

**DESIGNING ENGLISH HANDBOOK
FOR SEVENTH GRADE STUDENTS
AT SMPN 4 PALOPO**

A Thesis

*Presented as Partial Fulfilment for the Attainment of S.Pd Degree
in English Educational Study Program and Teacher Training Faculty
State Islamic Institute of Palopo*



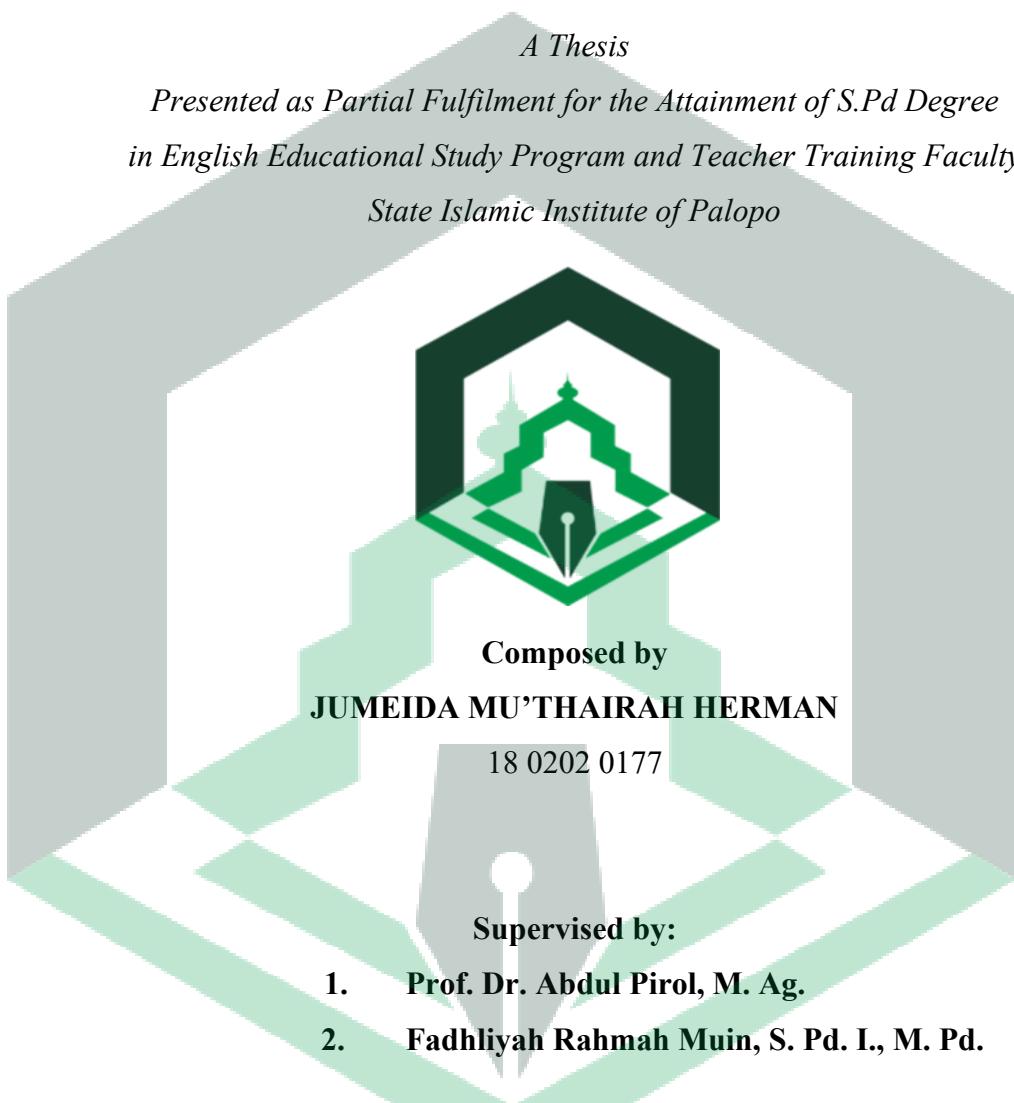
**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC INSTITUTE OF PALOPO**

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STATE ISLAMIC INSTITUTE OF PALOPO**

2023



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CONSULTANT APPROVAL

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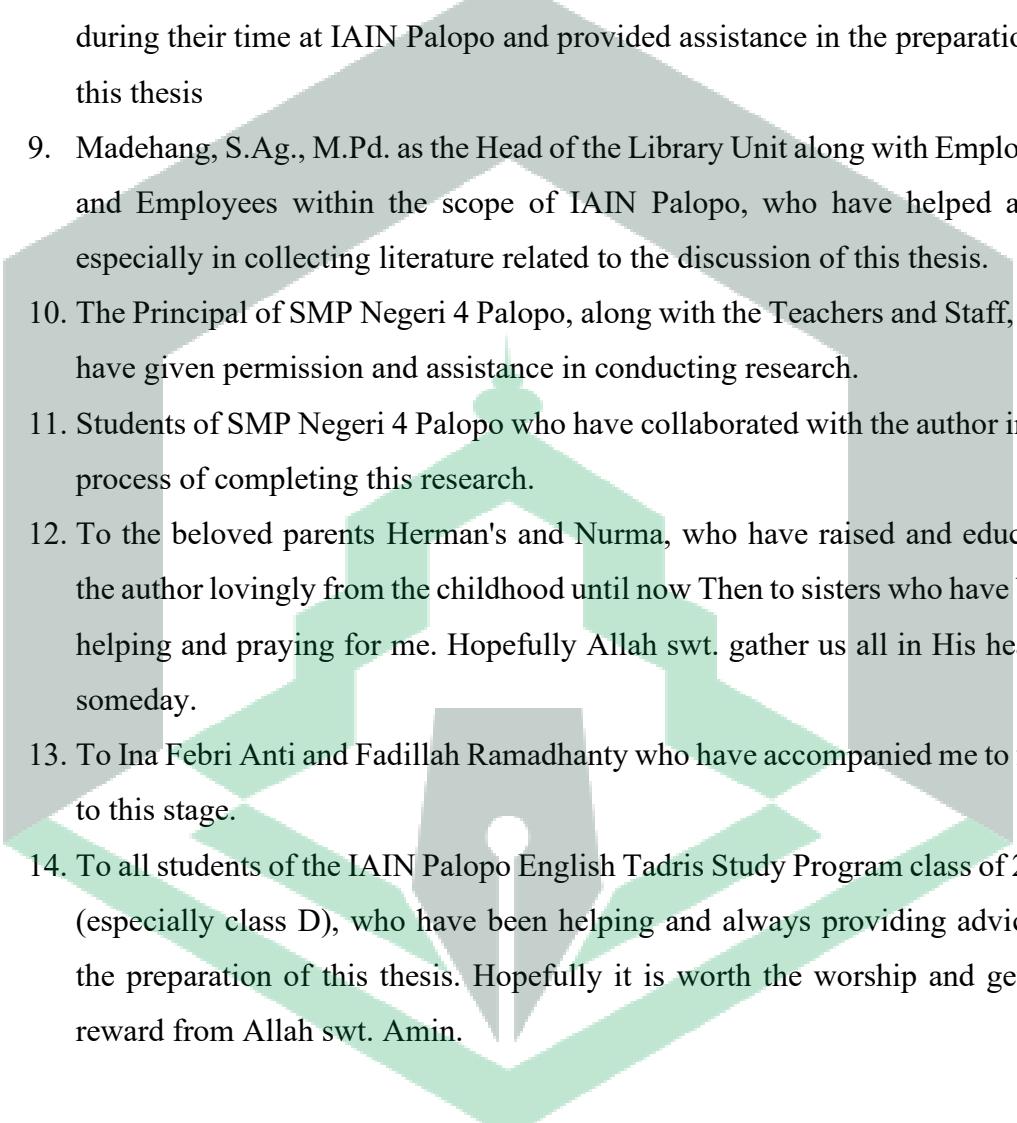
بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

الْحَمْدُ لِلَّهِ رَبِّ الْعَالَمِينَ، وَالصَّلَاةُ وَالسَّلَامُ عَلَى أَشْرَفِ الْأَنْبِيَاءِ وَالْمُرْسَلِينَ سَيِّدِنَا مُحَمَّدٍ وَعَلَى إِلَيْهِ وَآصْحَابِهِ أَجْعَمِينَ. (أَمَّا بَعْدُ)

All Praise and gratitude the researcher goes to the almighty God Allah swt.

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The researcher hopes that this thesis can be useful for all parties for further consideration and correction. The researcher apologizes if in the preparation of this thesis there are errors or mistakes both in language and writing. The researcher also accepts criticism and suggestions from readers that would be useful for us later.

Palopo, 14 February 2023

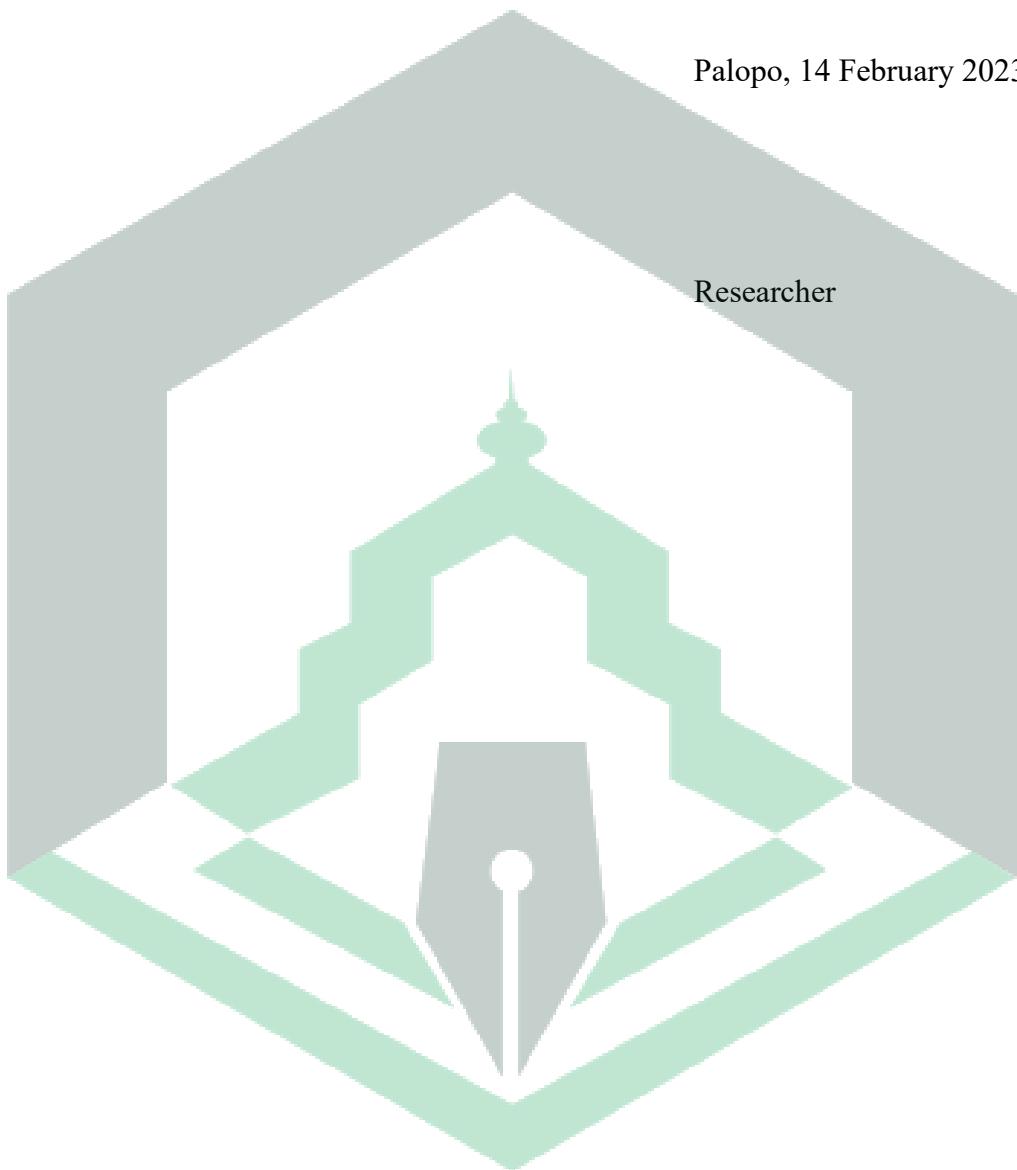
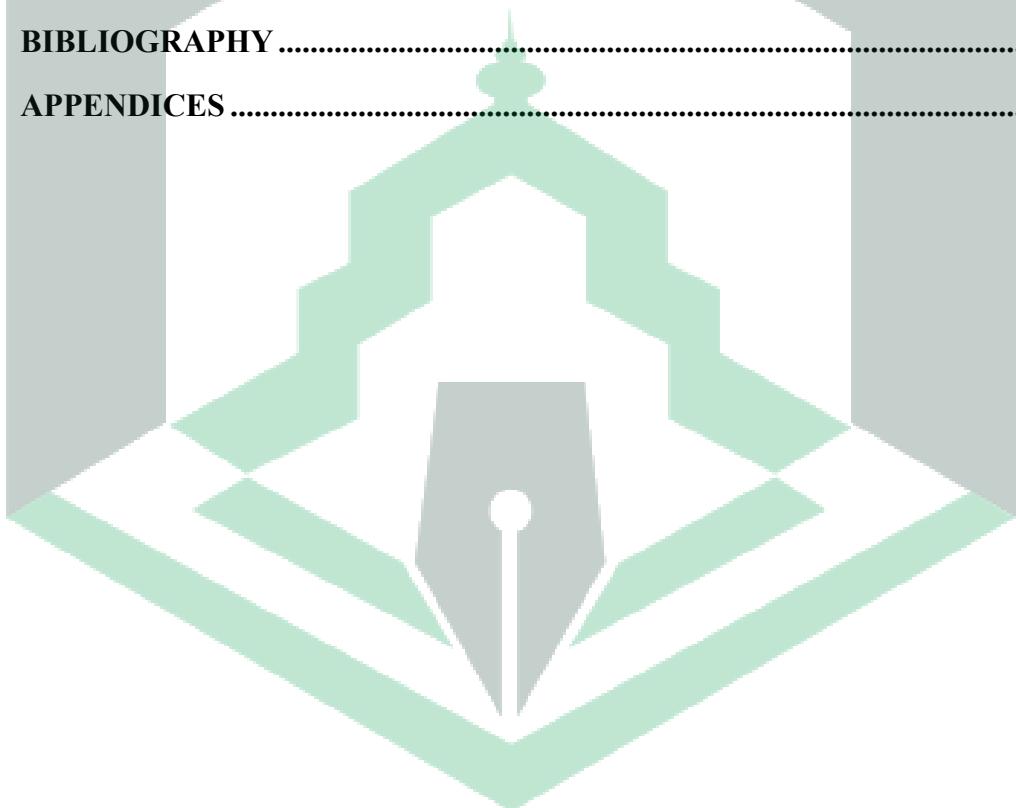


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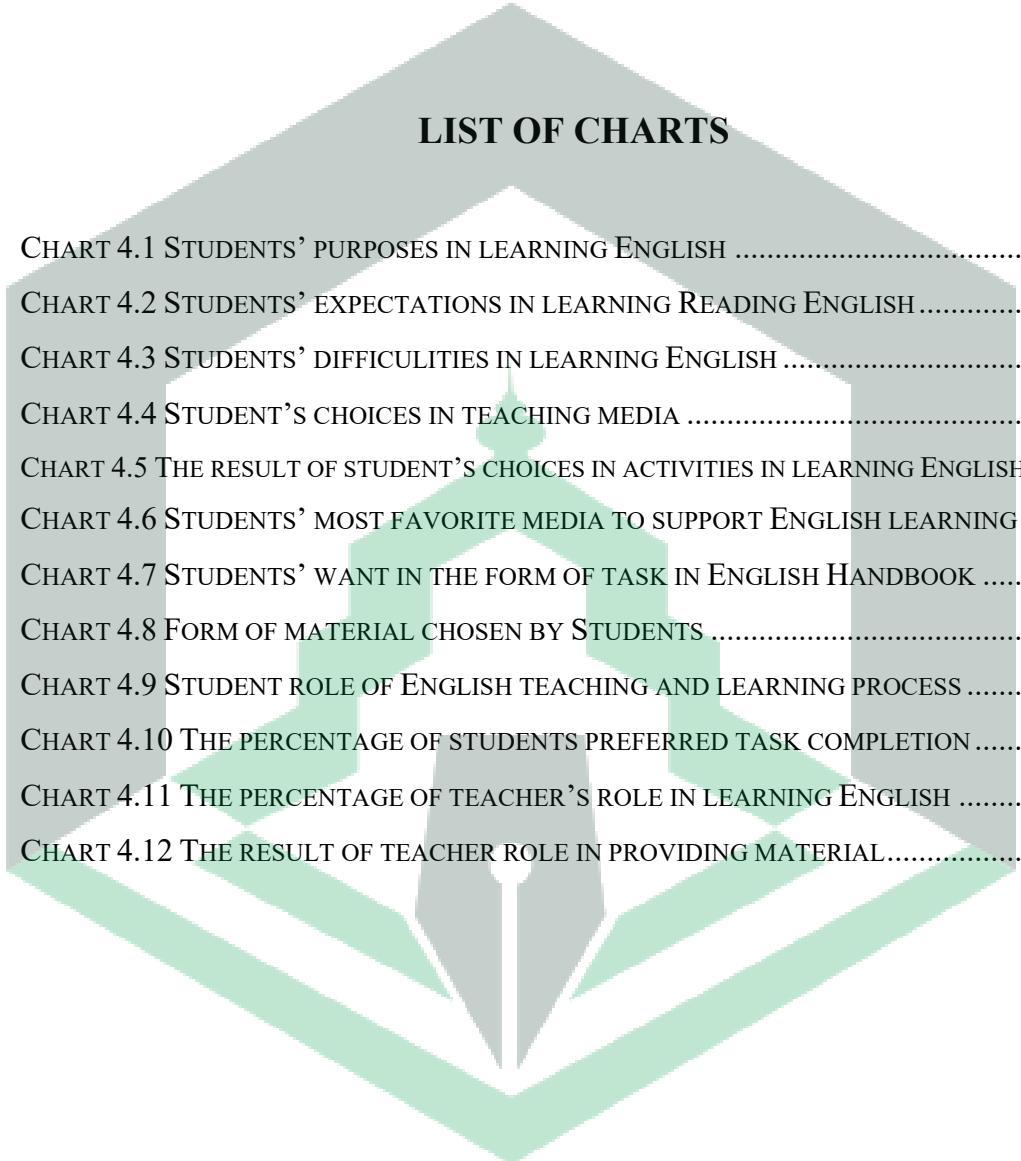


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ABSTRACT

Jumeida Mu'thairah Herman, 2023, "Designing English Handbook for Seventh Grade Students at SMPN 4 Palopo". A thesis from the State Islamic Institute of Palopo's teacher training faculty and Tarbiyah's study program in English language education. The first consultant is Abdul Pirol and the second consultant is Fadhliah Rahmah Muin.

The research focused on designing an appropriate handbook for the seventh grade students at SMPN 4 Palopo. The researcher answered two questions (1) How to design a suitable English Handbook and student perception questionnaire for SMPN 4 Palopo's seventh graders? (2) How do the students at SMPN 4 Palopo perception about using the English Handbook? Using ADDIE (Analysis, Design, Development, Implementation, and Evaluation) models, research and development was the methodology employed in this study. To analyze needs, this study used a questionnaire and an interview to validate the product through expert validation and to measure the student perception. The English Handbook was developed and referred to students' needs analysis results at SMPN 4. The English Handbook comprises six chapters with material based on the "English for Nusantara" book and numerous exercises that have been modified from Task-Based Language Learning (TBLT). The outcome of the student's perception increased to 3,56 and 89% of the percentage was deemed "Good." The English Handbook can be utilized to learn English.

Keyword: Research and Development, Designing, English Handbook



CHAPTER I

INTRODUCTION

A. Background

Learning in schools is now replaced with regular learning, which was previously carried out online and face-to-face is limited. Therefore teachers as educators must evaluate and design new learning strategies. So that teachers have guidance and preparation for face-to-face learning. Then it is necessary to prepare to teach, such as; first determining the appropriate learning method. Students and teachers now have new learning habits due to taking too long to do online learning, so during face-to-face learning activities, these habits must be changed because face-to-face and online learning have different learning methods. Second, make study preparations. One of the shortcomings of online learning is the existence of learning loss which causes complaints from students, parents, and even teachers who feel that online learning is ineffective. Therefore face-to-face learning teachers need to learn new rules, creating practical learning modules, semester programs, learning methods, and learning resources. Third, designing learning media. In making media, teachers must consider the character of students, student needs, and the material to be given so that the media is helpful to facilitate the learning process. Moreover, the last is creating a pleasant learning atmosphere. Teaching at face-to-face meetings should focus on more than just delivering material and assigning tasks. However, teachers must create a pleasant learning atmosphere so students enjoy the learning process.

In addition, the implementation of learning has the main principle, namely that student activities and results occur as an effective and efficient improvement. So the current condition of teachers is required professionals to realize it and implement the principles. Because in supporting the learning process after the pandemic, teachers must be able to adapt and change to innovate to prepare tools,

media, and learning teaching materials that are concise and simple to support student learning activities.¹

In Alfitriani Siregar, Ruhimat claims that teaching materials are the curriculum's content presented as a study or subject with a topic and specifics. According to Pannen and Purwanto, teaching materials are organized systematically by educators and students during the learning process. A bundle of resources organized systematically to enable individual learning and created following the relevant curriculum can also be referred to as teaching materials.² According to Andi Prastowo, the material is divided into four groups, namely printed, audio, audio-visual, and interactive teaching materials.³ The primary requirements in designing and preparing teaching materials are based on four analyses: curriculum analysis, learning resources, student characteristics, and determination of teaching materials. In addition, the determination of teaching materials also has three main principles: relevance, consistency, and adequacy. To support the learning process in schools, one of the teaching materials that can be used is a Handbook.

The handbook is a type of reference work intended to provide ready-made references. The Oxford English Dictionary defines a handbook as a book that provides information such as facts about a particular subject, guidance in art or work, instructions for operating machinery, or information for tourists.⁴ Other opinions by Qalyubi state that a handbook is a publication that contains information about a particular field and is presented in a concise and practical form.⁵ The handbook would be developed by the researcher entitled "English Handbook" in

¹Dinn Wahyudin and Rudi Susilana. "Inovasi Pendidikan dan Pembelajaran", Bukudikdas, Maret 19, 2018, <http://www.bukudikdas.com/2018/03/modul-inovasi-pendidikan-dan.html>.

²Alfitriani Siregar, "Pengembangan Materi Ajar Bahasa Inggris", Academia.edu, 2018, https://www.academia.edu/41989940/Pengembangan_Materi_Ajar_Bahasa_Inggris

³Andi, Prastowo, Pengembangan Bahan Ajar Tematik, (Jakarta: Prenada Media Group, 2016)

⁴Wikipedia, "Buku Pegangan", Wikipedia, 2021. https://id.wikipedia.org/wiki/Buku_pegangan.

⁵Qalyubi, Syihabuddin, "Dasar-dasar Ilmu Perpustakaan Dan Informasi", Perpustakaan uin antasari, 2007, http://perpustakaan.uin-antasari.ac.id/ucs/index.php?p=show_detail&id=27826

the creation of the handbook researcher use the ADDIE model and designed the handbook with canva application, which is a site and application that provides tools to create graphic design and online publications. This application is easy to use and accessed through a mobile phone or laptop.

This study aims to make supporting teaching media for learning English in seventh grade junior high school and to find out student perception towards the handbook for learning English. The school to be examined is SMPN 4 Palopo. Based on the observations, there are problems with students in English learning. First, the need for more interest of students in the learning process. Interest plays a crucial role in learning because it will only work well if a person is interested in learning something. Nevertheless, if someone is interested in the problem's object, it can result well and make students more actively involved in the learning process. According to Slameto, the interest in learning has a significant influence because if the learning material is not following the student's interest, then they will not learn as well as possible because there is no attraction for them.⁶ Meanwhile, Rohmah argues that interest in learning is a sense of preference and a sense of attachment to something or activity can be obtained through learning. By learning students who initially do not like a particular lesson, because of the increase in knowledge so that over time the interest in learning grows so that they would be more active in studying the lesson.⁷ This is following the opinion of Singgih that interest in learning would arise from something that is known. We can know something by learning. Therefore the more learning, the wider the area of interest in learning.⁸ However, Some students think that English is hard to learn, because students' have minimal knowledge of English. As a result, students are not interest to learn English. Then, students only learn English at school, based on an interview with one of English teachers in the Seventh grade, who stated that most students have no basic English and a lack of interest in English. So that students refrain from repeating the material they learn and only study at school. Therefore, if the teacher

⁶ Slameto, *Belajar dan Faktor yang Mempengaruhinya*, (Jakarta: Rineka Cipta, 2012)

⁷ Noer Rohmah, *Psikologi Pendidikan*, (Yogyakarta: Teras, 2012), hlm. 196

⁸ Singgih D. Gunarsa and Ny. Y Singgih D. Gunarsa, *Psikologi Perawatan*, (Jakarta: Gunung Mulia, 1995)

asks about the material they have learned, they cannot remember it, and it is difficult for students to understand the English material.

Besides that, based on the results of interviews and observations that have been carried out, at SMPN 4, there are no printed books available for students based on the Merdeka curriculum. The teacher said “The procurement of book for the Merdeka Curriculum actually does not exist physically. But we only use the English for Nusantara electronic book and for students we give Mozaik English book 2013 curriculum edition by Yudhistira, it also still combines various kinds of books as a reference”. The material provision only comes from the teacher, which causes students to only learn English at school. Teaching materials are essential for the continuity of learning in schools. According to Kamaruddin, teaching materials are not just a teaching tool for teachers.⁹ However, the essential thing is as a resource for students in learning. Teaching materials are generally in the form of textbooks that should be linked to the applicable curriculum. In other words, teaching materials are beneficial for teachers in turning something complex into simple. The material taught cannot be delivered only by the teacher but needs media and supporting materials to make it easier for students to learn English.

Based on the problem, researchers felt the need to conduct Designing English Handbook for English learning at SMPN 4 Palopo. This handbook is expected to motivate and increase students' interest in learning.

B. Research Question

Based on the problem of the research above, the formulation of the problem statement is as follows : :

1. How to design the appropriate English Handbook and student perception questionnaire for seventh grade students at SMPN 4 Palopo?
2. How do the seventh-grade students at SMPN 4 Palopo perception in using the English Handbook?

⁹Kammaruddin, *Beberapa pertimbangan penilaian bahan ajar bahasa dan sastra Indonesia*, (Ujung Pandang, 1999).

C. The Objective of the Research

The research objectives of this research are:

1. Design the appropriate English Handbook and student perception questionnaire for the seventh grade students at SMPN 4 Palopo.
2. To find out how the seventh-grade students at SMPN 4 Palopo perception in using the English Handbook.

D. The Significance of the Research

The results of this study are expected to provide the following benefits:

1. Theoretically

The result is expected to be useful for all teachers of English learners and as a reference for English education students in researching and designing further learning resources.

2. Practically

a. For IAIN Palopo

The results of this study can add references in the library to improve English learning innovation

b. For Students

The results of this study are expected to be a source of student learning so that they are more interested and develop student learning flexibility in the teaching and learning process

c. For English Teachers

The results of this study are expected to provide innovation for teachers in implementing effective, efficient, and engaging English learning.

d. For Researcher

Provide opportunities for researchers to apply the knowledge gained during lectures and contribute to the development of the field of education, especially in designing English Handbooks as learning resources for seventh grade students at Junior High School.

E. Product Specification

In this developmental research, the researcher hoped that the English Handbook for learning English would be suitable for use and improves students' understanding. The product specifications that would be developed in this research are:

1. The English Handbook is developed according to the English subject.
2. The English Handbook is designed to support learning English resources
3. The English Handbook can be used in the online and printed media with A4-sized paper
4. The English Handbook is more interesting, with materials that are easy to understand and equipped with problems by the school curriculum.
5. The English Handbook contains images, audio, and videos encouraging students to learn independently.

F. Assumption and Delimitation of the Study

The assumptions of development in this research are:

1. The student filled out the questionnaire and the need analysis with substantive awareness
2. The developed English Handbook was evaluated objectively by expert judgment

Due to the limited time and cost, the researcher had several delimitations there are:

1. The material is only limited to the first semester for seventh grade students.
2. The developed English Handbook adopted a task-based language approach in designing tasks.
3. The research uses the ADDIE model

CHAPTER II

REVIEW OF RELATED LITERATURE

A.Previous Research Findings

The researcher finds some relevant studies related to this research. First is the research results of Widyaningrum and Setiawan (2018), *Handbook Development to Create Expressive Drawings for Grade 2 Students in an Islamic Primary School Ambarawa Semarang*.¹⁰ The conclusion is that to solve the problem, the researcher developed a guidebook for making explicit images. The results of this research preparation of the guidebook designed using CorelDraw X5 and Ms. Word 2010 on the book contents, with A4 size and in the form of a portrait. The results of assessing the feasibility of the media manual for making graphic images and content assessments were stated to be very precise. The conclusion is that using manuals to create expressive images is appropriate and effective. The similarity in this research is developing a Handbook. However, the Handbook was developed to create expressive drawings using CorelDraw X5 and Ms. Word 2010 for grade 2 Islamic Primary School. While the Handbook conducted by the researcher was developed using Canva Application with A5 size for students learning English in seventh grade students at Junior High School. Then in making the Handbook, the authors used the Borg and Gall development method, while the researcher used the ADDIE development method.

¹⁰Kurnia Widyaningrum and Deni Setiawan, "Handbook Development to Create Expressive Drawings for Grade 2 Students' in an Islamic Primary School Ambarawa Semarang", *Journal unnes* , 2018, <https://journal.unnes.ac.id/nju/index.php/est/article/download/1684/870>, Agustus 2022.

Second, research Results of A. Pratama, Nitiasih, dan Suarnajaya (2019).¹¹

The title of this research is *Designing English Correspondence Handbook for Administrative Staff At Ganesha Education University*. The purpose of this study is to create an English Handbook Correspondence for Ganesha Education University staff and to assess the quality of the Handbook that is being created. This research revealed the need to design and develop an English Correspondence Handbook for the Ganesha University of Education staff. The Handbook contains material such as (1) Basic letter writing, (2) the concept of paper-based and electronic letters, (3) academic activity correspondence, and (4) inter-institutional correspondence. According to expert opinion, this manual is appropriate for academic staff at Ganesha University of Education. Correspondence is important in this study for academic staff. As a result, an institution must offer correspondence training to officers and pre-training personnel. The similarity in this research is developing a Handbook. However, the author made a handbook containing guidelines for correspondence for university staff. In contrast, the research conducted by the researcher made Handbook containing material, tasks, audio, and video for students learning English, especially seventh grade students.

The last *Designing Speaking Handbook for Students in the Eleventh-Grade of SMAN 2 Palopo* by Batari (2021).¹² The purpose of this study is to create the ideal Speaking Handbook for SMAN 2 Palopo students in the eleventh grade. This research method was Research and Development (R&D) with TBLT. The design used a 4D Model that is defined, designed, develop, and disseminated by using observation, interview, and questionnaires as the research instrument. The similarities between this research are that the Speaking Handbook was designed for the eleventh grade of high school to help students with speaking skills. Later in his approach, the author also used a 4D Model. The speaking Handbook has seven

¹¹P.G.A Pratama. P.K Nitiasih. I.W Suarnajaya, “Designing English Correspondence Handbook for Administrative Staff At Universitas Pendidikan Ganesha”, researchgate.net, November, 2019, https://www.researchgate.net/publication/344420785_, Agustus 2022

¹² Batari AS, “Designing Speaking Handbook for Students in the Eleventh-Grade of SMAN 2 Palopo”, 2021, http://repository.iainpalopo.ac.id/view/creators/BATARI_AS=3ABATARI=3A=3A.default.html, Agustus 2022.

chapters that match the student's material. However, in this study, the Handbook was designed to accompany English learning in the seventh grade class. The researcher also used the ADDIE model in the design handbook in the form of Analysis, Design, Development, Implementation, and Evaluation. The content of the English Handbook by the researcher consists of 5 chapters; 1) Basic Grammar, 2)Your Basic, 3)Hello Good Morning!, 4) It is Me! , 5) My hobby is in the form of materials following the curriculum and materials taught by school teachers.

B. Literature Review

1. English Handbook

The handbook is part of teaching materials useful for adding or completing existing books. In this case, researchers would design a handbook to assist teachers in conveying information to students in the learning process. Therefore, this handbook is equipped with materials, questions, and videos that can be accessed by students as a complement and strengthen students' understanding of the English language material that has been taught.

Abdul Hakim Sudarnoto, mentioned in Purwanto, asserts that the handbook is a compilation of many forms of information packed firmly and prepared for use, particularly in a discipline like A Handbook of Physics. Additional exercises can be found in the handbook to help students learn any subject better. Students can work on their arithmetic, statistics, English, and other subject expertise. It is possible to learn independently through the use of handbooks or manuals, which are well-known in distant learning (self-taught). Kurita, Zulkardi, and Siraj (2013), Handbook is a book written work made by someone that teachers can use to teach learning materials while its use to help students learn through the material contained in it and problems to measure the ability of students to understand the material in the Handbook. The Handbook consists of two types: 1)General Handbook containing general information and knowledge and is not intended for specific diamonds or fields, for example, Indonesia Handbook by the Department of Information created in 1970. 2) Special Handbook that contains knowledge and

information made specifically for specific fields, such as Handbook of Oncology Nursing by Bonny Libbey Jhonson & Jody Gross in 1985.

a. Benefits and Purposes of the Handbook

The purpose of the Handbook is to provide additional teaching materials in learning materials that still need to be added to the main book source. Handbooks are also useful as information guides or aspects of a problem or subject. Then as a reference for information and an essential identification of a problem.

b. Criteria of a Handbook

The Handbook is a reference work, manual, informational resource for work, a travel itinerary, or a compilation of quotations, as was previously said. Sujono Trimo's Handbook fulfills the following criteria: (1) An assortment of knowledge from several sources on one or more connected topics, (2) Usually addressing the what, how, why, and when, (3) Advice, direction, and information, A summary of a certain topic or topic about knowledge or science that serves as director for its practical application, (4) is usually grouped based on classification, (5) and (6) Knowledge or training in practice.

c. Components of Handbook

(1) Cover, the book or learning materials cover should be beautifully made, for instance, by having illustrations that correspond to the book's contents and by using the name of the lesson or title. (2) Each numbered page in the front of the textbook using ordinal numerals, the load title page, the main title page, the page table of contents (sometimes there was no table of contents), (3) The handbooks' substance, which includes the lesson material to be taught to the students, is mostly made up of title chapters and subtitles. On the following page, each new component and chapter are introduced. (4) On the back page of the manual.

d. Content of Handbook

According to Sujono Trimo, handbook have 4 contents, there are:¹³

- 1) Gather information in one or more interconnected subjects
- 2) It contains instructions, guidance, science, and information
- 3) The subject matter in the handbook is about science that is used for instructions or tools to support learning
- 4) Generally, the handbook is arranged and classified.

2. Material Designing of English Handbook

a. Curriculum

The Greek words curir (runner) and curare are the origins of the word curriculum (place to race). The distance that runners must cover from beginning to end to win is hence the curriculum. When the term is used in the context of education, distance is understood to refer to a subject or course that students must complete to receive grades and outcomes in the form of diplomas.¹⁴

S. Nasution claims that a curriculum is a strategy created to begin the teaching and learning process under the direction and control of the school.¹⁵ A curriculum, in a broader sense, is a collection of principles intended to influence the learner's subject matter in both the cognitive and affective psychomotor domains. By acquiring a set of values, the subject's thinking and behavior will be developed following the direction and goals already established, namely the curriculum.¹⁶ A curriculum is a collection of plans and arrangements that serve as instructions for implementing learning activities to meet certain educational objectives.¹⁷

1) The 2013 Curriculum

¹³Sujono Trimo, *Reference work and Bibliography*, (Yogyakarta: Graha Ilmu, 1997)

¹⁴ Hasan Langgulung, *Manusia dan Pendidikan suatu Analisa Psikologi Pendidikan*, (Jakarta: Pustaka Al-Husna, 1986)

¹⁵ Nasution S, *Kurikulum dan Pengajaran*, 1 edition (Jakarta: Rineka Cipta, 1999)

¹⁶ Syamsul Bahri, “Pengembangan Kurikulum Dasar dan Tujuannya”, *Jurnal Ilmiah Islam Futura* Vol 11, no 1 (1 Agustus 2011): 19, <https://jurnal.araniry.ac.id/index.php/islamfutura/article/view/61/56>, 22 Agustus 2022

¹⁷Permendikbud, “Pedoman Pelaksanaan Kurikulum Pada Satuan Pendidikan Dalam Kondisi Khusus”, *Kementerian Pendidikan Republik Indonesia*, 2020, <https://www.kemdikbud.go.id/main/blog/2020/08/kemendikbud-terbitkan-kurikulum-darurat-pada-satuan-pendidikan-dalam-kondisi-khusus>, 22 Agustus 2022

After independence, Indonesia's education curriculum underwent 11 changes, from 1947 to 2015. As a result of changes in the curriculum of government systems, socio-culture, science and technology, and the economy has undergone changes in society. The curriculum used today is the 2013 curriculum or K13 where in the learning process the teacher only acts as a facilitator so that students can be active in the classroom. The 2013 curriculum aims to prepare Indonesian people to have the ability as a person and citizen who is faithful, productive, creative, innovative, and affective and able to contribute to the life of society, nation, state, and world civilization (Kemendikbud, 2018)¹⁸. Characteristics of 2013 Curriculum :

- a) Develop the balances between social spiritual attitudes, cooperation, creativity, and curiosity with intellectual and psychomotor abilities.
- b) School as part of a community where students will apply what has been obtained in school to the community and utilize the community as a source of learning.
- c) Develop knowledge, skills and attitudes so that Students can be applied in a variety of situations in schools and communities.
- d) Give students free time to develop a wide range of knowledge, skills and attitudes
- e) Core competencies of the class that have been further detailed in the basic competencies of the learning
- f) Core classroom competencies become organizing elements, where all basic competencies and learning processes are developed to achieve the competencies expressed in the core competencies
- g) Basic competencies developed based on accumulative, reinforced and enriched principles between learning and education levels.

2) Merdeka Curriculum

The Merdeka Curriculum is a curriculum with a variety of intracurricular learning, where the content is designed to give students adequate time to explore

¹⁸ Permendikbud, "Petunjuk Umum Pelaksanaan Kurikulum", *Kementerian Pendidikan Republik Indonesia*, 2014.

ideas and develop skills. The term "Merdeka Curriculum" refers to an educational program where students can select any subject they are interested in studying based on their talents and passions, with a learning system focused on a specific project (Project Based Learning). Projects to support the Pancasila learner profile's achievement are included in this curriculum. Where it is developed based on predetermined government-set topics. This project is not connected to any particular subject matter because it has no explicit learning outcome goals.¹⁹

3) The differences between 2013 Curriculum and Merdeka Curriculum.

Tabel 2.1 The differences between 2013 and Merdeka Curriculum

	Kurikulum Merdeka	Kurikulum 2013
Basic Framework	The main foundation design of the independent curriculum is the objectives of the National Education System and National Education Standards and developing a pancasila student profile for students	The main foundation design is the objectives of the National Education System and the National Education Standards.
Intended competence	<ul style="list-style-type: none"> • Learning outcomes compiled per phase • Learning outcomes are expressed in paragraphs that combine knowledge, attitudes, and skills to achieve, strengthen, and improve 	<ul style="list-style-type: none"> • Basic Competencies (KD) in the form of scope and sequence (scape and sequence) are grouped into four Core Competencies (KI), namely: attitudes, spiritual, social attitudes, knowledge, and skills.

¹⁹Permendikbud, "Kurikulum Merdeka", Kementerian Pendidikan Republik Indonesia, 2022.

	<ul style="list-style-type: none"> Junior high school competencies / equivalents consisting of one phase, namely phase D (generally equivalent to class VII, Class VIII, and class IX junior high school) 	<ul style="list-style-type: none"> KD is expressed in the form of point-points and is sorted to achieve an organized KI per year. KD in KI 1 and KI 2 is only found in the subjects of Religious and Ethical Education, as well as Pancasila and Citizenship Education.
Curriculum Structure	<ul style="list-style-type: none"> The curriculum structure is divided into two main learning activities, namely regular or routine learning which is an intracurricular activity and a project to strengthen the pancasila learning profile. Class Hours (JP) are set per year. Education units can manage the allocation of learning time flexibly to achieve the set JP. Education units can use subject-based, thematic, or integrated learning organizing approaches. Informatics subjects are compulsory subjects. 	<ul style="list-style-type: none"> Lesson Hours are set per week. The education unit manages the allocation of learning time regularly every week in each semester, so that in each semester students will get a score of learning outcomes in each subject. The education unit is directed using a subject-based learning organizing approach.

	<ul style="list-style-type: none"> Education units or students can choose at least one of the five subjects of Art and Crafts, such as Fine Arts, Theater Arts, Dance, or Prakarya. 	
Learning	<ul style="list-style-type: none"> Strengthening learning is identified according to the stage of student achievement. Guidance between intracurricular learning (about 70%-80% of class hours) and co-curricular learning through the project of strengthening the profile of Pancasila learners (about 20%-30% of class hours). 	<ul style="list-style-type: none"> The learning approach uses a scientific approach for all subjects. Generally, learning is focused only on intracurricular (face-to-face), for co-curricular is allocated a maximum learning load of 50% outside of face-to-face hours, but it is not required in the form of specially planned activities, this is left to the creativity of the teacher.
Assessment	<ul style="list-style-type: none"> Strengthening the formative assessment and the use of assessment results to design learning according to the stage of student achievement. Strengthening the implementation of authentic assessments, especially in the 	<ul style="list-style-type: none"> Formative and summative assessments by educators serve to monitor learning progress, monitor learning outcomes, and detect the need for continuous improvement in student learning outcomes.

	<p>project of strengthening the profile of Pancasila students.</p> <ul style="list-style-type: none"> • There is no separation between judgment, attitude, knowledge, and skills 	<ul style="list-style-type: none"> • Strengthen the implementation of authentic assessments in each subject. • Assessment is divided into an assessment of attitudes, knowledge, and skills.
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b. Syllabus

According to BSNP, The syllabus is a subject-specific learning plan that contains time allotment, competency requirements, subject substance, fundamental competencies, accomplishment indicators, learning activities, assessments, and resources.²⁰

A syllabus is the creation of a curriculum that details the subjects, explanations of the materials that students must study, and standards of competency and fundamental competencies that must be attained. The plan and implementation of learning to measure student outcomes would include a description of how the syllabus was implemented. So the role of educators is to review and consider the results of learning evaluation using reflection or evaluation of learning outcomes.²¹

From some of the definitions above, the syllabus is a plan or learning framework where teachers and students can find materials and teaching methods per the objectives, structures, and methodologies set.

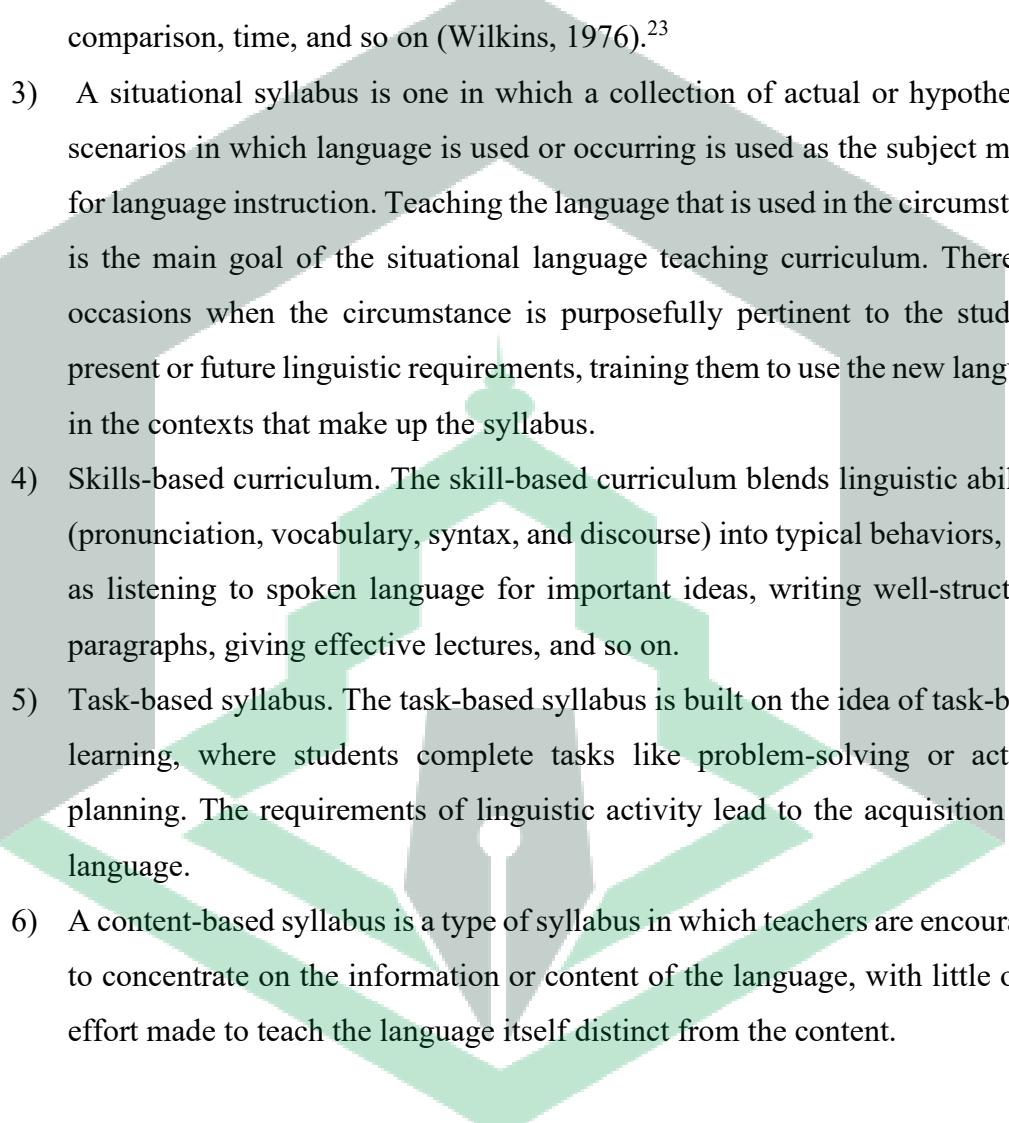
According to Krahne in Bambang Irfani, there are six types of language teaching syllabi, namely²²:

- 1) Structural/grammatical is a product-oriented syllabus based on a grammatical structure assessed according to complexity.

²⁰BNSP, “Panduan Penyusunan Kurikulum Tingkat Satuan Pendidikan Jenjang Pendidikan Dasar dan Menengah”, Juni 2006, BSNP Indonesia, 25 Agustus 2022.

²¹H. Syaiful Sagala, “Silabus Sebagai Landasan Pelaksanaan dan Pengembangan Pembelajaran Bagi Guru yang Profesional”, Vol. 5 No.1 Juni 2008, Jurnal Tabularasa, 26 Agustus 2022

²²Bambang. Irfani, “Syllabus Design For English Course”, *English Education: Jurnal Tadris Bahasa Inggris* volume 6, No.1 (2017): 23-27, <https://doi.org/10.2442/ee-jtbi.v6i1.517>

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- 2) A notional-functional syllabus is a method of content structure that is based on the thoughts or ideas that the learner intended to represent through the target language and the function of the action that the learner is supposed to achieve. Informing, agreeing, apologizing, requesting, promising, and other actions are examples of functions. Understanding examples include size, age, color, comparison, time, and so on (Wilkins, 1976).²³
 - 3) A situational syllabus is one in which a collection of actual or hypothetical scenarios in which language is used or occurring is used as the subject matter for language instruction. Teaching the language that is used in the circumstance is the main goal of the situational language teaching curriculum. There are occasions when the circumstance is purposefully pertinent to the student's present or future linguistic requirements, training them to use the new language in the contexts that make up the syllabus.
 - 4) Skills-based curriculum. The skill-based curriculum blends linguistic abilities (pronunciation, vocabulary, syntax, and discourse) into typical behaviors, such as listening to spoken language for important ideas, writing well-structured paragraphs, giving effective lectures, and so on.
 - 5) Task-based syllabus. The task-based syllabus is built on the idea of task-based learning, where students complete tasks like problem-solving or activity planning. The requirements of linguistic activity lead to the acquisition of a language.
 - 6) A content-based syllabus is a type of syllabus in which teachers are encouraged to concentrate on the information or content of the language, with little or no effort made to teach the language itself distinct from the content.

c. Material Designing

²³Wilkins. D, “Notional Syllabuses”, *Oxford: Oxford University Press*, 1978,
https://www.academia.edu/25089256/Notional_Syllabuses_by_David_Arthur_Wilkins

Richards Jack C states that the teaching materials are the basis of the language information students receive and the language practice that occurs in class.²⁴ Materials can improve language knowledge and experience. It can be textbooks, videos, tapes, dictionaries, modules, photos, journals, and student discussions. According to the above definition, the materials used should be designed to facilitate the teaching and learning process.²⁵ It can be concluded that language learning materials contain sources of language information and language practices that can improve students' language knowledge and experience. In developing teaching materials, various steps Ali Mudlofir must pass²⁶:

First, identify competency standards and basic competencies. Teachers carry out this step to recognize aspects of competency standards and basic competencies that students will master and learn. This aspect is needed because it requires different types of material. The teacher should know that the basic competencies have been formulated based on analyzing the needs associated with the student's abilities. From this analysis process, graduate competency standards are created in the curriculum. With the identification process, the teacher knows whether there is a logical link or connection between the subject's competence and the graduates' competency standards. This process will also help teachers recognize the realm of learning from each competency formulation. Suppose competence is defined as the ability to include aspects of knowledge, skills, and attitudes that are reflected in thinking and acting activities. In that case, the teacher must find aspects like graduate competency standards and basic competencies.²⁷

Second, learning analysis to achieve basic competencies. Learning analysis aims to recognize the abilities that students master to achieve basic competencies or learning objectives. This analysis is also called instructional analysis, which is

²⁴Richards Jack C, *Curriculum Development in Language Teaching*, (Cambridge University Press, 2001).

²⁵Tomlinson. Brian, *Material Development in Language Teaching*, (Cambridge University Press, 1998).

²⁶Ali Mudlofir, *Aplikasi Pengembangan Kurikulum Tingkat Satuan Pendidikan dan Bahan Ajar dalam Pendidikan Agama Islam*, (Jakarta: Raja Grafindo Persada, 2001), 181

²⁷Ali Mudlofir

an analysis that provides a more specific picture of competencies that are included in part of the basic competencies. From the results of this analysis, it will realize sub-sub-competencies that students must gradually master to achieve basic competencies. Thus, the structure of competencies ranges from general to special.

Third, formulate learning outcomes. The formulation of a specification of a basic competency may have several formulations of learning outcomes that reflect the abilities that students must master. The form of result formulation can refer to the form of formulating unique instructional goals in which there are various indicators as a presupposition of the achievement of learning outcomes.

Fourth, determine and develop learning strategies. Teachers must determine learning strategies that vary according to competencies, learning outcomes to be achieved, and learning materials. The strategy should have an accompaniment impact on the growth of the individual's personality following the demands of competency formation. For this reason, the strategy must follow the real-life context, explicate, and use new knowledge.²⁸

Fifth, develop teaching materials. In determining teaching materials, there are two possibilities that teachers can do: selecting available teaching materials and developing or making materials that will help students achieve learning goals.²⁹

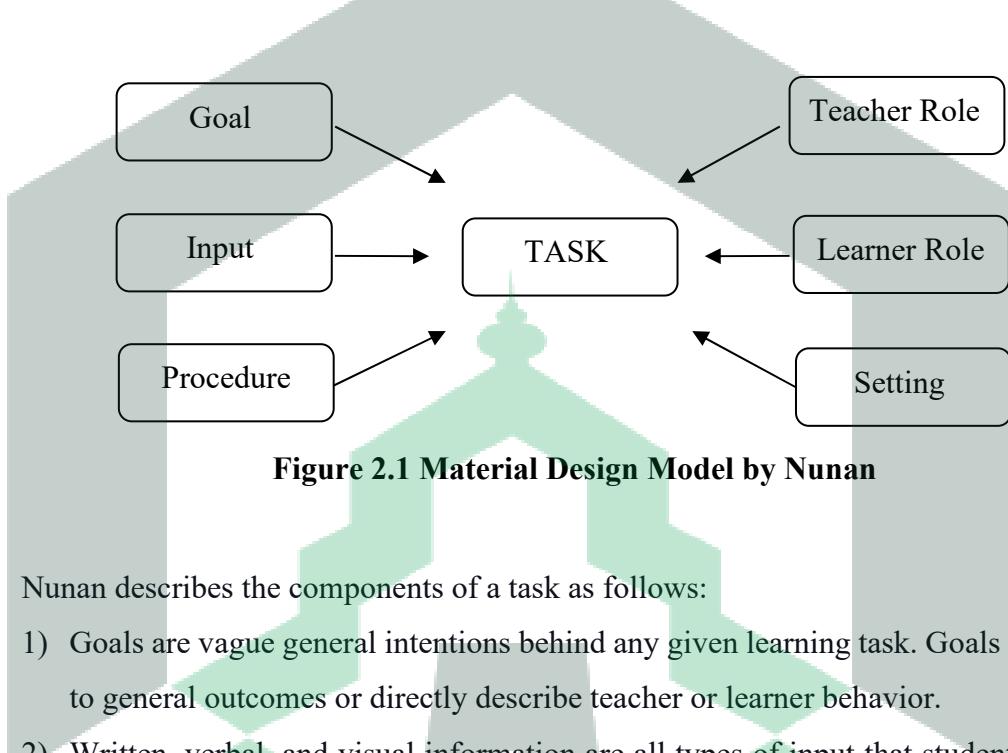
In designing the material, Nunan (1988)³⁰ Materials should be related to the curriculum, authentic in terms of content and task, and designed to encourage interaction, according to some design principles. In addition to encouraging learners to strengthen their learning skills, materials should also allow students to concentrate on formal parts of the language. Finally, resources should also encourage students to use their newly acquired language skills outside of the classroom.

²⁸Ali Mudlofir, *Aplikasi Pengembangan Kurikulum Tingkat Satuan Pendidikan dan Bahan Ajar dalam Pendidikan Agama Islam*, (Jakarta: Raja Grafindo Persada, 2011), 181

²⁹Ali Mudlofir

³⁰David Nunan, *Principles for Designing Language Teaching Materials*, (Guidelines: A Periodical for Classroom Language Teachers. 1988)

Teaching and learning materials are realized in tasks containing skills related to students' needs and interests. According to Nunan, a task is a piece of schoolwork that requires students to manipulate, comprehend, engage with, or produce in the language target, with an emphasis on mobilizing grammar to represent interaction and meaning as opposed to manipulating form.³¹ Nunan proposes the components of the task in a framework below:



Nunan describes the components of a task as follows:

- 1) Goals are vague general intentions behind any given learning task. Goals relate to general outcomes or directly describe teacher or learner behavior.
- 2) Written, verbal, and visual information are all types of input that students use to complete tasks. The learners' inputs might spark their imagination and encourage them to think critically about the material before engaging in activities.
- 3) The processes or activities that students will take in response to the information serve as the foundation for learning assignments. In addition, Pattison in Nunan suggests seven other categories of learning exercises, such as a) questions and answers; b) matching exercises; c) dialogues and role-plays; d) visual and picture stories; e) discussion and decision; and f) puzzles and challenges.

³¹David Nunan, *Task-Based Language Teaching* (New York, Cambridge University Press, 2004)

- 4) The social and interpersonal interactions among the participants, as well as the roles of the teacher and learner who are required to carry out learning activities, are all covered by the student and teacher roles.
- 5) Setting refers to the classroom management recommended and required by the task, and it requires consideration of whether the assignment will be done completely or in part outside of the classroom.³²

d. Task-Based Approach in Material Development

Task-Based Language Teaching (TBLT) is a language teaching approach that makes use of study hall activities. Creating a variety of communicative activities is how Nunan characterizes task-based language education. It aims to involve students in understanding, using, producing, or engaging with the target language by transforming commonplace activities into instructive ones.³³ Along with it, he listed the following as the seven task-based language instruction guiding principles: 1) Scaffolding, or teaching in a way that creates a foundation 2) Task dependency, task development via instructional sequences, and 3) Utilizing previously used language materials again, 4) Active learning options that draw students into the language they are learning 5) Form, function, and meaning integration in the teaching of languages, 6) Encourage students to copy innovative activities they have been given by their teachers. 7) Reflection: Students are given time to consider their learning progress.

Another definition was stated by Richard, who recommended that task-based language education is an educational errand for study hall guidance. It is planned through specific interactional techniques, and explicit language types may be required.³⁴ It can be summarized that task-based language teaching is an approach for the pedagogical task that refers to classroom instruction. It contains

³²David Nunan, *Task-Based Language Teaching* (New York, Cambridge University Press, 2004)

³³David Nunan

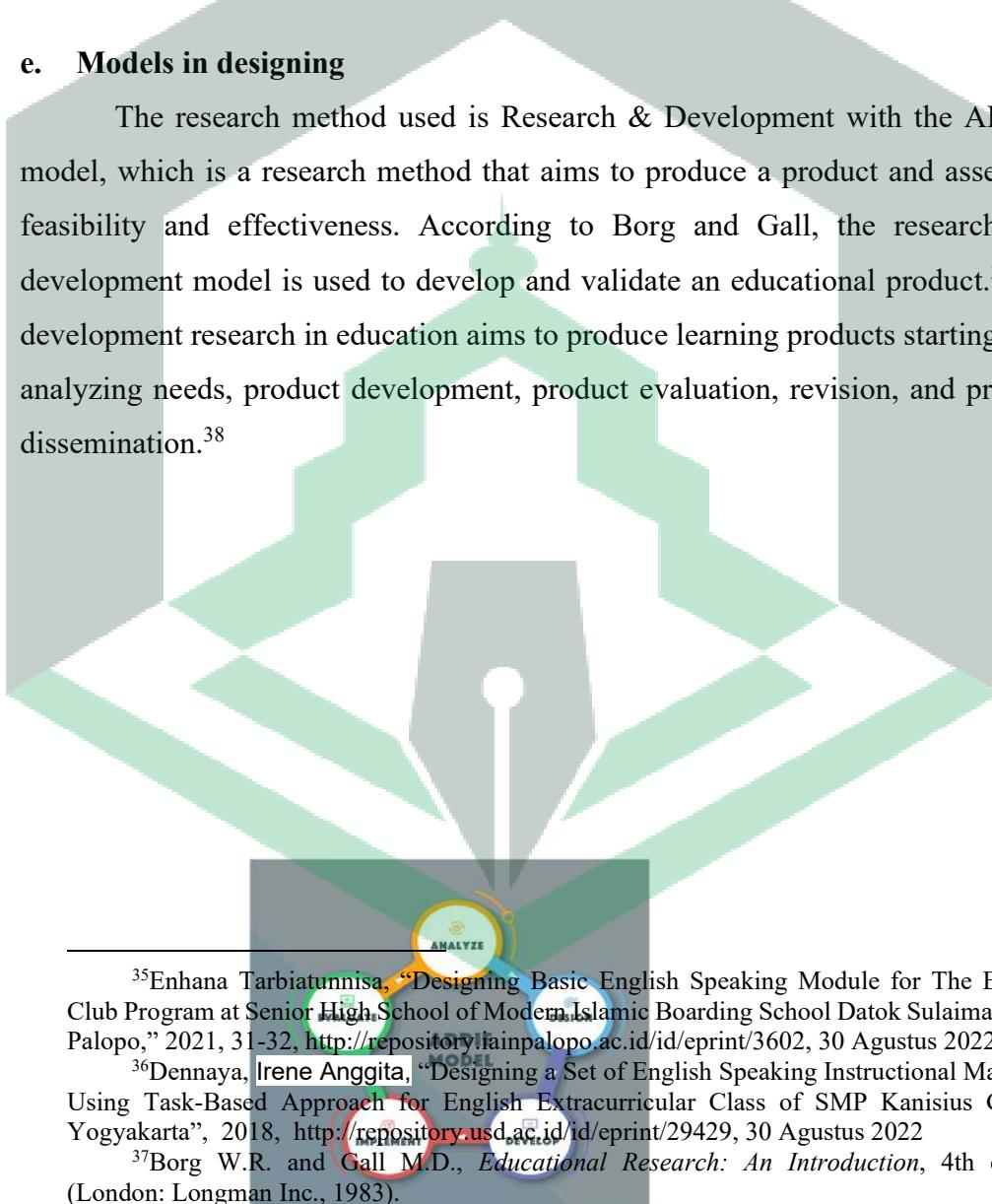
³⁴Jack C. Richards, *Curriculum Approaches in Language Teaching: Forward, Central, and Backward Design*, RELC Journal 44, no 1 (2013): 17, <https://doi.org/10.1177/0033688212473293>.

specific interactional strategies that aim to engage students in achieving goals and results in the target language.³⁵

Several tasks can be applied in task-based language teaching to lead students to the target language. In Dennaya., according to Pattison, the types of tasks that can be applied are: Matching exercises discoursed and pretended, questions and replies, correspondence systems, endlessly picture stories, riddles and issues, and conversation and choices.³⁶

e. Models in designing

The research method used is Research & Development with the ADDIE model, which is a research method that aims to produce a product and assess its feasibility and effectiveness. According to Borg and Gall, the research and development model is used to develop and validate an educational product.³⁷ So, development research in education aims to produce learning products starting with analyzing needs, product development, product evaluation, revision, and product dissemination.³⁸

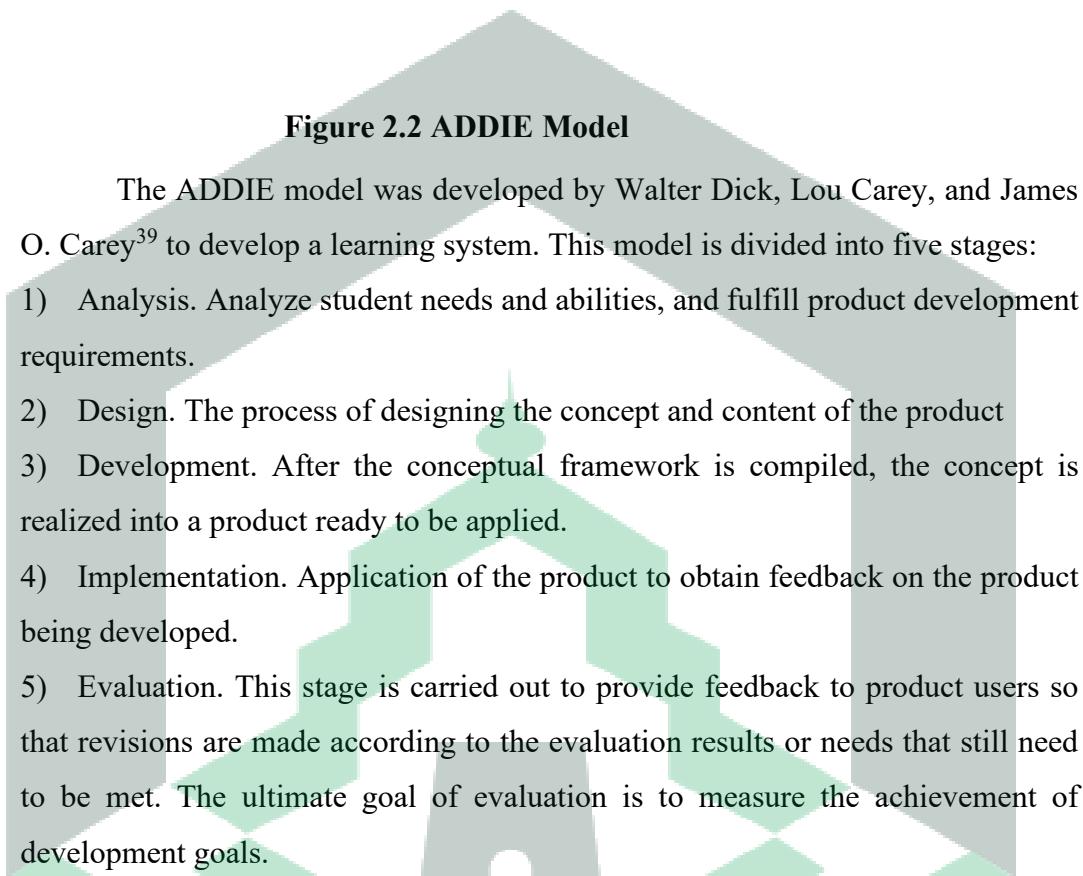


³⁵Enhana Tarbiatunnisa, “Designing Basic English Speaking Module for The English Club Program at Senior High School of Modern Islamic Boarding School Datok Sulaiman Putri Palopo,” 2021, 31-32, <http://repository.iainpalopo.ac.id/id/eprint/3602>, 30 Agustus 2022.

³⁶Dennaya, Irene Anggita, “Designing a Set of English Speaking Instructional Materials Using Task-Based Approach for English Extracurricular Class of SMP Kanisius Gayam Yogyakarta”, 2018, <http://repository.usd.ac.id/id/eprint/29429>, 30 Agustus 2022

³⁷Borg W.R. and Gall M.D., *Educational Research: An Introduction*, 4th edition (London: Longman Inc., 1983).

³⁸Sigit.Purnama, “Metode Penelitian Dan Pengembangan (Pengenalan Untuk Mengembangkan Produk Pembelajaran Bahasa Arab”, *Literasi Jurnal Ilmu Pendidikan* volume. IV, No. 1, Juni 2016.



f. Need Analysis

According to Hossain, need analysis is the process of analyzing and gathering information from learners to determine the objectives and content of the student-based language curriculum.⁴⁰ Need analysis to consider the first step that would conduct in this research. The purpose is to know the appropriate treatment and material components compatible with students in designing English Handbook.

³⁹Dick, W., Carey, L., & Carey, J.O, *The Systematics Design Of Instruction*. 5th edition. (New York, NY: Addison-Wesley Educational, 2001).

⁴⁰Jamal Hossain, “ESP Needs Analysis for Engineering Students: A learner Created Approach”. *Journal of Presidency University*, 2.2 (2013), <http://www.presidency.edu.bd/uploads/Article003.pdf>, 1 Oktober 2022.

This research would use a questionnaire consisting of 12 questions to the students, and the interview refers to teachers to get information about students' needs and abilities. Tom Hutchinson and Alan Waters⁴¹ divide need analysis into two parts:

1) Target Needs

This part defines the target analysis of the situation, knowledge, and capabilities. These elements would be the concerning part by seeking three main points they are:

- a) Necessities, this part would determine what students needed to know.
- b) Lack, this point would give analysis about what the students' problems while studying or what the students know already
- c) Wants, This stage refers to what students are interested in and wish to learn.

To analyze the target needs, the researcher should find the answer by implementing the formula of 5W (What, who, where, when, why) + 1H (How).

2) Learner Needs

The learning process requires students to meet the needs of the learner. The requirements for achieving the necessary degree of competency in the desired environment may be related to the demands of the pupils. Input, process, setting, teacher's role, and students' role are some examples of learning demands, according to Nunan. In SMPN 4, the teacher's ability to incorporate the learning and teaching methods that the students' desire depends on their ability to meet their learning needs. The information for the learning requirements analysis should center on three key ideas:

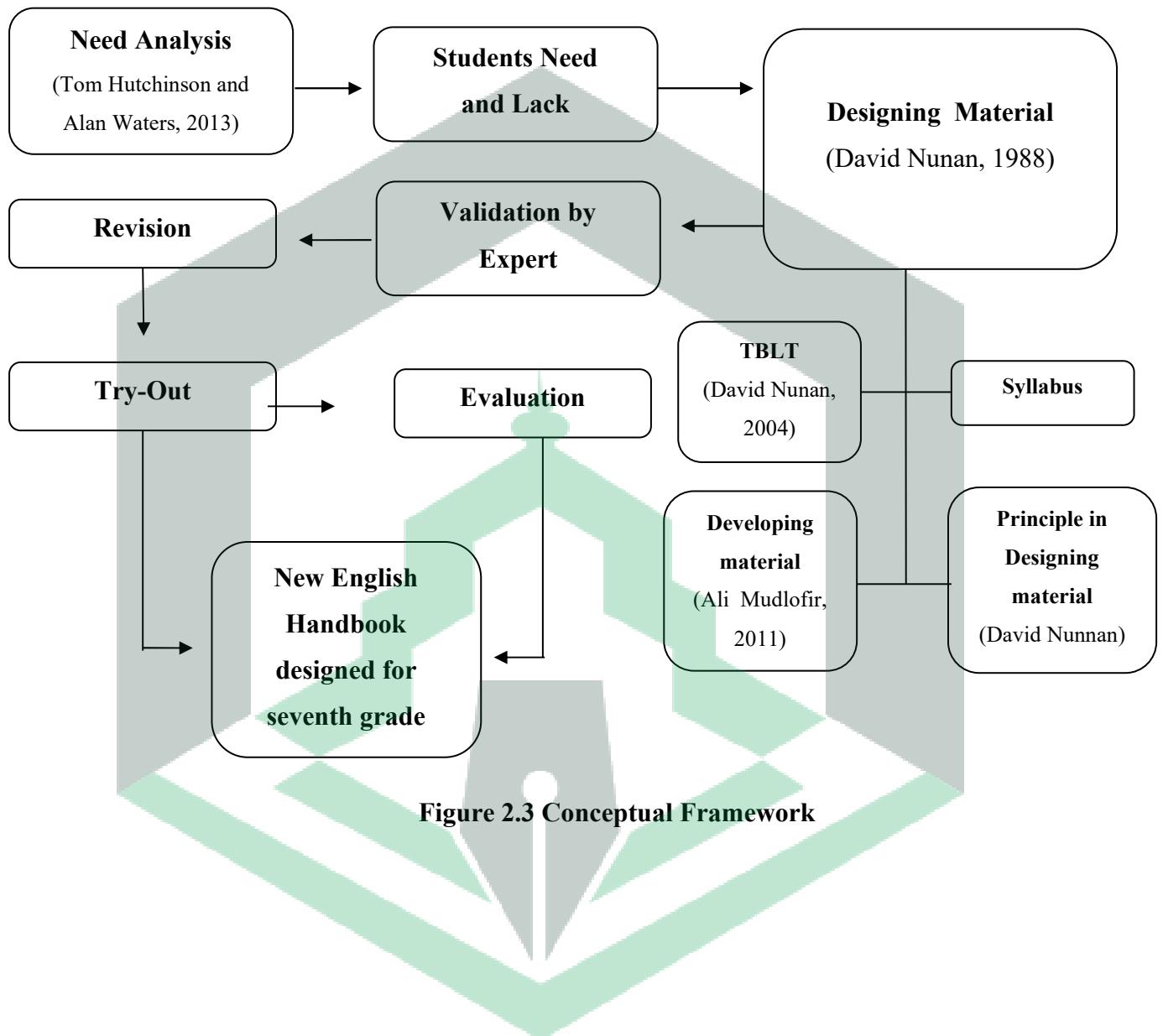
- a) How do students learn?
- b) Who exactly are the students?
- c) Where would the course be help

C. Conceptual Framework

The instructional design model ADDIE was employed by the researcher in creating the Handbook. To give a variety of tasks that would encourage students

⁴¹Hutchinson and Waters, *English for Specific Purposes: A Learning-Centred Approach*, (Cambridge University Press, 1988), 55.

to learn English, the design materials for the handbook used a task-based language strategy.



a. Need Analysis

Needs analysis is the first process in determining what would be taken and the most suitable to be applied from the actual conditions in the field.⁴² The issue referred to the student textbooks and English skills in this case. The researcher chose seventh grade class because the students were learning English in Junior High School. So the researcher felt the need to research and introduce English learning. The researcher made direct observations to know students' wants and lacks. Then the researcher interviewed the teacher about the material, curriculum, also problems in the seventh grade students at SMPN 4 Palopo before analyzing the need. After conducting observations and interviews, a needs analysis in the form of a questionnaire consisting of 12 questions to determine what products would be developed to overcome the problems faced in learning, including issues of lack, necessity, students' needs, and students and teacher roles.

b. Resourcing and Making a Product

The researcher gathered the information from the journal, thesis, and student book, then made an appropriate English Handbook with the ADDIE model dan designed material according to the student's need analysis.

c. Validation

Three experts would validate the English Handbook: language, content layout experts, and material experts

d. Revision

After validating the product, the researcher then revises the product based on expert input.

e. Try-out

The English Handbook would be tested in A class of 25 students in seventh grade at SMPN 4 Palopo.

f. Evaluation

⁴²Jamaluddin,Awal Akbar, "Metode Melakukan Analisis Kebutuhan Dalam Penelitian Pengembangan", 2017,
https://www.academia.edu/31977541/Beberapa_Metode_dalam_Melakukan_Analisis_Kebutuhan, Oktober 2022

This stage would be carried out after testing the product would be revised according to input and expert and teacher advice to measure the achievement of development goals.

g. Students' Perception

The final product would be obtained from the results of student validation by using a questionnaire. Then the final product would be reused to find out students' perceptions.



CHAPTER III

RESEARCH METHOD

A. Type of the Research

Research and development is the term for this type of study (R&D). Sugiono claimed that research and development are utilized to create specific items and evaluate their efficacy.⁴³ The researcher conducted a needs analysis, designing, developing, implementing, and evaluating the product. In this case, the aim is to develop English Handbook for seventh grade students at SMPN 4 Palopo to identify problems in students' reading skills.

B. Research Location

The research was conducted on November 2022 in an English learning class for seventh grade students at SMPN 4 Palopo located on Andi Kambo Street, Malatunrung, Wara Timur, Palopo.

C. Research Subject

The 25 seventh graders at SMPN 4 Palopo served as the research's subject. Furthermore, the topic was limited to English Handbook for the first semester.

D. Procedure of Development

The English Handbook is being created by the researcher utilizing the Research and Development technique and the ADDIE model for SMPN 4 Palopo's seventh-grade students. ADDIE model stands for 5 phases: analysis, design, development implementation, and evaluation. The schema of the ADDIE model is illustrated as follows:

⁴³Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif dan R&D*, (Bandung : Alfabeta 2015)

Analysis, the researcher analyzed the need for developing a handbook. The Handbook was developed by identifying the lack, necessities, wants, and needs. Therefore, the questionnaire was used in this analysis phase to know seventh grade students' needs. In this phase, 25 students from the seventh A class participated in the survey. To understand more about English learning, student interests, and obstacles, then the researcher interviews the English teacher.

Design, the goal of this stage is to create an English handbook that may be utilized by SMPN 4 Palopo students in the seventh grade. as an additional learning resource. The English Handbook was designed based on need analysis, curriculum, documents, and another English book. The course design was reflected through the course grid covering several aspects: course goal, objectives, materials, and activities.

Development, this step would focus on designing the English Handbook, which consists of 1) collecting material from students' books, journals, and other English books, 2) Arranging the material based on the curriculum and students' books, The English Handbook was organized utilizing the TBLT (Teaching Based on Language Teaching) methodology, and the final step was 4) validation by the subject expert Sulaiha S.Pd, design expert Amalia Yahya, S.E., M. Hum, and language expert St. Hartina, S.Pd, M.Pd.

Implementation, the researcher would be implemented and try the English Handbook directly on the students of SMPN 4 Palopo. The researcher aimed to know the product's effectiveness. This stage would be carried out by purposive sampling with 25 students of seventh grade class at SMPN 4 Palopo. However due to the limited of time, the researcher only tested 2 chapters in one meeting.

Evaluation, this phase was evaluated by collecting information concerning the designing English Handbook through experts and teacher suggestion to know the effectiveness and attraction of the design handbook also students perception toward the handbook.

E. The Technique of Data Collection

The instruments used in collecting data are through:

1. Interview

The interview is one of the data collection techniques to find problems that must be investigated. Interviews were conducted by asking questions to the English teacher to find out students' goals and the need for English Handbook to be designed.

2. Questionnaires.

The questionnaire collected data on the necessity, wants, and lack of students learning English. The research instrument used to obtain data includes:

a. Questionnaire for Students Need

This questionnaire would be given to the student to know their needs, weaknesses, and students' abilities. The questionnaire has 12 questions.

b. Questionnaire for Expert Judgment.

Questionnaires that would be given to experts are in the form of language, content, and media validity questionnaires in learning English. The language validity questionnaire assesses grammar and language accuracy in English. The content validity questionnaire contains aspects of content and material assessment. In contrast, the media validity questionnaire assesses the display, video, and media elements.

c. Questionnaire for the students' perception

The questionnaire given to students would be disseminated after try-out the product to determine students' perceptions of the English Handbook.

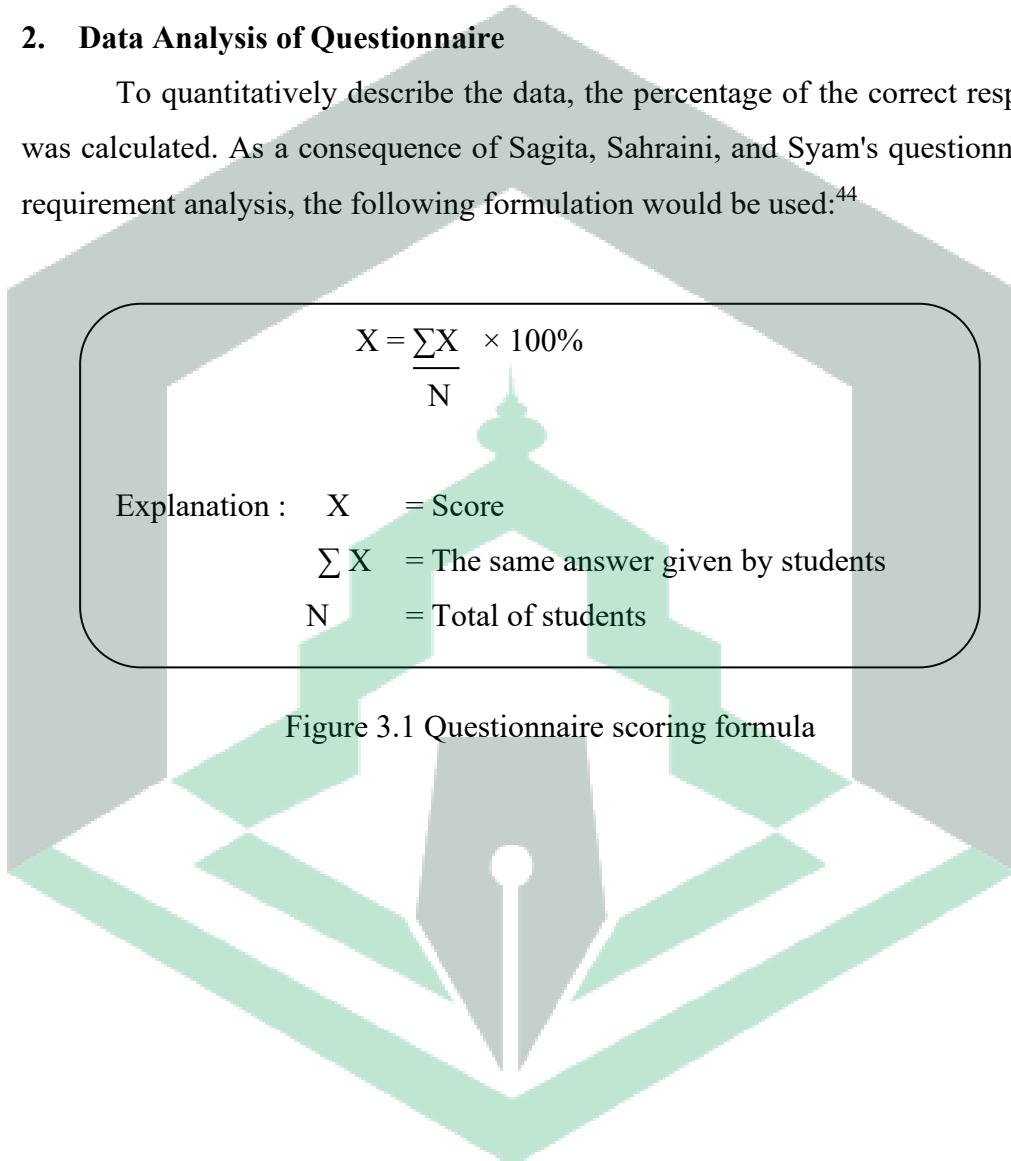
F. Data Analysis Technique

1. Data Analysis of Interview

The descriptive qualitative method was used to analyze the information from teacher interviews.

2. Data Analysis of Questionnaire

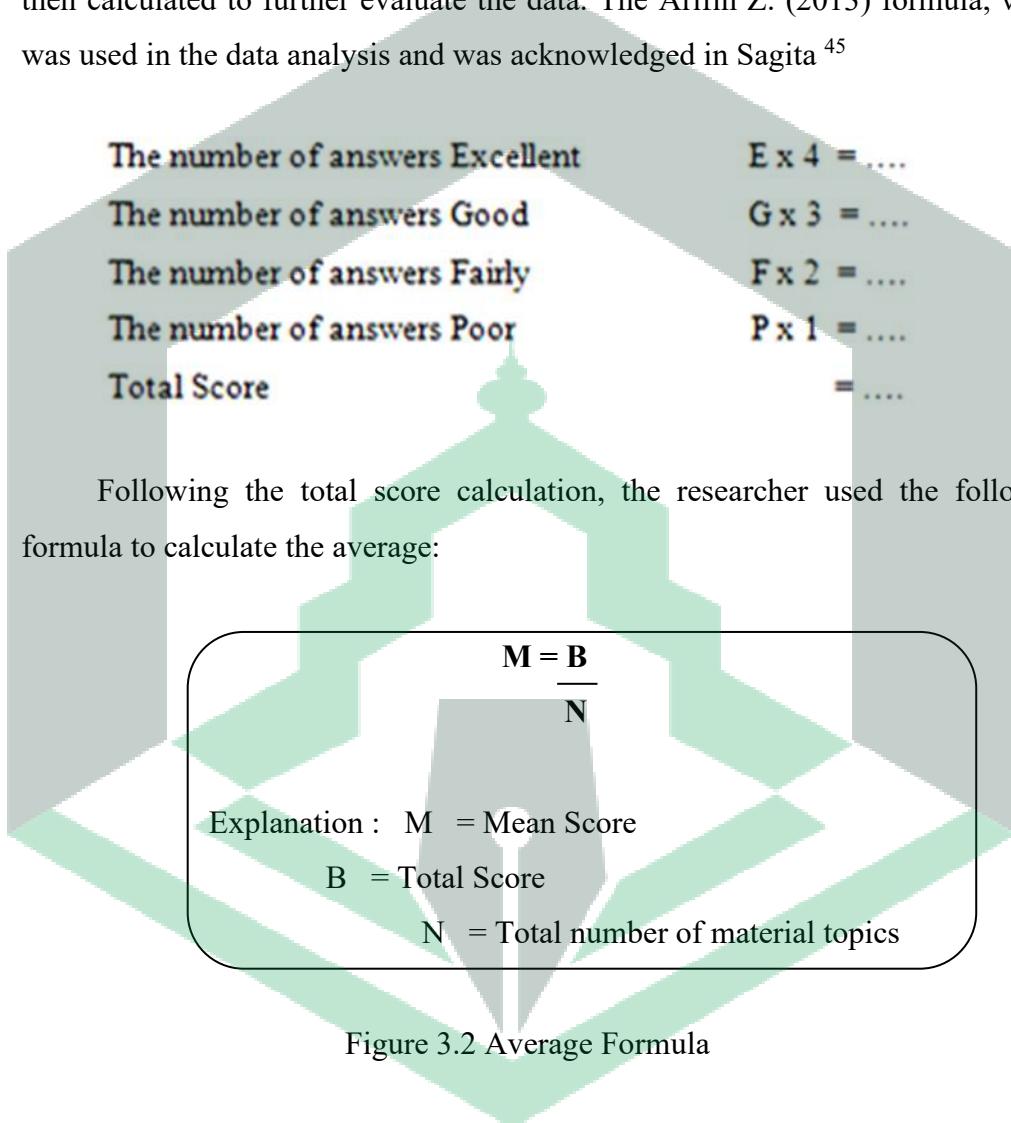
To quantitatively describe the data, the percentage of the correct response was calculated. As a consequence of Sagita, Sahraini, and Syam's questionnaire's requirement analysis, the following formulation would be used:⁴⁴



⁴⁴Sagita, Sahraini, and Syam, "Designing English Syllabus for Islamic Education Study Program at IAIN Palopo," 35.

3. Expert Validation and Student Perception Data Analysis

The results of expert validation and student perception are computed using survey data and the Likert scale. The average response based on expert scoring was then calculated to further evaluate the data. The Arifin Z. (2013) formula, which was used in the data analysis and was acknowledged in Sagita⁴⁵



⁴⁵Sagita, Sahraini, and Syam, "Designing English Syllabus for Islamic Education Study Program at IAIN Palopo," 35.

The average score would then be calculated using the formula below to determine its value:

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

Explanation : X = The Value
 M = Average Score
 N = Total Number of Value

Figure 3.3 Average Score Value Formula

After calculating the average score for each item, SMPN 4 Palopo has a suitable English Handbook fit for the seventh grade.

Table 3.1 Material Topics Product Evaluation Qualification

Score	Percentage	Qualification	Categories
3,6% - 4%	90% - 100%	Excellent	Can be utilized without revision
2,6% - 3,5%	65% - 89%	Good	Can be utilized with little bit revision
1,6% - 2,5%	40% - 64%	Fairly	Can be utilized by much revision
0% - 1,5%	0% - 39%	Poor	Cannot be utilize

Table 3.2 Questionnaire of expert judgment

No.	Indicators	Average Score	Categories	Expertise Suggestion

Table 3.3 Questionnaire of students' perception

No.	Statements	Average Score	Categories



CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

A. Research Findings

This section talks about the development of the English Handbook for Students in the Seventh Grade at SMPN 4 Palopo. In this development research, a product of learning materials in the form of a Handbook is produced using the ADDIE model, which was previously covered in chapter three. The steps that the researcher proposed are mentioned below.

1. Need Analysis

In the first step, the researcher analyzed the needs for new product development. A new learning product was developed by identifying students' need analysis, including lacks, wants, and necessities. The researcher interviewed the teacher to gather data. According to the interview findings, children have a lot of trouble learning English because in SMPN 4, especially in the seventh grade, did not know and had basic English before, so English learning was only carried out at school. This caused the students only know the vocabulary in English. Then regarding the need for students to choose learning media, the teacher stated that media selection must be adjusted to the material to be taught. However, junior high school students are more interested in image and text media.

After interviewing the teacher, The seventh-grade students received the questionnaires from the researcher. The information gathered was utilized to create the English Handbook for SMPN 4 Palopo seventh-grade students. The results of questionnaires with the seventh grade students at SMPN 4 Palopo are shown below:

a. The findings of the questionnaire with students in the seventh A class at SMPN 4 Palopo

12 questionnaires were given out by the researcher about the goal needs (necessity, want, and lacks) and the learning needs (activities, instructor role, and student role). The questionnaires were validated by two validators before being given to the students by the researcher. The material expert was Husnaini, S.Pd, M.Pd, while the language expert was Dr. Masruddin, S.S, M.Hum. The outcomes of the instrument validation are displayed below:

Table 4.1 The outcome of the material expert's

Aspect	Score
Content	3
Scope of content	4,25
Language	4
Average score	3,75

Table 4.2 The outcome of the Language Expert

Aspect	Score
Content	4,33
Scope of content	4,75
Language	5
Average score	4,69

The researcher continued by distributing the questionnaires following instrument validation. The respondents of the questionnaires were 25 students of the seventh A class at SMPN 4 Palopo. The questionnaires are presented in the table below

Table 4.3 Data of respondents

Respondents	Gender	
	Female	Male
25 students of the seventh A class at SMPN 4 Palopo	15 Students	10 Students

1) Target Needs

a) Necessity

Purposes in learning English

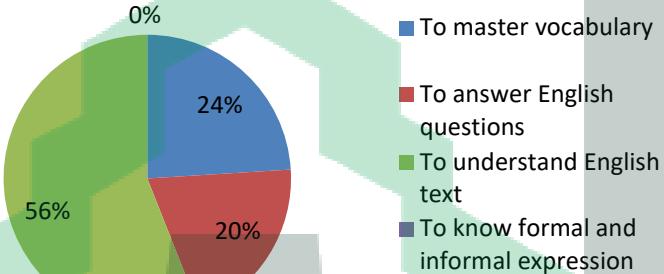
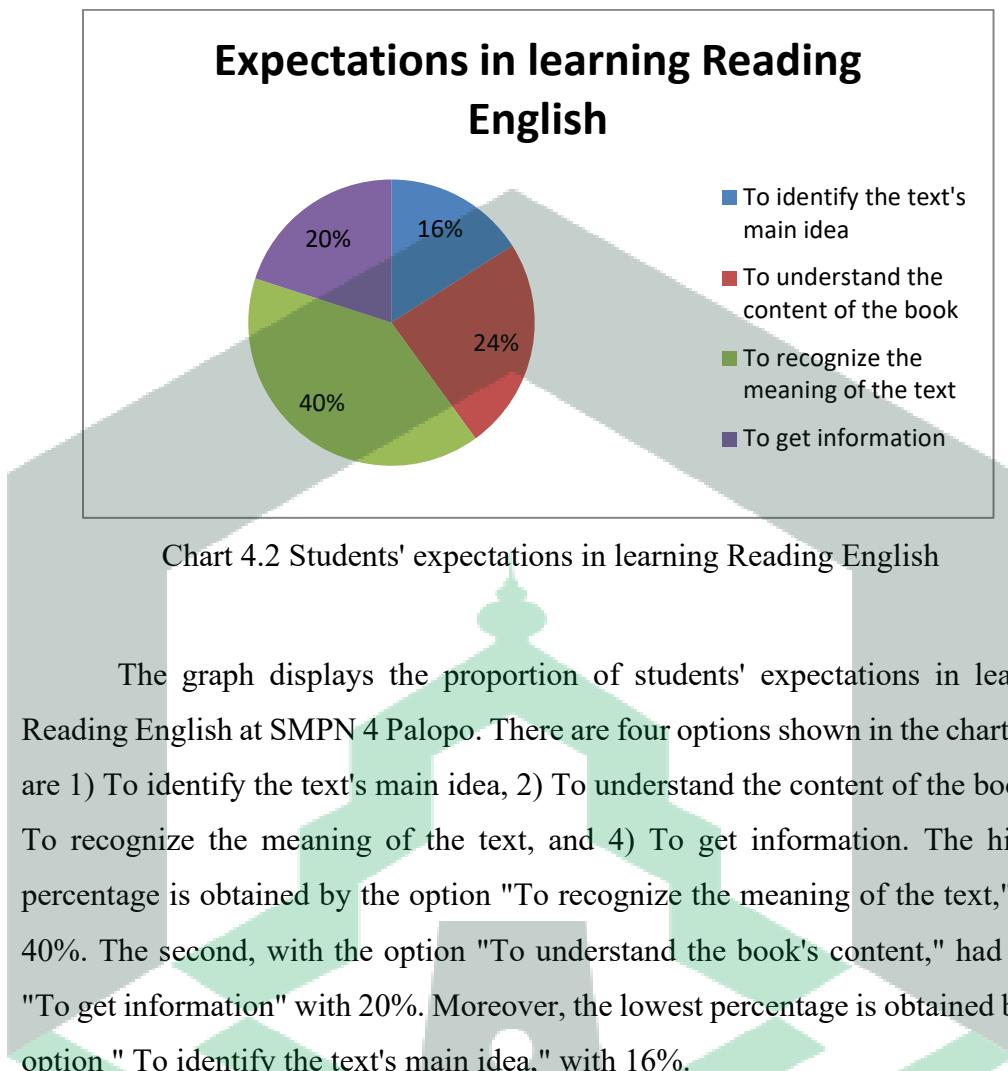


Chart 4.1 students' purposes in learning English

The graph displays the percentage of students with English learning objectives at SMPN 4 Palopo. There are four options for students' purposes shown in the chart. They are 1) To master vocabulary, 2) To answer English questions, 3) To understand English text, and 4) To know the formal and informal expressions. The highest percentage is obtained by the option "To understand English text," with 56%. The second 24% with the option "To master vocabulary." Moreover, 20% of students choose "To answer English questions" as a purpose for learning English.



b) Lack

After knowing the necessities, the questionnaire also collected data about the need of students. Most students choose "I cannot read English text" 40%.

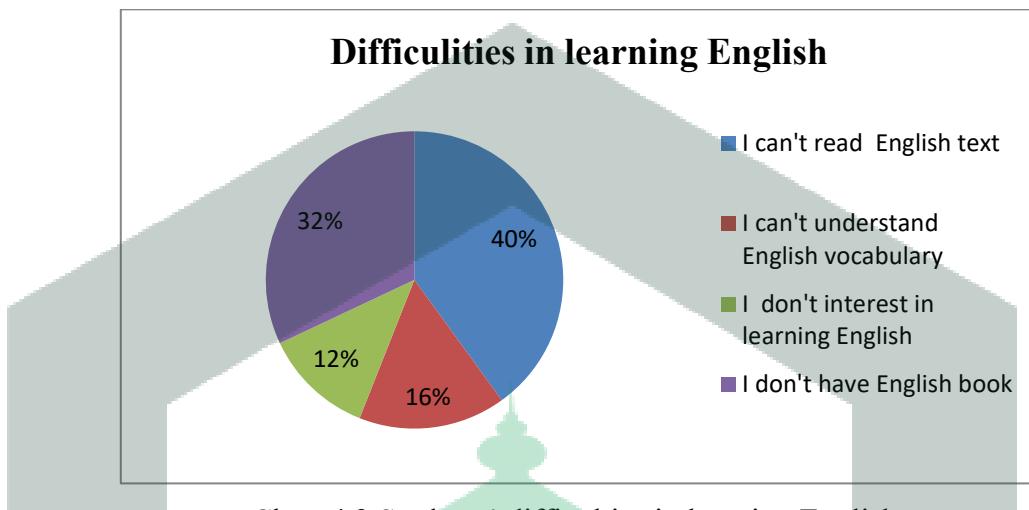


Chart 4.3 Students' difficulties in learning English

c) Student's Need

Following is an explanation of the final findings of the proposed study to determine students' needs for the English language:

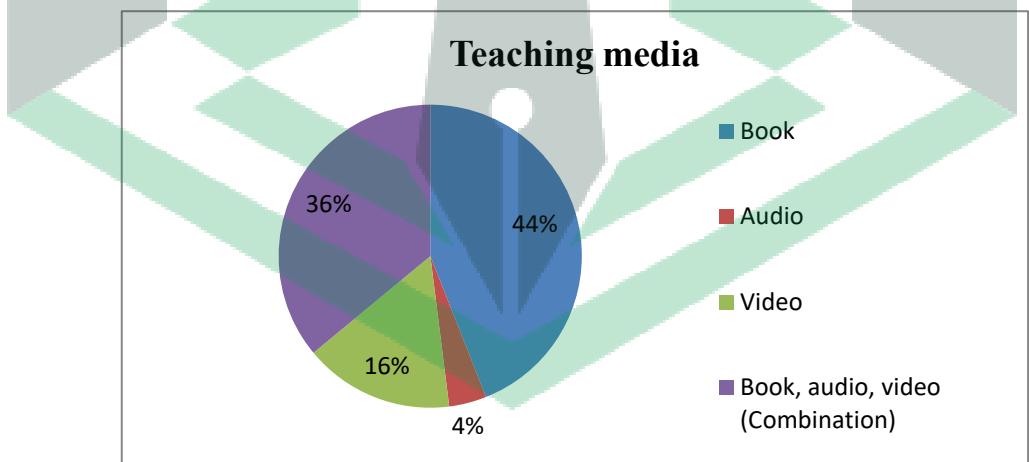


Chart 4.4 Student's choices in teaching media

The chart illustrates the students' expectations in learning English at SMPN 4 Palopo. The option "Book" with 44% is the highest percentage. Furthermore, the lowest percentage is obtained by the option "Audio" with 4%.

Next, students chose the activities for learning English. It shows by the chart below:



Chart 4.5 Student's choices in activities in learning English

According to the graph, 32% of students select "Writing English material. The students are most interested in writing English material activities. The researcher designed an activity that was appropriate to the material.

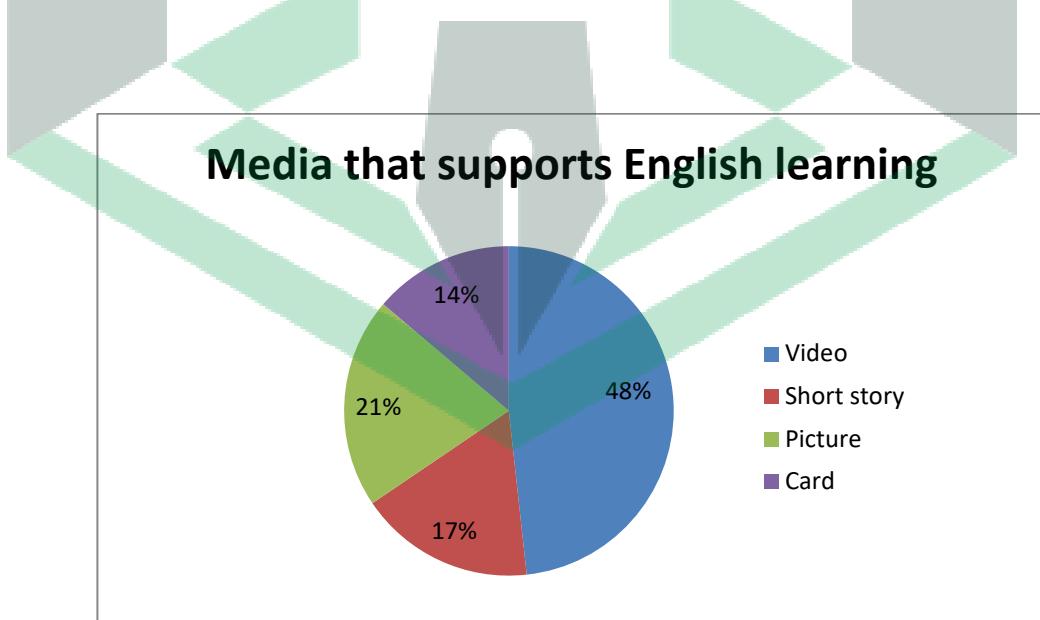


Chart 4.6 Students' most favorite media to support English learning

According to the graph 4.6, "video," with 48% is the most popular media among students. Following that, "Picture" was preferred by 21% of students, "Short Video" by 17%, and "Card" by 14% of students.

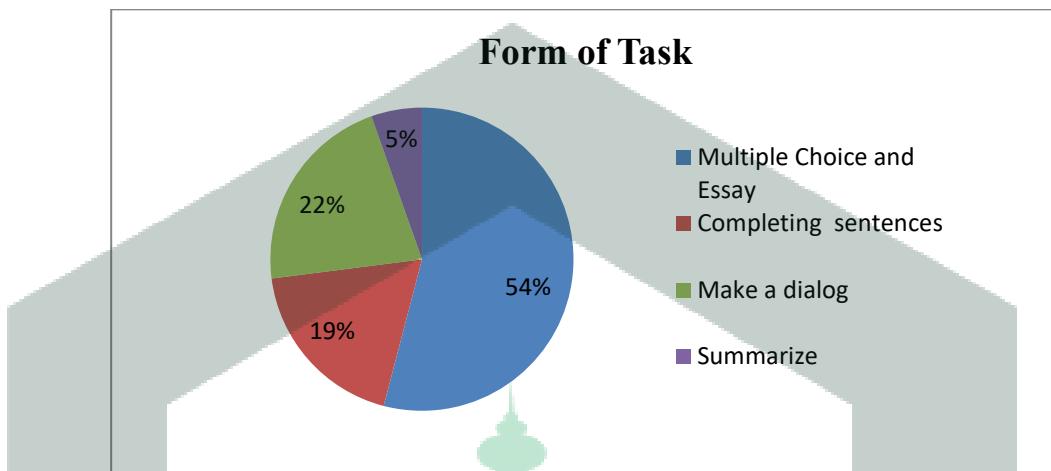


Chart 4.7 Students' want in the form of the task in the English Handbook

The outcome of the students' wishes was a task, and 54% of them selected "Multiple Choice and Essay" as their most desired assignment for learning English.

d) Student's Role

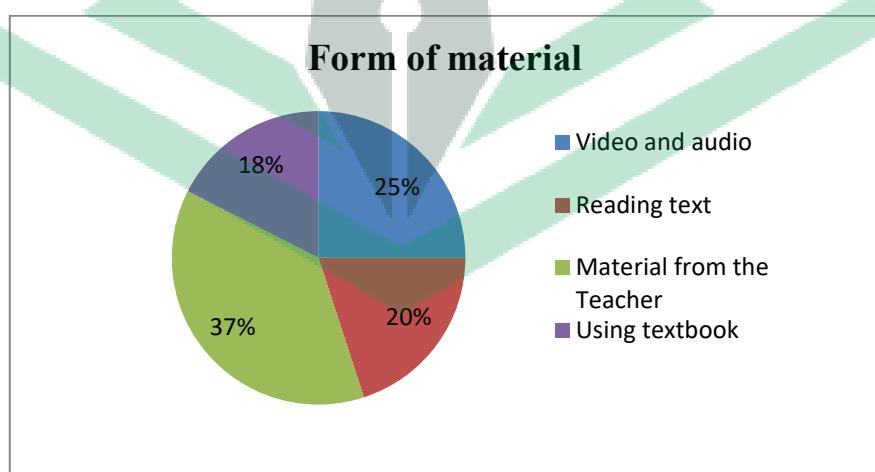


Chart 4.8 Form of material chosen by Students

The chart 4.8 expresses the percentage of the form of material chosen by students. The highest percentage in “Material from the Teacher” was 37%.

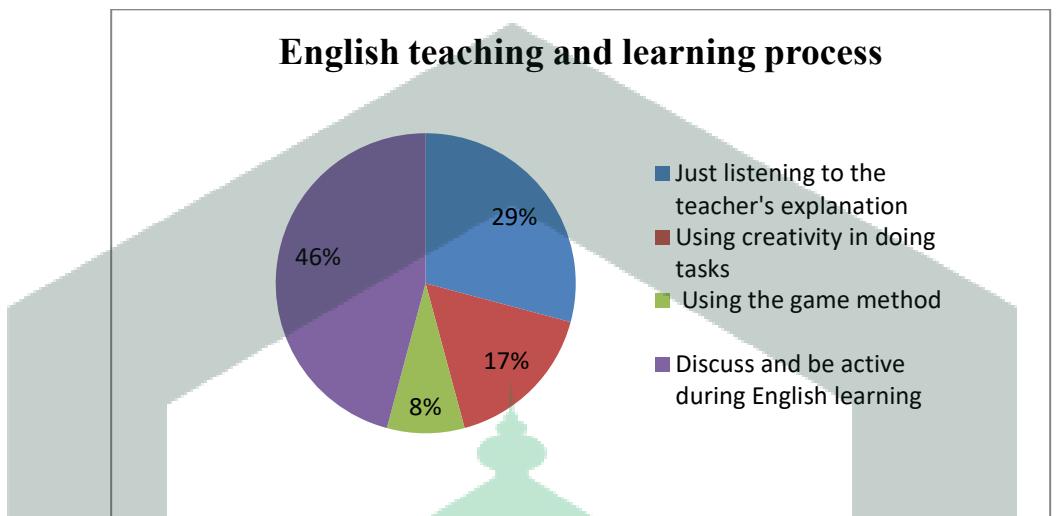


Chart 4.9 Student roles in the learning process

The graph displays the proportion of students' roles in the English teaching and learning process at SMPN 4 Palopo. The highest percentage is obtained by the option “Discuss and be active during English learning,” with 46%.

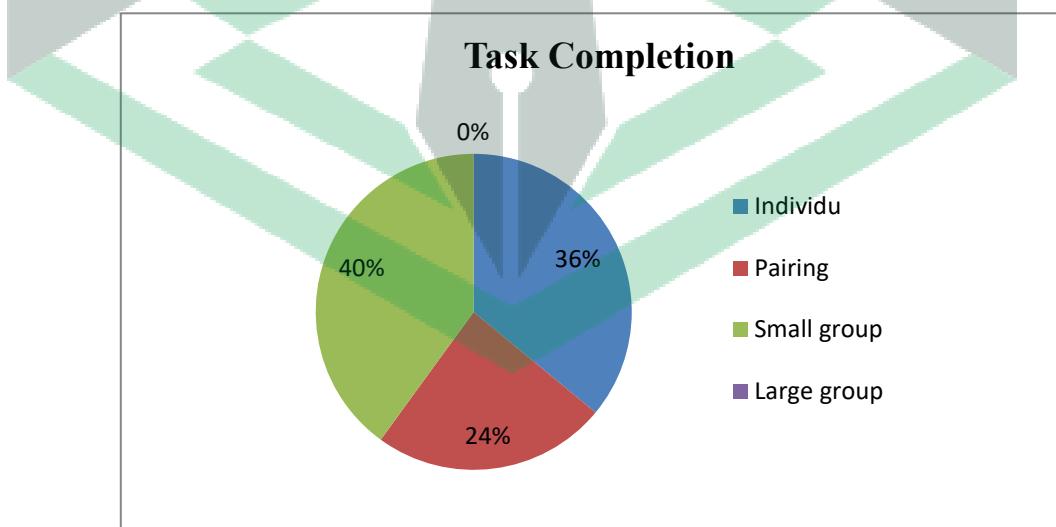


Chart 4.10 The percentage of student's preferred task completion

The graph 4.10 displays the proportion of students at SMPN 4 Palopo who favored task completion. The option "Small group" achieves the greatest

proportion, 40%. Additionally, the option "Large group" achieves the lowest proportion at 0%.

e) Teachers' Role

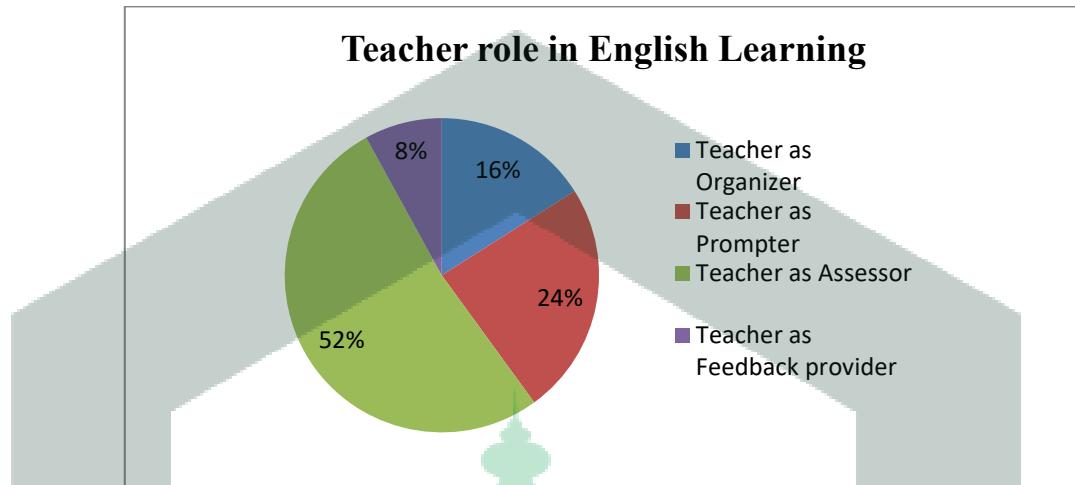


Chart 4.11 Teacher's role in learning English

Students chose the option “Teacher's as assessor” from the chart with 52% of the total votes.

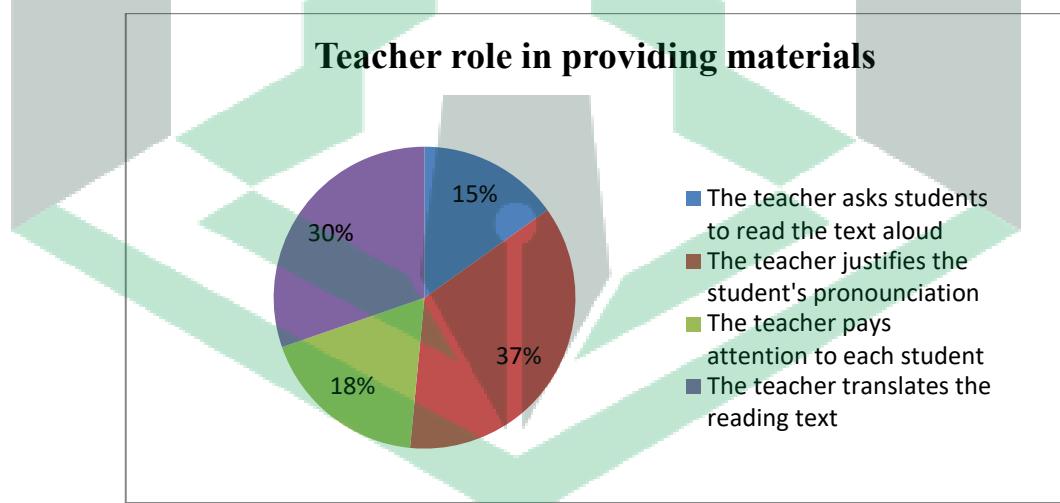


Chart 4.12 The result of the teacher's role in providing material

The graph indicates that the most widely used choice of the teacher's role is "The teacher justifies the student's pronunciation," with 37% of the percentage.

2. Design

After analyzing and getting the problem, The purpose of this stage is to create an English-English handbook that the seventh graders at SMPN 4 Palopo can use as an additional learning tool. The curriculum, videos, and another English book would serve as the foundation for the English Handbook. The design item consists of:

a. Input

The input procedure was designed to create the chapter-specific learning objectives. The design, which includes font choice, graphic choices, and page layout, is also decided upon and illustrated by the researcher. Additionally, the researcher adopts the pictures and layout of the information in each chapter. The design of the Handbook consists of five chapters. The chapters' content was "My Basic," "What Time is It," "Hello Good Morning," "This is Me," And "My Hobby." The following is a description of the learning objectives that have been developed:

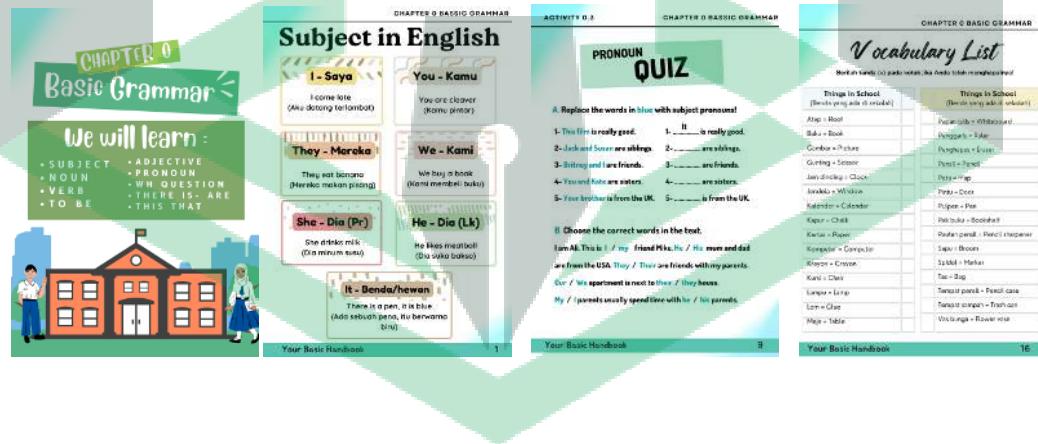
Table 4.4 The Blueprint of the designed Handbook

No.	Topic	Dimension	Elements of the Handbook	Objective
1.	Material	Understand the material	Learning Material	<ul style="list-style-type: none"> • Giving the students material • Students are able to understand the material • Students are able to applying the material in their activity
2.	Activity	Supporting the students comprehension for the material	Activity	<ul style="list-style-type: none"> • Measuring the students understand the material by providing activy • Increase student creativity • Create fun classes

3.	Vocabulary	Improve students vocabulary	Vocabulary List	<ul style="list-style-type: none"> • Improve and stimulate students' memory in memorizing students' English vocabulary • Make it easier for students to memorize vocabulary
4.	Audio and Video	Supporting Students to understand the material	Audio pronunciation and video material in barcode and link	<ul style="list-style-type: none"> • Improve students pronunciation • Improve students understanding to the material

b. Designing Material and Activities

The researcher selected several appropriate materials and activities for each chapter at this stage. The material in the handbook was designed based on the "English Book for Nusantara" book used by the teacher in teaching. While the activities were designed with pictures, video, and sound appropriate to the material, students' knowledge and skill were. The design of the handbook can be seen below;



CHAPTER V
My Hobby

We will learn :
HOBBY PRONOUN

MY HOBBY

FREE TIME

Vocabulary List

DICE GAME WITH NOUNS

Read then play with your classmates. Then circle the correct emotion!

3. Development

a. The First Draft of the English Handbook

The preliminary draft of the English Handbook is Presented below:

<i>Table of Contents</i>	
CHAPTER I MY BASIC	PAGE
Alphabet	1
Activity 1.1	2
Color	3
Activity 1.2	5
My Family	6
Activity 1.3	7
WH Question	8
Activity 1.4	9
Vocabulary	10
CHAPTER II WHAT TIME IS IT	PAGE
Telling the Time	11
Rules in telling time	13
Activity 2.1	16
Telling the Day	17
Telling Month	18
Date in English	20
Asking time	22
Activity 2.2	23
Activity 2.3	24
Vocabulary	25
CHAPTER III HELLO GOOD MORNING	PAGE
Greeting	26
Activity 3.1	27
Parting	28
Activity 3.2	29
Thanking	30
Activity 3.3	33
Apoloizing	34
Activity 3.4	36
Activity 3.5	37
Vocabulary	38
CHAPTER IV THIS IS ME	PAGE
Introduction	39
Preposition of Place	42
Activity 4.1	44
Activity 4.2	45
Introducing Family Member	46
To Be	48
CHAPTER IV THIS IS ME	PAGE
Activity 4.3	49
Asking Other	50
Article A & An	51
Activity 4.4	53
Activity 4.5	54
Vocabulary	55
CHAPTER V MY HOBBY	PAGE
My Hobby	56
Activity 5.1	57
Telling My Hobby	58
Activity 5.2	59
Activity 5.3	60
Pronoun	61
Activity 5.4	62
Vocabulary	63
Game	64
Game	64
Bibliography	65

b. The Experts' Validation outcome

Once the English Handbook was complete, it would be verified by three experts: a media expert, a material expert, and a language expert. Three experts; Sulaiha S.Pd as the material expert, Amalia Yahya, S.E., M.Hum as the design and layout expert, and St. Hartina S.Pd, M.Pd as the language expert. Here is a summary of the experts' validation conclusions:

Table 4.5 The Recapitulation of Experts' Validation Result

No.	Criteria	Mean score	Description	Follow up
A. Content				
1.	The Handbook's content is acceptable in terms of scope for the demands of SMPN 4 Palopo students.	3	Good	Can be used with a small amount of revision
2.	The English Handbook is comprehensive enough.	3	Good	Can be used with a small amount of revision

3.	The English Handbook is adequately authentic	3	Good	Can be used with a small amount of revision
4.	The handbook contains a variety of tasks that appropriate to the material	3	Good	Can be used with a small amount of revision
B. Language				
5.	The English Handbook's language is adapted to the level of each student.	4	Excellent	
6.	The English Handbook provides extensive language that is appropriate for the student's stage of cognitive development.	4	Excellent	
7.	The English Handbook uses expressions that are consistent with the right grammar.	3	Good	Can be used with a small amount of revision
8.	The English Handbook's language is simple to understand.	4	Excellent	
C. INPUT				
9.	Input Materials and questions in the English Handbook help improve Language skills	3	Good	Can be used with a small amount of revision
10.	Input materials and questions in English Handbook are appropriate to students' abilities at SMPN 4 Palopo.	3	Good	Can be used with a small amount of revision
11.	Input Materials and questions in English Handbook are interesting.	3	Good	Can be used with a small amount of revision
12.	Input materials and questions in English Handbook are appropriate to students' language skills at SMPN 4 Palopo.	3	Good	Can be used with a small amount of revision
13.	Input Materials and questions in English Handbook include the correct language structure.	4	Excellent	

14.	Balanced inputs and tasks	3	Good	Can be used with a small amount of revision
15.	Input materials and questions in English Handbook can increase students' knowledge at SMPN 4 Palopo.	4	Excellent	
16.	The image used in English Handbook is appropriate for students at SMPN 4 Palopo.	4	Excellent	
D. Design and Layout				
17.	Color selection in English Handbook is interesting	4	Excellent	
18.	The cover of the English Handbook is attractive	4	Excellent	
19.	It is easy to read the English Handbook's contents	4	Excellent	
20.	Punctuation is used correctly.	4	Excellent	
21.	The English Handbook's materials are organized systematically.	4	Excellent	
22.	The sources in English Handbook are clear	4	Excellent	
23.	Appropriate spacing	4	Excellent	
Total Score		78		

The following calculation represents the mean expert validation score:

$$M = \frac{B}{N} = \frac{78}{23} = 3,39$$

Figure 4.1

The following percentages of the expert validation results were as follows:

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

$$X = \frac{3.39}{4} \times 100\% = 85\%$$

Figure 4.2

The average score for the percentage of expert validation was 3,39, and 85% of the percentages were considered "Good." According to the research, the Handbook just needs a small amount of revision.

1) Design and Layout

Amalia Yahya, S.E., M.Hum. said the handbook is interesting and good but needs a little bit of revision in font size.

2) Language

St. Hartina S.Pd, M.Pd said the Handbook looks good, and in each chapter, there are many activities. and have a vocabulary list that helps students to memorize English vocabulary. However, a few things could be improved in the use of punctuation and typo.

3) Material

Sulaiha, S.Pd, this Handbook is attractive, and the material follows students' abilities and curriculum. However, the Handbook needs material about basic grammar such as subject, to be, and pronoun. So the students know what subject, verb, tobe, and pronoun are and can use them in the next material.

c. The Revisions Draft of Your Basic Handbook

Following the Handbook's validation, the researcher got various revisions from the experts. Its goal was to improve the handbook pre-validation before it would be tried out to the seventh A class at SMPN 4 Palopo. The experts' corrections are shown below:

Table 4. 6 The Result of Experts' Correction

Aspect	Chapter	Part	Suggestion	Revisions' Result
Material	1		Need more Grammar material	Adding a Chapter for Grammar material
Language	1,	Activity 1.1	The title hard to read and need punctuation	Changing the font
	1	Activity 1.2	Picture in activity inappropriate	Changing the picture
	1,2,3,4,	Activity 1.2, 1.3, 2.1, 4.3	The direction should be clear by choosing the correct diction	Change the diction to clarify the direction
	1	Activity 1.4 and 2.2	Need to write direction	Adding the direction
	2,3,4,5	Direction	Use exclamation mark	The exclamation mark had been used
	1	Audio Alphabet	Do not use children's songs. Audio must be appropriate to the student	Change the audio to pronunciation audio

Layout and Design	1	Activity 1.2	Do not use stickers. Ask students to use their family photo	Delete the sticker and change the explanation in the activity
	1, 2	Activity 1.4 Activity 2.2	Do not use capital words in whole sentences	Change the capital letters only at the beginning of the sentence
	1	Vocabulary list	The font is too big, so the vocabulary and meaning are not aligned	Change to the small font so that the vocabulary and meaning are clear
	3	Cover chapter 3	There was a little bit typo	The word had been changed with the appropriate word

Moreover, the researcher also asked the teacher Ma'am Sulaiha about the handbook. Here is the script:

"The handbook is very interesting with colorful design, layout, also barcode. Honestly, I just learned about this barcode, which is very innovative for future learning. Furthermore, varied activities and vocabulary lists can increase student vocabulary. Then the material presented is also following the learning I taught. As a suggestion, the handbook should add material about basic grammar, So students know the subject, verb, and object because they did not understand them before. So that to enter the core material, students easily understand and recognize the parts in the text".

The created handbook was suitable for the needs of SMPN 4 Palopo students in the seventh grade, as evidenced by the feedback mentioned above. Furthermore, the new chapter based on the revisions is presented below:

Table 4.7 The new chapter based on the revisions

No	Material	Explanation
1.	Subject	This material contains subjects in English and how to use it. These expected students to be able to recognize the subject of English and use it in creating a sentence.
2.	Verb	Students are given verb material to express the subject's action or condition to indicate the event or condition.
3.	Noun	This material contains about kinds of nouns in English, So that students can recognize objects in English
4.	To be	This material contains about To Be in English and how to use it. So the students can recognize and use it as an auxiliary or connecting word in a sentence in English
5.	Pronoun	This material contains about kinds of pronouns and how to use them. So that students can recognize and use it to replace nouns
6.	WH Question	This material contains the WH Question form and the example. So that students can recognize and form questions to ask for information in the form of time, place, person, thing, thing, reason, or way
7.	There is – There are	This material contains material about the phrase. There is, or there is also the example.

		This is so that students can use this phrase to point to nouns
8.	This, That, These, Those	This material contains material This, That, These, Those, which is used to point to singular and plural objects

4. Implementation

During this phase, the researcher implemented the English Handbook to 25 students of the seventh A class at SMPN 4 Palopo. The try-out was held just in a day, it was held on November 14th, 2022. In this limited try-out, the researcher only implemented two chapters.

Due to the time and opportunity constraints, the researcher also provided explanations of the material, pronunciation, directions, and barcode scanning techniques in addition to implementing the proposed handbook. It is done on purpose to make it clear how to utilize the product there so that the students may use the handbook. The purpose of the test was to determine the handbook's utility and attraction.

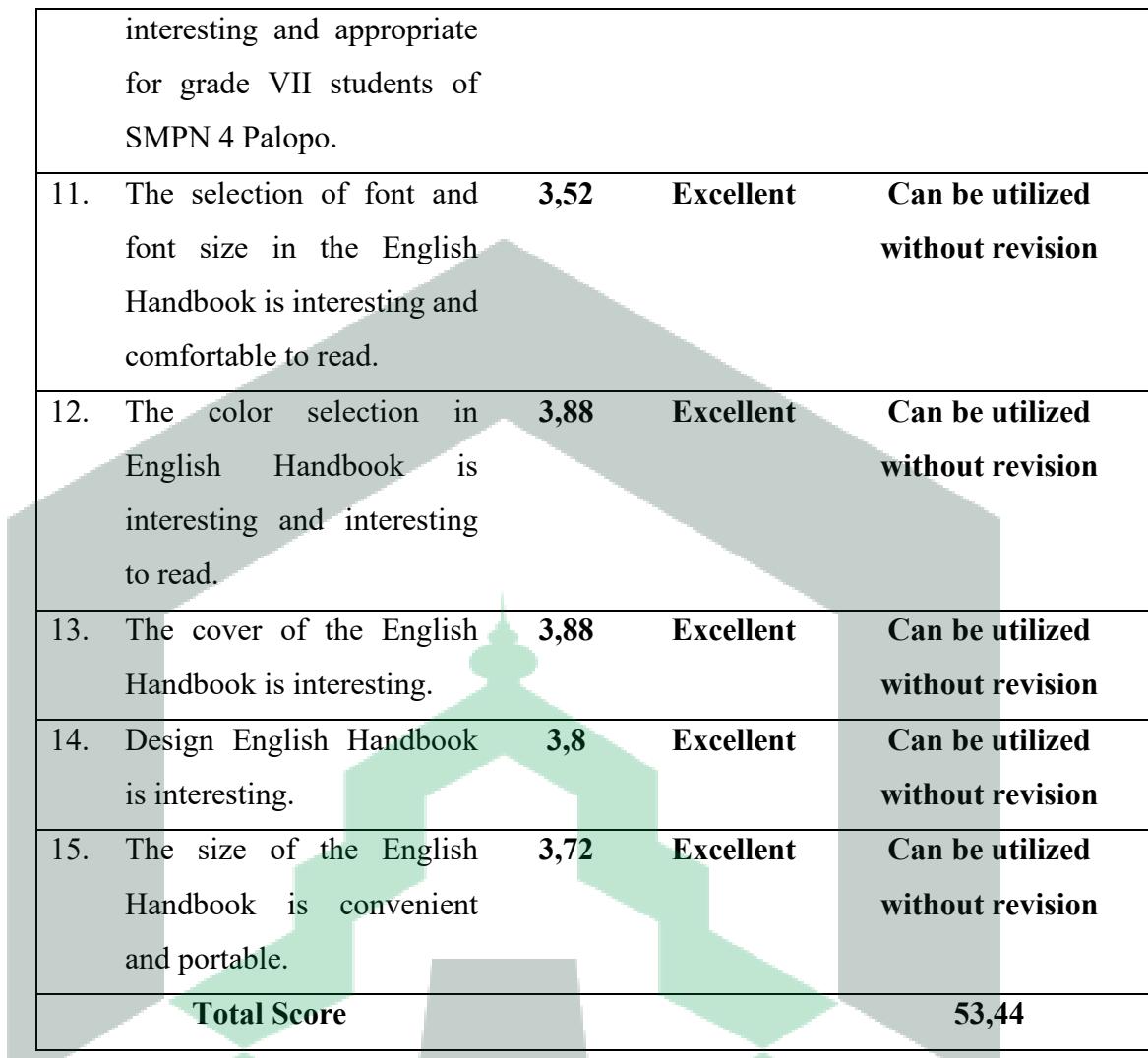
5. Evaluation

This phase was needed to create a better product. The researcher collected information through expert suggestions and questionnaires to know the effectiveness and attraction of the design handbook and also students' perception toward the handbook. Line table 4.6 at the development stage shows the outcome of the experts' assessment, while the next table displays the outcome of students' perception:

Table 4.8 The Results of Students' Perception

No	Item	Mean score	Description	Follow up

1. The Handbook following the needs of the students at SMPN 4 Palopo	3,6	Excellent	Can be utilized without revision
2. The overall material input varies	3,52	Excellent	Can be utilized without revision
3. The material has the potential to increase students' interest in studying and comprehending English.	3,32	Good	Can be used with a small amount of revision
4. The information in English Handbook is fascinating and simple.	3,32	Good	Can be used with a small amount of revision
5. The material topics in the English Handbook book are easy to learn independently by students	3,44	Good	Can be used with a small amount of revision
6. The activities of the entire chapter are several	3,52	Excellent	Can be utilized without revision
7. The available activities are categorized into easy and difficult levels.	3,44	Good	Can be used with a small amount of revision
8. The chapter's directions are all simple to follow.	3,44	Good	Can be used with a small amount of revision
9. Individual, peer, and group activities are included in this chapter's exercises.	3,52	Excellent	Can be utilized without revision
10. The selection of images in the English Handbook is	3,52	Excellent	Can be utilized without revision



The following represents the students' perception results' mean score:

$$M = \frac{B}{N} = \frac{53,44}{15} = 3,56$$

Figure 4.3

The percentages of the students' perception results are listed below:

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

$$X = \frac{3,56}{4} \times 100\% = 89\%$$

Figure 4.4

A mean score of 3,56 was obtained for the student's perception, and "Good" was rated by 89% of the respondents. As a result, the handbook can be used with a small amount of revision.

The questionnaire was also given to the English teacher by the researcher. The following chart illustrates how teachers perceived the designed handbook:

Tabel 4.9 Teachers' Perception

No	Items	Mean score	Description	Follow up
1.	The handbook following the needs of the students at SMPN 4 Palopo	3	Good	Can be used with a small amount of revision
2.	The overall input varies	3	Good	Can be used with a small amount of revision
3.	The material has the potential to increase students' interest in studying and comprehending English.	3	Good	Can be used with a small amount of revision
4.	The information in English Handbook is fascinating and simple.	4	Excellent	Can be used without revision
5.	The material topics in the English Handbook book are easy to learn independently by students	3	Good	Can be used with a small amount of revision

6.	The activities of the entire chapter are several	3	Good	Can be used with a small amount of revision
7.	The available activities are categorized into easy and difficult levels.	4	Excellent	Can be utilized without revision
8.	The chapter's directions are all simple to follow.	4	Excellent	Can be used without revision
9.	Individual, peer, and group activities are included in this chapter's exercises.	4	Excellent	Can be used without revision
10.	The selection of images in the English Handbook is interesting and appropriate for grade VII students of SMPN 4 Palopo.	4	Excellent	Can be used without revision
11.	The font and font size selection in English Handbook is interesting and comfortable to read.	4	Excellent	Can be used without revision
12.	The color selection in English Handbook is interesting and interesting to read.	4	Excellent	Can be used without revision
13.	The cover of the English Handbook is interesting.	4	Excellent	Can be used without revision
14.	Design English Handbook is interesting.	4	Excellent	Can be used without revision
15.	The size of the English Handbook is practical and easy to carry	4	Excellent	Can be used without revision

TOTAL SCORE	58
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The average score for the teacher perception outcome is as follows:

$$M = \frac{B}{N} = \frac{58}{15} = 3,86$$

Figure 4.5

The percentages of the teacher perception outcome are as follows:

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

$$X = \frac{3,86}{4} \times 100\% = 97\%$$

Figure 4.6

The average score for the teacher perception test was 3,86, and 97% of the teacher were rated as "Excellent." It means that the handbook doesn't need to be revised before usage.

Moreover, the researcher also asked the teacher Ma'am Sulaiha about the handbook. Here is the script:

"The handbook is very interesting with colorful design, layout, also barcode. Honestly, I just learned about this barcode, which is very innovative for future learning. Furthermore, varied activities and vocabulary lists can increase student vocabulary. Then the material presented is also following the learning I taught. I will use this handbook as a reference in teaching English".

B. Discussion

The seventh graders at SMPN 4 Palopo are motivated to learn English because they understand how important language proficiency is. Students encounter

several issues while studying, including a lack of vocabulary, a lack of interest in the subject, and a requirement for English learning materials books tailored to their requirements. Therefore, the purpose of this study was to develop a suitable English Handbook for Students in the Seventh Grade of SMPN 4 Palopo to address those problems. In addition, this study aimed to determine whether the product succeeded in raising students' interest in learning and how they perceived it. Students might study independently, become more motivated, and actively practice their English through fun activities with the aid of the English Handbook.

Research & Development utilizing the ADDIE model, a research strategy that strives to create a product and evaluate its viability and efficacy, is the research methodology employed. The research and development process is used to create and validate educational goods, claim Borg and Gall. As a result, development research in education strives to create learning products after first analyzing needs, then developing, evaluating, revising, and disseminating the products. Students perceived the product and whether it succeeded in piquing their interest in studying. Students might study independently, become more motivated, and actively practice their English through fun activities with the aid of the English Handbook.

Research & Development utilizing the ADDIE model, a research strategy that strives to create a product and evaluate its viability and efficacy, is the research methodology employed. The research and development process is used to create and validate educational goods, claim Borg and Gall. As a result, development research in education strives to create learning products after first analyzing needs, then developing, evaluating, revising, and disseminating the products.⁴⁶

The research began with an analysis phase using research instruments such as questionnaires and interviews, then interviewed Sulaiha, S.Pd as the English teacher in SMPN 4 Palopo, to discover students' abilities and problems in the learning process. The interview concluded that students need a handbook to support their learning. Furthermore, the researcher distributed the seventh grade student

⁴⁶Sigit.Purnama, “Metode Penelitian Dan Pengembangan (Pengenalan Untuk Mengembangkan Produk Pembelajaran Bahasa Arab”, *Literasi Jurnal Ilmu Pendidikan* volume. IV, No. 1, Juni 2016.

with a questionnaire to collect additional data on the student's need, want, lack, abilities, and activities information from the questionnaire was crucial in creating the appropriate English Handbook for students in grades 7 at SMPN 4 Palopo.

The next stage is designing the product, which involves selecting the color scheme for the cover and the entire item as well as the font, picture, and layout designs. The researcher also makes adjustments to the layout and visuals to match the content of each chapter. Six chapters, titled "Basic Grammar," "My Basic," "What Time Is It," "Hello Good Morning," "This is Me," and "My Hobby.". The content of the Handbook was created using the teacher's "English for Nusantara" textbook as a guide. However, the English Handbook is given several features that students can access through barcodes or links such as audio pronunciation and video that are appropriate to the material. In contrast, the activities were designed with pictures and fun activities based on the students need and adapted from Task Based Language Learning (TBLT). So even the teacher have English for Nusantara book, but they also need another handbook with simple materials, fun activities, video material, also audio pronunciation such as the English Handbook.

Based on the design phase, the researcher created the English Handbook in the third step. The product was created by the researcher using the Canva application. The researcher validated the Handbook to three experts: St. Hartina S.Pd, M.Pd as the language expert, Amalia Yahya, S.E., M.Hum as the design and layout expert, and Sulaiha S.Pd as the material expert. The validation result from the experts was 3, 39 of the mean, and 85% of the percentage classified as "Good," therefore the Handbook can be applied with very minor revisions.

The next phase is the implementation phase, with limited implementation for seventh A class students of SMPN 4 Palopo. There was one meeting of implementing with 2 hours of learning time. In the first hour, the researcher taught chapter III, "Hello, Good Morning," consisting of greeting, leave-taking, thanking, and apologizing. Moreover, in the next hour, the researcher goes to the next chapter, "This is Me!" about the self-introduction and introducing the other self. Moreover, at the end of the implementation phase, the researcher distributed the questionnaire with 15 questions. The result of students' perception gained 3,56 of the mean, and

89% of the percentage qualified as "Good" the Handbook can be used with few revisions.

The last phase of the ADDIE model is evaluation. This phase was needed to create a better product. The researcher collected information through expert suggestions and questionnaires to know the effectiveness and attraction of the design handbook and also students' perception toward the Handbook.

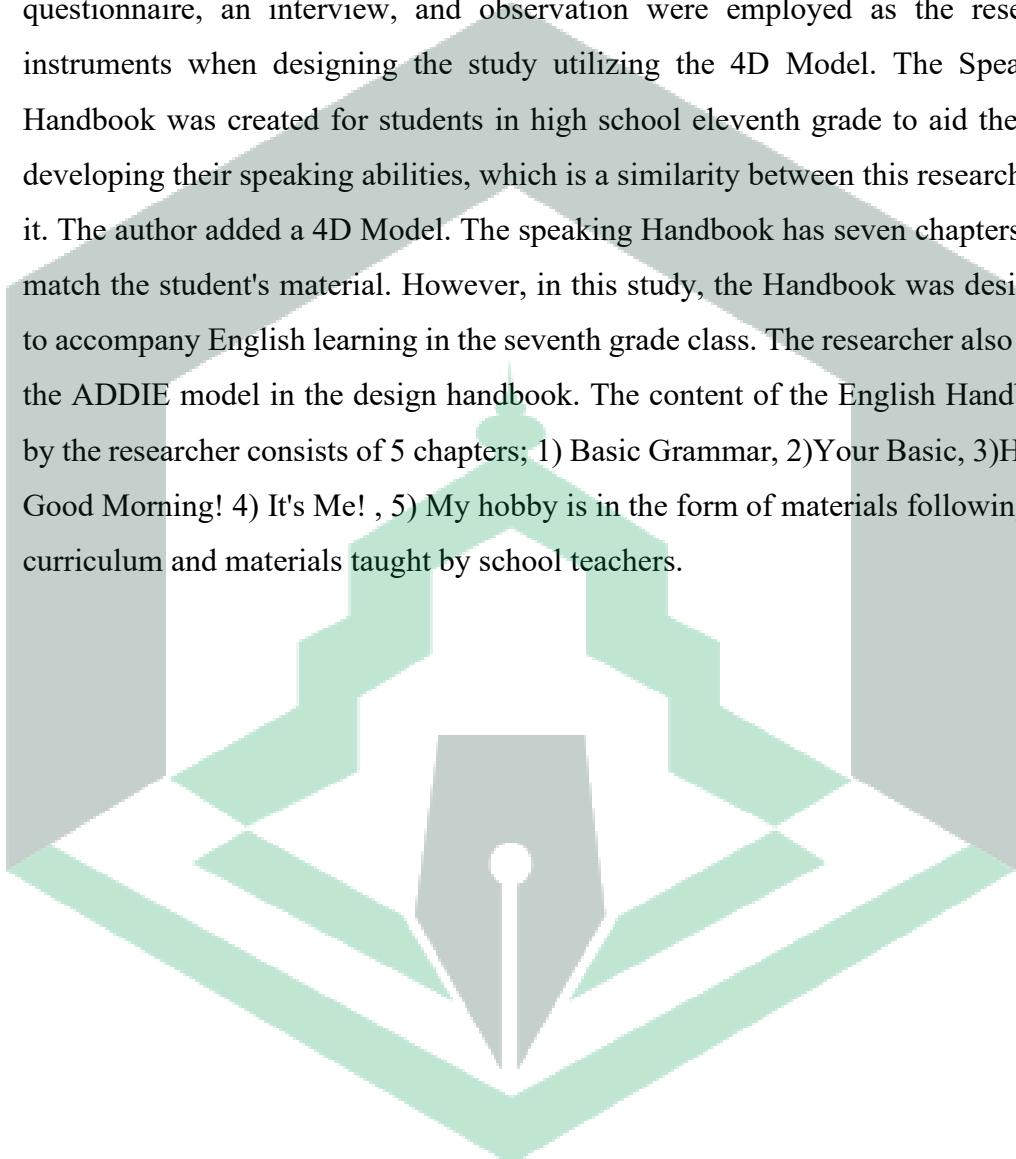
The researcher finds some relevant studies related to this research. First is the research results of Widyaningrum & Setiawan (2018).⁴⁷ The title is "*Handbook Development to Create Expressive Drawings for Grade 2 Students in an Islamic Primary School Ambarawa Semarang*". The similarity in this research is developing a Handbook. However, the authors above are intended for grade 2 Islamic Primary Schools. In contrast, the Handbook conducted by the researcher was intended for teachers and students learning English in seventh grade students at Junior High School. In addition, in making the Handbook, the authors used the Borg and Gall development method, while the researcher used the ADDIE development method.

The second, research Results of P.G.A Prataman, P.K Nitiasih, & I.W Suarnajaya (2019).⁴⁸ The title of this research is "*Designing English Correspondence Handbook for Administrative Staff At Pendidikan Ganesha University*." The similarity in this research is developing a Handbook. However, the author above is aimed at university staff, while the research conducted by the researcher is aimed at teachers and students learning English, especially seventh grade students. Then, the Handbook by the author contains guidelines for correspondence, while the product by the researcher includes materials and questions for learning English.

⁴⁷Kurnia Widyaningrum and Deni Setiawan, "Handbook Development to Create Expressive Drawings for Grade 2 Students' in an Islamic Primary School Ambarawa Semarang", *Journal unnes*, 2018,
<https://journal.unnes.ac.id/nju/index.php/est/article/view/16804/0>.

⁴⁸P.G.A Pratama, P.K Nitiasih, I.W Suarnajaya, Designing English Correspondence Handbook for Administrative Staff At Universitas Pendidikan Ganesha, (November 2019) :https://www.researchgate.net/publication/344420785_Designing_English_Correspondence_Handbook_for_Administrative_Staff_At_Universitas_Pendidikan_Ganesha, Juli 2022.

The last *Designing Speaking Handbook for Students in the Eleventh-Grade of SMAN 2 Palopo* by Batari (2021).⁴⁹ The goal of this research is to design the Speaking Handbook for SMAN 2 Palopo students in the eleventh grade. The research approach used in this study was Hutchinson and Waters' and TBLT'. A questionnaire, an interview, and observation were employed as the research instruments when designing the study utilizing the 4D Model. The Speaking Handbook was created for students in high school eleventh grade to aid them in developing their speaking abilities, which is a similarity between this research and it. The author added a 4D Model. The speaking Handbook has seven chapters that match the student's material. However, in this study, the Handbook was designed to accompany English learning in the seventh grade class. The researcher also used the ADDIE model in the design handbook. The content of the English Handbook by the researcher consists of 5 chapters; 1) Basic Grammar, 2)Your Basic, 3)Hello, Good Morning! 4) It's Me! , 5) My hobby is in the form of materials following the curriculum and materials taught by school teachers.



⁴⁹Batari AS, “Designing Speaking Handbook for Students in the Eleventh-Grade of SMAN 2 Palopo” (Palopo, IAIN Palopo, 2021)

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

The handbook is written by someone for teachers to teach learning materials. It is used to help students learn through the material contained in it and problems to measure the ability of students to understand the material in the Handbook. In developing the material, the researcher adopted the Ali Mudlofir theory: First, identifying competency standards and basic competencies. Second, learning analysis to achieve basic competencies. Third, formulate learning outcomes, Fourth, determine and develop learning strategies. Fifth, develop teaching materials. While for the designing material, the researcher adapted According to the Nunan principle, the material should be connected to the curriculum, authentic in terms of language and task, and designed to encourage engagement. In addition to encouraging students to strengthen their learning skills, materials should also allow students to concentrate on formal language features and encourage them to use their language skills outside of the classroom.

Based on the result of students' and teacher perception through questionnaires, the English Handbook that is appropriate for the seventh-grade students of SMPN 4 Palopo covers several components: 1) six chapters "basic grammar, your basic, what time is it?, hello good morning, it is me, and my hobby" 2) every chapter have various activities of TBLT; 3) vocabulary checklist in every chapter; 4) interesting layout and media; 5) usage guidelines. The layout design of the English Handbook is interesting and contains various activities, materials, vocabulary, and audio pronunciation that facilitated the students.

B. Suggestion

The findings of this study will benefit many people, particularly English teachers, and other academics. The following are a few of the suggestions:

1. For Teachers

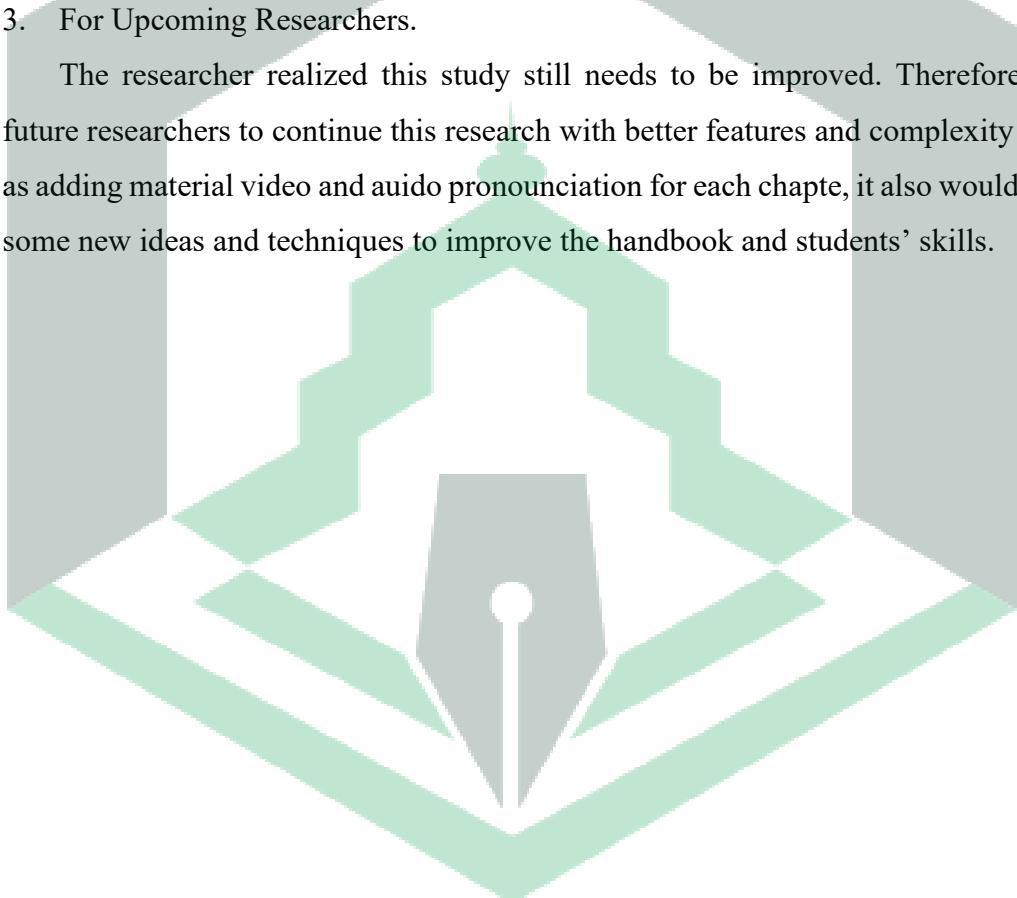
Teachers are suggested to use this handbook as in teaching English to help students and improve students interest in learning English

2. For Student

This handbook is intended to help students become more fluent in English, stimulate their interest in the subject matter, and engage more actively in class.

3. For Upcoming Researchers.

The researcher realized this study still needs to be improved. Therefore, for future researchers to continue this research with better features and complexity such as adding material video and audio pronunciation for each chapter, it also would give some new ideas and techniques to improve the handbook and students' skills.



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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 Telpo : (0471) 326048

ASLI
IZIN PENELITIAN
 NOMOR : 1323/IP/DPMPTSP/XI/2022

DASAR HUKUM :

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

MEMBERIKAN IZIN KEPADA

Nama	:	JUMEIDA MU'THAIRAH HERMAN
Jenis Kelamin	:	Perempuan
Alamat	:	Jl. Hartaco Binturu Jaya No. 32 Kota Palopo
Pekerjaan	:	Mahasiswa
NIM	:	18 0202 0177

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

DESIGNING YOUR BASIC HANDBOOK FOR SEVENTH GRADE STUDENTS AT SMPN 04 KOTA PALOPO

Lokasi Penelitian	:	SMP NEGERI 4 PALOPO
Lamanya Penelitian	:	07 November 2022 s.d. 07 Desember 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. Menaati semua peraturan perundang-undangan yang berlaku, serta menghormati Adat Istiadat setempat.
 3. Penelitian tidak menyimpang dari maksud izin yang diberikan.
 4. Menyerahkan 1 (satu) exemplar foto copy hasil penelitian kepada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.
 5. Surat Izin Penelitian ini dinyatakan tidak berlaku, bilamana pemegang izin ternyata tidak menaati ketentuan-ketentuan tersebut di atas.

Demikian Surat Izin Penelitian ini diterbitkan untuk dipergunakan sebagaimana mestinya.

Diterbitkan di Kota Palopo
 Pada tanggal : 08 November 2022
 a.n. Kepala Dinas Penanaman Modal dan PTSP
 Kepala Bidang Pengkajian dan Pemrosesan Perizinan PTSP


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

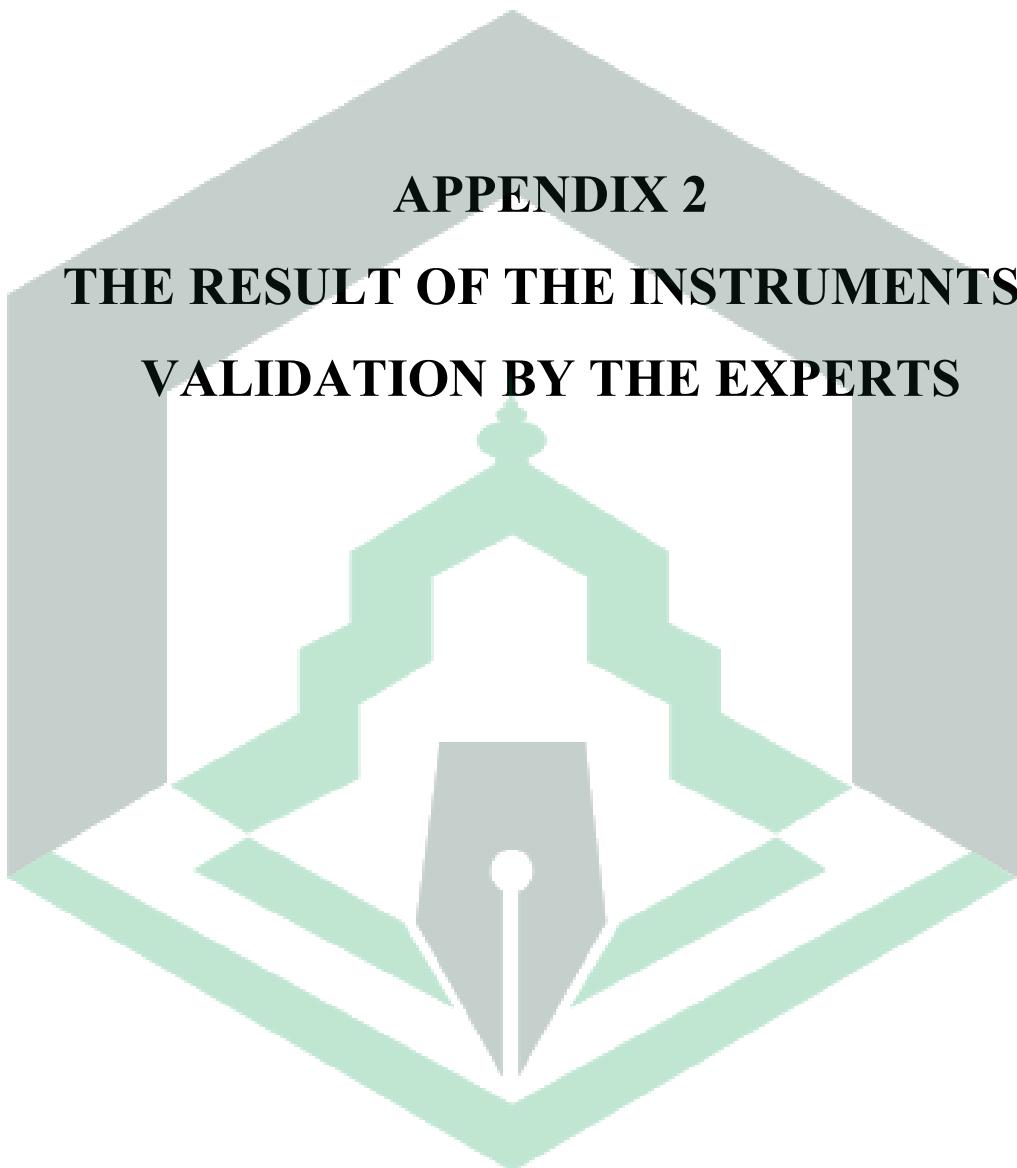
Tembusan :

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

APPENDIX 2

THE RESULT OF THE INSTRUMENTS'

VALIDATION BY THE EXPERTS



LEMBAR VALIDASI INSTRUMEN QUESTIONNAIRE
Designing Your Basic Handbook for Seventh Grade Students at SMPN 04
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. Interval skala yang digunakan sebagai berikut:
 - 1: Tidak layak
 - 2: Kurang layak
 - 3: Cukup layak
 - 4: Layak
 - 5: Sangat layak
4. Mohon kesediaannya untuk memberikan saran perbaikan di akhir lembaran ini.

B. Penilaian Kelayakan

No.	Uraian	Kelayakan				
		1	2	3	4	5
I	Aspek Isi (<i>content</i>)					
a	Tujuan penelitian dinyatakan jelas				✓	
b	Tujuan kuesioner dinyatakan dengan jelas.				✓	
c	Petunjuk pengisian kuesioner mudah Dipahami					✓
II	Aspek Cakupan (<i>scope of content</i>)	1	2	3	4	5
a	Butir-butir kuesioner mencakup data yang berhubungan dengan cakupan isi materi memadai.				✓	
b	Butir-butir kuesioner dirumuskan dalam Bahasa Indonesia yang baik dan benar.					✓

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.						✓
III	Aspek Bahasa (<i>language</i>)	1	2	3	4	5	
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

Kuesioner dapat digunakan

D. Saran

E. Kesimpulan

Instrumen kuesioner ini (lingkari salah satu pilihan)

- salah satu pilihan)

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

Palopo,

Penilaian Kelaruanakan

DR. MASRUDDIN, S.I., M.A., M.B.B.S.

LEMBAR VALIDASI INSTRUMEN QUESTIONNAIRE
Designing Your Basic Handbook for Seventh Grade Students at SMPN 04
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. Interval skala yang digunakan sebagai berikut:
 - 1: Tidak layak
 - 2: Kurang layak
 - 3: Cukup layak
 - 4: Layak
 - 5: Sangat layak
4. Mohon kesediaannya untuk memberikan saran perbaikan di akhir lembaran ini.

B. Penilaian Kelayakan

No.	Uraian	Kelayakan				
		1	2	3	4	5
I	Aspek Isi (<i>content</i>)					
a	Tujuan penelitian dinyatakan jelas		✓			
b	Tujuan kuesioner dinyatakan dengan jelas.		✓			
c	Petunjuk pengisian kuesioner mudah Dipahami					✓
II	Aspek Cakupan (<i>scope of content</i>)	1	2	3	4	5
a	Butir-butir kuesioner mencakup data yang berhubungan dengan cakupan isi materi memadai.				✓	
b	Butir-butir kuesioner dirumuskan dalam Bahasa Indonesia yang baik dan benar.					✓

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.				✓	
III	Aspek Bahasa (language)	1	2	3	4	5
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

Kuesioner dapat digunakan setelah penyusunan beberapa hal yang ditambahkan yakni pilihan jawaban dan penulisan serta komponen tujuan penelitian dan tujuan kuesioner.

D. Saran

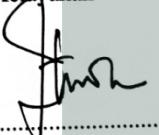
Lengkapilah kuesioner dengan penjelasan tujuan penelitian dan tujuan kuesioner pada bagian awal kuesioner. Dengan demikian siswa dapat memahami tujuan pengelaran kuesioner dengan baik.

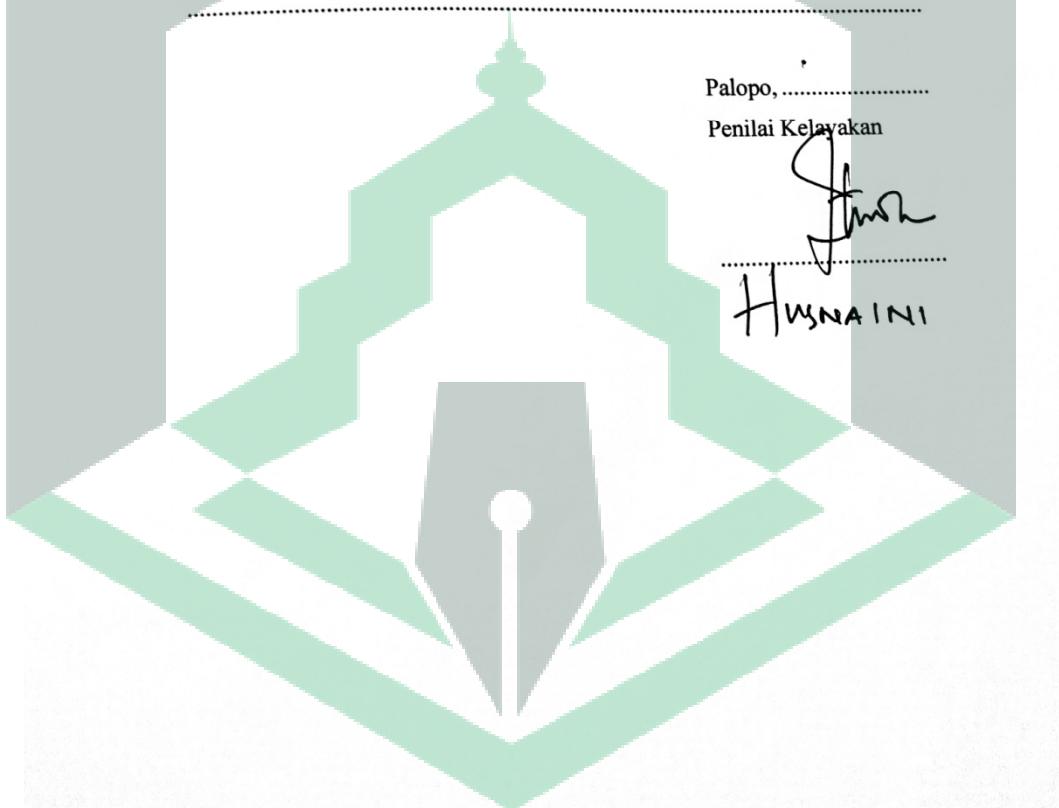
E. Kesimpulan

Instrumen kuesioner ini (lingkari salah satu pilihan)

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

- Injun Peniliti
- Injun kuchonur
- Penlitin

Palopo,
Penilai Kelayakan

HUSNAINI





QUESTIONNAIRE
Designing English Handbook for Seventh Grade Students at SMPN 04
Palopo

A. Data Respondent

Nama :

Usia :

Jenis Kelamin :

Kelas :

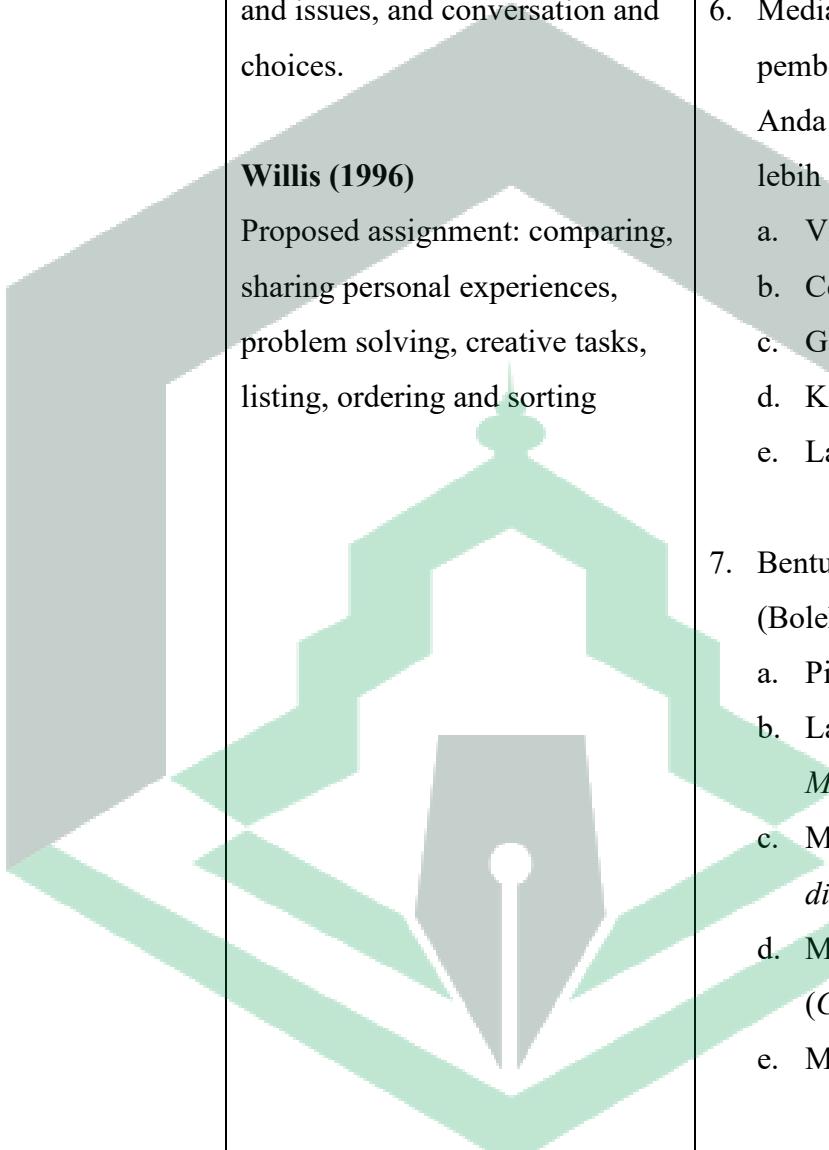
B. Petunjuk Pengisian

Berilah tanda (x) pada pilihan pertanyaan 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 pada SMPN 04 Palopo

Aspect	Theory	Questions
Necessity	<p>Tom Hutchinson and Alan Waters (1993:55)</p> <p>Necessities will determine what student needed to know.</p> <p>Khanna Soliha (2020)</p> <p>Vocabulary as the main component of language proficiency is essential to learning English.</p>	<p>1. Tujuan Anda untuk mempelajari bahasa Inggris adalah ...</p> <ol style="list-style-type: none"> Agar saya mampu menguasai kosa kata dalam bahasa inggris Agar saya mampu mengerjakan soal-soal bahasa inggris Agar saya mampu menggunakan dan memahami kata , kalimat, dan ungkapan dalam bahasa inggris Agar saya mampu membedakan ungkapan formal dan informal dalam teks bahasa inggris

	<p>Nurhadi (1989)</p> <ul style="list-style-type: none"> • Capture the main ideas • Understand the contents of the book in detail and thoroughly • Recognize the meaning of the text • Get information • Get reference information from opinions from experts <p>Richards in (Brown & Yule, 1983)</p> <p>Function of speaking:</p> <ul style="list-style-type: none"> • Talk as interaction with someone or group • Talk as transaction, • Talk as performance. 	<p>e. Lainnya, sebutkan ...</p> <p>2. Harapan anda mempelajari pembelajaran bahas inggris ialah ...</p> <ol style="list-style-type: none"> Agar saya dapat mengetahui kosa kata dalam Bahasa Inggris Agar saya dapat memahami bacaan pada buku Agar saya dapat berbicara dalam Bahasa Inggris Agar saya mendapatkan informasi Lainnya, sebutkan...
Lack	<p>Tom Hutchinson and Alan Waters (1993:55)</p> <p>The student problems while studying or what the students know already</p> <p>DeLallo (2012)</p> <p>Reading is not only a single skill but a set of related skills. These include</p>	<p>3. Kesulitan Anda dalam pembelajaran Bahasa Inggris adalah ...</p> <ol style="list-style-type: none"> Saya tidak dapat membaca kalimat Bahasa Inggris Saya tidak memahami kosa kata Bahasa Inggris Saya tidak tertarik belajar Bahasa Inggris

	<ul style="list-style-type: none"> • Word recognition and mastery of vocabulary. • The ability to see in the material the structures of the sentences, paragraphs, and longer passages that form the whole units. • The intelligence to follow the thought development in the result of presenting and making any relevant deductions, inferences, or critical assessments. • The ability to concentrate on the reading task. 	<p>d. Saya tidak memiliki buku Bahasa Inggris</p> <p>e. Lainnya, sebutkan...</p>
Student's Need (Want)	<p>Majid (2009)</p> <p>Teaching materials are divided into 4 :</p> <ul style="list-style-type: none"> • Printed teaching materials • Listening teaching materials (Audio) • Teaching materials For seeing and hearing (Audio Visual) • Interactive teaching materials <p>Pattison P (1987)</p> <p>The types of tasks that can be applied are: Matching exercises,</p>	<p>4. Media ajar yang anda inginkan adalah...</p> <p>a. Buku</p> <p>b. Audio</p> <p>c. Video</p> <p>d. Buku, audio, video (Kombinasi)</p> <p>e. Lainnya, sebutkan ...</p> <p>5. Aktifitas apa yang Anda sukai dalam pembelajaran bahasa Inggris ?</p> <p>a. Mencatat materi Bahasa Inggris</p> <p>b. Menjawab soal Bahasa Inggris</p> <p>c. Menyimak materi dari video</p>

	<p>discussed and pretends, questions and answer, correspondence systems, endlessly picture stories, riddles and issues, and conversation and choices.</p> <p>Willis (1996)</p> <p>Proposed assignment: comparing, sharing personal experiences, problem solving, creative tasks, listing, ordering and sorting</p> 	<p>d. Bermain game dalam Bahasa Inggris</p> <p>e. Lainnya, sebutkan ...</p> <p>6. Media yang dapat menunjang pembelajaran Bahasa Inggris yang Anda sukai adalah ... (Boleh pilih lebih dari 1)</p> <ul style="list-style-type: none"> a. Video b. Cerita Singkat c. Gambar d. Kartu e. Lainnya, sebutkan ... <p>7. Bentuk tugas apa yang Anda sukai? (Boleh pilih lebih dari 1)</p> <ul style="list-style-type: none"> a. Pilihan ganda dan Essay b. Latihan mencocokan (<i>Matching exercises</i>) c. Membuat percakapan (<i>Make a dialog</i>) d. Melengkapi kalimat (<i>Completing sentence</i>) e. Meringkas (<i>Summarize</i>)
Students' Role	<p>Richard and Roger in (Nunan: 2004: 65)</p> <p>The learners' role in the learning process:</p>	<p>8. Dalam pemberian materi pembelajaran dalam bahasa inggris anda menyukai materi yang berbentuk ? (Jawaban boleh lebih dari satu):</p>

	<ul style="list-style-type: none"> • learner is a listener and performer; little influence over content and none over methodology • learners learn through systematic analysis; must become independent and autonomous • learners are members of a social group or community; move from dependence to autonomy as learning progresses 	<p>a. Video atau audio</p> <p>b. Teks bacaan</p> <p>c. Pemberian materi oleh guru</p> <p>d. Menggunakan buku paket</p> <p>e. Lainnya, sebutkan ...</p>
		<p>9. Bagaimana proses belajar mengajar bahasa Inggris yang anda sukai?</p> <p>a. Hanya mendengarkan penjelasan guru kertika menerangkan materi</p> <p>b. Menggunakan kreativitas dalam mengerjakan tugas</p> <p>c. Menggunakan metode game untuk memudahkan memahami materi bahasa Inggris</p> <p>d. Berdiskusi dan aktif selama pembelajaran berlangsung untuk mengerjakan tugas dan memecahkan masalah</p> <p>e. Lainnya, sebutkan ...</p>
		<p>10. Saat mengerjakan tugas bahasa Inggris, Anda menyukai dibagi tugas secara ?</p> <p>a. Individu (Perorangan)</p> <p>b. Berpasangan dengan teman</p> <p>c. Membentuk kelompok kecil yang terdiri dari 3-4 orang</p> <p>d. Membuat tugas belajar menjadi kelompok besar</p>

		e. Lainnya, sebutkan ...
Teachers' Role	<p>Nunan (2004: 67)</p> <p>According to Breen and Candlin (1980) in Nunan (2004: 67) the teacher has three main roles in the communicative classroom. The first is to act as a facilitator of the communicative process, the second is to act as a participant, and the third is to act as an observer and learner.</p> <p>Abin Syamsuddin</p> <p>Gage and Barliner as cited in Abin Syamsuddin, suggest the role of the teacher in the learning process of students, which includes :</p> <ul style="list-style-type: none"> a) The teacher as a planner b) The teacher as an organizer. c) The teacher as an evaluator 	<p>11. Dalam pembelajaran Bahasa Inggris, anda menyukai jika guru..</p> <ul style="list-style-type: none"> a. Guru melibatkan siswa dalam kegiatan belajar mengajar (<i>Organizer</i>) b. Guru hendaknya mendorong siswa dalam meningkatkan pemahaman siswa (<i>Prompter</i>) c. Guru mencatat serta menilai hasil kerja siswa (<i>Assessor</i>) d. Guru hendaknya memberi tanggapan balik terhadap skill siswa (<i>Feedback provider</i>) e. Lainnya, sebutkan ...
	<p>Dr. M.F Patel & Praveen M. Jain, (2008)</p> <p>Teaching Reading at The Earlier Stage</p> <ul style="list-style-type: none"> • The teacher should not force the speed of reading but on the accuracy of pronunciation when teaching reading. 	<p>12. Dalam pemberian materi pembelajaran Bahasa Inggris, anda menyukai jika guru ... (Jawaban boleh lebih dari satu)</p> <ul style="list-style-type: none"> a. Guru meminta siswa membaca teks dengan nyaring

	<ul style="list-style-type: none">• The teacher should ask more than one student to read at a time and the teacher should give individual attention to each student in the class.• When teaching reading, the teacher must be careful in pointing out and correcting students' pronunciation and intonation errors.• When teaching, the teacher should first find the cause of the student's mistake and then try to correct it by eliminating the cause of the mistake.• The teacher should be aware of the correct sitting or standing position for reading.	<ul style="list-style-type: none">b. Guru membenarkan pelafalan (<i>Pronunciation</i>) siswa saat membaca teksc. Guru memberikan perhatian pada setiap siswad. Guru menerjemahkan teks bacaane. Lainnya, sebutkan ...
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QUESTIONNAIRE

Designing English Handbook for Seventh Grade Students at SMPN 04 Palopo

A. Tujuan Penelitian

Untuk melakukan penelitian guna mendapatkan informasi yang kemudian menghasilkan produk yang sesuai dengan minat siswa sehingga dapat membantu siswa dalam belajar Bahasa Inggris.

B. Tujuan Questionnaire :

1. Untuk memperoleh fakta dari gejala yang ada
2. Untuk memperoleh tujuan, keinginan, minat, dan kesulitan siswa dalam mempelajari Bahasa Inggris

C. Data Respondent

Nama :

Usia :

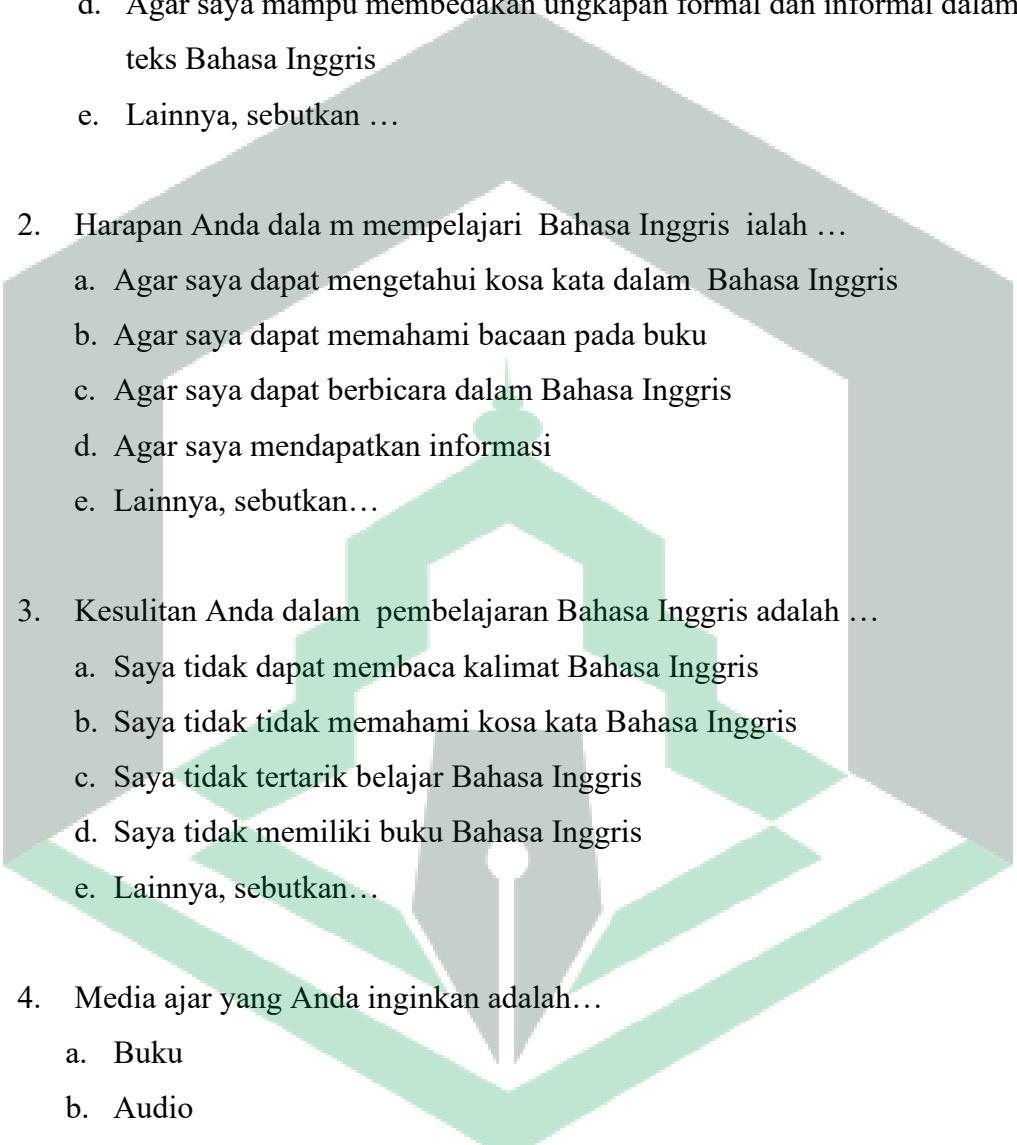
Jenis Kelamin :

Kelas :

D. Petunjuk Pengisian

Berilah tanda (x) pada pilihan pertanyaan 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 pada SMPN 04 Palopo.

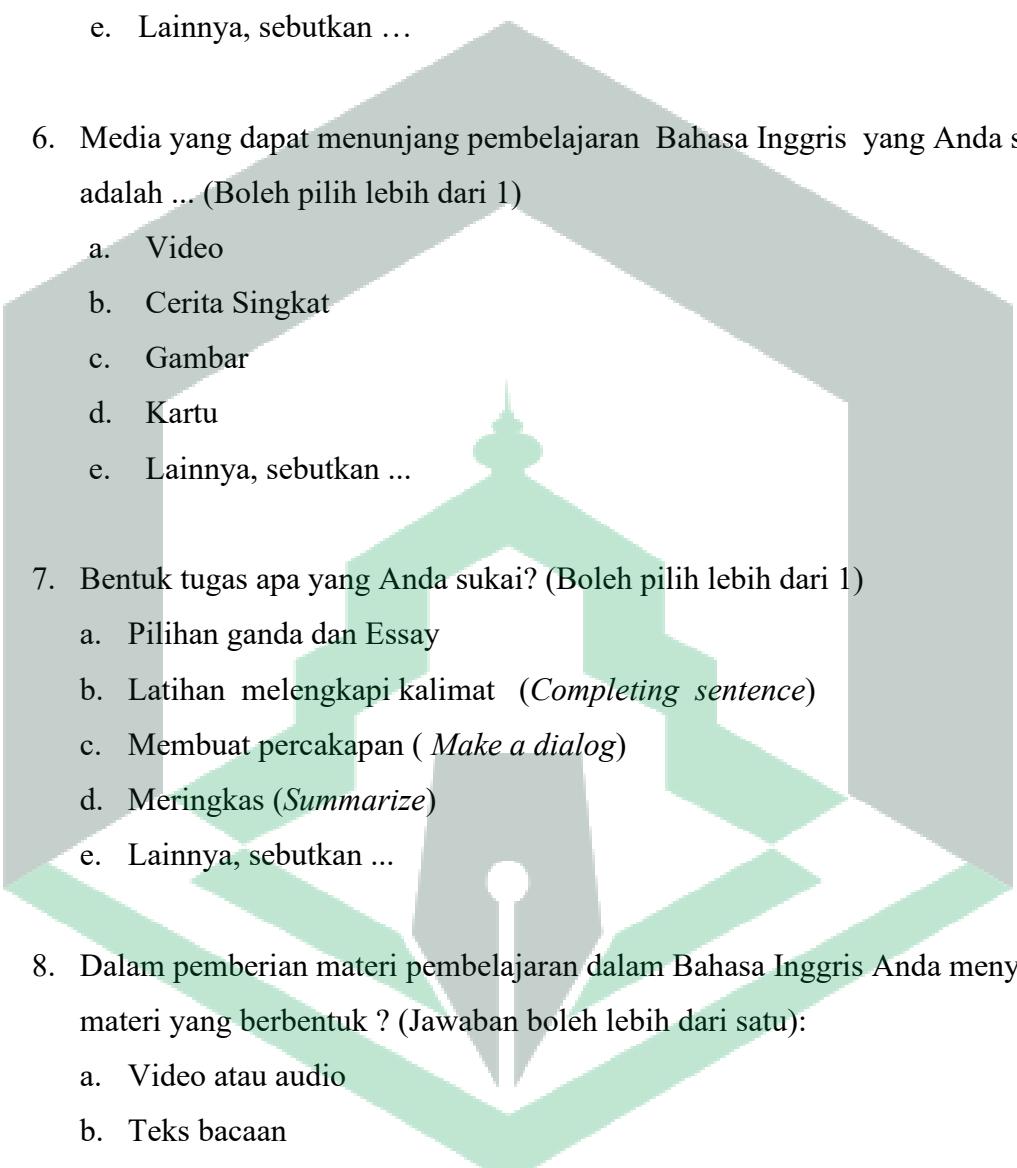
1. Tujuan Anda untuk mempelajari Bahasa Inggris adalah ...

- 
- a. Agar saya mampu menguasai kosa kata dalam Bahasa Inggris
 - b. Agar saya mampu mengerjakan soal-soal Bahasa Inggris
 - c. Agar saya mampu menggunakan dan memahami kata , kalimat, dan ungkapan dalam Bahasa Inggris
 - d. Agar saya mampu membedakan ungkapan formal dan informal dalam teks Bahasa Inggris
 - e. Lainnya, sebutkan ...
-
2. Harapan Anda dalam mempelajari Bahasa Inggris ialah ...
 - a. Agar saya dapat mengetahui kosa kata dalam Bahasa Inggris
 - b. Agar saya dapat memahami bacaan pada buku
 - c. Agar saya dapat berbicara dalam Bahasa Inggris
 - d. Agar saya mendapatkan informasi
 - e. Lainnya, sebutkan...

 3. Kesulitan Anda dalam pembelajaran Bahasa Inggris adalah ...
 - a. Saya tidak dapat membaca kalimat Bahasa Inggris
 - b. Saya tidak memahami kosa kata Bahasa Inggris
 - c. Saya tidak tertarik belajar Bahasa Inggris
 - d. Saya tidak memiliki buku Bahasa Inggris
 - e. Lainnya, sebutkan...

 4. Media ajar yang Anda inginkan adalah...
 - a. Buku
 - b. Audio
 - c. Video
 - d. Buku, audio, video (Kombinasi)
 - e. Lainnya, sebutkan ...

 5. Aktifitas apa yang Anda sukai dalam pembelajaran bahasa Inggris ?

- 
- a. Mencatat materi Bahasa Inggris
 - b. Menjawab soal Bahasa Inggris
 - c. Menyimak materi dari video
 - d. Bermain game (Fun activites)
 - e. Lainnya, sebutkan ...
6. Media yang dapat menunjang pembelajaran Bahasa Inggris yang Anda sukai adalah ... (Boleh pilih lebih dari 1)
- a. Video
 - b. Cerita Singkat
 - c. Gambar
 - d. Kartu
 - e. Lainnya, sebutkan ...
7. Bentuk tugas apa yang Anda sukai? (Boleh pilih lebih dari 1)
- a. Pilihan ganda dan Essay
 - b. Latihan melengkapi kalimat (*Completing sentence*)
 - c. Membuat percakapan (*Make a dialog*)
 - d. Meringkas (*Summarize*)
 - e. Lainnya, sebutkan ...
8. Dalam pemberian materi pembelajaran dalam Bahasa Inggris Anda menyukai materi yang berbentuk ? (Jawaban boleh lebih dari satu):
- a. Video atau audio
 - b. Teks bacaan
 - c. Pemberian materi oleh guru
 - d. Menggunakan buku paket
 - e. Lainnya, sebutkan ...
9. Bagaimana proses belajar mengajar Bahasa Inggris yang Anda sukai?
- a. Hanya mendengarkan penjelasan guru ketika menerangkan materi

- b. Menggunakan kreativitas dalam mengerjakan tugas
 - c. Menggunakan metode game untuk memudahkan memahami materi Bahasa Inggris
 - d. Berdiskusi dan aktif selama pembelajaran berlangsung untuk mengerjakan tugas dan memecahkan masalah
 - e. Lainnya, sebutkan ...
10. Saat mengerjakan tugas Bahasa Inggris, Anda menyukai dibagi tugas secara ?
- a. Individu (Perorangan)
 - b. Berpasangan dengan teman
 - c. Membentuk kelompok kecil yang terdiri dari 3-4 orang
 - d. Membuat tugas belajar menjadi kelompok besar
 - e. Lainnya, sebutkan ...
11. Dalam pembelajaran Bahasa Inggris, Anda menyukai jika guru..
- a. Guru melibatkan siswa dalam kegiatan belajar mengajar (*Organizer*)
 - b. Guru hendaknya mendorong siswa dalam meningkatkan pemahaman siswa (*Prompter*)
 - c. Guru mencatat serta menilai hasil kerja siswa (*Assessor*)
 - d. Guru hendaknya memberi tanggapan balik terhadap skill siswa (*Feedback provider*)
 - e. Lainnya, sebutkan ...
12. Dalam pemberian materi pembelajaran Bahasa Inggris, Anda menyukai jika guru ... (Jawaban boleh lebih dari satu)
- a. Guru meminta siswa membaca teks dengan nyaring
 - b. Guru membenarkan pelafalan (*Pronunciation*) siswa saat membaca teks
 - c. Guru memberikan perhatian pada setiap siswa
 - d. Guru menerjemahkan teks bacaan
 - e. Lainnya, sebutkan ...

APPENDIX 4

THE NEED ANALYSIS RESULT



QUESTIONNAIRE

Designing Your Basic Handbook for Seventh Grade Students at SMPN 04 Palopo

A. Tujuan Penelitian

Untuk melakukan penelitian guna mendapatkan informasi yang kemudian menghasilkan produk yang sesuai dengan minat siswa sehingga dapat membantu siswa dalam belajar Bahasa Inggris.

B. Tujuan Questionnaire :

1. Untuk memperoleh fakta dari gejala yang ada
2. Untuk memperoleh tujuan, keinginan, minat, dan kesulitan siswa dalam mempelajari Bahasa Inggris

C. Data Respondent

Nama : A. Nur Hafiza

Usia : 13

Jenis Kelamin : Perempuan

Kelas : VII. A

D. Petunjuk Pengisian

Berilah tanda (x) pada pilihan pertanyaan 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 pada SMPN 04 Palopo.

1. Tujuan Anda untuk mempelajari Bahasa Inggris adalah ...

- Agar saya mampu menguasai kosa kata dalam Bahasa Inggris
- Agar saya mampu mengerjakan soal-soal Bahasa Inggris
- Agar saya mampu menggunakan dan memahami kata , kalimat, dan ungkapan dalam Bahasa Inggris
- Agar saya mampu membedakan ungkapan formal dan informal dalam teks Bahasa Inggris
- Lainnya, sebutkan ...

2. Harapan Anda dalam mempelajari Bahasa Inggris ialah ...

- Agar saya dapat mengetahui kosa kata dalam Bahasa Inggris
- Agar saya dapat memahami bacaan pada buku
- Agar saya dapat berbicara dalam Bahasa Inggris
- Agar saya mendapatkan informasi
- Lainnya, sebutkan...

3. Kesulitan Anda dalam pembelajaran Bahasa Inggris adalah ...

- Saya tidak dapat membaca kalimat Bahasa Inggris
- Saya tidak memahami kosa kata Bahasa Inggris
- Saya tidak tertarik belajar Bahasa Inggris
- Saya tidak memiliki buku Bahasa Inggris
- Lainnya, sebutkan...

4. Media ajar yang Anda inginkan adalah...

- Buku
- Audio
- Video
- Buku, audio, video (Kombinasi)
- Lainnya, sebutkan ...

5. Aktifitas apa yang Anda suka dalam pembelajaran bahasa Inggris ?
- a. Mencatat materi Bahasa Inggris
 - b. Menjawab soal Bahasa Inggris
 - c. Menyimak materi dari video
 - d. Bermain game (Fun activites)
 - e. Lainnya, sebutkan ...
6. Media yang dapat menunjang pembelajaran Bahasa Inggris yang Anda suka adalah ...
(Boleh pilih lebih dari 1)
- a. Video
 - b. Cerita Singkat
 - c. Gambar
 - d. Kartu
 - e. Lainnya, sebutkan ...
7. Bentuk tugas apa yang Anda suka? (Boleh pilih lebih dari 1)
- a. Pilihan ganda dan Essay
 - b. Latihan melengkapi kalimat (*Completing sentence*)
 - c. Membuat percakapan (*Make a dialog*)
 - d. Meringkas (*Summarize*)
 - e. Lainnya, sebutkan ...
8. Dalam pemberian materi pembelajaran dalam Bahasa Inggris **Anda menyukai materi yang berbentuk ?** (Jawaban boleh lebih dari satu):
- a. Video atau audio
 - b. Teks bacaan
 - c. Pemberian materi oleh guru
 - d. Menggunakan buku paket
 - e. Lainnya, sebutkan ...

- 
9. Bagaimana proses belajar mengajar Bahasa Inggris yang Anda sukai?
 a. Hanya mendengarkan penjelasan guru kertika menerangkan materi
b. Menggunakan kreativitas dalam mengerjakan tugas
c. Menggunakan metode game untuk memudahkan memahami materi Bahasa Inggris
d. Berdiskusi dan aktif selama pembelajaran berlangsung untuk mengerjakan tugas dan memecahkan masalah
e. Lainnya, sebutkan ...
 10. Saat mengerjakan tugas Bahasa Inggris, Anda menyukai dibagi tugas secara ?
a. Individu (Perorangan)
 b. Berpasangan dengan teman
c. Membentuk kelompok kecil yang terdiri dari 3-4 orang
d. Membuat tugas belajar menjadi kelompok besar
e. Lainnya, sebutkan ...
 11. Dalam pembelajaran Bahasa Inggris, Anda menyukai jika guru..
a. Guru melibatkan siswa dalam kegiatan belajar mengajar (*Organizer*)
b. Guru hendaknya mendorong siswa dalam meningkatkan pemahaman siswa (*Promoter*)
 c. Guru mencatat serta menilai hasil kerja siswa (*Assessor*)
d. Guru hendaknya memberi tanggapan balik terhadap skill siswa (*Feedback provider*)
e. Lainnya, sebutkan ...
 12. Dalam pemberian materi pembelajaran Bahasa Inggris, Anda menyukai jika guru ...
(Jawaban boleh lebih dari satu)
a. Guru meminta siswa membaca teks dengan nyaring
 b. Guru membenarkan pelafalan (*Pronunciation*) siswa saat membaca teks
 c. Guru memberikan perhatian pada setiap siswa
d. Guru menerjemahkan teks bacaan
e. Lainnya, sebutkan ...

QUESTIONNAIRE

Designing Your Basic Handbook for Seventh Grade Students at SMPN 04 Palopo

A. Tujuan Penelitian

Untuk melakukan penelitian guna mendapatkan informasi yang kemudian menghasilkan produk yang sesuai dengan minat siswa sehingga dapat membantu siswa dalam belajar Bahasa Inggris.

B. Tujuan Questionnaire :

1. Untuk memperoleh fakta dari gejala yang ada
2. Untuk memperoleh tujuan, keinginan, minat, dan kesulitan siswa dalam mempelajari Bahasa Inggris

C. Data Respondent

Nama : ANDI BAYU DISTIRA.M

Usia : 13 TAHUN

Jenis Kelamin : LAKI L

Kelas : VII A

D. Petunjuk Pengisian

Berilah tanda (x) pada pilihan pertanyaan 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 pada SMPN 04 Palopo.

1. Tujuan Anda untuk mempelajari Bahasa Inggris adalah ...
 - a. Agar saya mampu menguasai kosa kata dalam Bahasa Inggris
 - b. Agar saya mampu mengerjakan soal-soal Bahasa Inggris
 - c. Agar saya mampu menggunakan dan memahami kata , kalimat, dan ungkapan dalam Bahasa Inggris
 - d. Agar saya mampu membedakan ungkapan formal dan informal dalam teks Bahasa Inggris
 - e. Lainnya, sebutkan ...

2. Harapan Anda dalam mempelajari Bahasa Inggris ialah ...
 - a. Agar saya dapat mengetahui kosa kata dalam Bahasa Inggris
 - b. Agar saya dapat memahami bacaan pada buku
 - c. Agar saya dapat berbicara dalam Bahasa Inggris
 - d. Agar saya mendapatkan informasi
 - e. Lainnya, sebutkan...

3. Kesulitan Anda dalam pembelajaran Bahasa Inggris adalah ...
 - a. Saya tidak dapat membaca kalimat Bahasa Inggris
 - b. Saya tidak tidak memahami kosa kata Bahasa Inggris
 - c. Saya tidak tertarik belajar Bahasa Inggris
 - d. Saya tidak memiliki buku Bahasa Inggris
 - e. Lainnya, sebutkan...

4. Media ajar yang Anda inginkan adalah...
 - a. Buku
 - b. Audio
 - c. Video
 - d. Buku, audio, video (Kombinasi)
 - e. Lainnya, sebutkan ...

5. Aktifitas apa yang Anda sukai dalam pembelajaran bahasa Inggris ?
- a. Mencatat materi Bahasa Inggris
 - b. Menjawab soal Bahasa Inggris
 - c. Menyimak materi dari video
 - d. Bermain game (Fun activites)
 - e. Lainnya, sebutkan ...
6. Media yang dapat menunjang pembelajaran Bahasa Inggris yang Anda sukai adalah ...
(Boleh pilih lebih dari 1)
- a. Video
 - b. Cerita Singkat
 - c. Gambar
 - d. Kartu
 - e. Lainnya, sebutkan ...
7. Bentuk tugas apa yang Anda sukai? (Boleh pilih lebih dari 1)
- a. Pilihan ganda dan Essay
 - b. Latihan melengkapi kalimat (*Completing sentence*)
 - c. Membuat percakapan (*Make a dialog*)
 - d. Meringkas (*Summarize*)
 - e. Lainnya, sebutkan ...
8. Dalam pemberian materi pembelajaran dalam Bahasa Inggris Anda menyukai materi yang berbentuk ? (Jawaban boleh lebih dari satu):
- a. Video atau audio
 - b. Teks bacaan
 - c. Pemberian materi oleh guru
 - d. Menggunakan buku paket
 - e. Lainnya, sebutkan ...

9. Bagaimana proses belajar mengajar Bahasa Inggris yang Anda sukai?
- a. Hanya mendengarkan penjelasan guru kertika menerangkan materi
 - b. Menggunakan kreativitas dalam mengerjakan tugas
 - c. Menggunakan metode game untuk memudahkan memahami materi Bahasa Inggris
 - d. Berdiskusi dan aktif selama pembelajaran berlangsung untuk mengerjakan tugas dan memecahkan masalah
 - e. Lainnya, sebutkan ...
10. Saat mengerjakan tugas Bahasa Inggris, Anda menyukai dibagi tugas secara ?
- a. Individu (Perorangan)
 - b. Berpasangan dengan teman
 - c. Membentuk kelompok kecil yang terdiri dari 3-4 orang
 - d. Membuat tugas belajar menjadi kelompok besar
 - e. Lainnya, sebutkan ...
11. Dalam pembelajaran Bahasa Inggris, Anda menyukai jika guru..
- a. Guru melibatkan siswa dalam kegiatan belajar mengajar (*Organizer*)
 - b. Guru hendaknya mendorong siswa dalam meningkatkan pemahaman siswa (*Promoter*)
 - c. Guru mencatat serta menilai hasil kerja siswa (*Assessor*)
 - d. Guru hendaknya memberi tanggapan balik terhadap skill siswa (*Feedback provider*)
 - e. Lainnya, sebutkan ...
12. Dalam pemberian materi pembelajaran Bahasa Inggris, Anda menyukai jika guru ...
(Jawaban boleh lebih dari satu)
- a. Guru meminta siswa membaca teks dengan nyaring
 - b. Guru membenarkan pelafalan (*Pronunciation*) siswa saat membaca teks
 - c. Guru memberikan perhatian pada setiap siswa
 - d. Guru menerjemahkan teks bacaan
 - e. Lainnya, sebutkan ...

QUESTIONNAIRE

Designing Your Basic Handbook for Seventh Grade Students at SMPN 04 Palopo

A. Tujuan Penelitian

Untuk melakukan penelitian guna mendapatkan informasi yang kemudian menghasilkan produk yang sesuai dengan minat siswa sehingga dapat membantu siswa dalam belajar Bahasa Inggris.

B. Tujuan Questionnaire :

1. Untuk memperoleh fakta dari gejala yang ada
2. Untuk memperoleh tujuan, keinginan, minat, dan kesulitan siswa dalam mempelajari Bahasa Inggris

C. Data Respondent

Nama : Nuf Ainiun Awaluddin
Usia : 12 thn
Jenis Kelamin : Perempuan
Kelas : VII. A

D. Petunjuk Pengisian

Berilah tanda (x) pada pilihan pertanyaan 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 pada SMPN 04 Palopo.

1. Tujuan Anda untuk mempelajari Bahasa Inggris adalah ...

- a. Agar saya mampu menguasai kosa kata dalam Bahasa Inggris
- b. Agar saya mampu mengerjakan soal-soal Bahasa Inggris
- c. Agar saya mampu menggunakan dan memahami kata , kalimat, dan ungkapan dalam Bahasa Inggris
- d. Agar saya mampu membedakan ungkapan formal dan informal dalam teks Bahasa Inggris
- e. Lainnya, sebutkan ...

2. Harapan Anda dalam mempelajari Bahasa Inggris ialah ...

- a. Agar saya dapat mengetahui kosa kata dalam Bahasa Inggris
- b. Agar saya dapat memahami bacaan pada buku
- c. Agar saya dapat berbicara dalam Bahasa Inggris
- d. Agar saya mendapatkan informasi
- e. Lainnya, sebutkan...

3. Kesulitan Anda dalam pembelajaran Bahasa Inggris adalah ...

- a. Saya tidak dapat membaca kalimat Bahasa Inggris
- b. Saya tidak tidak memahami kosa kata Bahasa Inggris
- c. Saya tidak tertarik belajar Bahasa Inggris
- d. Saya tidak memiliki buku Bahasa Inggris
- e. Lainnya, sebutkan...

4. Media ajar yang Anda inginkan adalah...

- a. Buku
- b. Audio
- c. Video
- d. Buku, audio, video (Kombinasi)
- e. Lainnya, sebutkan ...



9. Bagaimana proses belajar mengajar Bahasa Inggris yang Anda sukai?
- Hanya mendengarkan penjelasan guru kertika menerangkan materi
 - b. Menggunakan kreativitas dalam mengerjakan tugas
 - c. Menggunakan metode game untuk memudahkan memahami materi Bahasa Inggris
 - d. Berdiskusi dan aktif selama pembelajaran berlangsung untuk mengerjakan tugas dan memecahkan masalah
 - e. Lainnya, sebutkan ...
10. Saat mengerjakan tugas Bahasa Inggris, Anda menyukai dibagi tugas secara ?
- a. Individu (Perorangan)
 - Berpasangan dengan teman
 - c. Membentuk kelompok kecil yang terdiri dari 3-4 orang
 - d. Membuat tugas belajar menjadi kelompok besar
 - e. Lainnya, sebutkan ...
11. Dalam pembelajaran Bahasa Inggris, Anda menyukai jika guru..
- a. Guru melibatkan siswa dalam kegiatan belajar mengajar (*Organizer*)
 - b. Guru hendaknya mendorong siswa dalam meningkatkan pemahaman siswa (*Promoter*)
 - Guru mencatat serta menilai hasil kerja siswa (*Assessor*)
 - d. Guru hendaknya memberi tanggapan balik terhadap skill siswa (*Feedback provider*)
 - e. Lainnya, sebutkan ...
12. Dalam pemberian materi pembelajaran Bahasa Inggris, Anda menyukai jika guru ...
(Jawaban boleh lebih dari satu)
- a. Guru meminta siswa membaca teks dengan nyaring
 - Guru membenarkan pelafalan (*Pronunciation*) siswa saat membaca teks
 - Guru memberikan perhatian pada setiap siswa
 - d. Guru menerjemahkan teks bacaan
 - e. Lainnya, sebutkan ...

APPENDIX 5

THE TEACHER INTERVIEW RESULT

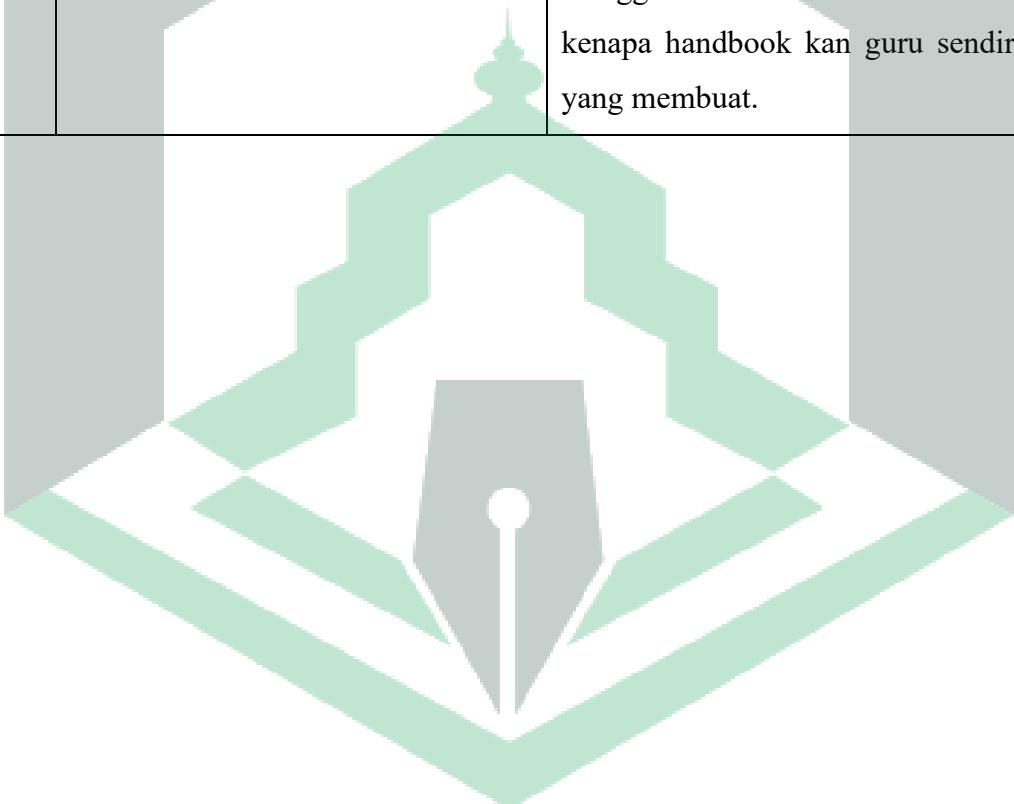


Lembar Interview

No	Pertanyaan	Jawaban
1.	Metode apa yang dipakai oleh ibu dalam menyampaikan materi	Saya biasa menggunakan metode ceramah kemudian juga metode diskusi
2.	Media apa saja yang dipakai ibu dalam pelaksanaan pembelajaran?	Medianya biasa pakai buku cetak, kalo ada materinya terkait dengan gambar ya saya menggunakan media gambar, tergantung pembelajaran atau materinya
3.	Bagaimana keefektifan media yang ibu pakai dalam meningkatkan pemahaman siswa?	Ya kalau efektifnya, tentu kita guru harus memang memilih media, jadi kalau ketika kita mau mengajarkan sesuatu ya harus tau memilih media yg sesuai supaya kita bisa menggunakanya semaksimal mungkin
4.	Menurut ibu apakah ada lack atau kesulitan yg dihadapi siswa dalam mengikuti pembelajaran?	Kalau kesulitan pastinya banyak. Mengingat anak-anak di SMP 04 itu tidak ada basicnya mungkin kursus jadi total pembelajaran bahasa inggrisnya hanya di sekolah gitu. Jadi ya kosa kata yang mereka kuasai
5.	Materi apa yang dirasa siswa paling sulit?	Materinya sebenarnya hampir sama sulitnya tapi materi-materi yang paling anak-anak suka biasa terkait dengan binatang, angka-angka, warna dan sebagainya
6.	Kurikulum apa yang dipakai disekolah ini dalam pelaksanaan pembelajaran?	Kurikulum yang saat ini digunakan yaitu Kurikulum Merdeka

7.	Berapa jumlah siswa yang ada di kelas 7 A	Di kelas 7A itu jumlah siswanya sebanyak 32 orang
8.	Buku apa yg dipakai sekolah dalam pembelajaran bahasa inggris	Buku yang digunakan sebenarnya itu belum ada secara fisik karena pengadaan buku di SMP 04 untuk Kurikulum Merdeka belum ada kami cuma menggunakan buku elektronik English for Nusantara namanya, itu juga masih memadukan berbagai macam buku sebagai referensi
9.	Berapa chapter yang akan dipelajari siswa kelas 7 pada semester ganjil?	Untuk semester ini ada 3 chapter. Ada chapter 0, chapter 1, dan chapter 2
10.	Dalam bentuk apa tugas yang diberikan kepada siswa?	Tugasnya biasa dalam bentuk review saja mengulangi materi yang sudah diberikan di sekolah, contohnya bagaimana cara pengucapannya yang baik dan benar itulah yang diulangi biasanya dirumah
11.	Menurut ibu media pembelajaran apa yang cocok digunakan dalam pembelajaran Bahasa Inggris ?	Kalo berbicara tentang media tergantung dari materinya apa, jadi bisa media gambar, kalo anak-anak umur smp itu lebih cendrung ke media gambar, dan juga mungkin bisa juga dalam bentuk teks. Video juga bias tapi terkadang begini, kekurangannya kalau video anak-anak lebih kurang focus sebernya suka tapi terkadang

		pada saat ditanyakan mereka tidak bisa menjawab apa yang diliat.
12.	Menurut ibu apakah siswa membutuhkan handbook dalam membantu mereka untuk memahami materi?	Ya sesungguhnya Handbook itu sangat penting, kan selama ini kita juga sebenarnya sudah ada disediakan oleh sekolah tapi kita sebagai guru masih menyediakan berbagai macam referensi jadi otomatis bisa di tuangkan dalam bentuk Handbook. Jadi kalau saya pikir sangat-sangat efektif menggunakan Handbook karena kenapa handbook kan guru sendiri yang membuat.





APPENDIX 6

THE EXPERTS VALIDATION OF THE

DESIGNED HANDBOOK

KUESIONER EVALUASI UNTUK AHLI MATERI

D. Data Responden

Nama : SULAIHA, S.Pd
Umur : 42 THN
Jenis Kelamin : PEREMPUAN
Pendidikan : S1 S2 S3 Professor
Pengalaman Mengajar : 0-2 tahun 2-4 tahun 4-6 tahun
 ≥ 6 tahun

E. Tabel Evaluasi

Isilah tabel berikut dengan memberikan tanda centang (✓) pada kolom yang disediakan.

Keterangan Poin Validitas:

4 : Sangat Baik

3 : Baik

2 : Kurang Baik

1 : Tidak Baik

No	Pernyataan	4	3	2	1
A. Konten					
1.	Cakupan isi materi dalam <i>Handbook</i> sesuai dengan kebutuhan siswa SMPN 04 Palopo.		✓		
2.	Kedalaman materi dalam bahan ajar <i>Your Basic Handbook</i> memadai		✓		
3.	Keaslian isi materi dalam bahan ajar <i>Handbook</i> memadai		✓		
4.	<i>Handbook</i> memuat variasi <i>task</i> yang sesuai dengan materi		✓		
Rangkuman Kualitatif:					
PERLU ADA MATERI GRAMMAR					
B. Bahasa					
5.	Bahasa yang digunakan dalam <i>Your Basic Handbook</i> sesuai dengan kemampuan siswa	✓			

6.	Bahasa yang disajikan <i>Your Basic Handbook</i> sesuai dengan tingkat perkembangan kognitif siswa.	✓		
7.	Ekspresi yang digunakan pada <i>Your Basic Handbook</i> sesuai dengan tata bahasa yang benar	✓		
8.	Keseluruhan bahasa yang disajikan dalam <i>Your Basic Handbook</i> mudah dipahami	✓		

Rangkuman Kualitatif:

SECARA KESELURUHAN PENGETAHUAN BAHASA SUDAH BAIK

C. Input

9.	Input Materi dan soal dalam <i>Your Basic Handbook</i> membantu meningkatkan kemampuan Bahasa Inggris siswa SMPN 04 Palopo	✓		
10.	Input Materi dan soal dalam <i>Your Basic Handbook</i> sesuai dengan kemampuan siswa SMPN 04 Palopo.	✓		
11.	Input Materi dan soal dalam <i>Your Basic Handbook</i> menarik.	✓		
12.	Input Materi dan soal dalam <i>Your Basic Handbook</i> sesuai dengan kemampuan berbahasa siswa SMPN 04 Palopo.	✓		
13.	Input Materi dan soal dalam <i>Your Basic Handbook</i> mencakup struktur bahasa yang benar.	✓		
14.	Input dan task seimbang	✓		
15.	Input Materi dan soal dalam <i>Your Basic Handbook</i> dapat menambah wawasan siswa SMPN 04 Palopo.	✓		
16.	Pilihan gambar pada <i>handbook</i> sesuai dengan siswa SMPN 04 Palopo.	✓		

Rangkuman Kualitatif:

MASIH PERLU PENGEMBANGAN MATERI DAN SOAL

D. Desain dan Layout

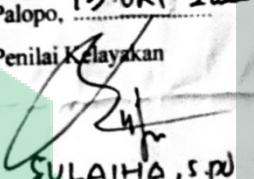
17.	Pemilihan warna pada <i>Your Basic Handbook</i> menarik.	✓		
18.	Sampul <i>Your Basic Handbook</i> menarik.	✓		
19.	Tampilan isi <i>Your Basic Handbook</i> jelas.		✓	
20.	Penggunaan tanda baca tepat.		✓	

21.	Susunan materi dalam <i>Your Basic Handbook</i> sistematis.	<input checked="" type="checkbox"/>	
22.	Sumber dalam <i>Your Basic Handbook</i> jelas.	<input checked="" type="checkbox"/>	
23.	Jarak spasi sesuai.	<input checked="" type="checkbox"/>	
Rangkuman Kualitatif:			
SECARA KESELURUHAN BAIK			

F. Kesimpulan

Secara umum, pendapat Bapak/Ibu terhadap *Your Basic Handbook* yang dikembangkan:

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

Palopo, 15-OKT-2022
 Penilai Kelayakan

 SULAIHA, S.Pd.

KUESIONER EVALUASI UNTUK AHLI BAHASA

A. Data Responden

Nama : ST. MARTINA . Mpd
 Umur :
 Jenis Kelamin :
 Pendidikan : S1 S2 S3 Professor
 Pengalaman Mengajar : 0-2 tahun 2-4 tahun 4-6 tahun
 ≥ 6 tahun

B. Tabel Evaluasi

Isilah tabel berikut dengan memberikan tanda centang (✓) pada kolom yang disediakan.

Keterangan Poin Validitas:

4 : Sangat Baik

3 : Baik

2 : Kurang Baik

1 : Tidak Baik

No	Pernyataan				
		4	3	2	1
A. Konten					
1.	Cakupan isi materi dalam <i>Handbook</i> sesuai dengan kebutuhan siswa SMPN 04 Palopo.	✓			
2.	Kedalaman materi dalam bahan ajar <i>Your Basic Handbook</i> memadai	✓			
3.	Keaslian isi materi dalam bahan ajar <i>Handbook</i> memadai		✓		
4.	<i>Handbook</i> memuat variasi <i>task</i> yang sesuai dengan materi	✓			
Rangkuman Kualitatif:					
B. Bahasa					
5.	Bahasa yang digunakan dalam <i>Your Basic Handbook</i> sesuai dengan kemampuan siswa	✓			

6.	Bahasa yang disajikan <i>Your Basic Handbook</i> sesuai dengan tingkat perkembangan kognitif siswa.	<input checked="" type="checkbox"/>		
7.	Ekspresi yang digunakan pada <i>Your Basic Handbook</i> sesuai dengan tata bahasa yang benar		<input checked="" type="checkbox"/>	
8.	Keseluruhan bahasa yang disajikan dalam <i>Your Basic Handbook</i> mudah dipahami	<input checked="" type="checkbox"/>		

Rangkuman Kualitatif:

C. Input

9.	Input Materi dan soal dalam <i>Your Basic Handbook</i> membantu meningkatkan kemampuan Bahasa Inggris siswa SMPN 04 Palopo	<input checked="" type="checkbox"/>		
10.	Input Materi dan soal dalam <i>Your Basic Handbook</i> sesuai dengan kemampuan siswa SMPN 04 Palopo.	<input checked="" type="checkbox"/>		
11.	Input Materi dan soal dalam <i>Your Basic Handbook</i> menarik.	<input checked="" type="checkbox"/>		
12.	Input Materi dan soal dalam <i>Your Basic Handbook</i> sesuai dengan kemampuan berbahasa siswa SMPN 04 Palopo.	<input checked="" type="checkbox"/>		
13.	Input Materi dan soal dalam <i>Your Basic Handbook</i> mencakup struktur bahasa yang benar.		<input checked="" type="checkbox"/>	
14.	Input dan task seimbang	<input checked="" type="checkbox"/>		
15.	Input Materi dan soal dalam <i>Your Basic Handbook</i> dapat menambah wawasan siswa SMPN 04 Palopo.	<input checked="" type="checkbox"/>		
16.	Pilihan gambar pada <i>handbook</i> sesuai dengan siswa SMPN 04 Palopo.	<input checked="" type="checkbox"/>		

Rangkuman Kualitatif:

D. Desain dan Layout

17.	Pemilihan warna pada <i>Your Basic Handbook</i> menarik.	<input checked="" type="checkbox"/>		
18.	Sampul <i>Your Basic Handbook</i> menarik.	<input checked="" type="checkbox"/>		
19.	Tampilan isi <i>Your Basic Handbook</i> jelas.	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>
20.	Penggunaan tanda baca tepat.		<input checked="" type="checkbox"/>	

21.	Susunan materi dalam <i>Your Basic Handbook</i> sistematis.		<input checked="" type="checkbox"/>	
22.	Sumber dalam <i>Your Basic Handbook</i> jelas.		<input checked="" type="checkbox"/>	
23.	Jarak spasi sesuai.		<input checked="" type="checkbox"/>	

Rangkuman Kualitatif:

Secara keseluruhan, bahasa yg digunakan dalam buku *fundasi* sesuai dengan level kemampuan siswa.

C. Kesimpulan

Secara umum, pendapat Bapak/Ibu terhadap *Your Basic Handbook* yang dikembangkan:

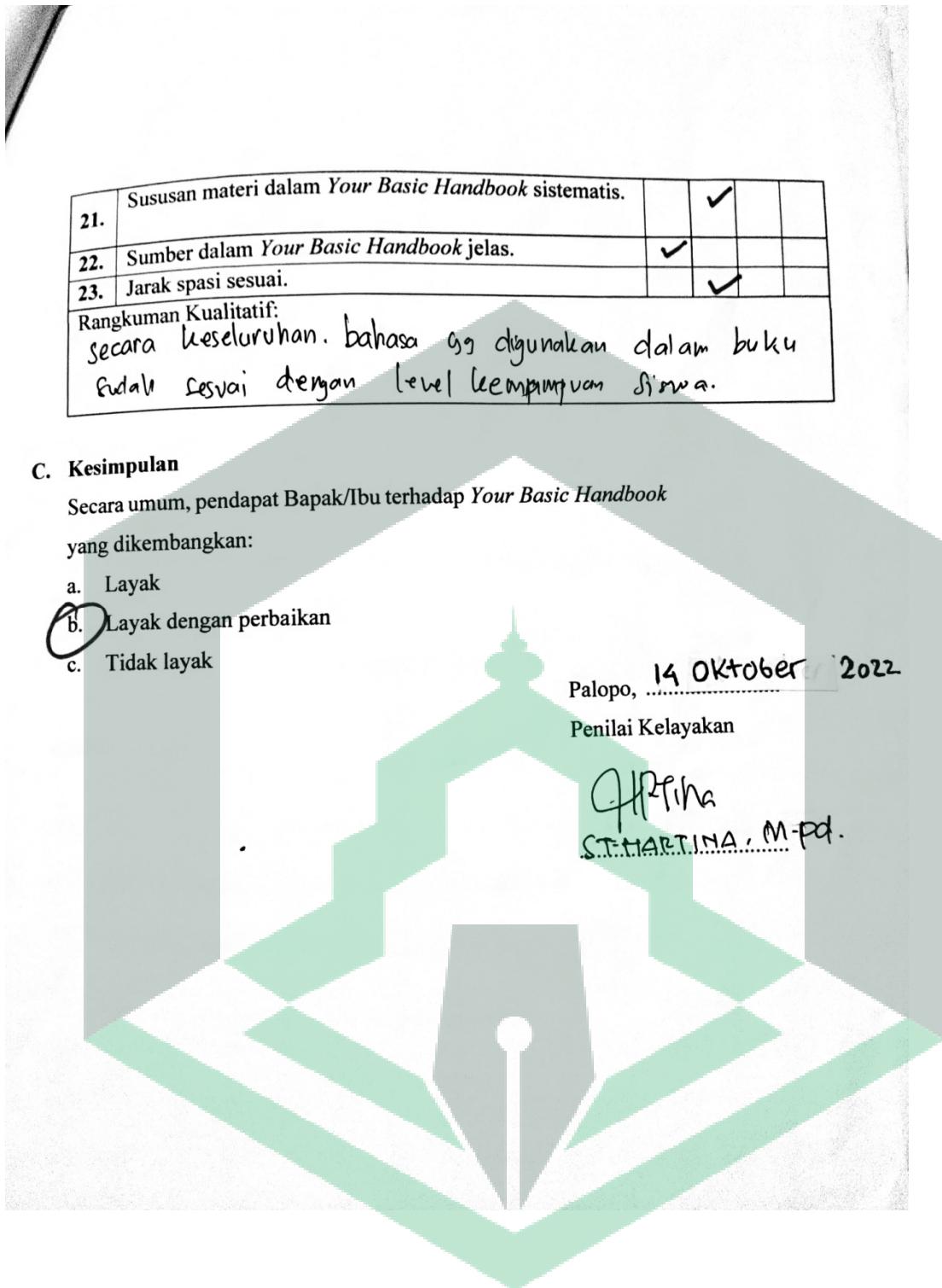
- a. Layak
- b. Layak dengan perbaikan
- c. Tidak layak



Palopo, 14 Oktober 2022

Penilai Kelayakan

HPrina
SITI MARTINA, M.Pd.



KUESIONER EVALUASI UNTUK AHLI MATERI

A. Data Responden

Nama : Amalia Yahya
Umur : 45
Jenis Kelamin : Perempuan
Pendidikan : S1 S2 S3 Professor
Pengalaman Mengajar : 0-2 tahun 2-4 tahun 4-6 tahun
 ≥ 6 tahun

B. Tabel Evaluasi

Isilah tabel berikut dengan memberikan tanda centang (✓) pada kolom yang disediakan.

Keterangan Poin Validitas:

4 : Sangat Baik

3 : Baik

2 : Kurang Baik

1 : Tidak Baik

No	Pernyataan	4	3	2	1
A. Konten					
1.	<i>Handbook</i> sesuai dengan kebutuhan siswa SMPN 04 Palopo.				
2.	<i>Handbook</i> sesuai dengan tujuan siswa SMPN 04 Palopo				
3.	<i>Handbook</i> memuat materi dan text bacaan untuk siswa di SMPN 04 Palopo.				
4.	<i>Handbook</i> memuat variasi <i>task</i> yang sesuai untuk siswa di SMPN 04 Palopo.				
Rangkuman Kualitatif:					
B. Bahasa					
5.	Bahasa yang digunakan dalam <i>Your Basic Handbook</i> sesuai dengan benar. ?				

6.	Bahasa yang disajikan <i>Your Basic Handbook</i> sesuai dengan tingkatan perkembangan kognitif siswa.			
7.	Bahasa yang disajikan mudah dipahami	✓		
8.	Keseluruhan Bahasa sesuai dengan kemampuan siswa.			

Rangkuman Kualitatif:

C. Input

9.	Input Materi dan soal dalam <i>Your Basic Handbook</i> membantu meningkatkan kemampuan Bahasa Inggris siswa SMPN 04 Palopo	✓			
10.	Input Materi dan soal dalam <i>Your Basic Handbook</i> sesuai dengan kemampuan siswa SMPN 04 Palopo.	✓			
11.	Input Materi dan soal dalam <i>Your Basic Handbook</i> menarik.	✓			
12.	Input Materi dan soal dalam <i>Your Basic Handbook</i> sesuai dengan kemampuan berbahasa siswa SMPN 04 Palopo.	✓			
13.	Input Materi dan soal dalam <i>Your Basic Handbook</i> mencakup struktur bahasa yang benar.		✓		
14.	Pilihan Soal sesuai dengan karakteristik siswa.				
15.	Input Materi dan soal dalam <i>Your Basic Handbook</i> dapat menambah wawasan siswa SMPN 04 Palopo.		✓		
16.	Pilihan gambar pada <i>handbook</i> sesuai dengan siswa SMPN 04 Palopo.		✓		

Rangkuman Kualitatif:

D. Desain dan Layout

17.	Pemilihan warna pada <i>Your Basic Handbook</i> menarik.	✓			
18.	Sampul <i>Your Basic Handbook</i> menarik.	✓			
19.	Tampilan isi <i>Your Basic Handbook</i> jelas.	✓			
20.	Penggunaan tanda baca tepat.	✓			

21.	Susunan materi dalam <i>Your Basic Handbook</i> sistematis.	✓		
22.	Sumber dalam <i>Your Basic Handbook</i> jelas.	✓		
23.	Jarak spasi sesuai.	✓		
Rangkuman Kualitatif:				

C. Kesimpulan

Secara umum, pendapat Bapak/Ibu terhadap *Your Basic Handbook* yang dikembangkan:

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

Palopo,

Penilai Kelayakan



APPENDIX 7

THE RESULT OF STUDENTS' PERCEPTION



KUESIONER EVALUASI UNTUK PENGGUNA
YOUR BASIC HANDBOOK
(SISWA KELAS VII A SMPN 04 PALOPO)

A. Data Responden

Nama: **Auta Amaliyah**

Kelas: **VII.A**

B. Petunjuk

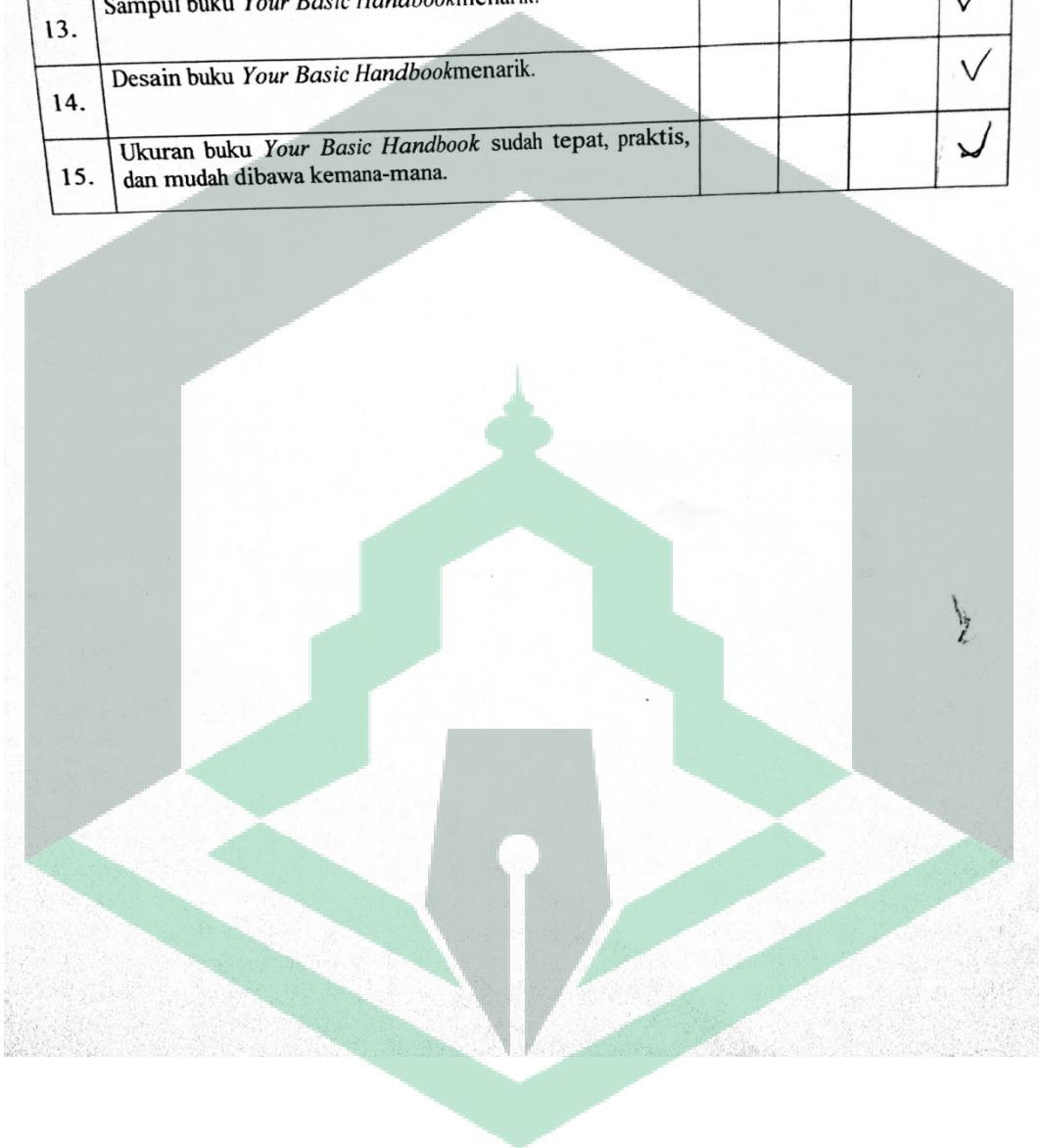
Berikut ini merupakan beberapa pernyataan terkait dengan buku yang telah diberikan sebelumnya. Berilah tanda centang (✓) pada salah satu jawaban saja.

Keterangan:

- 4 : Sangat Setuju
- 3 : Setuju
- 2 : Ragu-ragu
- 1 : Tidak Setuju

No.	Pernyataan	1	2	3	4
1.	Materi buku <i>Your Basic Handbook</i> secara keseluruhan sesuai dengan kebutuhan siswa kelas VII SMPN 04 Palopo.				✓
2.	Materi buku <i>Your Basic Handbook</i> secara keseluruhan bervariasi.				✓
3.	Materi yang disajikan membantu untuk meningkatkan minat belajar dan pemahaman siswa dalam pembelajaran Bahasa Inggris				✓
4.	Materi buku <i>Your Basic Handbook</i> secara keseluruhan menarik dan mudah dipahami.				✓
5.	Topik materi pada buku <i>Your Basic Handbook</i> mudah dipelajari secara mandiri oleh siswa				✓
6.	Kegiatan pada keseluruhan unit bervariasi				✓
7.	Latihan-latihan yang tersedia tersusun dari tingkatan mudah ke sulit				✓
8.	Perintah dalam keseluruhan unit mudah dipahami				✓
9.	Latihan dalam unit meliputi latihan individu, berpasangan dan berkelompok				✓
10.	Pemilihan gambar pada <i>Your Basic Handbook</i> menarik dan tepat untuk siswa kelas VII SMPN 04 Palopo.				✓

11.	Pemilihan jenis dan ukuran huruf pada buku <i>Your Basic Handbook</i> menarik dan nyaman dibaca.				✓
12.	Pemilihan warna pada buku <i>Your Basic Handbook</i> menarik dan menyenangkan untuk dibaca.				✓
13.	Sampul buku <i>Your Basic Handbook</i> menarik.				✓
14.	Desain buku <i>Your Basic Handbook</i> menarik.				✓
15.	Ukuran buku <i>Your Basic Handbook</i> sudah tepat, praktis, dan mudah dibawa kemana-mana.				✓



KUESIONER EVALUASI UNTUK PENGGUNA
YOUR BASIC HANDBOOK
(SISWA KELAS VII A SMPN 04 PALOPO)

A. Data Responden

Nama: Melati

Kelas: VII A

B. Petunjuk

Berikut ini merupakan beberapa pernyataan terkait dengan buku yang telah diberikan sebelumnya. Berilah tanda centang (✓) pada salah satu jawaban saja.

Keterangan:

4 : Sangat Setuju

3 : Setuju

2 : Ragu-ragu

1 : Tidak Setuju

No.	Pernyataan	1	2	3	4
1.	Materi buku <i>Your Basic Handbook</i> secara keseluruhan sesuai dengan kebutuhan siswa kelas VII SMPN 04 Palopo.				✓
2.	Materi buku <i>Your Basic Handbook</i> secara keseluruhan bervariasi.				✓
3.	Materi yang disajikan membantu untuk meningkatkan minat belajar dan pemahaman siswa dalam pembelajaran Bahasa Inggris				✓
4.	Materi buku <i>Your Basic Handbook</i> secara keseluruhan menarik dan mudah dipahami.				✓
5.	Topik materi pada buku <i>Your Basic Handbook</i> mudah dipelajari secara mandiri oleh siswa				✓
6.	Kegiatan pada keseluruhan unit bervariasi				✓
7.	Latihan-latihan yang tersedia tersusun dari tingkatan mudah ke sulit				✓
8.	Perintah dalam keseluruhan unit mudah dipahami				✓
9.	Latihan dalam unit meliputi latihan individu, berpasangan dan berkelompok				✓
10.	Pemilihan gambar pada <i>Your Basic Handbook</i> menarik dan tepat untuk siswa kelas VII SMPN 04 Palopo.				✓

11.	Pemilihan jenis dan ukuran huruf pada buku <i>Your Basic Handbook</i> menarik dan nyaman dibaca.					
12.	Pemilihan warna pada buku <i>Your Basic Handbook</i> menarik dan menyenangkan untuk dibaca.					✓
13.	Sampul buku <i>Your Basic Handbook</i> menarik.					✓
14.	Desain buku <i>Your Basic Handbook</i> menarik.					✓
15.	Ukuran buku <i>Your Basic Handbook</i> sudah tepat, praktis, dan mudah dibawa kemana-mana.					✓



**KUESIONER EVALUASI UNTUK PENGGUNA
YOUR BASIC HANDBOOK
(SISWA KELAS VII A SMPN 04 PALOPO)**

A. Data Responden

Nama: **Nur Aimin Awaluddin**

Kelas: **VII A**

B. Petunjuk

Berikut ini merupakan beberapa pernyataan terkait dengan buku yang telah diberikan sebelumnya. Berilah tanda centang (✓) pada salah satu jawaban saja.

Keterangan:

4 : Sangat Setuju

3 : Setuju

2 : Ragu-ragu

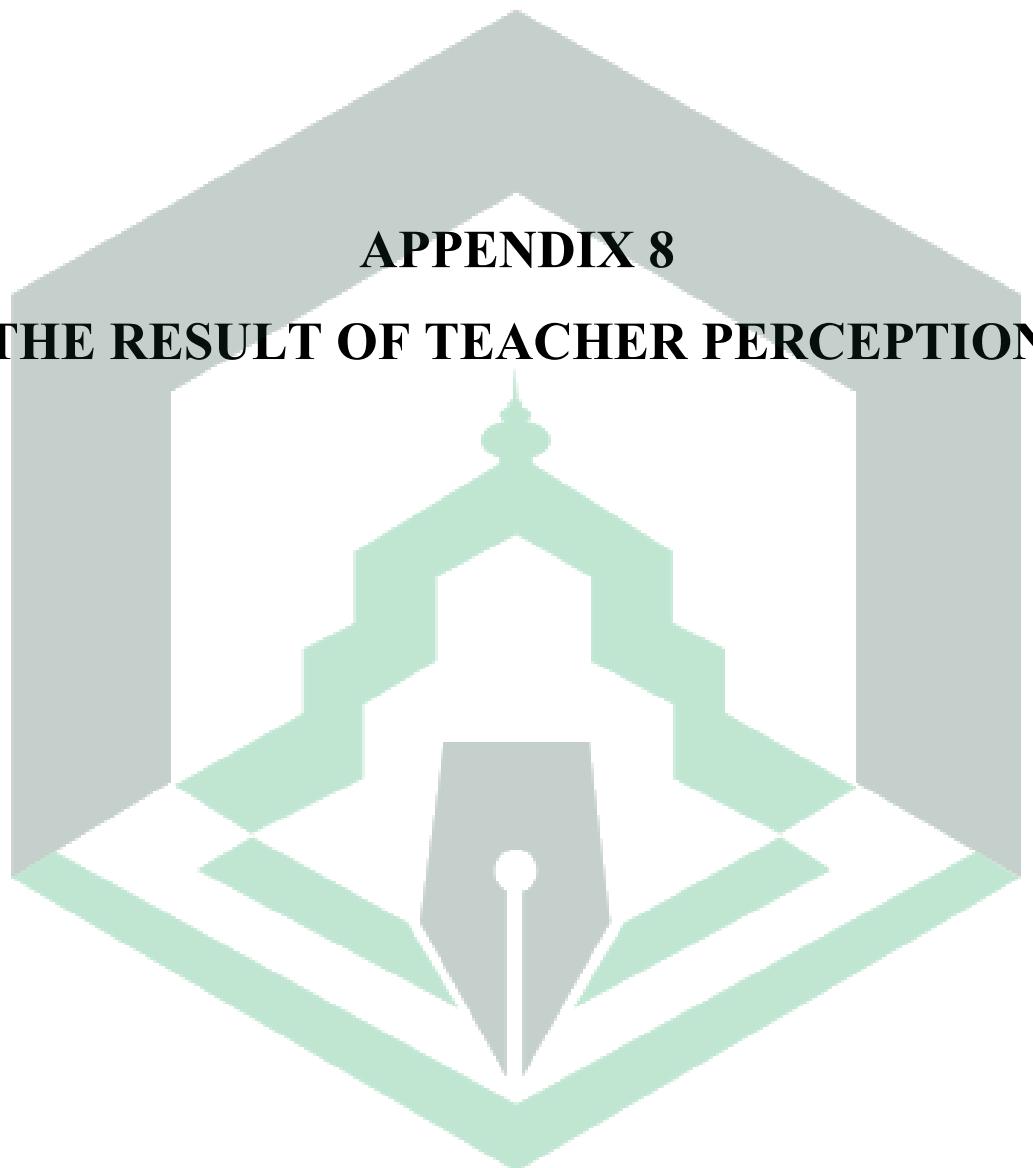
1 : Tidak Setuju

No.	Pernyataan	1	2	3	4
1.	Materi buku <i>Your Basic Handbook</i> secara keseluruhan sesuai dengan kebutuhan siswa kelas VII SMPN 04 Palopo.			✓	
2.	Materi buku <i>Your Basic Handbook</i> secara keseluruhan bervariasi.			✓	
3.	Materi yang disajikan membantu untuk meningkatkan minat belajar dan pemahaman siswa dalam pembelajaran Bahasa Inggris				✓
4.	Materi buku <i>Your Basic Handbook</i> secara keseluruhan menarik dan mudah dipahami.				✓
5.	Topik materi pada buku <i>Your Basic Handbook</i> mudah dipelajari secara mandiri oleh siswa			✓	
6.	Kegiatan pada keseluruhan unit bervariasi			✓	
7.	Latihan-latihan yang tersedia tersusun dari tingkatan mudah ke sulit			✓	
8.	Perintah dalam keseluruhan unit mudah dipahami				✓
9.	Latihan dalam unit meliputi latihan individu, berpasangan dan berkelompok			✓	
10.	Pemilihan gambar pada <i>Your Basic Handbook</i> menarik dan tepat untuk siswa kelas VII SMPN 04 Palopo.				✓



11.	Pemilihan jenis dan ukuran huruf pada buku <i>Your Basic Handbook</i> menarik dan nyaman dibaca.					✓
12.	Pemilihan warna pada buku <i>Your Basic Handbook</i> menarik dan menyenangkan untuk dibaca.					✓
13.	Sampul buku <i>Your Basic Handbook</i> menarik.					✓
14.	Desain buku <i>Your Basic Handbook</i> menarik.					✓
15.	Ukuran buku <i>Your Basic Handbook</i> sudah tepat, praktis, dan mudah dibawa kemana-mana.					✓





APPENDIX 8

THE RESULT OF TEACHER PERCEPTION

**KUESIONER EVALUASI UNTUK PENGGUNA
YOUR BASIC HANDBOOK
(SISWA KELAS VII A SMPN 04 PALOPO)**

A. Data Responden

Nama: SULAIHA, S.Pd

Kelas:

B. Petunjuk

Berikut ini merupakan beberapa pernyataan terkait dengan buku yang telah diberikan sebelumnya. Berilah tanda centang (✓) pada salah satu jawaban saja.

Keterangan:

4 : Sangat Setuju

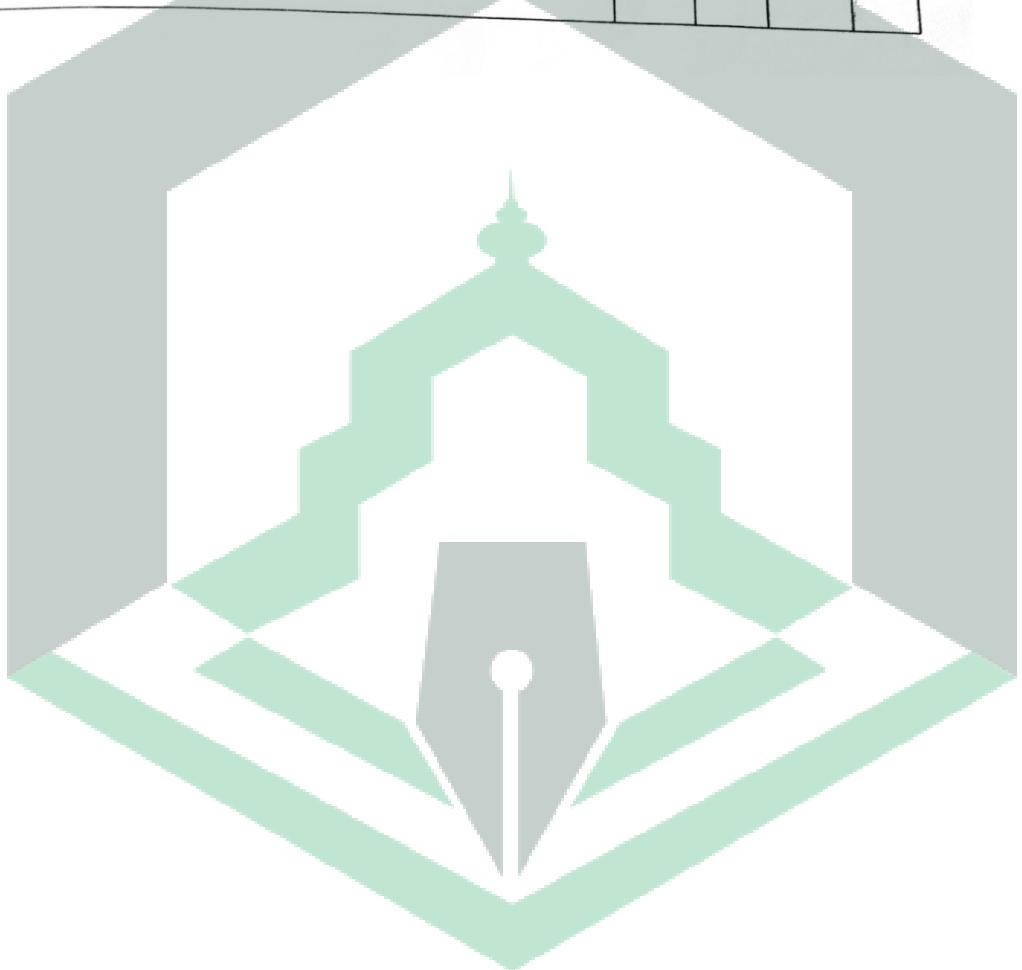
3 : Setuju

2 : Ragu-ragu

1 : Tidak Setuju

No.	Pernyataan	1	2	3	4
1.	Materi buku <i>Your Basic Handbook</i> secara keseluruhan sesuai dengan kebutuhan siswa kelas VII SMPN 04 Palopo.			✓	
2.	Materi buku <i>Your Basic Handbook</i> secara keseluruhan ber variasi.			✓	
3.	Materi yang disajikan membantu untuk meningkatkan minat belajar dan pemahaman siswa dalam pembelajaran Bahasa Inggris			✓	
4.	Materi buku <i>Your Basic Handbook</i> secara keseluruhan menarik dan mudah dipahami.				✓
5.	Topik materi pada buku <i>Your Basic Handbook</i> mudah dipelajari secara mandiri oleh siswa			✓	
6.	Kegiatan pada keseluruhan unit bevariasi			✓	
7.	Latihan-latihan yang tersedia tersusun dari tingkatan mudah ke sulit				✓
8.	Perintah dalam keseluruhan unit mudah dipahami				✓
9.	Latihan dalam unit meliputi latihan individu, berpasangan dan berkelompok				✓
10.	Pemilihan gambar pada <i>Your Basic Handbook</i> menarik dan tepat untuk siswa kelas VII SMPN 04 Palopo.				✓

11.	Pemilihan jenis dan ukuran huruf pada buku <i>Your Basic Handbook</i> menarik dan nyaman dibaca.				✓
12.	Pemilihan warna pada buku <i>Your Basic Handbook</i> menarik dan menyenangkan untuk dibaca.				/
13.	Sampul buku <i>Your Basic Handbook</i> menarik.				✓
14.	Desain buku <i>Your Basic Handbook</i> menarik.				✓
15.	Ukuran buku <i>Your Basic Handbook</i> sudah tepat, praktis, dan mudah dibawa kemana-mana.				✓





APPENDIX 9

DOCUMENTATION

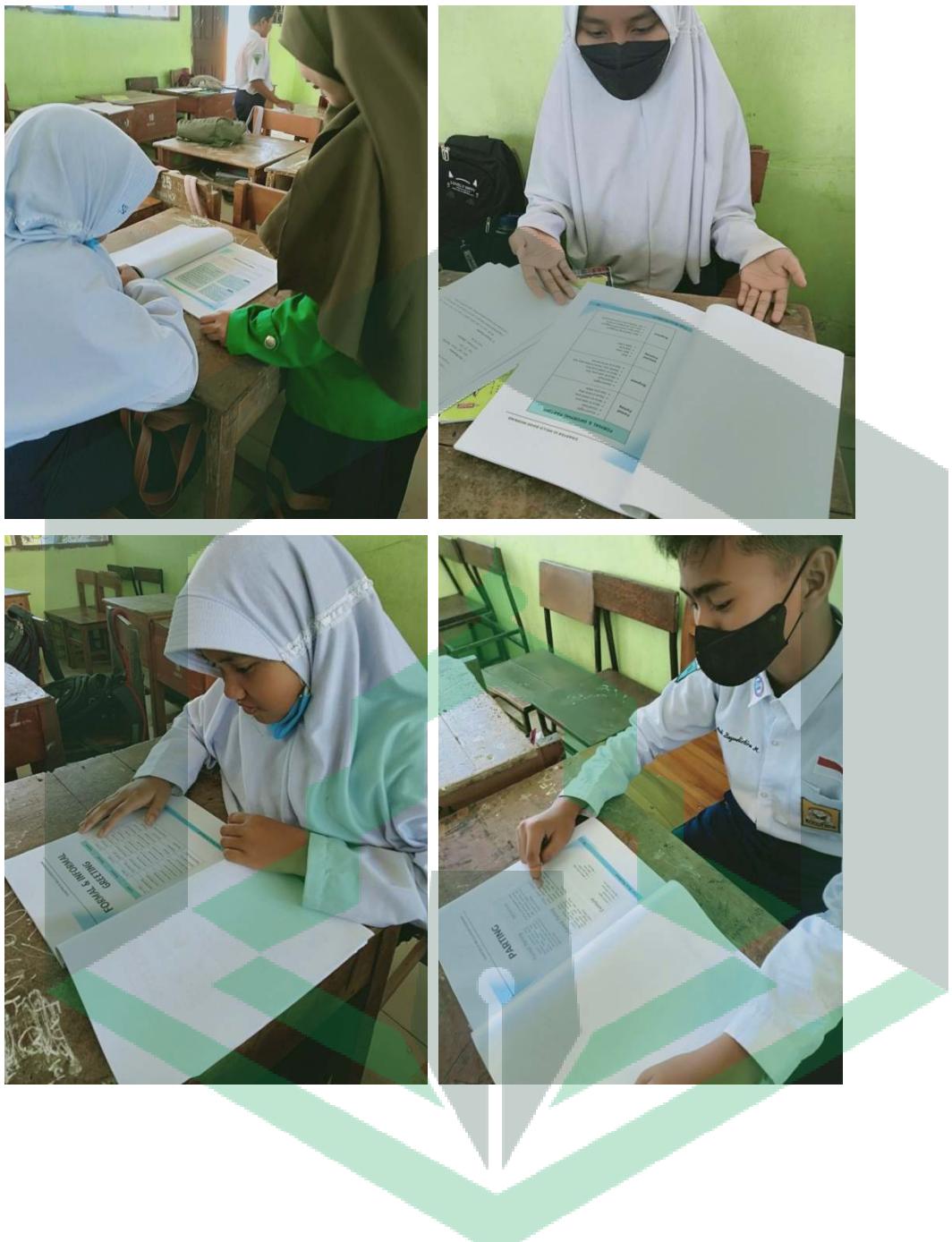
1. Observation in the Seventh A Class



2. Documentation before give the students Need Analysis Questionnaire



3. Try out the Handbook by explained the material to the students



4. Documentation after try-out the English Handbook

