

**DEVELOPING PARTS OF SPEECH TEACHING MATERIALS FOR
“WRITING IN PROFESSIONAL CONTEXT” SUBJECT AT ENGLISH
EDUCATION STUDY PROGRAM OF STAIN MAJENE**



A Thesis

Submitted in Partial Fulfillment of The Requirements for the Degree of
Sarjana Pendidikan (S.Pd) in English Education Study Program
Tarbiyah and Teaching Training Department
State Islamic College of Majene

BY:

**NUR ZAMZAM
Reg. Number: 10256119052**

**ENGLISH EDUCATION STUDY PROGRAM
TARBIYAH AND TEACHING TRAINING DEPARTMENT
STATE ISLAMIC COLLEGE OF MAJENE**

2023

LEMBAR PENGESAHAN

Skripsi yang berjudul "Developing Parts of Speech Teaching Materials for "Writing in Professional Context" Subject at English Education Study Program of STAIN Majene" yang disusun oleh Nur Zamzam, NIM. 10256119052, mahasiswi Program Studi Tadris Bahasa Inggris Jurusan Tarbiyah dan Keguruan STAIN Majene, telah diuji dan dipertahankan dalam sidang Munaqasyah yang diselenggarakan pada hari Senin, 31 Juli 2023 M bertepatan dengan 13 Muharram 1445 H, dinyatakan telah dapat diterima sebagai salah satu syarat untuk memperoleh Gelar Sarjana Pendidikan (S.Pd) pada Program Studi Tadris Bahasa Inggris dengan beberapa perbaikan.

Majene, 31 Agustus 2023

Shafar 1445 H

DEWAN PENGUJI

Ketua	: Achmad Taqlidul Chair Fachruddin, S.Pd., M.Pd.	(.....)
Sekretaris	: Wahyuddin, S.Pd., M.Ed.	(.....)
Munaqisy I	: Syamsinar, S.Pd., M.Pd.	(.....)
Munaqisy II	: Uswatunnisa, S.Pd., M.Hum.	(.....)
Pembimbing I	: Nihla Afdaliah, S.Pd., M.Pd.	(.....)
Pembimbing II	: Rabiatal Adawiah, S.Pd., M.Hum.	(.....)

Diketahui oleh:

Ketua Jurusan Tarbiyah dan Keguruan



Dr. Hamzah S. Fathani, M.Th.I.

NIP. 197106232014111001

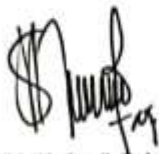
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Pembimbing penulisan skripsi saudara NUR ZAMZAM dengan NIM 10256119052, mahasiswi program studi Tadris Bahasa Inggris jurusan Tarbiyah dan Keguruan STAIN Majene menyatakan bahwa, setelah meneliti dan mengoreksi secara seksama skripsi yang berjudul "Developing Parts of Speech Teaching Materials in "Writing in Professional Context" Subject at English Education Study Program of STAIN Majene", memandang bahwa skripsi tersebut telah memenuhi syarat-syarat ilmiah dan dapat disetujui untuk diseminarkan.

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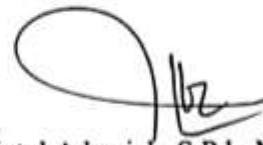
Majene, 25 Juli 2023

Pembimbing I



Nihla Afdaliah, S.Pd., M.Pd.
NIP. 199104242019032016

Pembimbing II



Rabiatul Adawiah, S.Pd., M.Hum.
NIP. 199002212018012001

PERNYATAAN KEASLIAN SKRIPSI

Mahasiswa yang bertanda tangan di bawah ini:

Nama : Nur Zamzam
NIM : 10256119052
Tempat, Tanggal Lahir : Banua Baru, 11 November 1999
Program Studi : Tadris Bahasa Inggris
Jurusan : Tarbiyah dan Keguruan
Alamat : Dusun III Banua Baru, Kec. Wonomulyo,
Kab. Polewali Mandar
Judul : Developing Parts of Speech Teaching Materials for
“Writing in Professional Context” Subject at English
Education Study Program of STAIN Majene”

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Majene, 31 Agustus 2023

Penyusun



NUR ZAMZAM

NIM: 10256119052

ACKNOWLEDGMENTS

Alhamdulillah Robbil Alamin, first of all the researcher thanks to Allah. for His blessings and mercies, His help and guidance so that the writing of the thesis entitled “**Developing Parts of Speech Teaching Materials for “Writing in Professional Context” Subject at English Education Study Program of STAIN Majene**” can be finished. The peace and greeting always poured to the prophet Muhammad. who has brought the human from darkness way to the lightness.

In arranging this thesis, the researcher trully get lots obstacles and obstructions. But with help of many people, those process could passed. The researcher also realizes that there are many mistakes in writing this thesis and without guidance and helping of many people this thesis could not be finished. Therefore, the researcher would like to express a very special gratitude to my beloved family, especially to my parents **Burhan Nurdin** and **Agustina Latif** who always pray to Allah, motivate, support, fight and endlessly provide the best support for me while completing my study at STAIN Majene. The researcher would also like to express her gratitude and deepest appreciation to:

1. **Prof. Dr. Wasilah Sahabuddin, ST., MT.**, Rector of STAIN Majene.
2. **Dr. Hamzah S. Fathani, S.Ag., M.Th.I.**, as the head of the Tarbiyah and Teacher Training Department of STAIN Majene.
3. **Rabiatul Adawiah, S.Pd., M.Hum.**, the Head of English Education Study Program as well as my second advisor, and **Nihla Afdaliah, S.Pd., M.Pd.**, as the first advisor who have guided the researcher during writing this thesis.

Thank you for giving the evaluable time and patient, support, advice, and guided in completing the thesis.

4. **Achmad Taqlidul Chair Fachruddin, S.Pd., M.Pd.**, the Secretary of English Education Study Program of Tarbiyah and Teacher Training Department of STAIN Majene.
5. **Syamsinar, S.Pd., M.Pd.**, She is as the first examiner and **Uswatunnisa, S.Pd., M.Hum.**, as the second examiner who have provided a lot of support and help in finishing this thesis.
6. All of the lecturers in English Education Study Program. It cannot be mentioned person by person but thank you so much for all of the knowledge.
7. Her beloved brother, **Lukman Burhan** as the best support system during finishing this thesis. Thank you so much for your support.
8. All of her beloved classmates **Tadris Bahasa Inggris 2 of 2019**. It can not be mentioned person by person but thank you for always giving the support and accompanying during finishing the thesis.
9. All of the friends of **English Education Study Program of 2019**, thank you for your support and motivation.
10. All of the friends of **Lembaga Penelitian Mahasiswa Cendekia**, thank you for your support and motivation.
11. The members of Manarang English Club. **Ali. H, Harclinda, Wardiman, Nurhaspia, Dhila Damayanti, Sidratul Muntaha, Rismawati, and Hardianti**, thank you for always being there when she needs help.

12. All of the beloved friends, **Nur Latifah Salman, Anggi Rastina, Fatima**, and **Ainul Udzhan**, thank you for your support and positive vibes.
13. All of her best friends, **Hernawati, Musdalifah, Nurul Hazirah Hamzah, Nurpausiah, Mutmainna, Alhati Azzahra, Nurmadilah, Nur Adila, Fani Vionita G**, who always beside her when she needs them.
14. All of her PPL team, **Ulfa Dwiyaniti Nanis, Sukmawati, Gugun Mulyandi, Jusria, Muh. Kadafhi, Yulianti, Sartita, Marwah Amir**, and **Nurma**. Thank you for your support.
15. All of her KKN team, **Ade Andriani Syafitri, Nahdia, Nurjannah, Zuljannah, Wahyuddin**, and **Dedi Arfawan**. Thank you for the supporting.
16. Subject of the research, English lecturer and the students of The 4th Semester English Education. The researcher express gratitude for them for their available time for the sake of the success of the research.
17. The last but not least for the researcher. Thank you so much for your fight, love, grateful, patience, ambitiousness and being such a great person until in this moment. You did it and it was incredible.
18. Also thanks for everyone involved in completing this thesis may Allah SWT bless us. *Aamiin*.

The researcher really realize that this thesis is far from perfect. The error is the researcher's fault. Therefore, constructive criticism and suggestions will be highly appreciated. May all our efforts always be blessed by Allah SWT. *Aamiin Ya Robbal 'Alamin*.

Polewali Mandar, 31 Juli 2023
Researcher,

A handwritten signature in black ink, appearing to be 'Nur Zamzam', written in a cursive style.

Nur Zamzam
NIM: 10256119052

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ABSTRACT

Researcher : Nur Zamzam

Reg. Number : 10256119052

Title : *Developing Parts of Speech Teaching Materials for “Writing in Professional Context” Subject at English Education Study Program of STAIN Majene*

This research found writing errors by identifying errors in student final assignments. It focused on developing teaching materials related to types of words, namely pronouns, adjectives, nouns, conjunctions, adverbs, verbs, interjections, and prepositions. The type of research is the ADDIE development model (Analysis, Design, Development, Implement, and Evaluation). The data obtained were analyzed using descriptive percentages and qualitative data. The results of the development of parts of speech teaching materials consist of aspects of development, namely layout, language, and content. In terms of layout, namely, the display of fonts, colors, and shapes is not too contrast. In terms of language, it is clear and easy to understand. Furthermore, in terms of content, that is structured and clear. The feasibility of part of speech teaching materials from the results of the study was "valid" to be used as student teaching materials, with an average score of 3.25 (layout), 3.15 (language), and 3 (content). The practicality of teaching materials is "fully implemented" with an average value of 3.55. the effectiveness of teaching materials is "effective" with an average value of 3.57. The teaching materials developed are proven to be feasible, fully implemented, and effectively used in the learning process.

Keywords: Teaching Materials, Parts of Speech, ADDIE, Writing

Pada penelitian ini ditemukan kesalahan dalam menulis yang didapatkan dari identifikasi kesalahan pada tugas akhir mahasiswa. Penelitian ini berfokus pada pengembangan bahan ajar yang berhubungan dengan jenis kata, yaitu kata ganti, kata sifat, kata benda, kata penghubung, kata keterangan, kata kerja, kata seru, dan kata depan. Jenis penelitian ini model pengembangan ADDIE (Analysis, Design, Development, Implement, dan Evaluation). Data yang diperoleh akan dianalisis dengan deskriptif persentase dan data kualitatif. Hasil dari pengembangan bahan ajar jenis kata ini terdiri dari aspek pengembangan, yaitu tampilan, bahasa, dan konten. Dari segi tampilan yaitu tampilan font, warna, dan bentuk tidak terlalu kontras. Dari segi bahasa yaitu jelas dan mudah dipahami. Selanjutnya, dari segi konten yaitu terstruktur dan jelas. Kelayakan bahan ajar parts of speech dari hasil penelitian yaitu “valid” digunakan sebagai bahan ajar students, dengan nilai rata-rata sebesar 3.25 (layout), 3.15 (language), dan 3 (content). Kepraktisan bahan ajar yaitu “fully implemented” dengan nilai rata-rata sebesar 3.55. Keefektifan bahan ajar yaitu “effective” dengan nilai rata-rata sebesar 3.57. Bahan ajar yang dikembangkan terbukti layak, terlaksana seluruhnya, dan efektif digunakan dalam proses pembelajaran.

Kata Kunci: Bahan Ajar, Jenis Kata, ADDIE, Menulis

CHAPTER I

INTRODUCTION

A. Research Background

Language learning also has an element that one of which consists of grammar (Etfita, 2019). Writing a good work or knowledge will not be separated from structured grammar. Grammar is a system that adjusts the structure and the meaning of the sentence (Wati & Wahyuni, 2018). One part of grammar is studying of word's types that form sentences, as known as the parts of speech. Parts of speech are the most crucial thing in a sentence.

This part of grammar is a classification of words based on the function, form, and meaning they contain (Nurchalis & Samad, 2016). That is, parts of speech explains how each word can be used in various sentence contexts so that it makes students understand in constructing sentences. Therefore, parts of speech are the basis for mastering English, especially writing skills, because it has an important role in developing vocabulary and providing an understanding of correct sentence construction.

Mastery of parts of speech becomes a guide in writing sentences correctly. However, researcher still find small errors when writing. These findings were obtained from the results of interviews with lecturers. It was reinforced by the results of the researcher's analysis which found that almost all parts of speech were still incorrectly used in student final assignments at several semester levels.

It shows that there is only a slight difference in writing competence between students from the fourth and fifth semesters, and even final year students. It is evidenced by the identification of errors from student assignments. Based on these considerations, the researcher wants to develop teaching materials related to parts of speech. The developing of this teaching material is intended to assist students in writing, which is the material for the parts of speech has already been mastered in the Basic English Grammar course.

B. *Research Problems*

Based on the description of the background presented, it appears that there are some errors in use in terms of writing, especially the use of parts of speech. Therefore, the researcher formulates research questions as follows:

1. How is the teaching material developed?
2. How are the validity, practicality, and effectiveness of the teaching material?

C. *Research Objectives*

Based on the research problem above, the objectives of this research are to describe the process of the teaching material development, and to find out the validity, practicality, and effectiveness of the teaching material.

D. Research Significances

Based on the description above, the usefulness of this research can be seen from two aspects, there are theoretical significance and practical significance.

1. Theoretical Significance

The results of this research are expected to contribute theoretically to develop teaching materials related to writing skills which are the main urgency in this research. Besides that, this research will also be a consideration for educators in teaching English.

2. Practical Significance

This research is expected to be useful for several parties involved, namely students, teachers, and further researchers.

a. For students

Students can use this teaching material as a reference, such as writing and grammar. This research is intended so that this teaching material can be used for independent learning. In addition, this product can be a companion in learning to write, both scientific and non-scientific writing.

b. For teachers

It is hoped that this teaching material can be used in learning process such as writing and grammar as additional references. Furthermore, this teaching material is expected to make it easier for teachers to explain the material, especially the parts of speech

material. In addition, the teacher will also have teaching materials as a substitute for books in giving students independent assignments.

c. For further researchers

For future researcher, it is expected to be able to make this research as a reference in conducting research related to this research. As a source of information and reference material for further research, it is hoped that it can be further developed in other materials to improve the quality of learning.

E. *Research Scope*

This research is focused on developing teaching materials related to one part of grammar in English, namely the use of parts of speech. In this research, the researcher will take all types of words, such as pronouns, adjectives, nouns, conjunctions, adverbs, verbs, interjections, and prepositions as intended to improve writing competence, especially thesis writing.

CHAPTER II

REVIEW RELATED LITERATURE

A. Previous Related Research Findings

Based on the previous research result, the researcher obtained several previous research related to this research as follows:

The first related research was conducted by Wigati (2014) entitled “Difficulties in Aspects of Student Writing with Different English Proficiency Levels”. It focuses on the difficulties faced by students in writing courses. The method used in this research is qualitative (case study). The data collection process uses documentation, class observation, and interviews. The results of this research indicate that students still have difficulties in several aspects when writing, such as lack of vocabulary, lack of understanding regarding the use of grammar, and so on.

The second related research was conducted by Nafi'a & Rusijono (2016) with title “Development of The Parts of Speech Module to Improve Writing Skills in English for Class VII Students of SMP Negeri 7 Mojokerto”. It focuses on developing parts of speech modules with the urgency of junior high school students writing skills. This research uses a research and development model with ten steps. In addition, it only focuses on verb, noun, and pronoun. The results of his research show that the acquisition of student learning outcomes has increased after utilizing this module in English courses.

The third related research was conducted by Fakhrudin (2019) with the title “Students’ Mastery of Parts of Speech in English Writing”. It focuses on students’ ability to understand the parts of speech, namely verbs, nouns, and pronouns. It uses a quantitative descriptive method and provides questionnaires and tests to test students’ ability to use parts of speech. Furthermore, it shows that the use of the three parts of speech (verbs, nouns, and pronouns) is mostly still at a moderate level, from very good, good, low, and very low categories.

The fourth related research was conducted by Putra & Sagita (2021) with the title “Students’ Ability in Writing Part of Speech Registered 2019/2020 at Fort De Kock University Bukittinggi”. It focuses on the use of parts of speech on students’ ability to write speeches. This study uses a descriptive quantitative method that describes students’ ability to write. Furthermore, it was conducted to determine the extent of students’ ability to write speeches. The results of this study indicate that the overall use of part of speech is good.

Based on previous research, the researcher found similarities and also differences between previous studies and this research. The similarities between these studies and the research that the researcher will conduct are focusing on the use of part of speech in writing. The difference between these studies with the research that the researcher will conduct:

1. The first related research was limited to analyzing difficulties in aspects of writing without doing class action. Meanwhile, the research that the

researcher will conduct to analyze errors in the use of parts of speech by carrying out a development idea and carrying out class actions.

2. In the second research, it can be seen that the module development that the previous researcher did only focused on three parts of speech, namely verbs, nouns, and pronouns. Meanwhile, in the research that researcher will do, the researcher will develop all parts of speech, namely pronouns, adjectives, nouns, conjunctions, adverbs, verbs, interjections, and prepositions.
3. The difference between this third research and the research that the researcher will conduct is that in previous research, the measurement of the ability to use parts of speech was only the use of nouns, pronouns, and verbs. Meanwhile, the research that the researcher did, included all parts of speech from pronouns to prepositions.
4. The difference that appears in this research is that the parts of speech used have urgency only in writing speeches. Furthermore, regarding the research method used, this study used a descriptive qualitative method without conducting classroom action research. Whereas in this research, the researcher analyzed students' abilities in using parts of speech and also developed teaching materials which would then be carried out post-test at the end.

B. *Some Pertinent Ideas*

1. Teaching Materials

Teaching is the activity of managing the learning environment to interact with students to achieve learning goals (Hazmi, 2019). This teaching process is a process of conveying or transferring knowledge from an educator to students. In addition, it is not only limited to that but means an action that must be taken so that learning outcomes are as expected.

Teaching is an organized teacher effort in the teaching and learning process starting from planning to evaluating learning in order to achieve changes in student behavior (Amirudin, 2017). Learning planning that is carried out becomes a method that will be carried out until an evaluation is carried out at the end of the lesson. It is also supported by Goodyear (2015) who stated teaching is not only limited to explaining, demonstrating, providing encouragement, but also includes evaluating, assessing and providing feedback to students.

From some of the meanings above, teaching is an activity carried out by a teacher who becomes a link between knowledge and students. It is carried out to provide insight to students in finding things that were not previously known. Therefore, good teaching reflects the quality of education in the future.

According to Tomlinson in Fitriah (2015), the material is used to facilitate learning by educators. Material can be in the form of written or

unwritten material. By using this material, students can study basic competencies systematically, so that students can master various student competencies.

Material in the context of learning is one of the components that must exist in the learning process (Hernawan et al., 2012). Material in learning is a component that is researched and studied which is then used as material and guidelines that are studied by students. In addition, learning materials are also able to influence learning activities to go according to plan or not.

For that reason, materials become a necessary thing in a learning process. The use of materials in learning makes it easier for a teacher to explain a material. This is because the learning process becomes clear where to go.

Based on that statements, teaching materials are a supporting medium in the learning process that is used by both teachers and students which aims to facilitate the learning process (Kosasih, 2021). Teaching materials are often seen in the form of printed teaching materials or electronic teaching materials. Based on the aspect of utilization Kosasih (2021), teaching materials are divided into two, namely:

a. The teaching material designed

This teaching material is specifically developed systems to facilitate the teaching and learning process. These designed teaching

materials such as books, modules, and others are specifically made to achieve the goals of education.

b. Teaching materials used

This teaching material is no longer specifically developed systematically but is already available for direct use in the learning process. This type of teaching material can be found in the surrounding environment, for example, non-printed teaching materials.

Developing material is something that teachers should do to improve students' abilities and will also improve teaching quality (Burkill & Eaton, 2010). Therefore, teaching materials are needed in the learning process to be able to achieve the learning objectives that have been formulated.

2. Writing skills

Writing is a process of conveying ideas, information, and arguments to readers by using good language to achieve goals and objectives (Alawia, 2019). Writing skills as one of the four aspects of skills that are productive and expressive activities. It is the ability of a writer to channel ideas which in turn form a meaning.

In writing, the writer needs to pay attention to several aspects that will support the argument. These aspects consist of idea organization, content, grammar, mechanics, and also use of vocabulary (Ekorini, 2021).

a. Idea organization

Organizing ideas is a writer's way of conveying his ideas. The idea is outlined in an article or text. The goal is to make the readers understand the message easily.

b. Content

The idea of an article or text will also be easily understood if there is a development of ideas. The development of this idea needs to pay attention to the content to be delivered. This content will make the delivery of ideas conveyed properly and clearly.

c. Grammar

Grammar is an aspect that is indeed crucial in writing English because grammar influences the understanding of written English so if an error occurs in applying grammar, there will be a misunderstanding of the information conveyed by the author.

d. Mechanics

Mechanics itself is the ability of students to write down the spelling of each word used in the text, including the use of capital letters and punctuation. The use of incorrect spelling will make the message or idea not conveyed properly. Therefore, this ability is intended to make it easier for the reader to interpret the message the author wants to convey to the reader.

e. Vocabulary

Vocabulary has a role in determining the results of the text they write. Inadequate or inappropriate vocabulary used in a context will cause a misunderstanding of the message conveyed.

One of the most important aspects to know is the grammar used. This is in line with Dykes (2007) which states that grammar is a language with the aim of learning the language itself. Furthermore, Dykes stated that the language used in communication, both direct and indirect communication such as writing cannot be separated from learning grammar.

Grammar is very important in writing because grammar is the basis for written communication. Using the right grammar will produce clear sentences and paragraphs. Neatly structured sentences and paragraphs. So, what is meant in sentences and paragraphs can be understood.

3. Parts of speech

Parts of speech are a set of grammatical arrangements. Parts of speech are defined as the use of each word in various sentence contexts to the construction of a sentence (Nafi'a & Rusijono, 2016). Therefore, these parts of speech are the basis for mastering English. The following are the types of parts of speech (Hariyanto & Hariyono, 2003):

a. Pronoun

A pronoun is a word whose job is to replace a noun to avoid repetition. Pronouns are divided into several groups based on their nature and function:

- 1) Personal pronoun. Pronouns denoting persons (first, second, third person). For example: I, You, They, We, She, He, It, me, you, them, us, her, him, and it.
- 2) Possessive pronoun. Pronouns that show ownership are derived from personal pronouns. For example: mine, yours, theirs, ours, hers, his, and its.
- 3) Reflexive pronoun. Pronouns denoting self-directed actions. For example: myself, yourself, themselves, ourselves, herself, himself, and itself.
- 4) Demonstrative pronoun. Pronouns are used to show things, animals, or people. For example: this, these, that, and those.
- 5) Indefinite pronoun. Pronouns that have an antecedent (the part of a word or sentence that precedes the pronoun). For example: each, one, someone, everyone, and so on.
- 6) Interrogative pronoun. The pronoun used to ask a question. For example: who, whom, which, what, where, when, why, how, and so on.
- 7) Relative pronoun. A pronoun is used to join two sentences into one.

b. Adjective

Adjectives are words that are used to characterize something. Adjectives are divided into two ways of use: adjectives are used as complements and adjectives are used as predicates. For example: lazy, careless, happy, sad, and so on.

c. Noun

Nouns are words that are used to denote the names of persons, places, animals, or things that are nouns. Nouns are divided into several groups, namely: concrete and abstract nouns, countable and uncountable nouns, singular and plural, gender, and case. For example: relationships, water, data, woman, and so on.

d. Conjunction

Conjunctions are words that connect words with words, and sentences with sentences. Conjunctions are divided into two groups, there are coordinate conjunction and subordinate conjunction. For example: and, but, for, hence, and so on.

e. Adverb

Adverbs are words used to explain the meaning of verbs, adjectives, and so on. There are several types of adverbs, namely: adverb of manner, adverb of place, adverb of time, adverb of frequency, adverb of affirmation, adverb of degree, adverb of probability, relative adverb, interrogative adverb, and degrees of comparison in the adverb.

f. Verb

A verb is a word that shows a job, deed, behavior, or activity. The verb is divided into several parts: infinitive, regular and irregular verb, transitive and intransitive, auxiliary and linking verb, and to be and to has/have. For example: speak, run, ask, hear, eat, sleep, and so on.

g. Interjection

An interjection is a word used to express strong feelings, be it feelings of joy, sadness, and others. For example: My God!, Hello!, Hi!, and so on.

h. Preposition

A preposition is a word that is placed before a pronoun or noun to show a relationship with other parts of the sentence. For example: in, on, at, about, for, and so on.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Method

The type of research that will be used in this research is research and development. Borg and Gall in Sugiyono (2021, p.394) said that Research and Development is “*a process used to develop and validate educational products*”. Research and Development is the process used in developing and validating a product. It is defined as a scientific treatment that aims to research, design, produce, and also test the validation of a product that has been produced.

This research and development are one of the research methods used to produce and test certain products (Purnama, 2016). It is carried out by analyzing the need to carry out product distribution. This research and development were also stated by Richey and Klein (2014), who stated that this research included design, development, and evaluation processes that aimed to form the basis for making products.

Design and development research is a review of product design, development, and evaluation of products systematically. It is carried out as a basis to make a product that can be used in the learning process. In addition to the above objectives, through this research method or review it is also hoped that knowledge can be developed based on the application of certain products to help increase work productivity.

Dick & Carry in Sugiyono (2021, p.394) uses the terms ADDIE and development research in research and development. Dick & Carry stated that “*Developmental research is a term that describes the systematic use and application of designing and developing instructional programs and products that meet a certain set of internal criteria*” (Sugiyono, 2021, p.396). This development research is used to design, and develop learning products that will be used to facilitate the learning process.

The term ADDIE is also used by (Branch, 2009). The Branch stated that ADDIE (Analysis, Design, Development, Implementation, and Evaluation) is a development research model that is suitable for creating and developing learning products. This method is suitable for use in the development of learning products because each stage is structured.

B. Research Design

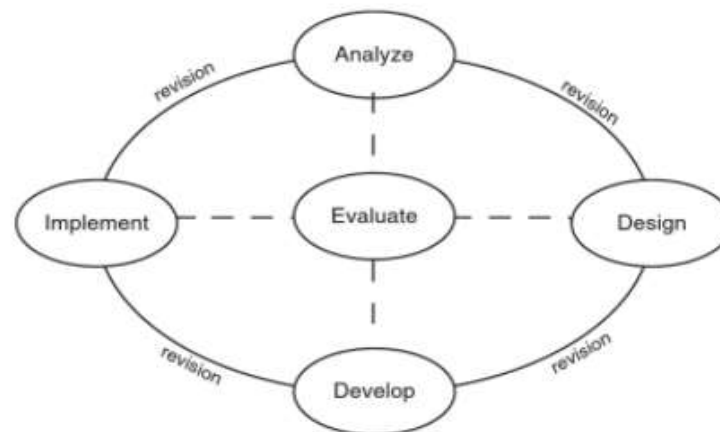


Fig. 3.1 The ADDIE concept (Branch, 2009)

The research design in this research will use the ADDIE model. ADDIE is an acronym for analysis, design, development, implementation, and evaluation (Branch, 2009). This model is carried out systematically

consisting of five phases, namely analysis, design, development, implementation, and evaluation (Cahyadi, 2019). This model is very flexible to use. It is compatible with Angko (2017) which states that the ADDIE model is a model that adapts well to various conditions.

C. Research Instruments

There are some instruments that are used starting from the analysis, design, development, implementation, to evaluation stages. The instruments used in this study are Questionnaire and Interview.

1. Questionnaire

a. Students' Need Analysis

The following is a list of questions to find out student needs:

Table 3.1. The Indicators of Students' Need

Aspect	Indicator
Objective	The students' reason for learning English.
Learning Needs	The method that student's like in learning English
	The form of writing material
	The types of learning aids/media
Assesments	The form of questions/assessments
	The type of question/assessment
Learning Tools	The forms of activity
	The learning tools that student's want
Problem	The obstacles in learning English
Hope	The expectations in learning English

**Adapted from (Nasrah, 2022)*

b. Validity Instrument

The validity of the instrument is given to lecturers in writing courses. Aspects that are measured include format, language, and content. The following is the lecturer responses questionnaire grid:

Table 3.2. The Indicators of Validity

Aspect	Indicator
Format	Color compatibility
	Letter compatibility
Language	Sentence clarity
	Language compliance and grammar rules
	Language and comprehension compatibility
Content	The material fits to the learning objectives
	Support for understanding the concept
	The concept of material clarity
	Content and learning objective suitability
	Writing compatibility

**Adapted from (Djalaluddin et al., 2021)*

C. Observers Questionnaire

This instrument is used for measuring the level of practicality is needed for the development of the products. The following is the observer response questionnaire grid:

Table 3.3. The Indicators of Observers Questionnaire

Aspect	Indicator
Syntax	The phase of delivery of learning objectives
	The phase of delivering on learning process

	The phase of presenting or constructing knowledge
	The phase of checking to student's understanding and providing feedback
	The phase of providing an opportunity to apply the concept.
Social system	The phase of interaction (communication) between lecturers and students and between students and students
	The phase of awards and opportunities for students to be actively
Reaction principle	The phase of lecturer motivate students and create a comfortable atmosphere for learning.
	The phase of lecturer provide relevant learning resources that can support the learning process
	The phase of lecturer provides positive reinforcement
Support system	Learning devices such as handbook and teaching materials (written and videos)
	Learning aids such as markers, whiteboards, and projector

**Adapted from (Djalaluddin et al., 2021)*

d. Lecturer Response Questionnaire

The following instruments are used in the evaluation stage:

Table 3.4. The Indicators of Lecturer Response Questionnaire

Aspect	Indicator
Format	The appearance of the writing is interesting
	The writing in the writing is clear
	The grammar and sentences in the writing are great and easy to understand

Content	The material in the writing is in accordance with the lesson plan and syllabus
	The use of media suggested in the RPS/Syllabus is in accordance with the teaching material
Method	The learning objectives in teaching materials is clear
	The learning method corresponds with the material in the RPS/Syllabus

**Adapted from (Djalaluddin et al., 2021)*

2. Interview

a. Lecturer Interview

This instrument was carried out with the aim of obtaining detailed information related to writing courses. A lecturer interview is used in the analysis stage. The following is a list of questions:

Table 3.5. The Indicators of Lecturer Interview

Aspect	Indicator
Time	The frequency to the lecturer
Topics	The topics for lecturer in teaching
Assesments	The references for the lecturer in teaching
	The teaching material and learning tools
Problems	The time in teaching English
	The response of students about learning English
	The obstacles in teaching English
	The lecturer needs
Hope	The suggestions of learning English
	The hope for learning writing

**Adapted from (Nasrah, 2022)*

D. *Data Source*

The research that the researcher conducted took data from several sources, namely lecturers, observers, experts, and students. The data taken from several of these sources are data in the form of questionnaires and interviews that are distributed at the ADDIE stage.

E. *The Process of Product Development*

In product development, there are five stages, namely Analysis, Design, Development, Implementation, and Evaluation.

1. Analysis

The purpose of this analysis phase is to identify possible performance gaps to occur (Branch, 2009). In preliminary research, it was found that there are so many errors in students' writing, especially in the parts of speech. So at this stage of the analysis, the researcher identified the errors in the student's writing.

This analysis starts with error identification in the student's writing. Then based on this, the researcher wants to develop teaching materials suited to the student's needs and expected to be able to overwhelm the problem. Therefore, before developing the product, the researcher must conduct a need analysis. Needs analysis involves students of the English Education Study Program STAIN Majene.

In this analysis stage, the researcher will distribute questionnaires containing students' needs, namely the needs of students from the aspect of what teaching methods students like, and what students are interested

in. In addition, need analysis also involves writing lecturers to find out the interview part.

2. Design

After analyzing the errors and needs of students, the researcher will then carry out the second stage, namely designing. The design at this stage aims to ensure that the products and methods or all kinds desired can support the implementation of proper testing. At this stage, the researcher begins to design a draft of the teaching materials to be developed.

At this stage, the researcher also begins to explain the learning objectives and design instruments for the validity, practicality, and effectiveness of the product.

3. Development

The third stage is development. At this stage, researcher begin to create and develop the product based on the results of student need analysis matched with interviews from writing lecturers. In this stage is also carried out to develop the blue print/draft. At this stage, the draft that has been designed is then tested for validity using a questionnaire that is distributed to two experts. Then the researcher tests the validity of the expert and assesses the format, content and language.

In addition, researcher will also see whether this product is valid and feasible for the next stage (implementation/fill testing). If the results of the questionnaire already exist and there are still many deficiencies,

the researcher will revise the product. Branch (2009) stated that there are two important objectives need to be achieved, namely: 1) Producing or revising teaching materials that will be used to achieve the learning objectives that have been formulated, 2) Selecting the best teaching materials that will be used to achieve learning objectives. The stages aim to generate and validate selected learning resources (Branch, 2009). The flow in this stage is:

a. Generate content

Generate content is in accordance under the theory Nengsih et al., (2019) which states that the validity test consists of testing content validity and construct validity. Content validity is a type of validity that measures content components that should be in a teaching material (Pendidikan, 2007). Meanwhile, Latisma in (Nengsih et al., 2019) explains that construct validity is validity that reflects a draft of teaching materials in terms of structure, framework, language, and others. So that the researcher decides the content contained in this teaching material in the form of views, narration used, materials, and others.

4. Implementation

After the development stage is complete and it is stated that the product is feasible to be tested by the two experts, this product will then be used by the implementer. At this stage, the implementation will be carried out by STAIN Majene lecturer (limited testing). For testing at this

stage, the researcher gave a questionnaire to two observers to assess the practicality of the teaching materials that had been developed.

5. Evaluation

After the implementation phase was completed, the researcher then distributed questionnaires from lecturers who asked about the deficiencies of the product. This last stage is the stage to see the effectiveness of teaching materials that have been developed both before and after the implementation stage. Determination of criteria, appropriate evaluation tools, and the implementation of the evaluation itself are common steps at this stage.

The result of this stage is to plan a new evaluation which will be developed again from the results of the lecturer response questionnaire and student response. Also at this stage, the researcher will add up all the assessments from the lecturer response questionnaire and student responses. Furthermore, the second stage of this stage is the delivery of the material by conducting a post-test.

F. Technique of Data Analysis

This part describe how to analyze the data that find out from the research instrument.

1. Students' Need Analysis Questionnaire

This instrument is a semi-open multiple-choice questionnaire, in which students are allowed to choose more than one answer. This questionnaire is given to students via Google Forms, and the results of

the questionnaire are automatically analyzed by the Google form platform. The researcher will get the results of a questionnaire in the form of a percentage of each answer that has been selected by students.

2. Validity Questionnaire

In this instrument, the questionnaire is analyzed by scoring through a Likert Scale which also looks for the average validity score. The average (mean) is obtained by adding up the data of all individuals in the group, then dividing it by the number of individuals in the group.

$$\mathbf{Me} = \frac{\sum Xi}{\sum fi}$$

Notes:

Mean (Me) = Rata-rata

$\sum Xi$ = Jumlah keseluruhan data

$\sum fi$ = Jumlah banyaknya data

The requirements for a valid questionnaire can be seen from the following rubric:

$3,5 \leq M \leq 4$	Highly Valid
$2,5 \leq M < 3,5$	Valid
$1,5 \leq M < 2,5$	Moderately Valid
$M < 1,5$	Not Valid

**Adapted from Djalaluddin et al., (2021)*

3. Observers Questionnaire

The data analysis technique of this instrument uses a Likert Scale which also looks for the average score of each observer's assessment. The average (mean) is obtained by adding up the data of all individuals in the group, then dividing it by the number of individuals in the group.

$$\mathbf{Me} = \frac{\sum Xi}{\sum fi}$$

Notes:

Mean (Me) = Rata-rata

$\sum Xi$ = Jumlah keseluruhan data

$\sum fi$ = Jumlah banyaknya data

The product requirements are said to be implemented properly or not, can be seen from the following rubric:

Range	Category
$3 \leq M \leq 4$	Terlaksana seluruhnya / Fully Implemented
$2 \leq M < 3$	Terlaksana sebagian/ Partially Implemented
$1 \leq M < 2$	Tidak terlaksana/ Not Implemented

**Adapted from (Djalaluddin et al., 2021)*

4. Lecturer Response Questionnaire

This instrument was analyzed by scoring. Next, the researcher will find the average of the questionnaire results by adding up all the values

for each aspect/indicator and then dividing it by the total score of the questionnaire.

$$\mathbf{Me} = \frac{\sum Xi}{\sum fi}$$

Notes:

Mean (Me) = Rata-rata

$\sum Xi$ = Jumlah keseluruhan data

$\sum fi$ = Jumlah banyaknya data

The rubric of scoring:

Range	Category
$3 \leq M \leq 4$	Positive
$2 \leq M < 3$	Middle
$1, \leq M < 2$	Negative

**Adapted from Djalaluddin et al., (2021)*

5. Test

In this last instrument, the researcher only checked student writing with a particular focus on the use of parts of speech. Next, the researcher will complete the error score in the use of parts of speech which will then be seen whether the teaching material used is good or not. This instrument was analyzed by scoring.

6. Interview

Data analysis techniques from this instrument using descriptive analysis. This data analysis technique uses Miles and Huberman in Hardani et al., (2020) with triangulation. Preliminary data is first

collected which will then be analyzed and in the end, the researcher draws conclusions from these results.

CHAPTER IV

FINDINGS AND DISCUSSIONS

In this chapter, the researcher presents the findings and discussion of the development of parts of speech teaching materials.

A. Findings

In this section, the researcher presents the results at each stage of the product, namely analysis, design, development, implementation, and evaluation.

1. The Process of Developing Product

a. Analysis

At this stage, the researcher has identified errors in students' writing. As a result, there are many errors in use, especially the use of parts of speech. This error should no longer be found since they have passed the basic grammar course. The following results from error identification are shown in the table:

Table 4.1. Number of Errors

Parts of Speech	Number of Errors
Pronoun	18
Adjective	152
Noun	43
Conjunction	26
Adverb	9
Verb	78

Interjection	6
Preposition	87

The results above show that there are many errors in the use of parts of speech in writing. The results were obtained by identifying errors by checking student assignments. Errors are found in all sections of the POS without exception. It indicates that POS is very important to be followed up.

Furthermore, at this stage, the researcher has also analyzed student needs relating to the most difficult Parts of Speech in learning English, methods, writing material to be learned, learning aids, forms of assessment, and the type of learning way.

The first question is about the most difficult part of the POS material. The results show that 42% are interjections, prepositions (37%), adverbs (31%), conjunctions (27%), pronouns (18%), nouns (11%), adjectives (10%), and verbs (9%). The results of the need analysis are far different from the results of error identification. At the error identification stage, it is precisely the adjective that has the most errors, both preposition, verb, noun, conjunction, pronoun, adverb, and the last is interjection.

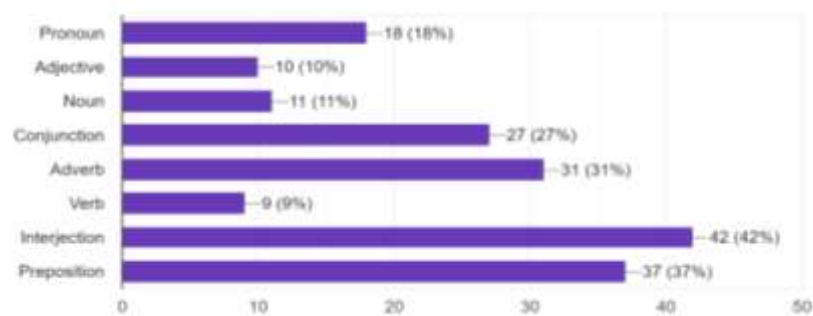


Fig. 4.1. The most difficult of the POS (Need Analysis)

In the method section, the game is the first method that students like the most with a result of 54%. For this reason, crossword and word search are two games that will be featured in the development of this teaching material. The second position is explaining using LCD/Powerpoint as much as 46%.

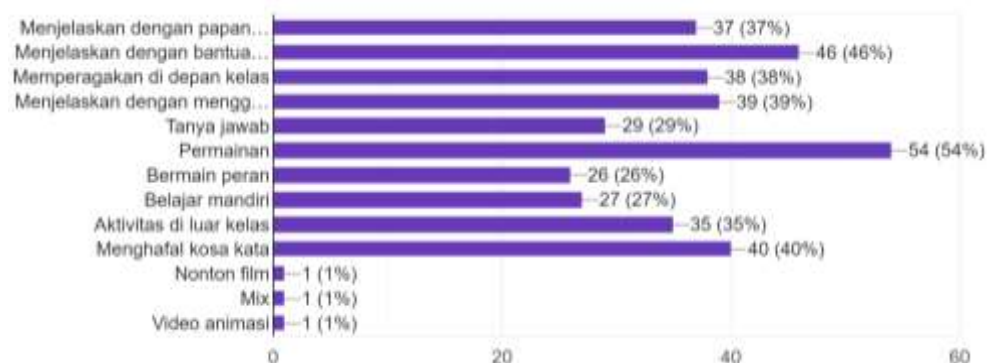


Fig. 4.2. Method (Need Analysis)

Furthermore, on the question of writing material that students want to study, writing conversational text occupies the first position with a total of 55%. The second position is writing an opinion as much as 46%. In addition, writing descriptive text occupies the third position with a total of 42%. These results are expressed in the form of exercises in several parts of the Parts of Speech.

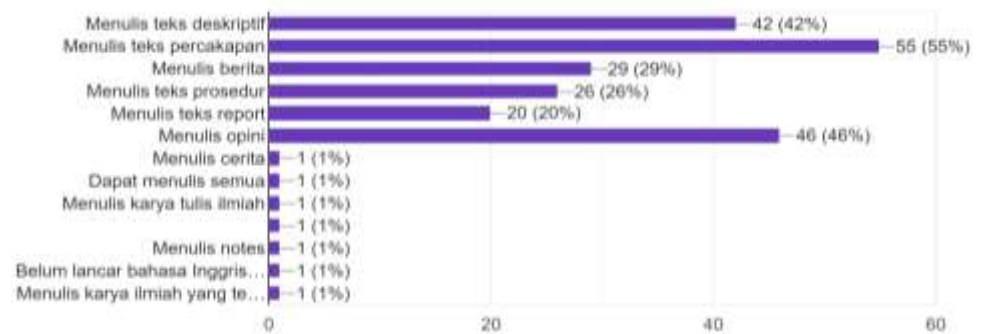


Fig. 4.3. Writing material (Need Analysis)

The next question is related to the tools used in learning. The results show that LCD is in the first position with a total of 30%. Furthermore, the second position is the use of real media in this case teaching materials with a total of 28%. From these results, the implementation of this teaching material can be done with the help of LCD and also real media such as augmented reality.

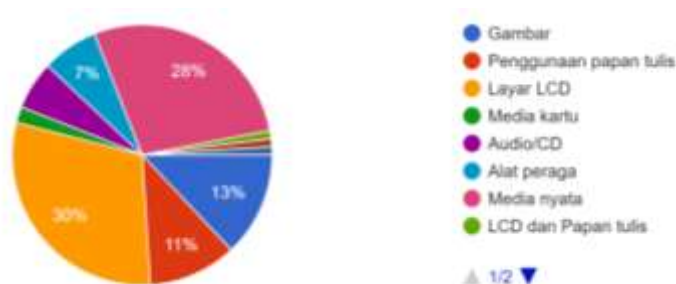


Fig. 4.4. Tools used in learning (Need Analysis)

Furthermore, the fourth question is a form of assessment that students prefer in learning. As a result, multiple-choice became the first choice with a total of 26% and followed by essay with a total of 23% which were chosen by students. The results are attached to the exercise in several Parts of Speech.

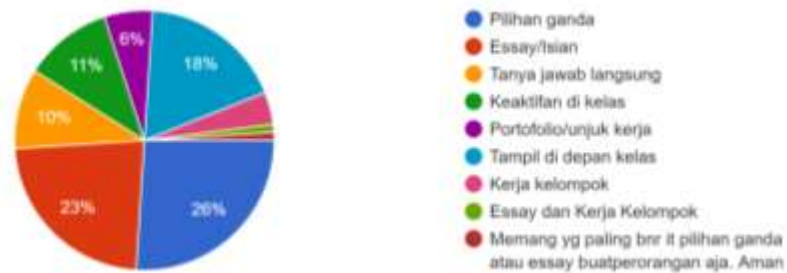


Fig. 4.5. Assesment (Need Analysis)

The last question is related to type of learning way in learning English. The results show that studying individually is the top way of learning chosen by students with a total of 47%. Furthermore, the second position is class discussion and group with a total of 19%.

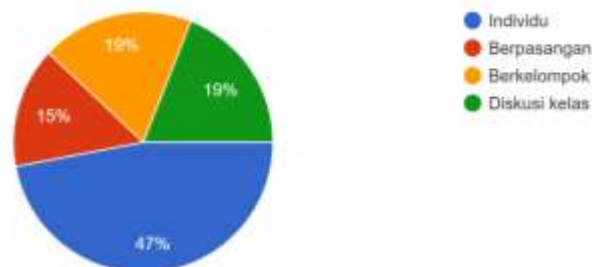


Fig. 4.6. Type of learning way (Need Analysis)

Based on these results, apart from the Parts of Speech itself, other things need to be considered in developing these teaching materials, such as methods, material that students are interested in, selection of exercises, aids in learning, to the form of doing the exercises whether individual or group.

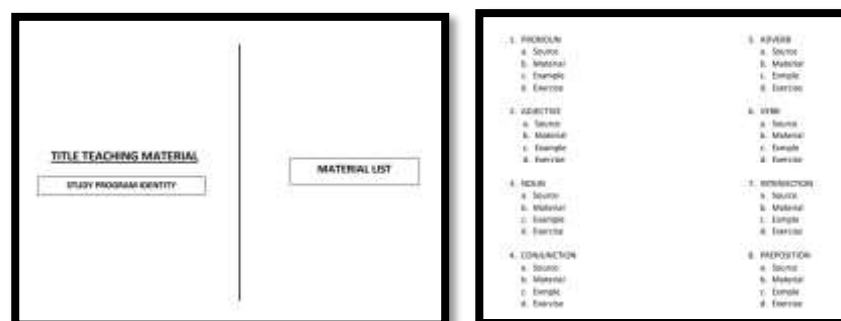
In addition, researcher have also conducted interviews with writing lecturers. The results of the interviews show that several things become problems in writing, but the most urgent is the lack of students

in grammar practice, especially Parts of Speech. Lack of Parts of Speech will make students have difficulty when faced with writing.

b. Design

At this stage, there are many kinds of all kinds desired. First, the most urgent is POS. An interjection is the most difficult part of the material. It is because it is rarely used or they use an interjection but do not know that it is part of interjection. Furthermore, the preposition is difficult material because sometimes they are used in a variety of ways. The third highest is the adverb. It is difficult since adverb is sometimes followed by preposition. The next ones are conjunction, pronoun, noun, adjective, and verb. The researcher designs all Parts of Speech but pays more attention to the top three choices.

In this section, researcher have designed teaching materials and instruments that will be used at a later stage. The draft of teaching materials and instruments looks as follows:



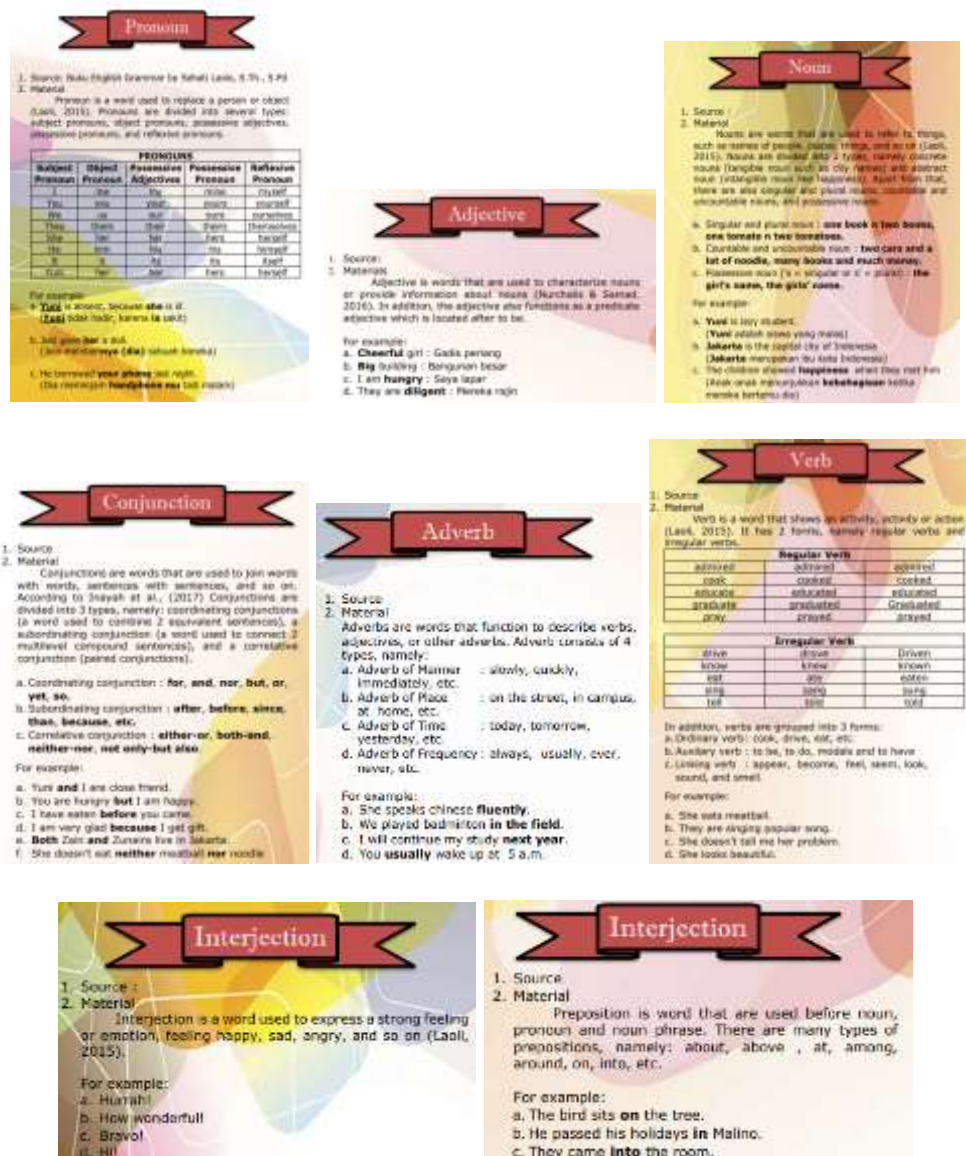


Fig. 4.7. The initial design of teaching materials

At this stage, the researcher has also designed teaching materials as in the pictures above. The design is based on the results of an analysis consisting of several items, such as methods, material that students are interested in, exercise selection, learning aids, to the form of exercise (individual or group). The design of these teaching materials is still very simple and includes minimal material. In addition, the researcher at this

stage also designs instruments that will be used at a later stage, namely the validity, practicality, and effectiveness of the instrument.

No.	Item/Statement	Score
Content		
1	The use of color is attractive and good	
2	The use of easy-to-read fonts	
3	The content is clear and easy to understand	
Language		
4	The use of language is clear and easy to understand	
5	The use of language is accordance with standard text	
6	The use of language that is clear and easy to understand	
Format		
7	It is in accordance with the learning objectives	
8	The use of media according to learning materials	
9	The learning approach used is clear and easy to understand	
10	The use of images are clear and easy to understand	

No.	Item/Statement	Score
Time		
1	Preparation time is not too long	
2	Preparation of learning materials is not too long	
3	Preparation of learning materials is not too long	
4	Preparation of learning materials is not too long	
5	Preparation of learning materials is not too long	
6	Preparation of learning materials is not too long	
Cost		
7	Materials used are not too expensive	
8	Materials used are not too expensive	
9	Materials used are not too expensive	
10	Materials used are not too expensive	
Practicality		
11	It is easy to use	
12	It is easy to use	
13	It is easy to use	
14	It is easy to use	
15	It is easy to use	

No.	Statement	Score
1	Material used, complete before use research	
2	Material used, complete before use before use	
3	Material used, complete before use before use	
4	Material used, complete before use before use	
5	Material used, complete before use before use	
6	Material used, complete before use before use	
7	Material used, complete before use before use	
8	Material used, complete before use before use	
9	Material used, complete before use before use	
10	Material used, complete before use before use	

Fig. 4.8. The initial design of some instruments

c. Development

At this stage, researcher have carried out further development related to teaching materials. This development is carried out based on error identification, need analysis, lecturer interviews, and suggestions when validation is carried out before moving on to the implementation stage.

At this stage, researcher has developed teaching materials with a continuous revision process obtained from several lecturers and validators. The following is the revision that the researcher got in terms of layout, language, and content.

1). Layout

At this development stage, the researcher has received comments and suggestions from the two validators. The comments and suggestions include compatibility fonts, shapes, and colors. In terms of fonts, the validator suggests using a normal font, such as *Arial*, *Franklin*, and so on (fig. 4.9(a)).

In addition, the use of shapes is also considered to not use excessive shapes, just use a simple shape (fig. 4.9(b)). Whereas in terms of color, the validators suggest using colors that are not too contrast/bright so that the reader's vision when looking at the material is not disturbed (fig. 4.9(c)). Furthermore, the validators also suggested putting the sources used at the end of the material (fig. 4.9(d)).

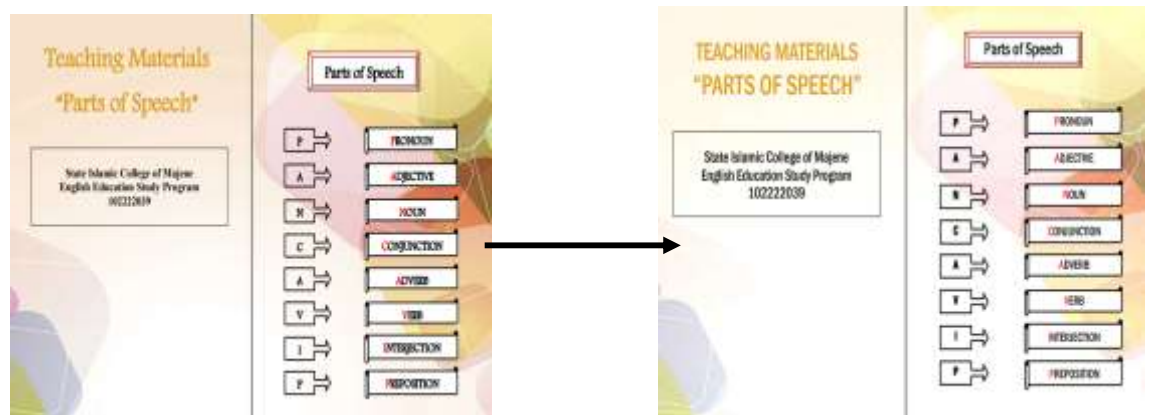


Fig. 4.9(a). Layout

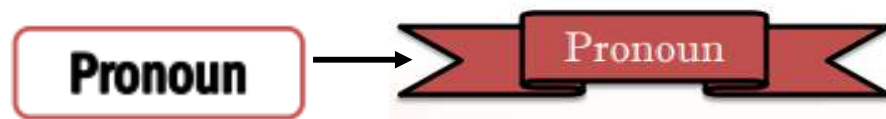
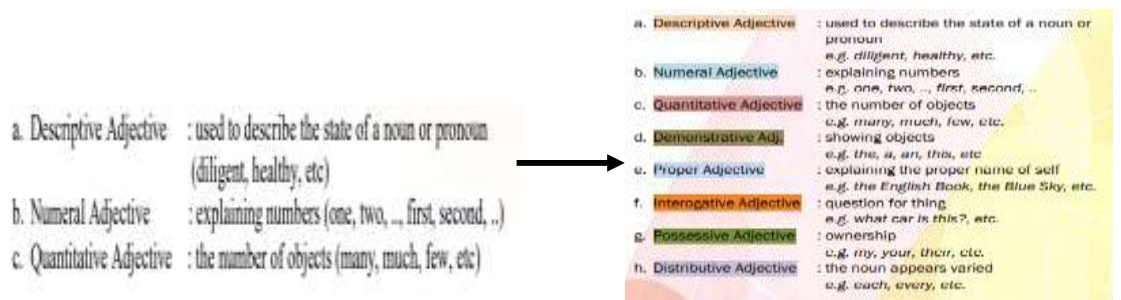


Fig. 4.9(b). Layout



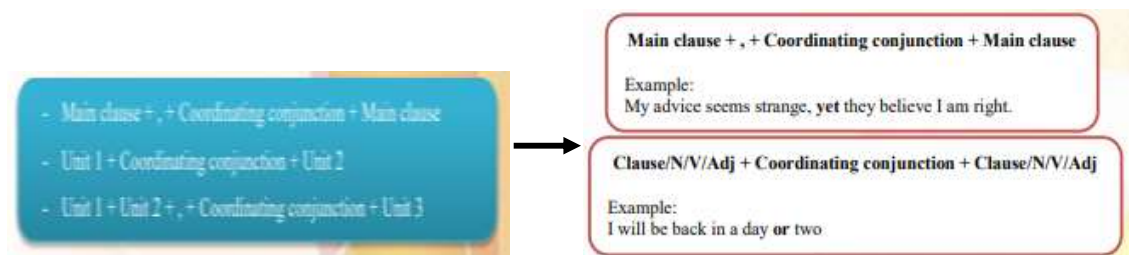


Fig. 4.9(c). Layout



Fig. 4.9(d). Layout

2). Content

In the content section, the researcher has received comments and suggestions both in terms of material, examples, exercise instructions, and exercises.

In this section, the researcher initially presented simple material (fig. 4.10(a)). The material presented does not provide a clear explanation. However, after going through various considerations that the researcher got from the lecturer/validator, the researcher carried out further development by collecting and adding material from various sources according to the suggestions and comments given. The addition of this material includes an explanation of the previous material (fig. 4.10(a)), to become clearer material (fig. 4.10(b)).

2. Material

Pronoun is a word used to replace a person or object (Laoli, 2015). Pronouns are divided into several types: subject pronouns, object pronouns, possessive adjectives, possessive pronouns, and reflexive pronouns.

PRONOUNS				
Subject Pronoun	Object Pronoun	Possessive Adjectives	Possessive Pronoun	Reflexive Pronoun
I	me	my	mine	myself
You	you	your	yours	yourself
We	us	our	ours	ourselves
They	them	their	theirs	themselves
She	her	her	hers	herself
He	him	his	his	himself
It	it	its	its	itself
Yuni	her	her	hers	herself

Fig. 4.10(a). Material

2. Material

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We	us	our	ours	ourselves
They	them	their	theirs	themselves
She	her	her	hers	herself
He	him	his	his	himself
It	it	its	its	itself
Yuni	her	her	hers	herself

- Subject Pronoun, pronoun that serve as subject that are laid at the beginning of the sentence or before the verb.
- Object Pronoun, pronoun that serve as object that are placed after the verb.
- Possessive Adjectives, pronoun that serve as an adjective that the noun behind it should follow.
- Possessive Pronoun, pronoun that serve as an adjective is not accompanied by the noun behind it.

1. Material

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They	them	their	theirs	themselves
She	her	her	hers	herself
He	him	his	his	himself
It	it	its	its	itself
Yuni	her	her	hers	herself

- Subject Pronoun, pronoun that serve as subject that are laid at the beginning of the sentence or before the verb.
e.g. Zunei is married. **She** has three children (She refers to Zunei)
- Object Pronoun, pronoun that serve as object that are placed after the verb.
e.g. Zain is your brother. You know **him** well (Him refers to Zain)
- Possessive Adjectives, pronoun that serve as an adjective that the noun behind it should follow.
e.g. I have **my** bag (only a noun)
- Possessive Pronoun, pronoun that serve as an adjective is not accompanied by the noun behind it.
e.g. I have **mine** (without a noun)
- Reflexive Pronoun, pronoun to refer back to the subject of sentence.
e.g. **They** saw **themselves** in the mirror (back to the subject)

Fig. 4.10(b). Material

In this section, the researcher initially gives examples in the form of sentences only (fig. 4.11(a)). However, during the development process, the researcher received advice from the lecturer/validator to change the example in a sentence into an example in the form of a paragraph consisting of several sentences (fig. 4.11(b)). It is considered by the lecturer/validator because the purpose of making this teaching material is for writing, which is more closely related to several sentences in the form of paragraphs.

- For example:
- She speaks chinese **fluently**.
 - We played badminton **in the field**.
 - I will continue my study **next year**.
 - You **usually** wake up at 5 a.m.

Fig. 4.11(a). Example

<p>For example:</p> <p>John went to the traditional market to buy some fruits and vegetables yesterday. She always goes there by herself. In that market, she saw an accident, there was a thief beaten by a lot of people. It was so terrible. She did not want to take closer. A few minutes later, police came and took him to the police station. She asked to the fruit seller what had happened actually and she said that the thief tried to steal someone's wallet but he was unlucky. Someone saw him and shouted loudly and suddenly some people roughed him up hardly. it was a pity event and I hoped it would never happen again.</p>	<p>For example:</p> <p>John went to the traditional market to buy some fruits and vegetables yesterday. She always goes there by herself. In that market, she saw an accident, there was a thief beaten by a lot of people. It was so terrible. She did not want to take closer. A few minutes later, police came and took him to the police station. She asked to the fruit seller what had happened actually and she said that the thief tried to steal someone's wallet but he was unlucky. Someone saw him and shouted loudly and suddenly some people roughed him up hardly. it was a pity event and I hoped it would never happen again.</p>
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Fig. 4.11(b). Example

In this section, the researcher has designed exercises for each part of POS. When the validation was carried out, the validator provided suggestions and comments regarding the presentation of the exercise questions. The validators suggested that the instructions for each question are not clear enough (fig. 4.12(a)). This will make students confused in answering questions. The instructions that the researcher gave have not been able to direct students to the ways or steps to answer the questions correctly. Therefore, the validator suggested that the question instructions be clarified and simplified in the context of the sentence so that students better understand the questions the researcher is giving (fig. 4.12(b)).

3. Exercise
Answer the question below by doing the following crossword puzzle!

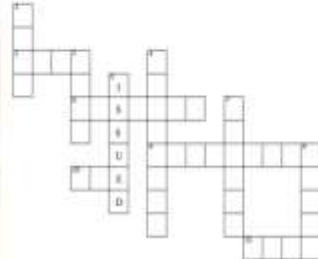


After the government _____ a decision regarding the epidemic that was spreading widely, the government _____ school children to study from home. This is calculated from the beginning of March 2020 until now. Many had no idea that homeschooling would take this long. I took the initiative to _____, interview, and _____ the development of one of the children near my house, Niwaa. My observations _____ that elementary school children really _____ their friends at school. When at school, they _____ together without any inner conflict between each other. They are entertained when they _____ at school.

Fig. 4.12(a). Instruction and exercise

1. Report my last day in Myanmar and bought some stuffs and souvenirs for my family and my friends. I also ate the street food there. I went to the airport at 3 PM because my flight was at 5 PM. I had a fantastic experience in South Korea and I made wonderful memory with my friends.

2. Exercise
Answer the question below by doing the following crossword puzzle!



After the government _____ a decision regarding the epidemic that was spreading widely, the government _____ school children to study from home. This is calculated from the beginning of March 2020 until now. Many had no idea that homeschooling would take this long. I took the initiative to _____, interview, and _____ the development of one of the children near my house, Niwaa. My observations _____ that elementary school children really _____ their friends at school. When at school, they _____ together without any inner conflict between each other. They are entertained when they _____ at school.

Bonnie can _____ to elementary school children because their playing cycle is limited due to studying from home. Niwaa also misses her friends at school because she still _____ about playing with her friends. However, in her daily life, Niwaa _____ to study so that her knowledge continues to be honed.

Apart from that, his family members are also very supportive in overcoming his boredom, such as playing games with his other siblings or just playing bicycles around his house. Sometimes, children whose homes are close to Niwaa's, come to play with balls or play badminton together.

Fig. 4.12(b). Instruction and exercise

d. Implementation

At this stage, the implementer has started using the teaching materials that have been prepared. On the first day, there are several direct corrections from the implementer for three meetings, such as giving pages to teaching materials (fig. 4.13(a)). Besides that, there are three questions in the exercise of pronoun that has wrong answers, and the implementer suggest the researcher to fix them. (fig. 4.13(b)).

Pronoun

1. Material
 Pronoun is a word used to replace a person or object (Lack, 2013).
 Pronouns are divided into several types: subject pronouns, object pronouns, possessive adjectives, possessive pronouns, and reflexive pronouns.

PRONOUNS				
Subject Pronoun	Object Pronoun	Possessive Adjectives	Possessive Pronoun	Reflexive Pronoun
I	me	my	mine	myself
You	you	your	yours	yourself
We	us	our	ours	ourselves
They	them	their	theirs	themselves
She	her	her	hers	herself
He	him	his	his	himself
It	it	its	its	itself
They	him	her	hers	themselves

- a. Subject Pronoun, pronoun that serve as subject that are laid at the beginning of the sentence or before the verb.
 e.g. Zuri is married. **She** has three children. (She refers to Zuri)
- b. Object Pronoun, pronoun that serve as object that are placed after the verb.
 e.g. Zuri is your brother. You know **him** well! (him refers to Zuri)
- c. Possessive Adjectives, pronoun that serve as an adjective that the noun behind it should follow.
 e.g. I have **my** bag (only a noun)
- d. Possessive Pronoun, pronoun that serve as an adjective is not accompanied by the noun behind it.
 e.g. I have **mine** (without a noun)
- e. Reflexive Pronoun, pronoun to refer back to the subject of sentence.
 e.g. They saw **themselves** in the mirror (back to the subject)

For example:
We are all getting ready for my sister's birthday. **She** is seventeen years old. There is a big family party this afternoon in the garden, with about 40 people. Some of **my** aunts, uncles and **my** children are here because today **we** are preparing for the party. My dad is putting up lights in the garden at the moment. My uncles are organizing tables and chairs. My mother is cooking in the kitchen and my aunts are helping **her**. My aunts took an apple in refrigerator, which turned out to be **mine**. Finally, I kept the apple to **myself**.



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Page

Page

Fig. 4.13(a). Corrections (Day-1)

Pronoun

Last Thursday, Anggis went to **her** cousin's house, Syarla. **She** wanted to study English together with **her**. Before heading to Syarla's house, **she** invited Diman first because Anggis wanted Diman to accompany **her** to study with Syarla. Diman's bedroom isn't far from Anggis's bedroom. **It** was only several meters away. From their house, **they** rode a motorcycle to Syarla's house. **They** brought **their** English books with **them** as well as some snacks.



Pronoun

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Fig. 4.13(b). Corrections (Day-1)

On the second day, the implementer returned to provide corrections to the teaching materials. The correction is in the form of numbering the questions with the concept of “fill the blank” to make it easier for lecturers and students to answer these questions (fig. 4.14).

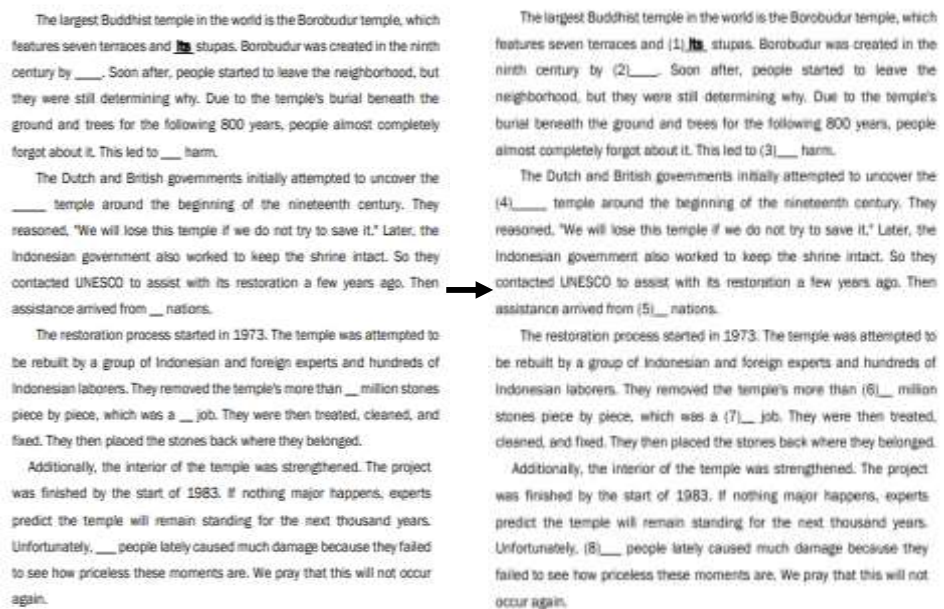


Fig. 4.14. Corrections (Day-2)

On the third day, the implementer once again provided the wrong key answer correction (fig. 4.15). The correction is the researcher indicates that “so” is a conjunction. However, “so” in this case is not a conjunction but an adverb. Therefore, these words cannot be utilized as items in the exercise. Apart from that, the researcher also received advice from students that in the exercise section, it is better to give clues that make it easier for students to answer questions. It is recommended because many possible answers can be used to answer the question.

But the only ones who can change it are people who cast spells to turn things into stone or Selen herself. Because he had turned into stone, he couldn't cast the spell again. Selen was very sorry for having abused his magic **so** arrogantly and couldn't turn back into a human.

Fig. 4.15. Corrections (Day-3)

e. Evaluation

This stage is carried out after the teaching materials are used for 3 days consisting of a lecturer response questionnaire and student assignments. First of all, researcher has received suggestions and comments from implementer as a form of response to the teaching materials made. Overall, the researcher gets suggestions and comments in the form of exercises that do not have clear instructions. Furthermore, the display section needs to be improved, such as in the crossword exercise section.

Moreover, the student worksheet analyzed by the researcher to find out the error in using POS and then compared to the pre-test or the student's writing in the analysis stage. The result is Pronoun (4), Adjective (23), Noun (13), Conjunction (3), Adverb (3), Verb (51), Interjection (-), and Preposition (55).

2. The Validity, Practicality, and Effectiveness of Teaching Materials

a. Validity

Before the implementation stage was carried out, the researcher had prepared teaching materials to be validated by two validators at the development stage. The validators have provided comments and suggestions in terms of layout, language, and content. All changes made

at this stage are listed on the previous page (p, 36-41). Below are the results obtained from the validator:

Table 4.2. The Result of Validity

No	Indicator	Validator 1		Validator 2		Total	
		Score	Comment	Score	Comment	Average	Category
1	LAYOUT						
	Penggunaan warna sudah serasi dan bagus	4	Sebaiknya warna tidak terlalu kontras	3		3.5	
	Penggunaan huruf yang mudah dibaca	3	Sebaiknya menggunakan font sejenis arial atau franklin	3		3	
	TOTAL	3.5		3		3.25	VALID
2	LANGUAGE						
	Penggunaan bahasa sudah jelas dan mudah dipahami	3		3		3	
	Penggunaan bahasa sesuai dengan aturan yang baku	4		3		3.5	
	Penggunaan bahasa yang sederhana dan mudah dipahami	3		3		3	
	TOTAL	3.3		3		3.15	VALID
3	CONTENT						
	Sudah sesuai dengan tujuan pembelajaran	4		2		3	
	Penggunaan media sesuai dengan bahan pembelajaran	3		2		2.5	

Pendekatan/metode pembelajaran jelas dan mudah dipahami	3		3		3	
Penggunaan istilah-istilah yang baku dan mudah dipahami	4		3		3.5	
Isi jelas dan mudah dipahami	3		3	Masih perlu tambahan content di bagian materi	3	
TOTAL	3.4		2.6		3	VALID

Validity Category:

$3,5 \leq M \leq 4$	Highly Valid
$2,5 \leq M < 3,5$	Valid
$1,5 \leq M < 2,5$	Moderately Valid
$M < 1,5$	Not Valid

Suggestions and comments from validators are considered when analyzing the data from expert validation instrument. The results of the analysis are used as a reference for revising the teaching materials that have been made. Based on the table, it can be viewed that the products developed in this case for teaching materials get valid results from both validators

in terms of layout, language, and content. Based on the categories above, the teaching material gets a score are **3.25**, **3.15**, and **3**, which is categorized as **valid**.

b. Practicality

After product validation is carried out, the teaching materials are then used in the implementation stage. During the implementation process, the teaching materials were assessed for their practicality by two observers. This assessment was carried out three times with two observers each.

Table 4.3. The Result of Practicality

No	Components	Day 1			Day 2			Day 3			Total	
		O1	O2	\bar{X}	O1	O2	\bar{X}	O1	O2	\bar{X}	Average	Note
1	Sintaks											
	Penyampaian tujuan pembelajaran sudah baik	2	3	2.5	1	2	1.5	3	4	3.5	2.5	TS
	Penyampaian pelaksanaan pembelajaran sudah baik	3	3	3	4	4	4	4	4	4	3.6	TL
	Penyajian materi sudah baik	4	4	4	4	3	3.5	4	4	4	3.8	TL
	Penyajian tugas sudah baik	4	3	3.5	4	3	3.5	4	4	4	3.6	TL
	Penyajian kolom umpan balik sudah baik	2	3	2.5	4	4	4	3	3	3	3.1	TL
2	Sistem Sosial											
	Melakukan interaksi multi arah sudah baik	4	4	4	4	4	4	4	4	4	4	TL

	Memberikan kesempatan kepada mahasiswa dalam pembelajaran	4	4	4	4	4	4	4	4	4	4	TL
3	Prinsip Reaksi											
	Dosen membangkitkan motivasi dan menciptakan suasana yang nyaman dalam pembelajaran	4	4	4	3	4	3.5	4	4	4	3.8	TL
	Dosen memberikan afirmasi positif ke mahasiswa	3	3	3	1	2	1.5	3	4	3.5	2.6	TS
4	Sistem Pendukung											
	Dosen menggunakan perangkat pembelajaran seperti handbook and so on	2.5	4	3.25	4	4	4	4	4	4	3.7	TL
	Dosen menggunakan alat bantu pembelajaran seperti spidol, papan tulis, dan LCD	3	4	3.5	4	4	4	4	4	4	3.8	TL

Components	Average Score	Status
Sintaks	3.28	Terlaksana Seluruhnya (TL) / Fully Implemented
Sistem sosial	4	Terlaksana Seluruhnya (TL) / Fully Implemented
Prinsip reaksi	3.2	Terlaksana Seluruhnya (TL) / Fully Implemented
Sistem pendukung	3.75	Terlaksana Seluruhnya (TL) / Fully Implemented
Total	3.55	Terlaksana Seluruhnya (TL) / Fully Implemented

Product Practicality Category (Van der Akker's theory)

Range	Category
$3 \leq M \leq 4$	Terlaksana seluruhnya / Fully Implemented
$2 \leq M < 3$	Terlaksana sebagian/ Partially Implemented
$1 \leq M < 2$	Tidak terlaksana/ Not Implemented

The results of the observations of two observers on the implementation of the products proved **practical**. It can be regarded from the table above, all the components are on a high level of reliability and show an average of **3.55**, which is in the range of $3 < M < 4$. It means that it is fully implemented. So that the proposed products fulfill the criteria of practicality.

c. Effectiveness

After the product is declared implemented, then the teaching materials are assessed for effectiveness by the implementer. The following are the results of the lecturer's response questionnaire as a benchmark for determining product effectiveness.

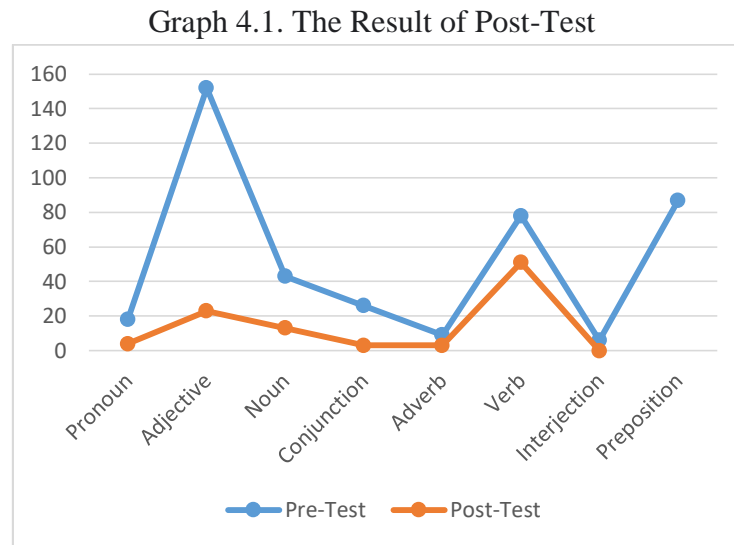
1). Lecturers' response

Table 4.4. The Result of Effectiveness

No	Statements	Lecturer Respons (Score)
1	Menurut anda, tampilan bahan ajar menarik	3
2	Menurut anda, penggunaan tulisan pada bahan ajar jelas	4
3	Menurut anda, tata bahasa dan kalimat pada bahan ajar sudah baik dan mudah dipahami	3
4	Menurut anda, materi yang disajikan sudah sesuai dengan RPS/Silabus	4
5	Menurut anda, indikator pada RPS/Silabus sudah sesuai dengan bahan ajar	4
6	Menurut anda, alokasi waktu pada bahan ajar sesuai dengan RPS/Silabus	3
7	Menurut anda, capaian pada RPS/Silabus sudah sesuai dengan bahan ajar	4
TOTAL		25
AVERAGE		3.57

From the results above, it is shown that the teaching materials used by lecturers/implementer received a positive response by the results of the lecturer's response questionnaire which was 3.57, which means that it received a positive response from the lecturers.

2). Results of Post-Test



Based on the results above, it can be concluded that there has been an increase in the use of parts of speech. The pre-test on the pronoun is 18 and the post-test is 4. These results get a difference of 14 points. The pre-test on adjectives is 152 and the post-test is 23, with a difference of 129 points. The pre-test on nouns is 43 and the post-test is 13, with a difference of 20 points. Furthermore, the difference between the pre-test and post-test on the conjunction is 23 with points 26 and 3.

Furthermore, the adverb gets 9 points on the pre-test and 3 on the post-test, with a difference of 6 points. Verb with 78 points in the pre-test and 51 in the post-test, with a difference of 27 points. In the interjection section, the points in the pre-test are 6, while in the post-test are 0. The last part of the POS is the preposition with a difference in points of 32 points, with a score of 87 (pre-test) and 55 (post-test).

Based on these results, it can be concluded that the use of teaching materials in the learning process can improve students' ability to use parts of speech. It means that the teaching materials developed have proven to be **effective**.

B. *Discussions*

The development of teaching materials is one of the main things that need to pursue at this time. It aims to facilitate the learning process. That is in line with Fauzan (2019) who stated that the provision of modules/teaching materials in learning is mandatory learning. In addition, Fauzan & Dariyadi (2019) also added that teaching materials function as guidelines and practice materials for students. The product development is carried out according to the procedure developed by Branch (2009), namely the ADDIE research model that has five stages, namely Analysis (problem analysis and need analysis), Design (product and instrument design), Development (product development), Implementation (product implementation with limited testing), and Evaluation (product evaluation).

This first stage is to conduct an analysis consisting of problem analysis (students writing) and needs analysis. At this stage, the researcher analyzed the root of the problem, namely the use of POS in student writing. The result is that there are many errors in the use of POS, including adjectives (152), prepositions (87), verbs (78), nouns (43), conjunctions (26), pronouns (18), adverbs (9), and interjections (6). While in the research by Putra & Sagita (2021), prepositions got the first position, then adverbs, nouns, adjectives, conjunctions, verbs, interjections, and lastly pronouns. Based on the results, the researcher decided to make teaching materials. Furthermore, a needs analysis was carried out to find out the needs of students, who then developed teaching materials according to the results of the analysis.

It needs analysis about the most difficult parts of speech in learning English, methods, writing materials to be learned, learning aids, forms of assessment, and ways of learning, and. In the question about the most difficult parts of speech 42% are interjections, prepositions (37%), adverbs (31%), conjunctions (27%), pronouns (18%), nouns (11%), adjectives (10%), and verbs (9%). In the method section, the game is the highest choice with a score of 54%. Therefore, some exercises use games such as crossword and word search. The use of the game aims to provide a learning atmosphere that is not boring and can train students' brains in thinking. It is supported by Imron (2019) who stated that a puzzle-type game can train the brain muscles in thinking.

The writing material that they want to study, namely conversation material, opinion writing, and descriptive text, are three choices with high scores. These results are expressed in the form of exercises in several parts of the Parts of Speech. Writing the descriptive text itself is used in the evaluation stage. In addition, LCD is the first choice as a tool for learning. This option is used in writing classes when teaching materials are used. Additionally, LCD is the first choice as a learning tool used during the implementation stage. The purpose of using this LCD is as a learning tool (Maryono et al., 2022). With this facility, it is hoped that it will make it easier for the teacher to convey the material.

Moreover, the form of assessment that received the highest score was multiple choice and both essays. The essay question model in this teaching

material follows the results of the needs analysis. The next question is about the type of learning way. Their first choice is to study individually. These answers, researcher use by giving exercises in the form of individual assignments.

The results of the analysis phase are then designed further by considering the design. The design that was produced begins with a cover consisting of the title and identity of the teaching material. Furthermore, teaching materials contain materials, examples, and also exercise questions. In addition to designing the teaching materials themselves, some instruments are used at a later stage, namely the validity, practicality, and effectiveness instruments. In this stage, it is also necessary to make adjustments of product based on the lesson plan, which is used as a reference for lecturers in teaching so that the learning objectives can be achieved properly.

In the third stage, the teaching materials' draft that have been designed are then developed. The contents were gained from various sources (several books), starting from materials to exercise presentations. The product was developed based on suggestions from lecturers/validators obtained from validity tests. The results of the validation test show that the content section gets a smaller value than the format and language.

Apart from the material aspect, the validators also suggest the use of fonts, colors, and shapes. According to them, fonts should use *Arial*, *Franklin*, and so on types, use colors so that they are not too contrasting which makes the reader's eyes sore, and use simple shapes so that the reader is not distracted. In

the teaching material itself, the use of these three aspects needs to be considered carefully because it will affect the performance of the teaching material.

It is in line with Tursunovich (2022) who stated that the utilization of color, font, and shape can improve performance in the learning process. However, the use of contrasting fonts, shapes, and colors is used in the development of smartphone-based learning media Sukmafitri et al., (2021). According to them, it is okay to use contrasting colors, shapes, and writing as long as it can be visible so that it is easy for users to see. Regardless of this statement, the researcher still takes advice from the validator because this development research is not smartphone-based.

Furthermore, instructions in exercise questions are also suggested to be clarified. The goal is to facilitate students in learning. Hence it is arguable that unclear instructions will make students not understand learning properly. It is in line with Astuti & Febrian (2019) which states that giving clear instructions will direct students to concentrate and independent on the learning process. The provision of unclear question instructions is also an obstacle for a teacher in facing a national assessment (Arisona, 2021). It was stated by Sudianto & Kisno (2021) that around 70% of teachers did not reflect the formulation of the question instructions properly, causing ambiguity for students who would solve these questions. Therefore, it is necessary to pay attention to giving clear instructions on questions, both for small and large scales.

At the implementation stage, the developed teaching materials receive correction from the implementer. The correction is that the word so cannot be

used as an item because the word is not a connecting word that is interpreted as “jadi” but a word that has two meanings (in this case “so” means “very/sangat”) or is called a hyponym. Hyponyms are the same words for different things (Harianto et al., 2022). The hyponym means one word but has two or more different meanings.

Additionally, after the development stage, the product developed is utilized in writing class by the writing lecturer. The utilization of these teaching materials aims to achieve learning objectives and figure out the practicality of the products. The practicality of teaching materials proved to be practical, with a practicality value of 3.55 (fully implemented category), although the statement in the syntax “penyampaian tujuan pembelajaran sudah baik” received the partially implemented category. It has an impact on the learning process. It is supported by Mawardi (2019) which state that learning is carried out correctly and correctly obtained from predetermined learning objectives.

In addition, the principle of the reaction “Dosen memberikan afirmasi positif ke mahasiswa” also gets the partially implemented category. Giving affirmations is one of the efforts to foster a sense of respect for one another (Bambaeroo & Shokrpour, 2017). It happens because it provides a more enjoyable learning experience for students since affirmation support can lead to feelings of pleasure, pride, and self-confidence (Wahiddah & Julia, 2022), such as “You are great”, “yes that is very good”, “cool”, and so on. However, the results obtained are inseparable from the suggestions collected at the

implementation stage. These suggestions are further considered to improve the POS teaching materials.

In addition, the effectiveness of the product is also seen from the results of student writing. After three days of implementing the utilization of the product, the results were visible from a comparison between before and after using the product that experienced an increase in the use of parts of speech, such as adjectives, verbs, and prepositions. It means that teaching materials get an effective category.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. *Conclusions*

Based on the results of research from data analysis it can be concluded that:

1. The product was developed using the ADDIE model. At the analysis stage, the researcher conducted a problem analysis (error identification) and need analysis. At the design stage, the researcher designs teaching materials and research instruments. At the development stage, teaching materials were valid, and product revisions. At the implementation stage, the researcher used two observers to test the practicality of the product. In the evaluation stage, teaching materials were tested for their effectiveness, and evaluations are taken from students' writing.
2. Teaching materials are declared valid because of the average value of layout (3.25), language (3.15), and content (3). The validity is stated based on category $3.5 < M < 4$ (Highly Valid), $2.5 < M < 3.5$ (Valid), $1.5 < M < 2.5$ (Moderately Valid), and $M < 1.5$ (Not Valid). Furthermore, the product is declared practical because it gets an average score of 3.55 (Fully Implemented). It was declared practical because it was based on categories $3 < M < 4$ (Fully Implemented), $2 < M < 3$ (Partially Implemented), and $1 < M < 2$ (Not Implemented). Furthermore, it was declared effective because it received an average score of 3.57 based on categories $3.5 \leq M \leq 4$ (Highly

Effective), $2.5 \leq M < 3.5$ (Effective), $1.5 \leq M < 2.5$ (Moderately Effective), and $M < 1.5$ Ineffective.

B. *Suggestions*

Based on the results of this research, suggestions that can be given are as follows:

1. For students

Students can use this teaching material as a reference, such as writing and grammar. It was intended that this teaching material can be utilized for independent learning. In addition, this product can be a companion in learning to write, both scientific and non-scientific writing.

2. For teachers

The teaching material could be used in learning process such as writing and grammar as additional references. It is expected to make it easier for teachers to explain the material, especially the parts of speech material. In addition, the teacher will also have teaching materials as a substitute for books in giving students independent assignments.

3. For further researchers

- a. Future researchers should be able to develop this teaching material to save costs by designing it based on Android/smartphone and online.
- b. Should be able to develop interactive teaching materials based on E-Books using interactive quizzes.

- c. Should be able to develop interactive teaching materials based on E-Books by using references not only from books but using journals, especially on crucial parts of speech items, such as conjunctions.

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APPENDIX

Appendix 1. Error Identification

The image shows a handwritten table with multiple columns and rows. The columns are labeled 'Jumlah', 'Kategori', and 'Sub-kategori'. The rows are labeled with letters from A to Z. The table contains numerical data, some of which are circled or underlined. There are also some handwritten notes and a 'TOTAL' column on the right side.

Appendix 2. Students' Need Analysis Questionnaire

Students' Need Analysis

Assalamu'alaikum warohmatullahi wabarokatuh
 Selamat pagi/siang/soe/malam, how are you today? Well, allow me introduce myself. So, Nama saya NUR ZAMZAM, mahasiswi semester 8 program studi TADRIS BAHASA INGGRIS, ingin meminta bantuan kepada teman-teman sekalian untuk mengisi angket berikut ini.

Angket ini ditujukan kepada seluruh mahasiswa program studi Tadris Bahasa Inggris STAIN Majene untuk memenuhi persyaratan penelitian saya saat ini. Besar harapan saya kepada teman-teman sekalian untuk bisa meluangkan waktu mengisi angket ini guna mendapatkan data dalam penelitian saya.

Mohon maaf dan Terima kasih saya ucapkan kepada teman-teman sekalian yang ingin membantu saya.

Wassalamu'alaikum warohmatullahi wabarokatuh

* Wajib

1. Nama *

2. Kelas/Angkatan *

3. Apa alasan anda belajar Bahasa Inggris? (Bisa memilih lebih dari satu jawaban) *

Centang semua yang sesuai.

- Karena wajib
- Agar mampu berkomunikasi menggunakan Bahasa Inggris
- Bahasa Inggris merupakan bahasa internasional
- Yang lain: _____

4. Metode apa yang paling anda sukai dalam belajar Bahasa Inggris (Boleh memilih lebih dari satu jawaban)

Centang semua yang sesuai.

- Menjelaskan dengan papan tulis
- Menjelaskan dengan bantuan LCD/Power Point
- Memperagakan di depan kelas
- Menjelaskan dengan menggunakan gambar
- Tanya jawab
- Permainan
- Bermain peran
- Belajar mandiri
- Aktivitas di luar kelas
- Menghafal kosa kata
- Yang lain: _____

5. Bentuk materi writing (menulis) manakah yang ingin anda pelajari? (Boleh memilih lebih dari satu jawaban)

Centang semua yang sesuai.

- Menulis teks deskriptif
- Menulis teks percakapan
- Menulis berita
- Menulis teks prosedur
- Menulis teks report
- Menulis opini
- Yang lain: _____

6. Apa jenis alat bantu/media pembelajaran manakah yang anda sukai dalam mata pelajaran Bahasa Inggris? *

Tandai satu oval saja.

- Gambar
 Penggunaan papan tulis
 Layar LCD
 Media kartu
 Audio/CD
 Alat peraga
 Media nyata
 Yang lain: _____

7. Pernahkah anda mempelajari materi Part of Speech di semester sebelumnya? *

Tandai satu oval saja.

- Ya
 Tidak

8. Kalau pernah, Part of Speech bagian manakah yang paling sulit? (Boleh memilih lebih dari satu jawaban) *

Centang semua yang sesuai.

- Pronoun
 Adjective
 Noun
 Conjunction
 Adverb
 Verb
 Interjection
 Preposition

9. Menurut anda, bentuk soal/penilaian yang sering diberikan guru adalah ... *

Tandai satu oval saja.

- Pilihan ganda
 Essay/Isian
 Tanya jawab langsung
 Keaktifan di kelas
 Portofolio/unjuk kerja
 Tampil di depan kelas
 Kerja kelompok
 Yang lain: _____

10. Bentuk soal/penilaian manakah yang anda sukai? *

Tandai satu oval saja.

- Pilihan ganda
 Essay/Isian
 Tanya jawab langsung
 Keaktifan di kelas
 Portofolio/unjuk kerja
 Tampil di depan kelas
 Kerja kelompok
 Yang lain: _____

11. Bentuk kegiatan apa yang anda senangi dalam belajar Bahasa Inggris? (Boleh memilih lebih dari satu jawaban) *

Centang semua yang sesuai

- Membuat kalimat/paragraf/essay
 Mengartikan kosakata
 Mendengarkan musik/lagu
 Mengisi lirik lagu
 Latihan pengucapan kosakata
 Menjawab pertanyaan yang diberikan oleh dosen
 Melengkapi isi teks yang hilang
 Merjodohkan pertanyaan dengan jawaban yang tepat
 Bercerita di depan kelas
 Membuat karya/
 Games/permainan
 Menentukan pernyataan benar atau salah
 Menemukan kosakata dalam kotak huruf acak
 Bermain peran bersama teman-teman
 Yang lain: _____

12. Bagaimanakah cara belajar yang anda sukai? *

Tandai satu oval saja.

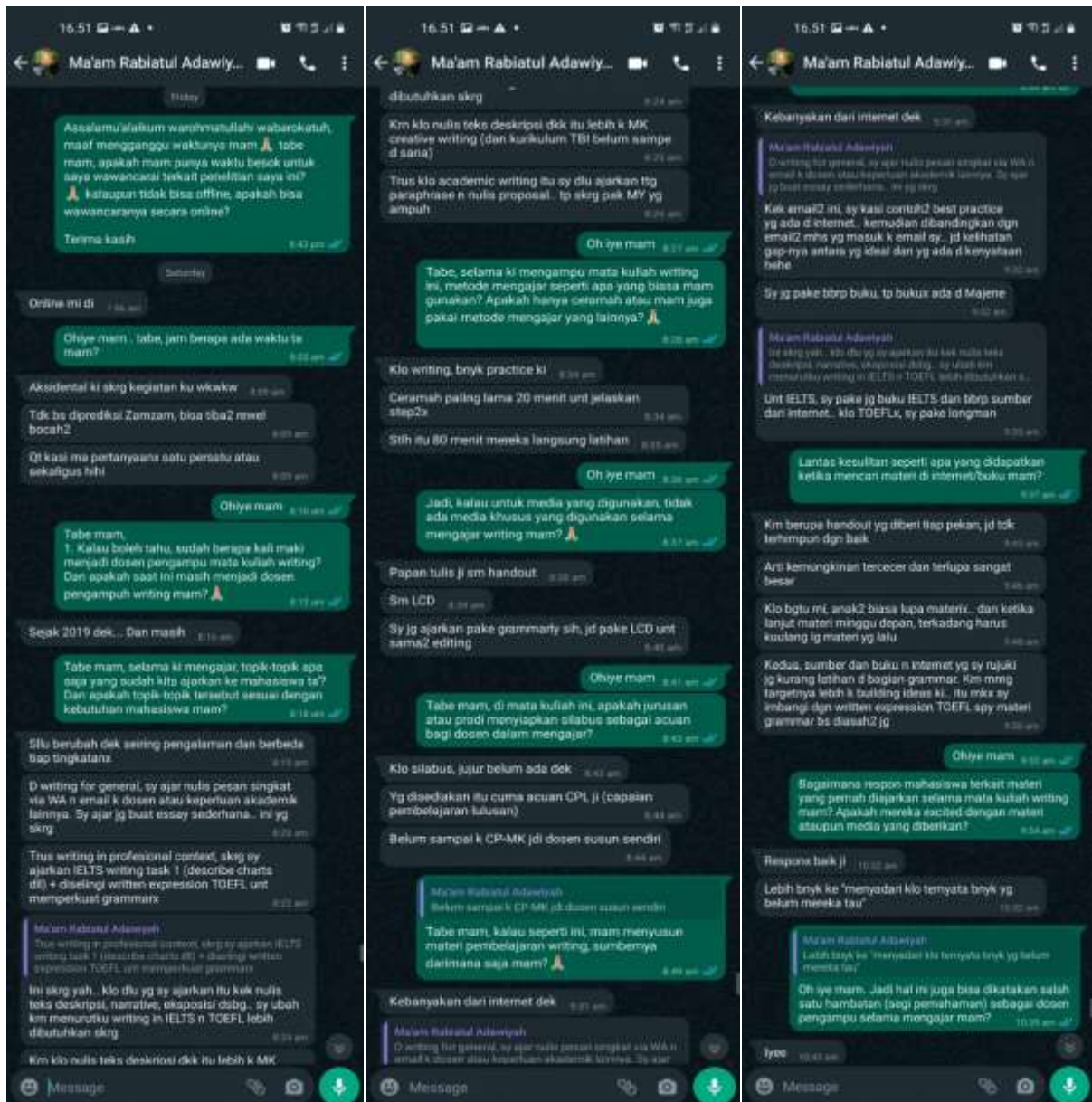
- Individu
 Berpasangan
 Berkelompok
 Diskusi kelas

13. Faktor apa saja yang menjadi kendala anda dalam pembelajaran Bahasa Inggris? (Boleh memilih lebih dari satu jawaban) *

Centang semua yang sesuai

- Pengucapan/Pronunciation
 Kosakata/Vocabulary
 Kelancaran/Fluency
 Yang lain: _____

Appendix 3. Lecturer Interview






Appendix 4. Validity Instrument

VALIDITY INSTRUMENT

Name: _____
 Job/Status: _____

No.	Rated Aspects	Score
Format		
1	The use of color is harmonious and good	5
2	Use of easy-to-read font	5
3	The content is clear and easy to understand	5
Language		
1	The use of language is clear and easy to understand	5
2	The use of language is accordance with standard rules	5
3	The use of language that is simple and easy to understand	5
Content		
1	It is in accordance with the learning objectives	5
2	The use of media according to learning materials	5
3	The learning approach/method is clear and easy to understand	5
4	The use of terms that are standard and easy to understand	5
Comments/Suggestions		
<ul style="list-style-type: none"> • Perlu diteliti yg akan akan akan • Masih perlu penelitian untuk di bagian akhir • Secara ringkasan / Ringkasan ringkas dan ringkas 		

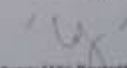
Validator

 Arifinal Taufiq Chair Fachrudin, S.Pd., M.Pd.

Note:
 Scoring: 1-4

VALIDITY INSTRUMENT

Name: **Muhammad Idris Saefudin, S.Pd, M.Pd**
 Job/Status: _____

No.	Rated Aspects	Score
Format		
1	The use of color is harmonious and good	4
2	Use of easy-to-read font	5
3	The content is clear and easy to understand	5
Language		
1	The use of language is clear and easy to understand	5
2	The use of language is accordance with standard rules	4
3	The use of language that is simple and easy to understand	5
Content		
1	It is in accordance with the learning objectives	4
2	The use of media according to learning materials	5
3	The learning approach/method is clear and easy to understand	5
4	The use of terms that are standard and easy to understand	4
Comments/Suggestions		
<ul style="list-style-type: none"> - Lengkapi sumber foto atau gambar dan video - Dan lengkapi foto atau video yg, belajar dan belajar yang akan - dan foto atau video (Dokumentasi) - Lengkap media pembelajaran - dan sumber belajar 		

Validator

 Muhammad Idris Saefudin, S.Pd, M.Pd.


Note:
 Scoring: 1-4

Appendix 5. Observers Questionnaire

VALIDITY INSTRUMENT

Name: _____
 Job/Status: _____

No.	Rated Aspects	Score
Format		
1	Appearance layout presentation well look	5
2	Appearance presentation presentation well look	5
3	Appearance media well look	5
4	Appearance layout well look	5
Language		
1	Appearance content well and well look	4
2	Appearance language is clear and well presentation	5
Practicality		
1	Clear presentation and content and well presentation well look	5
2	Appearance presentation well and well look	5
Comments/Suggestions		


Observer

 Juli 14

Note:
 Scoring: 1-4

PRACTICALITY INSTRUMENT

Name: _____
 Job/Status: _____

No.	Rated Aspects	Score
Format		
1	Appearance layout presentation well look	5
2	Appearance presentation presentation well look	5
3	Appearance media well look	5
4	Appearance layout well look	5
Language		
1	Appearance content well and well look	5
2	Appearance language is clear and well presentation	5
Practicality		
1	Clear presentation and content and well presentation well look	5
2	Appearance presentation well and well look	5
Comments/Suggestions		

Observer


Note:
 Scoring: 1-4

PRACTICALITY INSTRUMENT

Nama: _____
 Sub/Divisi: _____

No / Kriteria Aspek	Score
Skorasi	
Perencanaan layout pembelajaran modul baik	5
Perencanaan pelaksanaan pembelajaran modul baik	5
Penyusunan materi modul baik	4
Penyusunan tugas modul baik	5
Penyusunan lembar jawaban modul baik	4
Isi dan Isi	
Melakukan strategi untuk modul baik	4
Membuatkan konsep pada modul berdasarkan data pembelajaran	4
Prinsip Belajar	
Desain pembelajaran sistem dan menggunakan sumber yang relevan dalam pembelajaran	4
Desain pembelajaran sistem sesuai kebidanan	3
Sistem Pembelajaran	
Desain menggunakan perangkat pembelajaran seperti handBook, dan so on	4
Desain menggunakan alat bantu pembelajaran seperti grafik, gambar foto, dan LCD	4
Comments/Suggestion	

Ditandatangani

 NIP. 1970.03.01.01

Nama: _____
 Tanggal: 1 - 4

PRACTICALITY INSTRUMENT

Nama: _____
 Sub/Divisi: _____

No / Kriteria Aspek	Score
Skorasi	
Perencanaan layout pembelajaran modul baik	5
Perencanaan pelaksanaan pembelajaran modul baik	4
Penyusunan materi modul baik	5
Penyusunan tugas modul baik	4
Penyusunan lembar jawaban modul baik	4
Isi dan Isi	
Melakukan strategi untuk modul baik	4
Membuatkan konsep pada modul berdasarkan data pembelajaran	4
Prinsip Belajar	
Desain pembelajaran sistem dan menggunakan sumber yang relevan dalam pembelajaran	4
Desain pembelajaran sistem sesuai kebidanan	3
Sistem Pembelajaran	
Desain menggunakan perangkat pembelajaran seperti handBook, dan so on	4
Desain menggunakan alat bantu pembelajaran seperti grafik, gambar foto, dan LCD	4
Comments/Suggestion	

Ditandatangani


Nama: _____
 Tanggal: 1 - 4

PRACTICALITY INSTRUMENT

Nama: _____
 Sub/Divisi: _____

No / Kriteria Aspek	Score
Skorasi	
Perencanaan layout pembelajaran modul baik	4
Perencanaan pelaksanaan pembelajaran modul baik	4
Penyusunan materi modul baik	4
Penyusunan tugas modul baik	4
Penyusunan lembar jawaban modul baik	4
Isi dan Isi	
Melakukan strategi untuk modul baik	4
Membuatkan konsep pada modul berdasarkan data pembelajaran	4
Prinsip Belajar	
Desain pembelajaran sistem dan menggunakan sumber yang relevan dalam pembelajaran	4
Desain pembelajaran sistem sesuai kebidanan	3
Sistem Pembelajaran	
Desain menggunakan perangkat pembelajaran seperti handBook, dan so on	4
Desain menggunakan alat bantu pembelajaran seperti grafik, gambar foto, dan LCD	4
Comments/Suggestion	

Ditandatangani


Nama: _____
 Tanggal: 1 - 4

PRACTICALITY INSTRUMENT

Nama: _____
 Sub/Divisi: _____

No / Kriteria Aspek	Score
Skorasi	
Perencanaan layout pembelajaran modul baik	4
Perencanaan pelaksanaan pembelajaran modul baik	4
Penyusunan materi modul baik	4
Penyusunan tugas modul baik	4
Penyusunan lembar jawaban modul baik	4
Isi dan Isi	
Melakukan strategi untuk modul baik	4
Membuatkan konsep pada modul berdasarkan data pembelajaran	4
Prinsip Belajar	
Desain pembelajaran sistem dan menggunakan sumber yang relevan dalam pembelajaran	4
Desain pembelajaran sistem sesuai kebidanan	4
Sistem Pembelajaran	
Desain menggunakan perangkat pembelajaran seperti handBook, dan so on	4
Desain menggunakan alat bantu pembelajaran seperti grafik, gambar foto, dan LCD	4
Comments/Suggestion	

Ditandatangani


Nama: _____
 Tanggal: 1 - 4

Appendix 6. Lecturer Response Questionnaire

FORMULIR RESPONSI INSTRUMENT

Nama: Kaharudin, S.Pd., M.Pd.

Waktu: Senin, 17 Mei 2023 Lubang: 1-10

No	Pernyataan	Skala
1	Instruksi pada program telah siap untuk dijalankan	5
2	Instruksi pada program telah siap untuk dijalankan	5
3	Instruksi pada program telah siap untuk dijalankan	5
4	Instruksi pada program telah siap untuk dijalankan	5
5	Instruksi pada program telah siap untuk dijalankan	5
6	Instruksi pada program telah siap untuk dijalankan	5
7	Instruksi pada program telah siap untuk dijalankan	5
8	Instruksi pada program telah siap untuk dijalankan	5

Kelebihan

- Dapat meningkatkan kemampuan belajar
- Dapat meningkatkan motivasi belajar

Kelemahan

- Tidak dapat meningkatkan kemampuan belajar
- Tidak dapat meningkatkan motivasi belajar


 Kaharudin, S.Pd., M.Pd.

Appendix 7. Penyerahan Bahan Ajar



Appendix 8. Lembar Kerja Mahasiswa (Post-Test)

Nama Mahasiswa: Nuraini Nuraini
 No. 12121001001
 Date: _____

Describe
 On the line graph below describes the number of cases of smog in range between 1985 - 1992. Generally, in 1985 this state experience a drastic increase, reaching 400 cases.

In 1985 the number of cases reached 100 cases, as well as in 1989. Then from 1985 to 1989, it continued to increase until it reached 200 cases. Then in 1988 the cases decreased and experienced a very drastic increase in 1989 which infected up to 400 people. Then again experienced a slight decrease to 300 cases in 1990 and finally in 1992 decreased to 0%.

Conclusion
 In Conclusion, the highest increase in cases of up to 400 cases occurred in 1989.

Y	X	Y	X	Y	X
1	1	11	11	21	21
2	2	12	12	22	22
3	3	13	13	23	23
4	4	14	14	24	24
5	5	15	15	25	25
6	6	16	16	26	26
7	7	17	17	27	27
8	8	18	18	28	28
9	9	19	19	29	29
10	10	20	20	30	30
11	11	21	21	31	31
12	12	22	22	32	32
13	13	23	23	33	33
14	14	24	24	34	34
15	15	25	25	35	35
16	16	26	26	36	36
17	17	27	27	37	37
18	18	28	28	38	38
19	19	29	29	39	39
20	20	30	30	40	40
21	21	31	31	41	41
22	22	32	32	42	42
23	23	33	33	43	43
24	24	34	34	44	44
25	25	35	35	45	45
26	26	36	36	46	46
27	27	37	37	47	47
28	28	38	38	48	48
29	29	39	39	49	49
30	30	40	40	50	50

TOTAL
 1. 5
 2. 10
 3. 15
 4. 20
 5. 25
 6. 30
 7. 35
 8. 40

Appendix 9. The Process of Implementation





CURRICULUM VITAE



Nur Zamzam was born on November 11th, 1999 in Banua Baru. She is the second child from one brother from the marriage of her parents Burhan Nurdin and Agustina Latif.

In 2006, the writer registered as a student of elementary school, SDN Banua Baru, Desa Banua Baru, Kec. Wonomulyo, Kab. Polewali Mandar and graduated in 2012. She continued her study in junior high school, SMPN 1 Wonomulyo and graduated in 2016. Then, she continued her study in senior high school, MAN 1 Polewali Mandar and graduated in 2019. In following academic years, she continued her study at State Islamic College of Majene in English Education Study Program and graduated in 2023.