPLE OF VERB PHRASE

Main Verb

	main verb	
We	are	here
I	like	it
Everybody	saw	the accident
We	laughed	

The verb can be in the **present tense** (are, like) or the **past tense** (saw, laughed).

The auxiliary verb *be* and a *main verb* in the *-ing* form:

	auxiliary <i>be</i>	main verb (<i>-ing</i> form)
Everybody	is	watching
We	were	laughing

A verb phrase with *be* and *-ing* expresses continuous aspect. A verb with *and -ing* expresses present continuous and a verb with *was/were* expresses past continuous.

The auxiliary verb *have* and a main verb in the past participle form:

	auxiliary <i>have</i>	main verb (past participle)
They	have	enjoyed
Everybody	has	worked
He	had	finished

A verb phrase with *have* and the past participle expresses perfect aspect. A verb with *have/has* expresses present perfect and a verb with *had* expresses past perfect.

A modal verb (can, could, may, might, must, shall, should, will, would) and a main verb:

	modal verb	main verb
They	will	come
He	might	come

Note this!

Some sentences will feature a subject or a modifier placed in between helping verbs and main verbs. Note that the subject or modifier is not considered part of the verb phrase.

Mr. Thomas did not give homework yesterday.
Can you tell the verb phrase of the sentences?

Yes Need explanation

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Here is the explanation.

Do you think she will join us?

(Do think is the verb phrase. Do is the helping verb, and think is the main verb. You is a pronoun functioning as a subject. It is not part of the verb phrase.)

Could Andre bring us our coats?

(Could bring is the verb phrase. Could is the helping verb, and bring is the main verb. Elizabeth is a noun functioning as a subject. It is not part of the verb phrase.)

Due to the extreme heat, we did not go to the beach.

(Did go is the verb phrase. Did is the helping verb, and go is the main verb. Not is an adverb and is not part of the verb phrase.)

Clara will soon have her dream job.

(Will have is the verb phrase. Will is the helping verb, and have is the main verb. Soon is an adverb and is not part of the verb phrase.)

To answer the question earlier, find the auxiliary verb and the main verb.

Mr. Thomas **did not give** homework yesterday.

do helping verb
did auxiliary verb
not main verb
give main verb

"Not" is an adverb. It's not the part of the verb phrase.

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For more reference, here are some recommended videos for you to watch.

Verbs and Verb Phrases | Parts of Speech App by [ezreading worksheets](#)

What is a verb phrase in English? Master the verb phrase in 6 minutes by [English With Ashish](#)

Verb Phrase # 1 KATA VERBA by [Kata Media Media](#)

Materi Grammar untuk pemula - Phrasal Verb Phrasal by [Maecenta Official](#)

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- [maecenta.com](https://www.maecenta.com/)

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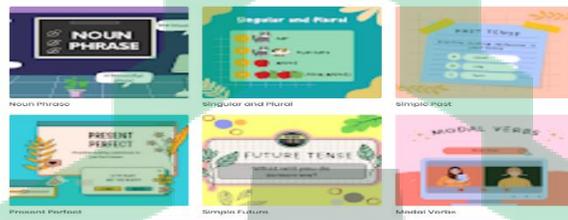
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saling membantu yang membantu untuk meningkatkan materi grammar untuk kelas 10 bahasa Inggris yang mempunyai sistem pembelajaran grammar

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- Modal verbs
- Singular and plural nouns
- Noun and verb phrases
- Tenses (simple past, simple future, and present perfect)
- Direct and indirect speech
- Passive voice
- Articles

Simple Past

Simple Past Tense



DEFINITION OF SIMPLE PAST

Simple past tense is a verb tense that is used to talk about things that happened or existed before now. In other words, it started in the past and ended in the past.

Simple past tense shows that you are talking about something that has already happened. It emphasizes that the action is finished.

OBSERVING

Look at the pictures below.

Picture 1



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Picture 2



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Picture 3



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Are you bored? Try to watch the following video and listen to the song.

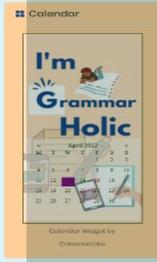


Label

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Moduls	1	Phrasen	2
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- ★ Popular
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Singular and Plural
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DEFINITION OF SINGULAR...
 - 5 Verb Phrase
Verb Phrase
 - 6 DEFINITION OF VERB PHRASE A
verb...
DEFINITION OF VERB PHRASE A verb...



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| Maret 2022 | 15 |

The formula for simple past tense is:

Simple Past Tense

FORM

"were" is used for the subject (You, We)

"was" is used for the subject (I, She, He, It)

S = subject

V = verb

Verb	Verb	Verb
S + V2 +	S + did not + V2 +	Did + S + V1 +?
To be	To be	To be
S + was/were +	S + was/were + not +	Was/were + S +?
POSITIVE (+)	NEGATIVE (-)	INTERROGATIVE (?)

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S means subject, it can be I, You, We, They, She, He, It, Person name, Place name, or Nouns. Look at the example sentences to better understand the structure of the simple past sentences.

Example

Verbal sentences

Positive form		Negative form		
Subject	+ Verb 2	Subject	+ did not	+ Verb 1
I	drew	I	did not	draw
You	studied	He	or	study
He	gave	She	didn't	give
She	bought	It		buy
It	went	We		go
We	watched	You		watch
You		They		
They				

You draw beautiful pictures last week. You didn't draw beautiful pictures last week.

Question form

Did	+ Subject	+ Verb 1
Did	I	draw
	You	study
	He	give
	She	buy
	It	go
	We	watch
	You	
	They	

Did you draw beautiful pictures last week?

Got it!

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Example

Nominal sentences

Positive form			Negative form			
S	+ was/were	+ complement	S	+ was/were	+ not	+ complement
I	was	sick	I	was	not	sick
He		kind	He			kind
She		here	She			here
It		late	It			late
You		happy	You			happy
We	were	sad	We	were		sad
You			You			
They			They			

He was sick yesterday. He was not sick yesterday.
They were friends. They were not friends.

Question form

Was/were	+ Subject	+ complement?
Was	I	sick
	He	kind
	She	here
	It	late
	You	happy
	We	sad
	You	
	They	

Was he sick yesterday? Were they friends?

Got it!

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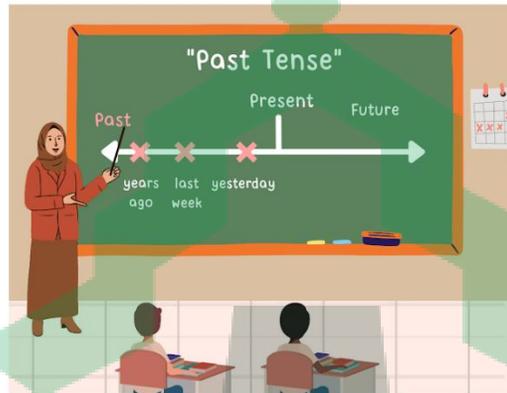
Try watching the following video. This video contains conversations using the simple past.



After you watched the video, did you find the following sentence?
 "What **did** you do **yesterday**?"
 "How **was** your **summer vocation**?"



Simple past tense is used to tell things that happened in the past such as *yesterday, last night, last week, last month, last year*, etc. It happened before the present or before the future. Look at this following picture.



In composing simple past sentences, you can use the following adverbs of time.

Adverb of Time	
Yesterday	Kemarin
Yesterday morning	Kemarin pagi
Last night	Tadi malam
Last week	Minggu lalu
Last month	Bulan lalu
Last year	Tahun lalu
Last holiday	Liburan terakhir
Last meeting	Pertemuan terakhir
A few minutes ago	Beberapa menit yang lalu
An hour ago	Satu jam yang lalu
A few days ago	Beberapa hari yang lalu
Six month ago	Enam bulan yang lalu
Two days ago	Dua hari yang lalu
One week ago	Satu minggu yang lalu
Two months ago	Dua bulan yang lalu
Three years ago	Tiga tahun yang lalu
In 1990	Pada tahun 1990
The day before yesterday	Kemarin lusa
When I was there	Ketika saya di sana
When I was young	Ketika saya muda



THE FUNCTION OF SIMPLE PAST

Simple past tense has the following functions:

1. To express something happened in the past and finished in the past (completed action in the past).

- Neil Armstrong became the first person to step onto the lunar surface on July 21, 1969.
- I saw a movie last night.
- Last year, I travelled to Japan.

2. To express something happened in order in the past and finished in the past.

- Neil Armstrong became the first person to step onto the lunar surface on July 21, 1966 and Aldrin joined him 19 minutes later.\
- I finished homework, walked to the beach, and found a nice place to swim.

She arrived from the airport at 8:00, went to my house at 9:00, and met my family at 10:00.

3. To express duration in the past.

- I live in Bandung for two years.
- They sat at the beach all day.
- They spent about two hours together outside the spacecraft.

4. To express repeated action or habit in the past (adverb of frequency).

- He often invited me when he held an exhibition.
- I studied French when I was a kid.
- Did you play a musical instrument when you were a kid?

5. To express single period activity with time expression.

- She was shy as a child, but now she is very outgoing.
- He didn't like tomatoes before.
- Did you live in Jakarta when you were a kid?

PAGES 1 2

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Materi / Tenses



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Simple Past

LIST OF PAST TENSE VERB

Regular Verbs

Base form	Past tense	Translation
accept	accepted	menerima
act	acted	bertindak
achieve	achieved	meraih
add	added	menambahkan
admire	admired	mengagumi
admit	admitted	mengakui
adopt	adopted	mengambil
advise	advised	menasihati
agree	agreed	setuju
allow	allowed	menizinkan
announce	announced	mengumumkan
appreciate	appreciated	menghargai
approve	approved	menyetujui
argue	argued	membantah
arrive	arrived	tiba
ask	asked	bertanya
assist	assisted	membantu
attack	attacked	menyerang
bake	baked	memanggang
beg	begged	meminta
behave	behaved	berperilaku baik
boil	boiled	mendidihkan
borrow	borrowed	meminjam
brush	brushed	menyikat
bury	buried	mengubur
call	called	panggilan
challenge	challenged	tantangan
change	changed	mengubah
chase	chased	mengejar
cheat	cheated	curang
cheer	cheered	bersorak
chew	chewed	mengunyah
clap	clapped	tepuk
clean	cleaned	membersihkan
collect	collected	mengumpulkan
compare	compared	membandingkan
complain	complained	mengeluh
confess	confessed	mengakui
construct	constructed	membangun
control	controlled	kontrol
copy	copied	menyalin
count	counted	menghitung
create	created	membuat
cry	cried	menangis
cycle	eyed	siklus
damage	damaged	merusak
dance	danced	menari
deliver	delivered	mengirim
destroy	destroyed	menghancurkan
divide	divided	membagi
drag	dragged	menyeret
earn	earned	menghasilkan
employ	employed	mempekerjakan
encourage	encouraged	mendorong
enjoy	enjoyed	menikmati
establish	established	menirikan
estimate	estimated	memperkirakan
exercise	exercised	latihan
expand	expanded	mengembangkan
explain	explained	menjelaskan
fy	fyed	mengoveng
gather	gathered	mengumpulkan
greet	greeted	menyapa
guess	guessed	menebak
harass	harassed	mengganggu
hate	hated	membenci
help	helped	membantu
hope	hoped	berharap
identify	identified	mengenal
interrupt	interrupted	mengganggu
introduce	introduced	memperkenalkan
irritate	irritated	mengganggu
jobe	jobed	beguram
jump	jumped	melompat
kick	kicked	menendang
kill	killed	membunuh
laugh	laughed	tertawa
lie	lied	berbohong
like	liked	suka
listen	listened	mendengarkan
love	loved	menyayangi
marry	married	menikah
measure	measured	mengukur
move	moved	bergerak
murder	murdered	penunuhan
need	needed	membutuhkan

Label

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Course Grid



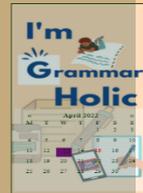
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Modal Verbs
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Singular and Plural
- 3 **Verb Phrase**
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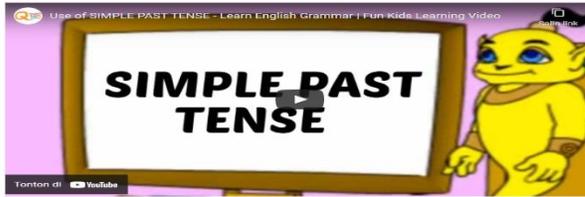
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- Games**
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Arsip

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Februari 2022	1
Mei 2022	5

Irregular Verbs

Base form	Past tense	Translation
arise	arose	bangun
awake	awoke	menyadari
be	was/were	ada
bear	bore	melahirkan
beat	beat	memukul
become	became	menjadi
begin	began	mulai
bind	bound	menyambungkannya
bet	bet	bertaruh
bite	bite	mengigit
bleed	bled	berdarah
blow	blew	meniup
break	broke	merusak
bring	brought	membawa
build	built	membangun
buy	bought	membeli
burn	burn/burned	membakar
catch	caught	menangkap
choose	chose	memilih
come	came	datang
cost	cost	seharga
cut	cut	memotong
dig	dug	meng gali
do	did	melakukan
drew	drew	menggambar
dream	dreamed/dreamt	mimpi
drink	drank	minum
drive	drove	menyetir
eat	ate	makan
fall	fell	jatuh
feed	fed	memberi makan
feel	felt	merasa
fight	fought	berkelahi
find	found	menemukan
fly	flew	terbang
forbid	forbade	melarang
forget	forgot	lupa
forgive	forgave	memafkan
freeze	froze	membeku
get	got	mendapat
give	gave	memberi
go	went	pergi
grow	grew	tumbuh
have	had	memiliki
hang	hung	menggantung
hear	heard	mendengar
hide	hid	bersembunyi
hit	hit	memukul
hold	held	memegang
hurt	hurt	meluka
keep	kept	menyimpan
know	knew	tahu
lay	laid	meletakkan
leave	left	meninggalkan
lead	led	memimpin
learn	learned	belajar
leave	left	meninggalkan
lend	lent	meminjam
let	let	membiarkan
lie	lay	berbohong
lose	lost	kehilangan
make	made	membuat
mean	meant	bermaksud, berarti
meet	met	bertemu
pay	paid	membayar
put	put	menaruh
read	read	membaca
ride	rode	mengendarai
ring	rang	berdering
run	ran	lari
say	said	mengatakan
see	saw	melihat
sell	sold	menjual
send	sent	mengirim
shoot	shot	membak
show	showed	menunjukkan
shut	shut	menutup
sing	sang	mengnyanyi
set	set	menata, mengatur
sit	sat	duduk
sleep	slept	tidur
speak	spoke	berbicara
spend	spent	membelanjakan
stand	stood	berdiri
steal	stole	mencuri
swim	swam	berenang
sweep	swept	menyapu
take	took	mengambil
teach	taught	mengajar
tear	tore	merobek
tell	told	memberi tahu
think	thought	berpikir
throw	threw	melempar
understand	understood	memahami
wake	woke	bangun
wear	wore	memakai
win	won	menang



EXAMPLE OF PAST TENSE SENTENCES

The following are examples of sentences using the simple past.

- simple past tense positive:**
 - Abdul went to Bali for holiday last Sunday. (Minggu kemarin, Abdul pergi ke Bali untuk berlibur.)
 - She joined the English club class at school yesterday. (Kemarin, dia bergabung dalam klub Bahasa Inggris di sekolah.)
 - Last Monday, Joni got in an accident at the office. (Senin lalu, Joni terkena musibah di kantor.)
 - Dani bought new laptops last night. (Dani membeli laptop baru kemarin malam.)
 - They watched "Dilan", the newest movie at the cinema yesterday. (Kemarin, mereka menonton film "Dilan" - film terbaru di bioskop.)
 - Ade went to school with his new car this morning. (Ade pergi ke sekolah menggunakan mobil barunya pagi ini.)
 - Dewi applied for manager position at Wall Street English. (Dewi melamar pekerjaan sebagai posisi manager di Wall Street English.)
 - Suilo Bambang Yudhoyono was the president of Indonesia. (Suilo Bambang Yudhoyono dulu adalah presiden Republik Indonesia.)
 - I was born in Surabaya. (Saya lahir di Surabaya.)
 - My mother cooked grilled fish for my birthday party. (Ibuku dulu memasak ikan bakar untuk pesta ulang tahunku.)

- simple past tense negative:**
 - I did not sleep well last night. (Aku tidak bisa tidur dengan nyenyak tadi malam.)
 - Rani did not come to the office yesterday. (Rani tidak datang ke kantor kemarin.)
 - Adi did not win the English debate competition last month. (Adi tidak memenangkan kompetisi debat bahasa Inggris bulan lalu.)
 - Arif was not the smartest students in the class. (Dulu Arif bukan murid yang paling pintar di kelas.)
 - She did not complete her task. (Dia tidak menyelesaikan tugasnya.)
 - Milly kids did not like the horse movie. (Banyak anak-anak yang tidak menyukai film horses.)
 - Dodi did not eat the vegetables. (Dodi tidak makan sayuran.)
 - John did not buy a car. (John tidak membeli sebuah mobil.)
 - Thomas did not come to my party yesterday. (Thomas tidak pergi ke pesta saya, kemarin.)
 - George did not go to the dentist because he was afraid. (George tidak pergi ke dokter gigi karena dia sangat takut.)

- simple past tense interrogative:**
 - Did you see my bag on the table? (Apakah kamu melihat tasiku di atas meja?)
 - Did the student come to school? (Apakah para murid datang ke sekolah?)
 - Did you sleep enough last night? (Apakah kamu tidur dengan nyenyak kemarin malam?)
 - Did she deliver the pizza on time? (Apakah dia mengantarkan pizza tepat waktu?)
 - Did they allow you to join their English club? (Apakah mereka mengizinkan kamu bergabung ke dalam klub Bahasa Inggris?)
 - Were you late to come to the office at 11 am yesterday? (Apakah kamu datang terlambat ke kantor jam sebelas paginya?)
 - Was he so busy? (Apakah dia sangat sibuk?)
 - Was the movie so fantastic? Tell me. (Apakah filmnya sangat helesan? Ceritakan kepadaku.)
 - Did he clean your room yesterday? (Apakah dia membersihkan kamarmu kemarin?)
 - Was Lily happy to work here? (Apakah Lily senang bekerja disini?)

Watch the following video and you can practice through the pattern chants in the video.



Do you like the animated movie "Kung Fu Panda" or have you watched it? Well, you can also learn about the use of the simple past tense through the animated film "Kung Fu Panda".



From the video, the simple past is useful for telling events in the past. Po's father tells how he found Po as a baby and raised little Po. The story happened in the past. There are many sentences that use the past tense. Can you tell the sentences?

- For more reference, here are some recommended videos for you to watch.
- Simple Past by Didi I. Nugeng
 - Simple Past Tense - Pengertian dan Contoh Kalimatnya by Vika Poolect
 - SIMPLE PAST TENSE | Contoh Kalimat Positif Negatif Interogatif dan Artinya | Did Was Were by EnglishCoo
 - Past Simple Tense by Madam English You Tube Channel
 - Simple Past Tense | English Grammar Lesson | English Tenses | English Lesson by Learn English Grammar Lessons
 - I Was, You Were (The Be' Past Simple Song) - Rockin' English by Rockin' English Lessons
 - The Simple Past Tense - # 3/17 (Kata kerja Bahasa Inggris) | Bahasa Inggris untuk Komunikasi - ESL by Muzik Kulek
 - Irregular verbs - The cat song by Maria Floria Montoya de Just
 - Simple Past Tense definition by Quizes Kids - Edu
 - What Did You Do? Simple Past Tense by Easy English
 - [Past tense] What did you do? - Easy Dialogue - Role Play by English Simulasi
 - Nesxy Reading Strategy | Adding 'ed' | Past Tense Verbs | Learn to Read by Nesxy

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- materialsonenglish.com
- engvid.com

Simple Future

Simple Future Tense



DEFINITION OF SIMPLE FUTURE

Simple future tense is used to express the action that is going to happen in the future or things that have not happened yet. You can use simple future tense to talk about an action or condition that will begin and end in the future.

OBSERVING

Look at the pictures below.

Picture 1



Edited by Cava

Picture 2



Edited by Cava

Picture 3



Edited by Cava

Are you bored? Try to watch the following video and listen to the song.

AIRPORT

and they **will fly** too.

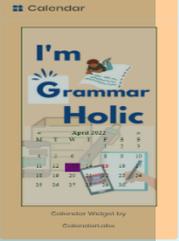
Tonton di YouTube

Label

Games	1	Materi	10
Modals	1	Phrasal	2
Quiz	1	Task	1
Tenses	3		



- Popular**
- 1 **Modal Verbs**
Modal Verbs
DEFINITION OF MODAL VERBS
Modal v...
 - 2 **Singular and Plural**
Singular and Plural
DEFINITION OF SINGULAR...
 - 3 **Verb Phrases**
Verb Phrases
DEFINITION OF VERB PHRASE A VERB...



- Recent**
- Games - 3/29/2022 - Grammar Holic 101
 - Games - 3/29/2022 - Grammar Holic 101
 - Games - 3/29/2022 - Grammar Holic 101
 - Task - 3/24/2022 - Grammar Holic 101
 - Games - 3/24/2022 - Grammar Holic 101

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There are two future forms used in most conversations: the future with "will" and the future with "going to." The main difference between the two forms is that "going to" is used for plans and intentions made before the moment of speaking, and the "will" to speak about the future at the moment of speaking. Learn these basic forms and then use the referenced resources to practice these forms.

The Future with "Will"

The first future tense is the future with "will." Use the future with will to talk about an event in the future that you have just decided to do, for predictions and for promises. The future modal "will" is used with the **base form of the verb**.

For example, if someone invited you to go to a party next Friday, you could answer, "Sure, I'll go." Will + base verb is generally considered to be more formal than be going to + base verb.

In the simple future tense formula you can use **Will + Verb 1** for verbal sentences while **Will be + Adjective/Adverb/Noun** for non-verbal or nominal sentences. Look at the following formulas.

Future Tense Verbal sentences

Positive Form
 Subject + will/shall + verb 1
 I will meet
 You He or call
 She it study
 We shall eat
 You visit
 They go

Negative Form
 Subject + will/shall + not + verb 1
 I will not play
 You He or meet
 She it call
 We shall study
 You eat
 They visit
 go

Question Form
 Will/Shall + Subject + verb 1 ?
 Will I play
 or You He meet
 Shall We it call
 You We shall study
 They visit
 go

* "shall" is used specifically for the subject "I and we" and "will" is used for the subject you, they, he, she.

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Future Tense Nominal sentences

Positive Form
 S + will/shall + be + non verb
 I will be doctor
 You He or teacher
 She here
 We shall happy
 You upset
 They

Negative Form
 S + will/shall + not + be + non verb
 I will not be doctor
 You He or teacher
 She here
 We shall happy
 You upset
 They

Question Form
 Will/Shall + Subject + be + non verb ?
 Will I be doctor ?
 or You He teacher ?
 Shall We it be happy ?
 You We shall upset ?
 They

* "shall" is used specifically for the subject "I and we" and "will" is used for the subject you, they, he, she.

Edited by Canva

Note: "shall" is used specifically for the subject "I and we", while "will" is used for the subject you, they, he, she, it. But nowadays generally "will" tends to be used for all subjects. Shall is mainly used with "I and we" to make an offer or suggestion, or to ask for advice.

Example for verbal sentences:

- ☛ Positive: Subject + will + verb 1
 Bob will go to the library tomorrow.
- ☛ Negative: Subject + will + not (won't) + verb 1
 We won't watch a movie in this Cineplex on next Friday.
- ☛ Questions: Will + subject + verb 1 ?
 Shall I open the window?

The Future with "Be Going To"

The future with "going to" is used to express events you have already planned in the future and your intentions for the future. If you want to make a sentence **Be Going To**, adjust Be (Is/Am/Are) with the subject. For example: *We are going to, They are going to, I am going to, She is going to, Rick is going to.* Look at the following formulas.

FUTURE TENSE Form : Be going to

positive
 S + to be + going to + verb 1
 I am visit
 He win
 She is going to sleep
 It is going to play
 You go
 We are read
 They

negative
 S + to be + not going to + verb 1
 I am visit
 He win
 She is not going to sleep
 It is not going to play
 You go
 We are read
 They

question
 to be + S + going to + verb 1 ?
 am I visit
 is He win
 She going to sleep ?
 It is going to play ?
 You go
 We are read
 They

am for subject "I", is for subject "he", "she", "it" and third singular person, are for subject "you", "we"

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Examples:

- ☛ Positive: Subject + to be + going to + verb 1
 Angga is going to play football next week.
- ☛ Negative: Subject + to be + not going to + verb 1
 Angga is not going to play football next week.
- ☛ Questions: Will + subject + to be + going to + verb 1 ?
 Is Angga going to play football next week?

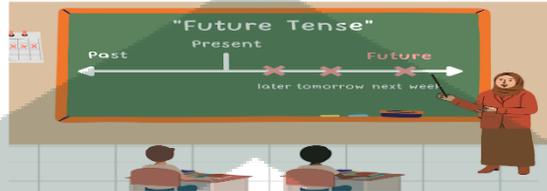
Is Angga going to play football next week?
 Read the dialogue from the images below and pay attention to the colored words.



Do you know the function of the colored words from the above conversation?
 "later, soon, tonight, tomorrow morning"

Yes need explanation

To make a Simple Future Tense sentence, it will be more complete if you add an adverb of time. Simple future tense is used to tell things that will happen in the future such as later, soon, tonight, tomorrow, next week, etc. It happened after the past or after the present. Look at this following picture.



The adverb of time or time signals that are usually used in the simple future tense include:

Adverb of Time	
Tomorrow	Besok
Tomorrow morning	Besok pagi
Tomorrow night	Besok malam
Next time	Lain kali
Next week	Pekan depan
Next month	Bulan depan
Next year	Tahun depan
Tonight	Malam ini
Soon	Segera
Later	Nanti
Two days later	Dua hari lagi
The day after tomorrow	Besok lusa
This afternoon	Sore ini, nanti sore
While	Kerela
When	Ketika
Before	Sebelum
After	Setelah
Until	Hingga

Note this!

- It is the short form of will. You can say either:
 - I will go, or
 - I'll go.
- We can use contractions (e.g., I'm, he's) by combining the subject pronoun (e.g., I, he) with the verb "be". We can also add "not" in front of "going to" to form the negative. Here are some examples to make sure this is clear:
 - It's late so I don't think he's going to do his homework tonight.
 - I'm afraid they're not going to read the whole text.

The following video can help you understand more about simple future tense.



THE FUNCTION OF SIMPLE FUTURE

- The simple future is used:
- To predict a future event:
 - It will rain tomorrow.
 - With I or We, to express a spontaneous decision:
 - I'll pay for the tickets by credit card.
 - To express willingness:
 - I'll do the washing-up.
 - He'll carry your bag for you.
 - In the negative form, to express unwillingness:
 - The baby won't eat his soup.
 - I won't leave until I've seen the manager!
 - With I in the interrogative form using "shall", to make an offer:
 - Shall I open the window?
 - With we in the interrogative form using "shall", to make a suggestion:
 - Shall we go to the cinema tonight?
 - With I in the interrogative form using "shall", to ask for advice or instructions:
 - What shall I tell my mother about this money?
 - With you, to give orders:
 - You will do exactly as I say.
 - With you in the interrogative form, to give an invitation:
 - Will you come to the dance with me?
 - Will you come to my birthday party?
 - Offer something to others:
 - I will lend you money.



Simple Future



LIST OF BASE FORM VERB (V1)

Regular Verbs

Base form	Translation
accept	menerima
act	bertindak
achieve	meraih
add	menambahkan
admire	mengagumi
admit	mengakui
adopt	mengambil
advise	menasihati
agree	setuju
allow	mengizinkan
announce	mengumumkan
appreciate	menghargai
approve	menyetujui
argue	membantah
arrive	tiba
ask	bertanya
assist	membantu
attack	menyerang
bake	memanggang
beg	meminta
behave	berperilaku baik
boil	mendidihkan
borrow	meminjam
brush	menyikat
bury	mengubur
call	panggilan
challenge	tantangan
change	mengubah
chase	mengejar
cheat	curang
cheer	bersorak
chew	mengunyah
clap	tepuk
clean	membersihkan
collect	mengumpulkan
compare	membandingkan
complain	mengeluh
confess	mengakui
construct	membangun
control	kontrol
copy	menyalin
count	menghitung
create	membuat
cry	menangis
cycle	siklus
damage	merusak
dance	menari
deliver	mengirim
destroy	menghancurkan
divide	membagi
drag	menyeret
earn	menghasilkan
employ	memppekerjakan
encourage	mendorong
enjoy	menikmati
establish	menirikan
estimate	menperkirakan
exercise	latihan
expand	mengembangkan
explain	menjelaskan
fly	mengoreng
gather	mengumpulkan
greet	menyapa
guess	menebak
harass	mengganggu
hate	membenci
help	membantu
hope	harapan
identify	mengenal
interrupt	mengganggu
introduce	memperkenalkan
irritate	mengganggu
joke	bergurau

Label

Games	1	Materi	10
Module	1	Phrase	2
Quiz	1	Task	3

Course Grid



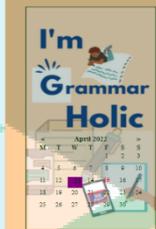
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★ Popular

- Modal Verbs**
Modal Verbs
DEFINITION OF MODAL VERBS
Modal v...
- Singular and Plural**
Singular and Plural
DEFINITION OF SINGULAR...
- Verb Phrase**
Verb Phrase
DEFINITION OF VERB PHRASE A
verb ...

Calendar

Calendar Widget by
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missive	memperkenalkan
tristate	mengganggu
joke	bergurau
jump	meloompat
kick	meneadang
kill	membunuh
laugh	tertawa
lie	berbohong
like	suka
listen	mendengarkan
love	menyayangi
marry	menikah
measure	mengukur
move	bergerak
mudae	pembunuhan
need	memerlukan
obey	mematuhi
offend	menyinggung
offer	menawarkan
open	membuka
paint	melukis, mengecat
park	memarku
phone	menachap
pick	memilih
play	bermain
pray	berdoa
print	menetak
pull	menarik
push	memukul
punish	menghukum
purchase	membeli
push	menudoreng
question	menanyai
save	halapan
sales	berjualan
respond	mengingat
reply	membalas
retire	pensiun
return	kembali
rub	menggosok
scold	memarahi
select	memilih
smoke	merokok
surre	mendekipar
stare	menatap
start	memulai
study	belajar
talk	bicara
thank	berterima kasih
travel	berpergian
trouble	masalah
type	mengetik
use	menggunakan
visit	menyunjungi
wait	menunggu
walk	berjalan
want	mau
warn	memperingatkan
wink	mengedip
worry	khawatir
yeah	bereslah

Irregular Verbs

Base form	Translation
arise	bangun
awake	menyadari
be	ada
beat	melaikan
beat	memukul
become	menjadi
begin	mulai
bend	membengkokkan
bet	bertaruh
bite	menggigit
bleed	berdarah
blow	meniup
break	merusak
bring	membawa
build	membangun
buy	membeli
burn	membakar
catch	menangkap
choose	memilih
come	datang
cost	selang
cut	memotong
dig	mengali
die	melaikan
draw	menggambar
dream	menyapa
drink	minum
drive	menyetir
eat	makan
fall	jatuh
feed	memberi makan
feel	merasa
fight	berkelahi
find	menemukan
fly	terbang
forbid	melarang
forget	lupa
forgive	memafkan
freeze	membeku
get	mendapat
give	memberi
go	pergi
grow	tumbuh
have	memiliki
hang	menggantung
hear	mendengar
hide	bersembunyi
hit	memukul
hold	memegang
hurt	melukai
keep	menyimpan
know	tahu
lay	meletakkan
leave	meninggalkan
lead	menuntun
learn	belajar
leave	meninggalkan
lend	menyajukan
let	membiarkan

99 **EXAMPLE OF FUTURE TENSE SENTENCES**

The following are examples of sentences using the simple past.

- ★ **simple future tense positive:**
 - ☞ It will rain tomorrow. (Besok akan hujan.)
 - ☞ Rafli will take online course today. (Rafli akan mengambil kursus online hari ini.)
 - ☞ We shall invite Mike to the party. (Kami akan mengundang Mike ke pesta.)
 - ☞ We will go shopping to that market this Monday. (Kami akan pergi berbelanja di pasar itu Senin ini.)
 - ☞ I will help him to do the task. (Saya akan membantunya untuk melakukan tugas itu.)
 - ☞ I am going to talk to him. (Aku akan berbicara dengannya.)
 - ☞ Septi is going to finish her homework tomorrow. (Septi akan menyelesaikan pekerjaan rumahnya besok.)
 - ☞ He is going to tell his father about it. (Dia akan memberitahu ayahnya tentang hal itu.)
 - ☞ She is going to spend holiday in her hometown. (Dia akan menghabiskan liburan di kampung halamannya.)
 - ☞ We are going to attend the meeting. (Kita akan menghadiri pertemuan tersebut.)
- ★ **simple future tense negative:**
 - ☞ It will not rain tomorrow. (Besok tidak akan hujan.)
 - ☞ Rafli will not take online course today. (Rafli tidak akan mengambil kursus online hari ini.)
 - ☞ We shall not invite Mike to the party. (Kami tidak akan mengundang Mike ke pesta.)
 - ☞ We will not go shopping in that market this Monday. (Kami tidak akan pergi berbelanja di pasar itu hari Senin ini.)
 - ☞ I will not help him to do the task. (Saya tidak akan membantunya untuk melakukan tugas itu.)
 - ☞ I am not going to talk to him. (Aku tidak akan berbicara dengannya.)
 - ☞ Septi is not going to finish her homework tomorrow. (Septi tidak akan menyelesaikan pekerjaan rumahnya besok.)
 - ☞ He is not going to tell his father about it. (Dia tidak akan memberitahu ayahnya tentang hal itu.)
 - ☞ She is not going to spend holiday in her hometown. (Dia tidak akan menghabiskan liburan di kampung halamannya.)
 - ☞ We are not going to attend the meeting. (Kita tidak akan menghadiri pertemuan tersebut.)
- ★ **simple future tense interrogative:**
 - ☞ Will it rain tomorrow? (Akankah besok hujan?)
 - ☞ Will Rafli take online course today? (Akankah Rafli mengambil kursus online hari ini?)
 - ☞ Shall we invite Mike to the party? (Akankah kita mengundang Mike ke pesta?)
 - ☞ Will we go shopping in that market this Monday? (Akankah kita pergi berbelanja di pasar itu hari Senin ini?)
 - ☞ Will I help him to do the task? (Akankah saya akan membantunya mengerjakan tugas?)
 - ☞ Am I going to talk to him? (Akankah saya akan berbicara dengannya?)
 - ☞ Is Septi going to finish her homework tomorrow? (Akankah Septi akan menyelesaikan pekerjaan rumahnya besok?)
 - ☞ Is he going to tell his father about it? (Akankah dia akan memberitahu ayahnya tentang hal itu?)
 - ☞ Is she going to spend holiday in her hometown? (Akankah dia akan menghabiskan liburan di kampung halamannya?)
 - ☞ Are we going to attend the meeting? (Akankah kita akan menghadiri pertemuan itu?)

Watch the following video and you can practice through the pattern charts in the video.



Do you like watching movies and cartoons? Well, you can also learn the use of the simple future tense through cutscenes from the following films and cartoons.



For more reference, here are some recommended videos for you to watch.
 Simple Future Tense: Fungsi, Rumus dan Contoh by Keanggun Inggris LC - Language Center
 Future Tense | English Grammar Lesson | English Tenses | English Lesson by Learn English Home Classroom
 Going to VS Will (Easy rule) by I-EGUS
 Easy English 79 - Talking about the future by Easy English
 Learn English - Simple Future Tense (English Grammar) by A7 Learning
 Grammar Class - Simple Future Tense by Einar Kidsworld
 WILL VS BE GOING TO !! Kumpulan SIMPLE FUTURE TENSE dengan contoh DIALOG by LADAH ELNUR
 Future Simple - Explanatory video by Educashn
 What are you going to do? Simple Future Tense - Will/Be Going to/Be-ing by Easy English
 Grammar Connect 5 - Simple Future Tense by Blueprint Digital

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Grammar Halo 101
 Blog ini adalah blog yang bertujuan untuk menyediakan materi grammar untuk kelas 12 beserta fitur-fitur yang menyenangkan dalam mempelajari grammar.

PAGES 1 2

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→ NEXT Present Perfect ← PREVIOUS → Modal Verbs

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Present Perfect

Present Perfect Tense



DEFINITION OF PRESENT PERFECT

Present perfect tense refers to an event that started in the past and the impact of the event is now continuing (or a long-running event that started in the past but still continue to the present). This tense is used to express actions completed recent past. In this tense, it is important whether the event occurred or not. The result of the event is important, not the time of the event.

OBSERVING

Look at the pictures below.

Picture 1



Edited by Ciciwa

Picture 2



Edited by Ciciwa

Picture 3



Edited by Ciciwa

Are you bored? Try to watch the following video then observe and learn.



Label

Games	1	Materi	10
Modul	1	Phrasa	2
Quiz	1	Task	1
		Tenses	3

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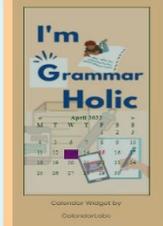
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Calendar



Recent

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GRAMMATICAL STRUCTURE OF PERFECT TENSE

The formula for present perfect is:

PRESENT PERFECT TENSE

Positive form

*** Verbal sentence**
Subject + (have has) + verb 3
example: Andi has studied.

*** Nominal sentence**
S + (have has) + been + (adj noun adv)
example: I have been a student since 2022.

Negative form

*** Verbal sentence**
Subject + (have has) + not + verb 3
example: We have not studied.

*** Nominal sentence**
S + (have has) + not + been + (adj noun adv)
example: She has not been a student since 2022.

Question form

*** Verbal sentence**
Have Has + Subject + verb 3?
example: Have (you) studied?

*** Nominal sentence**
Have Has + Subject + been + (adj noun adv)?
example: Has he been a student since 2022?

Edited by Caava

The present perfect of any verb is composed of two elements. The first element is **have** or **has**, depending on the subject the verb is conjugated with. The second element is past participle of the verb, which is usually formed by adding **-ed** or **-d** to the base form of the verb (e.g., walked, cleaned, typed, jumped, and laughed) or a few verbs that have irregular past participle (e.g., done, said, gone, known, won, thought, felt, eaten).

Note this!

HAVE and HAS

Use "have" for subject:

- I
- You
- We
- They

Use "has" for subject:

- He
- She
- It
- Person name
- Place name
- Nouns

Verb 3 = Past participle

The past participle is the third verb or verb 3 of the verb used in the present perfect tense. For example:

Verb 1	Verb 2	Verb 3
eat	ate	eaten

Edited by Caava

The events or activities that can be expressed with this tense are to state or express an event or activity that is currently completed or has been completed regardless of when it occurred. Then to state or express an event or activity that began in the past and still continuing.

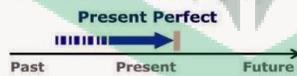
We use the Present Perfect for actions in the past which have a connection to the present. The time when these actions happened is not important.



We use the Present Perfect for recently completed actions.



We use the Present Perfect for actions beginning in the past and still continuing.



<http://www.english-online.de>

Then, then adverb of time or time signals that are usually used in the simple future tense include:

Adverb of Time	
Already	Sudah
Just	Baru saja
Not...yet	Belum...sampai saat ini
For	Selama
Since	Sejak
This week/month/year	Minggu ini/bulan ini/tahun ini
Once, twice, many times	Satu kali, dua kali, berkali-kali
Never, ever	Tidak pernah, pernah
Lately, recently	Akhir-akhir ini, baru-baru ini

Note this!

For and Since with Present Perfect tense

We often use for and since with present perfect tense:

- We use for to talk about a period of time: five minutes, two weeks, six years.
- We use since to talk about a point in past time: 9 o'clock, 1st January, Monday.

for	since
a period of time	a point in past time
-----	-----
20 minutes	6.15pm
three days	Monday
6 months	January
4 years	1994
2 centuries	1800
a long time	I left school
ever	the beginning of time
etc.	etc.

For and Since with Present Perfect tense

We often use the adverb ever to talk about experience up to the present:

- My last birthday ~~was~~ the worst day I have **ever** had.

and we use never for the negative form:

- Have you **ever** met Ryan?
- Yes, but I've **never** met his brother.

The following video can help you understand more about present perfect tense.



THE FUNCTION OF PRESENT PERFECT

The Present perfect is used:

- To express things you have done in your life
Examples:
 - I have been to England.
 - She has never studied Japanese.
- To express actions during a period that has not yet finished.
Example:
 - She has been to the cinema twice this week (= and the week isn't over yet.)
- To express the number of times you have done something
Examples:
 - I have been to Paris three times.
 - How many times have you tried to call her?
- To describe recently completed actions which are important now
Examples:
 - I have some bad news. I have lost my job recently (just; only just; recently).
 - I can't play football tonight - I have just hurt my leg.
- To express situations that started in the past and continues in the present
Examples:
 - I have known James for 4 or 5 years.
 - She has been the director of that company since 2007.
- To describe unfinished actions or situations
Examples:
 - I have known Julie for ten years. (I met her ten years ago and I still know her)
 - We have lived here since 2004.
- To express the present result (the time is not important, but the effect of the action is still important now)
Examples:
 - I have lost my keys.
 - John has missed the bus, so he'll be late.

Look at the following pictures to help you more.

Connection with past: the event was in the past.
Connection with present: in my head, now, I have a memory of the event; I know something about the event; I have experience of it.

I have seen an alien.
He has lived in Bangkok.
Have you been there?
We have never eaten caviar.

past	present	future
	!!!	
The action or state was in the past.	In my head, I have a memory now.	

Connection with past: the past is the opposite of the present.

Connection with past: the past is the opposite of the present.
 Connection with present: the present is the opposite of the past.

I have bought a car.

past	present	future
-	+	
Last week I didn't have a car.	Now I have a car.	

The police have arrested the killer.

past	present	future
-	+	
Yesterday the killer was free.	Now he is in prison.	

Has the price gone up?

past	present	future
-	+	
Was the price \$1.50 yesterday?	Is the price \$1.70 today?	

Connection with past: the situation started in the past.
 Connection with present: the situation continues in the present.

I have worked here since June.
 He has been ill for 2 days.
 How long have you known Tara (for)?

past	present	future
-	+	
The situation started in the past.	It continues up to now.	(It will probably continue into the future.)

PAGES 1 2

11/14/2021 06:34:00 AM
 Materi / Tenses



Grammar Holic 101

Blog ini adalah blog yang bertujuan untuk menyediakan materi grammar untuk kelas 12 beserta fitur-fitur yang menyenangkan dalam mempelajari grammar.

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let	let	membicarakan
lie	lain	berbohong
lose	lost	kehilangan
make	made	membuat
mean	mean	bermaksud, berarti
meet	met	bertemu
pay	paid	membayar
put	put	menaruh
read	read	membaca
ride	ridden	mengendarai
ring	ring	berdering
run	run	lari
say	said	mengatakan
see	seen	melihat
sell	sold	menjual
send	sent	mengirim
shoot	shot	mencembak
show	shown	menunjukkan
start	start	memang
sing	sung	menyanyi
set	set	menata, mengatur
sit	sat	duduk
sleap	slept	tidur
speak	spoken	berbicara
spend	spent	membelanjakan
stand	stood	berdiri
steal	stolen	mencuri
swim	swam	berenang
sweep	swept	menyapu
take	taken	mengambil
teach	taught	mengajar
tear	taun	mencelah
tell	told	memberitahu
think	thought	berpikir
throw	thrown	melempar
understand	understood	memahami
wake	woken	bangun
wear	wore	memakai
win	won	menang
write	written	menulis

99 EXAMPLE OF PRESENT PERFECT SENTENCES

The following are examples of sentences using present perfect.

- present perfect tense positive**
- I have eaten this kind of pizza for 2 years. (Aku sudah memakan pizza jenis ini selama 2 tahun).
 - I have just bought that shoes. (Aku baru saja membeli sepatu itu).
 - She has finished her exam. (Dia telah menyelesaikan ujiannya).
 - That fighter has fought for an hour. (Pera pertarung telah berlangsung selama satu jam).
 - Indra has been my closest friend since high school. (Indra telah menjadi teman terdekatku sejak SMA).
 - This exam has been my favorite place. (Ruangannya ini telah menjadi tempat favoritku).
 - Antonio has been absent from class since he got hospitalized last week. (Antonio telah absen dari kelas sejak dia dirawat di rumah sakit minggu lalu).
 - My sister has been home since last year. (Saudariku sudah di rumah sejak setahun yang lalu).
 - Claudia has paid her tuition. (Claudia telah membayar uang sekolahnya).
 - That brother and sister have been through a lot. (Kakak beradik itu telah mengalami banyak hal).
 - I have changed my mind. (Aku telah mengubah pendapatku).
- present perfect tense negative**
- I have not eaten this kind of pizza for 2 years. (Aku belum memakan pizza jenis ini selama 2 tahun).
 - I have not bought that shoes. (Aku belum membeli sepatu itu).
 - She has not finished her exam. (Dia belum menyelesaikan ujiannya).
 - That fighter has not fought for an hour. (Pera pertarung belum berlangsung selama satu jam).
 - Indra has not been my closest friend since high school. (Indra bukan teman terdekatku sejak SMA).
 - This exam has not been my favorite place. (Ruangannya ini belum menjadi tempat favoritku).
 - Antonio has not been absent from class since the first meeting. (Antonio telah absen dari kelas sejak pertemuan pertama).
 - My sister has not been home since last year. (Saudariku tidak di rumah sejak setahun yang lalu / Saudariku belum pulang sejak tahun lalu).
 - Claudia has not paid her tuition. (Claudia belum membayar uang sekolahnya).
 - That brother and sister have not fought recently. (Kakak beradik itu tidak bertengkar baru baru ini).
 - I have not changed my mind. (Aku tidak berubah pikiran).

- present perfect tense interrogative**
- Have you eaten this kind of pizza for 2 years? (Aku belum memakan pizza jenis ini selama 2 tahun?)
 - Have you bought that shoes? (Aku belum membeli sepatu itu?)
 - Has she finished her exam? (Dia belum menyelesaikan ujiannya?)
 - Have they fought for an hour? (Apakah mereka bertarung selama satu jam?)
 - Has Indra been your closest friend since high school? (Apakah Indra adalah teman terdekatmu sejak SMA?)
 - Has it been your favorite place? (Apakah itu tempat favoritmu?)
 - Has Antonio been absent from class since the first meeting? (Apakah Antonio tidak masuk kelas sejak pertemuan pertama?)
 - Has my sister been home since last year? (Apakah saudariku sudah di rumah sejak tahun lalu?)
 - Has Claudia paid her tuition? (Apakah Claudia sudah membayar uang sekolahnya?)
 - Have they fought recently? (Apakah mereka bertengkar baru-baru ini?)
 - Have you changed your mind? (Apakah kamu berubah pikiran?)

Watch the following video and you can practice through the song in the video.



Do you like watching movies and cartoons? Well, you can also learn the use of the simple future tense through cartoons from the following files and cartoons. Watch and find the present perfect tense.

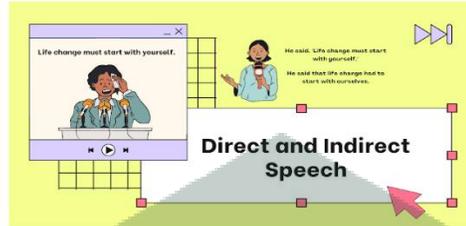


- For more reference, here are some recommended videos for you to watch.
- Present Perfect | Fun English Grammar Lessons | Learn English by Fun English by Pocket English
 - Present perfect with have, get and already by Brian Scott Williams
 - HELAKAR PRESENT PERFECT TENSE | Bahasa Inggris by ELI3 - English Learning Fun
 - The funniest way to learn English grammar - Present Perfect by English Conversation
 - The Present Perfect Tense in English | Structuring Sentences by C4English
 - The Perfect Tense Verbs Song by Another Creative Education
 - Songs in present perfect by Stephanie Sells
- PRESENT PERFECT TENSE SONG- III by GRAMMAR SONGS and EXERCISES**

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Direct and Indirect Speech

Direct and Indirect Speech

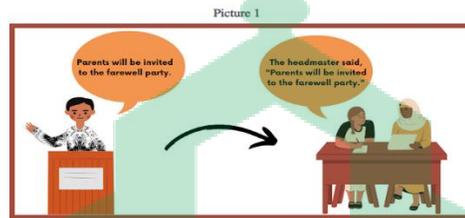


DEFINITION OF DIRECT AND INDIRECT SPEECH

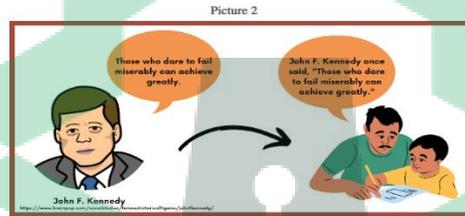
In English, there are two ways of conveying what someone else has said: direct speech and indirect speech. **Direct speech** or quoted speech are sentences spoken directly by the speaker (the first person), conveyed accurately and in the same words without any change from what the first person said, marked with a quotation mark ("..."). **Indirect speech** or reported speech are sentences that also convey the same information from the first person who said it but does not quote directly with the exact word (describes the utterance in a different sentence without quotation mark).

OBSERVING

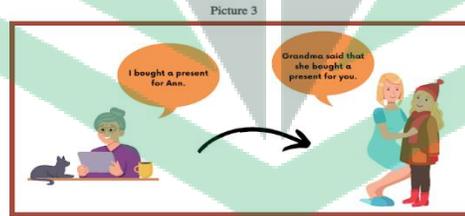
Look at the pictures below.



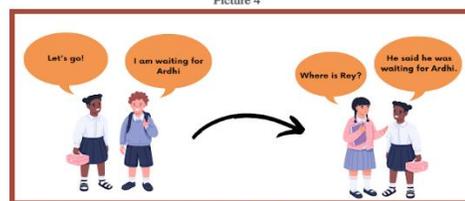
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- ★ Popular
- Modal Verbs

Modal Verbs

DEFINITION OF MODAL VERBS

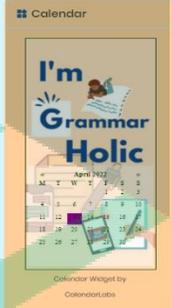
Modal v...
 - Singular and Plural

Singular and Plural

DEFINITION OF SINGULAR...
 - Verb Phrase

Verb Phrase

DEFINITION OF VERB PHRASE A verb ...



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 - Task - 3/4/2022 - Grammar Holic 101
 - Games - 3/4/2022 - Grammar Holic 101
- Arsip
- | | |
|---------------|---|
| November 2021 | 3 |
| December 2021 | 1 |
| January 2022 | 3 |
| February 2022 | 1 |
| March 2022 | 5 |

After observing the pictures above, can you identify which sentences are included in direct speech and indirect speech? Keep in mind that direct speech uses quotation marks (") and uses the same words, while indirect speech does not use quotation marks (") and uses different words with the same meaning.

Are you bored? Try to watch the following video then observe and learn.



GRAMMATICAL STRUCTURE OF DIRECT AND INDIRECT SPEECH

The structure of direct and indirect speech is affected by changes in tenses. The tenses generally move backward in this way:

Direct Speech	change into	Indirect Speech
Simple present (Subject + V1 + Object)		Simple past (Subject + V2 + Object)
Present continuous (Subject + is/am/are + V1 + ing + Object)		Past Continuous (Subject + was,were+V1 + ing + Object)
Present perfect (Subject + has,have + V3 + Object)		Past perfect (Subject + had + V3 + Object)
Simple past (Subject + V2 + Object)		Past perfect (Subject + had + V3 + Object)
Past Continuous (Subject + was,were + V1 + ing + Object)		Past perfect continuous (Subject + had been + V1 + ing + Object)
Future simple (Subject + will/shall + V1 + Object)		Past future (Subject + would + V1 + Object)

Example:

- Direct: He said, "I walk."
- Indirect: He said that she walked.
- Direct: Ayesha said, "I am having tea."
- Indirect: Ayesha said that he was having tea.
- Direct: You said, "He has left for school."
- Indirect: You said that He had left for school.
- Direct: Vidi said, "Ananya took pasta."
- Indirect: Vidi said that Ananya had taken pasta.
- Direct: They told, "We were living in Paris."
- Indirect: They told that they had been living in Paris.
- Direct: Rama said, "I will go to Sri Lanka."
- Indirect: Rama said that he would go to Sri Lanka.

Apart from changing tenses, there are some rules that affect the structure when changing direct speech into indirect speech.

Changes in Say to and Said to:

As you can see, in direct speech we often find the verb 'to say' ('said' in the past form). It is called as the reporting verb. Beside, you can also use other reporting verbs that indicate direct speech such as:

- Told** - If the utterance shows a talk speech been conveyed.
- Asked** - If the utterance shows something been asked.
- Replied** - If the utterance shows an answer or response.
- Foretold** - If the utterance shows predictions.
- Proposed** - If the utterance shows suggestions.
- Forbade** - If the utterance shows something which forbidden.

Note: If the reporting verb is in the simple present tense, the reported sentence will not change. For example:

- Direct: John says "I will go to Bandung tomorrow"
- Indirect: John says that he will go to Bandung tomorrow
- Direct: Mary says "I have seen that film"
- Indirect: Mary says that she has seen that film.

-Indirect: John says that he will go to Bandung tomorrow

-Direct: Mary says "I have seen that film"

-Indirect: Mary says that she has seen that film.

14 Changes in modal verbs:

You can check the following picture about the modal verbs changes of Direct and Indirect speech.

Direct	change into	Indirect
Can		Could
Shall/will		Should/would
Have/has to		Had to
Must		Must/Had to
May		Might
Could		Could
Might		Might
Should		Should

The verb remains unchanged

Example:

-Direct: He said, "I can cook food."

-Indirect: He said that he could cook food.

-Direct: They said, "We may go to Canada."

-Indirect: They said that they might go to Canada.

-Direct: She said, "I must finish the work on time."

-Indirect: She said that she had to finish the work on time.

-Indirect: He said that he could cook food.

15 Changes in pronoun:

In indirect speech, you need to be careful with personal pronouns. They **need to be changed** according to the situation. You need to know the context.

Direct	change into	Indirect
I		He/She
You		He/She/We/They
We		They
They		They
He		He
She		She
It		It
Us		Them
Our		Their
His		His
Her		Her
Its		Its

Example:

-Direct: Vidya said, "I am a good girl."

-Indirect: Vidya said that she was a good girl.

-Direct: I told them, "You have finished your work."

-Indirect: I told them that they had finished their work.

-Direct: He said, "She is in Jakarta."

-Indirect: He said that she was in Jakarta.

16 Changes in time and place:

Time and place references often have to change in indirect speech.

Direct	change into	Indirect
Now		Then
Here		There
Today		That day
Tomorrow		The following day, the next day
Yesterday		The previous day, the day before
Tonight		That night
Last night		The night before
Next week		The following week, the next week
Last week		The previous week, the week before
Age		Previously, before
This		That
These		Those
There		So
Just		Following
Hence		Thence

Example:

-Direct: She said, "The children are playing outside now."

-Indirect: She said that the children were playing outside then.

-Direct: Mei said, "I have got a piano lesson today."

-Indirect: Mei said that she had got a piano lesson that day.

-Direct: He asked me, "Put the box here."

-Indirect: He asked me to put the box there.

-Direct: They said, "We will go tomorrow."

-Indirect: They said that they would go the next day.

17 Changes of interrogative/question sentences:

If the direct question uses question words such as; **Where, When, Why, What, Who, How, etc.**, then these words are used as a connector in the reported speech.

Example:

-Direct: Ravi said, "What is your name?"

-Indirect: Ravi asked the girl what her name was.

-Direct: Mary asked, "Why do you get angry with me?"

-Indirect: Mary asked why she got angry with him.

-Direct: I asked him, "When did you get back from your trip?"

-Indirect: I asked him when he had got back from his trip.

-Direct: She asked me, "Where do you live?"

-Indirect: She asked me where I lived.

-Direct: He asked her, "How will you go there?"

-Indirect: He asked her how she would go there.

Changes of interrogative/question sentences:
If the direct question uses question words such as: **Where, When, Why, What, Who, How, etc.**, then these words are used as a connector in the reported speech.

Example:

-Direct: Ravi said, "What is your name?"

-Indirect: Ravi asked the girl what her name was.

-Direct: Mary asked, "Why do you get angry with me?"

-Indirect: Mary asked why she got angry with him.

-Direct: I asked him, "When did you get back from your trip?"

-Indirect: I asked him when he had got back from his trip.

-Direct: She asked me, "Where do you live?"

-Indirect: She asked me where I lived.

-Direct: He asked her, "How will you go there?"

-Indirect: He asked her how she would go there.

If the direct question does not use question words, and it is a question in the form of **"Yes & No Question"**, then we use the words **if, whether** as a link between the introductory sentence (the reporting verb) and the reported question.

Example:

-Direct: The boy asked John, "Does Mary live near here?"

-Indirect: The boy asked John if Mary lived near there.

-Direct: The teacher asked her, "Have you finish your homework?"

-Indirect: The teacher asked her if she had finished her homework.

-Direct: Mary asked me, "Did you see John at the party last night?"

-Indirect: Mary asked me whether I had seen John at the party the night before.

-Direct: We asked them, "Will you go to the movie with us tonight?"

-Indirect: We asked them whether they would go to the movie with us that night.

Note: In a sentence, you can choose between "If" or "Whether".

Changes of command sentences:

Command is divided into 2 (two) parts, namely:

1. Positive Command

In positive commands we add **to** in front of the imperative sentence, as a link between the introductory sentence and the reported command. Introductory sentences in this type are:

- to + infinitive
- He asked me
- He told me

Example:

-Direct: He asked me, "Open your book."

-Indirect: He asked me to open my book.

-Direct: Mother asked John, "Pay attention to what I say!"

-Indirect: Mother asked John to pay attention to what she says.

-Direct: John told Mary, "Wait until I come"

-Indirect: John told Mary to wait until he comes.

-Direct: The teacher said to the students, "Be quiet while I am talking"

-Indirect: The teacher told the students to be quiet while she is talking.

2. Negative Command

In the negative command we add **not to** in front of the reported command.

Example:

-Direct: Ira asked Tom, "Don't move"

-Indirect: Ira asked Tom not to move.

-Direct: He told Ravi, "Don't wait for me"

-Indirect: Mary told John not to wait for her.

-Direct: I told him, "Don't mention it to anyone"

-Indirect: I told him not to mention it to anyone.

-Direct: Father asked her, "Don't go there alone"

-Indirect: Father asked her not to go there alone.

The video below can help you understand about direct and indirect speech.



3/04/2022 12:52:00 AM

Grammar Halo 101

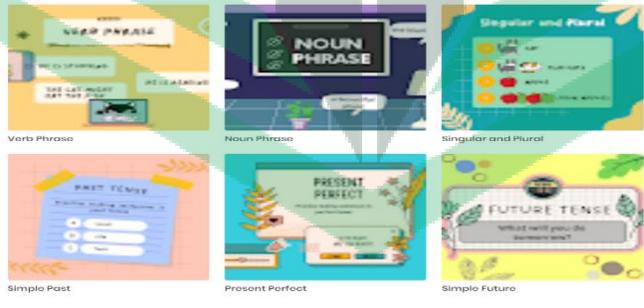
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Direct and Indirect Speech



THE FUNCTION OF DIRECT AND INDIRECT SPEECH

Following are the uses of direct and indirect speech.

1. In fiction writing, direct speech is any word spoken by a character, using direct speech can display the emotion of an important scene in detail through the words. In nonfiction writing or journalism, direct speech can emphasize a particular point, by using exact words from the source.

Example:

Direct speech in fiction writing

"I think there is something moving in the bushes," George said, looking carefully in the direction from which the sound came.

"I can't see anything," said Molly.

"Perhaps we should turn our torches on," whispered George.

"Okay, but let's be really quiet."

(Source: www.bbc.co.uk)

Direct speech in news text

Hong Kong Fashion Week Collections from Bandung

According to Harry, the eight outfits are collections for fall and winter.

"I don't put full embroidery since the outfits will be mass-produced. There is a buyer from Italy who ordered 500 pieces," Harry explained.

He tagged his collections between Rp1 million to Rp2 million. "Costure designs are hardly eyed by international world although we made them. This is why I dig out simple and ready-to-wear collections."

(Source: en.tempo.com)

2. The function of indirect speech is to convey points or information from other people, such as repeating an information from an interview source. Unlike direct speech, indirect speech is not usually placed inside quote marks. However, both are attributed to the speaker because they come directly from a source.

Example:

Indirect speech in news text

Harry, further explained that taste for fashion has now shifted from extravaganza to ready-to-wear.

Talking about embroidery, Harry believe that it should be done both computerized and manually.

Harry said that he had to tackle the challenge to compete with other countries such as China where workers are cheaper.

(Source: en.tempo.com)



EXAMPLE OF PRESENT PERFECT SENTENCES

The following are examples of direct and indirect speech.

Statement/Pernyataan

Direct speech:

Aria said, "I will give you a book next week."
Aria berkata, "Aku akan memberimu sebuah buku bulan depan."

Indirect speech:

Aria said that he would give me a book the following week.
Aria mengatakan bahwa dia akan memberiku sebuah buku bulan depan.

Direct speech:

He said, "I work in a bank."
Dia berkata, "Saya bekerja di sebuah bank"

Indirect speech:

He said that he worked in a bank.
Dia berkata bahwa dia bekerja di sebuah bank.

Direct speech:

They said, "We are going to beach tomorrow"
Dia berkata, "Kami akan pergi ke pantai besok"

Indirect speech:

They said that they were going to beach the following day.
Dia berkata bahwa mereka akan pergi ke pantai besok

Direct speech:

She said, "I am sad now."
Dia berkata, "Aku sedih saat ini"

Indirect speech:

She said that she was sad then.
Dia berkata bahwa dia sedih saat itu.

Direct speech:

I said, "John has been waiting for you since two hours"
Aku berkata, "John sudah menunggu kamu selama dua jam"

Indirect speech:

I said that John had been waiting for you for two hours.
Aku berkata bahwa John sudah meungguhya selama dua jam.

Direct speech:

I told Jerry, "I can fix this computer soon"
Aku memberitahu Jerry, "Aku dapat memperbaiki komputer ini segera".

Indirect speech:

I told to him that I could fix this computer immediately.
Aku memberitahu dia bahwa aku bisa memperbaiki komputer ini segera.

Direct speech:

Marry told us, "I have to go now"
Marry memberitahu kami, "Aku harus pergi saat ini"

Indirect speech:

Marry told to us that she had to go then.
Marry memberitahu kami bahwa dia harus pergi saat itu.

Direct speech:

John tells Anne "I will pick you up at seven o'clock tonight"
John memberitahu Anne, "Aku akan menjemputmu pada jam 7 malam malam ini.

Indirect speech:

John told to Anne that he will pick her up at seven o'clock tonight.
John memberitahu Anne bahwa dia akan menjemput dia jam 7 malam itu.

Direct speech:

Andy says "I have had lunch with John recently"
Andy berkata, "Aku sudah makan siang dengan John tadi"

Indirect speech:

Andy said to marry that he has had lunch with John recently.
Andy berkata kepada Marry bahwa dia telah sarapan tadi.

Direct speech:

My mother says, "This flower needs to be watering frequently"
Ibuku berkata, "Bunga ini butuh disiram sering-sering"

Indirect speech:

My mother said that this flower needs to be watering frequently.
Ibuku berkata bahwa bunga ini butuh disiram teratur.

Direct speech:

Mr. Supriyanto says, "I am reading a book about"

Label

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Module	1	Paragraf	2
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Course Grid



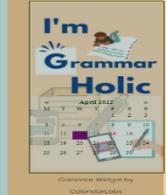
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Singular and Plural
DEFINITION OF SINGULAR
S...
- 3 Verb Phrase
Verb Phrase
DEFINITION OF VERB PHRASE A
verb...

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Indirect speech
His father asked him to study hard.
ayahnya berkata kepadanya untuk belajar giat.

Direct speech
The professor tells me "don't step on the grass!"
Si tukang kebun memberitahuku, "Jangan menginjak rumput!"

Indirect speech
The professor told to me not to step on the grass.
Si tukang kebun memberitahuku untuk tidak menginjak rumput.

Direct speech
John tells Mary, "Hurry up!"
John memberitahu Mary, "cepat!"

Indirect speech
John told to Mary to hurry up.
John memberitahu Mary untuk cepat.

🔥 **Question/Pertanyaan**

Direct speech
John asked Mary, "Why do you come late today?"
John menanyai Mary, "Kenapa kamu datang terlambat hari ini?"

Indirect speech
John asked Mary why she came late that day.
John menanyai Mary kenapa dia datang terlambat hari itu.

Direct speech
I asked my uncle, "When will you visit us here?"
Aku menanyai pamanku, "Kapan kau akan mengunjungi kami di sini?"

Indirect speech
I asked my uncle when he would visit us here.
Aku menanyai pamanku kapan dia akan mengunjungi kami di sini.

Direct speech
My mother asked me, "Where are you last night?"
Ibuku menanyaiku, "Dimana aku berada kemarin malam?"

Indirect speech
My mother asked me where was I that night.
Ibuku menanyaiku dimana aku berada malam itu.

Direct speech
Andy asked me, "Have you finished the homework?"
Andy menanyaiku, "Sudahkah aku menyelesaikan PR?"

Indirect speech
Andy asked me if I had finished the homework.
Andy menanyaiku apakah aku telah menyelesaikan PR.

Direct speech
My brother told to me, "Are you okay?"
Saudaraku memberitahuku, "Apakah aku baik-baik saja?"

Indirect speech
My brother told to me whether I was okay or not.
Saudaraku menanyaiku apakah aku baik-baik saja?

Direct speech
Aria asked John, "Can you be quiet for a while?"
Aria menanyai John, "Dapatkah kamu dia untuk beberapa saat?"

Indirect speech
Aria asked John if he could be quiet for a while.
Aria menanyai John apakah dia bisa tenang untuk beberapa saat.

Direct speech
I asked John, "Does you want to come with us?"
Aku menanyai John, "Apakah kamu mau ikut kami?"

Indirect speech
I told John whether he wanted to come with us.
Aku menanyai John apakah dia mau ikut dengan kami.

Watch the following video and you can practice through the video. It tells a story about "A Trip to San Francisco". Listen carefully to the audio and read the text.



For more reference, here are some recommended videos for you to watch.

- Reported Speech | Penggunaan Direct Indirect Speech dan Contohnya by [Kemping Inggris WJG](#)
- REPORTED SPEECH INDIRECT SPEECH KELAS 10 (N) DAN 12 (XII) BAHASA INGGRIS by [MUDAHI BERBAHASA INGGRIS](#)
- Reported Speech by [Learn English on Skype](#)
- Direct and reported speech by [Jamil March Lamon](#)
- Direct And Indirect Speech Animated Video | English Grammar Lesson | Easy English Lesson by [Learning Movies](#)
- Direct Speech and Reported Speech by [Academic Learning](#)

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Passive Voice

Passive Voice



DEFINITION OF PASSIVE VOICE

Passive voice is a form of sentence where the subject of the sentence receives the action, not performs the action (verb). In active voice, the person or subject performs the action, while passive voice focuses on the object that receives the result of an action (receiver of action).

OBSERVING

Look at the pictures below.

Picture 1

They read the books
↑ the subject (They) performs the action

→ **The books are read by them**
the object (The books) receives the result of the action

Edited by Canva

Picture 2

Roni is eating the ice cream
↑ the subject (Roni) performs the action

→ **The ice cream is being eaten by Roni**
the object (The ice cream) receives the result of the action

Edited by Canva

Picture 3

He played the basketball
↑ the subject (He) performs the action

→ **The basketball was played by Him**
the object (The basketball) receives the result of the action

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Picture 4

Rita will deliver the document
↑ the subject (Rita) performs the action

→ **The document will be delivered by Rita**
the object (The ice cream) receives the result of the action

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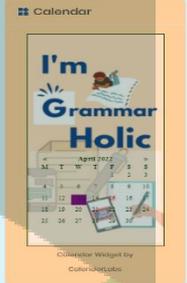
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GRAMMATICAL STRUCTURE OF PASSIVE VOICE

Form of passive voice:

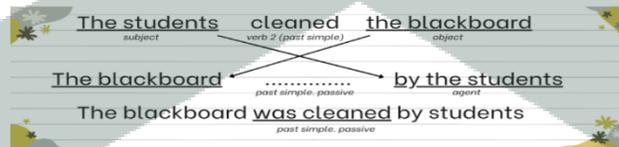
SUBJECT + THE APPROPRIATE FORM OF TO BE + PAST PARTICIPLE (V3)

Note: The appropriate form of *to be* = To be is put in the tense of the active voice main verb.

To change active sentences in passive voice, we must use the following steps:

- 1) Identify the subject, verb, and object;
- 2) Move the object to the first position (and the subject to the third position preceded by the preposition "by", only if the information is really important);
- 3) Change the verb from the active into passive form.

Example:



In conclusion, **note the following points** when rewriting active sentences in passive voice:

- The object of the active sentence becomes the subject of the passive sentences
- The form of the verb is changed (*to be + past participle*)
- The subject of the active sentence becomes the object of the passive sentence

The passive voice formula follows the active voice tenses. What always appears in every formula is *be + V3*. *Be* means *be, been, being, am, is, are, was, or were*. The following are passive voice formulas based on the tenses:

Tenses		Formula	Example
Simple present	Active	S + Verb 1 + O	I buy a hat.
	Passive	S + be (am, is, are) + V3 + *by	The hat is bought by me.
Simple past	Active	S + Verb 2 + O	I bought a hat.
	Passive	S + be (was, were) + V3 + *by	The hat was bought by me.
Simple future	Active	S + will + Verb 1 + O	I will buy a hat.
	Passive	S + will + be + V3 + *by	The hat will be bought by me.
Past future	Active	S + would + Verb 1 + O	I would buy a hat.
	Passive	S + would + be + V3 + *by	The hat would be bought by me.
Present continuous	Active	S + be (am, is, are) + V-ing + O	I am buying a hat.
	Passive	S + be (am, is, are) + being + V3 + *by	The hat is being bought by me.
Present perfect	Active	S + have/has + verb 3 + O	I have bought a hat.
	Passive	S + have/has + been + V3 + *by	The hat has been bought by me.

Note: * by ... = optional

Note this!

There are a few things to remember about the passive voice, namely:

- 1) **By + agent (subject)** does not always appear in the passive voice, especially if the subject is not clear, not important (to mention), or is well known.
 - Active voice : Someone took my book yesterday.
 - Passive voice : My book was taken yesterday.
 - Active voice : You can view the final results on the internet.
 - Passive voice : The final results can be viewed on the web.
 - 2) Sentences that can be converted into passive voice are only sentences that **have an object (transitive)**. Intransitive Verbs sentences cannot be transformed into passive voices because they do not require an object.
 - Example:
 - He left his family - His family was left by him.
 - It can be passive because it has an object (his family).
 - He left this morning : it cannot be passive because it has no object (this morning is an adverb)
- You can click this link to get the [list of transitive verbs](#).

The following video can help you understand more about passive voice.





THE FUNCTION OF PASSIVE VOICE

Passive voice has functions in several conditions. For example, we use passive when:

- 1) We don't know who did the action (the agent):
 - Passive voice : The website has been hacked.
 - Active voice : Somebody has hacked the website.
- 2) We think the agent is not important or interesting:
 - Passive voice : The schedule can be checked via app.
 - Active voice : Students can check the schedule via app.
- 3) We want to emphasize the receiver of the action (object):
 - Passive voice : President Kennedy was killed by Lee Harvey Oswald.
 - Active voice : Lee Harvey Oswald killed President Kennedy.
- 4) The agent is obvious:
 - Passive voice : I am paid weekly.
 - Active voice : My company pays me weekly.
- 5) We are making general statements or announcements:
 - Passive voice : Passengers are reminded to fasten their seatbelts.
 - Active voice : The Captain reminds passengers to fasten their seatbelts.
- 6) The agent is everyone:
 - Passive voice : The emergency services can be called by dialling 999.
 - Active voice : The public can call the emergency services by dialling 999.
- 7) We are writing formal or scientific texts:
 - Passive voice : Potassium was added and mixed in.
 - Active voice : The technician added potassium and mixed it in.
- 8) We want to avoid responsibility for our own actions (typically found in government reports):
 - Passive voice : Mistakes were made and unfortunately never rectified.
 - Active voice : The Prime Minister made mistakes and unfortunately never rectified them.
- 9) We want to vary the structure of writing:
 - Passive voice : She was arrested yesterday.
 - Active voice : They arrested her yesterday.

EXAMPLE OF PASSIVE VOICE

The following are examples of sentences using passive voice.

- The house is cleaned by Rita once a week. (Rumah dibersihkan oleh Rita seminggu sekali).
- Right now, the novel is being written by Dini. (Saat ini, novel sedang ditulis oleh Dini).
- The car was repaired by Doni yesterday. (Mobil diperbaiki oleh Doni kemarin).
- That beach has been visited by many tourists. (Pantai tersebut sudah banyak dikunjungi oleh banyak wisatawan).
- Many cars had been repaired by Romi before he received his mechanic's license. (Banyak mobil telah diperbaiki oleh Romi sebelum ia menerima lisensi mekaniknya).
- The food is going to be cooked by Melly tonight. (Makanan akan dimasak oleh Melly malam ini).
- At 8:00 PM tonight, the dishes will be being washed by Peter. (Gum 8 malam ini, piring – piring akan dibersihkan oleh Peter).
- The tasks will have been completed before the deadline. (Tugas tugas akan telah diselesaikan sebetulnya terdapat waktu).
- The cake would always be made by my mother. (Kue akan selalu dibuat oleh Ibu saya).
- The problem cannot be solved by me. (Masalah tidak bisa diselesaikan oleh saya).
- All lessons should be learnt by students. (Semua pelajaran harus dipelajari oleh murid-murid).
- The plant is watered by Sindy every two days. (Tanaman disiram oleh Sindy setiap dua hari).
- A party will be held by Rendi. (Sebuah pesta akan diadakan oleh Rendi).
- The book was read by Gina yesterday. (Buku telah dibaca oleh Gina kemarin).
- The house is going to be sold. (Rumah tersebut akan dijual).

Do you like watching animated video? Well, you can also learn about passive voice through the following animated video. Watch and find the passive voice in the conversation.



Apart from the video above, you can find passive voice in some song lyrics. The following video is the example.



For more reference, here are some recommended videos for you to watch.

- Active And Passive Voice Education For Children by FunKids Cartoons
- Active and Passive English Grammar by [lessertalkenglish](#)
- Active and Passive Voice by [Learn English on Skyp](#)
- Passive Voice Materi Bahasa Inggris Wajib Kelas XII by [Miss Len Studio](#)
- DUA MENIT MEMAHAMI ACTIVE DAN PASSIVE VOICE by [SIGMA SMART STUDY](#)

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Materi



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Quiz

← PREVIOUS
Direct and Indirect Speech

Articles

Articles



99

DEFINITION OF ARTICLES

Articles are words or determiners that are put before a noun (in front of nouns) to provide additional information about the noun, such as if the noun refers to something specific or general, or if it is singular or plural.

99

OBSERVING

Look at the pictures below.

Picture 1



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Picture 2



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Picture 3



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Are you bored? Try to watch the following video then observe and learn.



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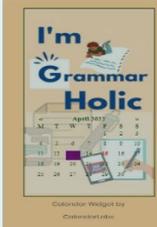
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English has two types of articles: definite and indefinite. There are two types of articles indefinite 'a' and 'an' or definite 'the'. You also need to know when not to use an article.

Let's take a look at some examples to make it easier.

- During *the long journey*, *the family* played *car games*.

You can see that when we use the article 'the', it means that we are talking about a specific day and also a specific family. However, if we change the article, it means that we are not talking about a specific journey or family. Take a look at the example now:

During *a long journey*, *a family* can play *car games*.
Simply by changing the article, we have made the sentence a more general statement and not about a specific thing or person.

Indefinite Article

Indefinite Articles—a, an

When we are talking about the indefinite article, we are referring to the words 'a' and 'an' and depending on which word they are referring to, will depend on which one you use. So, the use of 'a' and 'an' is to represent **one thing**. Because the number is only one, of course the object is **singular** and can be counted (countable).

- If the noun begins with a vowel, you should use 'an.' 'an'—used before singular countable nouns beginning with a vowel (a, e, i, o, u)
- If the nouns begins with a consonant, you should use 'a.' 'a' used before singular countable nouns beginning with consonants (other than a, e, i, o, u): a stamp, a desk, a TV, a cup, a book.

We use the indefinite article as a way of demonstrating that we are not referring to a specific item or person but rather talking a more general sense. Let's take a look at some examples of the indefinite article being used within a sentence.

- A man is walking down the street. (I make a general observation that does not single out a specific person.)
- I bought a jacket for my trip to Toraja. (Not a specific jacket.)

'the'

- The man is walking down the street. (We point out a specific man.)
- I have got the tickets for the show, so we are ready to go. (We refer to a specific set of tickets.)

Articles An/A/The

A (for singular noun)	An (for singular noun)	The (for singular & plural noun)
<p>Used for objects that are not specific or general. I need a pencil.</p> <p>Used for first mention. They saw a turtle.</p> <p>Used as synonyms for number one. We found a wallet.</p> <p>Used to indicate one of a group. My mother is a teacher.</p>	<p>Used for objects that are not specific or general. I need an orange.</p> <p>Used for first mention. They saw an elephant.</p> <p>Used as synonyms for number one. We found an wallet.</p> <p>Used to indicate one of a group. My mother is an architect.</p>	<p>Used for specific objects that both singular and plural know. I need the oranges in front of you.</p> <p>Used where we mention the second time. They saw an elephant. The elephant was very big.</p> <p>Used for plural nouns. We found the wallets over there.</p> <p>Used for singular nouns. We found the wallet over there.</p> <p>Used for plural nouns. The students are very diligent.</p>
<p>The article 'an' is used for nouns that begin with vowels (a, e, i, o, u). The article 'a' is used for nouns that begin with consonants (other than a, e, i, o, u).</p>		

Note this!

Sometimes 'a' and 'an' can be used for **first mention** (the first time the noun is mentioned). Then, in subsequent sentences, the article 'the' is used instead.

- He would like to live in a large house. The house should have at least three bedrooms and two bathrooms.

In the first sentence (first mention), 'a' is used because it is referring to a nonspecified house. In the second sentence, 'the' is used because now the house has been specified.

Countable nouns - refers to items that can be counted and are either singular or plural. **Uncountable nouns** - refers to items that are not counted and are always singular.

The following video can help you understand more about articles.



Following are the rules which explain the use of definite and indefinite articles.

Using Indefinite Article: a & an

Rule 1:

A common noun in the singular number always requires an article before it. But a plural common noun does not require an article always. Example:

- I saw **a** snake. (Refers to a random snake)
- I saw snakes in a zoo. (No article is required)

Rule 2:

The choice between the two indefinite articles - a & an - is determined by sound. Words beginning with consonant sounds precede 'a'. Words beginning with vowel sounds precede 'an' such as the sound of like 'y' and 'w'. There are some special cases also. Example:

- a university, a union, a useful book, etc.
- a one-dollar note, a one-man army, etc.
- an MA, a BA, an LL.B, a BSC, etc.

Rule 3:

A or an - sometimes makes a Proper Noun a Common Noun. Proper nouns generally do not take any articles, but when a proper noun needs to be used as a common noun, you must bring a or an - for it. Example:

- He thinks he is a Shakespeare. (Here, 'Shakespeare' does not refer to the actual person but someone like him.)
- He seems to be an Australian. ('Australia' is a proper noun but 'Australian' is a common noun because there is only one Australia but a million of Australians.)

Rule 4:

Sometimes indefinite articles are used to refer the number 'one' / 'each' / 'per'. Example:

- I earned a thousand dollar in that job. (One thousand dollar)
- I have a car. (One car)
- It goes 50 miles an hour. (Per Hour)

Rule 5:

Indefinite articles often precede descriptive adjectives. Example:

- He is a good boy.
- What a nice car!

Rule 6:

A sometimes comes before determiners, for example, a few, a little, a lot of, a most, etc. but in the case of many, a or an - comes after. Example:

- I have a few friends coming over.
- There is a little milk in the jar.
- Many a fan welcomed.





Home » Materi

Articles



THE RULES OF ARTICLES

Using Definite Article: the

Rule 1:

The ' is used to indicate a particular person(s) or thing(s) in the case of common nouns. Example:

- The man is running. (A particular man)
- I saw the boy stealing.
- Where is the pen I gave you last year?
- I gave him a ball, but he lost the ball. ('a ball' became 'the ball' in the second clause because that ball was not a random ball anymore.)

Rule 2:

Sometimes 'the' is used to generalize a group/whole class. Example:

- The dog is a faithful animal. (Refers to the whole species of dog.)
- The English are industrious. (Refers to the people of England as a nation)
- The honest are respected. (The + adjectives = plural noun)
- The poor are not always dishonest. (The + adjectives = plural noun)

Rule 3:

To specify a non-count noun 'the' is required before it. Example:

- The water of the Arctic ocean is freezing.
- Please return the money I lent you last year.

Rule 4:

The ' is mandatory before a thing which is only one of a kind in the universe. Example:

- The moon is shining tonight.
- The earth is moving around the sun.

Rule 5:

Using 'the' with geographical nouns generally depends on the size and plurality of the things those nouns refer to. 'The' is generally used everywhere except some cases. So, it's better to know those exceptions first.

'The' must not precede:

- Names of continents: Asia, Europe, Australia, Africa, South America, North America, Antarctica.
- Names of countries: Australia, Bolivia, England, France, Spain, etc.
- Names of states, cities, or towns: Los Angeles, Alaska, Sydney, London,
- Names of streets: George street, Albion Street, New town street,
- Names of singular lakes and bays: Lake Carey, Lake Eyre, Lake Hillier, Shark Bay,
- Names of single mountains: Mount Everest, Mount Solitary, Mount Bindo, Mount Fuji, etc.
- Names of single islands: Easter Island, Bare Island, Bird Island, Fatima Island,
- Names of languages: Spanish, Russian, English, (When 'the' precedes these nouns, they refer to the population of those languages.)
- Names of sports: cricket, football, basketball,
- Names of discipline/subject of studies: biology, history, computer science, mathematics.

Note:

'The' is a widely used article in English. Except for the list mentioned above and proper nouns, 'the' is used before almost all the nouns which mean something definite/particular. The above list has some opposite factors also. Those factors are explained in the following list:

'The' must precede:

- Names of oceans, gulfs, seas, and rivers: the Pacific, the Atlantic, the Coral Sea, the Timor Sea, the Persian Gulf, the Nile, the Murray River, the Darling River, etc.
- Names of countries with united states or islands: the United States of America (the USA), the UK, the UAE, the Philippines, etc.
- Names of great lakes: the Great Lakes, the African Great Lakes
- Names of mountain ranges: the Himalayas, the Alps, the Andes, etc.
- Names of a group of Islands: the West Indies, the Andamans, etc.

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3 **Verb Phrase**
Verb Phrase
DEFINITION OF VERB PHRASE A verb ...

Calendar



• names of a group of islands: the West Indies, the Andamans, etc.

EXAMPLES OF ARTICLES

Following are the examples of definite and indefinite articles.

	A/An	The	Translation
C O U N T A B L E	a plate	the plate, the plates	piring
	a box	the box, the boxes	kotak
	a city	the city, the cities	kota
	a man	the man, the men	pria
	a woman	the woman, the women	wanita
	a child	the child, the children	anak
	a user	the user, the users	pengguna
	a university	the university, the universities	universitas
	a European	the European, the Europeans	orang Eropa
	a sweet tomato	the sweet tomato, the sweet tomatoes	tomat manis
U N C O U N T A B L E	a rotten egg	the rotten egg, the rotten eggs	telur busuk
	a wild animal	the wild animal, the wild animals	hewan liar
	an apple	the apple, the apples	apel
	an orange	the orange, the oranges	jeruk
	an umbrella	the umbrella, the umbrellas	payung
	an actress	the actress, the actresses	aktris
	an idea	the idea, the ideas	ide
	an exam	the exam, the exams	ujian
	an owl	the owl, the owls	burung hantu
	an hour	the hour, the hours	satu jam
U N C O U N T A B L E	an FBI agent	the FBI agent, the FBI agents	agen FBI
	an honest boy	the honest boy, the honest boys	laki-laki yang jujur
	an old dress	the old dress, the old dresses	gaun tua
	an empty plate	the empty plate, the empty plates	piring kosong
	a sugar	the sugar	gula
	a water	the water	air
	a money	the money	uang
	a patience	the patience	kesabaran
	a safety	the safety	keselamatan
	an air	the air	udara
an advice	the advice	saran	
an enthusiasm	the enthusiasm	antusiasme	
an information	the information	informasi	
an electricity	the electricity	listrik	

Watch the following video and you can practice through the song in the video.



Do you like watching animated story? Well, you can also learn the use of articles through the following animated story. Watch and find the definite article "the" and the indefinite articles "a/an".



For more reference, here are some recommended videos for you to watch.

- Penggunaan Artikel A, AN, dan THE dalam Bahasa Inggris by [Jocelin translation](#)
- Penerapan dan Penggunaan Articles A / An / The beserta contohnya dalam bahasa Inggris by [Beverly English](#)
- "A and An Song" - English Lesson for "A and An" by [Rockin' English Lessons](#)
- ARTICLES SONG - A, AN, THE # LEARN ENGLISH # by [Bibi Lit](#)
- Articles A, An and The by [Periwinkle](#)
- Articles - a, an, the # English # by [TinWay](#)
- Exercise - Definite / Indefinite Articles a,an, the or O - Easy English Lesson by [Burhan peynerci](#)

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- courses.dcs.wisc.edu
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Materi



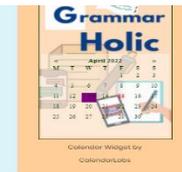
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← NEXT
Direct and Indirect Speech

PREVIOUS →
Verb Phrase



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Februari 2022 1

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Task List

do you want to start doing the task now?

Yes Later

Modal verbs

- Task 1
- Task 2
- Task 3

Singular and plural

- Task 1
- Task 2
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Phrases (Noun and verb phrase)

- Task 1
- Task 2
- Task 3

Tenses (simple past, simple future, and present perfect)

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- Task 2
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Direct and indirect speech

- Task 1
- Task 2
- Task 3

Passive voice

- Task 1
- Task 2
- Task 3

Articles

- Task 1
- Task 2
- Task 3

3/14/2022 02:31:00 AM
Task



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Quiz	1	Task	1	Tenses	3

Course Grid

Blog's Description

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- 1 Modal Verbs
Modal Verbs
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Modal v...
- 2 Singular and Plural
Singular and Plural
DEFINITION OF SINGULAR...
- 3 Verb Phrase
Verb Phrase
DEFINITION OF VERB PHRASE A verb ...

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November 2021	3		
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Task

Task 1 | Modal verbs

TASK 1 | MODAL VERBS

📧 qubrasyd@gmail.com (tidak dibagikan) Ganti akun

Wajib

Name: *

Jawaban Anda

Class: *

Jawaban Anda

Multiple choice:

Choose the correct answers. You can check the answers and learn the result after you finish the test.

1. I think I have failed the test, but I'm not sure. * 10 poin

- a. Might
- b. Will
- c. Should

2. we leave now or do you want to wait? * 10 poin

- a. Shall
- b. May
- c. Might

3. You help me! * 10 poin

- a. must to
- b. should to
- c. have to

4. anyone attending the farewell party or just for the twelfth graders? * 10 poin

- a. Will
- b. Must
- c. Can

5. we leave now or do you want to wait? * 10 poin

- a. Will
- b. Shall
- c. Mightn't

6. The opposing team come to school tomorrow. It's scheduled for 10am. * 10 poin

- a. Will
- b. Must
- c. Can

7. If there is an age restriction then you go in as you are too young. * 10 poin

- a. should
- b. shouldn't
- c. shall not

8. We have to rush. We miss the last bus home. * 10 poin

- a. needn't
- b. couldn't
- c. mustn't

9. If you had let me know earlier, I have been able to come. * 10 poin

- a. would
- b. will
- c. shall

10. You have worked so hard last week. You look so tired now. * 10 poin

- a. must not
- b. ought not to
- c. can't

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Task

Task 2 | Modal verbs

Using modal verbs

Name:

Direction: Fill in the blank with the correct modal verbs.

1. I come in? (may/might)
2. I think it rain today. (shall/may)
3. " you please open the window?" – she asks politely. (can/could)
4. You look very confused by the homework, Olive. I help you? (can/will)
5. You obey the advice of your teacher. (shall/should)
6. All the youngsters respect their elders and teachers. (may/must)
7. When he was young, he swim very well. He won medals and championships! (can/could)
8. It's wet and windy outside today. You go out without an umbrella. (shouldn't/won't)
9. Your father just got home and he looks tired. If you want to offer a drink, you say: "Would you a drink?" (like/likes)
10. Tomorrow is the weekend. If you want to invite your friends to the beach, you say: "Would you like to the beach?" (go/to go)



LIVEWORKSHEETS

Finish!!

Practice modal verbs, an interactive worksheet by grammar101holic

liveworksheets.com

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Masukkan komentar Anda...

Task

Task 3 | Modal verbs

Jawaban Anda

Write sentences using modal verbs.

1. Make two sentences about offering something using modal verbs. *

Jawaban Anda

2. Make two sentences about offering help using modal verbs. *

Jawaban Anda

3. Complete the dialog below with appropriate sentences based on the situation. You can make the sentences based on your creativity. Make sure to use modal verbs in the sentences. *

Situation: Nita looks worried because she doesn't remember where she put her dictionary. Meanwhile she needs it for English class, so Fani offers her another dictionary to Nita.

Fani : Are you OK, Nita? You look worried. (1)

Nita : I can't remember where I put my dictionary. The next lesson is English class. (2)

Fani : (3) . I bring two dictionaries today.

Nita : Really? Thank you so much, Fani! You're so kind.

Nita : You're welcome.

Jawaban Anda

Example for question number 3

For example:

Situation: Layla has got a bad grade in English again, so she asks an advice from Tissa.

Layla : I've got a bad grade in English again. I think *I should do something about it. Can you help me?*

Tissa : I think *you should try this website*. It's a fantastic website for beginners.

Layla : I've heard about it, *what do you think I should I start with?*

Tissa : Well, *you would better start by choosing the subject*.

Layla : OK. Thanks for your advice.

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Masukkan komentar Anda...

Task

Task 1 | Singular and plural noun

TASK 1 | SINGULAR AND PLURAL

✉ qubresyd@gmail.com (tidak dibagikan) @anti akun

Wajib

Name: *

Jawaban Anda

Class: *

Jawaban Anda

Multiple choice

Choose the correct answers. You can check the answers and learn the result after you finish the test.

1. Choose the incorrect form. *

10 poin

- a. person - people
- b. lady - ladies
- c. man - men
- d. photo - photoes

2. The singular form of the noun refers to... *

10 poin

- a. more than one person, place, thing, or idea
- b. one person, place, thing, or idea
- c. two person, place, thing, or idea
- d. four person, place, thing, or idea

3. The plural form of the noun refers to... *

10 poin

- a. more than one person, place, thing, or idea
- b. one person, place, thing, or idea
- c. only two person, place, thing, or idea
- d. none of the above

4. Which word is irregular plural? *

10 poin

- a. wives
- b. mice
- c. shelves
- d. books

5. Which one is the noun that is always singular? *

10 poin

- a. furniture
- b. knife
- c. baby
- d. tooth

6. In general, regular plural of nouns are formed by adding -s, -es, or -ies to the singular form. *

10 poin

- a. only -s
- b. -er or -en
- c. -d or -ed
- d. s, es, or ies

7. How many are there in your school bag? *

10 poin

- a. eraser
- b. books
- c. notebook
- d. pencil

8. Which word can be both singular and plural? *

10 poin

- a. deer
- b. goose
- c. mice
- d. brains

9. The singular and plural nouns below are correct, except... *

10 poin

- a. person - people
- b. policemen - policewomen
- c. fish - fishes
- d. alumnus - alumni

10. If "Lives" is plural form of noun, then what is its singular form? *

10 poin

- a. live
- b. life
- c. lively
- d. none of the above

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🗨 Masukkan komentar Anda...



Task

Task 2 | Singular and plural noun

Name:

Fill in the blank with the correct singular and plural nouns to make complete sentences. Look at the pictures provided to fill in the blank.

Example:

The cat is sitting on my bed.



— bed

1. I have three .



2. They are riding their .



3. He gave me a .



4. Rita bought some .



5. My brother has a new .



6. Keep those away from your sister.



7. Mother told me to clean all the in our house.



8. I hate lots of hanging around my yard.



9. Look! Those catch a lot of .



10. The will not arrive today.
I heard all the are not operating today.



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Singular and plural, an interactive worksheet by grammar101holic

liveworksheets.com

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Task

Task 3 | Singular and plural noun

Read the story carefully with your group (3-4 students).

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* Wajib

Name: *

Jawaban Anda

Class: *

Jawaban Anda



THE CLOUD-EATING GIANT

(by Pedro Pablo Sacristán)

Soppo was an enormous giant, the biggest there had ever been. He could drink a river dry, or eat a whole forest as if it were a salad. And, without doubt, his favourite delicacy was the clouds in the sky: fresh, spongy, the kind he ate so many of that he'd almost always end up with an upset stomach. He'd have such pains in his belly that he'd end up crying, and the flow of his tears created great floods and torrents.



Soppo lived quietly and just how he liked, fearing nothing and no one, coming and going as he pleased. However, despite all that he wasn't happy; he didn't have even one single friend. What's more, every time he visited a country, there was nothing but problems: with him eating so many clouds the rains for the crops would disappear and, what with his stomach aches and crying, everything would then get flooded, not to mention all the woods and farms he would eat his way through... In the end, whenever he was spotted, everyone would flee in terror, and Soppo never got to spend any time with anyone at all.

One night, seeing him crying, various stars came down and asked him why he was so sad. On hearing his story they commented, "Poor giant. He doesn't know how to make friends. Yet the Earth is the most special planet of all, and it's full of all kinds of friends."

"But, where can I find friends? How do I do that?" replied the giant.

"By giving people a hand or doing something for them. That is what makes friendship. You didn't know that?" replied the stars, amused.

"Gee," sighed Soppo, "that never occurred to me. What did you guys do to make friends?"

"Well, we learned to show people the way at night time, and serve as guides to many sailors. They're great friends. They tell us stories and keep us company every night."

So the giant and the stars kept chatting a while, and over the following days Soppo thought about nothing else but ways to find friends. But he couldn't think of any way to manage it. Several days later he went to ask for help from the moon. Being old and wise the moon answered, "You won't know how to help someone until you know them well. What do you know about these people you want to become your friends?"

Soppo thought for a while, because really he knew hardly anything about human beings. They were so small that he'd never worried much about them.

So he thought to himself he would find out about them, and he spent long days observing their little lives. This is how he discovered why everyone ran off when seeing him, and he realised he was causing droughts by eating all the clouds, and that his weeping flooded them out, and he learned a thousand other things that filled him pity and joy.

That night the giant ran to greet the stars.

"Now I know how I'm going to make friends... by eating and crying!"

And so it was. From that day on, Soppo watched the skies, and when the clouds were preparing enormous storms he would feast himself on some of them. Then, when he spotted some place where there was a shortage of water, he would cry above it. Before long, Soppo changed from being the worst that could happen to a country, to being a blessing for everyone, and he was never short of a good friend to spend a while with, to listen to, or to offer a helping hand.

Find all plural nouns in the "Cloud-Eating Giant" text. Write down your answer below. *

Jawaban Anda

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Task

Task 1 | Noun and verb phrases

TASK 1 | NOUN AND VERB PHRASE

📧 gubrasyd@gmail.com (Tidak dibagikan) [Ganti akun](#)
 *Wajib

Name: *
 Jawaban Anda

Class: *
 Jawaban Anda

Multiple choice:
 Choose the correct answers. You can check the answers and learn the result after you finish the test.

1. What are noun phrases? * 10 poin

- a. Phrases that include multiple nouns
- b. Phrases that have two or more words that function the same way as a noun
- c. Phrases that typically include the verb "be"
- d. Phrases that function as predicates in sentences

2. What are verb phrases? * 10 poin

- a. Phrases that include nouns and verbs
- b. Phrases that have two or more words that function the same way as a noun
- c. Phrases that typically include the verb "be"
- d. Phrases that consist of an auxiliary or helping verb and a main verb

3. "My father buys a new shiny car." The noun phrase of the sentence is * 10 poin

- a. my father buys
- b. buys a new shiny car
- c. shiny car
- d. a new shiny car

4. "They hope to win the main prize of the competition." The noun phrase of the sentence is * 10 poin

- a. they hope to
- b. main prize
- c. the main prize of the competition
- d. to win

5. [hat – a – white – round – Parisian] The correct arrangement for the phrase is * 10 poin

- a. a round white Parisian hat
- b. a hat Parisian white round
- c. a round white hat Parisian
- d. Parisian a white round hat

6. The ... student with ... and ... colored hair is Taki, my friend. The correct answer for the missing part is * 10 poin

- a. handsome, short, brown
- b. beautiful, black, smart
- c. smart, long, short
- d. blue, short, black

7. Which of the following has a verb phrase? * 10 poin

- a. yummy cake
- b. for making cookies
- c. words were spoken
- d. like beautiful swan

8. Which of the following does not have a verb phrase is * 10 poin

- a. My sisters are baking cakes.
- b. An old white cotton shirt
- c. You should listen to my advice
- d. He might have brought more food.

9. "My brother has forgotten his locker key again this week." The verb phrase of the sentences is * 10 poin

- a. my brother
- b. this week
- c. has forgotten
- d. forgotten again

10. "Karen can almost always memorize anything." The verb phrase of the sentences is * 10 poin

- a. can memorize
- b. memorize anything
- c. can almost always memorize
- d. almost always

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Task

Task 2 | Noun and verb phrases

Name:

NOUN AND VERB PHRASES

Fill in the blank to make good phrases. Complete the sentences using the words below.

new red | old house | should study | can appear | three hungry kids | yellow | has finished | was cleaning | orange and blue | have failed

I use the sponge.



The was my house.



These are crayons.



The car is very expensive.



I am looking for .



You now.



My homework before you came.



Rainbows without warning.



I the test.



She the table yesterday.



Finish!!

Noun and verb phrase task, an interactive worksheet by grammar101holic

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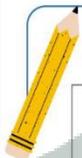


Masukkan komentar Anda...

Task

Task 3 | Noun and verb phrases

NAME:

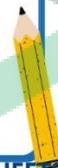


Write down the noun phrases that match the pictures.

	<input type="text"/>
	<input type="text"/>
	<input type="text"/>
	<input type="text"/>
	<input type="text"/>

Write down the verb phrases based on the following main verbs.

Take	<input type="text"/>
Help	<input type="text"/>
Think	<input type="text"/>
Run	<input type="text"/>
Speak	<input type="text"/>



LIVEWORKSHEETS

Finish!!

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 Masukkan komentar Anda...



Task

Task 1 | Tenses

TASK 1 | TENSES

Simple past, simple future, and present perfect.

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*Wajib

Name: *

Jawaban Anda

Class: *

Jawaban Anda

Multiple choice:

Choose the correct answers. You can check the answers and learn the result after you finish the test.

1. Simple past tense is a tense that is used to talk about * 10 poin

- a. actions that happened in the present
- b. actions that will occur in the future
- c. actions that started and finished in the past
- d. none of the above

2. The verb used in the simple past tense is * 10 poin

- a. base form (Verb 1)
- b. past tense verb (Verb 2)
- c. past participle (Verb 3)
- d. Irregular verb

3. The window _____ open and a bird _____ into the room. * 10 poin

- a. is / fly
- b. was / flew
- c. were / flew
- d. did / fly

4. Simple future tense is a tense that is used to talk about * 10 poin

- a. actions that happened in the present
- b. actions that started and finished in the past
- c. actions that will occur in the future
- d. none of the above

5. Which is the correct formula for the future tense? * 10 poin

- a. subject + verb 1
- b. subject + was/were + V-ing
- c. subject + would + verb 1
- d. subject + will/shall + verb 1

6. "_____ you _____ me move this heavy table?" Choose the correct answers to complete the sentence. * 10 poin

- a. will / help
- b. shall / helps
- c. will / helped
- d. shall / help

7. Present perfect tense is a verb tense that is used to talk about * 10 poin

- a. actions that happened in the present
- b. actions that started and finished in the past
- c. actions that will occur in the future
- d. actions that that started in the past and the impact of the event is now continuing

Posting Komentar



Masukkan komentar Anda...



Task

Task 2 | Tenses

Name:

[Fill in the blank]

Complete the sentences by using the correct forms of simple past, simple future, and present perfect.

Example: I **have not lived** (not/live) here for along time.

Use simple past tense for numbers 1-4

1. We really (enjoy) the game last Sunday.

2. Sandra (not/drink) coffee last night.

3. Why (you/come) to my house yesterday?

4. What (he/give) his mother on her birthday?

Use simple future tense for numbers 5-8

5. Nana (brush) her teeth.

6. Mom (angry) if the house is messy.

7. I (not/do) all the housework myself!

8. Who (make) breakfast tomorrow morning?

Use present perfect tense for numbers 9-12

9. He (not/eat) lunch yet.

10. Susan (be) here for me.

11. (Raya and Rio/clean) the bathroom ?

12. Why (you/eat) so much rice today ?

LIVEWORKSHEETS

Finish!!

Tenses task, an interactive worksheet by [grammar101holic](https://www.grammar101holic.com)

[liveworksheets.com](https://www.liveworksheets.com)

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Masukkan komentar Anda...

Task

Task 3 | Tenses

Name :

Make complete sentences into the correct form of tenses (simple past, simple future, and present perfect). Use words such as the following subject, verb, and complement.

Example: (+) He / have / a cat
= He had a cat

Make the sentences by using simple past.

1. (+) Positive form [S : Lina / V : write / C : a poem]

=

2. (-) Negative form [S : We / V : find / C : the plate]

=

3. (?) Question form [S : You / V : wear / C : a long dress]

=

Make the sentences by using simple future.

4. (+) Positive form [S : I / V : hold / C : the ladder]

=

5. (-) Negative form [S : The cat / V : bite / C : you]

=

6. (?) Question form [S : He / V : laugh / C : at his own photo]

=

Make the sentences by using present perfect.

7. (+) Positive form [S : Someone / V : break / C : our TV]

=

8. (-) Negative form [S : My brother / V : turn off / C : the computer]

=

9. (?) Question form [S : They / V : prepare / C : the food]

=

Finish!!

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Masukkan komentar Anda...

Task

Task 1 | Direct and indirect speech

TASK 1 | DIRECT AND INDIRECT SPEECH

qubrasyd@gmail.com (tidak dibagikan) Ganti akun

Name: *

Jawaban Anda

Class: *

Jawaban Anda

Multiple choice:

Choose the correct answers. You can check the answers and learn the result after you finish the test.

1. Dani said to Anna, "Mona will leave tomorrow." * 10 poin

- a. Dani told Anna that Mona will leave tomorrow.
- b. Dani told Anna that Mona left the next day.
- c. Dani told Anna that Mona would be leaving tomorrow.
- d. Dani told Anna that Mona would leave the next day.

2. She said to me, "Why are you so lazy today?" * 10 poin

- a. He asked me why I was so lazy that day.
- b. He asked me why I had been so lazy that day.
- c. He asked me why I was being so lazy that day.
- d. He asked me why was I so lazy that day.

3. He said to her, "Don't read so fast." * 10 poin

- a. He told her not to read so fast.
- b. He advised her don't read so fast.
- c. He requested her not to read so fast.
- d. He ordered her not to read so fast.

4. Rani said to them, "Don't make a noise." * 10 poin

- a. Rani told them that don't make a noise.
- b. Rani told them not to make noise.
- c. Rani told them don't to make a noise.
- d. Rani asked them not to make a noise.

5. My cousin said, "My room-mate snored throughout the night." * 10 poin

- a. My cousin told me that her room-mate snored throughout the night.
- b. My cousin complained to me that her room-mate is snoring throughout the night.
- c. My cousin said that her room-mate had snored throughout the night.
- d. My cousin felt that her room-mate may be snoring throughout the night.

6. Sarita said to me, "I will do it now or never." * 10 poin

- a. Sarita told me that I would do it then or never.
- b. Sarita told me that she would do it now or never.
- c. Sarita told me that she will do that now or never.
- d. Sarita told me that she would do it then or never.

7. Tommy asked to Toni "What did you do in Java last week?" * 10 poin

- a. Tommy asked to Toni What he did in Java the week before
- b. Tommy asked to Toni What he do in Java the week before
- c. Tommy asked to Toni What did you do in Java the week before
- d. Tommy asked to Toni What did he do in Java the week before

8. Fairuz said me, "Shall I go now?" * 10 poin

Posting Komentar



Masukkan komentar Anda...



Task

Task 2 | Direct and indirect speech

Name :

Fill in the blank in each indirect speech.

- Direct: "I am happy," she said.
Indirect: Indirect: She said that she happy.
- Direct: Radha said, "I am very busy now."
Indirect: Radha said that she was very busy .
- Direct: Mary says, "I have seen that film."
Indirect: Mary that she has seen that film.
- Direct: "I can play the piano" said Ria.
Indirect: Ria said that could play the piano.
- Direct: They said, "We may go to Makassar."
Indirect: They said that they go to Makassar.
- Direct: My sister said, "I will come with you."
Indirect: My sister said that she come with me.
- Direct: "I am reading a book", he explained.
Indirect: He explained that he a book.
- Direct: "I will visit my friend tonight," said Sita.
Indirect: Sita said that she would visit her friend .
- Direct: He asked me, "Open the window."
Indirect: He asked me the window.
- Direct: She said to May, "Whom will you meet today?"
Indirect: She May whom she would meet that day.

LIVEWORKSHEETS

Finish!!

Task of direct and indirect speech, an interactive worksheet by grammar101holic

liveworksheets.com

Posting Komentar



Masukkan komentar Anda...



Task

Task 3 | Direct and indirect speech

Name:

Change the following sentences into indirect speech.

1. He says, "I am fine."

2. The children said, "It is too dark here."

3. He said, "I can ride a bicycle."

4. Lia said, "I have got a gift today."

5. He said to Mulan, "When will you come?"

6. They told me, "We were living in Jakarta."

7. She asked me, "Open the window."

8. Lira asked me, "Don't cry."

9. Dad said to Rian, "I will not give you pocket money."

10. The teacher asked her, "Have you finish your homework?"

LIVEWORKSHEETS

Finish!!

Direct and indirect speech task, an interactive worksheet by grammar101holic

liveworksheets.com

Posting Komentar



Masukkan komentar Anda...

Task

Task 1 | Passive voice

Jawaban Anda

Class: *

Jawaban Anda

Multiple choice:

Choose the correct answers. You can check the answers and learn the result after you finish the test.

1. I ate a mango. *

10 poin

- a. A mango was eaten by me.
- b. A mango had eaten by me.
- c. A mango was ate by me.
- d. A mango is eaten by me.

2. My mother loves me. *

10 poin

- a. I had loved by my mother.
- b. I have loved by my mother.
- c. I am loved by my mother.
- d. I was loved by my mother.

3. I did not beat her. *

10 poin

- a. She is not beaten by me.
- b. She has not beaten by me.
- c. She was not beaten by me.
- d. She were not beaten by me.

4. Arya can help me. *

10 poin

- a. I can be helped by Arya.
- b. Arya could be helped.
- c. I can be help by Arya.
- d. I could be helped by Arya.

5. I am taking coffee *

10 poin

- a. Coffee is being taken by me.
- b. Coffee was taken by me.
- c. Coffee is being taken by me.
- d. Coffee has been taken by me.

6. He took that watch. *

10 poin

- a. That watch was taken by him.
- b. That watch taken by him.
- c. That watch took by him.
- d. That watch had taken by him.

7. Did she write a story? *

10 poin

- a. Was a story wrote by her?
- b. Was a story written by her?
- c. Did a story written by her?
- d. Does a story written by her?

8. The farmer is plowing the lands. *

10 poin

- a. The lands is being plowed by the farmer.
- b. The lands are being plowed by the farmer.
- c. The lands are plowed by the farmer.
- d. The lands were being plowed by farmer.

9. Does he help the poor? *

10 poin

Posting Komentar



Masukkan komentar Anda...



Task

Task 2 | Passive voice

Name:



Fill in the blank with the correct forms of the verbs in passive voice. Use the verbs and tenses in parentheses.

Example: The ball are kicked by the boys. (kick - simple present tense)

1. The door by him. (close - simple present)
2. The carpets by me. (clean - simple present)
3. The words by the teacher yesterday. (explain - simple past)
4. The gate by security. (lock - simple past)
5. The final examination next month. (hold - simple future)
6. The dishes by my little brother. (not/wash - simple future)
7. The cute cat in her arm. (carry - past future)
8. This omelette from the bottom of her heart. (make - past future)
9. A new house by my uncle. (build - present continuous)
10. This class Mrs. Fia for five months. (teach - present perfect)



LIVEWORKSHEETS



Finish!!

Passive voice task, an interactive worksheet by grammar101holic

liveworksheets.com

Posting Komentar



Masukkan komentar Anda...

Task

Task 3 | Passive voice

Name:

Change the following active sentences into passive voice.



Active voice	Passive voice
Marie sells coffee.	<input type="text"/>
A car hit the child.	<input type="text"/>
Mother made a cake yesterday.	<input type="text"/>
The dog did not bite the cat.	<input type="text"/>
Ella will not print invitation cards.	<input type="text"/>
I will answer the questions later.	<input type="text"/>
He is packing the bags.	<input type="text"/>
Tim has forgotten the sandwiches.	<input type="text"/>
Somebody has stolen Dad's car.	<input type="text"/>
She has not used the tablet for days.	<input type="text"/>



LIVEWORKSHEETS

Finish!!

Passive voice task, an interactive worksheet by grammar101holic

livesheets.com

Posting Komentar

Masukkan komentar Anda...



Task

Task 1 | Articles

TASK 1 | ARTICLES

qubasyd@gmail.com (tidak dibagikan) Ganti akun

*Wajib

Name: *

Jawaban Anda

Class: *

Jawaban Anda

Multiple choice:

Choose the correct answers. You can check the answers and learn the result after you finish the test.

1. Can I ask ... question? *

10 poin

- a. a
- b. an
- c. the
- d. --

2. You look very tired. You need ... holiday. *

10 poin

- a. a
- b. an
- c. the
- d. --

3. Where's Ann? - She's in ... kitchen. *

10 poin

- a. a
- b. an
- c. the
- d. --

4. What do you usually have for ... breakfast? *

10 poin

- a. a
- b. an
- c. the
- d. --

5. Jihan is ... interesting person. *

10 poin

- a. a
- b. an
- c. the
- d. --

6. Goodbye! I'm going to ... work now. *

10 poin

- a. a
- b. an
- c. the
- d. --

7. Can you open ... door, please? *

10 poin

- a. a
- b. an
- c. the
- d. --

8. I need ... bottle of water. *

10 poin

Posting Komentar



Masukkan komentar Anda...



Task

Task 2 | Articles

Name:

Articles: a, an, the

Directions: Fill in with the correct article.

1. Are you coming to party next Saturday?
2. Dad bought new TV set yesterday.
3. I think man over there is very ill. He can't stand on his feet.
4. I watched video you had sent me.
5. She was wearing ugly dress when she met me.
6. Yuni is nice girl.
7. Do you want to go to restaurant where we first met?
8. He is engineer.
9. The sun is surrounded by Earth.
10. Pacific Ocean is the largest and deepest ocean.

LIVEWORKSHEETS

Finish!!

Article task, an interactive worksheet by [grammar101holic](#)

[liveworksheets.com](#)

Posting Komentar



Masukkan komentar Anda...



Task

Task 3 | Articles

NAME: _____

Indefinite Articles

Write "a" or "an"

Use one of the two articles to agree with the nouns below.

Remember !

If nouns begin with **a, e, i, o, u sounds**, use 'an' before them.

ant 

kite 

pen 

car 

orange 

elephant 

chair 

shirt 

desk 

rabbit 

umbrella 

egg 

giraffe 

eraser 

teacher 

tree 

Be careful !

Beginning sounds are important. 'u' in these nouns sounds as 'y'.

a university
a unicorn

When 'h' is silent at the beginning of the noun, use 'an'

an hour
an honour

LIVEWORKSHEETS

Finish!!

Articles task, an interactive worksheet by grammar101holic

liveworksheets.com

Posting Komentar



Masukkan komentar Anda...

GRAMMAR 101 HOLIC
🔍

Home > Quiz

Quiz

Quiz List

GRAMMAR
QUIZ
START!



are you ready?

Modal verbs

- [Quiz 1](#)
- [Quiz 2](#)
- [Quiz 3](#)

Singular and plural

- [Quiz 1](#)
- [Quiz 2](#)
- [Quiz 3](#)

Phrases (Noun and verb phrase)

- [Quiz 1](#)
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Simple past tense

- [Quiz 1](#)
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Simple future tense

- [Quiz 1](#)
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Present perfect tense

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Direct and indirect speech

- [Quiz 1](#)
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Passive voice

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Articles

- [Quiz 1](#)
- [Quiz 2](#)
- [Quiz 3](#)

3/4/2022 01:22:00 AM
Quiz

Grammar Holic 101

Blog ini adalah blog yang bertujuan untuk menyediakan materi grammar untuk kelas 12 beserta fitur-fitur yang menyenangkan dalam mempelajari grammar.

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Games
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Passive Voice

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Games	1	Materi	10
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Course Grid



Class
Schedule

Blog's Description



About
this blog

★ Popular

1



Modal Verbs

Modal Verbs

DEFINITION OF MODAL VERBS

Modal v...

2



Singular and Plural

Singular and Plural

DEFINITION OF SINGULAR...

3



Verb Phrase

Verb Phrase

DEFINITION OF VERB PHRASE A

VERB...

Calendar

I'm Grammar Holic

April 2022

	M	T	W	T	F	S	S
1	2	3	4	5	6	7	8
9	10	11	12	13	14	15	16
17	18	19	20	21	22	23	24
25	26	27	28	29	30	31	

Calendar Widget by CalibriOnline

Recent

- Games - 3/2/2022 - Grammar Holic 101
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Arsip

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GRAMMAR 101 HOLIC

Quiz

Modal verbs

Quiz 1

0:06 Select 4 answers ✓ 0

Which of these pictures are prohibition?

A

B

C

D

E

F

Knock sign

1 of 5

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GRAMMAR 101 HOLIC

Quiz

Modal verbs

Quiz 2

0:30 Tap one to open ✓ 0

1

2

3

4

5

6

7

8

9

10

11

12

Powered by Wordwall

GRAMMAR 101 HOLIC

Quiz

Modal verbs

Quiz 3

0:05

Spin It

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GRAMMAR 101 HOLIC

Quiz

Singular and plural

Quiz 1

0:03

My mother bought a new _____



A car B cars

1 of 10

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GRAMMAR 101 HOLIC

Quiz

Singular and plural

Quiz 2

2:59

more than one child

A	B	C	D
E	F	G	H
I	J	K	L
M	N	O	P
Q	R	S	T
U	V	W	X
Y	Z		

1 of 10

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GRAMMAR 101 HOLIC

Quiz

Singular and plural

Quiz 3

0:25

Noun is a word that refers to...

A a person, a place and an action

B a person, a place and a thing

C a person, a place and things

1 of 8

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GRAMMAR 101 HOLIC

Quiz

Noun and verb phrase

Quiz 1

2:43

nur class....

Noun/Noun Phrase Verb/Verb Phrase

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GRAMMAR 101 HOLIC

Quiz

Noun and verb phrase

Quiz 2

0:04

this fat frog

A  B  C  D 

1 of 18

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GRAMMAR 101 HOLIC

Quiz

Noun and verb phrase

Quiz 3

0:04



k e b a a i e p

1 of 5

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GRAMMAR 101 HOLIC

Quiz

Simple past tense

Quiz 1

6:57 5 moves for bonus ✓ 0

whole Yesterday class Benjamin the during English spoke :

1 of 20

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GRAMMAR 101 HOLIC

Quiz

Simple past tense

Quiz 2

0:25 ✓ 0

My friends _____ (have)
a party at the weekend.

A had B have C didn't have

1 of 21

Powered by Wordwall

GRAMMAR 101 HOLIC

Quiz

Simple past tense

Quiz 3

7:54 Tap a hidden word ✓ 0

W E N T L C O O K F E D K
R S D F T B D R O V E W
E L A M R Z O G J W O F
A S P N V E I U A D O O
D R J A G N J S G B D C
Z I A O W E S E E H V U
Z G V N I O F T C T S
O D A M H N K O A T E E
T R S C U T E B V E D
T A J O P L R D T J E D
A N X C S V D O M B O D
Y K I K K T L M F O S X

I ... (drink) coca
cola last night

She ... (walk)
laughs this morning

Abby ... (run)
away from home

Dan ... (sing) new
laptop last night.

I ... (go) to the
mall yesterday

I have to be ...
(focus) for the exam

We ... (join) the
football club after
at school yesterday.

I ... (learn) down)
a job offer

Doctor ... (lose)
the most important
parting for it ever seen

I ... (sing) a song
at the karaoke

I ... (cut)
Someone's hair

Sam ... (drive) his
car to the bank

Mary ... (bring) in
flour for six months

I ... (find) some
books from the library

Teddy ... (smoke)
from her cousin

1 of 21

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GRAMMAR 101 HOLIC

Quiz

Simple future

Quiz 1

0:03 4 moves for bonus ✓ 0

birthday he his will celebrate When ?

1 of 15

GRAMMAR 101 HOLIC

Quiz

Simple future

Quiz 2

0:12 ✓ 0

My mother... happy if I help her cook.

A will B will be

1 of 10

GRAMMAR 101 HOLIC

Quiz

Simple future

Quiz 3

0:05 ✓ 0

To talk about plans or intentions

A will B to be going to

1 of 13

GRAMMAR 101 HOLIC

Quiz

Present perfect

Quiz 1

0:04

I _____ already _____ the bed.

A have / made B have / make

C has / made

1 of 10

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GRAMMAR 101 HOLIC

Quiz

Present perfect

Quiz 2

0:05

the fixed light has He

1 of 10

Powered by Wordwall

GRAMMAR 101 HOLIC

Quiz

Present perfect

Quiz 3

0:05

Spin It

Powered by Wordwall

GRAMMAR 101 HOLIC

Quiz

Direct and indirect speech

Quiz 1

0:03 5 moves for bonus ✓ 0

didn't like told the Mike novel he that me .

1 of 5

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GRAMMAR 101 HOLIC

Quiz

Direct and indirect speech

Quiz 2

✓ 0

"What time is it?" Nick asked Peter. <--> Nick asked Peter _____.

A what time is it B what time was it C what time it was

1 of 10

Powered by Wordwall

GRAMMAR 101 HOLIC

Quiz

Direct and indirect speech

Quiz 3

✓ 0

1. "You are a wizard, Harry," Hagrid affirmed.



A Hagrid affirmed that Harry had been a wizard. B Hagrid affirmed that Harry was a wizard. C Hagrid affirmed that Harry is a wizard.

1 of 10

Powered by Wordwall

GRAMMAR 101 HOLIC

Quiz

Passive voice

Quiz 1

0:03 3 moves for bonus ✓ 0

my The soup grandma cooked by is

1 of 10

GRAMMAR 101 HOLIC

Quiz

Passive voice

Quiz 2

0:12 ✓ 0

The office _____ every day.

A clean	B cleans	C is cleaned	D are cleaned	E is cleaned	F is cleans
------------	-------------	-----------------	------------------	-----------------	----------------

1 of 12

GRAMMAR 101 HOLIC

Quiz

Passive voice

Quiz 3

0:03

are watered	is driven	is fixed	is kicked	is carried	is written	are caught	are washed	is ridden	is drunk
-------------	-----------	----------	-----------	------------	------------	------------	------------	-----------	----------

<input type="text"/> The Juice _____ by my kids.	<input type="text"/> The plants _____ by the students.
<input type="text"/> The clothes _____ by my Mom.	<input type="text"/> The car _____ by Mr. Anthony.
<input type="text"/> My bike _____ by my cousin.	<input type="text"/> The letter _____ by Andy.
<input type="text"/> The ball _____ by the middle player.	<input type="text"/> The bag _____ by him.
<input type="text"/> The broken car _____ by my dad	<input type="text"/> Five fish _____ by my brother.

Submit Answers

GRAMMAR 101 HOLIC

Quiz

Articles
Quiz 1
0:03

It is ____ pencil. ✓ 0



A a B an
C the D -

1 of 10

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GRAMMAR 101 HOLIC

Quiz

Articles
Quiz 2
0:29

____ Burj Khalifa is in Dubai. ✓ 0

A a B an C the D none of the above

x2 Score 50:50 Extra Time

1 of 7

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GRAMMAR 101 HOLIC

Quiz

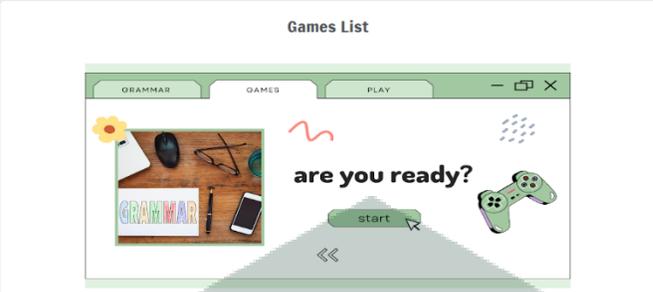
Articles
Quiz 3
0:30

Tap one to open ✓ 0



1 2 3 4 5
6 7 8 9 10

Powered by Wordwall



Hi there! Let's play game to learn English. Click on the pictures below to start the game!

MODAL VERBS

Practice

Singular and Plural

START

DO YOU WANNA PLAY?

NOUN PHRASE

OK

LET'S PLAY

START

NEAR PHRASE

PAST TENSE

Practice making sentences in past tense

Next

FUTURE TENSE

Practice future tense sentences with "going to"

PRESENT PERFECT

Let's play game with

Direct and Indirect Speech

Let's play with

Passive Voice

Let's play

ARTICLES

3/4/2022 01:21:00 AM
Games



Grammar Holic 101
Blog ini adalah blog yang bertujuan untuk menyediakan materi grammar untuk kelas 12 beserta fitur-fitur yang menyenangkan dalam mempelajari grammar.

SHARE f t in t

← NEXT Task PREVIOUS → Quiz

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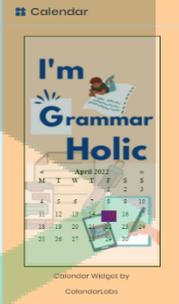
Email Address

Label

Games	1	Modul	10
Modul	1	Phrasa	2
Quiz	1	Task	1
		Tenses	3



- Popular**
- 1 **Modal Verbs**
Modal Verbs
DEFINITION OF MODAL VERBS
Modal v...
 - 2 **Singular and Plural**
Singular and Plural
DEFINITION OF SINGULAR...
 - 3 **Verb Phrase**
Verb Phrase
DEFINITION OF VERB PHRASE A
verb ...



- Recent**
- Games - 3/2/2022 - Grammar Holic 101
 - Games - 3/2/2022 - Grammar Holic 101
 - Games - 3/2/2022 - Grammar Holic 101
 - Task - 3/4/2022 - Grammar Holic 101
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Arsip

November 2021	3
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Maret 2022	5



Games

Modal verbs

Game 1 [Unjumble]

4:56 ✓ 0

if help him I I could would

1 of 10

Powered by Wordwall

Game 2 [Hangman]

0:02 ✓ 0

He swim well
at the age of ten.

A	B	C	D
E	F	G	H
I	J	K	L
M	N	O	P
Q	R	S	T
U	V	W	X
Y	Z		

1 of 10

Powered by Wordwall

Game 3 [Airplane]

0:05 Fly into the correct cloud ✓ 0

Don't have to

Must

My teacher _____ wear a uniform.

1 of 10

Powered by Wordwall

Game 4 [Random wheel]

0:01

Spin It

1 of 10

Powered by Wordwall

Games

Singular and plural nouns

Game 1 [Balloon pop]



Game 2 [Whack-a-mole]



Game 3 [Airplane]



Game 4 [Maze chase]



Posting Komentar

Masukkan komentar Anda...

Noun phrase

Game 1 [Match up]

0:10

Submit Answers

Game 1 [Match up] interface with a 0:10 timer and a 'Submit Answers' button. A list of noun phrases is displayed: wild animal, big mouth, strong legs, long ears, pointed ears, slanted eyes, long tail, soft fur, curly hair. Below the list are several small images of animals and people for matching.

Game 2 [Matching pairs]

0:20

fat cat

Game 2 [Matching pairs] interface with a 0:20 timer and a '1' score indicator. A grid of cards is shown, with one card revealing a sun icon and another card showing the text 'fat cat'.

Verb phrase

Game 1 [Whack-a-mole]

0:52

Game 1 [Whack-a-mole] interface with a 0:52 timer. The scene is a desert landscape with a cactus and a mole character. A sign above the mole says 'sim1' and '☆☆☆☆'. Another mole character is labeled 'is texting' and 'will cook'.

Game 2 [Maze chase]

6:56

3...

She is walking down the hill now.

Game 2 [Maze chase] interface with a 6:56 timer and a '3...' score indicator. A maze is shown with a path leading to a goal. The sentence 'She is walking down the hill now.' is displayed at the bottom.



Games

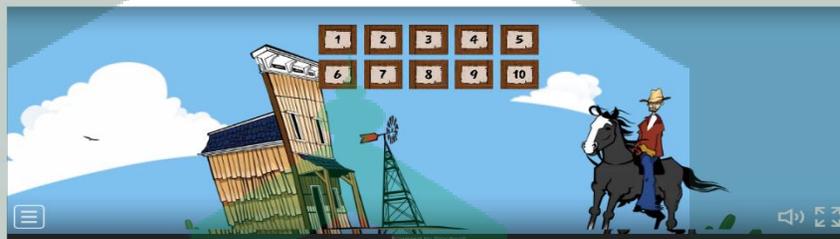
Simple past

Game 1 [Match up, Unjumble]



Games by www.gamestolearnenglish.com

Game 2 [Open the box]



Game 3 [Hangman]



Game 4 [Random wheel]



Posting Komentar

Masukkan komentar Anda...



Games

Simple future

Game 1 [Match up, Unjumble]

Games by www.games-to-learn-english.com

Game 2 [Missing word]

Game 3 [Open the box]

Game 4 [Random wheel]

Posting Komentar

Masukkan komentar Anda...

Games

Present perfect

Game 1 [Match up, Arrange the sentences, Choose the correct sentences]

GO EAT DO
EATEN DONE GONE
SCORE 0

Games by www.gamestolearnenglish.com

Game 2 [Airplane]

Game 3 [Open the box]

Game 4 [Hangman]

Posting Komentar

Masukkan komentar Anda...

Games

Direct and indirect speech

Game 1 [Missing word]

see me
us sees
saw

"I see you (plural) from here." He says he from there.

Submit Answers

Game 2 [Labelled diagram]

0:02

Who have you been visiting?
How are you?
What will you do?
What time will you get there?
Do you drink coffee?

Click on the reported question
He asked what time it was.
He asked where she was from.
He asked what she did in her free time.
He asked what time she would get there.
He asked what she would do.
He asked who she had been visiting.
He asked if she liked chocolate.
He asked how she was.
He asked if she had studied.
He asked if she drank coffee.

Where are you from?
Did you study?
Do you like chocolate?
What time is it?
What do you do in your free time?

Submit Answers

Game 3 [Matching pairs]

0:08 Find the pairs

Kezia predicted that it would rain the next day.

Ashton said, "The sun rises from the east."

Submit Answers

Game 4 [Match up]

4:58

"I've just got the new computer, it's brilliant!"
 "I've been busy for my driving classes," said John.
 "The really proud of you," she said, "and the father."
 "I visited the bookstore yesterday," said Anne.
 "Happy birthday, happy birthday!"
 "Listen to your mother," I said.
 "He says I can't come to your birthday," Bob said.
 "I think I should be here," said Richard.
 "He says he is beautiful," friends said.
 "What's your next project for next?" I asked my mom.

I told him to listen to his mother.
 My teacher said we would go to the museum tomorrow.
 My father said he was really proud of me.
 I told mom how happy I was for her.
 She said the dress was so beautiful.

He said he'd been busy for his driving classes.
 He said he looked forward to have a car.
 Lisa said she was really happy.
 Bob said he couldn't come to my birthday party.
 Anna said she visited the bookstore the day before.

Submit Answers

Posting Komentar

Masukkan komentar Anda...

Passive voice

Game 1 [Maze chase]

0:11

passive

active

French is spoken in Niger

Powered by Wordwall

Game 2 [Missing word]

0:02

1 of 7

are me every week washed cars The

change the sentence into passive voice! 'I wash the cars every week.'

Submit Answers

Powered by Wordwall

Game 3 [Open the box]

0:30

Tap one to open

1

Powered by Wordwall

Game 4 [Group short]

0:02

More and more people gathered on the bridge. The cake was eaten by my sister. A man was seen apparently planning inside a London bus as it drove about town. The arm, supposed to be the only thing suspended on the body. one of his arms was attached to the roof of the bus. Dynamo performed tricks like turning paper into money. The man was pulled into the boat. They think the glass boards are put on the water. He started off learning cards. Stephen visited new Orleans.

ACTIVE VOICE

PASSIVE VOICE

Submit Answers

Powered by Wordwall

Posting Komentar

Masukkan komentar Anda...

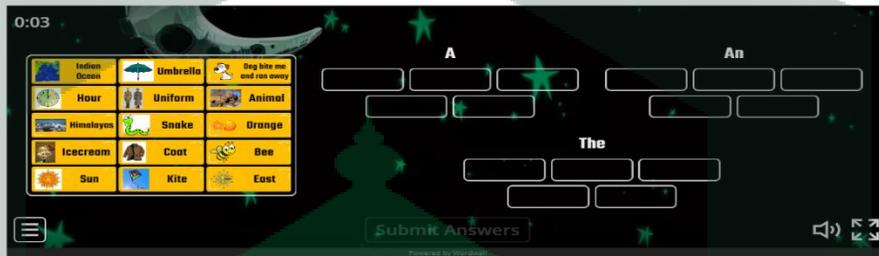
Games

Articles

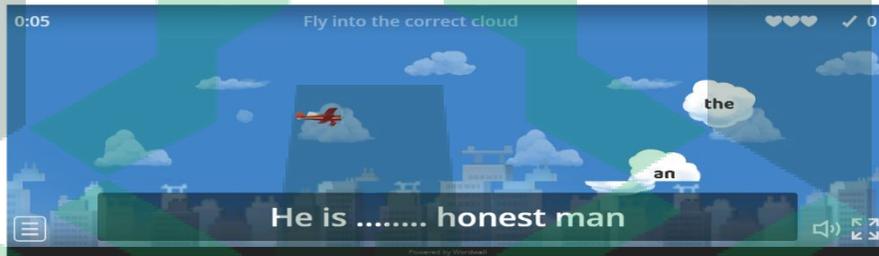
Game 1 [Whack-a-mole]



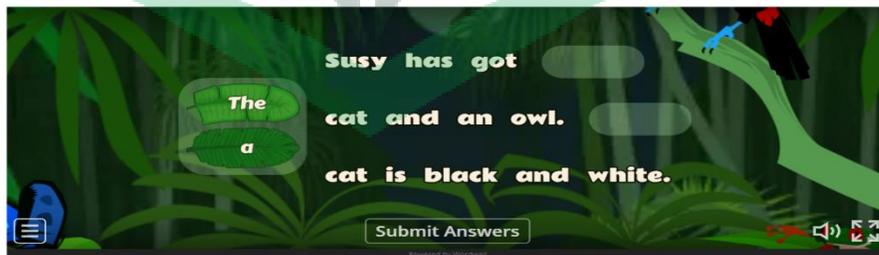
Game 2 [Group short]



Game 3 [Airplane]



Game 4 [Missing word]



Posting Komentar

Masukkan komentar Anda...



APPENDIX 7

THE EXPERTS' VALIDATION RESULT

KUESIONER EVALUASI UNTUK AHLI MATERI

Pengantar:

Kuisisioner ini merupakan instrument penelitian terhadap materi *basic grammar* melalui pembelajaran blog untuk kelas XII di SMAN 4 Palopo. Penelitian ini bertujuan untuk mengembangkan tata Bahasa Inggris dasar yang sesuai melalui pembelajaran blog untuk siswa kelas XII di SMAN 4 Palopo.

Saya sangat mengharapkan partisipasi Bapak/Ibu untuk mengisi kuisisioner ini sebagai masukan atas materi yang saya kembangkan. Atas kesediaan dan partisipasi Bapak/Ibu, saya ucapkan terima kasih.

A. Identitas Expert

Nama : Dr. Masruddin, S.S., M.Hum.
Umur :
Jenis Kelamin : LAKI-LAKI
Institusi : IAIN PALOPO
Pendidikan : S3

B. Tabel Evaluasi

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

Keterangan:

SS : Sangat Setuju

S : Setuju

R : Ragu-ragu

TS : Tidak Setuju

STS : Sangat Tidak Setuju

No.	Pernyataan	SS	S	R	TS	STS
		5	4	3	2	1
A. Suitability of Material						
1.	Materi yang dikembangkan sesuai dengan Kompetensi inti (KI) dan Kompetensi Dasar (KD) kurikulum 2013 untuk siswa kelas XII.		✓			
2.	Materi yang dikembangkan sesuai dengan kebutuhan siswa kelas XII.		✓			
3.	Tingkat kesulitan materi sesuai dengan perkembangan kognitif siswa kelas XII.		✓			
4.	Materi yang dikembangkan relevan dengan topik diskusi.		✓			
5.	Materi yang dikembangkan sesuai dengan gambar yang digunakan.		✓			
B. Learning Activities						
6.	Setiap aktivitas (<i>task, quiz, games</i>) diurutkan dari yang paling mudah ke yang paling sulit.	✓				
7.	Instruksi pada setiap aktivitas (<i>task, quiz, games</i>) mudah dipahami.		✓			
8.	Setiap aktivitas (<i>task, quiz, games</i>) terpusat pada siswa.	✓				
9.	Setiap aktivitas (<i>task, quiz, games</i>) yang diberikan mendorong siswa untuk mengenali keberhasilan dan kekurangan siswa dalam kegiatan belajar.		✓			
10.	Setiap aktivitas (<i>task, quiz, games</i>) yang diberikan memuat kalimat yang berhubungan dengan topik materi.		✓			
C. Appropriateness of Material Presentation						
11.	Uraian materi disajikan dengan jelas.	✓				
12.	Sistematika penyajian runtut.	✓				
13.	Penyajian teks dan ilustrasi menarik untuk	✓				

	memotivasi siswa untuk belajar.						
14.	Materi yang disajikan melibatkan siswa untuk aktif berpartisipasi menyelesaikan tugas.		✓				
15.	Penyajian setiap aktivitas (<i>task, quiz, games</i>) mencakup evaluasi untuk mengukur tingkat pemahaman siswa terhadap materi yang sudah dipelajari.	✓					

Saran dan tanggapan untuk perbaikan:

Kesimpulan:

Secara umum, pendapat Bapak/Ibu terhadap materi yang dikembangkan:

- a. Layak
- b. Layak dengan perbaikan
- c. Tidak layak

Palopo, 24 Februari 2022

Penilai Kelayakan



Dr. Masruddin, S.S., M.Hum.

KUESIONER EVALUASI UNTUK AHLI MATERI

Pengantar:

Kuisisioner ini merupakan instrument penelitian terhadap materi *basic grammar* melalui pembelajaran blog untuk kelas XII di SMAN 4 Palopo. Penelitian ini bertujuan untuk mengembangkan tata Bahasa Inggris-dasar yang sesuai melalui pembelajaran blog untuk siswa kelas XII di SMAN 4 Palopo.

Saya sangat-mengharapkan partisipasi Bapak/Ibu untuk mengisi kuisisioner ini sebagai masukan atas materi yang saya kembangkan. Atas kesediaan dan partisipasi Bapak/Ibu, saya ucapkan terima kasih.

A. Identitas Expert

Nama : *Drs. Tomas Padandi, MM*
Umur : *55 Tahun*
Jenis Kelamin : *Laki-Laki*
Institusi : *SMA No 4 Palopo*
Pendidikan : *S2*

B. Tabel Evaluasi

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

Keterangan:

SS : Sangat Setuju

S : Setuju

R : Ragu-ragu

TS : Tidak Setuju

STS : Sangat Tidak Setuju

No.	Pernyataan	SS	S	R	TS	STS
		5	4	3	2	1
A. Suitability of Material						
1.	Materi yang dikembangkan sesuai dengan Kompetensi inti (KI) dan Kompetensi Dasar (KD) kurikulum 2013 untuk siswa kelas XII.	✓				
2.	Materi yang dikembangkan sesuai dengan kebutuhan siswa kelas XII.		✓			
3.	Tingkat kesulitan materi sesuai dengan perkembangan kognitif siswa kelas XII.		✓			
4.	Materi yang dikembangkan relevan dengan topik diskusi.		✓			
5.	Materi yang dikembangkan sesuai dengan gambar yang digunakan.		✓			
B. Learning Activities						
6.	Setiap aktivitas (<i>task, quiz, games</i>) diurutkan dari yang paling mudah ke yang paling sulit.		✓			
7.	Instruksi pada setiap aktivitas (<i>task, quiz, games</i>) mudah dipahami.		✓			
8.	Setiap aktivitas (<i>task, quiz, games</i>) terpusat pada siswa.	✓				
9.	Setiap aktivitas (<i>task, quiz, games</i>) yang diberikan mendorong siswa untuk mengenali keberhasilan dan kekurangan siswa dalam kegiatan belajar.		✓			
10.	Setiap aktivitas (<i>task, quiz, games</i>) yang diberikan memuat kalimat yang berhubungan dengan topik materi.			✓		
C. Appropriateness of Material Presentation						
11.	Uraian materi disajikan dengan jelas.	✓				
12.	Sistematika penyajian runtut.		✓			
13.	Penyajian teks dan ilustrasi menarik untuk memotivasi siswa untuk belajar.		✓			

14.	Materi yang disajikan melibatkan siswa untuk aktif berpartisipasi menyelesaikan tugas.		✓				
15.	Penyajian setiap aktivitas (<i>task, quiz, games</i>) mencakup evaluasi untuk mengukur tingkat pemahaman siswa terhadap materi yang sudah dipelajari.		✓				

Saran dan tanggapan untuk perbaikan:

Kesimpulan:

Secara umum, pendapat Bapak/Ibu terhadap materi yang dikembangkan:

- a. Layak
- b. Layak dengan perbaikan
- c. Tidak layak

Palopo, 4 - 3 - 2022

Penilai Kelayakan



Drs. Tomas Padandi, MM
NIP 19671226199403 1 005

KUESIONER EVALUASI UNTUK AHLI BAHASA

Pengantar:

Kuisisioner ini merupakan instrument penelitian terhadap materi *basic grammar* melalui pembelajaran blog untuk kelas XII di SMAN 4 Palopo. Penelitian ini bertujuan untuk mengembangkan tata Bahasa Inggris dasar yang sesuai melalui pembelajaran blog untuk siswa kelas XII di SMAN 4 Palopo.

Saya sangat mengharapkan partisipasi Bapak/Ibu untuk mengisi kuisisioner ini sebagai masukan atas materi yang saya kembangkan. Atas kesediaan dan partisipasi Bapak/Ibu, saya ucapkan terima kasih.

A. Identitas Expert

Nama : *Dr. Masruddin, S.S., M.Hum.*
Umur :
Jenis Kelamin :
Institusi : *IAIN PALOPO*
Pendidikan : *S3*

B. Tabel Evaluasi

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

Keterangan:

SS : Sangat Setuju

S : Setuju

R : Ragu-ragu

TS : Tidak Setuju

STS : Sangat Tidak Setuju

No.	Pernyataan	SS	S	R	TS	STS
		5	4	3	2	1
1.	Bahasa yang digunakan sesuai dengan tingkat kemampuan berbahasa Inggris siswa kelas XII.	✓				
2.	Bahasa yang disajikan komprehensif dan sesuai dengan tingkat perkembangan kognitif siswa kelas XII.		✓			
3.	Instruksi dan penjelasan dalam materi yang dikembangkan dapat dimengerti oleh siswa kelas XII.	✓				
4.	Bahasa yang digunakan jelas dan efektif.	✓				
5.	Penggunaan bahasa yang digunakan bersifat komunikatif.	✓				
6.	Bahasa yang digunakan dapat membangkitkan motivasi siswa kelas XII.	✓				
7.	Bahasa yang digunakan sesuai dengan aturan gramatikal dalam Bahasa Inggris.	✓				
8.	Ejaan (<i>spelling</i>) yang digunakan sesuai dengan kaidah Bahasa Inggris yang benar.		✓			
9.	Pesan atau informasi yang disajikan mencerminkan keruntutan makna dalam satu bagian (kalimat atau paragraf).		✓			
10.	Pesan atau informasi yang disajikan mencerminkan keruntutan makna antar bagian (kalimat atau paragraf).		✓			

Saran dan tanggapan untuk perbaikan:

Kesimpulan:

Secara umum, pendapat Bapak/Ibu terhadap materi yang dikembangkan:

- a. Layak
- b. Layak dengan perbaikan
- c. Tidak layak

Palopo, 24 Februari 2022

Penilai Kelayakan



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

KUESIONER EVALUASI UNTUK AHLI BAHASA

Pengantar:

Kuisisioner ini merupakan instrument penelitian terhadap materi *basic grammar* melalui pembelajaran blog untuk kelas XII di SMAN 4 Palopo. Penelitian ini bertujuan untuk mengembangkan tata Bahasa Inggris dasar yang sesuai melalui pembelajaran blog untuk siswa kelas XII di SMAN 4 Palopo.

Saya sangat mengharapkan partisipasi Bapak/Ibu untuk mengisi kuisisioner ini sebagai masukan atas materi yang saya kembangkan. Atas kesediaan dan partisipasi Bapak/Ibu, saya ucapkan terima kasih.

A. Identitas Expert

Nama : ZETLY LIMBU, S.S.
Umur :
Jenis Kelamin : LAKI-LAKI
Institusi : SMAN 4 PALOPO
Pendidikan : S.1

B. Tabel Evaluasi

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

Keterangan:

SS : Sangat Setuju

S : Setuju

R : Ragu-ragu

TS : Tidak Setuju

STS : Sangat Tidak Setuju

No.	Pernyataan	SS	S	R	TS	STS
		5	4	3	2	1
1.	Bahasa yang digunakan sesuai dengan tingkat kemampuan berbahasa Inggris siswa kelas XII.	✓				
2.	Bahasa yang disajikan komprehensif dan sesuai dengan tingkat perkembangan kognitif siswa kelas XII.	✓				
3.	Instruksi dan penjelasan dalam materi yang dikembangkan dapat dimengerti oleh siswa kelas XII.	✓				
4.	Bahasa yang digunakan jelas dan efektif.	✓				
5.	Penggunaan bahasa yang digunakan bersifat komunikatif.	✓				
6.	Bahasa yang digunakan dapat membangkitkan motivasi siswa kelas XII.	✓				
7.	Bahasa yang digunakan sesuai dengan aturan gramatikal dalam Bahasa Inggris.	✓				
8.	Ejaan (<i>spelling</i>) yang digunakan sesuai dengan kaidah Bahasa Inggris yang benar.	✓				
9.	Pesan atau informasi yang disajikan mencerminkan keruntutan makna dalam satu bagian (kalimat atau paragraf).	✓				
10.	Pesan atau informasi yang disajikan mencerminkan keruntutan makna antar bagian (kalimat atau paragraf).	✓				

Saran dan tanggapan untuk perbaikan:

PENGGUNAAN BAHASA BISA LEBIH KREATIF LAGI. NAMUN SECARA KESELURUHAN SUDAH BAIK.

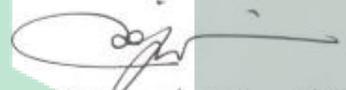
Kesimpulan:

Secara umum, pendapat Bapak/Ibu terhadap materi yang dikembangkan:

- a. Layak
- b. Layak dengan perbaikan
- c. Tidak layak

Palopo, 2 MARET..... 2022

Penilai Kelayakan


ZELY LIMBU, S.S.

KUESIONER EVALUASI UNTUK AHLI MEDIA/IT

Pengantar:

Kuisisioner ini merupakan instrument penelitian terhadap materi *basic grammar* melalui pembelajaran blog untuk kelas XII di SMAN 4 Palopo. Penelitian ini bertujuan untuk mengembangkan tata Bahasa Inggris dasar yang sesuai melalui pembelajaran blog untuk siswa kelas XII di SMAN 4 Palopo.

Saya sangat mengharapkan partisipasi Bapak/Ibu untuk mengisi kuisisioner ini sebagai masukan atas materi yang saya kembangkan. Atas kesediaan dan partisipasi Bapak/Ibu, saya ucapkan terima kasih.

A. Identitas Expert

Nama : Yayah Sundawani S-kom, M-pd.
Umur : 42 thn
Jenis Kelamin : Perempuan
Institusi : SMAN 4 Palopo
Pendidikan : S-2

B. Tabel Evaluasi

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

Keterangan:

SS : Sangat Setuju

S : Setuju

R : Ragu-ragu

TS : Tidak Setuju

STS : Sangat Tidak Setuju

No.	Pernyataan	SS	S	R	TS	STS
		5	4	3	2	1
A. Usability						
1.	Menu-menu yang ada dalam blog mudah dipahami.	✓				
2.	Menu yang dipilih dapat menampilkan halaman dengan cepat.	✓				
3.	Hasil pencarian dapat ditampilkan secara cepat.		✓			
4.	Blog dapat diakses dengan mudah.		✓			
5.	Alamat blog mudah diingat.		✓			
6.	Orientasi blog membantu peserta didik menemukan posisi mereka dalam blog pembelajaran.		✓			
B. Functionality						
7.	Tautan (link) blog bekerja dengan baik.	✓				
8.	Menu navigasi utama berfungsi dengan baik.	✓				
9.	Menu Home berfungsi dengan baik.		✓			
10.	Menu Materi berfungsi dengan baik.	✓				
11.	Menu Task berfungsi dengan baik.	✓				
12.	Menu Quiz berfungsi dengan baik.		✓			
13.	Menu Games berfungsi dengan baik.		✓			
14.	Fitur Comment berfungsi dengan baik.		✓			
15.	Fitur untuk membagikan tautan (link) berfungsi dengan baik.		✓			
C. Visual Communication						
16.	Penggunaan bahasa dalam blog sudah baik.		✓			
17.	Font yang digunakan mudah dibaca.		✓			
18.	Teks/tulisan dalam blog mudah dipahami.		✓			
19.	Petunjuk penggunaan blog jelas dan mudah dipahami.		✓			
20.	Desain tampilan blog menarik.	✓				
21.	Desain tampilan blog mudah dipahami.		✓			

22.	Pemilihan warna blog secara umum sudah baik.	✓				
23.	Penggunaan ilustrasi atau visualisasi dalam blog sudah tepat.	✓				
24.	Kualitas ilustrasi atau visualisasi dalam blog sudah baik.	✓				
25.	Penggunaan tata letak (<i>layout</i>) blog sudah bagus dan konsisten.	✓				

Saran dan tanggapan untuk perbaikan:

Kesimpulan:

Secara umum, pendapat Bapak/Ibu terhadap materi yang dikembangkan:

- a. Layak
- b. Layak dengan perbaikan
- c. Tidak layak

Palopo, 2 Maret 2022

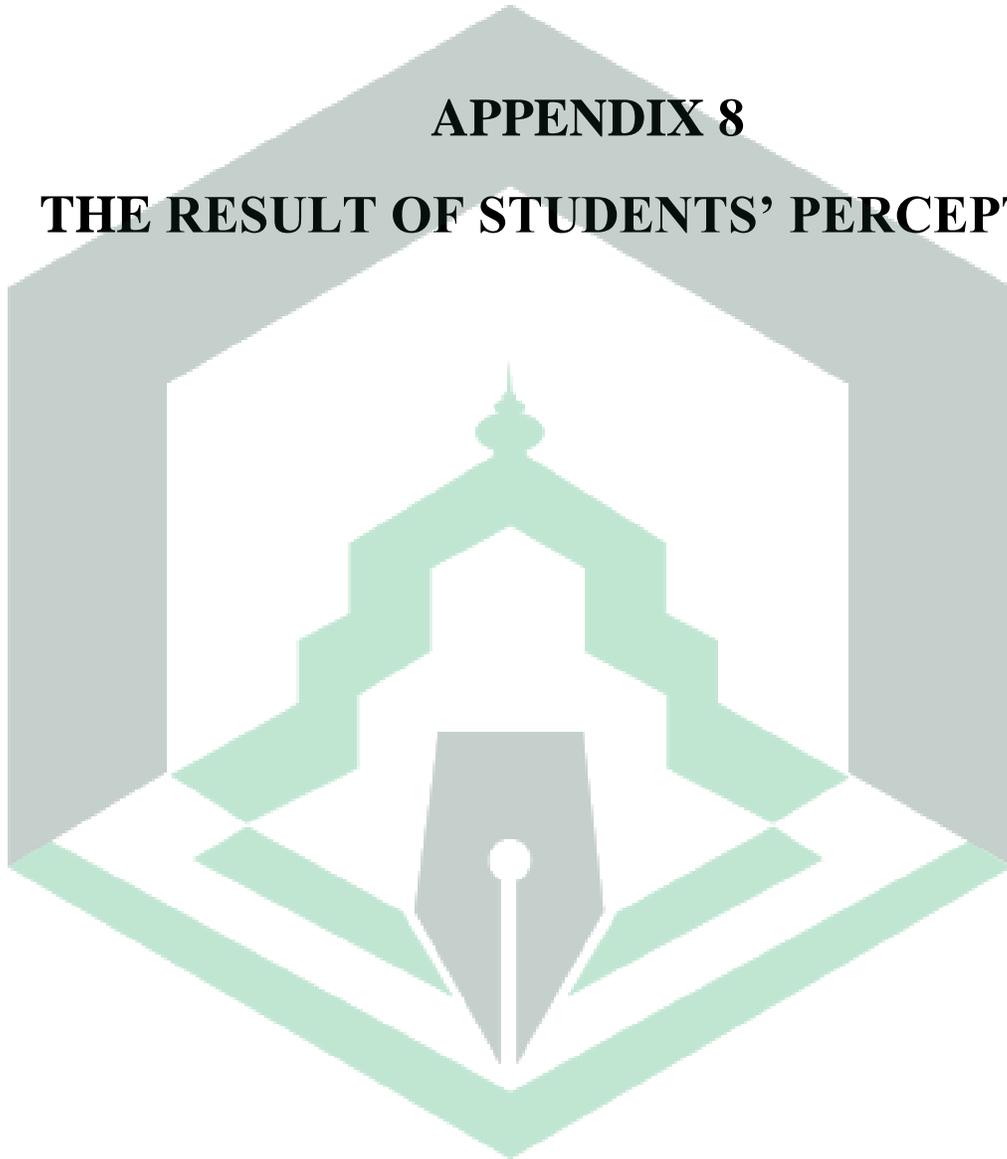
Penilai Kelayakan


Fayali Sundiani



APPENDIX 8

THE RESULT OF STUDENTS' PERCEPTION





KUESIONER RESPON SISWA TERHADAP MATERI BASIC GRAMMAR MELALUI PEMBELAJARAN BLOG

Penelitian ini bertujuan untuk mengembangkan tata Bahasa Inggris dasar yang sesuai melalui pembelajaran blog untuk siswa kelas XII di SMAN 4 Palopo

Kuesioner ini bertujuan untuk mengetahui respon siswa terhadap materi *basic grammar* melalui pembelajaran blog untuk kelas XII di SMAN 4 Palopo.

A. Data Responden :
 Nama : M. Richardo A. Rahim
 Kelas : XII IPA 1

B. Petunjuk:

- Anda tidak perlu mengisi nama dan kelas di lembar ini.
- Kuesioner ini dimaksudkan untuk mendapatkan representasi yang jelas tentang motivasi dalam belajar bahasa Inggris, khususnya dalam pembelajaran *basic grammar* melalui pembelajaran blog.
- Jawablah pertanyaan-pertanyaan di bawah ini dengan memberikan (✓) yang terbaik sesuai yang Anda rasakan dengan pilihan jawaban sebagai berikut:

SS : Sangat Setuju
 S : Setuju
 N : Netral
 TS : Tidak Setuju
 STS : Sangat Tidak Setuju

No.	Pernyataan	Pilihan Jawaban				
	Positive Responses	SS	S	N	TS	STS
1.	Saya suka belajar <i>Grammar</i> dengan menggunakan Blog.	✓				
2.	Materi <i>Grammar</i> berbasis Blog dapat meningkatkan antusiasme saya dalam belajar <i>Grammar</i> .		✓			
3.	Materi <i>Grammar</i> yang tersedia dalam Blog sudah jelas sehingga membantu saya lebih fokus.		✓			
4.	Materi <i>Grammar</i> yang tersedia dalam Blog menarik sehingga dapat meningkatkan semangat saya.	✓				

5.	Materi <i>Grammar</i> berbasis Blog mudah digunakan sehingga saya lebih percaya diri belajar <i>Grammar</i> .			✓		
6.	Belajar <i>Grammar</i> dengan menggunakan Blog membuat saya lebih mudah untuk mengerjakan soal atau membuat kalimat sederhana.		✓			
7.	Penggunaan materi <i>Grammar</i> berbasis Blog adalah cara yang tepat bagi saya dalam belajar <i>Grammar</i> .		✓			
8.	Materi <i>Grammar</i> berbasis Blog dapat digunakan kapan dan dimana saja sehingga dapat meningkatkan motivasi saya dalam belajar <i>Grammar</i> .		✓			
Negative Responses		SS	S	N	TS	STS
9.	Saya tidak suka belajar <i>Grammar</i> dengan menggunakan Blog.				✓	
10.	Materi <i>Grammar</i> berbasis Blog tidak dapat meningkatkan antusiasme saya dalam belajar <i>Grammar</i> .					✓
11.	Materi <i>Grammar</i> yang tersedia dalam Blog tidak jelas sehingga tidak membantu saya lebih fokus.					✓
12.	Materi <i>Grammar</i> yang tersedia dalam Blog tidak menarik sehingga tidak dapat meningkatkan semangat saya.					✓
13.	Materi <i>Grammar</i> berbasis Blog sulit digunakan sehingga saya tidak percaya diri belajar <i>Grammar</i> .				✓	
14.	Belajar <i>Grammar</i> dengan menggunakan Blog membuat saya sulit untuk mengerjakan soal atau membuat kalimat sederhana.				✓	
15.	Penggunaan materi <i>Grammar</i> berbasis Blog bukan cara yang tepat bagi saya dalam belajar <i>Grammar</i> .					✓
16.	Materi <i>Grammar</i> berbasis Blog tidak dapat digunakan kapan dan dimana saja sehingga tidak dapat meningkatkan motivasi saya dalam belajar <i>Grammar</i> .					✓

**KUESIONER RESPON SISWA TERHADAP MATERI BASIC GRAMMAR
MELALUI PEMBELAJARAN BLOG**

Penelitian ini bertujuan untuk mengembangkan tata Bahasa Inggris dasar yang sesuai melalui pembelajaran blog untuk siswa kelas XII di SMAN 4 Palopo

Kuesioner ini bertujuan untuk mengetahui respon siswa terhadap materi *basic grammar* melalui pembelajaran blog untuk kelas XII di SMAN 4 Palopo.

5/20

A. Data Responden :
 Nama : *Imelda rahayu p*
 Kelas : *XII IPA 1*

- B. Petunjuk:**
- Anda tidak perlu mengisi nama dan kelas di lembar ini.
 - Kuesioner ini dimaksudkan untuk mendapatkan representasi yang jelas tentang motivasi dalam belajar bahasa Inggris, khususnya dalam pembelajaran *basic grammar* melalui pembelajaran blog.
 - Jawablah pertanyaan-pertanyaan di bawah ini dengan memberikan (√) yang terbaik sesuai yang Anda rasakan dengan pilihan jawaban sebagai berikut:

SS : Sangat Setuju
 S : Setuju
 N : Netral
 TS : Tidak Setuju
 STS : Sangat Tidak Setuju

No.	Pernyataan	Pilihan Jawaban				
	Positive Responses	SS	S	N	TS	STS
1.	Saya suka belajar <i>Grammar</i> dengan menggunakan Blog.	✓				
2.	Materi <i>Grammar</i> berbasis Blog dapat meningkatkan antusiasme saya dalam belajar <i>Grammar</i> .	✓				
3.	Materi <i>Grammar</i> yang tersedia dalam Blog sudah jelas sehingga membantu saya lebih fokus.	✓				
4.	Materi <i>Grammar</i> yang tersedia dalam Blog menarik sehingga dapat meningkatkan semangat saya.	✓				
5.	Materi <i>Grammar</i> berbasis Blog mudah digunakan sehingga saya lebih percaya diri belajar <i>Grammar</i> .	✓				

6.	Belajar <i>Grammar</i> dengan menggunakan Blog membuat saya lebih mudah untuk mengerjakan soal atau membuat kalimat sederhana.	✓					
7.	Penggunaan materi <i>Grammar</i> berbasis Blog adalah cara yang tepat bagi saya dalam belajar <i>Grammar</i> .	✓					
8.	Materi <i>Grammar</i> berbasis Blog dapat digunakan kapan dan dimana saja sehingga dapat meningkatkan motivasi saya dalam belajar <i>Grammar</i> .	✓					
Negative Responses		SS	S	N	TS	STS	
9.	Saya tidak suka belajar <i>Grammar</i> dengan menggunakan Blog						✓
10.	Materi <i>Grammar</i> berbasis Blog tidak dapat meningkatkan antusiasme saya dalam belajar <i>Grammar</i> .						✓
11.	Materi <i>Grammar</i> yang tersedia dalam Blog tidak jelas sehingga tidak membantu saya lebih fokus.						✓
12.	Materi <i>Grammar</i> yang tersedia dalam Blog tidak menarik sehingga tidak dapat meningkatkan semangat saya.						✓
13.	Materi <i>Grammar</i> berbasis Blog sulit digunakan sehingga saya tidak percaya diri belajar <i>Grammar</i> .						✓
14.	Belajar <i>Grammar</i> dengan menggunakan Blog membuat saya sulit untuk mengerjakan soal atau membuat kalimat sederhana.						✓
15.	Penggunaan materi <i>Grammar</i> berbasis Blog bukan cara yang tepat bagi saya dalam belajar <i>Grammar</i> .						✓
16.	Materi <i>Grammar</i> berbasis Blog tidak dapat digunakan kapan dan dimana saja sehingga tidak dapat meningkatkan motivasi saya dalam belajar <i>Grammar</i> .						✓

APPENDIX 9
THE FINAL PRODUCT





time to study



Recent Post

Grammar task

do you want to start doing the task now?

Yes Later

Task

are you ready?

Games

Passive Voice

Direct and Indirect Speech

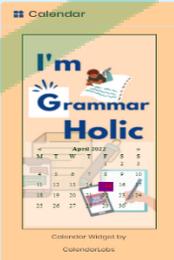
LOAD MORE

Label

Games	1	Materi	10
Modals	1	Phrases	2
Quiz	1	Tenses	3



- ★ Popular
1. **Modal Verbs**
Modal Verbs
DEFINITION OF MODAL VERBS
Modal v...
 2. **Singular and Plural**
Singular and Plural
DEFINITION OF SINGULAR...
 3. **Verb Phrases**
Verb Phrase
DEFINITION OF VP/RE PHRASE A verb...



Arsip

November 2021	3
December 2021	1
Januari 2022	3
Februari 2022	1
Maret 2022	5

Activities

1. **Analyze the material**
Provided with pictures and videos
2. **Task session**
Practice by doing task
3. **Quiz**
Practice by taking quizzes individually or with friends
4. **Games**
Learn grammar while playing games

You can learn about:

- Modal verbs
- Singular and plural nouns
- Noun and verb phrases
- Tenses (simple past, simple future, and present perfect)
- Direct and indirect speech
- Passive voice
- Articles

Modal Verbs

Modal Verbs



Indicators:

Students are able to:

- Identify characteristics of expressions of offering something/help.
- Describe the function, grammatical structures, and grammatical features of modal verbs.
- Choose correct modals verbs and use them properly.
- Produce sentences using modals verbs.

19

DEFINITION OF MODAL VERBS

Modal verbs are a part of helping (auxiliary) verbs that help English speakers to express probability, ability, obligation, advice, offer, permission, habits, etc.

Examples:

- We **can** play football.
- We **could** play football.
- We **may** play football.
- We **might** play football.
- We **must** play football.
- We **shall** play football.
- We **should** play football.
- We **will** play football.
- We **would** play football.

19

OBSERVING

Read the conversations below.

Dialog 1



Edited by Canva

James : Hi John... **Would you like me to help** you with your new assignment?

John : Hi James. **Sure. That would be great.**

James : **What can I do for you?**

John : **I need your help** to lend me your laptop for an hour.

James : Sure.

John : **Thanks** James.

Dialog 2



Edited by Canva

Dina: Rima, where are you going?

Rima: I am going to meet Mrs. Henny, but I don't know where she is.

Dina: I know where she is. **Should I go with you?**

Rima: **Yes. Thank you** for your help.

Label

Games	1	Materi	10
Modals	1	Phrasal	2
QUIZ	1	Task	3

Course Grid



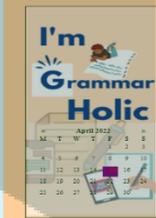
Blog's Description



★ Popular

- 1 **Modal Verbs**
Modal Verbs
DEFINITION OF MODAL VERBS
Modal ...
- 2 **Singular and Plural**
Singular and Plural
DEFINITION OF SINGULAR...
- 3 **Verb Phrase**
Verb Phrase
DEFINITION OF VERB PHRASE A verb ...

Calendar



Calendar Widget by Colorlogtable

Recent

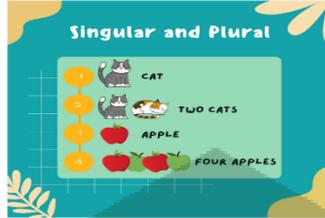
- 🕒 Games - 3/29/2022 - Grammar Holic 101
- 🕒 Games - 3/29/2022 - Grammar Holic 101
- 🕒 Games - 3/29/2022 - Grammar Holic 101
- 🕒 Task - 3/4/2022 - Grammar Holic 101
- 🕒 Games - 3/4/2022 - Grammar Holic 101

📅 Arsip

November 2021	3
December 2021	1
January 2022	3
February 2022	1
March 2022	5

Singular and Plural

Singular and Plural



Indicators:

Students are able to:

- Distinguish characteristics of singular and plural nouns.
- Use singular and plural nouns correctly.



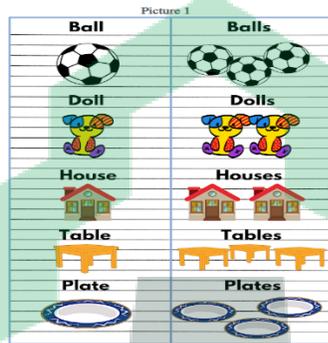
DEFINITION OF SINGULAR AND PLURAL

A **singular noun** names one person, place, thing, or idea, while a **plural noun** names more than one person, place, thing, or idea.

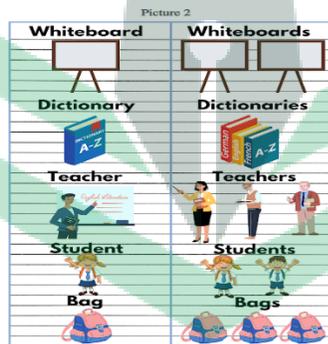


OBSERVING

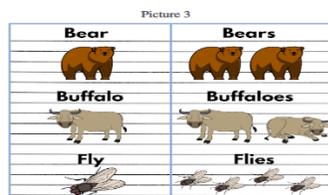
Look at the pictures below.



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Edited by Canva



Label

Games	1	Materi	10
Modul	1	Prinsip	2
Quiz	1	Task	1
		Tugas	3

Course Grid



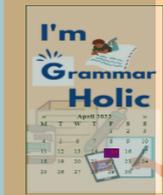
Blog's Description



Popular

- 1 **Modal Verbs**
Modal Verbs
DEFINITION OF MODAL VERBS
Modal ...
- 2 **Singular and Plural**
Singular and Plural
DEFINITION OF SINGULAR ...
- 3 **Verb Phrase**
Verb Phrase
DEFINITION OF VERB PHRASE & verb ...

Calendar



Calendar Widget by CalendarLab

Recent

- 📅 Games - 8/5/2022 - Grammar Holic 101
- 📅 Games - 8/5/2022 - Grammar Holic 101
- 📅 Games - 8/5/2022 - Grammar Holic 101
- 📅 Task - 3/4/2022 - Grammar Holic 101
- 📅 Games - 8/5/2022 - Grammar Holic 101

📅 Arsip

November 2021	3
December 2021	1
January 2022	3
February 2022	1
March 2022	5

Noun Phrase

Noun Phrase

**Indicators:**

Students are able to:

- Describe the grammatical structure and function of noun and verb phrases.
- Identify noun and verb phrases in sentences.
- Use noun phrases appropriately in sentences.
- Use verb phrases appropriately in sentences.

99**DEFINITION OF NOUN PHRASE**

Noun phrases are groups of two or more words within a sentence that function grammatically as nouns. They consist of a noun and other words that modify the noun. Noun phrases allow groups of words to function as a noun in the sentence.

Noun phrases are used when the noun is not specific enough to describe the object in a sentence. In other words, a noun phrase is used with the aim of describing an object more specifically.

99**OBSERVING**

Look at the pictures below.

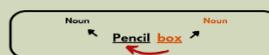
Picture 1

Edited by *Camia*

Picture 2

Edited by *Camia*

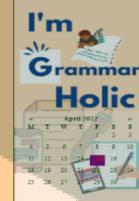
Picture 3

Edited by *Camia***Label**

Games	1	Materi	10
Modul	1	Phras	2
Quiz	1	Task	3

Course Grid**Blog's Description****★ Popular**

- 1 **Modal Verbs**
Modal Verbs
DEFINITION OF MODAL VERBS
Modal v...
- 2 **Singular and Plural**
Singular and Plural
DEFINITION OF SINGULAR...
- 3 **Verb Phrase**
Verb Phrase
DEFINITION OF VERB PHRASE A verb ...

CalendarCalendar Widget by
CalendarLabs**Recent**

- Games - 3/29/2022 - Grammar Holic 101
- Games - 3/29/2022 - Grammar Holic 101
- Games - 3/29/2022 - Grammar Holic 101
- Task - 3/14/2022 - Grammar Holic 101
- Games - 3/14/2022 - Grammar Holic 101

• Arsip

November 2021	3
Desember 2021	1
Januari 2022	3
Februari 2022	1
Maret 2022	5

Verb Phrase

Verb Phrase



Indicators:

Students are able to:

- Describe the grammatical structure and function of noun and verb phrases.
- Identify noun and verb phrases in sentences.
- Use noun phrases appropriately in sentences.
- Use verb phrases appropriately in sentences.

77

DEFINITION OF VERB PHRASE

A **verb phrase** is a collection of verbs that act or represent themselves as verbs. Verb phrases consist of an auxiliary or helping verb and a main verb. The helping verb always precedes the main verb.

For example:

The author **is writing** a new book.

I **must make** an "A" in this class.

The dog **might eat** the cake.

He **was walking** to work today.

77

OBSERVING

Look at the pictures below.

Picture 1



Edited by *Causa*

Picture 2



Edited by *Causa*

Picture 3



Edited by *Causa*

Label

Games	1	Materi	10
Modulo	1	Phrase	2
Quiz	1	Task	1
		Tenses	3

Course Grid



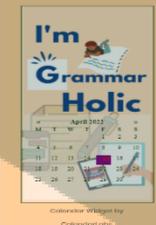
Blog's Description



Popular

- 1** **Modal Verbs**
Modal Verbs
DEFINITION OF MODAL VERBS
Modal Verbs...
- 2** **Singular and Plural**
Singular and Plural
DEFINITION OF SINGULAR...
- 3** **Verb Phrase**
Verb Phrase
DEFINITION OF VERB PHRASE A
verb...

Calendar



Recent

- Games - 3/29/2022 - Grammar Holic 101
- Games - 3/29/2022 - Grammar Holic 101
- Games - 3/29/2022 - Grammar Holic 101
- Task - 3/14/2022 - Grammar Holic 101
- Games - 3/14/2022 - Grammar Holic 101

Arsip

November 2021	3
December 2021	1
January 2022	3
February 2022	6

Simple Future

Simple Future Tense



Indicators:
Students are able to:

- Identify characteristics of past tense, future tense, and present perfect tense.
- Describe the functions, grammatical structures, and grammatical features of past tense, future tense, and present perfect tense.
- Produce and use past, future, and present perfect tense appropriately in sentences.

DEFINITION OF SIMPLE FUTURE

Simple future tense is used to express the action that is going to happen in the future or things that have not happened yet. You can use simple future tense to talk about an action or condition that will begin and end in the future.

OBSERVING

Look at the pictures below.

Picture 1



Edited by Cuva

Picture 2



Edited by Cuva

Picture 3



Edited by Cuva

Label

Games	1	Materi	10
Modul	1	Phrasa	2
Quiz	1	Task	1
		Tenses	3

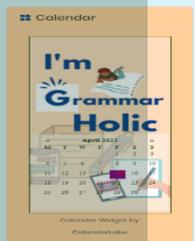


- ★ Popular**
- Modal Verbs**
 Modal Verbs

DEFINITION OF MODAL VERBS
 Modal v...
 - Singular and Plural**
 Singular and Plural

DEFINITION OF SINGULAR...
 - Verb Phrasa**
 Verb Phrasa

DEFINITION OF VERB PHRASE A
 verb ...



- Recent**
- Games - 3/29/2022 - Grammar Holic 101
 - Games - 3/29/2022 - Grammar Holic 101
 - Games - 3/29/2022 - Grammar Holic 101
 - Task - 3/14/2022 - Grammar Holic 101
 - Games - 3/14/2022 - Grammar Holic 101

Arsip

November 2021	3
Desember 2021	1
Januari 2022	3
Februari 2022	1
Maret 2022	6

Present Perfect

Present Perfect Tense



Indicators:

Students are able to:

- Identify characteristics of past tense, future tense, and present perfect tense.
- Describe the functions, grammatical structures, and grammatical features of past tense, future tense, and present perfect tense.
- Produce and use past, future, and present perfect tense appropriately in sentences.



DEFINITION OF PRESENT PERFECT

Present perfect tense refers to an event that started in the past and the impact of the event is now continuing (or a long-running event that started in the past but still continues to the present). This tense is used to express actions completed recent past. In this tense, it is important whether the event occurred or not. The result of the event is important, not the time of the event.



OBSERVING

Look at the pictures below:

Picture 1



Edited by Camia

Picture 2



Edited by Camia

Picture 3



Label

Games	1	Materi	10
Modul	1	Phrase	2
Quiz	1	Tenses	3

Course Grid



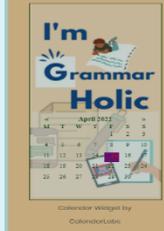
Blog's Description



Popular

- 1 Modal Verbs
Modal Verbs
DEFINITION OF MODAL VERBS
Modal v...
- 2 Singular and Plural
Singular and Plural
DEFINITION OF SINGULAR...
- 3 Verb Phrase
Verb Phrase
DEFINITION OF VERB PHRASE A
verb...

Calendar

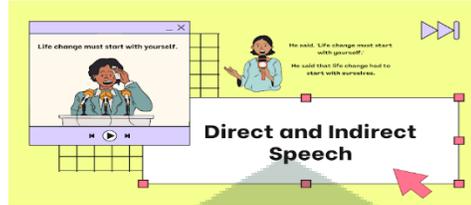


Recent

- Games - 3/29/2022 - Grammar Holic 101
- Games - 3/29/2022 - Grammar Holic 101
- Games - 3/29/2022 - Grammar Holic 101
- Task - 3/14/2022 - Grammar Holic 101
- Games - 3/14/2022 - Grammar Holic 101
- Arsip
- November 2021 3
- Desember 2021 1
- Januari 2022 3
- Februari 2022 1
- Marat 2022 5

Direct and Indirect Speech

Direct and Indirect Speech



- Indicators:**
- Students are able to:
- Identify characteristics of direct and indirect speech.
 - Describe the grammatical structure, function, and rules of direct and indirect speech.
 - Produce and use direct and indirect speech appropriately in sentences.

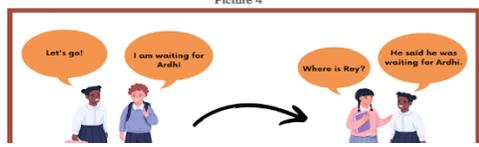
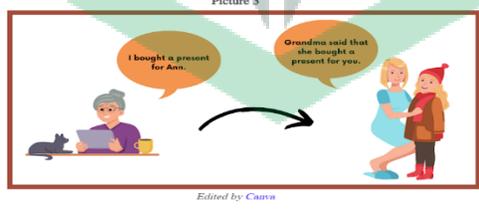
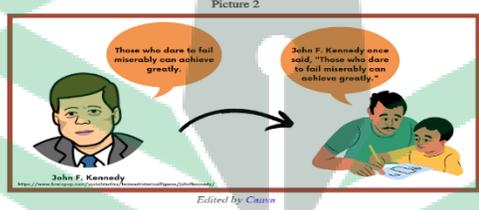
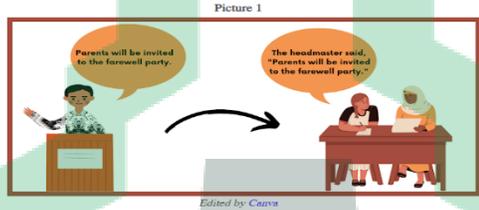
DEFINITION OF DIRECT AND INDIRECT SPEECH

In English, there are two ways of conveying what someone else has said: direct speech and indirect speech. **Direct speech** or quoted speech are sentences spoken directly by the speaker (the first person), conveyed accurately and in the same words without any change from what the first person said, marked with quotation marks ("...").

Indirect speech or reported speech are sentences that also convey the same information from the first person who said it but does not quote directly with the exact word (describes the utterance in a different sentence without quotation mark).

OBSERVING

Look at the pictures below.



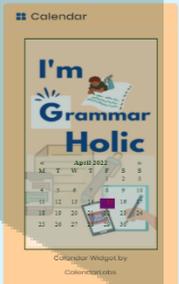
Label

Games	1	Materi	10		
Moduls	1	Phrase	2		
Quiz	1	Task	1	Tenses	3



★ Popular

- Modal Verbs
Modal Verbs
DEFINITION OF MODAL VERBS
Modal v...
- Singular and Plural
Singular and Plural
DEFINITION OF SINGULAR...
- Verb Phrase
Verb Phrase
DEFINITION OF VERB PHRASE A verb ...



Recent

- Games - 3/29/2022 - Grammar Holic 101
- Games - 3/29/2022 - Grammar Holic 101
- Games - 3/28/2022 - Grammar Holic 101
- Task - 3/4/2022 - Grammar Holic 101
- Games - 3/4/2022 - Grammar Holic 101

Arsip

November 2021	3		
December 2021	1		
January 2022	2		
Februari 2022	1	Maret 2022	5

Passive Voice

Passive Voice



Indicators:

Students are able to:

- Identify characteristics of passive voice.
- Describe the grammatical structure, function, and language features of passive voice.
- Produce and use passive voice appropriately in sentences.

DEFINITION OF PASSIVE VOICE

Passive voice is a form of sentence where the subject of the sentence receives the action, not performs the action (verb). In active voice, the person or subject performs the action, while passive voice focuses on the object that receives the result of an action (receiver of action).

OBSERVING

Look at the pictures below.

Picture 1

They read the books
 ↑ the subject (They) performs the action

→ **The books are read by them**
 ↓ the object (The books) receives the result of the action

Edited by Caava

Picture 2

Roni is eating the ice cream
 ↑ the subject (Roni) performs the action

→ **The ice cream is being eaten by Roni**
 ↓ the object (The ice cream) receives the result of the action

Edited by Caava

Picture 3

He played the basketball
 ↑ the subject (He) performs the action

→ **The basketball was played by Him**
 ↓ the object (The basketball) receives the result of the action

Edited by Caava

Picture 4

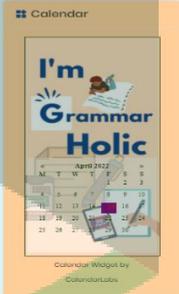
Label

Games	1	Materi	10
Modals	1	Phrasa	2
Quiz	1	Task	1
		Tersana	3



★ Popular

- 1 **Modal Verbs**
 Modal Verbs
 DEFINITION OF MODAL VERBS
 Modal v...
- 2 **Singular and Plural**
 Singular and Plural
 Singular and Plural
 DEFINITION OF SINGULAR...
- 3 **Verb Phrase**
 Verb Phrase
 Verb Phrase
 DEFINITION OF VERB PHRASE A verb...



Recent

- Games - 3/24/2022 - Grammar Holic 101
- Games - 3/23/2022 - Grammar Holic 101
- Games - 3/23/2022 - Grammar Holic 101
- Task - 3/14/2022 - Grammar Holic 101
- Games - 3/14/2022 - Grammar Holic 101

Arsip

November 2021	3
Desember 2021	1
Januari 2022	3
Februari 2022	1
Maret 2022	5

Articles

Articles



Indicators:

Students are able to:

- Identify the types, rules, and functions of articles.
- Distinguish the use of each article.
- Use articles appropriately in phrases or sentences.

📖

DEFINITION OF ARTICLES

Articles are words or determiners that are put before a noun (in front of nouns) to provide additional information about the noun, such as if the noun refers to something specific or general, or if it is singular or plural.

📖

OBSERVING

Look at the pictures below.

Picture 1



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Picture 2



Edited by Caava

Label

Games	1	Materi	10
Modals	1	Phrase	2
Quiz	1	Task	3

Course Grid



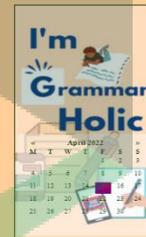
Blog's Description



★ Popular

- 1 **Modal Verbs**
Modal Verbs
DEFINITION OF MODAL VERBS Modal v...
- 2 **Singular and Plural**
Singular and Plural
DEFINITION OF SINGULAR...
- 3 **Verb Phrase**
Verb Phrase
DEFINITION OF VERB PHRASE A verb ...

Calendar



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Recent

- 🎮 Games - 3/25/2022 - Grammar Holic 101
- 🎮 Games - 3/25/2022 - Grammar Holic 101
- 🎮 Games - 3/25/2022 - Grammar Holic 101
- 📝 Task - 3/14/2022 - Grammar Holic 101
- 🎮 Games - 3/14/2022 - Grammar Holic 101

📅 Arsip

November 2021	3
Desember 2021	1
Januari 2022	3
Februari 2022	1
Maret 2022	6

Articles

Articles



Indicators:

Students are able to:

- Identify the types, rules, and functions of articles.
- Distinguish the use of each article.
- Use articles appropriately in phrases or sentences.

📖

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📖

OBSERVING

Look at the pictures below.

Picture 1



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Picture 2



Edited by Caava

Label

Games	1	Materi	10
Modals	1	Phrase	2
Quiz	1	Task	3

Course Grid



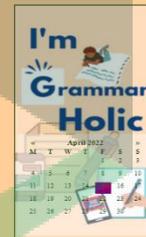
Blog's Description



★ Popular

- 1 **Modal Verbs**
Modal Verbs
DEFINITION OF MODAL VERBS Modal v...
- 2 **Singular and Plural**
Singular and Plural
DEFINITION OF SINGULAR...
- 3 **Verb Phrase**
Verb Phrase
DEFINITION OF VERB PHRASE A verb ...

Calendar



Calendar Widget by CalendarLabs

Recent

- 🎮 Games - 3/2/2022 - Grammar Holic 101
- 🎮 Games - 3/2/2022 - Grammar Holic 101
- 🎮 Games - 3/2/2022 - Grammar Holic 101
- 📝 Task - 3/14/2022 - Grammar Holic 101
- 🎮 Games - 3/14/2022 - Grammar Holic 101

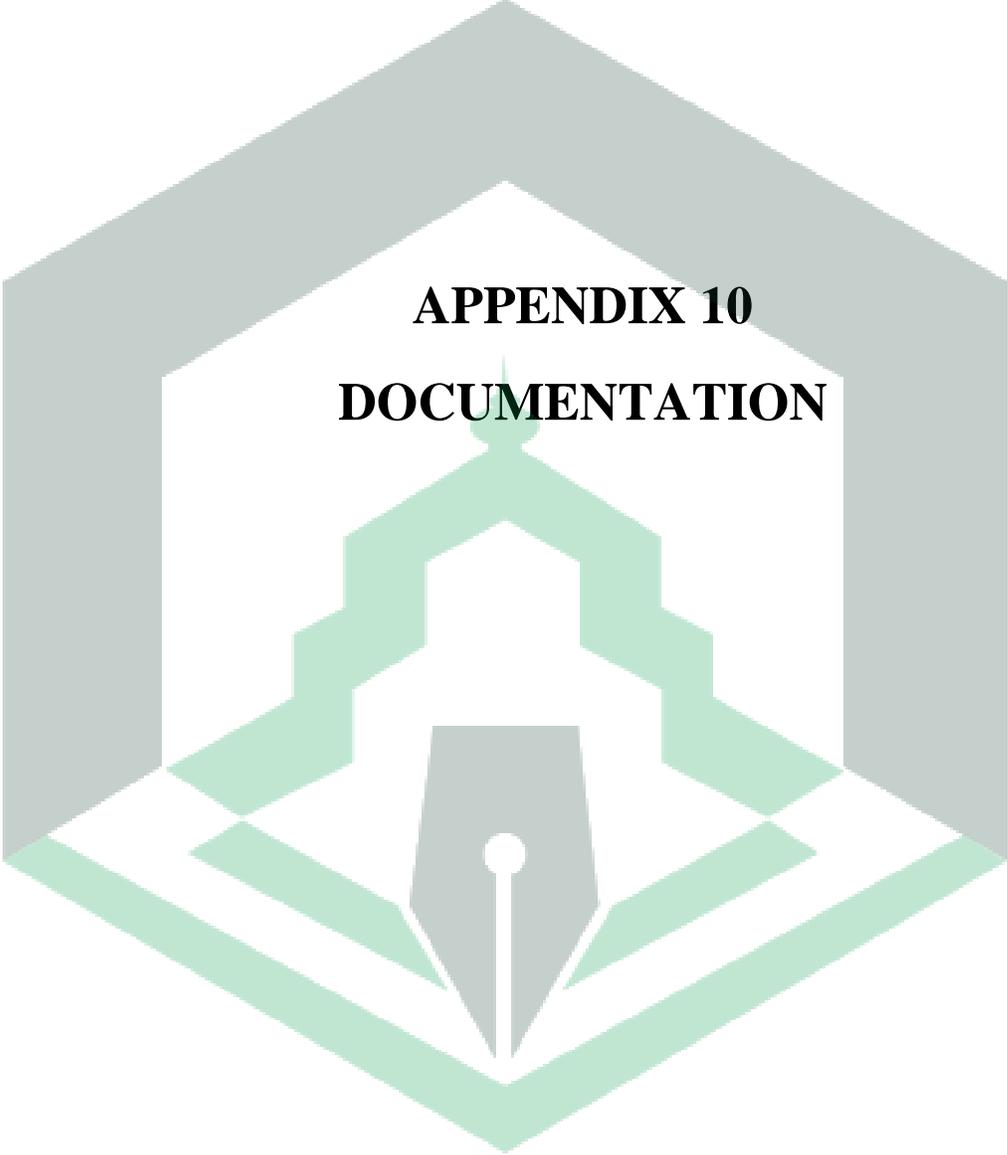
📅 Arsip

November 2021	3
Desember 2021	1
Januari 2022	3
Februari 2022	1
Maret 2022	6



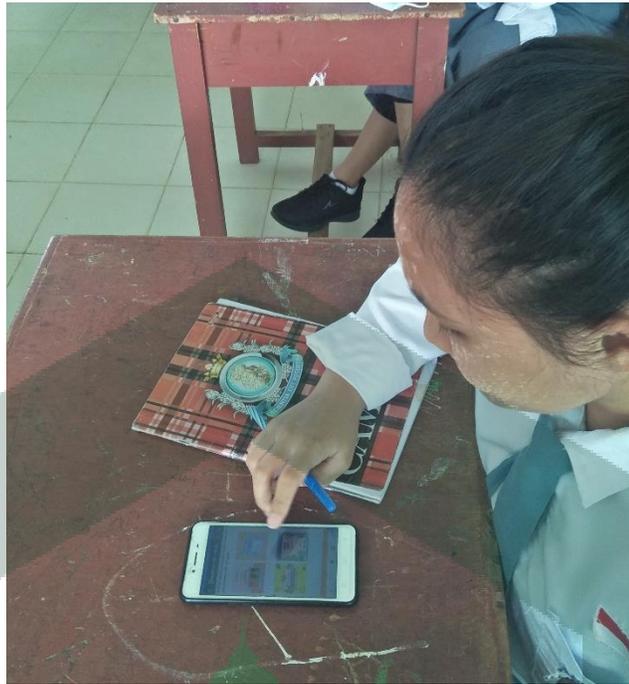
**To see a more complete final product, it can be
accessed via the following link:**

<https://grammar101holic.blogspot.com/>



APPENDIX 10
DOCUMENTATION

TRY OUT IN XII IPA 1

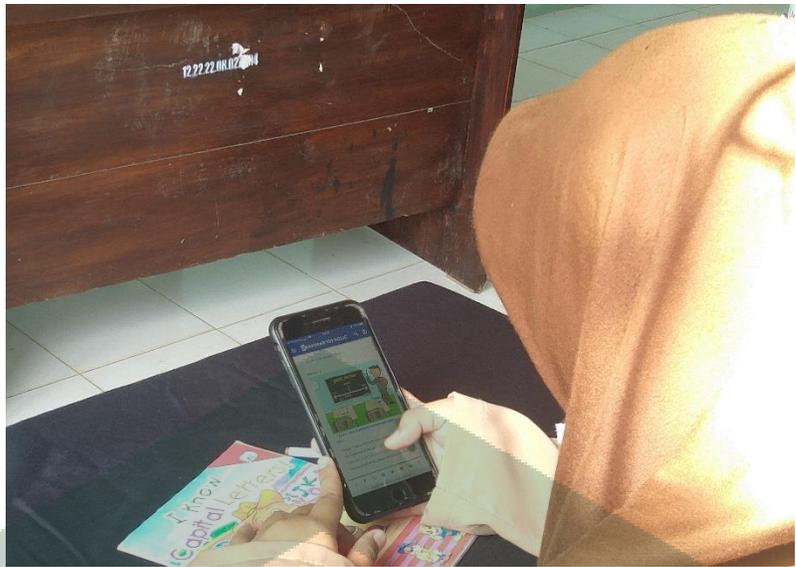


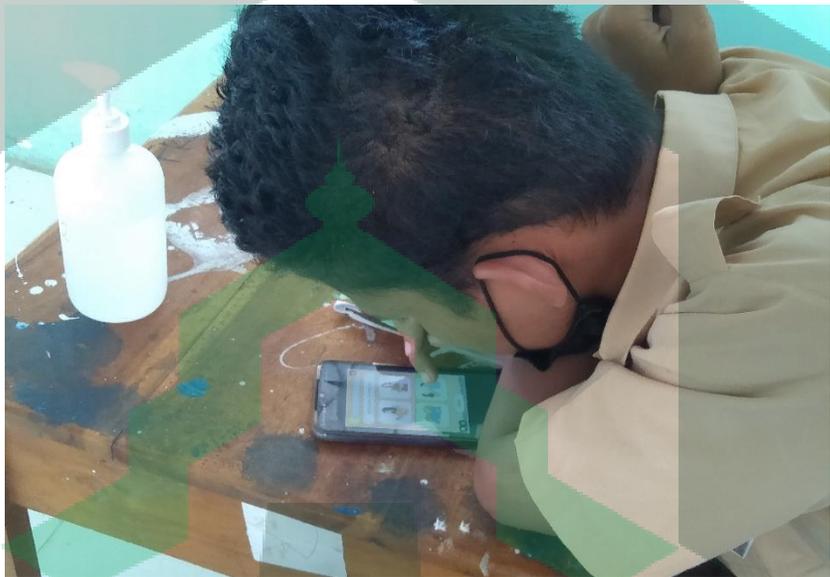
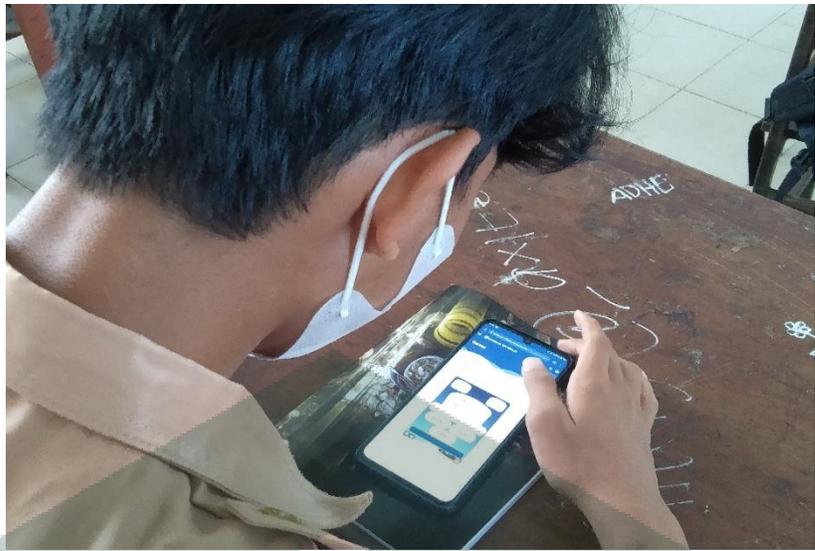


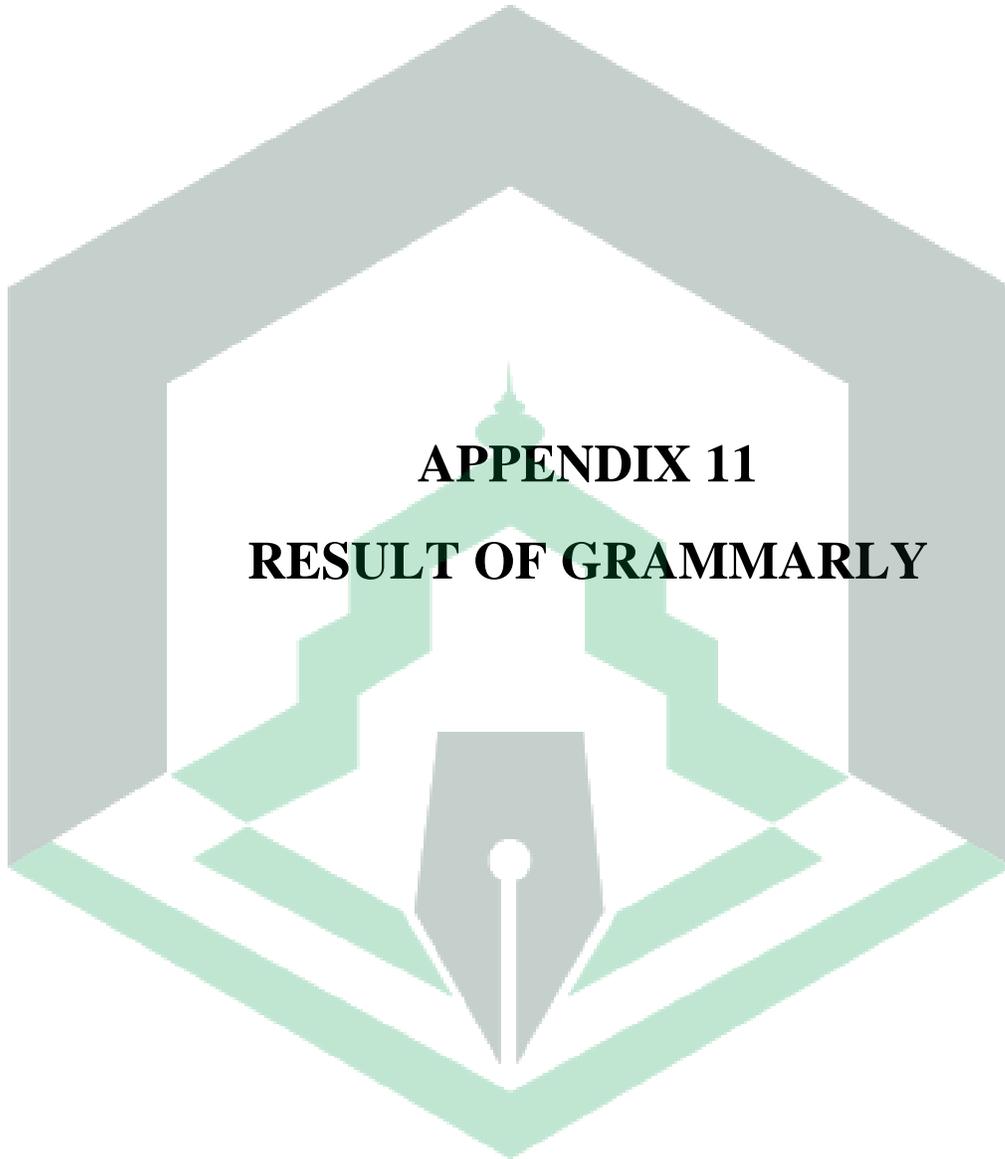


TRY OUT IN XII IPA 1









APPENDIX 11
RESULT OF GRAMMARLY

APPENDIX 12

SURAT KETERANGAN TELAH MENELITI





PEMERINTAH PROVINSI SULAWESI SELATAN
DINAS PENDIDIKAN
SMA NEGERI 4 PALOPO

Jalan Bakau Balandi No. Telp (0471) 21475 Email: sman04plp@gmail.com

SURAT KETERANGAN PENELITIAN

Nomor : 421.3/ 617 -UPT-SMA.04/PLP/DISDIK

Yang bertanda tangan di bawah ini, **Kepala SMA Negeri 4 Palopo**, menerangkan bahwa :

Nama	: Qubra
NIM	: 17 0202 0225
Tempat / Tgl. Lahir	: Palopo, 14 Agustus 1999
Jenis Kelamin	: Perempuan
Program Studi	: Pendidikan Bahasa Inggris
Alamat	: Jl. A. Bintang Kota Palopo

Yang bersangkutan telah mengadakan penelitian di **SMA Negeri 4 Palopo**, terhitung mulai tanggal 23 Desember 2021 s/d 23 Maret 2022, guna melengkapi Skripsi yang berjudul :

"DEVELOPING BASIC ENGLISH GRAMMAR MATERIAL THROUGH BLOG LEARNING FOR THE TWELFTH GRADE AT SMAN 4 PALOPO".

Demikian Surat Keterangan Penelitian ini di buat, diberikan kepada yang bersangkutan untuk digunakan sebagaimana mestinya.

Palopo, 13 April 2020



Drs. H. Estman, M.Pd
Kepala Sekolah Pembina Utama Muda
NIP. 19641231 198903 1 242



APPENDIX 13
SURAT KETERANGAN PLAGIASI



INSTITUT AGAMA ISLAM NEGERI PALOPO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS

Jl. Agatis, Balandai, Kota Palopo, Sulawesi Selatan 91914. Telp. 0471-22076
Website: pbi.iainpalopo.ac.id. E-mail: pbi@iainpalopo.ac.id.

SURAT KETERANGAN

No.1246/In.19/FTIK/PBI/PP.00.9/04/2022

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

Nama : Qubra
NIM : 17 0202 0225
Semester : VIII (delapan)
Program Studi : Pendidikan Bahasa Inggris
Keperluan : Seminar Hasil/Munaqasyah

Dan hasil pemeriksaan menemukan bahwa proposal/skripsi yang diperiksa memiliki tingkat *similarity* 15 %. Sebagaimana lembar hasil uji terlampir.

Demikian Surat Keterangan ini dibuat untuk dipergunakan seperlunya.

Palopo, 27 April 2022

Admin Turnitin PBI,

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

Mengetahui,
Ketua Prodi,



Amalia Yahya, S.E., M.Hum.
NIP 197710132005012006