

**DEVELOPING WEEKLY ENGLISH MODULE FOR
STUDENTS OF MUHAMMADIYAH BOARDING SCHOOL
PALOPO**

A Thesis

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



IAIN PALOPO

Submitted by:

Fidia Ditazam Malik

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Supervised by:

- 1. Dr. Jufriadi, S.S., M.Pd.**
- 2. Husnaini, S.Pd.I., M.Pd.**

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

THESIS APPROVAL

This thesis entitled “**Developing Weekly English Module for Students of Muhammadiyah Boarding School Palopo**”, which was written by **Fidia Ditazam Malik**, Reg. Number 20 0202 0018, a student of English Language Education Study Program of IAIN Palopo, has been examined and defended in **Munaqasyah** session which was carried out on August 27th, 2024 M/Safar 22nd, 1446 H, it has been approved by the examiners as requirement to pursue the title of *Sarjana Pendidikan* (S.Pd).


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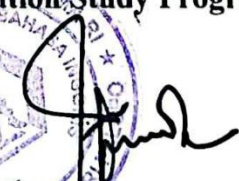
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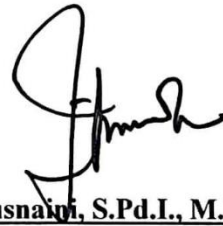
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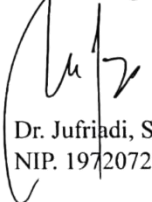
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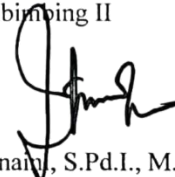
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ACKNOWLEDGEMENT

الرَّحِيمِ الرَّحْمَنِ اللَّهُ بِسْمِ
مُحَمَّدٍ وَمَوْلَانَا سَيِّدِنَا وَالْمُرْسَلِينَ الْأَنْبِيَاءَ أَشْرَفَ عَلَى وَالسَّلَامُ وَالصَّلَاةُ الْعَالَمِينَ رَبِّ اللَّهِ الْحَمْدُ
بَعْدُ أَمَّا أَجْمَعِينَ، وَصَحْبِهِ إِلَهُ وَعَلَى

All praise to the almighty Allah SWT for mercy and blessing so that the researcher can complete the thesis entitled “*Developing Weekly English Module for Students of Muhammadiyah Boarding School Palopo*”.

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

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

5. Husnaini, S.Pd.I., M.Pd. as the second consultant who always gave the researcher support, suggestion, direction, and the valuable opportunities entrusted to the researcher.
6. Andi Tenrisanna Syam, S.Pd., M.Pd. and St. Hartina, S.Pd., M.Pd. as the examiners who gave suggestions and motivation to be more enthusiastic in conducting research and designing the product.
7. Fadhliyah Rahmah Muin, S.Pd.I., M.Pd., Mustika, S.Pd., M.Pd., and Nurwati, S.Pd.I., M.Pd. as the validators of the reseacher product. The highest appreciation for their suggestions and corrections during the validation of the research.
8. All the lecturers in the English Language Education Study Program, who have provided knowledge, support and attention during this research.
9. All staff of PBI IAIN Palopo who helped the researcher finished her studying.
10. Thank you to the principal of Muhammadiyah Boarding School Palopo, who has given permission, Nurwati, S.Pd.I., M.Pd. as the English teacher who helped during this research, as well as all of the students of Muhammadiyah Boarding School Palopo who collaborated with researcher in completing this thesis.
11. The researcher's parents, Idam Malik and Liswati, Armelia Reski Malik as the researcher's sister for their prayers, sacrifices, love, motivation, and financial supports. Also the researcher family who always give their support.

12. My beloved friends since junior high school, MAKDAP, Thanks for always give your support.
13. Special thanks to Melon Semangka: Asfa Alvito Palipangan, Putri Aulia, Putri Sintia Dewi, Rara Anggraini Syafitri, Suci Amelia, Triana Febrianti Darwis, and Zaskia Putri Saydina who were always there to help the researcher during the college and this research.
14. Fauzia Iksan and Triana Febrianti Darwis as the housemate for more than one year until now who always listened to the researcher's difficulties during the research.
15. The member of BIG Celestial who always spread positive feedback and always support the researcher in every condition.
16. The member of PLP II FTIK 2023 and KKN-MB Posko 70 who always supported and provided love and many valuable and beautiful experiences.
17. Everybody who has given motivation, support, and positive feedback in conducting this research.

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

Palopo, August 7th, 2024
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TABLE OF CONTENTS

COVER	i
COVER PAGE	ii
THESIS APPROVAL	iii
STATEMENT OF AUTHENTICITY	iv
CONSULTANT APPROVAL	v
ACKNOWLEDGEMENT	viii
TABLE OF CONTENTS	xi
LIST OF TABLE	xiii
LIST OF FIGURE	xiv
LIST OF CHART	xv
LIST OF APPENDICES	xvii
ABSTRACT	xviii
ABSTRAK	xix
البحث تجريد	xx
CHAPTER I	1
INTRODUCTION	1
A. Background	1
B. Research Question	5
C. Research Objective	5
D. Research Specification	6
E. Research Significance	6
F. Research Assumption and Delimitation	6
CHAPTER II	8
LITERATURE REVIEW	8
A. Previous Related Research Findings	8
B. Theoretical Review	12
C. Conceptual Framework	28
CHAPTER III	29
RESEARCH METHOD	29
A. Research Design	29

B. Research Subject	29
C. Research Procedure	30
D. The Technique of Data Collection	32
E. The Technique of Data Analysis	33
CHAPTER IV	37
FINDINGS AND DISCUSSIONS	37
A. Research Findings	37
B. Discussion	70
CHAPTER V	74
CONCLUSION AND SUGGESTION	74
A. Conclusion	74
B. Suggestions	75
BIBLIOGRAPHY	76
APPENDICES	79

LIST OF TABLE

Table 3.1 Data of the Respondents	29
Table 3.2 Material Topics Qualification of Product Evaluation	33
Table 3.3 The Example of Experts' Validation Table	33
Table 4.1 The Result of the Instrument's Validation by the Expert	38
Table 4.2 The Learning Objectives of the Designing Module	55
Table 4.3 The Blue Print of Module Material	55
Table 4.4 The Recapitulation of Material Expert	60
Table 4.5 The Recapitulation of Language Expert	64
Table 4.6 The Recapitulation of Design and Layout Expert	66

LIST OF FIGURE

Figure 2. 1 4D Model by Thiagarajan	27
Figure 2. 2 Conceptual Framework	28
Figure 3. 1 The 4D Model by Thiagarajan	30
Figure 3. 2 The Formula of Students' Responses	31
Figure 3. 3 The Average Formula	32
Figure 3. 4 The Value Formula	33

LIST OF CHART

Chart 4.1 The Percentage of Student Goals	39
Chart 4.2 The Percentage the Students Need of English Skill	39
Chart 4.3 The Percentage of Students' English Level	40
Chart 4.4 The Percentage of Students' Difficulties in Listening	41
Chart 4.5 The Percentage of Students' Difficulties in Speaking	41
Chart 4.6 The Percentage of Students' Difficulties in Reading	42
Chart 4.7 The Percentage of Students' Difficulties in Writing	42
Chart 4.8 The Percentage of Students' Focus Skill in Learning	43
Chart 4.9 The Percentage of Students' Expect of Listening Competence	43
Chart 4.10 The Percentage of Students Expect of Speaking	44
Chart 4.11 The Percentage of Students Expect of Reading	44
Chart 4.12 The Percentage of Students' Expect of Writing	45
Chart 4.13 The Percentage of Students' Need of English Skills	45
Chart 4.14 The Percentage of Students' Answer About Topic	46
Chart 4.15 The Percentage of Activities Can Improve Students' Vocabulary Mastery	47
Chart 4.16 The Percentage of Activities Can Improve Students' Grammar	47
Chart 4.17 The Percentage of the Important Aspect About Pronunciation	48
Chart 4.18 The Percentage of Activities Can Improve Students' Listening Skill	48
Chart 4.19 The Percentage of Activities in Speaking Skill	49
Chart 4.20 The Percentage of Activities in Reading	49
Chart 4.21 The Percentage of the Length of Text	50
Chart 4.22 The Percentage of Type of Text	50
Chart 4.23 The Percentage of Learning Method in Speaking Skill	51
Chart 4.24 The Percentage of Learning Method in Writing Skill	51
Chart 4.25 The Percentage of Learning Method in Listening Skill	52
Chart 4.26 The Percentage of Learning Media	52

Chart 4.27 The Percentage of Place To Study	53
Chart 4.28 The Percentage of Grouping in Learning	53
Chart 4.29 The Percentage of Teacher's Role in Class	54

LIST OF APPENDICES

Appendix 1: Permission to Research and After Research

Appendix 2: Questionnaire's Instrument of Need Analysis

Appendix 3: Instrument Validation by the Experts

Appendix 4: The Results of the Instrument's Validation by the Experts

Appendix 5: The Result of Questionnaire's Instrument of Need Analysis

Appendix 6: The Experts' Evaluation Questionnaire of the Product

Appendix 7: The Result of the Experts' Evaluation Questionnaire of the Product

Appendix 8: Description of Content in Each Chapter

Appendix 9: The Final Draft of Product

ABSTRACT

Fidia Ditazam Malik, 2024. *“Developing Weekly English Module for Students of Muhammadiyah Boarding School Palopo”*. A Thesis of English Language Education Study Program Education and Teacher Training Faculty State Islamic Institute of Palopo. Supervised by Jufriadi and Husnaini.

This research aimed to develop an appropriate Weekly English module for students of Muhammadiyah Boarding School Palopo. The research answered the questions; (1) how is the appropriate English module for Weekly English program at Muhammadiyah Boarding School Palopo? and (2) how are the students' responses to the developed module?. This research applied Research and Development method by implementing 4D model (define, design, develop, and disseminate). The module was developed by analyzing the students' need on the weekly English Program. The researcher used the instruments of interview and questionnaire to conduct the need analysis through google form, experts' validation, and students' responses. The respondents involved were 27 students and 3 English teachers of Muhammadiyah Boarding School. The developed module consist of; (1) three chapters materials; finding your way, how do you think about it?, and what are you doing right now?; (2) various fun activities for students and (3) attractive layout and media. The product was validated by three experts; content validator, language validator and design validator which gained a mean score of 91.75% or in "excellent" category. The score was corroborated by the findings of the student interview, which revealed that the module is perceived as highly engaging due to its diverse range of engaging activities, thoughtfully designed instructional materials, and relevance to students' daily lives.

Keywords: *Module, Research and Development, Weekly English Program*

ABSTRAK

Fidia Ditazam Malik, 2024. “*Pengembangan Weekly English Module untuk Siswa Muhammadiyah Boarding School Palopo*”. Skripsi Program Studi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Palopo. Dibimbing oleh Jufriadi dan Husnaini.

Penelitian ini bertujuan untuk mengembangkan Weekly English Module yang tepat untuk siswa Muhammadiyah Boarding School Palopo. Penelitian ini menjawab dua pertanyaan, yaitu: “bagaimana modul bahasa Inggris yang sesuai untuk program pekan bahasa Inggris di Muhammadiyah Boarding School Palopo?” dan “Bagaimana tanggapan siswa terhadap modul yang dikembangkan?” Oleh karena itu, sebuah modul dikembangkan berdasarkan temuan dari analisis kebutuhan, dengan tujuan memberikan dukungan untuk pelaksanaan program. Penelitian ini menggunakan metode penelitian dan pengembangan (*Research and Development*) dengan menerapkan model 4D (*define, design, develop, dan disseminate*). Peneliti mengumpulkan data melalui wawancara dan instrumen kuesioner analisis kebutuhan melalui *Google Form*, validasi ahli, dan tanggapan siswa. Sebanyak 27 siswa dan 3 guru bahasa Inggris Muhammadiyah Boarding School Palopo berpartisipasi dalam penelitian ini. Produk ini terdiri dari 1) tiga bab; *finding your, how do you think about it?*, dan *what are you doing right now?*; 2) berbagai aktivitas yang menyenangkan bagi siswa; 3) tata letak dan media yang menarik. Produk ini divalidasi oleh para ahli, yang memperoleh nilai rata-rata 91,75%, yang termasuk dalam kategori “sangat baik”. Skor ini diperkuat oleh temuan dari wawancara siswa, yang mengungkapkan bahwa modul ini dianggap sangat menarik karena beragam kegiatan yang menarik, materi instruksional yang dirancang dengan baik, dan relevansi dengan kehidupan sehari-hari siswa.

Kata Kunci: Modul, Research and Development, Weekly English Program

البحث تجريد

الداخلية المحمدية المدرسة لطلاب الأسبوعية الإنجليزية اللغة وحدة تطوير ” 2024 ك،مالا ديتزام فيديا الإسلامي المعهد المعلمين، وتدريب التربية كلية الإنجليزية، اللغة تعليم دراسة برنامج أطروحة .“بالوبو وحسيني جفريادي بإشراف .بالوبو في الحكومي

الداخلية المحمدية المدرسة لطلاب المناسبة الأسبوعية الإنجليزية اللغة وحدة تطوير إلى البحث هذا يهدف اللغة لبرنامج المناسب الإنجليزية اللغة نموذج يكون كيف (1): السؤالين على البحث أجاب وقد .بالوبو في وذج للنم الطلبة استجابات تكون كيف (2) و بالوبو؟ في الداخلية المحمدية المدرسة في الأسبوعي الإنجليزية تصميم، تحديد، الأبعاد رباعي نموذج تطبيق خلال من والتطوير البحث طريقة البحث هذا طبق المطور؟ الأسبوعي الإنجليزية اللغة برنامج في الطلبة احتياجات تحليل خلال من الوحدة تطوير تم .(ونشر تطوير، ومصادقة جوجل، استمارة خلال من اتالاحتياج تحليل لإجراء والاستبيان المقابلة أدوات الباحثة استخدمت المدرسة في الإنجليزية اللغة مدرسين 3 و طالبًا 27 الدراسة في المشاركون كان .الطلاب وردود الخبراء، أنشطة (2) فصول؛ ثلاثة من مواد (1): فصول ثلاثة (1): من المطور النموذج تألف .الداخلية المحمدية خبراء؛ ثلاثة قبل من المنتج صحة من التحقق تم وقد .جذابة سائطو تصميم (3) للطلاب، متنوعة ترفيحية فئة في أو %91.75 درجة متوسط على المنتج وحصل التصميم، ومدقق اللغة، ومدقق المحتوى، ومدقق إليها يُنظر التعليمية الوحدة أن عن كشفت والتي الطلاب، مع المقابلة نتائج النتيجة هذه أبدت وقد .“ممتاز” لحياة وملاءمتها بعناية، المصممة التعليمية والمواد الجذابة، أنشطتها لتنوع نظرًا للغاية جذابة أنها على اليومية الطلاب

الأسبوعي الإنجليزية اللغة برنامج والتطوير، البحث الوحدة، الإنجليزية، اللغة مع المرح: أساسية كلمات

CHAPTER I

INTRODUCTION

A. Background

In Indonesia, the English curriculum moved from teacher-centred to student-centred¹. In this instance, teachers would utilize quiet ways to allow students to explore the knowledge they have, and students are expected to practice their English as often as possible. However, it might be argued that raising students' proficiency in the English language is highly challenging. It is evident from the fact that many students continue to speak Indonesian or even their native tongue while studying English². Thus, it may be concluded that English language learners are not at all successful.

Many students lose their interest in studying English when it is done monotonously³. One of the possible causes of a students' loss of interest in English could be methods that draw less attention from them. A fun way to teach is to find out what attracts students. According to Iksan stated that teachers should think of innovative and creative ways in teaching to help students overcome learning obstacles including their lack of interest and focus on the

¹ Dian Pajarwati et al., "Curriculum Reform In Indonesia: English Education Toward The Global Competitiveness," *Indonesian Journal of Research and Educational Review* 1, no. 1 (2021): 28–36, <https://doi.org/10.51574/ijrer.v1i1.51>.

² Devy Angga Gunantar, "The Impact Of English As An International Language On English Language Teaching In Indonesia," *Language Circle: Journal Lof Language and Literature X/1*, 2016.

³ Asmita Salamun et al., "Student Demotivation In Learning English," *Uniqbu Journal of Social Sciences (UJSS)* 3, no. 3 (2022): 79–87.

subject⁴. For this reason, it is one of the challenges for teachers to increase student interest in learning, especially in teaching English.

In case of the creativity and innovation in teaching An-Nisa & Suwartono stated that a teacher in creating innovative and captivating learning is indispensable. In order to solve problems with students' knowledge, such as their lack of interest in and concentration on the subject, teachers can develop creative and effective teaching techniques⁵. In addition, McCallum defined that "creativity" is connected to English teachers and instruction⁶. Because of this, a teacher must understand how to use every available opportunity to create a learning environment as engaging as possible.

Students need more enthusiasm for learning English, which can also be attributed to teachers' desire for interactive learning resources. Learning becomes tedious when one only uses the curriculum's default package book⁷. In a study by Ermawati and Suherman, teachers need to give students an idea of what to expect in the course while still making the class interesting,

⁴ Muhammad Iksan, Husnaini Husnaini, and Masruddin Masruddin, "Implementation of Weekly English Program with Fun Learning Method for Pesantren Students," *Ethical Lingua* 9 (2022), <https://doi.org/https://doi.org/10.30605/25409190.479>.

⁵ Nurul An-Nisa and Tono Suwartono, "Fun Ways In Learning English," *Journal of Applied Linguistics (ALTICS)* 2 (2020): 43–50, <https://doi.org/http://dx.doi.org/10.36423/altics.v2i1.477>.

⁶ Andrew McCallum, *Creativity and Learning in Secondary English: Teaching for a Creative Classroom*, 2012.

⁷ Zanyar Nathir Ghafar, "Enjoying Funny Ways for Learning English Language Skills: An Overview," *Journal Of Digital Learning And Distance Education (JDLDE)* 2, no. 7 (2024), <https://doi.org/http://dx.doi.org/10.56778/jdlde.v2i7.176>.

educational, and pleasing⁸. Teachers must simultaneously use engaging and entertaining teaching strategies.

Muhammadiyah Boarding School Palopo as a partner school for cooperation which is established with the English language education study program of IAIN Palopo has some points of agreement. One of the main agreement is how to make collaboration in foreign language development, especially in English. In their agreement, the students and lecturers of English language education collaborated with the teachers to improve students' English skill. Apart from Arabic, which is the core subject at Muhammadiyah Boarding School Palopo, there is also English, which is one of the core subjects. The existence of English lessons at Muhammadiyah Boarding School Palopo is a positive step in responding to the challenges of globalization and the need for international language competence. With the right strategy, Islamic boarding schools can integrate English language lessons without reducing the focus on religious education, thereby producing students who not only excel in religious knowledge but are also able to compete globally.

Foreign language development is one main program that is conducted once a week. They applied Arabic and English as the two foreign languages to be developed in this foreign language development. They will alternately do it once a week. For instance, they hold language development sessions in Arabic this week then it is followed by English for the next week.

⁸ Ermawati and La Ode Achmad Suherman, "Fun with English Activity for Junior High School 8 Palopo," *Room of Civil Society Development* 2, no. 5 (2023): 179–84, <https://doi.org/https://doi.org/10.59110/rcsd.207>.

Supporting to the program of English development, module is needed to assist both the teachers and students in doing this activity. As an instructional resource for enjoyable English learning that will be used continually to ensure the activity runs smoothly. In order to ensure that the module properly supports the overall aims, it should be matched with the curriculum and learning objectives of the English development program. It is essential to conduct regular evaluations and gather feedback from both teachers and students to identify areas for improvement and ensure the continued efficacy of the module as a valuable tool for English language development.

Fun activities involved in the module will make the English learning process more interesting and enjoyable for students. From this way the students will be appreciated by giving rewards such as door prizes at the end of the activity. However, the teachers still find some challenges in applying this activity because of the lack of references, such as a module that can cover the activities which are needed by the students. The activities written in a module should refer to the curriculum applied in that school, so it can support the achievement of learning objectives as written on national curriculum.

Based on the findings of interviews with English teachers who additionally worked as vice principals for the curriculum, to support the foreign language development program, teachers need module that contains of several fun activities.

In relation with the supporting data in the school, the researcher discovered that teachers require a module that can support the implementation of Fun with English activities to guarantee that foreign language development activities, Fun with English can run continuously. By this reason, the researcher will conduct a study entitled "*Developing Weekly English Module for Students of Muhammadiyah Boarding School Palopo.*"

B. Research Question

The teachers of Muhammadiyah Boarding School Palopo need a module consisting of material and fun activities according to the foreign language development program. The teachers had difficulty implementing a learning process with fun activities because they did not have another book as a reference. Moreover, the product was established according to the teachers' target and learning needs. Based on this identification, the researcher formulated the research question as follows:

1. How is the appropriate English module for Weekly English program of Muhammadiyah Boarding School Palopo?
2. How are the students' responses to the developed module?

C. Research Objective

Based on the problem formulation, the researcher aimed to develop the appropriate module for the boarding school students at Muhammadiyah Boarding School Palopo according to the teacher's target and learning needs, mainly for Weekly English program and to find out the students' response to the developed module.

D. Research Specification

The expected product specifications in this research as the developing module 2: weekly English based on teacher's target and learning needs consist of (1) The module elaborated to focus on every skill, (2) The title of the module was "Weekly English Module", (3) The form of the module was in the printed media (complex file) and soft file with A5 sized paper, (4) Some quotes of motivational quote, (5) Learning material including of three chapters, (6) There is lesson plan (PPP) in each chapter, (7) other references of fun activity for warming up lists are attached on the last section of the module.

E. Research Significance

The research results were anticipated to not only corroborate the extant theory but also to furnish practical applications for English teachers and students at Muhammadiyah Boarding School Palopo. The significance of this research extended beyond its intrinsic academic value. The findings could serve as a valuable resource for future studies in English education, contributing to the broader scientific knowledge in this field. Moreover, the research could offer teachers innovative strategies for making English lessons more engaging and enjoyable, while also assisting students in comprehending English concepts more effectively.

F. Research Assumption and Delimitation

The researcher has several assumptions in developing a module for the teachers at Muhammadiyah Boarding School Palopo as follows:

1. The need analysis and response questionnaires were completed according to the student's situation.
2. The experts' judgments were objective in evaluating the developed module.
3. The module would help teachers teach students in a fun way.

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

1. Due to the teachers' target and learning needs, the product is completed as a weekly English module focusing on one skill and integrating other skills.
2. Due to the limited chapters, the module was only conducted for three chapter.
3. The module is based on students' learning materials in Muhammadiyah Boarding School Palopo.

CHAPTER II

LITERATURE REVIEW

A. Previous Related Research Findings

There are some previous studies that related to this research, namely:

The first study written by Iksan, Husnaini, and Masruddin entitled "*Implementation of Weekly English Program with Fun Learning Method for Pesantren Student*". The objective of this research was to enhance the human resources and competitiveness of the people of Morowali Regency in navigating the challenges of a large industrial center in Indonesia. This was achieved through the mastery of foreign languages using the Fun Learning Method. Fun with English was the research activity employed in this study. The researcher attempted to teach students English in a fun way through this activity. As a result, the students will cease to believe English is monotonous at all anymore. Teachers can use the weekly English modules created through this research to teach English to their students. This book is divided into eight chapters, each with various activities. In addition, a lesson plan is included to assist teachers in assessing what is being taught in the classroom⁹. The similarities of this study are as follows: 1) Create modules as outputs; 2) Use fun activities to engage students with English as an educational instrument. The differences were: 1) The previous research used the descriptive qualitative

⁹ Iksan, Husnaini, and Masruddin, "Implementation of Weekly English Program with Fun Learning Method for Pesantren Students."

method, while the present research used the Research and Development method; 2) The material in the previous research used primary English material, while the material in the present research used material from junior and senior high school.

The second research written by Khairunnisa, Sunubi, and Tjalla entitled *"Developing English Module for The Seventh Grade Students Walimanis Integrated Islamic Junior High School"*. The research aimed to create a module that would aid each student in comprehending the current subject matter. The quality of the teachers' English teaching resources is one of the reasons the researcher created this module. The research yielded well-categorized results, indicating that the module was worthwhile to employ¹⁰. Two things made this research similar: 1) It developed an English module, and 2) It used Research and Development. The differences were as follows: 1) The seventh-grade junior high school students from Walimanis served as the research subject, and 2) This research used ADDIE model.

The third research was from Sari, Hartina and Sahraini entitled "Developing Basic English Module for Secondary Level: Task Based Language Teaching". This study aims to develop an English language curriculum for SMP Negeri 1 Bone-Bone using the ADDIE model and Ellis' Task Based Approach. The module was tested on ten students with an average score of 3.64. The design includes three themes, attractive design, integrated

¹⁰ Nurul Khairunnisa, Abd Haris Sunubi, and Magdahdalena Tjalla, "Developing English Module For The Seventh Grade Students Of Walimanis Integrated Islamic Junior High School," *Jurnal Cahaya Mandalika*, 2023, 734–39.

activities, and simple instructions that allow students to learn independently and autonomously.¹¹ The similarities with this research were: 1) Design a module for teacher and student and 2) Utilized Research and Development method. The difference was utilize the ADDIE model.

The fourth research was from Wulandari, entitled "*Developing An English Speaking Module For The Seventh Grade Students Of Junior High School*." This study was carried out due to the need analysis that revealed the student's speaking difficulties and the need for more English-speaking books with engaging content, different speaking exercises, and vocabulary lists that include pronunciation guides. Due to the validation result, the modules are appealing, pertinent, and appropriate for the student¹². The similarities with this research were: 1) Used Research and Development as the research method, 2) Made a module for the students. The differences were: 1) The research has been limited to three stages: Analysis, Design, and Development; 2) The module was only for seventh-grade students; and 3) The module was focused on one skill, which was speaking skill.

The fifth was a journal from Ermawati and Suherman entitled "*Fun with English Activity for Junior High School 8 Palopo*". The study aimed to improve English communication and proficiency among Junior High School 8 Palopo students through fun activities, pre- and post-tests. The "Fun with

¹¹ Eka Puspa Sari, St. Hartina, and Sahraini, "Developing Basic English Module For Secondary Level: Task Based Language Teaching," *Foster JELT: Journal of English Language Teaching* 5, no. 1 (2024).

¹² Agustina Wulandari, "Developing An English Speaking Module For The Seventh Grade Students Of Junior High School" (Pascasarjana Universitas Jambi, 2021).

English" activity included topic introduction, games, group organization, practice, and evaluation, which demonstrated the students' enthusiasm and communication skills. The students' eagerness and enthusiasm to learn English and their ability to communicate with others were evident from the results of the Fun with English activity¹³. The similarities with this research was applied Fun with English activity to enhance students' ability in English. The differences were: 1) Used a method with provided pre-test, applying fun with English activity, and giving post-test while the present research used Research and Development, 2) The previous research was concerned with describing the way fun with English activity to enhance students' communicative and English skills and the current research was developing a module with gave several activities for teacher in teaching English in a fun way.

According to the research by Tarbiatunnisa with title "*Developing Basic English Speaking Module for the English Club Program at Senior High School of Modern Islamic Boarding School Datok Sulaiman Putri Palopo*," This study aims to determine whether basic English modules are appropriate for Senior High School students at Modern Islamic Boarding School Datok Sulaiman Putri Palopo and how English club students feel about the designed modules. Six students from Datok Sulaiman High School were tested using the created modules in this study. This interpretation yields a score of 3.72, meaning that the module meets the requirements of the English club Datok Sulaiman at that moment. This module has three units, and each unit is further broken down

¹³ Ermawati and Suherman, "Fun with English Activity for Junior High School 8 Palopo."

into seven smaller parts. These sub-units include learning materials, grammar focus, let's get ready, let's talk, let's do more, let's play games, and let's review and share¹⁴. The similarities of this research were: 1) The research and development method, and 2) development modules were used as a reference. The differences were: 1) Although the material presented is integrated skills, the researcher focuses on speaking skills, and 2) This research used ADDIE model.

In contrast with the six previous studies, the researcher highlights the parallels between creating a module and earlier studies. According to the researcher, the module is a suitable form of supplementary material that can assist teachers and students of English to facilitate joyful learning for both students and teachers. Through teacher interviews, the researcher observed that the focus of skill in this study is related to the target and learning needs of both teachers and students. The researcher's thesis also differs in the content of the module, it involves several enjoyable activities and using PPP lesson plan which simpler and easier to apply by the teachers.

B. Theoretical Review

1. Module

a. Definition of module

One type of instructional material that is bundled neatly and methodically is called a module. Teaching resources known as modules are designed to enable students to learn independently, either under the direction of their

¹⁴ Enhana Tarbiatunnisa, "Developing Basic English Speaking Module For The English Club Program At Senior High School Of Modern Islamic Boarding School Datok Sulaiman Putri Palopo" (Institut Agama Islam Negeri Palopo, 2021).

teachers or not¹⁵. Instructions for learning, competencies to be attained, supporting data, practice questions, task instructions, assessments, and comments on assessment outcomes must all be included in modules¹⁶. It can be concluded that module consists of a series of lessons that are carefully thought out and created to assist students in reaching particular learning objectives. These materials include guidelines for learning activities, exercises, limitations of the learning materials, and methods of assessment to ensure the expected level of competency.

b. The purposes of module

Fabiana and Yosep assert that modules provide a significant role in supporting teachers in creating learning as well as serving as a source of independent learning for students¹⁷. According to Aliyah, the module has the following purposes¹⁸:

1) Independent teaching materials

Students' capacity to learn on their own without a teacher's guidance is enhanced by the usage of modules in the educational process.

2) Replace the function of the educator

¹⁵ Anis Susanti, Wiedy Murtini, and Harini, "Development Of Web-Based Interactive Multimedia," *Jurnal Pendidikan Vokasi* 8, no. 3 (2018): 300–312, <https://doi.org/http://dx.doi.org/10.21831/jpv.v8i3.20364>.

¹⁶ Rihab Wit Daryono A and Sunar Rochmadi, "Development of Learning Module to Improve Competency Achievement in the Department of Civil Engineering Education in Indonesia," *Psychology, Evaluation, and Technology in Educational Research* 3, no. 1 (2020): 34–43, <https://doi.org/https://doi.org/10.33292/petier.v3i1.54>.

¹⁷ Fabiana Dini Prawingga Nesri and Yosep Dwi Kristanto, "Pengembangan Modul Ajar Berbantuan Teknologi Untuk Mengembangkan Kecakapan Abad 21 Siswa," *Jurnal Program Studi Pendidikan Matematika* 9, no. 3 (2020): 480–92.

¹⁸ Aliyah, "Pengembangan Pembelajaran PAI Berbasis Modul," *Jurnal Ilmu Sosial, Agama, Budaya, Dan Terapan* 2, no. 3 (2022): 139–47, <https://doi.org/https://doi.org/10.58218/kasta.v2i3.376>.

Modules as teaching materials must be able to explain learning material well and be easily understood by students according to the student's age and level of abilities.

3) Evaluation tools

With the module, students can measure and assess their mastery of the material they have studied at school.

c. Differences between Book and Module

Although both are learning media, modules, and books, have significant differences. Modules are generally designed to be more flexible and interactive, with structured material and a focus on specific learning objectives.¹⁹ They are often equipped with various activities, exercises, and self-assessments that allow students to learn at their own pace. On the other hand, books are more comprehensive and in-depth, presenting material systematically and sequentially. Books are often used as the primary reference in learning but do not emphasize interactivity and flexibility like modules.

In short, modules are more personalized and flexible, while books are more comprehensive and systematic. The choice between modules and books depends on the learning objectives, students' learning styles, and the characteristics of the material to be presented.

¹⁹ Ester Andersson, "What Is the Difference between a Module and an Activity?," Learnifier, May 22, 2023, <https://support.learnifier.com/en-US/kb/articles/what-is-the-difference-between-a-module-and-an-activity>.

2. English Language Skills

a. Kinds of skills

Every language is built on four fundamental pillars: speaking, listening, writing, and reading. The proficiency of each individual in English communication varies²⁰. The term "macro-skills" refers to these four linguistic proficiency levels. This contrasts with the "micro-skills," which include spelling, grammar, vocabulary, and pronunciation²¹. Each individual is at least proficient in one skill and to mastering the other skills can be developed through practice.

The direction of communication—producing or receiving the message—and the communication style—oral and written—are the two factors that link the four fundamental skills²². Here is the explanation.

1) Listening

The oral mode's receptive skill is listening comprehension. In actuality, what we mean when we talk of hearing is listening and comprehending what we hear.

2) Speaking

The oral mode's productive skill is speaking. Like the other skills, it requires more than simply word pronunciation and is initially more complicated than it appears. Speaking and listening are frequently related. For

²⁰ Phillip Haberman et al., "Various Roles in the Development of EFL Learners' English Skills," *International Journal of Instruction* 13, no. 4 (2020): 609–22.

²¹ Hakan Aydoğan and Azamat A. Akbarov, "The Four Basic Language Skills, Whole Language & Integrated Skill Approach in Mainstream University Classrooms in Turkey," *Mediterranean Journal of Social Sciences* 5, no. 9 (2014): 672–80.

²² Aydoğan and Akbarov.

instance, two-way communication compensates for traditional learning's deficiency in communicative capacity.

3) Reading

The receptive ability in written form is reading. While it can grow apart from speaking and listening abilities, it usually does so, particularly in cultures with strong literary traditions. Reading might aid in vocabulary development, particularly in the later stages of hearing comprehension.

4) Writing

The ability to produce in written form is known as writing. Even for native language speakers, it can appear to be the most challenging ability since it requires more than just graphic speech representation—rather, it also entails the formation and organized presentation of ideas.

b. Interrelationship Among Four Language Skills

Speaking and writing, which are connected and belong to linguistic production, are part of linguistic production, whereas hearing and reading, which are sequential processes, are part of linguistic comprehension²³. Below is an explanation of the relationship between the four skills.

1) Relationship between listening and reading

While reading and listening are receptive abilities, they do not passively absorb information from external stimuli. By connecting the information with their prior knowledge, experiences, and schematics, listeners and readers actively engage in information. This process entails both surface

²³ Chengyu Nan, "Implications of Interrelationship among Four Language Skills for High School English Teaching," *Journal of Language Teaching and Research* 9, no. 2 (2018): 418–23.

understanding and in-depth comprehension. However, reading and listening are related to one another and support one another:

- a) Listening improves a person's ability to respond to language, which speeds up reading.
- b) Reading helps students expand their schematic knowledge, which helps them become better listeners.
- c) The vast vocabulary that reading imparts to students helps them become better listeners.
- d) Listening and reading micro-skills are complementary.
- e) Reading gives students more chances to think in English, which enhances their ability to comprehend what they hear.

2) Relationship between speaking and writing

Writing and speaking are examples of productive abilities. Writing and speaking have sound effects on one another and are connected. First, writing is indirectly activated by speaking. The growth of writing abilities alone does not guarantee better writing. Second, talking more helps expedite the writing process. Thirdly, writing more often will help you become a more appropriate speaker.

3) Relationship between listening and speaking

Listening is the primary input process in language acquisition, whereas speaking is the secondary output process. The output will be more accurate, fluent, and diverse with more language information and content that is input. Conversely, speaking is a productive capacity, and listening is a

comprehensive ability, part of the explicit and implicit processes. As a result, two psychological acts in oral communication are closely related but go in different directions: one from deep structure to surface structure and the other from surface structure to deep structure.

Speaking and listening are related aspects of this intricate process. Speaking and listening are prerequisites for one another first. Second, increasing listening yields suitable English for oral communication and genuine linguistic context. Third, increased speaking facilitates the assimilation of fresh knowledge. Fourth, speaking and listening are mutually exclusive. Speaking is an examination of listening, meaning that oral expression allows one to gauge one's proficiency level and listening accuracy.

4) Relationship between reading and writing

The written communication system consists of two complementary components: writing and reading. First, schematic knowledge is necessary for both writing and reading. Second, writing starts with reading. Thirdly, reading is improved by writing. Fourth, writing with textual expertise improves comprehension of what is read.

This module will involve all skills or integrated skills. With integrated skills, English learning becomes more contextual, relevant, and effective so that students can develop comprehensive language competence and be ready to use English in various real-life situations.

3. Fun with English Program

a. Definition

The definition of fun language learning, as stated by Iksan et al, is to make one happy and arouse feelings of pleasure, contentment, interest, and other similar emotions²⁴. According to another perspective, Larasaty et al. defined that fun English is an English language learning program that makes use of the notion of enjoyable learning. From these two opinions, it can be concluded that fun with English is a method of learning English by applying fun activities to students so that students do not feel bored with the same learning methods.

b. The Purposes of Fun with English Activity

The primary goal of “Fun with English” activities is to create an enjoyable and engaging English learning experience, particularly for children. The activities aim to boost participants’ enthusiasm and drive to learn English²⁵. By incorporating fun elements like games, songs, and interactive tasks, the activities seek to help participants grasp the learning content effortlessly and without feeling overwhelmed.

In addition, this activity is designed to improve participants’ various English skills, including writing, reading, listening and speaking. Participants will have the opportunity to be exposed to English in real-life everyday

²⁴ Iksan, Husnaini, and Masruddin, “Implementation of Weekly English Program with Fun Learning Method for Pesantren Students.”

²⁵ Gabriella Clarisa Silaban et al., “Sosialisasi Model ‘Fun with English’ Dengan Menggunakan Metode Game Based Learning Dalam Melatih Kemampuan Pronunciation Siswa Di SMP Negeri 3 Pematangsiantar,” *Welfare : Jurnal Pengabdian Masyarakat* 1, no. 3 (2023): 438–42.

situations. This approach allows participants to not only acquire grammar and vocabulary but also use their knowledge to communicate with others²⁶.

Ultimately, this activity will build participants' confidence in English.

c. Kind of fun activities

There are many exciting activities that can increase students' interest in learning. Apart from attracting students' interest in learning English, implementing fun activities can also train teachers' creativity to create fun classes. The following are several fun activities adopted from several sources based on the skills you want to improve.

1) Bingo

Bingo is a word game usually played by children outside the classroom²⁷. It is interesting and challenging. By modifying it, this game can be used to teach vocabulary and create context from the material given.

Bingo is a game played and enjoyed by a large number of people all over the world. It is easy to play and can be used to teach contextual vocabulary to students of all ages. Agoestyowati stated that bingo is a good competitive game that can be used to concentrate students' attention²⁸.

The procedures to play Bingo

a) The teacher gave a Bingo card to each student.

²⁶ Siti Rofi'ah et al., "Studi Kegiatan Fun With English Siswa Kelas Vii Dan Viii Madrasah Tsanawiyah Nahdlatul Ulama Slorok Kecamatan Garum Kabupaten Blitar," *JPPNu (Jurnal Pengabdian Dan Pemberdayaan Nusantara)* 3, no. 2 (2021): 116–29.

²⁷ Brigitta Septarini Rahmasari, "Improving Students' Vocabulary Mastery Through Bingo Games," *Jurnal Kependidikan: Jurnal Hasil Penelitian Dan Kajian Kepustakaan Di Bidang Pendidikan, Pengajaran Dan Pembelajaran* 7, no. 1 (2021): 28–34.

²⁸ Redjeki Agoetyowati, *Fun English Games & Activities for You* (Jakarta: PT. Bhuana Ilmu Populer, 2010).

- b) The teacher demonstrated the procedure for playing Bingo.
- c) The students wrote the words given by the teacher on the Bingo card.
- d) The teacher laid the master card face up and the calling card face down in front of them.
- e) The teacher picked one of the calling cards and said it loudly and two times.
- f) The learners should cross and number the word they had written if it was called.
- g) The students who had crossed five words vertically, horizontally, or diagonally shouted Bingo.
- h) Then, the teacher asked each student to read off his/her five words. If his/her answer was correct, he/she became the winner.

Many research results state that Bingo Games are successful in increasing students' vocabulary mastery. One study said that this happened because the students who were taught vocabulary using the Bingo Game said that it was easier to memorize the vocabulary using pictures and words. The students also said they were interested in the images shown when playing the Bingo Game in the classroom.

2) Scrabble

In Scrabble, two to four players compete to make words on a 225-square board using lettered tiles; words formed by the letters on the tiles interlock like words in a crossword puzzle. At the beginning of each turn, players take seven tiles from the pool and add more tiles after finishing. Players can only

view their tiles on the board; the tiles in the pool and those of other players are kept private. A player may exchange any or all of his tiles for tiles in the pool by giving up his turn. Each 100-letter tile has a point value printed, roughly corresponding to how frequently a given letter appears in an English word.²⁹ The points earned by each letter in a word are added and multiplied by one of the 61 available premium boxes, which include double, triple, and word combinations.

4. Weekly English program

a. Background of the activity

The Weekly English program is an English language training initiative that is held on a weekly basis³⁰. The rationale behind the implementation of the Weekly English program at the educational institution is the growing significance of English language proficiency in the context of globalization. In the current era, English is an international language utilized in a multitude of domains, including education, business, and technology. In order to prepare students to compete in the future, the school believes it is necessary to provide students with opportunities to practice and improve their English language skills. Additionally, the program strives to impart proficiency in the English language to students, equipping them with the ability to communicate fluently and effectively in both academic and social contexts.

²⁹ T. Editors of Encyclopaedia Britannica, "Scrabble," *Encyclopedia Britannica*, June 14, 2024, <https://www.britannica.com/sports/Scrabble>.

³⁰ Iksan, Husnaini, and Masruddin, "Implementation of Weekly English Program with Fun Learning Method for Pesantren Students."

The weekly meeting program provides an opportunity for students to develop relationships based on intrinsic motivation, facilitating more natural communication and interaction in English. Additionally, students can engage in activities that align with their interests³¹. Further, the objective of the Weekly English program is to enhance students' comprehensive English proficiency by facilitating the development of all four language skills; listening, speaking, reading, and writing. Moreover, it is anticipated that the program will foster greater interest among students in pursuing further studies in the English language. The Weekly English program is accessible to all students enrolled at the school, regardless of their level on interest of proficiency in the English language. The program is designed to accommodate students of all abilities, ensuring that each student has the opportunity to benefit from it to the fullest extent possible.

The objective of this program is to enhance the English proficiency of students through an engaging and interactive learning experience. It aims to develop a comprehensive range of skills, including vocabulary expansion, grammatical proficiency, effective communication in English, and confidence in speaking the language. Therefore, it is expected that the Weekly English program will help students become better in English and become more successful in the future.

b. Learning material

³¹ Syaid Ali Mansur, "A Study of Students' Intrinsic Motivation to Speak In Weekly Meeting Program of Basic Training Class At Happy English Course Mauidzul Amin Bunangkah Tengah Pasanggar Pamekasan," *Pamekasan: IAIN Madura Press*, 2018.

The content of the Weekly English program can be adapted to align with the specific abilities and learning objectives of each student. In general, the materials encompass vocabulary, grammar, pronunciation, reading, writing, and listening. Furthermore, the program may incorporate additional creative and engaging elements, such as³²:

- 1) The incorporation of songs and games facilitates a more enjoyable and interactive learning environment.
- 2) Project-based assignments enable students to apply their English skills in authentic contexts.
- 3) The introduction of English-speaking cultures through narratives, cinematic representations, or cultural celebrations provides a multifaceted understanding of the subject matter.
- 4) The integration of technology, such as English learning applications or online resources, enhances the learning experience.

5. Research and Development (R&D)

a. Definition

The abbreviation R & D stands for research and development. This research methodology was first created for the business sector. On the other hand, scholars studying the teaching of English as a foreign language are now interested in this approach. University officials additionally support this as a dissertation research approach because it can yield innovative items that

³² Faizatul Maziyah, Muhammad Hifdil Islam, and Beny Hamdani, "The Implementation of Weekly English Conversation in Learning Speaking among EFL Learners," *JADEs Journal of Academia in English Education* 4, no. 1 (2023): 89–107.

address the needs of the modern community³³. For this reason, there are currently many studies using this method.

b. Models of Research and Development (R&D)

1) Borg and Gall

Fadli stated that Borg and Gall used their approach to construct ten processes for creating learning materials³⁴. The ten steps can be divided into three primary categories. Pre-study, the development process, and validation are these.

- a) The pre-study phase comprises research and information gathering, such as conducting a classroom observation, reviewing the literature, and writing an art report.
- b) There are six steps in the development process. The first step is planning, which includes setting goals for skills, creating course orders, and conducting small-scale feasibility tests. The next step is constructing a previous product, which includes creating resources, assessment tools, and instructional books. Field testing in advance is the next step. We are changing the primary, testing, and revising the operational product.
- c) Testing the operational product, revising the final product, and distributing and implementing it are all part of the validation process.

2) ADDIE

³³ Haryanto Atmowardoyo, "Research Methods in TEFL Studies: Descriptive Research, Case Study, Error Analysis, and R & D," *Journal of Language Teaching and Research* 9, no. 1 (2018): 197–204, <https://doi.org/http://dx.doi.org/10.17507/jltr.0901.25>.

³⁴ Imam Fadli, "Developing Basic English Speaking Module For The English Club Program At Senior High School Of Modern Islamic Boarding School Datok Sulaiman Putri Palopo" (Institut Agama Islam Negeri Palopo, 2022).

The product development model known as ADDIE, which stands for Analyze, Design, Develop, Implement, and Evaluate, is applied to deliberate learning settings emphasizing individual learning and systematic procedures. In his book, Branch details the five stages of ADDIE product development³⁵. The explanation is as follows:

- a) Analyze: The analysis phase aims to pinpoint probable reasons for performance gaps and offer solutions.
- b) Design: Functional specifications are prepared during the design phase to close performance gaps and confirm intended performance and testing techniques.
- c) Develop: The development phase aims to produce and authenticate instructional materials, such as lesson plans, instructional media, instructional methodologies, content, and activities for building students' knowledge and skills.
- d) Implement: The implementation phase wraps up formative assessment and development activities while setting up the learning environment and involving students.
- e) Evaluate: The evaluation phase involves setting criteria, choosing instruments, and conducting assessments to evaluate educational items and procedures before and after implementation.

3) 4-D

³⁵ Robert Maribe Branch, "Instructional Design: The ADDIE Approach," *Springer* 53 (2009), <https://doi.org/10.1007/978-0-387-09506-6>.

The 4D model, by Thiagarajan, is a basic instructional design framework that aids the researcher in creating products organized into four stages or, including defining, designing, developing, and disseminating, or abbreviated in 4D³⁶. These are the following explanation about 4D.

- a) Define: analyzing the needs of the students will be done throughout the defining process.
- b) Design: the subsequent stage of product design will be produced and developed by the findings of the study of students' needs.
- c) Develop: the next stage will be to create a product with solid validation from professional opinions, lecturers, and students acting as users.
- d) Disseminate: The final stage is distributing the output, which can be done via a journal, social media platform, seminar, etc.

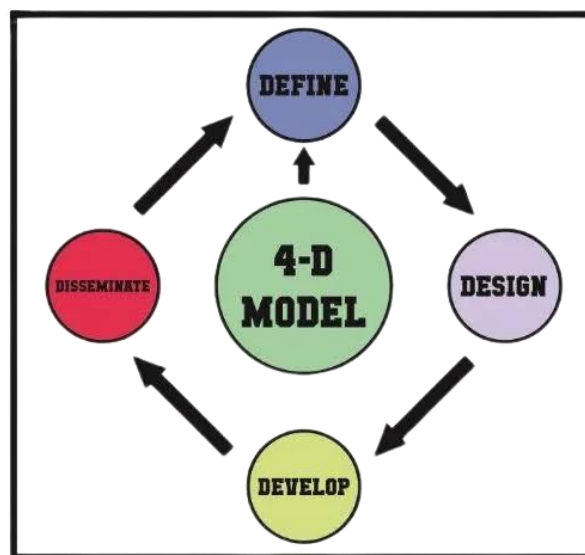


Figure 2.1 4D Model by Thiagarajan

³⁶ Loso Judijanto et al., *Metodologi Research and Development: Teori Dan Penerapan Metodologi RnD*, ed. Sepriano and Efitra (PT. Sonpedia Publishing Indonesia, 2024), https://www.google.co.id/books/edition/Metodologi_Research_and_Development_Teor/y3INEQA AQBAJ?hl=id&gbpv=0.

The 4D model, which comprises Define, design, develop, and disseminate, was selected by researchers because they found that its stages could be easily adjusted to their research conditions. Additionally, utilizing 4D models can result in time savings.

C. Conceptual Framework

To help the students learn English and understand the material in a fun way, teachers need a module based on the target needs and learning needs. The material design should be related to the result of the need analysis. The module's material consists of not only one to two skills but integrated skills. This means that this module focuses on more than one skill (reading, writing, listening, and speaking) and the components of language that support acquiring these skills, such as grammar, vocabulary, discourse, and pronunciation.

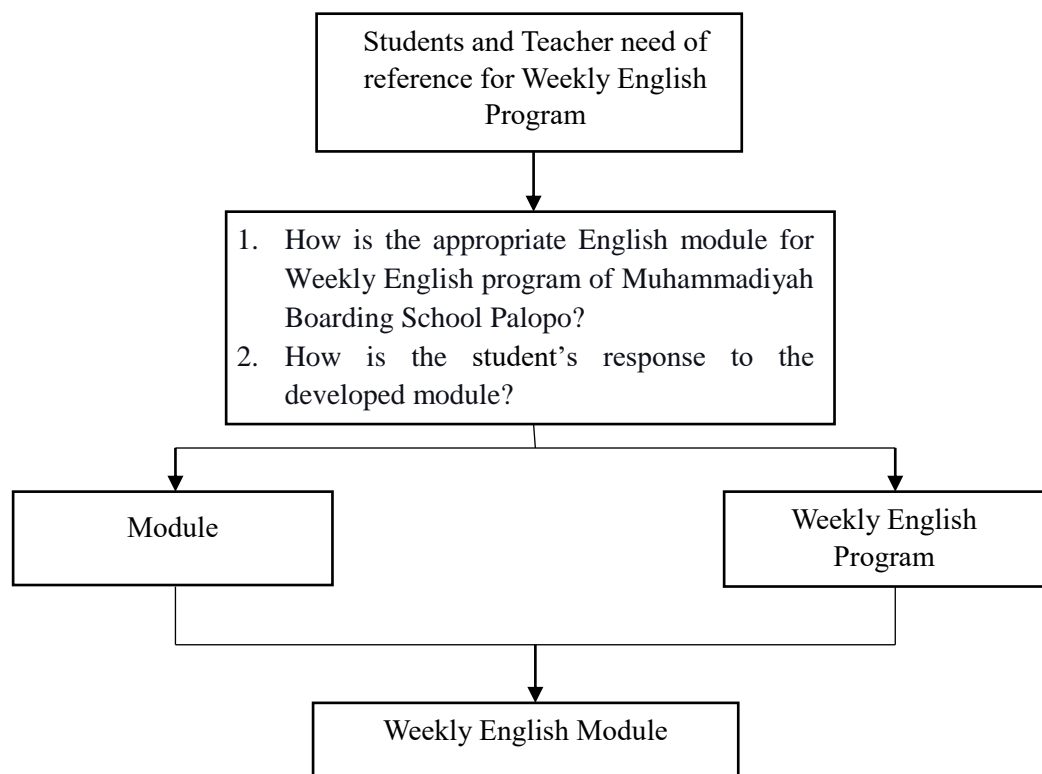


Figure 2.2 Conceptual Framework

CHAPTER III

RESEARCH METHOD

A. Research Design

The Research and Development (R&D) approach applied to this study. The researcher used the 4D model (define, design, develop, and disseminate) to develop a module for Weekly English program. To create the final product, the students' goal needs and learning needs were gathered during the research process. The research design included a PPP lesson plan for teachers, tasks and learning materials, vocabulary and expressions, and other elements. Therefore, this would be an appropriate method for finishing the module that fulfilled students' needs.

B. Research Subject

The subject used in this research are English teachers and students of Muhammadiyah Boarding School Palopo who choose English in the language development program. Total of students as the participant in this research was 27 students.

Table 3.1 Data of The Respondents

Gender		Ages									
		13		14		15		16		17	
Female	Male	F	M	F	M	F	M	F	M	F	M
1	26	1	6	0	11	0	4	0	4	0	1

C. Research Procedure

The researcher applied the 4D model to develop the module for students of Muhammadiyah Boarding School Palopo. This model was considered essential and effective in developing the module. It is compiled through five phases; the explanation is below.

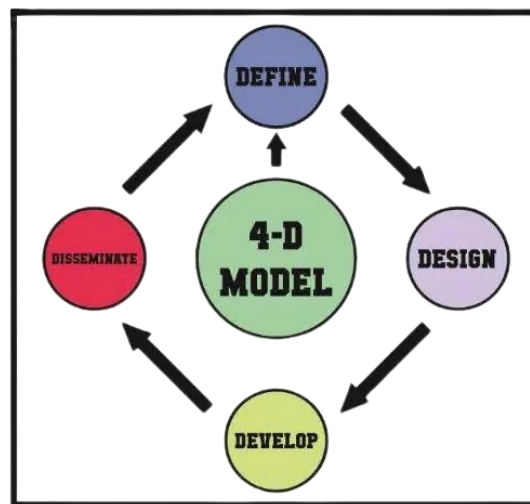


Figure 3.1 The 4D Model by Thiagarajan

1. Define

In this stage, the researcher used an interview technique and share some questionnaires to the students to examine the needs of students and the target needs. The English teacher and several students were participated in the interview process. The researcher decided to develop a module that attempts to satisfy the needs of the teacher and students based on the results of this interview and share some questionnaires. The results with English teacher and a few students revealed that the use of monotonous teaching strategies caused students to lose interest in learning the foreign language, and teachers

believed that it was because there were not enough engaging learning activities to keep students interested.

2. Design

At this stage, the researcher designed the module, start with topic selection and content according to the result of interviews and questionnaires. Some chapters were selected in this module. Apart from explaining the material, in this module there re assignments and several interesting activities that can increase students' interest in learning English. Apart from that, there is also a PPP lesson plan which can be a guide for teachers in implementing the interesting activities in the module.

After preparing the material by the researcher, before entering the design stage in module form, the researcher validated the content of the material. The content of the material validated by English teachers at Muhammadiyah Boarding School Palopo. The teacher assessed whether the material meets the needs of the teacher and students or not. If the material has been approved by the expert validator, the next stage is designing the module form by inserting the materials that have been prepared.

3. Develop

After designing the content of the module, the researcher developed the materials. The researcher was provided assessments with suitable and validate instruments for developing product.

4. Disseminate

The researcher carried out a forum group discussion (FGD) in an effort to introduce products to students and teachers at Muhammadiyah Boarding School Palopo.

D. The Technique of Data Collection

In the present research, questionnaires, interviews, and observation are the methods used to collect data. Here's how it's explained:

1. Observation

On March 5, 2024, the researcher conducted the observation. Several aspects were noted, including the subjects and the challenges associated with learning English, which were reinforced by interviews with the English teacher and several students.

2. Questionnaire

The target needs (necessities, wants, and lacks) in this study were the subjects of the questionnaire. Expert judgment employed to assess the generated module. Additionally, through a questionnaire, students' opinions regarding the deficit and the viability of the proposed module gathered. The questionnaire distributed following the product's trial.

3. Interview

The English teacher of Muhammadiyah Boarding School Palopo was interviewed by the researcher. It gathered data on the objectives teachers have for their students' English language acquisition (target needs).

E. The Technique of Data Analysis

1. Data Analysis of Interview

The descriptive qualitative method utilized to analyze the interview data. Miles and Huberman present a comprehensive framework for conducting interviews as a data collection technique. In their theory, Miles and Huberman place great emphasis on the value of interviews as a tool for gaining a profound understanding of the perspectives, experiences, and meanings held by research participants. With regard to the process of data analysis, they identify three key stages³⁷:

- a. Data reduction: This involves transforming the findings of the interviews into written text.
- b. Data Display: Data display offers an organized, compressed collection of information, allowing conclusions to be drawn. It can be text, graph, chart, or matrix, allowing analysts to extrapolate and discover systematic patterns and relationships. Display stages may also reveal higher-order categories or themes.
- c. Conclusion Drawing and Verification: This activity is the third component of qualitative analysis. Drawing conclusions involves stepping back to consider what the analyzed data mean and to assess their implications for the questions at hand. Verification, which is inextricably linked to inference, involves revisiting the data as many times as necessary to check or verify these emergent inferences. "The meanings that emerge from the

³⁷ Aect, "Analyzing Qualitative Data," The Association for Educational Communications and Technology (Bloomington, August 3, 2001), <https://members.aect.org/edtech/ed1/40/40-03.html>.

data must be tested for their plausibility, their robustness, their 'confirmability' - that is, their validity" (Miles and Huberman, 1994, p. 11).

2. Data Analysis of Questionnaire

The quantitative descriptive method applied to assess the questionnaire and determine the percentage of responses. The formulations employ here included the students' responses and the total number of students. The formula below illustrates the pattern:

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

X = Score
 $\sum X$ = The same answer given by the students
 N = The total of the students

Figure 3.2 The Formula of Students' Responses

The percentage amount showed which students had the most options. When developing the module for the students, the researcher used this background information as a source.

3. Data Analysis of Expert Validation and Students' Perception

Using the Likert scale, the researcher calculated the result of experts' validation and students' perception. The average response based on the experts' scores used to examine the data.

The formula proposed by Arifin, Z. (2013), which has been cited in Sagita, applied to the data analysis³⁸:

The number of answer excellent	= E x 4	= ...
The number of answer good	= G x 3	= ...
The number of answer fairly	= F x 2	= ...
The number of answer poor	= P x 1	= ...
Total score		= ...

Following the calculation of the total score, the researcher utilized the following formula to determine the average:

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

M = Mean Score
 B = Total score
 N = Total number of material topics

Figure 3.3 The Average Formula

³⁸ Reski Jayanti Sagita AP, "Designing English Syllabus For Islamic Education Study Program At Iain Palopo" (Institut Agama Islam Negeri Palopo, 2020).

The result of the average score continued by calculating the value by using the following formulation:

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

X = The value
M = Average score
N = Total number of values

Figure 3.4 The Value Formula

After calculating the average score for each resource, the researcher determined each resource to be a suitable weekly English module for Muhammadiyah Boarding School Palopo.

Table 3.1 Material topics qualification of product evaluation

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 by a little bit revision
1,6 - 2,5	40% - 64%	Fairly	Can be utilized by much revision
0 – 1,5	0% - 39%	Poor	Cannot be utilized

Table 3.2 The example of experts' validation table

No	Indicators	Average Score	Qualification	Categories	Expert's Suggestion

CHAPTER IV

FINDINGS AND DISCUSSIONS

A. Research Findings

In this stage, the researcher gives the detailed process of designing a module. As explained in chapter three, the researcher applied ADDIE (Analysis, Design, Development, and Evaluation) model. Before implementing ADDIE model, the researcher did the pre-observation at school. The specific of all these steps explain as follows.

1. Define

In this section, the researcher distributed a need analysis questionnaire through Google form to identify students' and English teachers' needs, lack and wants in this program. The questionnaire had 30 questions. After analyzing the data, the researcher found the results of each question from 22 students of Muhammadiyah Boarding School Palopo.

The researcher started distributing the questionnaire after finishing the questionnaire from an expert. Moreover, the result of the instrument of questionnaire validation are shown below.

Table 4.1 The result of the instrument's validation by the expert

Aspects	Score
Contents	3,67
Scope of the Contents	4
Language	4,33
Average Score	3,66

From the average score above it can be concluded that the instrument got 3,66 categorized as “Excellent” which can be utilized without revision.

After the validator gave the validation, the researcher pursued the next step by distributing the questionnaire through a Google form. There were 27 students of Muhammadiyah Boarding School Palopo who fulfilled the questionnaire. The details of the respondents can be seen in Chapter III part research subject.

After the researcher got the collecting data from the questionnaire, the researcher investigated the result of each question from 27 students of Muhammadiyah Boarding School Palopo.

b. Target needs

1) Necessity

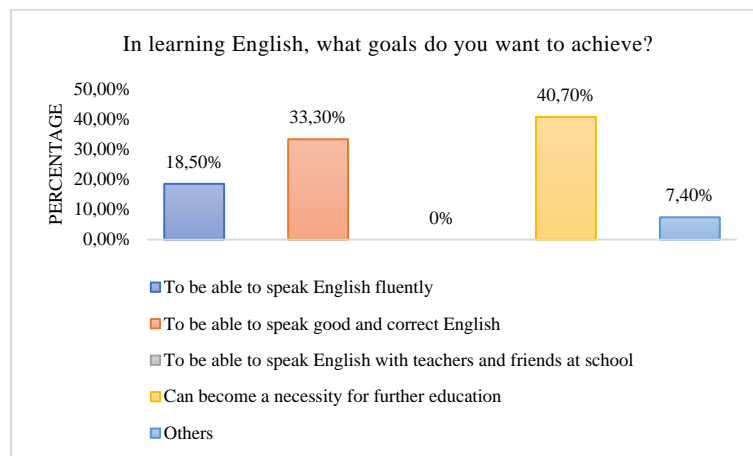


Chart 4.1 The Percentage of Student Goals

The researcher's goal which is displayed in chart 4.1 presented five choices, and option D (To assist in the upcoming study) received the most votes, with a 40.7% score. Many students plan to pursue further studies and advance their English skills. Additionally, a more significant proportion of students expressed interest in the ongoing research. This indicates that students remain committed to learning English.

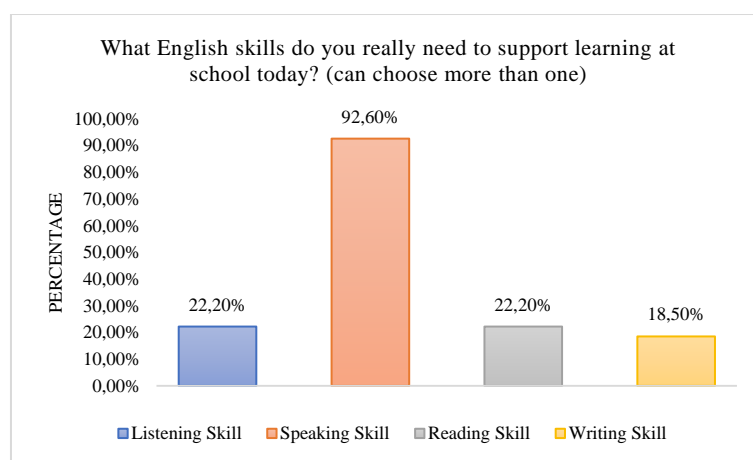


Chart 4.2 The Percentage the Students Need of English Skill

The chart 4.2 presented the skills students needed most to learn English at school. It displays four skills: listening, speaking, reading, and writing. Moreover, option B (speaking skill) is favored with 92.6%. This indicates that students give priority to speaking skills over other skills.

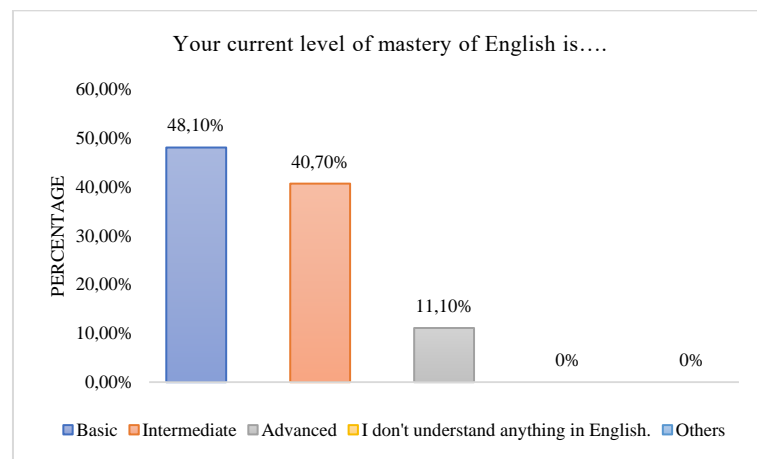


Chart 4.3 The Percentage of Students' English Level

The data in chart 4.3 indicates the distribution of students' English proficiency levels across four categories. Option A (Basic) received the highest percentage at 48.1%, followed by 40.7% of students identifying themselves at an intermediate level and 11.1% selecting the advanced level. This suggests that the majority of students have a basic proficiency level.

2) Lacks

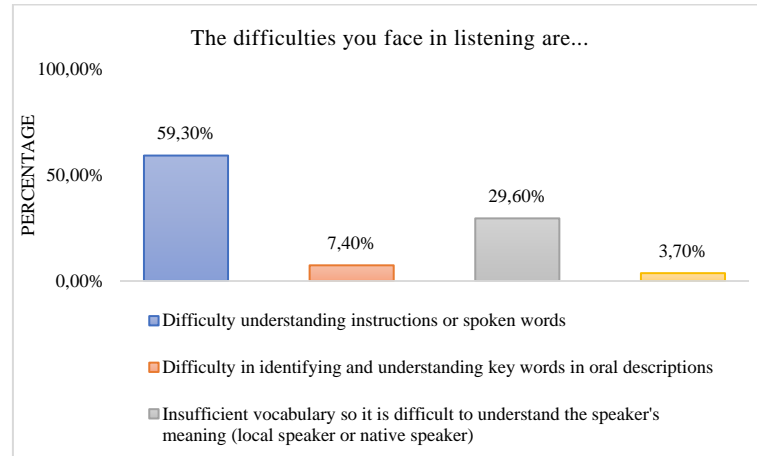


Chart 4.4 The Percentage of Students' Difficulties in Listening

The students' listening difficulties were represented in the chart 4.4 through percentages. Four options were available, and option A (difficulty in understanding instructions or verbal speech) received the highest score at 59.3%. This outcome indicated that students had trouble comprehending spoken language, which posed a challenge.

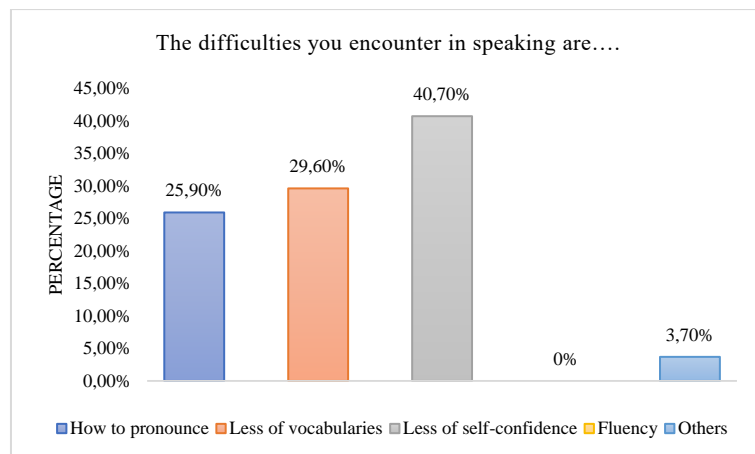


Chart 4.5 The Percentage of Students' Difficulties in Speaking

The chart 4.5 provided shows the challenges students face in terms of speaking skills. C (lack of confidence) received the highest percentage, at

40.7%. This suggests that most students require improvement in their confidence levels.

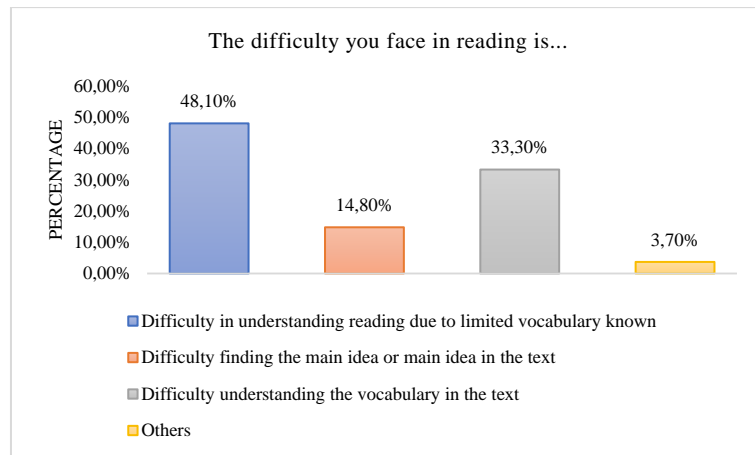


Chart 4.6 The Percentage of Students' Difficulties in Reading

The chart 4.6 shows the students' difficulties with reading. The highest score is on option A (Lack of vocabulary), with 48,1%. It means that students are deficient in mastering vocabulary, which should be increased.

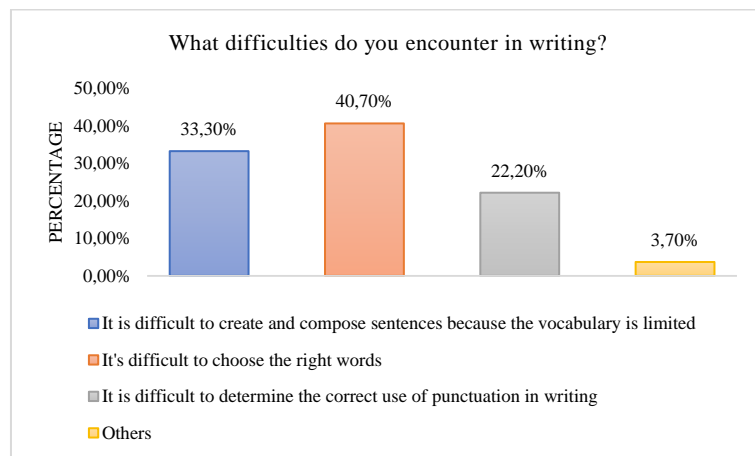


Chart 4.7 The Percentage of Students' Difficulties in Writing

The chart 4.7 describes the students' difficulties with writing skills. Most chose option B (Poor in choosing appropriate vocabulary), with

40,7%. This result explains that the lack of students' vocabulary blocks their writing ability.

3) Wants

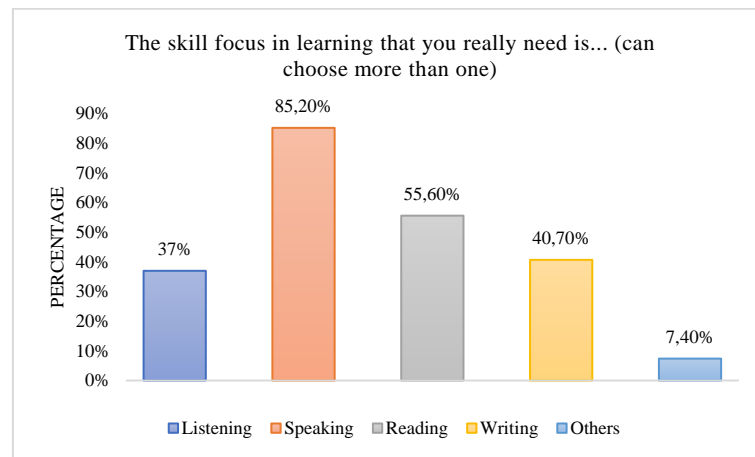


Chart 4.8 The Percentage of Students' Focus Skill in Learning

The chart 4.8 shows the students' English learning goals. The majority of students, 85.2%, opted to prioritize speaking skills (option B). Following speaking skills, the next most popular choice among students was reading skills, at 55.6%, then writing skills, at 40.7%, and listening skills, at 37%. Finally, 7.4% of students opted for all of the skills.

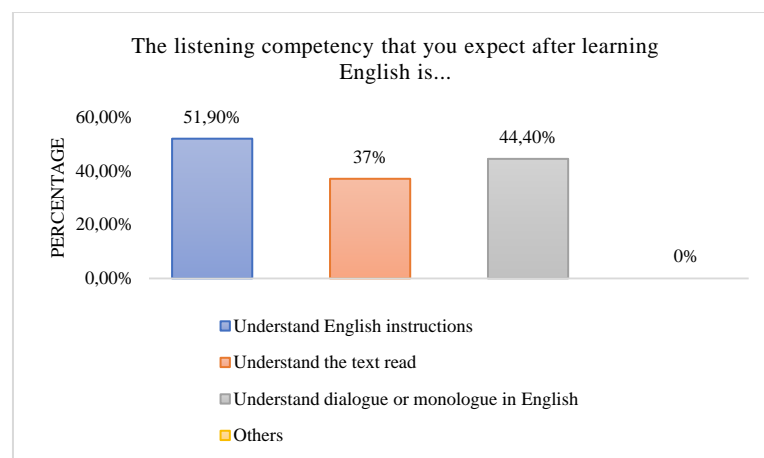


Chart 4.9 The Percentage of Students' Expect of Listening Competence

The data depicted in the chart 4.9 illustrates the distribution of students aiming to improve their listening skills. Three selected choices yielded comparable results, with the highest percentage recorded as 51.9% for option A, 37% for option B, and 44.4% for option C.

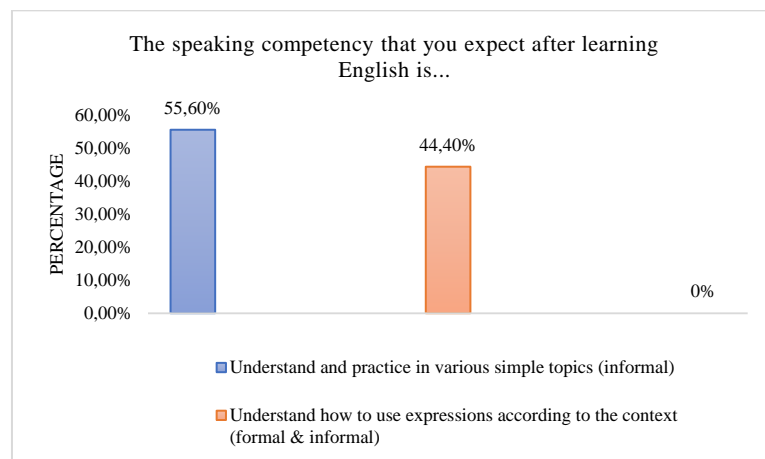


Chart 4.10 The Percentage of Students Expect of Speaking

The chart 4.10 depicts the percentages of students' speaking skill needs. Two options are presented, with option A that is understand and practice in various simple topics (informal) obtaining the highest percentage, at 55.6%.

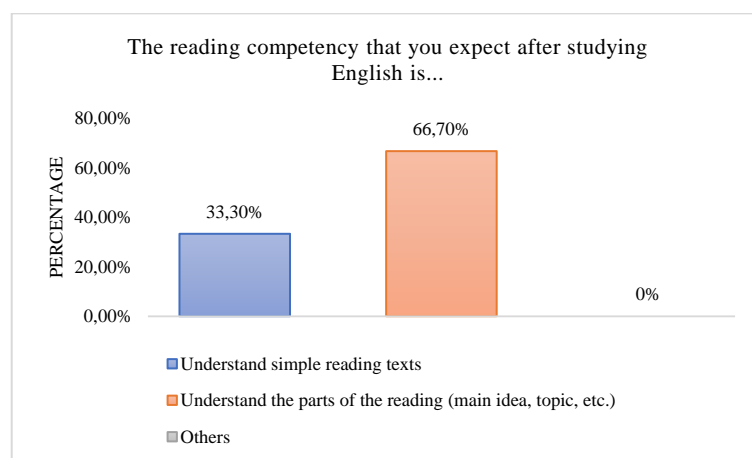


Chart 4.11 The Percentage of Students Expect of Reading

The students' reading skills needs are depicted in this chart 4.11. According to the illustration, option B received the top score of 66.7%.

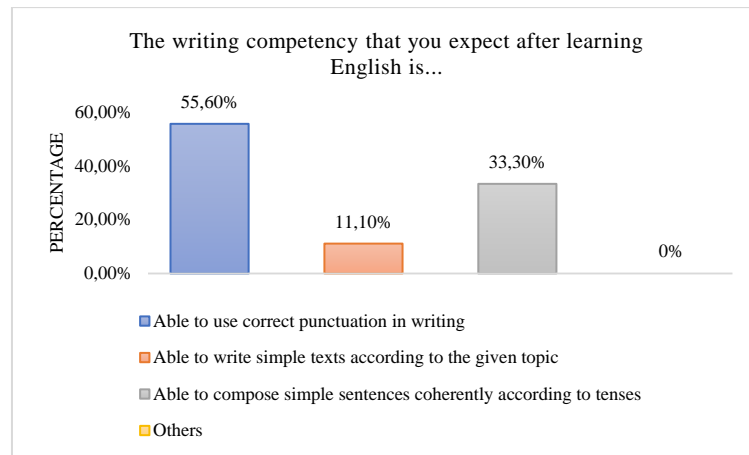


Chart 4.12 The Percentage of Students' Expect of Writing

This chart 4.12 provides information on the writing abilities required of the students. According to the visual, option A (able to use correct punctuation in writing) attains the top score of 55.6%.

c. Learning needs

1) Input

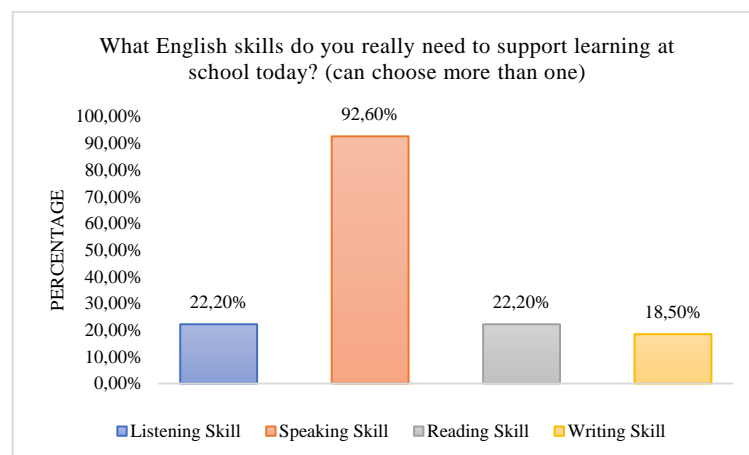


Chart 4.13 The Percentage of Students' Need of English Skills

The chart 4.13 shows that the majority of students consider speaking skills to be the most important skill for the current school year, as indicated by the high percentage of 92.6% for option B based on their responses.

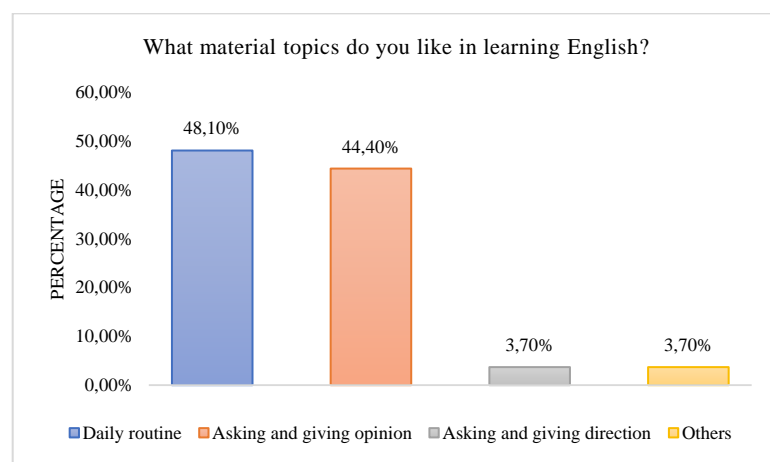


Chart 4.14 The Percentage of Students' Answer About Topic

The chart 4.14 results indicate that most students, 48.1%, opted for option A (daily routine) from the four choices presented, followed by 44.4% choosing option B (asking and giving opinion). Options C (asking and giving directions) and D (all) both have a percentage of 3.7%.

2) Procedure and activity

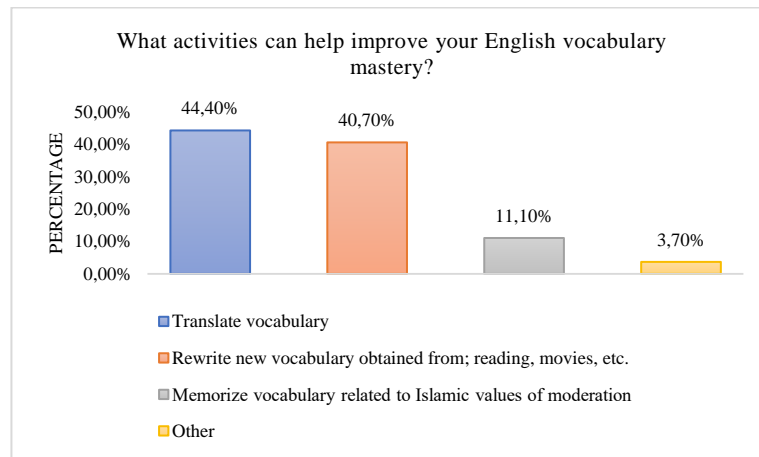


Chart 4.15 The Percentage of Activities Can Improve Students' Vocabulary Mastery

The above chart, chart 4.15, displays the distribution of student preferences for expanding their vocabulary across four different activities. According to the findings, 44.4% of students favor translating vocabulary, corresponding to option A in the chart.

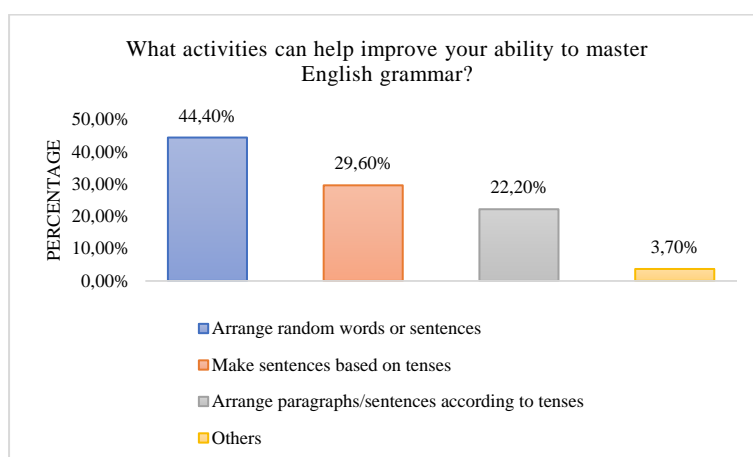


Chart 4.16 The Percentage of Activities Can Improve Students' Grammar

The chart 4.16 depicts the results of activities that aid in grammar learning, with option A that is arrange random words or sentences being the preferred choice at 44.4%.

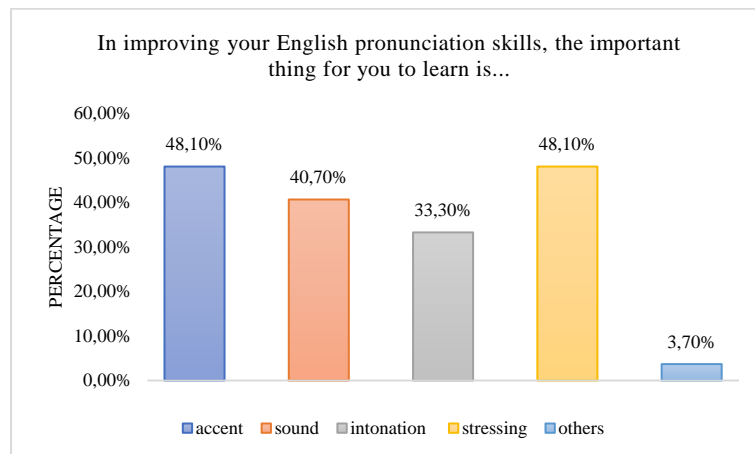


Chart 4.17 The Percentage of the Important Aspect About Pronunciation

The percentage breakdown in the chart 4.17 shows the level of engagement in improving students' English pronunciation skills. Five options were available. Options A that is accent and option D that is stressing achieved a 48.1% rate, which was the same.

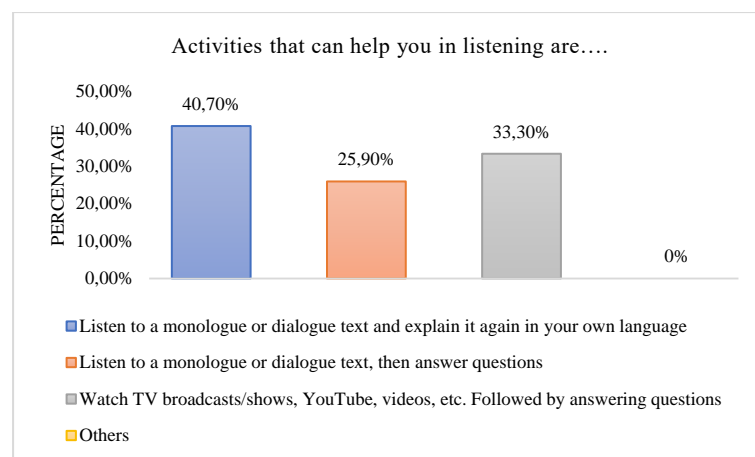


Chart 4.18 The Percentage of Activities Can Improve Students' Listening Skill

The chart 4.18 illustrates the percentage of students favored listening skills activity, with three options provided. Option A (listening to a monologue or dialogue text and summarizing it in their own words) garnered the highest score, at 40.7%.

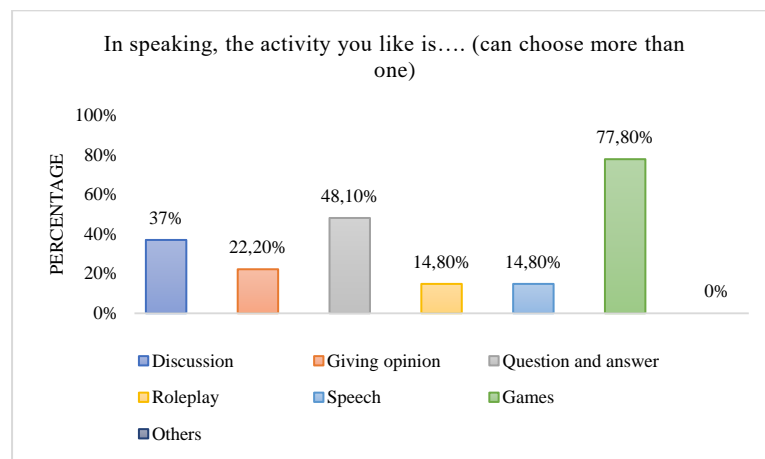


Chart 4.19 The Percentage of Activities in Speaking Skill

The chart 4.19 classifies the students' favorite speaking activity for learning English. The chart contains six options; the highest percentage is for F (games) at 77.8%. This indicates that students require enjoyable learning activities for learning English.

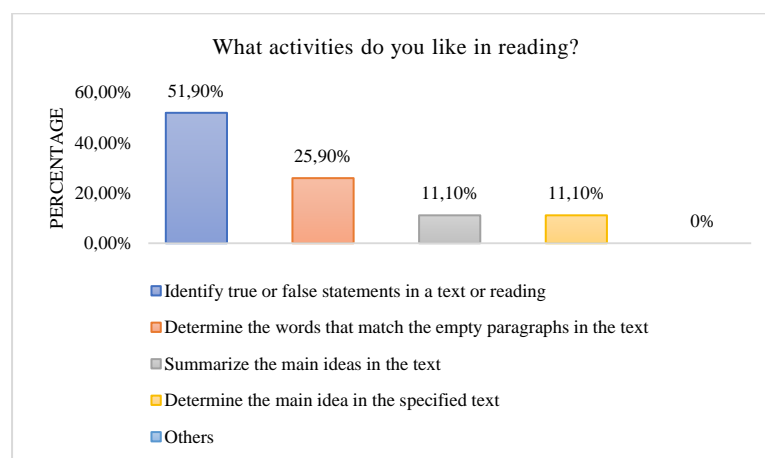


Chart 4.20 The Percentage of Activities in Reading

The above chart, chart 4.20, illustrates the reading activity most favored by students. Option A (identifying correct and incorrect text) has the highest percentage of the four options, at 51.9%. This indicates that most students prefer identifying activities by recognizing correct and inaccurate text rather than providing conclusions and main ideas.

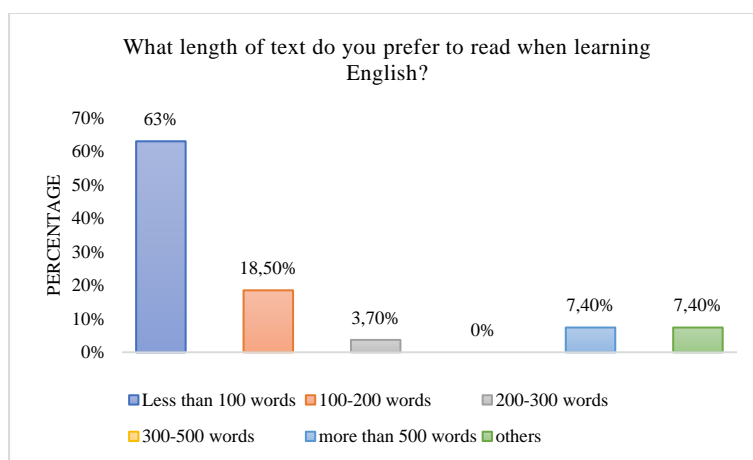


Chart 4.21 The Percentage of the Length of Text

The data presented in this chart 4.21 indicates that students prefer reading lengthy passages of fewer than 100 words, as depicted in option A, with a 63% preference.

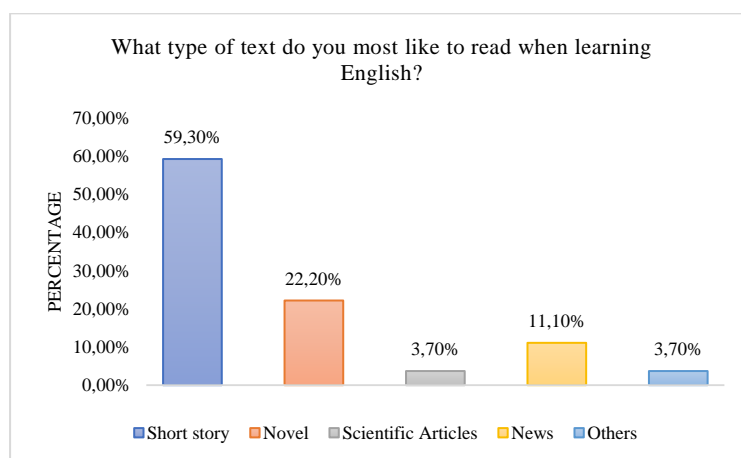


Chart 4.22 The Percentage of Type of Text

The chart 4.22 indicates that most students prefer to read a short story to improve their reading skills. The most popular choice among students was option A (short story), with 59.30% of the votes.

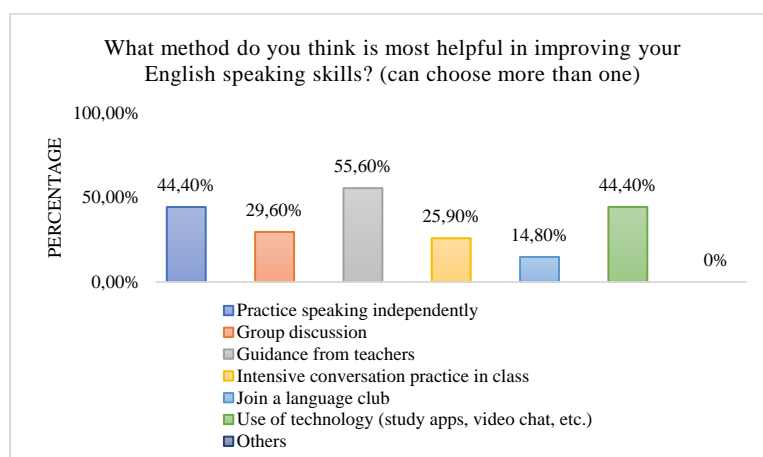


Chart 4.23 The Percentage of Learning Method in Speaking Skill

According to the chart 4.23 results, the majority of students, 55.6%, opted for option C (teacher guidance) when deciding on the best approach to enhancing their speaking abilities.

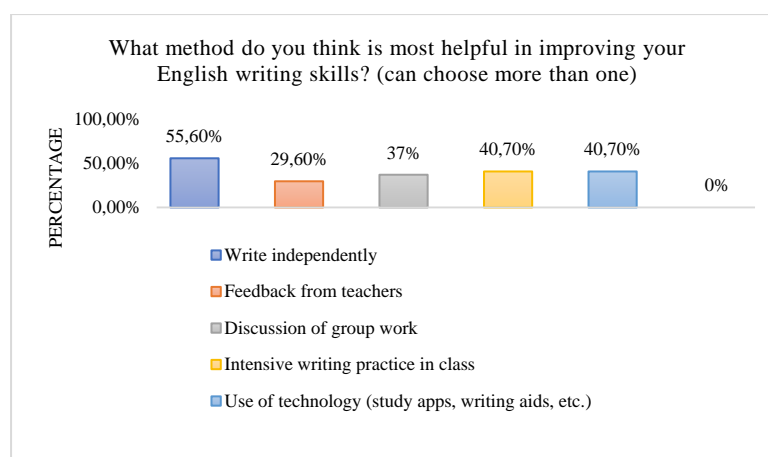


Chart 4.24 The Percentage of Learning Method in Writing Skill

The chart 4.24 indicates that option A, which involves independent writing, received the highest score at 55.6%. This suggests that students would benefit

from more frequent opportunities to practice independent writing in English to improve their writing skills.

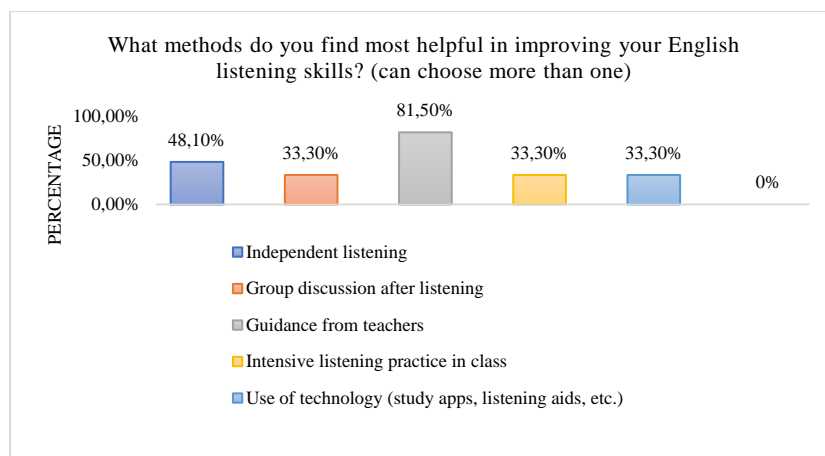


Chart 4.25 The Percentage of Learning Method in Listening Skill

In chart 4.25 the questions about improving listening skills, students can select multiple options. Option C (teacher guidance) received the highest score of 81.5%, followed by option A (independent listening) with a score of 48.1%.

3) Media

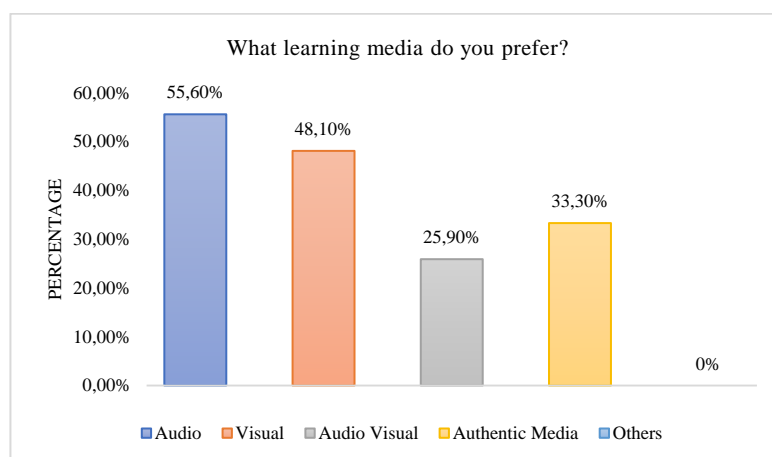


Chart 4.26 The Percentage of Learning Media

The information presented in the chart pertains to students' media requirements for learning English. The chart 4.26 outlines four available options. Option A (Audio) received the highest percentage, 55.6%.

4) Setting

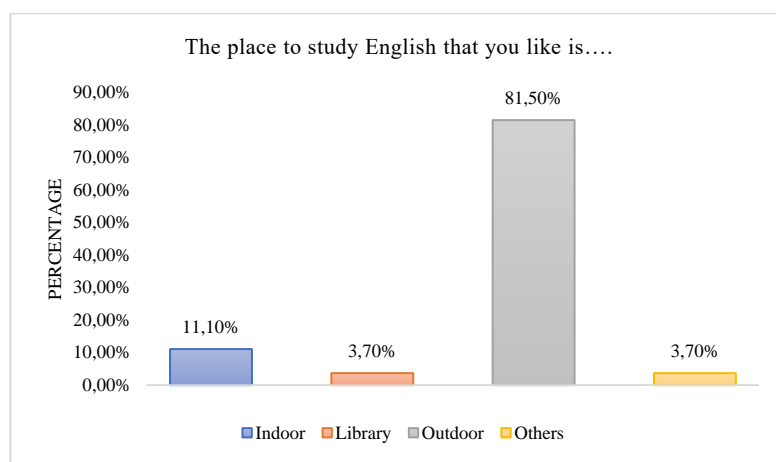


Chart 4.27 The Percentage of Place to Study

The chart 4.27 indicates that students prefer outdoor learning in option C (outdoor), garnering a score percentage of 81.5%.

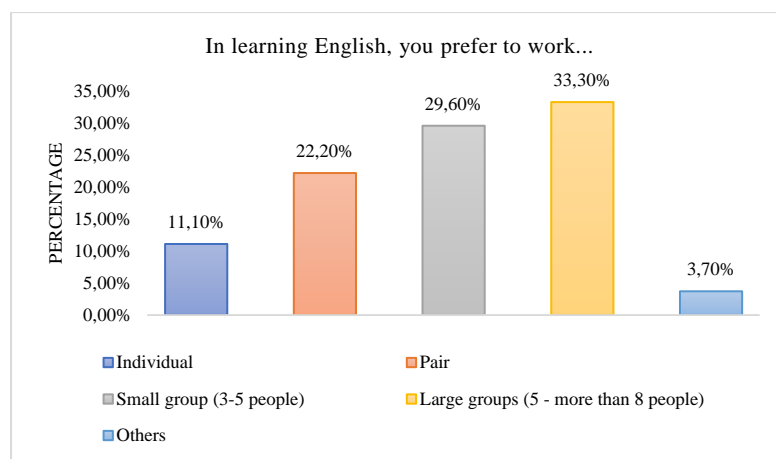


Chart 4.28 The Percentage of Grouping in Learning

The chart 4.28 indicates the students' exercise completion preferences, with five options provided. Option D (large group) received the highest score, at 33.3%.

5) Teacher's role

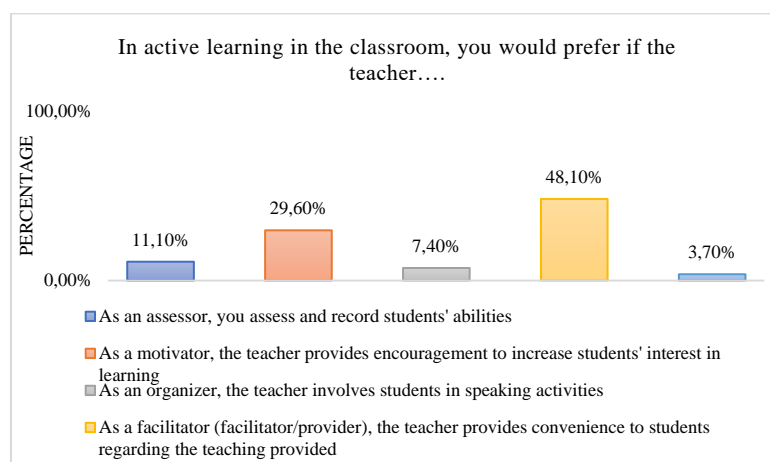


Chart 4.29 The Percentage of Teacher's Role in Class

The top score is for option D (facilitator) at 48.1%. This indicates that students prefer teachers to act as facilitators who enable students to learn about the provided material.

The result from the need analysis indicates that students need an English module that provides materials to support the language development program in Muhammadiyah Boarding School Palopo.

2. Design

The researcher organized the weekly module topics after analyzing the requirements of students and teachers. The weekly module chapters cover three main topics: asking and giving directions, asking and giving opinions, and the present continuous tense. Additionally, the table below contains descriptions of the learning objectives for the selected and organized topics.

Table 4.2 The Learning Objectives of The Designing Module

No.	Topic	Learning Objectives
1	Chapter 1 Finding Your Way (Asking and Giving Direction)	1. Students are able to give directions using English. 2. Students are able to ask for directions using English.
2	Chapter 2 How Do You Think About? (Asking and Giving Opinion)	1. Students are able to know how to asking and giving opinion. 2. Students are able to learn simple expression for agreeing and disagreeing.
3	Chapter 3 What Are You Doing Right Now? (Present Continuous Tense)	1. Students are able to understand the form and structure of the present continuous tense. 2. Students are able to identify the appropriate contexts for using the present continuous tense

In designing the materials, the researcher determined the appropriate material for students and teachers. There are three chapters in this weekly module. The activities for each chapter are chosen according to the needs and made in a fun way. The researcher prepared activities containing integrated skills: listening, speaking, reading, and writing. The blueprint of the weekly module contents for Muhammadiyah Boarding School Palopo students can be seen in the table below.

Table 4.3 The Blue Print of Module Material

No.	Topic	Element in Weekly Module	Objectives
1	Finding Your Way	Learning Objectives	Knowing the final achievement of students after studying the material given.
		Motivational Quote	Increase the students' motivation in learning and inspire them.
		Vocabularies	Giving the students and teacher list of vocabularies related on

No.	Topic	Element in Weekly Module	Objectives
			the material.
		Phrases	Giving the students and teacher list of phrases related on the material.
		It's Grammar Time!	Stimulates the students and teacher about the rules of asking and giving direction to people. Giving several expressions that students or teacher can use in real life.
		List of Expression	Giving the students and teacher list of expression related on the material.
		Let's Talk	Giving the content for teacher to teach to the students in language development program. Stimulates the students to speaking in conversation that involve the asking and giving direction contents.
		Let's Do It!	Giving the teacher several fun activities that relate to the content. Ensuring the students understand the material by providing some practice activities in pairs, group, or each self.
2	How Do You Think About It?	Lesson Plan	Helping the teacher with lesson plan that can be used when teach the students.
		Learning Objectives	Knowing the final achievement of students after studying the material given.
		Motivational Quote	Increase the students' motivation in learning and inspire them.
		List of Expression	Giving the students and teacher list of expression related on the material.
		Let's Talk	Giving the content for teacher to teach to the students in

No.	Topic	Element in Weekly Module	Objectives
			language development program. Stimulates the students to speaking in conversation that involve the asking and giving opinion contents.
		Let's Do It!	Giving the teacher several fun activities that relate to the content. Ensuring the students understand the material by providing some practice activities in pairs, group, or each self.
		Lesson Plan	Helping the teacher with lesson plan that can be used when teach the students.
3	What Are You Doing Right Now?	Learning Objectives	Knowing the final achievement of students after studying the material given.
		Motivational Quote	Increase the students' motivation in learning and inspire them.
		It's Grammar Time!	Stimulates the students and teacher about the structure of Present Continuous Tense. Giving several adverb of time that students or teacher can use in real life.
		Let's Talk	Giving the content for teacher to teach to the students in language development program. Stimulates the students to speaking in conversation that involve the Present Continuous Tense contents.
		Let's Do It!	Giving the teacher several fun activities that relate to the content. Ensuring the students understand the material by providing some practice

No.	Topic	Element in Weekly Module	Objectives
			activities in pairs, group, or each self.
		Lesson Plan	Helping the teacher with lesson plan that can be used when teach the students.

3. Develop

The content of the weekly module developed based on the result of need analysis. The components are:

a. The first draft

The researcher developed the module that contain of some fun way activities to give to the students. The explanation of the step involved in each chapter is presented in the following explanation.

b. Learning objectives

This part is the beginning of each chapter in this module. This part aimed to give students and teacher with an overview of the learning objectives of each material provided.

c. Motivational Quote

This is the second part of each chapter. In this part contain a quote that expect can help students to improve their enthusiasm and motivation in learning English.

d. Vocabularies

This part is aim to introduces new word and phrases that can be used as resource for speaking, writing, and listening activities. A vocabulary bank

acts as a mini dictionary, aiding learners in developing their language skill effectively.

e. It's Grammar Time!

In this part consist of the rules when use phrase or make sentences and some expression that usually use in real life. The aim of this part is to systematically teach and reinforce grammatical structures. It serves as a foundational component of language learning, providing learners with the tools to construct accurate and meaningful sentences.

f. Let's Talk

This part aim to give students practice speaking loudly by performing in front of the class.

g. Let's Do It!

The aim of this part is to give students more practice activity but in fun way. The activity is more like games but they play the games with following by the material that have been taught by the teacher. Students can learn in a fun way in this part.

h. Lesson Plan

This is the last part of each chapter. This part is aim to give an overview for the teacher about the step when giving a lesson for students. It can be reference for teacher to teach in another lesson. Furthermore, the result of developing chapters can be seen in the appendix 7.

1. The result of experts' validation

The developed weekly module is validated by three experts, they were the material expert, the language expert, and the design and layout expert. Therefore, the experts' recapitulation result is presented as follows:

a. Material Expert

Table 4.4 The Recapitulation of Material Expert

No	Indicators	Average Score	Categories	Expertise Suggestion
A. CONTENT				
1	The scope of the material content in the <i>module</i> is in accordance with the needs of Muhammadiyah Boarding School (MBS) Palopo students who participate in the language development program	4,00	Excellent	It can be used without revision
2	Adequate depth of material in <i>the module</i>	4,00	Excellent	It can be used without revision
3	Authenticity of the material in the <i>module</i> is adequate	3,00	Good	Can be utilized by a little bit revision
4	Student activities in the module are interesting	4,00	Excellent	It can be used without revision
B. ACTIVITIES				
5	Activities in each <i>task</i> involve a lot of students.	4,00	Excellent	It can be used without revision
6	The activities in <i>the tasks</i> vary.	4,00	Excellent	It can be used without revision
7	Activities in <i>tasks</i> according to the topic.	3,00	Good	It can be used follow by a little bit

				revision
8	The activities in <i>the tasks</i> are interesting for students.	3,00	Good	It can be used follow by a little bit revision
9	Activities in <i>tasks</i> can motivate students to learn United Kingdom.	4,00	Excellent	It can be used without revision
10	Activities in <i>tasks</i> help students understand the material.	4,00	Excellent	It can be used without revision
11	Activities involve students to work individually, in pairs, or in groups.	3,00	Good	It can be used follow by a little bit revision
12	The activities in <i>the tasks</i> are arranged from easy to difficult.	4,00	Excellent	It can be used without revision
13	Activities in <i>tasks</i> are useful in real life for students.	4,00	Excellent	It can be used without revision
C. INPUT				
14	The instructions in each <i>task</i> are easy to understand.	4,00	Excellent	It can be used without revision
15	Input material in the form of relevant text and images	3,00	Good	It can be used follow by a little bit revision
16	Input material in the form of text and images according to students' abilities.	4,00	Excellent	It can be used without revision
17	Input material in the form of text with attractive images	4,00	Excellent	It can be used without revision

18	Material input includes the correct language structure	3,00	Good	It can be used follow by a little bit revision
19	Material input can increase students' insight	4,00	Excellent	It can be used without revision
20	Material input can increase students' vocabulary	4,00	Excellent	It can be used without revision
21	Input data materials help students in language	4,00	Excellent	It can be used without revision
22	Balanced <i>inputs and</i> tasks	3,00	Good	It can be used follow by a little bit revision
23	The choice of topics according to the characteristics of the student	3,00	Good	It can be used follow by a little bit revision
Total		84,00		

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

$$M = \frac{B}{N} = \frac{84}{23} = 3,65$$

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

$$x = \frac{3,65}{4} \times 100\% = 91,25\%$$

The mean score reached 3,65 point and 91,25% percentage categorized as "Excellent" that can be utilized without revision.

b. Language Expert

Table 4.5 The Recapitulation of Language Expert

No	Indicators	Average Score	Categories	Expertise Suggestion
B. LANGUAGE				
1	The language used in <i>the Weekly English Module</i> is according to the student's ability	4,00	Excellent	It can be used without revision
2	The language presented in the <i>module</i> is comprehensive and in accordance with the level of cognitive development of students	4,00	Excellent	It can be used without revision
3	Expressions used on <i>modules</i> correspond to correct grammar	4,00	Excellent	It can be used without revision
4	The languages presented in <i>the Weekly English Module</i> are easy to understand	4,00	Excellent	It can be used without revision
Total		16,00		

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

$$M = \frac{B}{N} = \frac{16}{4} = 4$$

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

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

The mean score reached 4 point and 100% percentage categorized as “Excellent” that can be utilized without revision.

c. Design and Layout Expert

Table 4.6 The Recapitulation of Design and Layout Expert

No	Indicators	Average Score	Categories	Expertise Suggestion
C. DESIGN AND LAYOUT				
1	Clear material display	3,00	Good	It can be used follow by a little bit revision
2	Interesting material display	4,00	Excellent	It can be used without revision
3	Font size fits	3,00	Good	It can be used follow by a little bit revision
4	Spacing size fits	4,00	Excellent	It can be used without revision
5	Spacebars are appropriate	3,00	Good	It can be used follow by a little bit revision
6	Use of punctuation	4,00	Excellent	It can be used without revision
Total		21,00		

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

$$M = \frac{B}{N} = \frac{21}{6} = 3,5$$

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

$$x = \frac{3,5}{4} \times 100\% = 87,5\%$$

The mean score reached 3,5 point and 87,5% percentage categorized as "Good" that can be utilized by little bit revision.

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

$$M = \frac{B}{N} = \frac{121}{33} = 3,67$$

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

$$x = \frac{3,67}{4} \times 100\% = 91,75\%$$

According to the data, the mean score achieves 3,67 while the percentage is 91,75% categorized as "Excellent". The score indicates that the product can be used without revision.

2. The revision draft of the weekly module

After conducting the experts' validation, the researcher obtained some given revisions from the experts. The revisions aimed to increase the design draft of this weekly module. Furthermore, the experts' corrections are presented as follows:

1) Material

For the expert of the material suggested that the module should be developed to provide the whole meetings in weekly English program. The product's material titles have been included, although only three were utilized in this study. Consequently, further research can be conducted to develop this book with additional, pertinent material.

Before		After	
LIST OF CONTENT		LIST OF CONTENT	
CHAPTER I	I	CHAPTER I	I
FINDING YOUR WAY		FINDING YOUR WAY	
CHAPTER II	16	CHAPTER II	16
HOW DO YOU THINK ABOUT?		HOW DO YOU THINK ABOUT?	
CHAPTER III	29	CHAPTER III	29
WHAT ARE YOU DOING RIGHT NOW?		WHAT ARE YOU DOING RIGHT NOW?	
LOOKING FOR FUN ACTIVITIES	34	CHAPTER IV	33
		PAINTING PICTURES OF THE PAST	
		CHAPTER V	38
		A GLIMPSE OF THE FUTURE	
		LOOKING FOR FUN ACTIVITIES	43

2) Language

The language expert suggested that the researcher must be consistent in choosing the appropriate words and elements to align with the materials.

Before

LET'S DO IT!

HOW DO I GET TO?

1. Divide the students into **pairs** (Student A and B).
2. Give each student a corresponding worksheet.



LET'S DO IT!

3. Tell the students not to show their worksheet to their **partner**.
4. Draw the students' attention to the 'Useful Language' on the worksheet and review how to ask for and give directions with the class.
5. Next, tell the students that they are going to give and follow directions from the

After

LET'S DO IT!

HOW DO I GET TO?

1. Divide the students into **pairs** (Student A and B).
2. Give each student a corresponding worksheet.



LET'S DO IT!

3. Tell the students not to show their worksheet to their **pair**.
4. Draw the students' attention to the 'Useful Language' on the worksheet and review how to ask for and give directions with the class.

3) Design and Layout

As the expert validator for design and layout said that the overall design product is good and interesting for the students. While, several elements or animation characters in the product need to be developed, so it might be changed to make it more attractive for students and teachers. Moreover, the animated characters on the products should be adapted to the students' background, such as Islamic boarding school.

Before



After



4. Disseminate

The researcher conducted Focus Group Discussion (FGD) with the teachers and students of Muhammadiyah Boarding School Palopo. In this stage, the researcher disseminated product and explained how to use the product for the students and teachers especially for the Weekly English Program. It was hold on August 10th, 2024 in teachers' meeting room at Muhammadiyah Boarding School Palopo. By this stage, the researcher socialized the product to be used in Muhammadiyah Boarding School.

Researcher conducted interview in Indonesian to find out the assessment of student representatives, as many as 10 people, regarding the module developed and from these interviews researcher can conclude that 8 out of 10 students feel that the module developed is appropriate both in terms of material selection, activities and module design. While the other 2 students said that the activities provided in the module were very interesting but the design of the module itself needed more attention regarding the combination

of colors and elements. Here are some of the transcripts of interview with students in Indonesian.

Note : R for Researcher and S for Student.

Dialog with Student 1

R : *Hello, sorry for disturbing your time. I am on my research right now and if you don't mind, I need you to be my source person. Can I?*

S1 : *Yes, of course.*

R : *All of us know that in MBS Palopo, they have language development program. In this program, teachers offer students two languages, English and Arabic. Students can choose which language they want to develop. I would like to ask, which language did you choose in the program? A few months ago we had Fun with English and from that activity I developed a module that teachers and students can use during Fun with English activities. What is your first impression of this book? Maybe the look, the cover, the font or the colour combination?*

S1 : *The cover is very attractive, especially for middle school students like us. This can make people interested in reading the book.*

R : *After the cover, what about the content? The content.*

S1 : *If you look at this book, the arrangement of the vocabulary, the phrases, it's suitable for beginners. And I think it's also suitable for children because it's interesting to read.*

Dialog with Student 2 and 3

R : *Because at MBS Palopo there is a language week, which is usually held once a week, in this language week there are two languages offered. So in the language week there is an option for English. So from that activity I was inspired to make a module for language week, especially English. And here is a draft of the module that I made, how do you respond? Starting from the design, cover, content, and maybe the color combination*

S2 : *In my opinion, it depends on whether this module is interesting or not and I think this module is interesting in terms of conversation, pictures and colors.*

R : *Is there anything you don't like about this module? Maybe the color is not attractive enough?*

S3 : *The translucent image is better if it's plain.*

Dialog with Student 4

R : *So at MBS Palopo there is a language week. There are two languages offered, English and Arabic. What did you choose for English development program?*

S4: *I choose both.*

R : *So in English development program, yesterday there was an activity called Fun with English where I also participated in the activity. From that activity I was inspired to make a module that could be a reference in that activity. So this is my module draft. There are three chapters. I want to know what's your opinion about this draft? Start from the cover, the content, maybe the font, the colors or etc.*

S4: *For each chapter draw very unique not like an ordinary book. It's actually good. Not like other book I've ever seen.*

R : *So from each chapter contains of motivational quote, there is vocabulary, expression, phrases, conversation and several tasks that students can use it when they learn the subject.*

S4: *It's pretty good because we need to learn more vocabulary and in this module there were enough vocabulary. It's good for junior high school*

R : *Thank you. And also in this book there is grammar time.*

S4: *This think is very important because not in all English book put grammar point. It's very unique. That's important think.*

R : *How about the design?*

S4: *It's good.*

R : *Well thank you so much for your time.*

B. Discussion

The students and English teacher of Muhammadiyah Boarding School Palopo need a module to support their language development program because there is no any source for material in the language development program. The product was arranged according to the students' target and learning needs which could be analyzed in need analysis. The researcher realized it could be beneficial not only for students also for English teacher. Therefore, this research conducted a module entitled "Weekly English Module for Students of Muhammadiyah Boarding School Palopo".

This research applied 4D model (define, design, develop and disseminate) in arranging the module which is developed by S. Thiagarajan, Dorothy S. Semmel, and Melvyn I. Semmel in 1974³⁹. In defining stage, the researcher conducted a need analysis using the theory of Hutchinson and Waters (1987) which divides need analysis into necessities, lacks and wants⁴⁰. The results of the needs analysis showed that students and teachers want a source that can be support the implementation of the language development program at Muhammadiyah Boarding School Palopo. Upon receiving the results of the needs analysis, the researcher carefully examined them and outlined the module's contents, encompassing material topics, educational goals, engaging activities, and various other elements. Through observations of English teachers, it became evident that there was a demand for teaching materials that covered all language skills rather than focusing solely on one. As a result, the researchers opted to create a module in which all activities incorporate integrated skills.

The define stage leads to the design stage, during which the researcher establishes the initial design and content, such as the module's product title, color scheme, and supporting components. The module has three chapters, each comprising material objectives, motivational quotes, vocabularies, expressions, "let's talk", let's do it!" sections, and a lesson plan. The module's content is aligned with the curriculum at Muhammadiyah Boarding School

³⁹ Judijanto et al., *Metodologi Research and Development: Teori Dan Penerapan Metodologi RnD*.

⁴⁰ Mehdi Haseli Songhori, "Introduction to Need Analysis," *English for Specific Purposes World* 4 (2008), https://www.researchgate.net/publication/308021366_Introduction_to_Needs_Analysis

Palopo. the activities included in the module are based on engaging English learning activities from the Fun with English activity as implemented by Husnaini et al in their article.⁴¹.

In the develop stage of the 4D process, the researcher creates a module based on the planning from the design stage. The researcher utilized Canva application to develop this product. Approximately one and a half months were required to complete this stage. Following this, the product prototype results are submitted to the experts, the material expert, the language expert, and the design and layout expert. The scores received from the experts amounted to 91,75% and fall within the “Excellent” category, with the detailed calculation available in the table 4.5, table 4.6 and table 4.7.

In the 4D model, the final stage involves disseminating the product to students and teachers at Muhammadiyah Boarding School Palopo. the researcher conducted a Focus Group Discussion (FGD) with 3 teachers and 10 student representatives of Muhammadiyah Boarding School Palopo to introduce the product. Following this, interview was conducted to gather students’ responses of this product, and teachers were also surveyed to assess if the module met their expectations. The results of the student interviews indicated that the developed book was aligned with their needs in terms of material selection and design. Additionally, the researcher gathered input from experts who validated the product.

⁴¹ Iksan, Husnaini, and Masruddin, “Implementation of Weekly English Program with Fun Learning Method for Pesantren Students.”

After developing a module, the researcher can identify various benefits of this product compared to similar ones. These benefits encompass a variety of enjoyable activities that can enhance the learning experience. This is supported by the findings of the need analysis, which indicate a preference for game-based learning among students. Furthermore, the module contains additional engaging activities in the attached materials, allowing teachers to incorporate them into their lessons. In addition to its advantages, this product has limitations, such as the restricted range of materials available.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

The objective of this study was to ascertain the most appropriate module for students and their responses to the module developed for the language development program at Muhammadiyah Boarding School Palopo. In the interview with the teacher, no reference was made to the language development program. Accordingly, the researcher elected to develop a weekly English module. The product is comprised of three chapters: Finding Your Way, How Do You Think? and What Are You Doing Right Now?. Moreover, each chapter comprises a variety of engaging activities, an appealing layout, and multimedia resources. The product was evaluated by experts, who awarded it an average score of 91.75%, which falls within the "Excellent" range. This score indicates that the product is suitable for immediate implementation without further revision. The results of the forum group discussion (FGD) indicated that eight out of ten student representatives expressed satisfaction with the developed book, as it was deemed to align with their needs in terms of content and design. However, two student representatives suggested that the book still requires further development, particularly in regard to design and target users. This suggests that the product is suitable for incorporation into the weekly English curriculum for students at Muhammadiyah Boarding School Palopo.

The researcher encountered several challenges during the research process, including the selection of appropriate materials, the identification of engaging activities, and the timing of the research, which proved to be inopportune. Researcher must select materials that are relevant to students' daily lives and align with the curriculum implemented by the school. Additionally, the researcher must identify references to engaging activities that are consistent with the material and feasible for students to implement. The research was conducted during a period when students and teachers were also occupied with their respective activities, which posed a challenge. Nevertheless, the researchers were able to complete the research within the allotted timeframe.

B. Suggestions

Due the conclusion, the researcher would like to give suggest to the students, the English teacher, and future researcher.

1. For The Students

Students can use the product to enhance their understanding of English. This module contains activities that address four English skills, allowing students to develop competence in other skills.

2. For the English Teachers

English teacher can utilize this module as a guide for integrating language development program.

3. For Further Researchers

Further researchers are expected to design more complex student modules to assist teachers and students in teaching and learning progress.

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A P P E N D I C E S

APPENDIX 1

**PERMISSION TO RESEARCH
AND AFTER RESEARCH**



PEMERINTAH KOTA PALOPO
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU

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SURAT KETERANGAN PENELITIAN

NOMOR : 500.16.7.2/2024.0662/IP/DPMPPTSP

DASAR HUKUM :

1. Undang-Undang Nomor 11 Tahun 2019 tentang Sistem Nasional Ilmu Pengetahuan dan Teknologi;
2. Undang-Undang Nomor 11 Tahun 2020 tentang Cipta Kerja;
3. Peraturan Mendagri Nomor 3 Tahun 2008 tentang Penerbitan Surat Keterangan Penelitian;
4. Peraturan Wali Kota Palopo Nomor 23 Tahun 2016 tentang Penyederhanaan Perizinan dan Non Perizinan di Kota Palopo;
5. Peraturan Wali Kota Palopo Nomor 31 Tahun 2023 tentang Pelimpahan Kewenangan Perizinan dan Nonpenzinan Yang Diberikan Wali Kota Palopo Kepada Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.

MEMBERIKAN IZIN KEPADA

Nama : **FIDIA DITAZAM MALIK**
Jenis Kelamin : **P**
Alamat : **Dsn. Sido Tepung I, Ds. Wonorejo Timur, Kec. Mangkutana, Kab. Luwu Timur,**
Pekerjaan : **Pelajar/Mahasiswa**
NIM : **2002020018**

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

Developing Weekly English Module for Students of Muhammadiyah Boarding School (MBS) Palopo

Lokasi Penelitian : **SMP Muhammadiyah Boarding School Palopo**
Lamanya Penelitian : **30 Juli 2024 s.d. 30 Oktober 2024**

DENGAN KETENTUAN SEBAGAI BERIKUT :

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

Demikian Surat Keterangan Penelitian ini diterbitkan untuk dipergunakan sebagaimana mestinya.

Diterbitkan di Kota Palopo
Pada tanggal : 30 Juli 2024



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

Tembusan Kepada Yth :

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

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





NSS. 202196205002

PEMERINTAH KOTA PALOPO
DINAS PENDIDIKAN
SMP MUHAMMADIYAH BOARDING SCHOOL (MBS) PALOPO

Jl.K.H. Ahmad Dahlan No 60 □ (0471) 22713 Kota Palopo Sulawesi Selatan

NPSN 40307826



SURAT KETERANGAN SELESAI PENELITIAN
No. 21 / III.4.AU/ F /VIII / 2024

Yang bertanda tangan di bawah ini :

Nama Lengkap : PAONCONGAN, S.Ag., M.Pd.I

NIP : 19730715 200604 1 013

Jabatan : KEPALA SEKOLAH

Dengan ini menerangkan bahwa :

Nama Mahasiswa : **FIDIA DITAZAM MALIK**

NIM : 2002020018

Judul Skripsi : **"DEVELOPING WEEKLY MODULE FOR STUDENTS
OF MUHAMMADIYAH BOARDING SCHOOL
PALOPO (MBS) "**.

Nama tersebut diatas telah menyelesaikan penelitian di SMP Muhammadiyah Boarding School Palopo, sesuai Judul Skripsi diatas tahun ajaran 2023-2024.

Demikian surat keterangan ini di buat untuk digunakan semestinya.



PAONCONGAN, S.Ag., M.Pd.I
NIP 19730715 200604 1 013

APPENDIX 2

QUESTIONNAIRE'S

INSTRUMENT OF NEED

ANALYSIS

Questionnaire of Need Analysis
Developing Weekly English Module for Students of
Muhammadiyah Boarding School Palopo

Kuesioner ini disusun dengan tujuan mengumpulkan data analisis kebutuhan atau *need analysis* siswa pada kemampuan dan kebutuhan terhadap keterampilan *listening* (mendengar), *speaking* (berbicara), *reading* (membaca) dan *writing* (menulis) dalam mata pelajaran bahasa Inggris. Hasil data yang diperoleh akan dijadikan sebagai salah satu acuan penyusunan materi pada pembuatan *Weekly English Module*.

A. Data Responden

Nama :
Kelas :
Jenis Kelamin :
Usia :

B. Petunjuk Pengisian

Berilah tanda (✓) pada pilihan yang sesuai pernyataan yang mendeskripsikan keadaan Anda saat ini. Sesuaikan dengan kebutuhan yang Anda inginkan terkait dengan *Weekly English Module* untuk mata pelajaran bahasa Inggris. Jika Anda memilih jawaban lain-lain, tuliskan jawaban tersebut dengan jelas dan singkat.

1. Dalam belajar bahasa Inggris, tujuan apa yang ingin Anda capai?
 - a. Agar dapat fasih berbicara bahasa Inggris
 - b. Agar dapat berbicara menggunakan bahasa Inggris yang baik dan benar
 - c. Agar dapat berbicara bahasa Inggris dengan guru dan teman di sekolah
 - d. Agar dapat menjadi kebutuhan untuk pendidikan selanjutnya

- e. Lain-lain (tuliskan bila ada)
2. *Skill* bahasa Inggris apa yang sangat Anda butuhkan untuk menunjang pembelajaran di sekolah saat ini? (dapat memilih lebih dari satu)
- a. *Listening skill* (keterampilan mendengar)
 - b. *Speaking skill* (keterampilan berbicara)
 - c. *Reading skill* (keterampilan membaca)
 - d. *Writing skill* (keterampilan menulis)
3. Tingkat penguasaan bahasa Inggris Anda saat ini adalah
- a. *Basic*: Mengetahui sedikit kosa kata dan ungkapan seperti salam (*greeting*), pengenalan diri (*self-introduction*), mampu menjawab pertanyaan mengenai topik yang umum dan masih memiliki banyak kekurangan pada pengucapan (*pronunciation*).
 - b. *Intermediate*: Bisa berbicara dengan cukup baik pada beberapa topik dalam bahasa Inggris, tetapi masih memiliki kendala pada kurangnya penguasaan kosakata, tata bahasa dan pengucapan.
 - c. *Advanced*: Dapat berbicara bahasa Inggris dengan fasih pada berbagai macam topik dan memiliki sedikit kesulitan pada pengucapan kata, grammar, dan kosakata lainnya.
 - d. Saya tidak paham apapun dalam bahasa Inggris.
 - e. Lain-lain (tuliskan bila ada)
4. Kesulitan yang Anda hadapi dalam *listening* adalah
- a. Sulit memahami instruksi atau perkataan lisan
 - b. Sulit dalam mengidentifikasi dan memahami kata-kata kunci dalam oral deskripsi
 - c. Pembendaharaan kosakata yang kurang sehingga sulit memahami maksud dari pembicara (*local speaker* maupun *native speaker*)
 - d. Lain-lain (tuliskan bila ada)

5. Kesulitan yang Anda temui dalam *speaking* adalah
 - a. Sulit dalam melafalkan kosakata (*how to pronounce*)
 - b. Kekurangan kosakata (*less of vocabularies*)
 - c. Tidak percaya diri dalam berbicara (*less of self-confidence*)
 - d. Kelancaran (*fluency*)
 - e. Lain-lain (tuliskan bila ada)

6. Kesulitan yang Anda hadapi dalam *reading* adalah
 - a. Sulit dalam memahami bacaan karena terbatasnya kosakata yang diketahui
 - b. Sulit menemukan ide pokok atau gagasan utama dalam teks
 - c. Sulit memahami kosakata yang ada pada teks
 - d. Lain-lain (tuliskan bila ada)

7. Kesulitan apa yang Anda temui dalam *writing*?
 - a. Sulit dalam membuat dan menyusun kalimat karena kosakata yang dimiliki terbatas
 - b. Sulit dalam memilih kata yang tepat
 - c. Sulit menentukan penggunaan tanda baca yang tepat dalam menulis
 - d. Lain-lain (tuliskan bila ada)

8. Fokus skill dalam pembelajaran yang sangat Anda butuhkan adalah
(dapat memilih lebih dari satu)
 - a. *Listening*
 - b. *Speaking*
 - c. *Reading*
 - d. *Writing*
 - e. Lain-lain (tuliskan bila ada)

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

- b. Menulis kembali kosakata baru yang diperoleh dari; bacaan, film, dll.
- c. Menghafalkan kosakata yang berkaitan dengan nilai-nilai moderasi Islam
- d. Lain-lain (tuliskan bila ada)

14. Aktivitas apa yang dapat membantu meningkatkan kemampuan Anda dalam menguasai *grammar* bahasa Inggris?

- a. Menyusun kata atau kalimat acak
- b. Membuat kalimat berdasarkan tenses
- c. Menyusun paragraph/kalimat sesuai dengan tenses
- d. Lain-lain (tuliskan bila ada)

15. Dalam meningkatkan kemampuan *pronunciation* bahasa Inggris, hal yang penting untuk Anda pelajari adalah

- a. *Accent* (aksen/logat)
- b. *Sound* (bunyi)
- c. *Intonation* (intonasi)
- d. *Stressing* (penekanan)
- e. Lain-lain (tuliskan bila ada)

16. Aktivitas yang dapat membantu Anda dalam *listening* adalah

- a. Mendengarkan teks monolog atau dialog dan menjelaskan kembali dengan bahasa sendiri
- b. Mendengarkan teks monolog atau dialog, kemudian menjawab pertanyaan
- c. Menonton siaran/acara tv, *YouTube*, video, dll. Dilanjutkan dengan menjawab pertanyaan
- d. Lain-lain (tuliskan bila ada)

17. Dalam *speaking*, aktivitas yang Anda sukai adalah

- a. *Discussion* (diskusi)
- b. *Giving opinion* (beropini)
- c. *Question and answer* (tanya jawab)
- d. *Role play* (bermain peran)
- e. *Speech* (pidato/ceramah)
- f. *Games* (bermain)
- g. Lain-lain (tuliskan bila ada)

18. Aktivitas apa yang Anda sukai dalam *reading*?

- a. Mengidentifikasi pernyataan benar atau salah dalam suatu teks atau bacaan
- b. Menentukan kata yang sesuai dengan bagian paragraph yang kosong pada teks
- c. Menyimpulkan ide pokok dalam teks
- d. Menentukan ide pokok pada teks yang telah ditentukan
- e. Lain-lain (tuliskan bila ada)

19. Tempat belajar bahasa Inggris yang Anda sukai adalah

- a. *Indoor* (dalam ruangan; kelas, dll)
- b. *Library* (perpustakaan)
- c. *Outdoor* (diluar ruangan; lapangan, taman, dll)
- d. Lain-lain (tuliskan bila ada)

20. Dalam pembelajaran bahasa Inggris, Anda lebih suka mengerjakan secara

- a. Individu
- b. Berpasangan
- c. Kelompok kecil (3-5 orang)
- d. Kelompok besar (5- lebih dari 8 orang)
- e. Lain-lain (tuliskan bila ada)

21. Dalam pembelajaran aktif di kelas, Anda lebih suka jika guru
- a. Sebagai *assessor* (penilai) yakni menilai dan mencatat kemampuan siswa
 - b. Sebagai *motivator* yaitu guru memberikan forongan untuk meningkatkan minat belajar siswa
 - c. Sebagai *organizer* (pelaksana) yaitu guru melibatkan siswa dalam kegiatan speaking
 - d. Sebagai *facilitator* (fasilitator/penyedia) yaitu guru memberikan kemudahan kepada siswa terkait pengajaran yang diberikan
 - e. Lain-lain (tuliskan bila ada)
22. Berapa panjang teks yang Anda sukai untuk dibaca saat pembelajaran bahasa Inggris?
- a. Kurang 100 kata.
 - b. 100-200 kata.
 - c. 200-300 kata.
 - d. 300-500 kata.
 - e. Lebih dari 500 kata.
23. Jenis teks apa yang paling Anda sukai untuk dibaca dalam pembelajaran Bahasa Inggris?
- a. *Short story* (Cerita pendek)
 - b. Novel
 - c. Artikel ilmiah
 - d. *News* (Berita)
 - e. Lain-lain (tuliskan bila ada)
24. Metode apa yang menurut Anda paling membantu dalam meningkatkan kemampuan *speaking* dalam Bahasa Inggris Anda? (dapat memilih lebih dari satu)
- a. Berlatih berbicara secara mandiri

- b. Diskusi kelompok
- c. Bimbingan dari guru
- d. Latihan percakapan intensif di kelas
- e. Mengikuti klub bahasa
- f. Penggunaan teknologi (aplikasi belajar, video chat, dll.)
- g. Lain-lain (tuliskan bila ada)

25. Jenis tulisan berbahasa Inggris apa yang Anda sukai untuk dikerjakan?
(dapat memilih lebih dari satu)

- a. Essay
- b. Cerita pendek
- c. Postingan media sosial
- d. Lain-lain (tuliskan bila ada)

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

- a. Menulis secara mandiri
- b. Umpan balik dari guru
- c. Diskusi dari kerja kelompok
- d. Latihan menulis intensif di kelas
- e. Penggunaan teknologi (aplikasi belajar, alat bantu menulis, dll.)
- f. Lain-lain (tuliskan bila ada)

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

- a. Mendengarkan secara mandiri
- b. Diskusi kelompok setelah mendengarkan
- c. Bimbingan dari guru
- d. Latihan mendengarkan intensif di kelas

- e. Penggunaan teknologi (aplikasi belajar, alat bantu mendengarkan, dll.)
- f. Lain-lain (tuliskan bila ada)

28. Jenis materi audio atau video apa yang paling Anda sukai untuk digunakan dalam pembelajaran Bahasa Inggris?

- a. Dialog film
- b. Wawancara
- c. Podcast pendidikan
- d. Lagu dengan lirik
- e. Berita
- f. Ceramah atau kuliah
- g. Lain-lain (tuliskan bila ada)

29. Topik materi apa yang Anda sukai dalam pembelajaran bahasa Inggris?

- a. *Daily routine* (kegiatan sehari-hari)
- b. *Asking and giving opinion* (bertanya dan memberikan pendapat)
- c. *Asking and giving direction* (bertanya dan memberikan penunjuk arah)
- d. Lain-lain (tuliskan bila ada)

30. Media pembelajaran apa yang Anda sukai?

- a. Audio
- b. Visual
- c. Audio visual
- d. Authentic Media
- e. Lain-lain (tuliskan bila ada)

APPENDIX 3

INSTRUMENT VALIDATION BY

THE EXPERTS

LEMBAR VALIDASI INSTRUMENT NEED ANALYSIS

DEVELOPING WEEKLY ENGLISH MODULE FOR STUDENTS OF

MUHAMMADIYAH BOARDING SCHOOL PALOPO

A. Petunjuk Pengisian

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

B. Penilaian Kesesuaian Instrumen

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

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

C. Komentar

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D. Saran

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E. Kesimpulan

Instrumen kuesioner ini (lingkari salah satu pilihan)

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

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.....

.....

Palopo,

Validator

APPENDIX 4

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

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

A. Petunjuk Pengisian

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

B. Penilaian Kesesuaian Instrumen

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

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

C. Komentar

- Bahasa disajikan dengan memadai
- Instrumen telah direvisi berdasarkan masukan

D. Saran

E. Kesimpulan

Instrumen kuesioner ini (lingkari salah satu pilihan)

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

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Palopo, 15 Mei 2024

Validator



Indah R. M. N. M. Pd

APPENDIX 5

**THE RESULT OF THE
QUESTIONNAIRE'S
INSTRUMENT OF NEED
ANALYSIS**

Questionnaire of Need Analysis Developing Weekly English Module for Students of Muhammadiyah Boarding School Palopo

Kuesioner

ini disusun dengan tujuan mengumpulkan data analisis kebutuhan atau *need analysis* siswa pada kemampuan dan kebutuhan terhadap keterampilan *listening* (mendengar), *speaking* (berbicara), *reading* (membaca) dan *writing* (menulis) dalam mata pelajaran bahasa Inggris. Hasil data yang diperoleh akan dijadikan sebagai salah satu acuan penyusunan materi pada pembuatan *Weekly English Module*.

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

Data Responden

Nama *

Muhammad zaky El fatih Arsy Putra

Kelas *

- ☒ VII SMP
- ☐ VIII SMP
- ☐ IX SMP
- ☐ X SMA
- ☐ XI SMA
- ☐ XII SMA

Jenis Kelamin *

- ☒ Laki-Laki
- ☐ Perempuan

Usia *

13

Petunjuk Pengisian

Pilihlah jawaban pada pilihan yang sesuai pernyataan yang mendeskripsikan keadaan Anda saat ini. Sesuaikan dengan kebutuhan yang Anda inginkan terkait dengan *Weekly English Module* untuk mata pelajaran bahasa Inggris. Jika Anda memilih jawaban lain-lain, tuliskan jawaban tersebut dengan jelas dan singkat.

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

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

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

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

Tingkat penguasaan bahasa Inggris Anda saat ini adalah *

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

Kesulitan yang Anda hadapi dalam *listening* adalah *

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

Kesulitan yang Anda temui dalam *speaking* adalah *

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

Kesulitan yang Anda hadapi dalam *reading* adalah *

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

Kesulitan apa yang Anda temui dalam *writing*? *

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

Fokus skill dalam pembelajaran yang sangat Anda butuhkan adalah (dapat memilih lebih * dari satu)

☐ Listening

☒ Speaking

☒ Reading

☒ Writing

☐ Yang lain:

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

☒ Memahami instruksi berbahasa Inggris

☐ Memahami teks yang dibacakan

☐ Memahami dialog ataupun monolog berbahasa Inggris

☐ Yang lain:

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

☐ Memahami dan mempraktikkan dalam berbagai topik sederhana (informal)

☒ Memahami cara penggunaan ungkapan-ungkapan sesuai dengan konteksnya (formal & informal)

☐ Yang lain:

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

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

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

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

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

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

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

- ☐ Menyusun kata atau kalimat acak
- ☒ Membuat kalimat berdasarkan tenses
- ☐ Menyusun paragraph/kalimat sesuai dengan tenses
- ☐ Yang lain: _____

Dalam meningkatkan kemampuan *pronunciation* (Pengucapan) bahasa Inggris, hal yang penting untuk Anda pelajari adalah *

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

Aktivitas yang dapat membantu Anda dalam *listening* adalah *

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

Dalam *speaking*, aktivitas yang Anda sukai adalah (dapat memilih lebih dari satu) *

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

Aktivitas apa yang Anda sukai dalam *reading*? *

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

Tempat belajar bahasa Inggris yang Anda sukai adalah *

- ☐ Indoor (dalam ruangan; kelas, dll)
- ☐ Library (perpustakaan)
- ☒ Outdoor (diluar ruangan; lapangan, taman, dll)
- ☐ Yang lain:

Dalam pembelajaran bahasa Inggris, Anda lebih suka mengerjakan secara *

- ☐ Individu
- ☐ Berpasangan
- ☐ Kelompok kecil (3-5 orang)
- ☒ Kelompok besar (5 - lebih dari 8 orang)
- ☐ Yang lain:

Dalam pembelajaran aktif di kelas, Anda lebih suka jika guru *

- ☐ Sebagai assessor (penilai) yakni menilai dan mencatat kemampuan siswa
- ☐ Sebagai motivator yaitu guru memberikan dorongan untuk meningkatkan minat belajar siswa
- ☐ Sebagai organizer (pelaksana) yaitu guru melibatkan siswa dalam kegiatan speaking
- ☒ Sebagai fasilitator (fasilitator/penyedia) yaitu guru memberikan kemudahan kepada siswa terkait pengajaran yang diberikan
- ☐ Yang lain:

Berapa panjang teks yang Anda sukai untuk dibaca saat pembelajaran bahasa Inggris? *

- ☒ Kurang 100 kata
- ☐ 100 - 200 kata
- ☐ 200 - 300 kata
- ☐ 300 - 500 kata
- ☐ Lebih dari 500 kata
- ☐ Yang lain:

Jenis teks apa yang paling Anda sukai untuk dibaca dalam pembelajaran Bahasa Inggris? *

☒ Short story (Cerita pendek)

☐ Novel

☐ Artikel Ilmiah

☐ News (Berita)

☐ Yang lain:

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

☐ Berlatih berbicara secara mandiri

☐ Diskusi kelompok

☒ Bimbingan dari guru

☐ Latihan percakapan intensif di kelas

☐ Mengikuti klub bahasa

☒ Penggunaan teknologi (aplikasi belajar, video chat, dll.)

☐ Yang lain:

Jenis tulisan berbahasa Inggris apa yang Anda sukai untuk dikerjakan? (dapat memilih lebih dari satu) *

☐ Essay

☐ Cerita pendek

☒ Postingan media sosial

☐ Yang lain:

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

- ☐ Menulis secara mandiri
- ☐ Umpan balik dari guru
- ☒ Diskusi dari kerja kelompok
- ☐ Latihan menulis intensif di kelas
- ☒ Penggunaan teknologi (aplikasi belajar, alat bantu menulis, dll)
- ☐ Yang lain:

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

- ☐ Mendengarkan secara mandiri
- ☒ Diskusi kelompok setelah mendengarkan
- ☒ Bimbingan dari guru
- ☐ Latihan mendengarkan intensif di kelas
- ☐ Penggunaan teknologi (aplikasi belajar, alat bantu mendengarkan, dll.)
- ☐ Yang lain:

Jenis materi audio atau video apa yang paling Anda sukai untuk digunakan dalam pembelajaran Bahasa Inggris? *

- ☐ Dialog film
- ☐ Wawancara
- ☐ Podcast pendidikan
- ☒ Lagu dengan lirik
- ☐ Berita
- ☐ Ceramah
- ☐ Yang lain: _____

Topik materi apa yang Anda sukai dalam pembelajaran bahasa Inggris? *

- ☒ Daily routine (kegiatan sehari-hari)
- ☐ Asking and giving opinion (bertanya dan memberikan pendapat)
- ☐ Asking and giving direction (bertanya dan memberikan penunjuk arah)
- ☐ Yang lain: _____

Media pembelajaran apa yang Anda sukai? *

- ☒ Audio
- ☐ Visual
- ☐ Audio Visual
- ☐ Authentic Media
- ☐ Yang lain: _____

Formulir ini dibuat dalam Institut Agama Islam Negeri Palopo.

APPENDIX 6

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

KUESIONER EVALUASI

DEVELOPING WEEKLY ENGLISH MODULE FOR

STUDENTS OF MUHAMMADIYAH BOARDING SCHOOL

PALOPO

A. Data Responden

Nama :

Umur :

Jenis Kelamin :

Pendidikan : ☐ S1 ☐ S2 ☐ S3 ☐ Profesor

Pengalaman :

Mengajar : ☐ 0-2 tahun

☐ 2-4 tahun

☐ 4-6 tahun

☐ \geq 6 tahun

B. Tabel Evaluasi

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

Keterangan :

4 : Sangat sesuai

3 : Sesuai

2 : Kurang sesuai

1 : Tidak sesuai

No	Pernyataan	4	3	2	1
A. KONTEN					

1	Cakupan isi materi dalam <i>module</i> sesuai dengan kebutuhan siswa Muhammadiyah Boarding School (MBS) Palopo yang mengikuti program pengembangan bahasa				
2	Kedalaman materi dalam <i>module</i> memadai				
3	Keaslian materi dalam <i>module</i> memadai				
4	Aktivitas siswa di dalam <i>module</i> menarik				
Saran Perbaikan:					
B. AKTIVITAS					
5	Kegiatan dalam tiap <i>tasks</i> banyak melibatkan siswa.				
6	Kegiatan dalam <i>tasks</i> bervariasi.				
7	Kegiatan dalam <i>tasks</i> sesuai topik.				
8	Kegiatan dalam <i>tasks</i> menarik bagi siswa.				
9	Kegiatan dalam <i>tasks</i> dapat memotivasi siswa untuk belajar bahasa Inggris.				
10	Kegiatan dalam <i>tasks</i> membantu siswa dalam memahami materi.				
11	Kegiatan melibatkan siswa untuk bekerja secara individu, berpasangan, maupun berkelompok.				
12	Kegiatan dalam <i>tasks</i> disusun dari tingkat mudah ke sulit.				
13	Kegiatan dalam <i>tasks</i> berguna dalam kehidupan nyata siswa.				

Saran Perbaikan:**C. INPUT**

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

Saran Perbaikan:**D. BAHASA**

24	Bahasa yang digunakan dalam <i>Weekly English Module</i> sesuai dengan kemampuan siswa				
----	--	--	--	--	--

25	Bahasa yang disajikan pada <i>module</i> komprehensif dan sesuai dengan tingkat perkembangan kognitif siswa				
26	Ekspresi yang digunakan pada <i>module</i> sesuai dengan tata bahasa yang benar				
27	Bahasa yang disajikan dalam <i>Weekly English Module</i> mudah dipahami				
Saran Perbaikan:					
E. DESAIN DAN LAYOUT					
28	Tampilan materi jelas				
29	Tampilan materi menarik				
30	Ukuran huruf sesuai				
31	Ukuran spasi sesuai				
32	Jarak spasi sesuai				
33	Penggunaan tanda baca tepat				
Saran Perbaikan:					
F. EVALUASI UMUM					
34	Sistematika penyajian runtut				
35	Keseluruhan materi sesuai dengan kemampuan berbahasa siswa				
36	Penilaian sesuai dengan input yang diberikan				
Saran Perbaikan:					

C. Kesimpulan

Secara umum, pendapat bapak/ibu terhadap produk *Weekly English Module* yang didesain:

- a. Layak
- b. Layak dengan perbaikan

- c. Tidak layak

Palopo, Agustus 2024

Penilai Kelayakan

APPENDIX 7

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

KUESIONER EVALUASI UNTUK AHLI MATERI
DEVELOPING WEEKLY ENGLISH MODULE FOR STUDENTS OF
MUHAMMADIYAH BOARDING SCHOOL PALOPO

A. Data Responden

Nama : NURWATI, S.Pd.T., M.Pd
 Umur :
 Jenis Kelamin : PEREMPUAN
 Pendidikan : ☐ S1 ☒ S2 ☐ S3 ☐ Profesor
 Pengalaman :
 Mengajar : ☐ 0-2 tahun
 ☐ 2-4 tahun
 ☐ 4-6 tahun
 ☒ ≥ 6 tahun

B. Tabel Evaluasi

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

Keterangan :

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

No	Pernyataan	4	3	2	1
A. KONTEN					
1	Cakupan isi materi dalam <i>module</i> sesuai dengan kebutuhan siswa Muhammadiyah Boarding School (MBS) Palopo yang mengikuti program pengembangan bahasa	✓			
2	Kedalaman materi dalam <i>module</i> memadai	✓			

3	Keaslian materi dalam <i>module</i> memadai		✓		
4	Aktivitas siswa di dalam <i>module</i> menarik	✓			
Saran Perbaikan:					
B. AKTIVITAS					
5	Kegiatan dalam tiap <i>tasks</i> banyak melibatkan siswa.	✓			
6	Kegiatan dalam <i>tasks</i> bervariasi.	✓			
7	Kegiatan dalam <i>tasks</i> sesuai topik.		✓		
8	Kegiatan dalam <i>tasks</i> menarik bagi siswa.		✓		
9	Kegiatan dalam <i>tasks</i> dapat memotivasi siswa untuk belajar bahasa Inggris.	✓			
10	Kegiatan dalam <i>tasks</i> membantu siswa dalam memahami materi.	✓			
11	Kegiatan melibatkan siswa untuk bekerja secara individu, berpasangan, maupun berkelompok.		✓		
12	Kegiatan dalam <i>tasks</i> disusun dari tingkat mudah ke sulit.	✓			
13	Kegiatan dalam <i>tasks</i> berguna dalam kehidupan nyata siswa.	✓			
Saran Perbaikan:					
C. INPUT					
14	Instruksi dalam tiap <i>tasks</i> mudah dipahami.	✓			
15	Input materi berbentuk teks dan gambar relevan		✓		
16	Input materi berbentuk teks dan gambar sesuai dengan kemampuan siswa.	✓			
17	Input materi berbentuk teks dengan gambar menarik	✓			
18	Input materi mencakup struktur bahasa yang benar		✓		

19	Input materi dapat menambah wawasan siswa	✓			
20	Input materi dapat menambah kosa kata siswa	✓			
21	Input materi data membantu siswa dalam berbahasa	✓			
22	Input dan <i>tasks</i> seimbang		✓		
23	Pilihan topik sesuai dengan karakteristik siswa		✓		

Saran Perbaikan:

D. BAHASA

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

Saran Perbaikan:

E. DESAIN DAN LAYOUT

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

Saran Perbaikan:					
F. EVALUASI UMUM					
34	Sistematika penyajian runtut		✓		
35	Keseluruhan materi sesuai dengan kemampuan berbahasa siswa	✓			
36	Penilaian sesuai dengan input yang diberikan		✓		
Saran Perbaikan:					

C. Kesimpulan

Secara umum, pendapat bapak/ibu terhadap produk *Weekly English Module* yang didesain:


- Layak
- Layak dengan perbaikan

Sangat layak diimplementasikan disekolah untuk peningkatan ke 4 skali dlm Bhs Inggris.
Harapannya kedepan ada pembinaan disekolah untuk diaplikasikan Modulnya baik dalam proses pembelajaran di kelas maupun program out door pesantren.

- Tidak layak

Palopo, 7. Agustus 2024

Penilai Kelayakan


NURWATI, S.Pd, M.Pd

KUESIONER EVALUASI UNTUK AHLI BAHASA
DEVELOPING WEEKLY ENGLISH MODULE FOR STUDENTS OF
MUHAMMADIYAH BOARDING SCHOOL PALOPO

A. Data Responden

Nama : Mustika, S.Pd., M.Pd.
 Umur : 35 tahun
 Jenis Kelamin : Perempuan
 Pendidikan : ☐ S1 ☒ S2 ☐ S3 ☐ Profesor
 Pengalaman : Mengajar
 Mengajar : ☐ 0-2 tahun
 ☐ 2-4 tahun
 ☐ 4-6 tahun
 ☒ ≥ 6 tahun

B. Tabel Evaluasi

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

Keterangan :

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

No	Pernyataan	4	3	2	1
A. KONTEN					
1	Cakupan isi materi dalam <i>module</i> sesuai dengan kebutuhan siswa Muhammadiyah Boarding School (MBS) Palopo yang mengikuti program pengembangan bahasa		✓		
2	Kedalaman materi dalam <i>module</i> memadai	✓			

3	Keaslian materi dalam <i>module</i> memadai	✓			
4	Aktivitas siswa di dalam <i>module</i> menarik	✓			
Saran Perbaikan:					
B. AKTIVITAS					
5	Kegiatan dalam tiap <i>tasks</i> banyak melibatkan siswa.	✓			
6	Kegiatan dalam <i>tasks</i> bervariasi.	✓			
7	Kegiatan dalam <i>tasks</i> sesuai topik.	✓			
8	Kegiatan dalam <i>tasks</i> menarik bagi siswa.	✓			
9	Kegiatan dalam <i>tasks</i> dapat memotivasi siswa untuk belajar bahasa Inggris.	✓			
10	Kegiatan dalam <i>tasks</i> membantu siswa dalam memahami materi.	✓			
11	Kegiatan melibatkan siswa untuk bekerja secara individu, berpasangan, maupun berkelompok.		✓		
12	Kegiatan dalam <i>tasks</i> disusun dari tingkat mudah ke sulit.		✓		
13	Kegiatan dalam <i>tasks</i> berguna dalam kehidupan nyata siswa.		✓		
Saran Perbaikan:					
C. INPUT					
14	Instruksi dalam tiap <i>tasks</i> mudah dipahami.	✓			
15	Input materi berbentuk teks dan gambar relevan	✓			
16	Input materi berbentuk teks dan gambar sesuai dengan kemampuan siswa.		✓		
17	Input materi berbentuk teks dengan gambar menarik	✓			
18	Input materi mencakup struktur bahasa yang benar		✓		

19	Input materi dapat menambah wawasan siswa	✓			
20	Input materi dapat menambah kosa kata siswa	✓			
21	Input materi data membantu siswa dalam berbahasa	✓			
22	Input dan <i>tasks</i> seimbang		✓		
23	Pilihan topik sesuai dengan karakteristik siswa		✓		
24	Pilihan topik mengandung nilai moderasi Islam		✓		
Saran Perbaikan:					
D. BAHASA					
25	Bahasa yang digunakan dalam <i>Weekly English Module</i> sesuai dengan kemampuan siswa	✓			
26	Bahasa yang disajikan pada <i>module</i> komprehensif dan sesuai dengan tingkat perkembangan kognitif siswa	✓			
27	Ekspresi yang digunakan pada <i>module</i> sesuai dengan tata bahasa yang benar	✓			
28	Bahasa yang disajikan dalam <i>Weekly English Module</i> mudah dipahami	✓			
Saran Perbaikan:					
E. DESAIN DAN LAYOUT					
29	Tampilan materi jelas	✓			
30	Tampilan materi menarik		✓		
31	Ukuran huruf sesuai		✓		
32	Ukuran spasi sesuai	✓			
33	Jarak spasi sesuai	✓			
34	Penggunaan tanda baca tepat	✓			

Saran Perbaikan:					
F. EVALUASI UMUM					
35	Sistematika penyajian runtut		✓		
36	Keseluruhan materi sesuai dengan kemampuan berbahasa siswa		✓		
37	Penilaian sesuai dengan input yang diberikan	✓			
Saran Perbaikan:					

C. Kesimpulan

Secara umum, pendapat bapak/ibu terhadap produk *Weekly English Module* yang didesain:


- a. Layak
- b. Layak dengan perbaikan

⇒ Jika ingin diterbitkan, maka perhatikan layout dan ukuran, jenis huruf.

- c. Tidak layak

Palopo, 17 Agustus 2024

Penilai Kelayakan


Mustika, S.Pd., M.Pd.

**KUESIONER EVALUASI UNTUK AHLI DESAIN DAN LAYOUT
DEVELOPING WEEKLY ENGLISH MODULE FOR STUDENTS OF
MUHAMMADIYAH BOARDING SCHOOL PALOPO**

A. Data Responden

Nama : Fadhlillah Rahmah Muin
 Umur :
 Jenis Kelamin :
 Pendidikan : ☐ S1 ☒ S2 ☐ S3 ☐ Profesor
 Pengalaman :
 Mengajar : ☐ 0-2 tahun
 ☐ 2-4 tahun
 ☐ 4-6 tahun
 ☒ ≥ 6 tahun

B. Tabel Evaluasi

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

Keterangan :

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

No	Pernyataan	4	3	2	1
A. KONTEN					
1	Cakupan isi materi dalam <i>module</i> sesuai dengan kebutuhan siswa Muhammadiyah Boarding School (MBS) Palopo yang mengikuti program pengembangan bahasa	✓			
2	Kedalaman materi dalam <i>module</i> memadai		✓		

3	Keaslian materi dalam <i>module</i> memadai	✓			
4	Aktivitas siswa di dalam <i>module</i> menarik		✓		
Saran Perbaikan: Konten tersaji dengan memadai					
B. AKTIVITAS					
5	Kegiatan dalam tiap <i>tasks</i> banyak melibatkan siswa.		✓		
6	Kegiatan dalam <i>tasks</i> bervariasi.	✓			
7	Kegiatan dalam <i>tasks</i> sesuai topik.		✓		
8	Kegiatan dalam <i>tasks</i> menarik bagi siswa.	✓			
9	Kegiatan dalam <i>tasks</i> dapat memotivasi siswa untuk belajar bahasa Inggris.		✓		
10	Kegiatan dalam <i>tasks</i> membantu siswa dalam memahami materi.	✓			
11	Kegiatan melibatkan siswa untuk bekerja secara individu, berpasangan, maupun berkelompok.		✓		
12	Kegiatan dalam <i>tasks</i> disusun dari tingkat mudah ke sulit.	✓			
13	Kegiatan dalam <i>tasks</i> berguna dalam kehidupan nyata siswa.		✓		
Saran Perbaikan: aktivitas yang tersaji diharapkan related pada kebutuhan sehari-hari					
C. INPUT					
14	Instruksi dalam tiap <i>tasks</i> mudah dipahami.		✓		
15	Input materi berbentuk teks dan gambar relevan	✓			
16	Input materi berbentuk teks dan gambar sesuai dengan kemampuan siswa.		✓		
17	Input materi berbentuk teks dengan gambar menarik	✓			
18	Input materi mencakup struktur bahasa yang benar		✓		

19	Input materi dapat menambah wawasan siswa		✓		
20	Input materi dapat menambah kosa kata siswa	✓			
21	Input materi data membantu siswa dalam berbahasa		✓		
22	Input dan <i>tasks</i> seimbang	✓			
23	Pilihan topik sesuai dengan karakteristik siswa		✓		
24	Pilihan topik mengandung nilai moderasi Islam	✓			

Saran Perbaikan:

Sajikan materi lebih variatif & ilustrasi yg lebih banyak.

D. BAHASA

25	Bahasa yang digunakan dalam <i>Weekly English Module</i> sesuai dengan kemampuan siswa		✓		
26	Bahasa yang disajikan pada <i>module</i> komprehensif dan sesuai dengan tingkat perkembangan kognitif siswa	✓			
27	Ekspresi yang digunakan pada <i>module</i> sesuai dengan tata bahasa yang benar	✓			
28	Bahasa yang disajikan dalam <i>Weekly English Module</i> mudah dipahami		✓		

Saran Perbaikan:

Bahasa disajikan sesuai level Responden, namun diharapkan dapat menyajikan lebih banyak Vocabulart.

E. DESAIN DAN LAYOUT

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

Saran Perbaikan:

Materi tersaji menarik namun butuh konsistensi pada pemilihan warna, konsep & font agar semakin menarik

F. EVALUASI UMUM

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

Saran Perbaikan:

Materi tersaji sesuai level responden, namun membutuhkan review pada penyajian evaluasi

C. Kesimpulan

Secara umum, pendapat bapak/ibu terhadap produk *Weekly English Module* yang didesain:

a. Layak

☒ b. Layak dengan perbaikan

Perbaikan terlampir pada instrument

c. Tidak layak

Palopo, 7. Agustus 2024

Penilai Kelayakan



APPENDIX 8
DESCRIPTION OF CONTENT IN
EACH CHAPTER

Description of Content in Chapter I

<p style="text-align: center;">Chapter I : Finding Your Way</p> <p>Learning Objectives:</p> <ol style="list-style-type: none">1. Students are able to give directions.2. Students are able to ask for directions.
<p>Motivational Quote</p> <p>At the start of every chapter, students receive motivational quotes to inspire them to persist in their learning journey.</p>
<p>Vocabularies</p> <p>Related vocabularies accompany the material of each chapter to assist students in expanding their English vocabulary.</p>
<p>Phrases</p> <p>Related phrases accompany the material of each chapter to assist students in expanding their English vocabulary.</p>
<p>It's Grammar Time!</p> <p>In this section, the rules for using sentences are presented. Divided into two parts, namely:</p> <ol style="list-style-type: none">1. Asking for direction2. Giving direction
<p>List of Expression</p> <p>In this section, a list of frequently used expressions is presented. Divided into three parts namely</p> <ol style="list-style-type: none">1. Greetings2. Asking3. Giving
<p>Let's Talk</p> <p>Let's Talk is a section of each chapter which contains daily conversations using asking and giving direction.</p>
<p>Let's Do It!</p> <p>In this section, several fun activities are presented, accompanied by steps for their implementation. In this chapter there are two activities, namely</p> <ol style="list-style-type: none">1. How do I get to?2. Find me
<p>Lesson Plan</p> <p>This is the last section in this chapter. This section contains a series of learning activities starting from opening the class to closing the class. Teachers can use this Lesson Plan as a reference in teaching activities.</p>

Description of Content in Chapter II

<p style="text-align: center;">Chapter II : How Do You Think About?</p> <p>Learning Objectives:</p>

<ol style="list-style-type: none"> 1. Students are able to know how to ask and give opinions. 2. Students are able to learn simple expression for agreeing and disagreeing.
<p>Motivational Quote At the start of every chapter, students receive motivational quotes to inspire them to persist in their learning journey.</p>
<p>List of Expression In this section, a list of frequently used expressions is presented. Divided into three parts namely</p> <ol style="list-style-type: none"> 1. Asking for Opinion 2. Giving Opinion 3. Agree 4. Disagree
<p>Let's Talk Let's Talk is a section of each chapter which contains daily conversations when someone asking and giving opinion.</p>
<p>Let's Do It! In this section, several fun activities are presented, accompanied by steps for their implementation. In this chapter there are two activities, namely</p> <ol style="list-style-type: none"> 1. Thumbs up or thumbs down 2. Opinion Jar
<p>Lesson Plan This is the last section in this chapter. This section contains a series of learning activities starting from opening the class to closing the class. Teachers can use this Lesson Plan as a reference in teaching activities.</p>

Description of Content in Chapter III

<p style="text-align: center;">Chapter III : What Are You Doing Right Now?</p> <p>Learning Objectives:</p> <ol style="list-style-type: none"> 1. Students are able to understand the form and structure of the present continuous tense. 2. Students are able to identify the appropriate contexts for using the present continuous tense
<p>Motivational Quote At the start of every chapter, students receive motivational quotes to inspire them to persist in their learning journey.</p>
<p>What is Present Continuous Tense? This section briefly explains the present continuous tense and how it is used in everyday life.</p>
<p>It's Grammar Time! In this section, the rules for using sentences are presented. Divided into two parts, namely:</p> <ol style="list-style-type: none"> 1. Structure 2. Adverb of Time

Let's Do It!

In this section, fun activity is presented, accompanied by steps for the implementation. The activity in this chapter called Scavenger Hunt.

Lesson Plan

This is the last section in this chapter. This section contains a series of learning activities starting from opening the class to closing the class. Teachers can use this Lesson Plan as a reference in teaching activities.

APPENDIX 9
THE FINAL DRAFT OF
PRODUCT

WEEKLY ENGLISH

Module



FIDIA DITAZAM MALIK

LIST OF CONTENT

CHAPTER I	1
FINDING YOUR WAY	
CHAPTER II	17
HOW DO YOU THINK ABOUT?	
CHAPTER III	30
WHAT ARE YOU DOING RIGHT NOW?	
LOOKING FOR FUN ACTIVITIES	36

i

CHAPTER

1

FINDING YOUR WAY

Learning Objectives:

Students will be able to give directions using English.
Students will be able to ask for directions using English.



“Live as if you were to die tomorrow. Learn as if you were to live forever.”
- Mahatma Gandhi

VOCABULARIES

Mosque	Majid	Drugstore	Toko Obat
School	Sekolah	Bus Stop	Halte bus
Hospital	Rumah Sakit	Park	Taman
Bookstore	Toko Buku	Grocery Store	Toko Bahan Pangan
Literary	Perpustakaan	Traffic Light	Lampu Lalu Lintas
Police Station	Kantor Polisi	Bridge	Jembatan
Post Office	Kantor Pos	Field	Lapangan
Supermarket	Supermarket	Building	Bangunan

PHRASES

Turn left	Belok kiri
Turn right	Belok kanan
Go straight	Jalan lurus
On the left	Di sebelah kiri

2

PHRASES

On the right	Di sebelah kanan
Next to	Setelah
Beside	Sebelah
In front of	Di depan
Behind	Di belakang
Opposite	Di seberang
Between	Di antara
Intersection / Crossroad	Perempatan
T-junction	Pertigaan
Roundabout	Bundaran
Go past	Lewati
At the corner of	Di sudut

IT'S GRAMMAR TIME !

ASKING FOR DIRECTION

1. Bertanya menggunakan modal auxiliary

Dalam asking direction, modals yang biasa digunakan antara lain can, could, will, would, would like, etc. Berikut contohnya:

IT'S GRAMMAR TIME !

Could you tell me how to get to ...?	Bisakah kamu memberitahu saya cara ke ...?
Can you show me the ... on the map?	Bisakah kamu menunjukkan kepada saya ... di peta?
I'm looking for ... Would you give me direction to get it?	Saya mencari ... Maukah kamu memberi saya arahan untuk kesana?
May I ask you the way to ...?	Bolehkah saya menanyakan cara untuk ke ...?

2. Bertanya menggunakan "Question Words"

Penggunaan 5wh (what, when, where, why, who, and how). Untuk asking direction dalam bahasa Inggris, question words yang paling cocok digunakan adalah what, where dan how. Berikut contohnya:

Where can I find the ...?	Dimana saya bisa menemukan ...?
How far is the ... from the ...?	Seberapa jauh ... dari ...?
What is the quickest way to get to ...?	Apa cara tercepat untuk sampai ke ...?

3. Bertanya dengan asking/interrogative sentences

Menggunakan interrogative sentences yang umumnya diawali dengan to be dan verb seperti is, do, dan sebagainya. Berikut contohnya:

Is it the right way to / for ...?	Apakah ini jalan yang benar untuk ke ...?
Do you know where the ... is?	Tahukah kamu dimana ... berada?
Am I in the right place to go ...?	Apakah saya berada di tempat yang tepat untuk ke ...?

IT'S GRAMMAR TIME !

GIVING DIRECTION

1. Menggunakan imperative sentences (kalimat perintah)

Take the left side	Ambil lah sisi kiri
Continue going straight	Tetap jalan lurus
Change to the grayline	Ubah ke garis abu-abu

2. Menggunakan interrogative sentences for better understanding

Do you understand?	Apakah kamu mengerti?
Do you get my point?	Apakah kamu mengerti maksud saya?
Do you understand my explanation?	Apakah kamu mengerti dengan penjelasan saya?

EXPRESSION

GREETING

 I am sorry to interrupt you, but ...	 Pardon, Sir/Madam	 Excuse me, could you help me, please?
 Excuse me, Sir/Madam	 May I ask you a minute, Sir/Madam?	

EXPRESSION

ASKING

*** "Could you tell me where the ... is?"	*** "Bisakah kamu memberitahu ku dimana ...?"
*** "Could you tell me how to get to ...?"	*** "Bisakah kamu memberitahu bagaimana caranya sampai ke ...?"
*** "Could you help me find ...?"	*** "Bisakah kamu membantuku menemukan ...?"
*** "I am looking for ... Could you tell me where it is?"	*** "Aku mencari ... Bisakah kamu memberitahu dimana itu?"
*** "Would you show me how to get to ...?"	*** "Maukah kamu menunjukkan bagaimana caranya ke ...?"
*** "Which way (leads) to ...?"	*** "Ke arah mana untuk ke ...?"
*** "May I ask where ... is?"	*** "Bolehkah aku bertanya dimana ...?"
*** "How do I get to ...?"	*** "Bagaimana aku bisa sampai ke ...?"
*** "Is it the right way for ...?"	*** "Apakah ini jalan yang benar ke ...?"

EXPRESSION

GIVING DIRECTION

- "Go along this road and you'll find it."
- "It's about ... meters/kilometers from here."
- "You can keep walking after that ..."
- "You can pass the ... then turn ..."
- "It's between ... and ..."
- "You surely don't know where the place is?"
- "I am a stranger here myself, sorry."
- "Just around the ... on the ..."

LET'S TALK

WHERE IS THE MOSQUE?

- Hallo, could you help me? I'm looking for a mosque near here. Could you tell me where it is?
- You are! After this junction you can go straight maybe about 15 meters then turn right in the first block you get. The mosque is the fifth buildings from the block.
- Thank you so much for your help.
- My pleasure. Have a good day.

7

LET'S TALK

IS THIS THE WAY TO CITY PARK?

- Excuse me, I'm sorry for bothering you. I don't know and I am so sorry. I'll try to help you. Is this the right way to the park?
- Yes, it is. I see you are going to the wrong direction.
- Really? How do I get there then?
- Do you see the white building over there?
- Yes, I do.
- Go left, you'll be behind of the white building, turn the corner.
- Oh, I see. Thank you so much for your help.
- Thank you so much for your help.

8

LET'S TALK

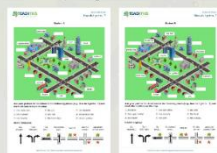
LET'S GO TO THE MUSEUM

- Excuse me, Sir. Could you tell me the way to the museum?
- It's this way. Go straight ahead at the traffic light. Turn right. Go along the street, walk past the park, and keep going until you see the sign for the museum.
- Thank you very much. That is for your help. Sir. Have a wonderful day.
- My pleasure. Have a wonderful day.

LET'S DO IT!

HOW DO I GET TO?

1. Divide the students into pairs (Student A and B).
2. Give each student a corresponding worksheet.



9

LET'S DO IT!

3. Tell the students not to show their worksheet to their pair.
4. Draw the students' attention to the 'Useful Language' on the worksheet and review how to ask for and give directions with the class.
5. Next, tell the students that they are going to give and follow directions from the start pin located at the bottom of the map.



6. Students then take it turn to ask their partner how they get to take places shown on their worksheet, starting from the pin each time. e.g. 'How do I get to the hair salon?' Their partner then gives directions accordingly.
7. When a student has followed the directions to the place, they mark the location on the map.
8. When both students have been given directions to all nine places, they compare their maps to see if they have marked the locations correctly.



10

LET'S DO IT!

FIND ME!

1. Teacher make flashcard that contains of symbols of direction and in other flashcard contains of the information.

Information Flashcard

Turn Right

Symbol Flashcard



2. The teacher sticks the flashcards of the symbols around the classroom.
For the flashcard that contains information, the teacher may not show the contents of the flashcard before the activity begins.
3. The teacher will divide the students into 4 groups.
4. Each group will make a lineup and have to decide who will be the first player in the group.
5. The teacher reads the rules of this activity. The rules are:
 - a. The first person in each group will come forward to the class.
 - b. The teacher will stick one of the information of direction, then in 5 seconds, the representative of each group will try to find the symbol that matches the information.
 - c. The first group who can guess it correctly will get a point.
 - d. The activity continues until 10 symbols are guessed.
6. The teacher calculates the score at the end of the activity. The group with the highest score wins.



11

LESSON PLAN

Stages	Activities	Interaction	Time
	<ol style="list-style-type: none"> 2. Before play the games, students will divide into several groups that one group contain of 5 people. And each people should have 5 papers and a pen or marker. 3. Each group will decide the first until the last person who will guess the draw. 4. The first person will receive one pict from teacher, he/she will have 5 seconds to draw it on his/her paper. After 5 seconds, finish or not, the first person will call the second person to look at of his/her drawing for 5 seconds. 5. The second person will draw the object from the first person for 5 seconds. Next he/she will call the third person to turn to his/her and do the same thing as he/she does before. 6. Until the last person. The last person will get 10 seconds to guess the object. 7. The highest score of the group is the winner. 	SS	15 Minutes
Lead in	<ol style="list-style-type: none"> 1. Teacher presents a picture of a lost tourist. 2. Teacher asks students to brainstorm how they would help the person. 	T-SS	5 Minutes

13

LESSON PLAN

Subject	English
Time Allotment	2 x 45 minutes
Class/Semester	General
Level	Pre-Intermediate
Students	20 Students
Topic	Finding a Way (Asking and Giving Direction)
Grammar Point	<ol style="list-style-type: none"> 1. General places or buildings 2. The expression of asking for direction 3. The expression of giving direction
Material	Maps, handout, flashcards, papers, pens or markers.
Aims	Students are able to: <ol style="list-style-type: none"> 1. Ask for directions in English. 2. Giving direction in English.
Potential Problem	<ol style="list-style-type: none"> 1. Students lack of vocabularies and enthusiasm to speak up. 2. Large class.

PRESENTATION

Stages	Activities	Interaction	Time
Introduction	<ol style="list-style-type: none"> 1. Teacher will greet the students warmly. 2. Pray before doing activity. 3. Teacher will give attention grab: <ul style="list-style-type: none"> T: Eyes on me! S: Eyes on you! 	T-SS	5 Minutes
	Warming up : Quick Draw <ol style="list-style-type: none"> 1. Teacher prepares kinds of things in the room in a piece of paper or drawing book. 		

12

LESSON PLAN



Stages	Activities	Interaction	Time
	Introduce target language: <ol style="list-style-type: none"> 1. Present key phrases for asking for directions: <ul style="list-style-type: none"> ◦ Excuse me, can you tell me how to get to...? ◦ Could you tell me the way to...? ◦ I'm looking for... 2. Present key phrases for giving directions: <ul style="list-style-type: none"> ◦ Go straight ahead. ◦ Turn left/right at the next corner. ◦ It's on your left/right. ◦ Take the first/second/third left/right. 		
Presentation	Model languages: <ol style="list-style-type: none"> 1. Demonstrate a conversation between two people asking for and giving directions. 2. Use clear pronunciation and intonation. 	T-SS	25 Minutes

PRACTICE

Stages	Activities	Interaction	Time
How do I get to...?	<ol style="list-style-type: none"> 1. Divide the students into pairs (Student A and B) 2. Give each student a corresponding worksheet. 	T-SS	20 Minutes

14

LESSON PLAN

Stages	Activities	Interaction	Time
How do I get to ...?	  <p>3. Tell the students not to show their worksheet to their partner.</p> <p>4. Draw the students' attention to the 'Useful Language' on the worksheet and review how to ask for and give directions with the class.</p> <p>5. Next, tell the students that they are going to give and follow directions from the start pin located at the bottom of the map.</p>  <p>6. Students then take it turn to ask their partner how they get to the places shown on their worksheet, starting from the pin each time, e.g. 'How do I get to the hair salon?' Their partner then gives directions accordingly.</p> <p>7. Their partner then gives directions accordingly.</p> <p>8. When a student has followed the directions to the place, they mark the location on the map.</p>	T-SS	20 Minutes

15

LESSON PLAN

Stages	Activities	Interaction	Time
	9. When both students have been given directions to all nine places, they compare their maps to see if they have marked the locations correctly.		

PRODUCE

Stages	Activities	Interaction	Time
Presenting	The students will presenting the result of the practice activity in front of their friends one by one.	SS	15 Minutes
Closing	Teacher end up the activity with checking understanding the students about today's topic. After that close the activity with saying salam.	T	5 Minutes

16

CHAPTER 2

HOW DO YOU THINK ABOUT?

Learning Objectives:
Students will be able to know how to ask and give opinions.
Students will be able to learn simple expression for agreeing and disagreeing.



“
“The more that you read, the more things you will know. The more that you learn, the more places you'll go.”
- Dr. Seuss

LIST OF EXPRESSION

ASKING FOR OPINION

What do you think about ...?	Apa pendapat kamu tentang ...?
What are your feelings about ...?	Apa yang kamu rasakan mengenai ...?
What is your opinion?	Apa pendapat kamu?
What do you think of ...?	Apa pendapat kamu mengenai ...?
What is your point of view on ...?	Bagaimana pandangan kamu mengenai ...?
What's your reaction to that?	Bagaimana reaksi kamu mengenai hal itu?
How do you feel about ...?	Bagaimana perasaan kamu mengenai ...?
Any comments?	Ada komentar?
Do you have opinion about ...?	Apakah kamu memiliki pendapat mengenai ...?
Could you tell me your opinion?	Bisakah kamu memberitahu saya pendapat kamu?

18



LIST OF EXPRESSION

Please tell me your opinion on ...	Tolong beritahu saya pendapat kamu mengenai ...
I need your opinion about ...	Saya butuh pendapat kamu mengenai ...
I'd like to know your views on ...	Saya ingin mengetahui pandangan kamu mengenai ...

GIVING OPINION

In my opinion, I think that ...	Dalam pandangan saya, menurut saya ...
In my point of view ...	Menurut pandangan saya ...
Well, I think ...	Bukalah, menurut saya ...
My opinion about ...	Pendapat saya mengenai ...
Feel that we should ...	Sepertinya kita harus ...
As far as I know ...	Sejauh yang saya ketahui ...
My reaction that we should ...	Reaksi saya yang harus kita lakukan ...
I believe ...	Saya percaya ...
In my opinion ...	Menurut pendapat saya ...
I think ...	Menurut saya ...
May I make a comment on that?	Bolehkah saya memberikan komentar?

19



LIST OF EXPRESSION

In my mind ...	Menurut pemikiran saya ...
To be honest ...	Sejujurnya ...
I reckon that ...	Saya rasa ...
In my personal opinion ...	Menurut pendapat pribadi saya ...

AGREE

That's right!	Itu benar!
Yes, I agree!	Ya, saya setuju.
I totally agree	Saya sangat setuju.
I agree with you 100 percent.	Saya 100 persen setuju dengan kamu.
You're right. That's a good point.	Kamu benar, itu poin yang bagus.
You're absolutely right.	Kamu benar sekali.
Absolutely!	Tentu saja.
Exactly.	Tepat sekali.
Me too.	Saya juga.
I see exactly what you mean	Saya mengerti apa yang kamu maksud.

20



LIST OF EXPRESSION

That's so true	Itu sangat benar sekali.
That's for sure	Itu sudah pasti!
That's exactly how I feel	Itulah yang saya rasakan.
I fully support the idea	Saya sepenuhnya mendukung ide tersebut.
Sounds great	Kedengarannya bagus.

DISAGREE

I don't agree	Saya tidak setuju.
I disagree	Saya tidak setuju.
I totally disagree	Saya sangat tidak setuju.
Absolutely not	Sama sekali tidak.
That's not right	Itu tidak benar.
I'm not sure about that	Saya tidak yakin mengenai itu.
I'm sorry but ...	Saya minta maaf tapi ...
Excuse me, but ...	Permalu, tapi ...
I don't know	Saya tidak tahu.

21



LIST OF EXPRESSION

I'd say the exact opposite	Saya akan mengatakan yang sebaliknya.
Not necessarily	Belum tentu.
That's not always true	Itu tidak selalu benar.
No, I'm not so sure about that	Tidak, saya tidak yakin mengenai itu.



LET'S TALK

WHAT DO YOU THINK ABOUT THE BAKERY STORE?

Assalamu'alaikum, Adam. Have you heard about the new bakery store?	Wa'alaikumussalam, Husk. Yes, I have.
What do you think about it?	To be honest I think the flavor is little bit too sweet.

22

LET'S TALK

Assalamu'alaikum. Adam, have you heard about the new bakery store?

Wa'alaikumussalam. Mosh, Yes, I have.

Hmm, I disagree with you.

Then, what is your point of view?

In my opinion the cake and bread is delicious.

Far enough, as far as I am concerned they're still new so they can still develop.

Yes, I totally agree with you. Well, wanna try the other menu?

Sure. Let's go!

23

LET'S DO IT!

4. Each student will explain the reason behind their choices.

SCAN ME

OPINION JAR

- Teacher will make several statements and put on a jar.
- Each student will take one paper and write down their opinion in their book.
- Teacher will give students 10 minutes to write down their opinion. After that teacher will call students' name one by one and read aloud the statement they got and their opinion about it.
- Other students can give their opinion about the statement.

LESSON PLAN

Subject	English
Time Allotment	2 x 45 minutes
Class/Semester	General
Level	Pre-Intermediate
Students	20 Students
Topic	How Do You Think About? (Asking and Giving Opinion)
Grammar Point	1. The expression of asking for an opinion 2. The expression of giving an opinion 3. The expression of agree and disagree responses

25

LET'S TALK

PLEASE GIVE ME YOUR OPINION!

I'm not sure what to order for dinner. What do you think I should try?

Well, if you like spicy food, I recommend Ayam Goreng. Or you need something else?

I love spicy food, but I'm also kind of craving something sweet. Maybe the Gado-Gado?

That's a great opinion too.

LET'S DO IT!

THUMBS UP OR THUMBS DOWN

- The teacher will make several statements in a card shape or PowerPoint.

THUMBS UP OR THUMBS DOWN

POSITIVE FEEDBACK IS IMPORTANT TO YOUNG PEOPLE.

- The teacher will be pointing places for the agree group and the disagree group.
- The teacher explains to the students how to play this game. The students read or listen to the statement. If they agree, they show their thumbs up and stand up in the agreed place. However, if they disagree, they show their thumbs down and stand up in the disagreeing place. Also, if they are not sure about the statement, they can show sideways thumbs and stay in front of the class.

24

LESSON PLAN

Material	Handout, flashcards, jar of statements.
Aims	Students are able to: 1. Know how to ask and give opinions. 2. Learn simple expressions of agreeing and disagreeing.
Potential Problem	1. Students lack of vocabularies and enthusiasm to speak up. 2. Large class.

PRESENTATION

Stages	Activities	Interaction	Time
Introduction	1. Teacher will greet the students warmly. 2. Pray before doing activity. 3. Teacher will give attention grab: T: Hocus Pokus S: Everybody focus!	T-SS	5 Minutes
	Warming up: Agree or Disagree 1. Teacher divide the whiteboard into two parts. I agree and I disagree. 2. Teacher say a statement. Students have to stand up in front of the answer they choose. 3. Each students will give their reason for the statement.	SS	15 Minutes
Lead In	1. Teacher will relate the previous activity with the topic for today. Students will guess what topic will they learn.	T-SS	15 Minutes

26



LESSON PLAN

Stages	Activities	Interaction	Time
Presentation	<p>Introduce target language</p> <p>1. Present key phrases for asking opinions:</p> <ul style="list-style-type: none">What do you think about...?How do you feel about...?Do you think that...? <p>2. Present key phrases for giving opinions:</p> <ul style="list-style-type: none">I think...In my opinion...I believe that...I agree/disagree with... <p>Model dialogues:</p> <p>1. Demonstrate a conversation between two people expressing and asking for opinions. Use clear pronunciation and intonation.</p>	T-SS	25 Minutes

PRACTICE

Stages	Activities	Interaction	Time
Thumbs Up or Thumbs Down	<p>1. Teacher will make several statements in a card shape or powerpoint.</p> <p>2. Teacher will be pointing place for agree group and disagree group.</p>	T-SS	20 Minutes

27



LESSON PLAN

Stages	Activities	Interaction	Time
Thumbs Up or Thumbs Down	<p>3. Teacher explain to students how to play this games. So the students will read or listen the statement. If they are agree, they have to show their thumbs up and stand up in the agree place. However if they are disagree, they have to show their thumbs down and stand up in the disagree place. And also if they are not sure for the statement, they can show sideways thumbs and stay in front of the class.</p> <p>4. Each student will explain the reason behind their choices.</p>	T-SS	20 Minutes

PRODUCE

Stages	Activities	Interaction	Time
Opinion Jar	<p>1. Teacher will make several statements and put on a jar.</p> <p>2. Each student will take one paper and write down their opinion in their back.</p> <p>3. Teacher will give students 10 minutes to write down their opinion. After that teacher will call students' name one by one and read aloud the statement they got and their opinion about it.</p> <p>4. Other students can give their opinion about the statement.</p>	T-SS	35 Minutes

28



LESSON PLAN

Stages	Activities	Interaction	Time
Closing	<p>Teacher end up the activity with checking understanding the students about today's topic. After that close the activity with saying salam.</p>	T	5 Minutes

29

CHAPTER

3

WHAT ARE YOU DOING RIGHT NOW?

Learning Objectives:

Students will be able to understand the form and structure of the present continuous tense.
Students will be able to identify the appropriate contexts for using the present continuous tense.

"The beautiful thing about learning is that no one can take it away from you."
- B.D. King

WHAT IS PRESENT CONTINUOUS TENSE? ??

The present continuous tense is used to describe actions that are happening right now, at this exact moment. It's also used for actions that are happening around now, but not necessarily at this precise moment.

IT'S GRAMMAR TIME! ??

STRUCTURE

Positive (+)	Negative (-)	Interrogative (?)
S + to be (am/is/are) + verb (-ing) + oc.	S + to be (am/is/are) + not + verb (-ing) + oc.	To be (am/is/are) + s + verb (-ing) + oc + ?
I am writing a letter to my friend.	I am not writing a letter to my friend.	Am I writing a letter to my friend?

30

IT'S GRAMMAR TIME! ??

ADVERB OF TIME

1. At the time of speaking

Now	Sekarang
Right Now	Sekarang
At the moment	Saat ini
At present	Saat ini

2. Around the time of speaking

This year	Tahun ini
This month	Bulan ini
This week	Minggu ini
This semester	Semester ini

LET'S DO IT! ??

- Teacher will make several pictures or objects doing actions and hide it around the learning area.
- Students will find the pictures and write down sentences about that (e.g. The cat is sleeping on the chair, etc)
- The fastest student who can find 5 pictures and write it correctly is the winner.

31

LESSON PLAN ??

Subject	English
Time Allotment	2 x 45 minutes
Class/Semester	General
Level	Pre-Intermediate
Students	20 Students
Topic	Present Continuous Tense
Grammar Point	1. The structure of Present continuous tense. 2. The adverb of time when using the present continuous tense.
Material	Handout, whiteboard, flashcard, marker, papers, pen.
Aims	Students are able to: 1. Understand the form and structure of the present continuous tense. 2. Identify the appropriate contexts for using the present continuous tense.
Potential Problem	1. Students lack of vocabularies and enthusiasm to speak up. 2. Large class.

32

LESSON PLAN ??

PRESENTATION

Stages	Activities	Interaction	Time
Introduction	1. Teacher will greet the students warmly. 2. Pray before doing activity. 3. Teacher will give attention grab. T: Waterfall fingers! S: Shhhhhh..	T-SS	5 Minutes
	Warming up : List Knockout 1. Teacher gives students two categories, for example sport and food. 2. Divide students into several teams that contain of 5 students. 3. One team is going to write as many words for one category, example for Sport. And the other team will write words for the second category, example food. Give them 3 minutes to write it in their paper as many as they can. 4. 3 minutes are up. Tell the students that they are going to have to think of words for the other team's category. For example, the Sport team would need to say Food words. 5. Choose which team will go first, and tell them to shout out the words as they think of them.	SS	15 Minutes

33

LESSON PLAN

Stages	Activities	Interaction	Time
	6. The other team will have to cross out any words they hear that are the same as the ones on their list. 7. Give each team one minute to shout out the words. 8. At the end, each team counts how many words they have, not including the crossed-out words. The most is the winner.	SS	15 Minutes
Lead In	1. Ask students what they are doing right now, using the present continuous as a model. 2. Write a list of actions on the board and ask students to form questions using the present continuous.	T-SS	5 Minutes
Presentation	Introduce the form. Write examples of the present continuous tense on the board, highlighting the structure (subject + be + verb + -ing). • I am sitting. • You are talking. • He/She/It is writing. • We/They are listening. Note : Don't forget the negative and interrogative structure. Explain the function: Explain that the present continuous is used for actions happening now, at this moment.	T-SS	25 Minutes

34

LESSON PLAN

PRACTICE

Stages	Activities	Interaction	Time
Practice	1. Teacher will make several pictures or objects doing actions and hide it around the learning area. (sertakan object doing activities) 2. Students will find the pictures and write down sentences about that (e.g. The cat is sleeping on the chair, etc) 3. The fastest student who can find 5 pictures and write it correctly is the winner.	T-SS	20 Minutes

PRODUCE

Stages	Activities	Interaction	Time
Produce	The students will presenting the result of the practice activity in front of their friends one by one.	SS	15 Minutes
Closing	Teacher end up the activity with checking understanding the students about today's topic. After that close the activity with saying salam.	T	5 Minutes

35

LOOKING FOR FUN ACTIVITIES

BINGO

1. The teacher gave a Bingo card to each student.
2. The teacher demonstrated the procedure for playing Bingo.
3. The students wrote the words given by the teacher on the Bingo card.
4. The teacher laid the master card face up and the calling card face down in front of them.
5. The teacher picked one of the calling cards and said it loudly and two times.
6. The learners should cross and number the word they had written if it was called.
7. The students who had crossed five words vertically, horizontally, or diagonally shouted Bingo.
8. Then, the teacher asked each student to read off his/her five words. If his/her answer was correct, he/she became the winner.

PUZZLE

1. Introduce the puzzle topic and learning objectives.
2. Encourage students to mention vocabulary they know related to the topic.
3. Arrange students in small groups or individually.
4. Give students time to complete the puzzle.
5. Ask each group or individual to present their work.
6. Invite other students to provide answers and questions.
7. Encourage students to use correct and complete language when explaining the puzzle solving process.

BOARD RACE

1. Split the class into two teams and give each team a colored marker.
2. If you have a very large class, it may be better to split the students into teams of 3 or 4.
3. Draw a line down the middle of the board and write a topic at the top.
4. The students must then write as many words as you require related to the topic in the form of a relay race.
5. Each team wins one point for each correct word. Any words that are unreadable or misspelled are not counted.

36

LOOKING FOR FUN ACTIVITIES

HANGMAN

1. Think of a word and write the number of letters on the board using dashes to show many letters there are.
2. Ask students to suggest a letter. If it appears in the word, write it in all of the correct spaces. If the letter does not appear in the word, write it off to the side and begin drawing the image of a hanging man.
3. Continue until the students guess the word correctly (they win) or you complete the diagram (you win).

HOT SEAT

1. Split the class into 2 teams, or more if you have a large class.
2. Elect one person from each team to sit in the Hot Seat, facing the classroom with the board behind them.
3. Write a word on the board. One of the team members of the student in the hot seat must help the student guess the word by describing it. They have a limited amount of time and cannot say, spell or draw the word.
4. Continue until each team member has described a word to the student in the Hot Seat.

37

WEEKLY ENGLISH

Module

Fun with English is a routine activity held once a week at Muhammadiyah Boarding School Palopo. The need for teaching materials is the reason why this module was developed.

Weekly English Module is a module developed to help students and teachers in implementing the Fun with English program at Muhammadiyah Boarding School Palopo. The materials in this module were created based on the results of the needs assessment and also adapted to the school's curriculum.

This module can be used not only by students, but also by teachers. With this book, the author hopes that Fun with English activities can continue as they should and that students will be more enthusiastic about learning English with fun methods.

BIOGRAPHY



Fidia Ditazam Malik was born in Mangkutana on April 16th, 2002. The author is the first of two children born to a father named Idam Malik and a mother named Liswati. Currently, the author resides at Graha Mutiara Indah Housing Block A No. 2, Jl. Camar, Temmalebba Village, Palopo City. The author's primary education was completed in 2014 at SDN 175

Kawarasan. Then, in the same year, she continued her education at SMP Negeri 1 Tomoni until 2017. While studying in junior high school, the author actively participated in extracurricular activities at PIK-R and also actively participated in English competitions, one of which was CHAMPLISH, which is held annually by English Language Education Study Program of IAIN Palopo. In 2017, the author continued his education at SMA Negeri 8 Luwu Timur. In the odd semester of the author's high school education, the author successfully served as the secretary of the student council in 2017. Then in 2018, the author served as the chairman of the student council. After graduating from high school in 2020, the author continued her education in the field of interest, namely English Language Education Study Program, Education and Teacher Training Faculty, State Islamic Institute of Palopo and thanks to God, the author was able to complete her undergraduate education on time.

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