

A THESIS

**DESIGNING A PRACTICE-BASED ENGLISH GRAMMAR
MODULE FOR MAHASANTRI OF MA'HAD AL-JAMI'AH
IAIN PAREPARE**



BY

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**ENGLISH EDUCATION PROGRAM
UNDERGRADUATE PROGRAM
TARBIYAH FACULTY
INSTITUT AGAMA ISLAM NEGERI PAREPARE
2026**

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Submitted to the English Program of Tarbiyah Faculty of State Islamic Institute of Parepare
in Partial Fulfillment of the requirements for the Degree of Sarjana Pendidikan (S.Pd.)

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Module for Mahasantri Ma'had Al-Jami'ah IAIN
Parepare

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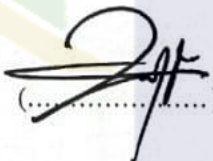
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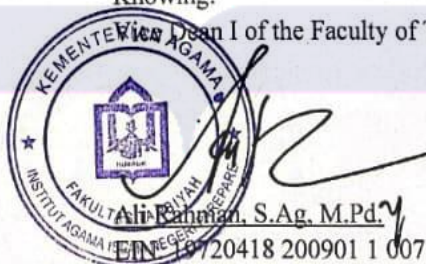
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Finally, the writer realizes that this thesis is far from perfect and therefore sincerely welcomes any constructive criticism and suggestions for its improvement. It is also hoped that this thesis will be useful for everyone and contribute to the development of English teaching and learning. Aamiin.

Parepare, 24 June 2026



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DECLARATION OF THE RESEARCH AUTHENTICITY

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Stated this thesis was her own writing and if it can be proved that it was copied, duplicated or complied by any other people, this thesis and the degree that has been gotten would be postponed.

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ABSTRACT

Nur Rahmi Abd.Rahim. *Designing a Practice Based English Grammar Module for Mahasantri of Ma'had Al-Jami'ah IAIN Parepare.* (Supervised by Nurul Hasanah).

This research aims to design a practice-based English grammar module for Ma'had Al-Jami'ah IAIN Parepare students. The study is conducted based on the issue that grammar learning in the Ma'had context is still largely theoretical and has not fully helped students apply grammar in daily communication. Therefore, this research focuses on identifying students' learning needs, designing an appropriate grammar module, and validating the feasibility of the developed module.

This study uses a Research and Development (R&D) approach with the ADDIE model, which consists of Analysis, Design, Development, Implementation, and Evaluation. This research was conducted using a descriptive qualitative method. Data were collected thru observation, interviews, limited implementation, and expert validation. This module is designed based on the learning needs of students and the daily life context of Ma'had Al-Jami'ah IAIN Parepare.

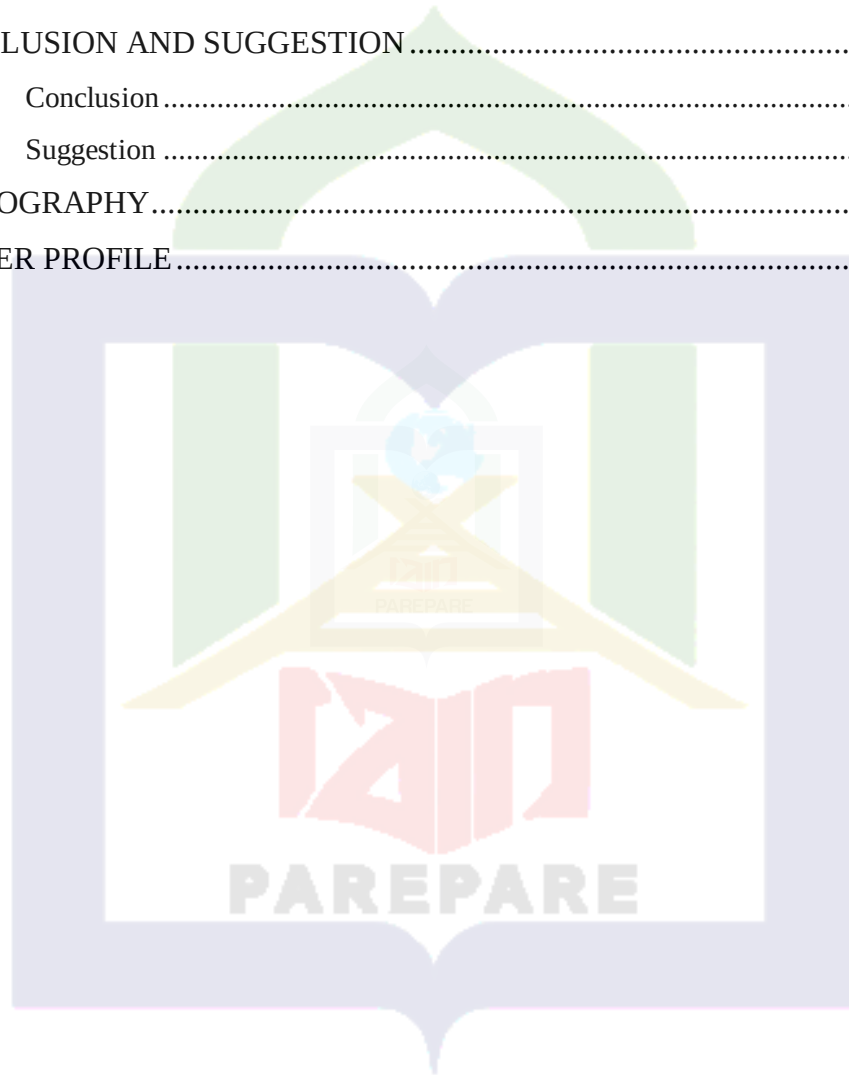
The findings indicate that students need simple, contextual, practical, and communicative grammar learning materials. The developed module, titled English is Easy, consists of several grammar units supported by explanations, examples, exercises, guided speaking practice, self-reflection, and digital features such as QR codes, Quizizz, and YouGlish. Limited implementation results show that the module is engaging, systematic, easy to understand, and relevant to students' daily activities. Expert validation also indicates that the module is valid and worthy of use after revision, particularly in terms of grammatical accuracy, readability, contextual relevance, layout, and pedagogical aspects. Thus, the practice-based English grammar module can be used as supplementary teaching material to help students learn grammar more practically and apply it in daily communication.

Keywords: *Practice-Based Learning, English Grammar Module, Mahasantri, ADDIE Model, Ma'had Al-Jami'ah.*

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TRANSLITERATION AND ABBREVIATIONS

A. Transliteration

1. Consonants

Arabic consonant phonemes are symbolized by letters in the Arabic writing system. In this transliteration, some are symbolized by letters, and some are symbolized by signs.

List of Arabic letters and their transliteration into Latin letters:

Letters	Name	Latin Letters	Name
ا	Alif	Not Denoted	Not Denoted
ب	Ba	B	Be
ت	Ta	T	Te
ث	Tsa	Ts	te dan sa
ج	Jim	J	Je
ح	Ha	h	ha (with a dot below)
خ	Kha	Kh	ka and ha
د	Dal	D	De
ذ	Dzal	Dz	de and zet
ر	Ra	R	Er
ز	Zai	Z	Zet
س	Sin	S	Es
ش	Syin	Sy	es and ya
ص	Shad	ş	es (with a dot below)
ض	Dhad	ḍ	de (with a dot below)
ط	Ta	ṭ	te (with a dot below)
ظ	Za	ẓ	zet (with a dot below)
ع	‘ain	‘	Inverted commas up
غ	Gain	G	Ge

ف	Fa	F	Ef
ق	Qaf	Q	Qi
ك	Kaf	K	Ka
ل	Lam	L	El
م	Mim	M	Em
ن	Nun	N	En
و	Wau	W	We
هـ	Ha	H	Ha
ء	Hamzah	,	Apostrof
ي	Ya	Y	Ye

Hamzah (ء) begins a word and follows its vowel without any sign. If it occurs in the middle or at the end, it is written with a sign (‘‘).

2. Vocal

- a. Single vowels (monophthong) Arabic whose symbols are signs or harakat, transliterated as follows:

Sign	Name	Latin Letters	Name
اَ	Fathah	A	A
اِ	Kasrah	I	I
اُ	Dhomma	U	U

- b. Arabic double vowels (diphthongs) whose symbols are a combination of harakat and letters, transliterated in the form of a combination of letters, namely:

Sign	Name	Latin Letters	Name
اَيّ	Fathah and Ya	Ai	a and i
اَوّ	Fathah and Wau	Au	a and u

Example :

كَيْف:Kaifa

حَوْل: Haula

3. *Maddah*

Maddah or long vowels whose symbols are harkat and letters, transliterated in the form of letters and signs, namely:

Harkat and Letters	Name	Letters and Marks	Name
اَ / نَا	Fathah and Alif or ya	Ā	a and the line above
يِ	Kasrah and Ya	Ī	I and line above
يِ	Kasrah and Ya	Ī	I and line above
وُ	Kasrah and Wau	Ū	u and the line above

Example :

مات : māta
رمى : ramā
قيل : qīla
يموت : yamūtu

4. *Ta Marbutah*

There are two transliterations for tamarbutah:

- Tamarbutah, alive or received fathah, kasrah, and dammah, is transliterated as [t].
- Tamarbutah that dies or gets a sukun, the transliteration is [h].

If the last word with tamarbutah is followed by a word that uses the article al and the reading of the two words is separated, then the tamarbutah is transliterated with ha (h).

Example :

رَوْضَةُ الْجَنَّةِ	: rauḍahal-jannahataurauḍatuljannah
الْمَدِينَةُ الْفَاضِلَةُ	: al-madīnahal-fāḍilahatau al-madīnatulfāḍilah
الْحِكْمَةُ	: al-hikmah

5. Syaddah (Tasydid)

Syaddah or tasydid which in the Arabic writing system is symbolized by a tasydid sign (ّ), in this transliteration is symbolized by a repetition of letters (double consonants) which is given a syaddah sign.

Example :

رَبَّنَا	:Rabbanā
نَجَّيْنَا	: Najjainā
الْحَقُّ	: al-haqq
الْحَجُّ	: al-hajj
نُعَمُّ	: nu‘ima
عَدُوُّ	: ‘aduwwun

If the letters ىbertasydid at the end of a word and preceded by the letter kasrah ِ, then it is transliterated as the letter *maddah* (i).

Example :

عَرَبِيٌّ	:Arabi (not‘Arabiyyor‘Araby)
عَلِيٌّ	: ‘Ali (not‘Alyyor‘Aly)

6. Article

The article in the Arabic writing system is symbolized by the letters لا(*alif lam ma’arifah*). In this transliteration guideline, the article of clothing is transliterated as usual, al-, both when it is followed by shamsiah letters and qamariah letters. The article does not follow the sound of the letter directly following it. The article is

written separately from the word that follows it and is connected with a horizontal line. (-). Example:

: *al-syamsu* (notasy- syamsu)
 الزَّلْزَلَةُ : *al-zalzalah* (notaz-zalzalah)
 الْفَلَسَفَةُ : *al-falsafah*
 الْبِلَادُ : *al-bilādu*

7. **Hamzah**

Rules for transliterating hamzah letters into apostrophes (‘) only apply to hamzahs in the middle and end of words. However, if the hamzah is located at the beginning of the word, it is not symbolised because it is an alif in Arabic writing. Example:

تَأْمُرُونَ : *ta'murūna*
 النَّوعُ : *al-nau'*
 شَيْءٌ : *syai'un*
 أُمِرْتُ : *Umirtu*

8. **Arabic words commonly used in Indonesian**

Arabic words, terms, or sentences that are transliterated are words, terms, or sentences that have not been standardised in Indonesian. Words, terms, or sentences that are already common and part of the Indonesian language treasury, or are often written in Indonesian writing, are no longer written according to the above transliteration method for example, the word Al-Qur'an (dar Qur'an), Sunnah. However, if these words are part of a series of Arabic texts, they must be transliterated. Example:

Fīzilālal-qur'an

Al-sunnahqablal-tadwin

Al-ibāratbi ‘umum al-lafzlābikhusus al-sabab

9. Lafzal-Jalalah (الله)

The word "Allah, " preceded by particles such as the letters jar and other letters, or acts as a mudafilaih (nominal phrase), is transliterated without the letter hamzah.

Example:

دِينُ اللهِ : *Dīnullah*

بِالله : *billah*

As for the tamarbutah at the end of a word attributed to lafzal-jalālah is transliterated with the letter [t]. Example:

هُمُ فِي رَحْمَةِ اللهِ : *Humfīrahmatillāh*

10. Capital Letters

Although the Arabic writing system does not recognize capital letters, in this transliteration, they are also based on the prevailing Indonesian spelling guidelines (EYD). Capital letters, for example, are used to write the initial letter of proper names (person, place, month) and the first letter at the beginning of a sentence. If a proper name is preceded by the article (al), then the initial letter of the proper name is written in capital letters, not the initial letter of the article. If it is at the beginning of a sentence, then the letter A of the article is capitalized (Al). Example:

WamāMuhammadunillārasūl

Inna awwalabaitinwudi ‘alinnās ilalladhībīBakkatamubārakan

Syahru Ramadan al-ladhīunzilafīhal-Qur’an

Nasir al-Din al-Tusī

AbūNasral-Farabi

If a person's legal name uses Ibn (son of) and Abū (father of) as the second last name, then both last names must be mentioned as the last name in the bibliography or reference list. Example:

Abūal-Walid Muhammad ibnuRusyd, ditulismenjadi: IbnuRusyd, Abūal-Walīd Muhammad (bukan: Rusyd, Abūal-Walid Muhammad Ibnu)
NaşrḤamīdAbū Zaid, ditulismenjadi: Abū Zaid, NaşrḤamīd (bukan:Zaid, NaşrḤamīdAbū)

B. Abbreviations

Some of the standardized abbreviations are:

swt.	=	<i>subḥānahūwata‘āla</i>
saw.	=	<i>ṣallallāhu ‘alaihiwasallam</i>
a.s.	=	<i>‘alaihi al- sallām</i>
H	=	Hijriah
M	=	Masehi
SM	=	SebelumMasehi
l.	=	Lahir tahun
w.	=	Wafattahun
QS .../...: 4	=	QS al-Baqarah/2:187 atau QS Ibrahīm/ ..., ayat 4
HR	=	Hadis Riwayat

Some abbreviations in Arabic:

ص	=	صفحة
دم	=	بدون
	=	صلى الله عليه وسلم

ط	=	طبعة
ن	=	بدون ناشر
الخ	=	إلى آخرها / إلى آخره
ج	=	جزء

Some abbreviations used specifically in the reference text need to be explained, including the following:

- ed. : Editor (or, eds. [from the word editors] if more than one editor). Since in Indonesian the word "editor" applies to either one or more editors, it can remain abbreviated as ed. (without the s).
- et al. : "And others" or "and friends" (abbreviation of et alia). Alternatively, the abbreviation et al. ("and friends") is written in regular/straight letters.
- Cet. : Printings. Information on the frequency of printings of books or similar literature.
- Terj. : Translation (by). This abbreviation is also used for translated works that do not mention the name of the translator.
- Vol. : Volume. Used to indicate the number of volumes of a book or encyclopaedia in English. For Arabic books, the word juz is usually used.
- No. : Number. Used to indicate the number of periodical scientific works such as journals, magazines, etc.

CHAPTER I

INTRODUCTION

A. Background

English language learning at Ma'had Al-Jami'ah IAIN Parepare takes place in a boarding school environment that integrates academic, religious, and social development. Activities such as halaqah, discussions, religious studies, and community interactions actually provide ample space for language practice. However, preliminary observations indicate that grammar learning at Ma'had is still dominated by theoretical explanations, which are not consistently connected to real communicative practice.

This condition is supported by an interview conducted with a tutor with the initials TRA who has been teaching at Ma'had Al-Jami'ah for about three years. The tutor stated that although students generally show a high interest in learning grammar and are able to understand grammatical explanations, they often experience difficulties when applying grammar in everyday communication, such as conversations, discussions, or presentations. A similar view is also expressed by students from the class of 2024, often referred to as DFB, and students from the class of 2025, referred to as ANS, who reported that grammar is one of their favorite subjects, but its practical use in everyday interactions remained challenging. These findings indicate that the main problem is not the absence of grammar teaching, but rather the lack of learning materials that systematically connect grammatical knowledge with practical language use.

In the context of higher education, grammar plays an important role in supporting students' reading, writing, and speaking skills. However, it is often

perceived as abstract and rule-oriented, which makes it difficult for learners to apply grammatical knowledge in real communication. This condition shows the need for more contextual and practice-oriented learning materials that can bridge theoretical understanding and functional language use.

Fundamentally, language plays a strategic role in knowledge formation, reasoning development, and communication processes. Law No. 20 of 2003¹ on the National Education System emphasizes that education aims to develop individuals holistically, encompassing intellectual, spiritual, social, and emotional aspects. Language skills help individuals understand concepts, express ideas, and interact in various contexts of life. On a global scale, English functions as a lingua franca in academia, technology, and international communication, where grammatical accuracy is essential for clear and effective expression. Contemporary studies also highlight that grammar learning should integrate form, meaning, and function to support balanced language development.

This situation is also related to the fact that grammar learning at Ma'had has not been supported by teaching materials specifically designed for mahasantri. Existing module is still general in nature and are not fully aligned with the students' daily religious and academic activities. Previous studies, such as Arimuliani² and Dewi³, show that grammar module can improve language skills through cooperative learning and context-based learning. However, both studies were conducted in regular classes and did not consider the characteristics of Ma'had learning, which is boarding

¹ Republik Indonesia, "Presiden Republik Indonesia," 2003.

² Arimuliani Ahmad, "Developing the English Grammar Module Based-Cooperative Learning to Teach Basic English Grammar: Focus on Students' Needs," 2018, <https://doi.org/10.31849/elt-lectura.v5i2.1586>.

³ Puspita Dewi and Joko Priyana, "Developing An English Module for Grade Xi Students of Islamic Boarding Schools," *Inovish Journal* 6, no. 2 (2021): 214–29, <http://pendis.kemenag.go.id>.

school-based, has religious routines, and provides opportunities for language practice in daily life. Thus, there is still a research gap in the form of the need to develop practice-based grammar module that are specifically tailored to the needs of Ma'had Al-Jami'ah IAIN Parepare students.

To address this issue, this study develops a contextual grammar learning module using the ADDIE instructional design model as a systematic framework, which consists of analysis, design, development, implementation, and evaluation stages. The module is also supported by constructivist, cognitivist, and behaviorist principles, which emphasize active learning, structured material organization, and reinforcement through practice. In addition, a practice-based learning approach is applied to ensure that grammar learning is not only theoretical but also applied in real communicative situations.

The development of contextual grammar module is also in line with the principles of Islamic education, which emphasizes the importance of knowledge.

Allah SWT says in Q.S Al-Mujādilah/58.11:⁴

يَا أَيُّهَا الَّذِينَ آمَنُوا إِذَا قِيلَ لَكُمْ تَفَسَّحُوا فِي الْمَجَالِسِ فَافْسَحُوا يَفْسَحَ اللَّهُ لَكُمْ وَإِذَا قِيلَ انشُزُوا فَانْشُزُوا يَرْفَعِ اللَّهُ
الَّذِينَ آمَنُوا مِنْكُمْ وَالَّذِينَ أُوتُوا الْعِلْمَ دَرَجَاتٍ وَاللَّهُ بِمَا تَعْمَلُونَ خَبِيرٌ

Translation:

O believers! When you are told to make room in gatherings, then do so. Allah will make room for you 'in His grace'. And if you are told to rise, then do so. Allah will elevate those of you who are faithful, and 'raise' those gifted with knowledge in rank. And Allah is All-Aware of what you do. (Q.S Al-Mujādilah/58.11)

⁴ Kementerian Agama Republik Indonesia, Mushaf "Al-Qur'an dan Terjemahannya" (Jakarta: CV.Pustaka Jaya Ilmu,2014)

This verse that Allah elevates the status of believers and those with knowledge. This verse reinforces that improving the quality of learning is an important effort in honoring knowledge and providing the best facilities for students.

Based on the overall description, this research focuses on designing a practice-based grammar learning module tailored to the needs and learning culture of students at Ma'had Al-Jami'ah IAIN Parepare. The module is intended to serve as a supporting learning material that helps connect grammatical understanding with practical language use, making grammar learning more contextual, accessible, and relevant to students' daily experiences.

B. Research Questions

Based on the background of the research previously covered, the researcher formulated the problem statement as follow.

1. What are the learning needs of the Mahasantri Ma'had Al-Jami'ah IAIN Parepare in relation to a practice-based English grammar module?
2. How is the practice-based English grammar module designed based on the identified learning needs?
3. How valid and feasible is the developed module based on expert/validator assesment?

C. Objective of the Research

Based on the question above, the researcher formulates the research objectives as follows.

1. To identify the learning needs of the Mahasantri Ma'had Al-Jami'ah IAIN Parepare regarding a practice-based English grammar module.

2. To design a practice-based English grammar module based on the identified learning needs of the Mahasantri.
3. To evaluate the validity and feasibility of the developed module as judged by experts and validators.

D. Significances of the Research

After conducting the research, the authors hope that this research can make a useful contribution especially.

1. Tutor

Teachers may benefit from this research by having access to a practice-based English grammar module specifically designed for Ma'had Al-Jami'ah IAIN Parepare students. The module can provide alternative instructional resources that align with the learning culture of the boarding school and can support tutors in facilitating grammar activities more contextually.

2. Students

Students may gain structured exposure to grammar through practice-based activities presented in the module. This allows them to explore grammar not only as theoretical knowledge, but as a part of everyday communication within their environment, including discussions, presentations, and dormitory interactions.

3. Further Researchers

Future researchers can use this study as a reference to develop practice-based English learning modules in the context of pesantren, especially in studies related to instructional design, needs analysis, and material validation..

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Research Finding

Several researchers have conducted studies related to grammar teaching, practice-based learning, and module development in English language learning. Their findings are presented below:

1. Heriyanti Tahang and Yuliana conducted research on “The Development of an E-Module for Basic Grammar in Use Oriented Towards the Drill and Practice Model Using Quizizz.” The research problem they sought to address was the lack of opportunities for students to obtain adequate, real-time practice in basic grammar outside of class. To address this issue, the researchers chose the 4D R&D methodology (Define, Design, Development, Dissemination). The conceptual framework of this research relies on the effectiveness of the Drill and Practice model supported by Quizizz digital interaction. The results of this study conclude that the e-module produced is highly functional and well-received by users. The main finding is that the Drill and Practice model has proven effective in strengthening structural grammar retention through enjoyable repetition, offering a practical solution for students' independent practice needs.⁵
2. Cyntya Niken Adiningtyas, Rufii, Djoko Adi Waluyo conducted research entitled “Development of English Grammar E-Module Using ADDIE Model”. The focus of this research was to create a high-quality electronic grammar

⁵ Heriyanti Tahang, “Pengembangan E-Modul Basic Grammar in Use Berorientasi Model Drill and Practice Menggunakan Quizizz,” *Qalam : Jurnal Ilmu Kependidikan* 10, no. 2 (2022): 72–81, <https://doi.org/10.33506/jq.v10i2.1586>.

module through a systematic and detailed development process. Therefore, the research methodology used was R&D, following the strict stages of the ADDIE Model. The results of this research provide strong methodological validation. The resulting e-module was assessed as highly valid and practical based on the results of trials and expert assessments. In conclusion, the strict application of the ADDIE Model produced an effective grammar product that improved mastery of the material, providing a basis for this research to adopt a similar development framework.⁶

3. Jhems Richard Hasan, Alvons Habibie, and Abdul Kadir Ismail conducted a study entitled “Pengembangan Bahan Ajar Berupa Modul Basics English Grammar untuk Mahasiswa Tadris Bahasa Inggris FITK IAIN Sultan Amai Gorontalo” The central issue of this study was the urgent need for basic grammar teaching materials specifically for PTKIN students, given the unique characteristics of the learners and the curriculum. The approach used was the Research and Development (R&D) methodology, which began with a comprehensive Need Analysis. The results of the study underscored the importance of content validity and relevance. The developed module was successfully verified by a team of experts and deemed highly suitable for use, confirming that teaching materials must be specifically tailored to the PTKIN environment, which differs from general campus teaching materials.⁷

⁶ Cyntya Niken Adiningtyas and Djoko Adi Waluyo, “Jurnal Mantik English Grammar E-Module Development Using ADDIE Model” 8, no. 3 (2024).

⁷ Jhems Richard Hasan, Alvons Habibie, and Abdul Kadir Ismail, “Pengembangan Bahan Ajar Berupa Modul Basics English Grammar Untuk Mahasiswa Tadris Bahasa Inggris Fitk Iain Sultan Amai Gorontalo,” *Al-Lisan* 4, no. 1 (2019): 23–43, <https://doi.org/10.30603/al.v4i1.607>.

4. Aliq Fikri Zulqornain, in his research entitled “Developing English Pocket Book for Islamic Boarding School of Roudlatul Qur'an 1 Kampus Tamaddun,” provides important insights into the development of teaching materials for boarding school contexts. The problem identified is the lack of concise English learning resources that are relevant to the daily activities of students in the boarding school environment. The researcher used the Research and Development (R&D) methodology with the Borg & Gall model, which was limited to the validation stage. The theoretical framework applied focused on the integration of contextual material relevant to boarding school life, such as vocabulary and daily conversation. The core research results concluded that the pocket book was valid and highly suitable for use. These findings highlight that a compact design and highly contextual content integration (boarding school routines, mosque activities, etc.) are key to increasing students' motivation and learning autonomy in a boarding school environment.⁸
5. Uyun Nafiah states in her research entitled “Developing English module with integrated Islamic values and the Jambi local wisdom” provides an important perspective on the integration of values in teaching materials. The main issue raised is the scarcity of English teaching materials that incorporate Islamic values and local wisdom, especially at the Islamic junior high school level. The research methodology used was Research and Development (R&D) with the ADDIE model (Analyze, Design, Develop, Implement, Evaluate). The conceptual framework of this research was the development of culturally responsive materials, in which grammar and vocabulary were presented

⁸ Aliq Fikri Zulqornain, “Developing English Pocket Book for Islamic Boarding School of Roudlatul Qur'an 1 Kampus Tamaddun,” *Sustainability* (Switzerland) 11, no. 1 (2019): 1–14.

through texts (especially procedure texts) rich in religious and local cultural contexts. The results of the study show that the developed module is highly valid (82.07%) and highly practical (83.86% of students and 87.50% of teachers). These findings confirm that the acceptability and practicality of language module, including grammar, are very high when context (in this case, Islamic values and local context) is effectively integrated.⁹

In general, the conclusion that can be drawn from the five previous studies is that there is methodological consensus in efforts to uncover and analyze the development of teaching materials that focus on grammar and contextualization in Islamic education environments. All studies show that the use of the Research and Development (R&D) method is a valid approach to producing learning products. In addition, there is a common theme in advocating the need to contextualize material so that it is relevant to the specific needs of learners, whether through the integration of religious values, drills, or boarding school scenarios.

However, this research takes a different position. Unlike previous studies that focused on producing general grammar module, this study aims to design a practice-based English grammar module that reflects the real needs, routines, and learning culture of Mahasantri at Ma'had Al-Jami'ah. Through a descriptive qualitative approach, this research does not measure learning outcomes, but explores how practical grammar activities can be integrated into the Ma'had environment and how the module can be validated in terms of relevance, clarity, and usability.

⁹ Uyun Nafiah, "Developing English Module with Integrated Islamic Values and Jambi Local Wisdom," *Studies in English Language and Education* 7, no. 1 (2020): 96–112.

B. Some Pertinent Ideas

1. Theoretical Framework

In the development of this learning module, the research is based on several main learning theories, namely constructivism, cognitivism, and behaviorism. These theories are used as a conceptual foundation in understanding the learning process as well as a basis for designing and developing a systematic and effective teaching module.

a. Constructivism Theory

The theory of constructivism emphasizes that knowledge cannot be directly transferred from the teacher to the learner, but is actively constructed by the learner thru social interaction and learning experiences. Vygotsky (1978) stated that the cognitive development of learners is greatly influenced by social interaction thru the concept of the Zone of Proximal Development (ZPD), which is the distance between actual ability and potential ability that can be achieved with the help of others.¹⁰

In this study, constructivist theory is used as the basis at the analysis stage in the ADDIE model to understand the characteristics, needs, and initial abilities of the learners. This aims to ensure that the developed learning is more contextual and aligned with the actual conditions of the learners.

b. Cognitive Theory

The cognitive theory focuses on the mental processes that occur in learning, such as thinking, understanding, remembering, and problem-solving.

¹⁰ Lev S. Vygotsky, *Mind in Society: The Development of Higher Psychological Processes* (Cambridge, MA: Harvard University Press, 1978).

Bruner (1966) explains that learning is an active process in which learners build new knowledge based on the cognitive structures they already possess. Therefore, the learning process needs to be structured gradually so that it is easy to understand.¹¹

In this research, cognitive theory is used in the design stage of the ADDIE model. Learning materials are systematically and gradually organized so that students can understand concepts more easily and in a structured manner.

c. Behaviorism Theory

The behaviorist theory views learning as a change in behavior that can be observed as a result of the relationship between stimulus and response. Skinner (1953) stated that reinforcement plays an important role in shaping and strengthening desired behaviors in the learning process.¹²

In this research, behaviorism theory is applied at the stages of development, implementation, and evaluation. Practice and repetition are used to reinforce learners' understanding, while evaluation is conducted thru tests and assessments of learning outcomes that can be directly observed.

Based on these three theories, the learning process in this research is designed to encourage student activity, pay attention to cognitive processes, and provide repeated practice to strengthen concept understanding. Thus, a practice-based learning approach is applied in the development of this teaching module so that students not only understand concepts theoretically but also are able to use them in meaningful contexts.

¹¹ Jerome S. Bruner, *Toward a Theory of Instruction* (Cambridge, MA: Harvard University Press, 1966).

¹² B. F. Skinner, *Science and Human Behavior* (New York: Macmillan, 1953).

2. English Grammar in Language Learning

a. Definition of Grammar

In general, grammar is understood as a set of basic rules that control how linguistic units such as words, phrases, and clauses are arranged and combined to produce meaningful speech or writing.¹³ Experts, such as Richards, emphasize that knowledge of grammar includes the ability to apply the system to form sentences and use linguistic resources in the process of creating spoken and written texts.¹⁴ In second language education, grammar is a key component that learners must acquire in addition to vocabulary, as mastery of grammar enables them to understand the meaning of texts correctly.

According Swann et.al, in the American Research Journal of Humanities Social Science (ARJHSS) said Grammatical issues related to structure (theoretical grammar) and description of language structure (descriptive grammar). This concept can be found in various fields of linguistics with more specific meanings. Broadly speaking, this concept refers to several dimensions of language such as semantics, phonology, morphology, and syntax. Narrowly speaking, this concept refers to syntax and morphology.¹⁵

Thus, for the purposes of this research, grammar is understood as the structural and functional system of the target language (English) which learners must master in order to generate accurate and meaningful

¹³ Nurul Hasanah, "EFL Students' motivation in Mastering English Grammar Through Team Game Tournament (Tgt)," Jurnal Edukasi Nonformal, 2021.

¹⁴ Jack C Richard, "Definition of Grammar," 2025, <https://professorjackrichards.com/definition-of-grammar/>.

¹⁵ Asmaa Basel Ali Al-Bayati, "Exploring Types of Grammar in English," no. 02 (2025): 64–68, www.arjhss.com.

communication. English grammar functions as a reference framework that helps language users construct sentences according to the rules so that communication is clear and well-structured.

b. The Role of Grammar in English Language Learning

Grammar plays a crucial role in English language learning because it provides the structural foundation that enables learners to understand and produce meaningful communication. The role of grammar in English language learning has been subject to debate, yet many studies reaffirm its importance. An investigation among EFL students found that grammar proficiency is essential because it improves understanding and coherence.¹⁶

In the context of communicative competence, grammar is considered a constituent of grammatical competence which contributes to broader communicative competence. For instance, Pavlovych & Ivanova argue that grammatical competence is an important constituent of communicative competence” under the communicative language teaching paradigm.

Consequently, a practice-based grammar module should acknowledge grammar not merely as rule memorization, but as intimately linked with meaningful language use.

c. Grammar Teaching Approaches

Several approaches to teaching grammar have been identified in the literature:

¹⁶ Faidah Yusuf and Ameer Ali, “Unveiling the Role of Grammar Mastery: How Sentence Structure, Verb Usage, And Subject-Verb Agreement Shape Tenses Proficiency in English Learning,” *Panyonara: Journal of English Education* 7, no. 1 (2025): 103–23, <https://doi.org/10.19105/panyonara.v7i1.16735>.

1) Deductive Approach

In this teaching approach, teachers directly present grammar rules to students. After the rules are explicitly explained, students then apply them in various exercises. For example, Madraximova points out that this deductive method offers clear and explicit instructions, making it very useful for adult learners.¹⁷

2) Inductive Approach

In this method, students discover grammar rules themselves through exploration of examples and structured tasks. Anani found that students taught using an inductive approach showed better performance at the basic level compared to those taught using a deductive approach.¹⁸

3) Communicative Approach

This approach shifts the focus from the form of grammar to its meaning. In this context, grammar is taught through real communication situations, rather than as a separate set of rules. Chung supports this view by stating that although textbooks may still use structural methods, grammar activities can be made more communicative by integrating them into authentic contexts.¹⁹

¹⁷ Madraximova Osiyoxon, "Inductive and Deductive Approaches to Teaching Grammar in Early Stage Foreign Language Instruction," 2024, 266–72.

¹⁸ Gifty Edna Anani, "Teaching and Learning of Grammar at the Basic Level of Education: Revisiting Inductive Teaching Approach," I 6 (2017), <https://doi.org/10.11648/j.edu.20170601.17>.

¹⁹ Václav Vrbík, "Communicative Approach to Teaching Programming," International Journal of Continuing Engineering Education and Life-Long Learning 15, no. 3–6 (2005): 148–61, <https://doi.org/10.1504/ijceell.2005.007707>.

4) Practice-Based

Practice-based grammar learning not only focuses on understanding grammatical rules theoretically, but also emphasizes meaningful communication activities, contextual examples, collaborative learning, and the integration of digital tools in English learning.²⁰ The essence of this section is how students can understand, describe, explain, and use each lesson they have learned in the module.²¹

Practice-based grammar learning situates learners in activities that require the use of grammatical forms in contextual communication. In practice-based language learning, learning activities must provide balanced opportunities for learners to receive language input, understand meaning, and produce language thru communication and practice. Nation and Newton (2009) explain that effective language learning must involve meaning-focused input, meaning-focused output, language-focused learning, and fluency development. Therefore, grammar learning should not only focus on understanding rules but also provide opportunities for learners to actively use grammatical structures in meaningful communication and repetitive practice activities.²²

Thornbury (1999) also states that grammar learning should not only focus on memorizing rules but also on how students use grammar in meaningful communication. Grammar becomes more effective when

²⁰ Pringadani, R. M. A., & Anjaniputra, A. G. (2025). Adapting form-focused and meaning-focused instruction in the digital post-pandemic English classroom. *Inspiring: English Education Journal*, 8(1), 1–21. <https://doi.org/10.35905/inspiring.v8i1.12754>.

²¹ Stephen Billett, Christian Harteis, and Hans Gruber, *International Handbook of Research in Professional and Practice-Based Learning*, vol. 1 (Springer, 2014).

²² Romadhon, Qurohman, and Firmansyah.

students are given the opportunity to practice grammatical structures repeatedly in contextual situations.

The choice of a practice-based approach in this research is based on the needs of the students at the Ma'had, who require systematic practice to connect grammatical rules with everyday use in conversations, discussions, and activities in the dormitory. Additionally, this approach is best suited for module development, as it allows for the gradual, structured, and independent compilation of materials that are easy to use.

3. Learning Module

a. Definition of Module

A module is defined as a book written with the purpose of enabling learners to study independently, either with or without the guidance of a teacher. In addition, the Learning Module components are created sequentially and systematically and are adapted to the school environment and the character of the students.²³ According to the Great Dictionary of the Indonesian Language, a module is a learning-teaching program activity that can be studied by learners with minimal assistance from teachers or supervising lecturers, including clear planning of the objectives to be achieved, provision of clear materials, the necessary tools and assessment instruments, as well as measurement of learners' success in completing the lessons.²⁴

²³ Nunuy Nurjanah, Yayat Sudaryat, and Usep Kuswari, ATP, Modul Ajar, Dan Evaluasi Kurikulum Merdeka Bahasa Sunda (Goresan Pena, 2023).

²⁴ Kamus Besar Bahasa Indonesia, n.d.

Fifit Firmadani et al., in 2020 states that a module is a teaching material packaged comprehensively and systematically, containing planned learning experiences to help students master learning objectives independently according to their respective abilities. Module allow students to learn at their own pace without relying too much on the teacher, except for limited guidance. This definition emphasizes the function of a module as a tool for independent and structured learning.²⁵

b. Characteristic of Learning Module

In general, good module characteristics tend to include clear learning objectives, structured content to encourage active learning, an assessment system based on mastery of the material, and opportunities to accommodate individual differences (differentiation). The material contained in the Learning Module must meet the elements stipulated by the National Department of Education (2008: 3), namely:²⁶

1) Self-Instructional

This module allows students to learn independently without supervision. The module must contain clear learning objectives, material packaged in small units for easy completion, accompanied by examples, illustrations, and exercises to measure understanding. The language used is simple, communicative, and the material is contextualized to the

²⁵ Fifit Firmadani and Mashud Syahroni, "Pengembangan Modul Mata Kuliah Manajemen Pendidikan Berbasis Hots," *Jurnal Review Pendidikan Dan Pengajaran* 3, no. 2 (2020): 279–88, <https://doi.org/10.31004/jrpp.v3i2.1293>.

²⁶ Departemen Pendidikan Nasional, *Pedoman Pengembangan Modul Pembelajaran Depdiknas 2008*, 2008.

students' environment. There are also self-assessment tools and feedback to help students gauge their level of mastery of the material.

2) Self-Contained

The module contains all the necessary learning materials in a complete and comprehensive manner. This allows students to understand the material without having to look for other sources.

3) Stand-Alone

The module are designed to be self-contained and do not rely on other media or supporting materials, so they can be used independently.

4) Adaptive

The module are flexible and can be adapted to developments in science, technology, and student needs so that they remain relevant over time.

5) User-Friendly

The module are easy for students to use, with clear language and attractive designs. Information and instructions are presented in a helpful and user-friendly manner so that students feel comfortable and motivated to learn.²⁷

c. Types of Learning Module

In the study of teaching material development, learning module are not viewed as a single form, but rather as having a variety of types that are classified based on certain criteria. In general, learning module are grouped based on the context of use and function of the module in the learning process.

²⁷ Kementrian Pekerjaan Umum dan Perumahan Rakyat, "Modul: Panduan Menyusun Modul Pelatihan," Direktorat Jenderal Sumber Daya Air Direktorat Bina Operasi Dan Pemeliharaan, 2019.

Classification based on the context of use places module according to the environment and education system in which they are applied, such as formal and non-formal education. Meanwhile, classification based on function explains the role of module in supporting the learning process, for example as enrichment module or supporting module. The following is an explanation of these types of module.

1) Formal Module

Formal module are module that are developed and used in formal education systems that have a clear curriculum structure, competency standards, and learning objectives. This type of module generally refers directly to the applicable curriculum, whether it is the national curriculum or the institutional curriculum. Therefore, formal module must be aligned with the learning outcomes, basic competencies, and indicators that have been set. According to the Ministry of National Education (2008), module used in formal education must be developed based on learning objectives and designed to support the achievement of student competencies.

2) Non-formal Module

Non-formal module are learning module used outside the formal education system, such as in courses, training, and community-based learning. These module are designed with a more flexible approach and tailored to the needs of learners. In non-formal education, module serve as learning support tools that emphasize practical and contextual aspects. According to Sudjana, teaching materials in non-formal education are designed to meet the learning needs of the community without being

bound by the formal curriculum structure, so that non-formal module are adaptive and applicable.

3) Enrichment Module

Enrichment module are designed to broaden and deepen students' understanding of material they have previously studied. These module are given to students who have achieved basic competency and need additional challenges to develop higher-order thinking skills. In practice, enrichment module often refer to the main curriculum or material, but with an emphasis on deepening, analyzing, and applying more complex concepts. Prastowo states that enrichment module serve to improve the quality of learning by providing challenging and contextual advanced material.

4) Supporting Module

Supporting module are learning module that serve as supplementary teaching materials that complement and reinforce the learning process that has already taken place. These module are not used as the main source of learning, but rather as a means to help students understand the material through additional exercises, practical examples, and practical activities. In the context of learning that does not yet have a written main module, supporting module play a role in providing an academic structure for ongoing learning activities. Daryanto explains that supporting module are used to help achieve learning objectives without replacing the main teaching materials.

This module will serve as a supporting module in this study based on the learning context at Ma'had Al-Jami'ah, which does not yet have a formal written curriculum and structured main teaching module. Therefore, the module developed are not intended to replace the curriculum or become the main teaching material, but rather to provide an academic structure for grammar learning that has been carried out through practice and habituation activities.

In addition, supporting module are chosen because they are in line with the research development objectives, which focus on compiling valid and usable module, without testing their learning effectiveness. These module serve as supporting materials that help students understand and practice grammar systematically in the context of the English Environment at Ma'had Al-Jami'ah, both independently and with guidance.

d. Structural Components of the Module

According to a book reference Daryanto the structural Learning Module involves several key components that must be fulfilled so that the module can be used effectively as independent teaching material.²⁸

The following are some of the structural components found in a module According to Anisa Noverita et al in 2025:

- 1) Module Identity
- 2) Preface
- 3) Table of Content

²⁸ Daryanto, Menyusun Modul Bahan Ajar Untuk Persiapan Guru Dalam Mengajar, 2013.

- 4) Instructions for Using the Module
- 5) Learning Objectives
- 6) Learning Materials
- 7) Exercises and Assignments
- 8) Evaluation or Test
- 9) Answer Key
- 10) References
- 11) Appendix (if needed)²⁹

3. Learning Needs Analysis Theory

a. Definition of Need Analysis

Needs analysis is defined as a systematic process that aims to identify and assess what learners need to learn, including language skills, knowledge, and attitudes, so that they are able to perform target language tasks or function effectively in a particular context. The need analysis is one tool that cannot be disconnected from the creation of materials and syllabus for language learning.³⁰ Simply put, needs analysis is the process of gathering information to determine the main reasons learners are studying a language, so that relevant teaching materials can be prepared and delivered to them.

In addition to linguistic forms, language learning needs also cover a broader spectrum, including desires, deficiencies, weaknesses, learning preferences, and learner contexts. For example, one study argues that the term

²⁹ Anisa Noverita et al., *Penunjang Sistem Pembelajaran* (Almaksum Press, 2025).

³⁰ Nurul Hasanah, "English Language Needs Assessment for Economics Students: An ESP Analysis," *Journal of English Language Teaching and Literature* 6 (2025): 141, <https://doi.org/https://doi.org/10.56185/jelita.v6i1.860>.

“needs” encompasses various things such as expectations, desires, demands, motivations, deficiencies, limitations, and learner requirements.³¹

b. Types of Needs

In language learning, it is very important to identify learners' needs so that the learning process can run effectively and in line with the expected objectives. These needs serve as the basis for designing learning materials, methods, and strategies that are relevant to the context of real-world language use. From a review of the literature, learners' needs are commonly divided into two main types:

1) Target Needs

Target needs are needs related to what learners must master or do in real situations using language, such as the language skills needed for work or study. Target needs refer to the tasks that learners will face, the roles they will play, and the purposes for which they will use the language. In short, target needs are the language skills that learners must have in order to function effectively in the target situation.

2) Learning Needs

Learning needs are requirements related to the learning process itself, namely the things learners need in order to learn the language effectively. This includes learning methods, strategies, and facilities that support the achievement of target needs. A research article states that learning needs include what learners need to do to learn a language, taking into account

³¹ Singay, “English Oral Communication Needs of Bhutanese Students: As Perceived by the Teachers and Students,” *English Language Teaching* 11, no. 4 (2018): 74, <https://doi.org/10.5539/elt.v11n4p74>.

factors such as motivation, learning style, and preferences in teaching methods.³²

In the context of English grammar learning at Ma'had, learning needs relate to the ways students prefer to acquire, understand, and practice grammar concepts according to their daily learning environment. Students require a clear presentation of materials, contextual examples based on their routines, and opportunities to engage in practice activities that are relevant to real communication situations, such as discussions or dormitory interactions. They also need accessible learning media such as grammar module or worksheets that enable them to revisit and study the material independently. Therefore, the researcher will identify students' learning needs through observation, and focus group discussions (FGDs) to ensure that the grammar module designed is aligned with their learning preferences, context, and characteristics within the Ma'had environment.

c. Steps in Conducting a Needs Analysis

Needs analysis is an important first step in designing effective language learning. This process aims to thoroughly understand who the learners are, the learning context, and the real needs that must be met in order for learning to be relevant and on target. Here are some steps in conducting a needs analysis:

- 1) Identify who the learners are, their backgrounds, and their skill levels.
- 2) Collect data on the needs of the target situation, namely the tasks and roles that must be performed in a real-life or academic context.

³² Muhammad Ikhmal Mohd Jamil Nur Syazwanie Mansor., Sharifah Syakila Syed Shaharuddin., "Revisiting Needs Analysis in English Language Education: New Perspectives and Emerging Trends," 2024, <https://doi.org/10.47772/IJRISS.2024.8090128>.

- 3) Collect data on learning needs, including learning preferences, difficulties, prior knowledge, and available resources.
- 4) Analyze the data to find gaps between current abilities and the needs that must be met.³³
- 5) Prioritizing the most important and realistic needs to focus on in the development of module or materials.
- 6) Designing learning materials based on the results of the needs analysis.
- 7) Validating and reviewing the material design after implementation to ensure that needs have been met and making adjustments if necessary.³⁴

By following these steps, language learning materials can be designed according to the real needs of learners and their target situations, ensuring that the development process is relevant, focused, and aligned with the characteristics of the learning context.

d. Relevance of Needs Analysis in Module Development

Conducting a thorough needs analysis is highly relevant in module development because it ensures that what is developed is in line with the real needs and context of learners, rather than just general assumptions. A study on curriculum development confirms that needs analysis plays an important role in curriculum development and helps to appropriately adjust learning objectives, content, and evaluation.³⁵

³³ James Dean Brown, *Introducing Needs Analysis and English for Specific Purposes* (Routledge, 2016).

³⁴ Thomas Stephens, *Geotextiles: A Building Component of Necessity*, *Tappi Journal*, vol. 72, 1989.

³⁵ Amalil Umam, "The Importance of Needs Analysis in Curriculum Development for ESL/EFL Classroom," *English Journal* 19, no. 2 (2016): 17–27.

In the context of designing grammar module for specific learner groups such as students at Islamic boarding schools, needs analysis helps identify the most relevant grammar material, preferred practical activities, and existing support or limitations in their context.

Furthermore, materials developed without needs analysis risk being irrelevant or inefficient. A research note states that curriculum development must be based on student needs so that it is relevant to their context. In short, needs analysis incorporates learner-centeredness and context sensitivity into module development, thereby increasing the validity, practical usefulness, and acceptance of the module which is in line with your R&D objectives in evaluating the validity and feasibility of the developed module.

4. Concept of Product Design and Development (R&D)

a. Definition of Research and Development (R&D)

Research and Development is a research method used to produce a specific product and test the effectiveness of that product. To produce a specific product, research that focuses on needs analysis is used, and to test the effectiveness of the product so that it can function in the wider community, research is required to test the product's effectiveness. Therefore, research and development is longitudinal in nature (gradual and can span multiple years).

Development research (R&D) in education is a process used to develop and validate educational products. The steps of this process are usually referred to as the R&D cycle, which consists of studying research findings related to the product to be developed, developing the product based on the

findings, and revising it to correct deficiencies found in the testing stage. In more rigorous R&D programs, this cycle is repeated until the test data field indicates that the product meets the defined behavioral objectives.³⁶

According to Okpatrioka states that R&D is a type of research aimed at producing learning products, starting with needs identification, product development, and continuing to the evaluation and revision of the product.³⁷

b. Types of Research and Development

In learning methodology, Research and Development (R&D) aims not only to produce products, but also to ensure that these products are appropriate to learning needs and contexts. Borg & Gall describe R&D as a systematic process that includes needs analysis, product development, and validation through expert assessment and limited testing. As it has evolved, the R&D model has taken several forms with different objectives and levels of application, so it is important to understand the different types in order to place research in the appropriate methodological context.

1) Borg & Gall Model

A classic R&D model in education consisting of 10 steps, from initial research to product dissemination. It is typically used for the development of learning products such as module, curricula, training programs, etc.

³⁶Fayrus and Abadi Slamet, Model Penelitian Pengembangan (R n D), 2022.

³⁷Okpatrioka, “Innovative Research and Development (R&D) in Education.,” Jurnal Pendidikan, Bahasa Dan Budaya 1, no. 1 (2023): 86–100.

2) Dick & Carey Model

Focuses on systematic instructional design. The steps include: identification of learning objectives, learning analysis, student analysis, instrument development, instructional material design, formative evaluation, revision.

3) ADDIE Model

ADDIE stands of Analysis, design, development, implementation, and evaluation. The simplest and most flexible model, often used for developing teaching materials, media, or module. It is iterative: each phase can be repeated and revised.

4) Kemp Model

A non-linear instructional design model. All components can be started from anywhere as needed (iteration flexible). It focuses on content, objectives, evaluation, and learning support.

5) 4D Model

4D model stands for define, design, develop, and disseminate. Developed by Thiagarajan. Usually used for the development of learning tools such as module, worksheets, textbooks, or learning systems.

6) 3P Model

3P model stands for Presage, Process, and Product use in curriculum development and learning processes. Looks at learning from the initial factors (presage), the implementation process, to the results (product).³⁸

³⁸ Dr Sugiyono, "Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif Dan R&D," 2013.

In this research, the researcher chose the ADDIE model because its development stages are simple yet systematic, starting from needs analysis to product evaluation. Therefore, the module in this study use the ADDIE model, as it emphasizes meeting students' learning needs and supports the development of practical, relevant teaching materials that are appropriate for the learning context at Ma'had.

c. The Levels of Research and Development

In the literature on instructional development methodology, Research and Development (R&D) does not always end with measuring the effectiveness of the product. R&D has two different levels according to the development objectives, namely Formative R&D and Summative R&D.

1) Formatif Research & Development

Formative Research and Development (R&D) is an educational product development approach that focuses on designing products based on real needs and validating their feasibility. At this level, products are evaluated through expert assessment, user feedback, and limited implementation to identify strengths, weaknesses, and necessary improvements. The goal is to ensure that the product is aligned with instructional objectives, user characteristics, and contextual requirements.

Formative R&D does not require statistical testing of effectiveness, such as pre-test/post-test designs, control groups, or measurable student performance gains. Instead, Formative R&D emphasizes the following:

- a) Need Analysis
- b) Design of Learning product

- c) Development of initial prototypes
- d) Expert validation
- e) Revision strategies
- f) Limited trial to identify practical issues

This level of research is well suited for early-stage product development, where the priority is practicality of use (usability) and suitability, rather than measurable achievement. Richard & Klein states that Formative research focuses on improving the quality of a product during its development through iterative cycles of design, evaluation, and revision.

2) Sumatif Research & Development

Research and Development (R&D) is a research and development approach that focuses on testing the effectiveness of a product after it has been developed, with the aim of determining whether the product actually improves user learning outcomes or performance. At this stage, evaluation usually involves quantitative testing, such as experimental design, pre-test/post-test, or group comparison.³⁹

In this study, the scope is within the realm of formative R&D. Although using the ADDIE, the focus of the research is not on measuring effectiveness, but on the process of analyzing the learning needs of Ma'had Al-Jami'ah students through observation and focus group discussions (FGD), designing practice-based grammar module tailored to the characteristics of the dormitory environment, and the process of content validation by experts to assess the

³⁹ James O. Carey Walter Dick, Lou Carey, *The Systematic Design of Instruction*, 2015.

feasibility, clarity, and relevance of the material. Furthermore, limited implementation was carried out to obtain user perceptions (students and tutors), followed by evaluation and revision of the module based on input from validators and user responses.

This research does not aim to measure improvements in students' grammar or speaking skills, so it does not enter the realm of summative R&D. Thus, the research output focuses on module products that are valid in terms of content, appropriate to needs, and suitable for use in the Ma'had learning context, rather than on claims of instructional effectiveness.

5. The ADDIE Model as Instructional Design Theory

a. Overview of the ADDIE Model

The objective of the research is to produce new products that have been tested for feasibility. This research adopts the Research and Development (R&D) method. According to Richey and Klein R&D research must follow a systematic development model to create an empirical basis for products or instructional tools.⁴⁰

ADDIE is an acronym that stands for five sequential phases: Analysis, Design, Development, Implementation, and Evaluation. Within an Instructional Design framework widely used for developing training programs, courses, and learning materials. This model serves as a methodological foundation to ensure that all material development decisions are logical, structured, and based on needs analysis data.⁴¹

⁴⁰ Rita C Richey and James D Klein, *Design and Development Research: Methods, Strategies, and Issues* (Routledge, 2014).

⁴¹ Robert Maribe Branch, *Instructional Design: The ADDIE Approach*, Instructional Design: The ADDIE Approach, 2010.

The most flexible, comprehensive, and widely accepted model in Instructional Design is the ADDIE model. The ADDIE model is chosen because its linear and iterative structure ensures that the module design process is based on the needs identified in Mahasantri (through the Analysis phase) and produces products that are tested for validity through expert assessment (Development phase). Thus, the use of the ADDIE model ensures methodological accountability and the quality of the Practice-Based Grammar Module development.

The ADDIE model is not the work of a single creator, but rather an evolution and simplification of the Instructional Systems Design (ISD) model developed by a research team from Florida State University for the US Armed Forces in the mid-1970s.⁴² The most concrete historical foundation of this model is outlined in the 1975 IPISD (Interservice Procedures for Instructional Systems Development) document, which describes a five-step systematic approach that is the precursor to the modern ADDIE framework widely used today.

According to Wahyuni in the Journal of Education, the development of English textbooks using the ADDIE model is a highly relevant approach to meeting the needs of learners, especially non-English language students in higher education. Wahyuni reveals that the use of ADDIE in the development of these textbooks allows for an in-depth analysis of the learners' needs, so

⁴²Michael Molenda, "In Search of The Elusive Addie Model," 2003, <https://doi.org/10.1002/pfi.4930420508>.

that the materials developed are truly contextual and appropriate to their academic background and field of study.⁴³

b. Phases of the ADDIE Model

ADDIE focuses on in-depth analysis of each stage of development, from needs analysis and design to product evaluation, making this model highly efficient for ensuring the quality and relevance of the learning products developed.⁴⁴

The ADDIE model consists of five main stages: Analyze, Design, Development, Implementation, and Evaluation. This model greatly assists learning designers in designing learning media or module in a structured and systematic manner.

1) Analyze

This initial phase focuses on identifying problems and learning needs. Instructional designers conduct an in-depth analysis of learner characteristics, learning objectives, and available resources. The goal is to ensure that the learning design will be appropriate for the needs and context of the learners.⁴⁵

2) Design

In the design stage, detailed planning is carried out, including determining learning objectives, content, teaching strategies, and evaluation tools. This stage establishes a blueprint for learning that will be

⁴³ Arin Inayah and Dimas Priagung Banar Syahputra, "Desain Buku Ajar Bahasa Inggris Berdasarkan Model Addie Pada Program Studi Non-Bahasa Inggris," *Jurnal Bina Ilmu Cendekia* 6, no. 1 (2025): 40–52, <https://doi.org/10.46838/jbic.v6i1.748>.

⁴⁴ Robert Maribe Branch and İlhan Varank, *Instructional Design: The ADDIE Approach*, vol. 722 (Springer, 2009).

⁴⁵ Branch and Varank.

developed further so that the development process can run in a focused and efficient manner.⁴⁶

3) Development

During the development phase, the designs are transformed into actual learning materials, such as module, media, and interactive materials. These products are tested on a small scale to obtain feedback and make improvements.

4) Implementation

This phase involves implementing learning in a real environment, where students use the materials that have been developed. At this stage, training is also provided for teachers and administrators to ensure optimal support.

5) Evaluation

Evaluations are conducted continuously during and after implementation, both formative and summative. The results of the evaluations are used to refine and improve the learning program to achieve maximum effectiveness.⁴⁷

c. **Relevance of ADDIE Model in Designing a Practice-Based English Grammar Module**

The ADDIE model is a module development framework that is highly relevant for designing practice-based English grammar learning module. This model consists of five main stages, namely Analysis, Design, Development, Implementation, and Evaluation, which allow the module to be tailored to the

⁴⁶ Fayrus and Slamet, Model Penelitian Pengembangan (R n D).

⁴⁷ Branch and Varank, Instructional Design: The Addie Approach.

specific needs of learners, such as students at Islamic boarding schools. The Analysis stage serves to identify learning needs in depth, while the Design and Development stages ensure that learning objectives, materials, and practical activities are arranged systematically and contextually.

In addition, ADDIE offers flexibility through continuous evaluation and revision. This iterative mechanism allows the module to be reviewed and refined based on expert assessments and user feedback. Therefore, the development process is not only rooted in theoretical assumptions, but also grounded in the authenticity of the learning context and user experience at Ma'had Al-Jami'ah.

Thus, the application of the ADDIE model in your module research and development strengthens the theoretical and methodological foundations of module development. This model supports the achievement of research objectives, namely producing module that are valid, practical, and in line with the needs and context of students at Ma'had Al-Jami'ah.

6. Product Validity Concept

a. Definition of Product Validity

In the development of learning products, product validity is a fundamental aspect that ensures that the developed products truly align with the learning objectives and can be used effectively in the educational process.

According to M. Sarip that product validity is a systematic effort to produce instructional materials based on strong development theories and to ensure their feasibility for use in the learning process.⁴⁸

⁴⁸ M.Sarip, "Validitas Dan Keterbacaan Media Ajar E-Booklet Untuk Siswa Sma/Ma Materi Keanekaragaman Hayati M." 1, no. p181 (2021): 25.

The validation is conducted by assessing several key aspects, namely the feasibility of the format, content, and language of the learning product presentation. This validity assessment involved experts using a validation sheet designed to evaluate the product based on criteria of relevance, completeness, and content accuracy, as well as the ease of using the product in the teaching and learning process. A product that is valid in terms of content and format will greatly support the effectiveness of learning and provide a strong foundation for further testing.

b. Types of Validity

Two main aspects of product validity that are often discussed in the literature are Content Validity and Construct Validity.

1) Content Validity

Content validity refers to the extent to which the content of a learning product aligns with curriculum standards, learning objectives, and the needs of learners. This validity ensures that every component of the product, such as materials, activities, and assessments, is complete, relevant, and appropriately targeted.⁴⁹

2) Construct Validity

Construct validity is related to the extent to which a learning product consistently and comprehensively represents the underlying concepts or

⁴⁹ Gusti Ayu Dessy Sugiharni, "Pengujian Validitas Konten Media Pembelajaran Interaktif Berorientasi Model Creative Problem Solving," *Jurnal Penelitian Dan Pengembangan Pendidikan* 2, no. 2 (2018): 88, <https://doi.org/10.23887/jppp.v2i2.15378>.

theories. This ensures that all components and features of the product mutually support the intended learning objectives.⁵⁰

However, this study focuses only on content validity, as it aims to determine whether the practice-based English grammar module designed adequately represents and covers the learning needs and grammar competencies required by students at Ma'had Al-Jami'ah IAIN Parepare.

Content validity is the most relevant type of instructional module validation, as it relates to the extent to which the topics, tasks, and exercises in the module represent the intended learning objectives.

c. Concept and Procedures of Content Validity

Content validity involves a systematic evaluation of whether the content of a test, module, or curriculum component is representative of the intended learning outcomes. This validity is often established through expert review or panel validation. Experts review the material to determine whether the content is relevant, clear, accurate, and appropriate for the targeted learners.

Content validity requires a clear definition of the construct (the concept being measured), careful item construction, and expert assessment to determine the relevance and representativeness of each item. The qualitative procedure for content validity involves several steps.

- 1) Researchers identify the purpose of validation, such as ensuring the relevance and suitability of the developed module

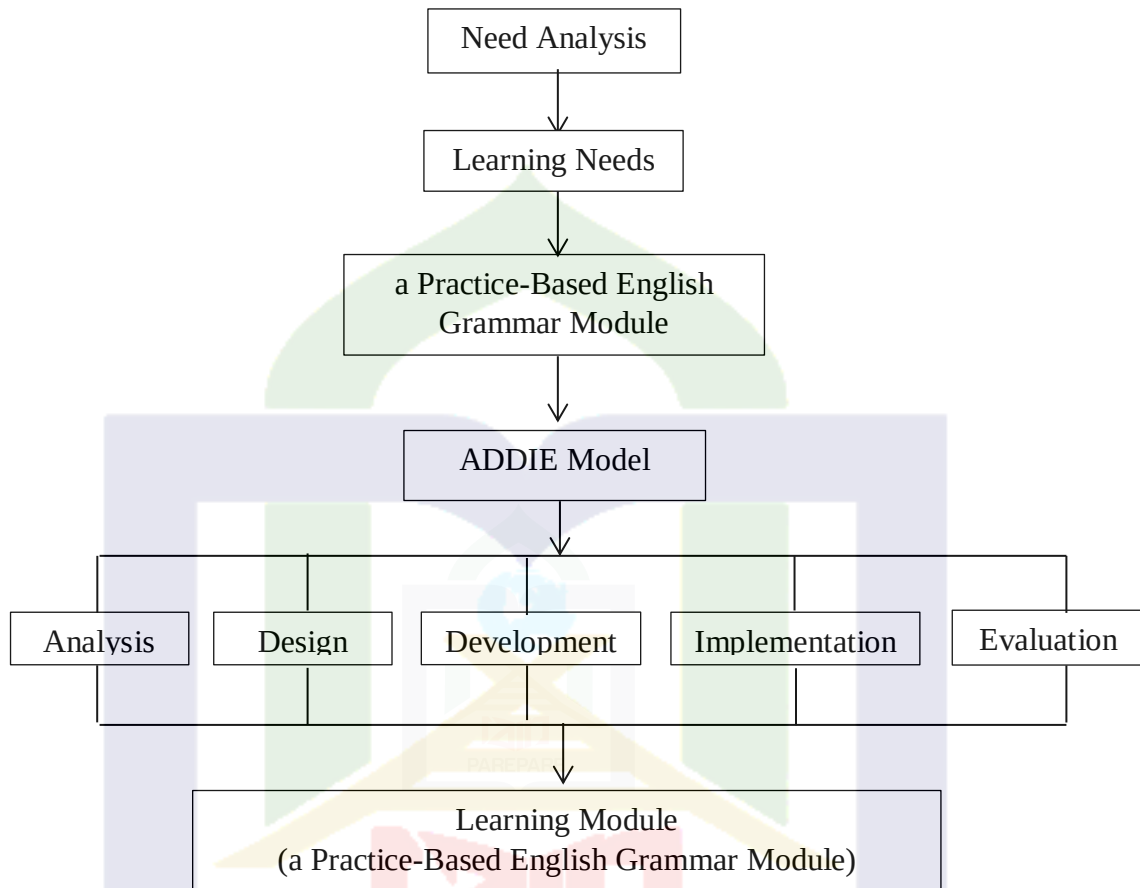
⁵⁰ Louis Cohen, Lawrence Manion, and Keith Morrison, *Research Methods in Education* (routledge, 2002).

- 2) Experts who are qualified in their fields such as language educators, grammar specialists, or learning designers are selected.
- 3) A draft of the module is provided to the experts along with clear guidelines for review.
- 4) The experts provide narrative feedback (in the form of descriptions/comments) on aspects such as content accuracy, organization, clarity, and suitability for learners.
- 5) Researchers analyze the experts' comments using qualitative techniques, usually by categorizing them into themes such as relevance, completeness, clarity, and pedagogical appropriateness.
- 6) The module are revised based on the experts' suggestions, ensuring that the content is aligned with educational standards and learner needs.⁵¹

Through this procedure, qualitative content validity ensures that the developed module is conceptually sound, pedagogically appropriate, and aligned with the intended learning objectives.

⁵¹ Sugiyono Metode Penelitian Pendidikan: Pendekatan Kuantitatif, Kualitatif, dan R&D.

C. Conceptual Framework



Picture 2.1 Conceptual Framework

This research will begin with a need analysis to identify the actual needs of the mahasantri regarding grammar learning. The results will be formulated into learning needs, which refer to the required grammar materials and appropriate learning approaches. Based on these needs, a practice-based English grammar module will be designed, focusing on grammar practice within the real-life context of the mahasantri rather than on theory alone. The development of the module will follow the ADDIE model. Through these stages, the research will produce a learning module that is relevant, applicable, and aligned with learners' needs.

CHAPTER III

METHOD OF THE RESEARCH

A. Research Design

This study uses a Research and Development (R&D) approach with the ADDIE model (Analysis, Design, Development, Implementation, Evaluation) to develop practice-based English grammar module. This research was conducted in a qualitative method with a descriptive approach, focusing on in-depth data collection through observation, focus group discussions, and expert validation to understand the needs of students and evaluate the feasibility of the module.

1. Analysis

The Analysis Stage was conducted to identify the English grammar learning needs of students at Ma'had Al-Jami'ah IAIN Parepare. At this stage, the researcher collected data on learning difficulties, learning needs, and the conditions of grammar learning thru interviews with teachers, tutors, and students. The results of this stage were used as the basis for the development of the module.

2. Design

Design was carried out by designing the concept and structure of the module based on the results of the needs analysis. At this stage, the researcher determined the learning objectives, organizes the units of material, designs the appearance of the module, and plans practical learning activities that will be used in the module.

3. Development

The Development Stage was carried out by developing the module design into a complete learning product. At this stage, the researcher compiled the module content, creates the module's visual design, and integrates various supporting digital platforms into the developed module.

4. Implementation

The implementation phase was carried out in the form of limited implementation involving students and tutors at Ma'had Al-Jami'ah IAIN Parepare. At this stage, the module was distributed to informants for limited review and testing to obtain comments, critiques, and suggestions regarding the appearance, content, activities, and characteristics of the module. This stage was not intended to measure the effectiveness of learning or the improvement of students' skills.

5. Evaluation

Evaluation was conducted to assess and refine the module based on expert validation results and comments from students and tutors during the implementation stage. At this stage, the researcher validated the module by involving two expert validators, then analyzes all the criticisms, suggestions, and feedback obtained as a basis for reviewing and refining the module so that the developed product was more valid and suitable for use.

B. Location and Duration of the Research

The research was conducted at Ma'had Al-Jami'ah IAIN Parepare. Ma'had Al-Jami'ah IAIN Parepare is an Islamic educational institution. This ma'had functions as a dormitory and Islamic education center that aims to be a place for spiritual and

academic guidance for students. The address of Ma'had Al-Jami'ah IAIN Parepare is located on the campus of the State Islamic Institute (IAIN) Parepare, which is located in the city of Parepare, South Sulawesi, Indonesia.

The location was chosen because Ma'had currently does not have standardized grammar learning module, and the diverse backgrounds of Mahasantri provide rich and varied data. The estimated research duration is sixty days, which was considered sufficient for module design, validation, and limited implementation.

C. Research Focus

The focus of this research was to identify the students' learning needs, design a practice-based English grammar module that suits the needs of students at Ma'had Al-Jami'ah IAIN Parepare using the ADDIE R&D model, and validate its feasibility and content accuracy through expert evaluation. This focus ensured that the data collected was relevant and in-depth to support the development of a practical module in the ma'had environment.

D. Operational Definition

To avoid misunderstandings and misinterpretations of the terms used in this research, the researcher provided operational definitions of the key terms related to this study. These definitions were intended to clarify the meanings of the terms within the context of this research.

1. Ma'had Al-Jami'ah IAIN Parepare

Ma'had Al-Jami'ah IAIN Parepare refers to the Islamic dormitory institution under IAIN Parepare that provides programs for religious, character, and language learning for students. In this research, Ma'had Al-Jami'ah IAIN Parepare serves as the research location where the practice-based English

grammar module was developed and implemented based on the learning needs and conditions of the students.

2. Mahasantri

Mahasantri refers to students who reside and participate in educational and religious activities at Ma'had Al-Jami'ah IAIN Parepare. In this research, mahasantri are the target users of the practice-based English grammar module that was developed and the participants involved in the needs analysis and limited implementation stages.

E. Types and Sources of Data

The type of data is divided into two, namely primary data and secondary data. Primary data is original data and data directly from objects and their data sources, while secondary data or additional data comes from sources outside the object.

As for the data used is data that includes materials that are primary and secondary.

1. Primary Sources

Primary data is data taken directly from sources in the field with the aim that this research will obtain clearer and more accurate information. The technique used in determining the sources is purposive sampling, which is applied to select participants in the interview in order to obtain accurate and relevant information.

Primary data was collected directly from research participants, including students and tutors at Ma'had Al-Jami'ah IAIN Parepare. This data will be obtained through focus group discussions and classroom observations to understand learning needs, challenges in grammar learning, and contextual

limitations. Expert validation is categorized as product evaluation data, as it provides academic assessments of module feasibility and content quality.

2. Secondary Sources

Secondary data is data obtained from external sources and internal sources. In this study the authors obtained data from literature books, the internet, journals, related papers and other data that can help provide data relevant to the theme of this research. Secondary data is a source of research data obtained indirectly and through intermediary media.⁵²

F. Data Collection and Processing Techniques

Data collection techniques are the most crucial step in research. The feasibility and validity of data greatly depend on the accuracy and correctness of the data collection process. Therefore, researchers must carefully consider this step because it directly affects the data results that will be obtained. In this study, the author used the following data collection techniques:

1. Observation

Observation was used to understand the real learning environment at Ma'had Al-Jami'ah. The purpose of Observation is used to understand the actual learning environment at Ma'had Al-Jami'ah. The aim was to record classroom interactions, difficulties in teaching grammar, and existing learning practices. The result of the observation served as contextual input for module development and do not assess the achievement or effectiveness of the module.

⁵² Joop J. Hox and Hennie R. Boeijs, Data Collection, Primary versus Secondary, Utrecht University, Utrecht, The Netherlands, 2005, http://www.joophox.net/publist/ESM_DCOL05.pdf.

2. Interview

Interviews are used as a technique to collect data directly from participants using structured question-and-answer sessions. In this study, the interviews were conducted in two stages:

a. Interview Stage 1

Stage 1 of the Interview aims to identify the learning needs of students before the development of the module. The first stage of the interview involved three groups of informants, namely students, tutors, and teachers, as stakeholders in grammar learning at Ma'had Al-Jami'ah IAIN Parepare. Students shared their learning difficulties and needs, while tutors and teachers provided perspectives on teaching challenges, common mistakes made by students, and contextual constraints in the learning environment. Interview questions related to:

- 1) Grammar topics that are considered difficult to understand
- 2) Preferred teaching methods and activities
- 3) Types of exercises that are considered beneficial
- 4) Real-life contexts in which English is used at Ma'had

The results of Phase 1 Interviews were used as the main basis for designing the module, ensuring that the content and approach are relevant to the actual learning needs of the students and based on a practice-based learning framework.

b. Interview Stage 2

Stage 2 of the Interview aims to gather user feedback after the limited implementation of the module. The second stage of the interview involved

six informants, consisting of three students and three tutors at Ma'had Al-Jami'ah IAIN Parepare, who had reviewed the module in a limited capacity. It is important to emphasize that this stage did not involve the full use of the module as teaching material in the classroom, nor is it aimed at measuring improvements in grammar proficiency or learning effectiveness. The interview was solely focused on gathering authentic user feedback regarding the strengths of the module and areas that need improvement, covering the following aspects:

- 1) Appearance and readability of the module
- 2) Accuracy and clarity of the material
- 3) Relevance and sequence of the material
- 4) Relevance of the content to real-life contexts at Ma'had
- 5) exercises and activities
- 6) Suggestions for improvement

The results of Stage 2 Interviews serve as the basis for the evaluation stage, where the researcher analyzes the received feedback and makes the necessary revisions to finalize the module.

3. Expert Validation

Expert validation was conducted to assess the content, structure, and feasibility of the module. One or two experts in English education or grammar pedagogy evaluated the module using a validation rubric. The rubric included criteria such as:

- a. Relevance of Grammar Material
- b. Language Accuracy

- c. Module Coherence
- d. Contextual Relevance
- e. Pedagogical Aspects
- f. Readability

Experts provided both numerical ratings and written comments. Their feedback will be used to revise the module before or after the limited implementation stage.

4. Documentation

Documentation is a data collection technique that focuses on obtaining important records relevant to the research topic. This technique ensures that the data collected is complete, valid, and not based solely on assumptions. In this study, Documentation was used to collect supporting learning records such as class schedules, teaching materials, and worksheets. Documentation supported contextual understanding in grammar teaching. Documentation did not evaluate student achievement or learning outcomes.

G. Data Validity Test

Data verification, or data validity testing, will be carried out using triangulation techniques, expert validation, open-ended validation responses, and analysis of validation data:

1. Triangulation

To maintain the credibility of research findings, data validity is tested through triangulation. Triangulation was used to compare information obtained from various sources and through various data collection techniques, so that researchers can ensure that the research results are not biased or dependent on

only one type of data. This approach is important in qualitative research because it helps enrich interpretation and strengthen the reliability of the analysis results.

a. Triangulation Source

Source triangulation is carried out by examining data collected from various different sources. Data can be reinforced by using three or more sources, with the aim of producing consistent conclusions and reaching agreement (confirmed through member checks). In practice, source triangulation involved comparing and double-checking the reliability of the information obtained. Examples include comparing data obtained from observation, interview, and documentation.⁵³

b. Triangulation Method

The triangulation method is applied by comparing data derived from the same phenomenon but collected through different data collection techniques. For example, students' difficulties in understanding grammar are not only examined through interview, but also confirmed through documentation of learning activities and field observation results. By comparing findings from several methods, researchers can strengthen their interpretations so that the findings produced are not singular or prone to bias.⁵⁴

2. Expert Validation (Content Validity)

Expert validation was conducted to ensure that the practice-based grammar module design were in line with pedagogical principles and the needs of Mahasantri. The validators selected were experts with academic competence in

⁵³ M M Ir Syofian Siregar, Statistik Parametrik Untuk Penelitian Kuantitatif: Dilengkapi Dengan Perhitungan Manual Dan Aplikasi SPSS Versi 17 (Bumi Aksara, 2023).

⁵⁴ Didit Widiatmoko Soewardikoen, Metodologi Penelitian: Desain Komunikasi Visual (PT Kanisius, 2019).

the field of English language teaching or teaching material development. Validators assessed the module based on several aspects, including the suitability of the grammar material to the learning objectives, linguistic accuracy, the relevance of the module context to life at the Ma'had, the integration of the material presentation, and the readability of the module.

The evaluation was carried out using a 1–4 rating rubric. This scale was only used as an indicator of areas that need improvement, not as a tool for statistical calculations. The numerical ratings only helped identify problematic sections, while the revision process was guided primarily by the validators' narrative comments and recommendations. This was important because this research was based on qualitative methods. Therefore, numerical values were not the main source of data; the main basis for revision was narrative comments, input, and reflective notes from validators. In this way, the validation process remained consistent with the descriptive qualitative research paradigm.

3. Open-Ended Validation Responses

In addition to using the rubric, validators were asked to provide open responses through free-form questions. These responses aim to obtain in-depth assessments that cannot be captured solely through numerical indicators. Validators were asked to assess the extent to which the module was relevant to the needs of the students, whether the exercise examples were truly practice-based, whether the context of the module was appropriate to the culture of the Ma'had, and which parts still need improvement.

These open-ended answers provided space for validators to evaluate the module structure comprehensively, including aspects that may not be listed in the

rubric. This approach was in line with the principles of qualitative research, where narrative-based assessments were considered more meaningful than numbers. The results of these open-ended responses form the main basis for product refinement prior to implementation.

4. Analysis of Validation Data

The validation data was analyzed using qualitative descriptive techniques. The scores on the rubric serve as initial indicators for identifying parts of the module that may cause problems, such as inaccurate explanations of grammar concepts, exercises that do not emphasize practice, or unclear instructions. However, the analysis does not stop at the numbers, as the main information was obtained through the validators' comments, notes, and recommendations.

Validators' notes and suggestions were reviewed to find recurring themes for improvement, such as content clarity, contextual relevance, pedagogical appropriateness, or the readability of the module. These themes were then grouped and used as the basis for revisions before the limited implementation stage. Thus, the validation analysis did not aim to produce statistical conclusions, but to ensure iterative improvements in accordance with the principles of product development in the ADDIE model.

H. Data Analysis Technique

Data analysis is a method of processing data into accurate information that is easy for readers to understand and useful as a reference source for researchers seeking solutions related to the topic under discussion. With this technique, the data produced

is guaranteed to be accurate and systematic, so there is no need to hesitate to use it as a reference source.⁵⁵ The steps in the research data analysis process are as follows:

1. Data Reduction

Data reduction refers to the process of selecting, condensing, simplifying, and organizing raw data obtained from observations, interviews, and documentation. At this stage, the researcher identified essential information related to learners' needs, module implementation, and responses toward the practice-based grammar module. Reducing the data allowed the researcher to focus on relevant themes, patterns, and categories that directly support the objectives of the research and the development of the instructional module.

In this study, interview data were analyzed through coding. The researcher selects important statements from the interview results, assigns codes, and groups similar codes into themes. These themes are used to present the findings and to support the development and revision of the module.

In this study, interview data were analyzed through coding. The researcher selects important statements from the interview results, assigns codes, and groups similar codes into themes. These themes are used to present the findings and to support the development and revision of the module.

2. Data Display

Once the data had been reduced, the next stage involves presenting them in an organized and structured manner. In qualitative studies, data display commonly takes the form of descriptive narrative, thematic coding, or matrices that illustrate emerging patterns. In this research, the analyzed data were

⁵⁵ Eric Dull and Steven P. Reinhardt, "An Analytic Approach for Discovery," CEUR Workshop Proceedings, 2014.

displayed through categorized themes representing learners' needs, expert evaluation results, and users' experiences during module implementation. This presentation helped the researcher to interpret the findings more clearly and supports decision-making in subsequent stages of the ADDIE model.⁵⁶

3. Conclusion

The final stage involved drawing conclusions based on the analyzed data. According to Miles and Huberman, conclusions in qualitative research were initially provisional and may change if not supported by sufficient evidence. Therefore, conclusion drawing was accompanied by verification through continuous comparison with data obtained in the field, ensuring the credibility and trustworthiness of the findings. Once the emerging conclusions were consistently validated, they became firm interpretations that answer the research questions and inform revisions of the developed module.⁵⁷

⁵⁶ Hengki Wijaya, Analisis Data Kualitatif Teori Konsep Dalam Penelitian Pendidikan (Sekolah Tinggi Theologia Jaffray, 2020).

⁵⁷ Sugiyono, Metodologi Penelitian Kuantitatif, Kualitatif Dan R & D.

CHAPTER IV

FINDINGS AND DISSCUSSION

A. Findings

This chapter presents the research findings based on the research questions. Data were obtained from interviews with tutors, ustadz/ustadzah, students, and validator assessments. The findings were analyzed using the ADDIE model: Analysis, Design, Development, Implementation, and Evaluation. Before being presented in the ADDIE stage, the interview data were coded to identify key themes, including learning conditions, learning difficulties, learning needs, module design needs, and user responses to the developed module.

Table 4.1 The Research Findings and the ADDIE Model Stages Relationship

Findings	ADDIE Stage	Description of Activities
Learning Needs of the Mahasantri	Analysis	Conducting interviews with mahasantri, tutors, and ustadz/ustadzah to identify the students' needs in learning English grammar.
The Design of the Practice-Based English Grammar Module	Design + Development	Designing and developing the practice-based English grammar module based on the results of the needs analysis.
The Validity and Feasibility of the Developed Module	Implementation + Evaluation	Implementing the module in a limited form by distributing it to mahasantri and tutors to review the materials, explore the module design, try the tests, and access the provided links and QR codes. The evaluation stage included feedback and assessment results from mahasantri, tutors, and expert validators, which were used to revise and improve the module.

The following sections present the findings of this research systematically in order to answer the three formulated research questions. Each finding is discussed based on the stages of the ADDIE model.

1. Learning Needs of the Mahasantri

The analysis stage was conducted to identify the learning needs of students in English grammar instruction at Ma'had Al-Jami'ah IAIN Parepare. Data were obtained thru interviews with students, English tutors, and religious teachers. Based on the data analysis results, three main themes were identified: learning difficulties, learning needs, and learning conditions.

a. Learning Condition

Based on the interview results, it was found that English language learning at Ma'had Al-Jami'ah IAIN Parepare still has time limitations and has not yet used standard modules.

The tutor stated that English language learning is alternated with Arabic language learning.

Pembelajaran bahasa inggris di mahad dilakukan setiap 2 pertemuan/2 minggu, karena brgantian dengan pembelajaran bahasa arab. Setiap pertemuan itu skitar 120 menit.

Translate:

English language learning at the ma'had is held every two sessions per two weeks, as it alternates with Arabic language learning. Each session lasts approximately 120 minutes.⁵⁸

— SKS, Tutor

The quote shows that the time for learning English is still limited because the learning is done alternately with learning Arabic. This

⁵⁸ SKS, English Tutor, Interviewed on March 25th 2026

condition requires the grammar learning process to be adjusted to the available time.

The finding was reinforced by another tutor who stated that:

Faktor yg menghambat pemahamannya adalah waktu sih yg kurang cukup bagi sy selama ini mereka butuh waktu lebih untuk memahami, alokasi materi dg tepat

Translate:

The factor that hinders their understanding is the lack of time for me, as they need more time to comprehend, and the proper allocation of material.⁵⁹

— YNY, Tutor

The statement indicates that time constraints affect the process of understanding grammar material among students. Students need more time to comprehend and practice the material they have learned.

The students also stated that they need more time to review the material before moving on to the next topic.

Kendala sederhana yang saya alami saat belajar, adalah saya merasa waktu pembelajaran yang cukup berdekatan membuat pembelajaran yang kurang saya fahami tidak memiliki waktu yang cukup untuk saya ulas kembali, sebelum akhirnya pembelajaran baru di berikan.

Translate:

A simple obstacle I experience while studying is that I feel the closely spaced learning sessions do not give me enough time to review the material I don't understand before new lessons are given.⁶⁰

— AIN, Mahasantri

⁵⁹ YNY, English Tutor, Interviewed on May 2nd 2026

⁶⁰ AIN, Mahasantri of Ma'had Al-Jami'ah, Interviewed on March 15th 2026

In addition to time constraints, the interview results also indicate that there is no standard grammar module used by all tutors, so the learning process still depends on the materials prepared by each tutor.

Based on the results of the interview, it was found that the learning conditions at Ma'had Al-Jami'ah IAIN Parepare require a grammar module that:

- 1) Structured
- 2) Practical
- 3) Easy to use
- 4) Suitable for the time constraints of learning environment.

Tabel 4.2 Findings of Learning Condition

No.	Findings Theme	Findings Pattern
1.	Time constraints	English language learning has limited time.
2.	Understanding of material	Students need more review time.
3.	Theory and practice	Learning needs to balance theory and practice.
4.	Learning modules	There is no standard grammar module yet.
5.	Learning needs	A practical and structured module is needed.

b. Learning Difficulties

Based on the interview results, it was found that the students experienced several difficulties in learning English grammar, especially in applying grammar in communication and understanding some basic grammar materials. One of the students stated that:

Grammar sulit di fahami pada penggunaannya, sulit untuk menentukan kapan suatu kata dapat di aplikasikan dengan aturan

grammar nya. Serta sulit untuk membedakan apa perbedaan di antara beberapa grammar tersebut.

Translate:

Grammar is difficult to understand in its usage, and hard to determine when a word can be applied with its grammar rules. It is also difficult to distinguish the differences between several grammars.⁶¹

— AIN, Mahasantri

The quote shows that students still have difficulty using grammar directly in communication. The students understand some grammar rules theoretically, but they are still confused about determining the correct use of grammar in sentences and conversations. This causes the students to lack confidence when using English in daily communication.

The finding was reinforced by the tutor who stated that:

Kalau faktor penghambat, biasanya karena mereka kurang praktik, jadi hanya paham teori saji tapi tidak terbiasaki na gunakan. Selain itu, kadang metode yang digunakan terlalu fokus ke teori. Perbedaan kemampuan antar santri yang satu dengan santri lainnya juga cukup berpengaruh

Translate:

As for the inhibiting factors, it's usually because they lack practice, so they only understand the theory but are not accustomed to using it. Beside that, sometimes the methods used are too focused on theory. The difference in abilities between one student and another also has a significant impact.⁶²

— DSF, Tutor

The tutor's statement indicates that the process of learning grammar still focuses more on theory than on the practical use of language. Students

⁶¹ AIN, Mahasantri of Ma'had Al-Jami'ah, Interviewed on March 15th 2026

⁶² DSF, English Tutor, Interviewed on April 23rd 2026

more often study grammar rules than use them directly in communication activities.

In addition, some basic grammar materials such as tenses and telling time are still considered difficult by the students.

Menurut ku kak, tenses dan telling time yang agak susah,

Translate:

In my opinion, sis, tenses and telling time are a bit difficult.⁶³

— SKS, Tutor

The interview results also show that the difference in structure between Indonesian and English is one of the obstacles in understanding grammar. Students are still often influenced by Indonesian language patterns when constructing sentences in English.

Based on the results of the interview, it was found that the main difficulties faced by students in learning grammar include:

- 1) Difficulty applying grammar in communication
- 2) Lack of practice in using grammar
- 3) Low understanding of basic grammar concept
- 4) The influence of Indonesian on the use of English

Tabel 4.3 Findings of Difficulties

No.	Findings Theme	Findings Pattern
1.	Grammar Application	Students understand the theory but have difficulty using communication.
2.	Basic grammar material	Tenses and telling time are still considered difficult.
3.	Grammar practice	Learning is still theory-dominant.
4.	Influence of Indonesian language	Students are still influenced by the patterns of the Indonesian language.

⁶³ SKS, English Tutor, Interviewed on March 25th 2026

c. Analysis of the Learning Needs

Based on the interview results, it was found that students need simple, contextual, and practice-based grammar learning.

1) Simple and Accessible Language Presentation

Mahasantri stated that they find it easier to understand grammar when the material is explained using simple and easy-to-understand language.

Saya merasa lebih paham jika sebuah penjelasan di sertakan dengan contoh yang dijelaskan dengan bahasa dasar yang mudah di fahami, contoh penyusunan kalimat yang awalnya hanya kalimat sederhana, kemudian semakin paham, contoh kalimat di kembangkan menjadi contoh yang lebih kompleks, setelah itu di lakukan pengulangan pemahaman dengan contoh soal yang rutin.

Translate:

I feel more understanding if an explanation is accompanied by examples explained in basic language that is easy to understand, starting with simple sentences, then gradually more complex sentences, and after that, understanding is reinforced with regular practice questions.⁶⁴

— AIN, Mahasantri

The quote shows that the use of simple language helps students understand grammar material better. Additionally, the students also need explanations that are given gradually, starting from simple forms to more complex material. The use of clear and easily understandable examples also helps them grasp the use of grammar in the learning process.

⁶⁴ AIN, Mahasantri of Ma'had Al-Jami'ah, Interviewed on March 15th 2026

Based on the results of the interview, it was found that the presentation of simple and easy-to-understand material is one of the main needs of students in learning grammar.

2) Concrete Examples and Scaffolded Exercises

Mahasantri also need examples and hands-on practice after the material explanation is given.

Menurut Saya lebih mudah memahami grammar melalui penjelasan tutor yang jelas, contoh kalimat, dan latihan langsung setelah materi dijelaskan dan juga pengulangan dari setiap materi.

Translate:

In my opinion, it is easier to understand grammar through clear explanations from the tutor, example sentences, and direct practice after the material is explained, as well as repetition of each material.⁶⁵

— HLM, Mahasantri

The quote shows that direct practice helps students understand the use of grammar more effectively. Students feel that example sentences and exercises after the explanation of the material make it easier for them to understand the use of grammar in the context of learning.

The findings indicate that gradual practice and contextual examples are important components in the grammar learning process.

3) Balanced Integration of Theory and Practice

The interview results show that students need a learning approach that balances theory and practice.

⁶⁵ HLM, Mahasantri of Ma'had Al-Jami'ah, Interviewed on May 2nd 2026

Mempraktikkan langsung materi yang baru saja dipelajari : misal, tentang pengenalan diri, membaca kosakata, dan tanya jawab langsung dengan tutor. Krena hal itu dapat membuat pelajaran yang baru saja dipahami dapat melekat di ingatan.

Translate:

Practicing the material just learned directly: for example, about self-introduction, reading vocabulary, and direct Q&A with the tutor. Because it can make the lesson that has just been understood stick in memory.⁶⁶

— BRY, Mahasantri

The quote shows that direct practice helps students understand and remember the use of grammar better. Practical activities such as speaking, question and answer, and vocabulary usage help students connect grammar theory with direct language use.

The finding was reinforced by the tutor who stated that:

Kalau dari pengalaman saya, siswa lebih mudah paham lewat praktik. Tapi tetap harus ada teori dasar, hanya saja jangan terlalu rumit.

Translate:

From my experience, students understand better thru practice. But there still needs to be basic theory, just don't make it too complicated.⁶⁷

— DSF, Tutor

The tutor's statement indicates that grammar material needs to be organized gradually and accompanied by practical activities to be more easily understood by the students.

⁶⁶ BRY, Mahasantri of Ma'had Al-Jami'ah, Interviewed on March 25th 2026

⁶⁷ DSF, English Tutor, Interviewed on April 23rd 2026

Based on the results of the interview, it was found that grammar learning that combines theory and practice has become one of the main needs of students at Ma'had Al-Jami'ah IAIN Parepare.

4) Focus on Speaking Skills and Real-Life Communicative Contexts

Tutors and teachers stated that language learning at the ma'had is more focused on everyday communication skills.

Perlu kak, contoh nya di suruh buat daily activity, bercerita mengenai kehidupan kampus dan lain lain

Translate:

It's necessary, for example, being asked to create daily activities, telling stories about campus life, and so on.⁶⁸

— SKS, Tutor

The quote shows that grammar learning at the ma'had needs to be linked to daily communication activities that are close to the lives of the students. The use of conversation examples and speaking activities is considered to help students use grammar in real-life situations.

The finding was reinforced by the ustadzah who stated that:

Pembelajaran bahasa di asrama memang ditujukan untuk keterampilan percakapan.

Translate:

Language proficiency in the dormitory is indeed aimed at conversational skills.⁶⁹

— STF, Ustadzah

The statement indicates that speaking skills are the main focus in language learning within the ma'had environment.

⁶⁸ SKS, English Tutor, Interviewed on March 25th 2026

⁶⁹ STF, Ustadzah/Lecturer, Interviewed on February 25th 2026

Based on the results of the interview, it was found that speaking activities and daily communication have become important needs in grammar learning.

5) Structured and Systematic Module Tailored to the Learning Schedule

Tutors and ustadzah also stated that grammar learning requires a systematic module that is suitable for the learning conditions at the ma'had.

Materinya nanti harus disusun secara sistematis ke dalam beberapa unit pembelajaran dan disesuaikan dengan alokasi waktu yang ada.

Translate:

The material should be organized systematically into several learning units and adapted to the available time allocation.⁷⁰

— STF, Ustadzah

The quote shows that grammar material needs to be organized gradually and adjusted to the available learning time. The systematic arrangement of materials is considered to help students understand grammar in a more focused manner.

Based on the results of the interview, it was found that a structured and systematic grammar module has become one of the learning needs at Ma'had Al-Jami'ah IAIN Parepare.

⁷⁰ STF, Ustadzah/Lecturer, Interviewed on February 25th 2026

Table 4.4 Findings of Learning Needs

No.	Findings Theme	Findings Pattern
1.	Simple explanation	Students find it easier to understand grammar with simple language.
2.	Examples and exercises	Mahasantri need direct practice after the explanation of the material.
3.	Theory and practice	Learning needs to balance theory and practice.
4.	Speaking activity	Grammar learning needs to support everyday communication.
5.	Systematic module	The module needs to be organized in a gradual and structured manner.

2. The Design of the Practice-Based English Grammar Module

This section presents the design and development process of a practice-based English grammar module based on the results of a needs analysis. The findings from the analysis stage indicate that students need simple, contextual, systematic, and practice-focused grammar learning materials. Therefore, the researchers designed a module that integrates grammar explanations with continuous communicative practices to help students apply grammar in daily communication. The module was also developed gradually, starting with basic grammar topics and continuing with more complex material.

The design and development of the module are based on the principles of practice-based learning proposed by Nation and Newton (2009), which emphasize the balance between theoretical understanding and communicative practice. In addition, this module is contextualized with the daily life experiences of students at Ma'had Al-Jami'ah IAIN Parepare, such as dormitory activities, halaqah, class schedules, and interactions among students.

a. Design of the Practice-Based English Grammar Module Based on Learning Needs

This module is designed with consideration of the learning needs of students identified during the analysis phase. The findings show that students prefer learning materials that are easy to understand, not overly theoretical, and supported by repetitive practical activities. Therefore, the researchers designed the module systematically and progressively to help students learn grammar step by step.

In addition, this module is designed contextually by providing examples, exercises, and speaking activities related to students' everyday life situations. This approach aims to help students not only understand grammar theoretically but also apply it in meaningful communication. The module also focuses on balancing theory and practice to support the mastery of grammar and speaking skills simultaneously. The main purposes of developing this module are presented in the following table.

Tabel 4.5 Purpose of Module Development

No	Purposes of Module Development
1.	To provide grammar teaching materials based on students' learning needs.
2.	To help students understand grammar in a simple and systematic way.
3.	To improve students' ability to apply grammar through contextual practice.
4.	To balance theoretical understanding and communicative practice.
5.	To support students' speaking skills in daily communication contexts.
6.	To provide structured teaching materials suitable for Ma'had Al-Jami'ah

This module is divided into three main parts: the opening section, the learning units, and the closing section. The opening section consists of the cover, preface, table of contents, and initial test. The core section contains twelve learning units arranged progressively from basic grammar topics to

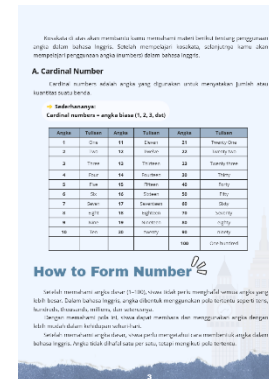
more complex ones. Meanwhile, the closing section includes the final test, answer key, bibliography, and author profile.

In addition, each learning unit is systematically designed to support theoretical understanding and communicative practice. Each unit consists of six interconnected components, as shown in the following table.

Tabel 4.6 Learning Unit

No	Unit Components	Functions
1.	Warm-Up	Activates students' prior knowledge and motivation.
2.	Introduction	Introduces grammar topics and learning objectives.
3.	Vocabulary	Provides key vocabulary and pronunciation practice through YouGlish.
4.	Explanation of Material	Explains grammar concepts in simple and contextual ways.
5.	Practice Exercises	Strengthens students' grammar understanding through written exercises.
6.	Guided Speaking Practice	Encourages communicative grammar use through speaking activities.

The following figures present examples of the main components contained in each learning unit of the developed module. These components were systematically designed to support both grammar understanding and communicative practice in accordance with the practice-based learning approach applied in this study.



Picture 4.2 Explanation of Material



Picture 4.4 Guided Speaking Practice

b. Development of the Practice-Based English Grammar Module

After completing the design phase, the researchers proceeded to the development stage by transforming the module design into a complete teaching product titled English is Easy. The module was developed for

students at Ma'had Al-Jami'ah IAIN Parepare and consists of approximately 150 pages. The development process involved preparing the module content, designing the visual layout, integrating digital learning platforms, and organizing communicative learning activities.

Several digital platforms are used during the module development process to support accessibility and interactive learning. The platforms used are presented in the table below.

Tabel 4.7 Platform used

No	Platform	Functions
1.	Canva	Designing the module layout and visual appearance.
2.	Quizizz	Creating interactive pre-tests and post-tests.
3.	Google Drive	Providing digital answer keys through QR codes.
4.	YouGlish	Supporting vocabulary pronunciation practice.

Based on that structure, the module was designed so that grammar learning does not only focus on theory but also on the use of grammar through practice and speaking activities.

The content of this module is developed based on three main foundations: the results of needs analysis, the module design framework, and several academic references related to grammar learning and practice-based learning. Each unit is consistently developed using six main learning components to ensure a balanced learning experience between grammar explanation and communicative practice.

This module consists of twelve learning units arranged progressively from simple grammar topics to more complex ones. The units were selected based on the students' learning needs and the grammar materials commonly

used in English language learning activities at Ma'had Al-Jami'ah IAIN Parepare. The learning units are presented in the table below.

Tabel 4.8 Unit Title

No	Unit Title	Main Focus
1.	Numbers in Life	Cardinal numbers, ordinal numbers, and calculations.
2.	What Day is Today?	Days, months, dates, and years.
3.	Telling Time	Time expressions and schedules.
4.	Parts of Speech	Types of words in English grammar.
5.	Determiners	Articles, possessives, demonstratives, and quantifiers.
6.	Phrases	Common English phrases for communication.
7.	Simple Present Tense	Daily routines and habits.
8.	Present Continuous Tense	Ongoing activities.
9.	Present Perfect Tense	Experiences and completed activities.
10.	Simple Past Tense	Past activities and experiences.
11.	Simple Future Tense	Future plans and predictions.
12.	Giving Instructions and Expressing Responsibility	Instructions, duties, and responsibilities.

Overall, the developed module was designed to provide simple, practical, contextual, and communicative grammar learning. By integrating theoretical explanations with continuous practical activities, this module was expected to help students improve their grammar understanding as well as their confidence in using English in everyday communication.

3. Validation, Implementation, and Evaluation of the Developed Module

This section presents the validity and feasibility of the developed module based on the Implementation and Evaluation stages of the ADDIE model. In this study, the implementation stage was conducted in a limited form because the module was not directly implemented in classroom teaching activities. Instead,

the researcher distributed the English is Easy module to tutors, mahasantri, and expert validators to review the contents, examine the design and layout, try the tests provided in the module, and access the digital features such as Quizizz, Google Drive answer keys, and YouGlish pronunciation links through QR codes. Through this process, the researcher obtained responses and feedback regarding the clarity, attractiveness, practicality, and contextual relevance of the module.

Meanwhile, the evaluation stage focused on analyzing the feedback, comments, and validation results obtained from tutors, mahasantri, and expert validators. The results of the evaluation were then used as the basis for revising and improving the module. Therefore, this stage aimed to ensure that the developed module was valid, feasible, and appropriate for the learning needs of mahasantri at Ma'had Al-Jami'ah IAIN Parepare. The following table presents the implementation and evaluation activities conducted in this study.

Tabel 4.9 Implementation and Evaluation Activities

ADDIE Stage	Activities	Purpose
Implementation	Distributing modules to students, tutors, and validators to review the material, design, exercises, tests, and QR code-based digital features. Interviews with students and tutors were also conducted.	Obtain responses and feedback regarding the practicality, readability, usability, and relevance of the module.
Evaluation	Analyzing feedback from students and tutors as well as the assessment results and revision suggestions from expert validators.	Revising and refining the module based on limited implementation results and expert validation before the final product is completed.

a. Implementation of the Module in Limited Form

The implementation phase is carried out on a limited basis by distributing the modules to students and tutors. This phase aims to obtain feedback on the practicality, readability, usability, and relevance of the developed modules.

Based on the interview results, the majority of informants provided positive responses to the developed module. They found the module interesting, easy to understand, systematic, and relevant to the daily lives of students at Ma'had. The table below summarizes the implementation results.

Tabel 4.10 Summarizes of The Implementation Results

Aspects	Findings
Appearance and Readability	the module was considered colorful, attractive, and comfortable to read.
Clarity of Material	the grammar explanations and examples were easy to understand.
Relevance and Sequence	the materials were arranged systematically from simple to complex topics.
Contextual Relevance	the examples and vocabulary reflected students' daily life at Ma'had.
Exercises and Activities	the activities supported practice-based learning and communication practice.

Several interview excerpts supporting the findings are presented below.

Kalau saya pribadi itu bagus karena berwarna. Jadi enak dipandang, tidak monoton begitu, jadi tidak bosan dilihat.

Translate:

Personally, I think it's good because it's colorful. So it's pleasant to look at, not monotonous, so it doesn't get boring to look at.⁷¹

— SKS, Tutor

⁷¹ SKS, English Tutor, Interviewed on May 12nd 2026

Kalau dari yang kubaca tadi sudah jelas mi, Kak. Dari penjelasannya, setelah dijelaskan langsung dikasih contoh penggunaan secara langsung di bawahnya, jadi kayak 'Oh begitu caranya'. Jadi mudah dipahami.

Translate:

From what I read earlier, it was clear, Sist. From the explanation, after it was explained, it was immediately followed by an example of its direct usage below, so it was like 'Oh, that's how it works.' So, it was easy to understand.⁷²

— AIN, Mahasantri

Saya tidak tahu bilang logis bagaimana, tapi kalau sistematis iya. Karena memang dari kemarin-kemarin saya sebagai tutor tidak jauh begini juga materinya toh, jadi ya sistematis.

Translate:

I don't know how to say it's logical, but it's systematic. Because indeed, as a tutor, the material has been like this for a while, so it's systematic.⁷³

— YNY, Tutor

Dari contohnya yang ta' kasih di sini masuk semua mi, memang kegiatan ma'had.

Translate:

From the examples you provided, they all fit well, they are indeed activities in the ma'had.⁷⁴

— HLM, Mahasantri

Penggunaan QR dan Quizizz dalam modul menurut saya sangat kreatif, dan juga menggabungkan digital dalam modul jadi orang yang memakai nya akan menemukan hal baru.

Translate:

The use of QR and Quizizz in the module, in my opinion, is very creative, and it also incorporates digital elements into the module, so people who use it will discover something new.⁷⁵

— SKS, Tutor

⁷² AIN, Mahasantri of Ma'had Al-Jami'ah, Interviewed on May 10th 2026

⁷³ YNY, English Tutor, Interviewed on May 14th 2026

⁷⁴ HLM, Mahasantri of Ma'had Al-Jami'ah, Interviewed on May 12nd 2026

⁷⁵ SKS, English Tutor, Interviewed on May 12nd 2026

Kalau menurut saya itu sudah mencerminkan prinsip practice based learning karena mahasiswa memang belajar melalui praktik langsung.

Translate:

In my opinion, this already reflects the principles of practice-based learning because students usually learn through direct practice.⁷⁶

— DSF, Tutor

In addition to positive feedback, the informants also provided several suggestions for improvement, particularly regarding the density of the material, grammatical accuracy, visual appearance, and the need for more contextual examples. These suggestions were then used as supporting data in the product evaluation and revision stage.

Feedback from students and tutors also shows data triangulation. Students provide feedback from a user perspective, such as readability, visual comfort, and ease of use of digital features. Meanwhile, tutors provide input from a learning perspective, such as the suitability of activities for practice-based learning, grammatical accuracy, and the relevance of examples to the Ma'had context. Thus, the implementation results are used as a supporting basis in evaluating and revising the module.

b. Expert Validation of the Module

After limited implementation, the module is evaluated thru expert validation. Validation is conducted to determine the validity and feasibility of the module before the product is finalized. Two validators assessed the module based on six aspects, namely the relevance of grammar material, language accuracy, module cohesion, contextual relevance, pedagogical aspects, and readability.

⁷⁶ DSF, English Tutor, Interviewed on May 13rd 2026

Tabel 4.11 Module Validation Aspects and Assessment Focus

No.	Validation Aspect	Focus of assessment
1.	Relevance of Grammar Material	The suitability of grammar material with the needs of students and learning objectives.
2.	Language Accuracy	The accuracy of grammar, spelling, and language usage.
3.	Module Cohesion	The interconnection and organization between units.
4.	Contextual Relevance	The suitability of examples and activities with the daily lives of students.
5.	Pedagogical Aspects	The balance between explanations and practical activities.
6.	Readability	The clarity of language, layout, font, and visual appearance

1) Validator 1

The first validator, KLS, M.Pd., evaluated the module on May 5, 2026. In general, the validator stated that the module is suitable for use with moderate revisions. The main strength of this module lies in its contextual relevance and readability, as the examples, activities, and settings used are close to the students' lives at the Ma'had, such as halaqah, tahsin, prayer, dormitory, and mosque.

However, some indicators received a score of 2 and became a priority for revision. In terms of language accuracy, the validator found several grammatical and factual errors, such as mistakes with stative verbs, an incomplete month table, the use of "Oktober" instead of "October," and repeated titles. In terms of pedagogical aspects, the validator also assessed that the module lacks space for learning reflection, a self-assessment

checklist, and a speaking assessment rubric. Therefore, the main revisions from Validator 1 focused on improving language accuracy and adding reflection components as well as a speaking rubric.

2) Validator 2

The second validator, MML, S.Hum., M.A., evaluated the module on May 18, 2026. In general, the validator stated that the module is eligible to be tested as a prototype after improvements are made. The validator assessed that the module is appropriate for the students' life context, and the addition of Guided Speaking Practice directs the module toward usage-based grammar learning.

Some indicators received a score of 2 and became the basis for major revisions. In terms of language accuracy, the validator found many grammatical errors and typos, such as "How to Forming" and "How write down date." The validator also highlighted the need to improve capitalization and English structure. Additionally, in the pedagogical aspect, the reflection/feedback section is considered unclear. Therefore, the main revisions from Validator 2 are focused on proofreading, grammar correction, and clarity of English, as well as the addition of a reflection/feedback section.

Based on the validation results, the main revisions are focused on the indicators that received a score of 2, as these aspects still require improvement before the module can be used. The summary of the main revisions is presented as follows.

Tabel 4.12 Validator Module Revision

No	Major Revision Aspect	Basis of Assessment	Revision Made
1.	Grammar accuracy and factual errors	Score 2 from Validator 1 and Validator 2	Correcting grammar, typos, <i>stative verbs</i> , month names, time expressions, and incorrect headings
2.	Clarity of English language	Score 2 from Validator 2	Improving sentence structure, capitalization, and inaccurate English expressions
3.	Reflection/feedback section	Score 2 from Validator 1 and Validator 2	Adding a learning reflection or feedback section
4.	Speaking assessment rubric	Suggestion from Validator 1 in the pedagogical aspect	Adding a speaking rubric to assess pronunciation, grammar, and fluency

Based on the results, this module is considered suitable for use with revisions. The main revisions were made to the aspects of language accuracy and pedagogical components, while other aspects that received scores of 3 and 4 were maintained or slightly improved as needed.

c. Product Revision Based on User Feedback and Expert Validation

Product revisions are carried out based on feedback from students, tutors, and expert validators. These revisions are divided into two categories: major/urgent revisions and minor revisions. Major revisions are those that directly affect the validity and feasibility of the module, especially on aspects that receive a score of 2 from the validators. Meanwhile, minor revisions are

technical improvements that support the readability, consistency, and practicality of the module.

1) Urgent Revision

a) Revision of Grammatical Accuracy, Factual Errors, and Technical Writing

Researchers corrected grammatical, factual, and technical errors in the module. These errors include incorrect grammar examples, typos, incomplete month names, improper use of time expressions, and repeated titles. This revision is important because the developed module focuses on grammar learning, so the accuracy of examples and explanations must be taken into account.

3. Tidak Semua Kata Kerja Bisa Ditambahkan -ing
Dalam Present Continuous, hanya kata kerja tertentu yang bisa digunakan.
a. Dynamic verbs (kata kerja aksi) → bisa digunakan
Contoh: eat, run, study
• She is eating.
b. Stative verbs (kata kerja keadaan) → tidak digunakan
Contoh: know, like, believe
• I am knowing him. (Benar)
• I know him. (Salah)
4. Perubahan Bentuk Kata Kerja (-ing)
Dalam Present Continuous Tense, kata kerja harus ditambah akhiran -ing. Namun, penambahannya tidak selalu langsung, karena ada beberapa aturan perubahan bentuk kata kerja.

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Dalam Present Continuous Tense, kata kerja harus ditambah akhiran -ing. Namun, penambahannya tidak selalu langsung, karena ada beberapa aturan perubahan bentuk kata kerja.

Before After
Picture 4.5 Revision result of stative verb section

B. Month (Bulan)			B. Month (Bulan)		
English	Indonesia	Phonetic Symbol	English	Indonesia	Phonetic Symbol
January	Januari	/ˈdʒæn.ju.ər.i/	January	Januari	/ˈdʒæn.ju.ər.i/
February	Februari	/ˈfeb.ru.ər.i/	February	Februari	/ˈfeb.ru.ər.i/
March	Maret	/ˈmɑːrtʃ/	March	Maret	/ˈmɑːrtʃ/
April	April	/ˈeɪ.pṛəl/	April	April	/ˈeɪ.pṛəl/
May	Mai	/meɪ/	May	Mai	/meɪ/
June	Juni	/dʒuːn/	June	Juni	/dʒuːn/
July	Juli	/dʒuːli/	July	Juli	/dʒuːli/
August	Agustus	/ˈɔː.ɡəst/	August	Agustus	/ˈɔː.ɡəst/
September	September	/ˌsep.tem.bər/	September	September	/ˌsep.tem.bər/
October	Oktober	/ˌɒk.tə.bər/	October	Oktober	/ˌɒk.tə.bər/
November	November	/ˌnəʊ.vem.bər/	November	November	/ˌnəʊ.vem.bər/
December	Desember	/ˌdi.sem.bər/	December	Desember	/ˌdi.sem.bər/

Before After
Picture 4.6 Results of the revision, addition, and word improvement

3) Present Form
Past form (Verb 2) adalah bentuk verb yang digunakan untuk menyatakan kegiatan atau peristiwa yang terjadi di masa lalu. Bentuk ini terbagi menjadi dua jenis, yaitu regular verb dan irregular verb.
• Present Participle (-ing Form)
Present participle adalah bentuk verb yang ditambahkan akhiran -ing. Bentuk ini biasanya digunakan untuk menunjukkan kegiatan yang sedang berlangsung.

Verb 1 (V1)	Present Participle (-ing)	Keterangan
play	playing	Tambah -ing
watch	watching	Tambah -ing, final -e tetap
study	studying	y → i + ing

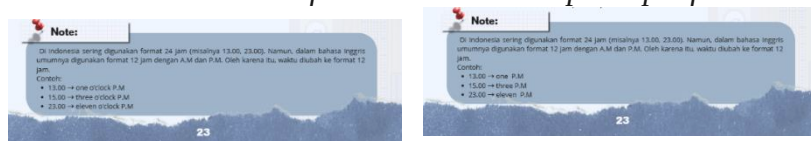
Before

3) Participle Form
Participle form (Verb 3) adalah bentuk verb yang digunakan untuk menunjukkan tindakan yang sudah selesai atau berkaitan dengan waktu tertentu dalam kalimat. Bentuk ini biasanya digunakan dalam perfect tense dan juga dalam bentuk passive voice. Participle form terbagi menjadi dua jenis, yaitu present participle dan past participle.
• Present Participle (-ing Form): Present participle adalah bentuk verb yang ditambahkan akhiran -ing. Bentuk ini biasanya digunakan untuk menunjukkan kegiatan yang sedang berlangsung.

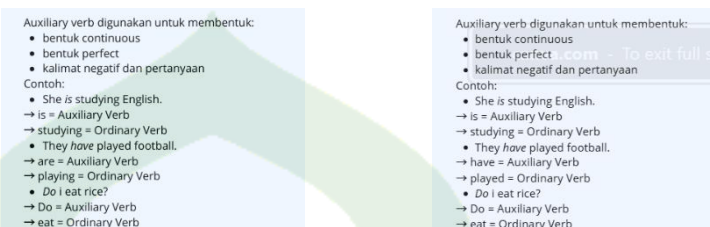
Verb 1 (V1)	Present Participle (-ing)	Keterangan
play	playing	Tambah -ing
watch	watching	Tambah -ing, final -e tetap
study	studying	y → i + ing

After

Picture 4.7 Results of the revision unit 4 participle form



Picture 4.8 Results of revision writing improvement



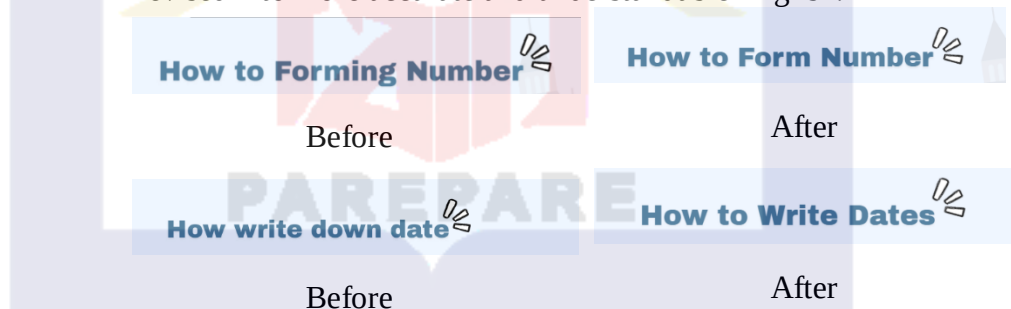
Before

After

Picture 4.9 Result of the explanation improvement (Grammatical Error) and line spacing adjustment

b) Revise the Clarity of English in the Title and Instructions

Researchers improve the clarity of English usage. Some titles and instructions are still inaccurate or unclear, such as "How to Forming" and "How write down date." These phrases were then revised into more accurate and understandable English.

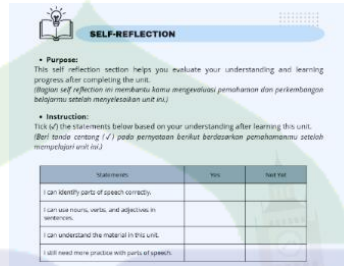


Picture 4.10 Results of revision writing improvement

c) Addition of Reflection/General Section

The researchers added a reflection/feedback section. This revision was made because the validator assessed that the module

did not yet provide a clear space for students to reflect on their learning progress. Therefore, a self-reflection checklist was added to help students evaluate their understanding after completing the unit.



SELF-REFLECTION

• **Purpose:**
This self-reflection section helps you evaluate your understanding and learning progress after completing the unit.
(Bagian self-reflection ini membantu kamu mengevaluasi pemahaman dan perkembangan belajarmu setelah menyelesaikan unit ini.)

• **Instruction:**
Tick (x) the statements below based on your understanding after learning this unit.
(Berilah tanda centang (x) pada pernyataan berikut berdasarkan pemahamanmu setelah mempelajari unit ini.)

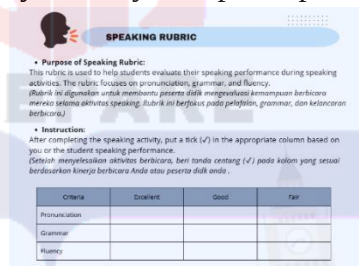
Statements	Yes	Not yet
I can identify parts of speech correctly.		
I can use nouns, verbs, and adjectives in sentences.		
I can understand the material in this unit.		
I still need more practice with parts of speech.		

After added

Picture 4.11 Addition of Self-reflection

d) Addition of Speaking Assessment Rubric

The researcher added a speaking assessment rubric. Although the module has provided directed speaking activities, it did not have a clear speaking assessment guide. Therefore, the speaking rubric was added to help tutors assess pronunciation, grammatical accuracy, fluency, and participation.



SPEAKING RUBRIC

• **Purpose of Speaking Rubric:**
This rubric is used to help students evaluate their speaking performance during speaking activities. This rubric focuses on pronunciation, grammar, and fluency.
(Rubrik ini digunakan untuk membantu peserta didik mengevaluasi kemampuan berbicara mereka selama aktivitas speaking. Rubrik ini berfokus pada pelafalan, grammar, dan kelancaran berbicara.)

• **Instruction:**
After completing the speaking activity, put a tick (x) in the appropriate column based on you, or the student speaking performance.
(Setelah menyelesaikan aktivitas berbicara, beri tanda centang (x) pada kolom yang sesuai berdasarkan kinerja berbicara Anda atau peserta didik Anda.)

Criteria	Excellent	Good	Fair
Pronunciation			
Grammar			
Fluency			

Picture 4.12 Addition of Speaking Rubric

e) Addition of Daily Contextual Conversations

The researchers added daily contextual conversations based on feedback from students and tutors. The added conversations are related to daily activities at the Ma'had, such as studying, tahsin, worship, and interactions in the dormitory. This revision aims to make the grammar examples in the module more contextual and communicative.



After added

Picture 4.13 Result of adding daily conversation

2) Minor Revision

In addition to the main revisions, the researchers also made several minor revisions. These revisions do not change the main structure of the module, but they help improve the readability and usability of the module.

Tabel 4.13 Minor Revision Product

No.	Minor Revision	Revision Made
1.	Layout and spacing	Adjusting the spacing between sections, reducing text density, and improving the page layout.

2.	Visual appearance	Adding or adjusting visual elements to make the module more attractive.
3.	<i>Parts of Speech</i> section	Simplifying overly theoretical explanations and making the section more communicative.
4.	Learning objectives	Clarifying the learning objectives so they align with the activities in the module.
5.	Inter-unit linkage	Adding short transition sentences between units.
6.	Picture captions	Adding captions to clarify the function of the pictures.
7.	Balance between theory and practice	Reducing overly long explanations and strengthening practice-based activities.

Main revisions are displayed with before and after evidence because they directly affect the validity and feasibility of the module. Meanwhile, minor revisions are summarized in a table because they are technical and supportive in nature. After the revisions are made, the module becomes more accurate, contextual, readable, and usable.

d. Validity and Feasibility of the Module

The validity of the module is supported by the assessment results from two validators. Generally, both validators stated that the module is suitable for use after revision. The main strengths of this module lie in its contextual relevance, systematic arrangement of materials, and practical activities that meet the needs of students. Examples, exercises, and activities in the module are also considered close to daily life at the Ma'had.

The feasibility of this module is also supported by the feedback from students and tutors during the limited implementation phase. This module is considered engaging, easy to use, easy to understand, and relevant to grammar

learning. Additionally, the QR code and Quizizz features are deemed creative, easily accessible, and helpful for independent grammar practice.

Product revisions were made on aspects that still need improvement, especially grammatical accuracy, factual and technical errors, clarity of English, the addition of reflection/feedback sections, and speaking assessment rubrics. Some minor revisions were also made, such as layout improvements, spacing, visual appearance, learning objectives, inter-unit connections, image captions, and the balance between theory and practice.

Then, the English is Easy module is declared valid and suitable for use after undergoing the validation process, limited implementation, and product revision. This module has been improved based on feedback from validators, tutors, and students, making it more accurate, contextual, practical, and aligned with the grammar learning needs at Ma'had.

B. Discussion

Based on the research findings, it can be concluded that students need grammar learning that is more practical, contextual, and aligned with their needs in the Ma'had Al-Jami'ah environment. The difficulties they experience in understanding grammar indicate that the learning methods applied so far tend to be theoretical and have not provided sufficient opportunities for direct practice. Therefore, the development of practice-based modules becomes a relevant solution to address these needs.

This finding can be explained through the use of the constructivism theory, which states that knowledge cannot be directly transferred from teacher to student, but must be actively built thru learning experiences and social interactions. In the

context of this research, the students' need for more practical learning indicates that they require direct experiences to independently build their understanding of grammar. With the presence of practice-based modules, students not only receive the material but also actively engage in the learning process, making their understanding more meaningful.

Furthermore, from the perspective of cognitive theory, the research results show that the systematic and gradual arrangement of material in the module greatly helps students in understanding grammar concepts. This aligns with Bruner's view that learning is an active process involving the processing of information within the cognitive structure. The module developed in this research is designed in a structured manner, making it easier for students to understand the material gradually from simple to more complex.

Next, from the perspective of behaviorism theory, the use of practice and repetition in the module plays an important role in strengthening the understanding of students. Practice-based learning applied in this module aligns with the concept of stimulus and response, where the exercises provided serve as stimuli and the students' answers as responses. Thru continuous repetition, the students' understanding of grammar becomes stronger and can be observed thru the evaluation results they achieve.

The results of this study also show that the developed module is declared valid and feasible to use based on the assessment of validators and positive responses from students. This shows that the practice-based learning approach is not only theoretically sound but also effective in actual learning practice. This module is able

to increase student engagement because it provides them with the opportunity to learn actively thru exercises that are relevant to their life context at the Ma'had.

If compared to previous research, there are several similarities and differences. The research by Heriyanti Tahang and Yuliana shows that the drill and practice model is effective in improving grammar mastery thru repetition, which aligns with the findings of this study in using practice as the core of learning. Cyntya Niken Adiningtyas et al.'s research also shows that the use of the ADDIE model produces valid and practical modules, which supports the findings of this study in the aspect of product development. In addition, the research by Jhems Richard Hasan et al. emphasizes the importance of material relevance to the student context, which is also evident in this study thru the adaptation of the module to the Ma'had Al-Jami'ah environment.

However, this research has a key difference compared to previous studies, namely its focus on a practice-based learning approach that directly integrates practical activities with the context of the students' lives. Unlike other studies that emphasize educational products or media in general, this research places more emphasis on how grammar practice can be applied in the students' daily lives. Thus, the developed module not only serves as a teaching material but also as a means to build active and applicable learning habits.

Overall, the results of this study indicate that the development of practice-based modules supported by constructivism, cognitivism, and behaviorism theories can meet the learning needs of students. This module not only helps in understanding grammar theoretically but also encourages students to use it in more real contexts.

Therefore, practice-based learning can be an effective approach in improving the quality of grammar education, especially in Ma'had-based educational environments



CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the research results regarding the development of a practice-based English grammar module for students at Ma'had Al-Jami'ah IAIN Parepare, it is concluded that students need more practical, contextual, and user-friendly grammar teaching materials. Grammar learning at Ma'had still tends to focus on theoretical explanations, so students are not fully assisted in applying grammar in daily communication. However, the Ma'had environment provides many opportunities for practicing English, such as discussions, conversations, presentations, and interactions in the dormitory. Therefore, students need a module that not only explains grammar rules but also provides examples, exercises, and practical activities relevant to their daily lives in the Ma'had environment.

The English grammar module based on practice is designed according to the learning needs of students and developed thru the ADDIE stages, namely analysis, design, development, implementation, and evaluation. In the analysis stage, researchers identify the learning conditions, difficulties, and needs of students in studying grammar. The results of the analysis serve as the basis for designing the content, structure, appearance, and learning activities in the module. The developed module contains grammar material arranged progressively, supported by contextual examples, exercises, guided speaking activities, self-reflection, and digital media such

as links, QR codes, Quizizz, and YouGlish. Thus, this module is designed to help students understand grammar more effectively and use it in real communication situations.

The research results also indicate that the developed module is valid and suitable for use as a supporting teaching material in grammar learning at Ma'had Al-Jami'ah IAIN Parepare. The validation results from experts show that the module is appropriate in terms of content, language, appearance, usability, and relevance to the needs of the students. Additionally, feedback from tutors and students during the limited implementation indicates that the module helps make grammar learning more systematic, practical, and contextually appropriate for the Ma'had. Although the module still requires improvements in some parts, the revisions enhance its quality so that the final product can be used as additional teaching material to support more applied grammar learning.

B. Suggestion

Based on the research findings, the tutors of Ma'had Al-Jami'ah IAIN Parepare were expected to use this practice-based grammar module as supplementary teaching material so that grammar learning became more contextual, directed, and easily applicable in the daily communication of students.

For the students, this module was expected to help them learn grammar independently and practically, not only by understanding the theory but also by getting used to its usage through conversations, discussions, presentations, and other language activities

For future researchers, this study can serve as a reference in the development of English teaching materials in the environment of pesantren or ma'had. Subsequent research was recommended to test the effectiveness of the module more broadly in improving the grammar and English communication skills of students.



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1. Letter of Appointment of Supervisor



DEKAN FAKULTAS TARBIYAH
NOMOR : B-3446/In.39/FTAR.01/PP.00.9/10/2025
TENTANG

PENETAPAN PEMBIMBING SKRIPSI/TUGAS AKHIR MAHASISWA

DENGAN RAHMAT TUHAN YANG MAHA ESA
DEKAN FAKULTAS TARBIYAH INSTITUT AGAMA ISLAM NEGERI PAEREPARE

- Menimbang
- Bahwa untuk menjamin kualitas skripsi/tugas akhir mahasiswa FAKULTAS TARBIYAH IAIN Parepare, maka dipandang perlu penetapan pembimbing skripsi/tugas akhir mahasiswa tahun 2025
 - Bahwa yang tersebut namanya dalam surat keputusan ini dipandang cakap dan mampu untuk diserahi tugas sebagai pembimbing skripsi/tugas akhir mahasiswa.
- Mengingat
- Undang-Undang Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional;
 - Undang-Undang Nomor 14 Tahun 2005 tentang Guru dan Dosen;
 - Undang-Undang Nomor 12 Tahun 2012 tentang Pendidikan Tinggi;
 - Peraturan Pemerintah RI Nomor 17 Tahun 2010 tentang Pengelolaan dan Penyelenggaraan Pendidikan
 - Peraturan Pemerintah RI Nomor 13 Tahun 2015 tentang Perubahan Kedua atas Peraturan Pemerintah RI Nomor: 19 Tahun 2005 tentang Standar Nasional Pendidikan;
 - Peraturan Presiden RI Nomor 29 Tahun 2018 tentang Institut Agama Islam Negeri Parepare;
 - Keputusan Menteri Agama Nomor: 394 Tahun 2003 tentang Pembukaan Program Studi;
 - Keputusan Menteri Agama Nomor 387 Tahun 2004 tentang Petunjuk Pelaksanaan Pembukaan Program Studi pada Perguruan Tinggi Agama Islam;
 - Peraturan Menteri Agama Nomor 35 Tahun 2018 tentang Organisasi dan Tata Kerja IAIN Parepare
 - Peraturan Menteri Agama Nomor 16 Tahun 2019 tentang Statuta Institut Agama Islam Negeri Parepare.
- Memperhatikan :
- Surat Pengesahan Daftar Isian Pelaksanaan Anggaran Nomor: SP-DIPA-025.04.2.307381/2024, tanggal 20 November 2024 tentang DIPA IAIN Parepare Tahun Anggaran 2025
 - Surat Keputusan Rektor Institut Agama Islam Negeri Parepare Nomor: 74 TAHUN 2025 Tahun 2025, tanggal 21 Januari 2025 tentang pembimbing skripsi/tugas akhir mahasiswa Fakultas Tarbiyah;
- MEMUTUSKAN
- Menetapkan
- Keputusan Dekan Fakultas Tarbiyah tentang pembimbing skripsi/tugas akhir mahasiswa Fakultas Tarbiyah Institut Agama Islam Negeri Parepare Tahun 2025
 - Menunjuk saudara: **NURUL HASANAH, M.Pd.**, sebagai pembimbing skripsi/tugas akhir bagi mahasiswa :
Nama Mahasiswa : NUR RAHMI ABD. RAHIM
NIM : 2220203888203009
Program Studi : Pendidikan Bahasa Inggris
Judul Penelitian : DESIGNING A PRACTICE-BASED ENGLISH GRAMMAR MODULE FOR MAHASANTRI OF MA'HAD AL-JAMIAH IAIN PAREPARE
 - Tugas pembimbing adalah membimbing dan mengarahkan mahasiswa mulai pada penyusunan sinopsis sampai selesai sebuah karya ilmiah yang berkualitas dalam bentuk skripsi/tugas akhir;
 - Segala biaya akibat diterbitkannya surat keputusan ini dibebankan kepada Anggaran belanja IAIN Parepare;
 - Surat keputusan ini disampaikan kepada yang bersangkutan untuk dilaksanakan sebagaimana mestinya.

Ditetapkan Parepare
Pada tanggal 20 Oktober 2025

Dekan.



Dr. Zulfah, S.Pd., M.Pd.
NIP 198304202008012010

2. Research Permission Letter from the campus



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PAREPARE
FAKULTAS TARBIYAH**

Alamat : JL. Amal Bakti No. 8, Soreang, Kota Parepare 91132 ☎ (0421) 21307 📠 (0421) 24404
PO Box 909 Parepare 9110, website : www.iainpare.ac.id email: mail.iainpare.ac.id

Nomor : B-134/In.39/FTAR.01/PP.00.9/01/2026
Sifat : Biasa
Lampiran : -
Hal : Permohonan Izin Pelaksanaan Penelitian

12 Januari 2026

Yth. WALIKOTA PAREPARE
Cq. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu
di
KOTA PAREPARE

Assalamu Alaikum Wr. Wb.

Dengan ini disampaikan bahwa mahasiswa Institut Agama Islam Negeri Parepare :

Nama : NUR RAHMI ABD. RAHIM
Tempat/Tgl. Lahir : PINRANG, 05 Januari 2004
NIM : 2220203888203009
Fakultas / Program Studi : Tarbiyah / Pendidikan Bahasa Inggris
Semester : VII (Tujuh)
Alamat : PEKKABATA KAB. PINRANG PROV. SULAWESI SELATAN

Bermaksud akan mengadakan penelitian di wilayah WALIKOTA PAREPARE dalam rangka penyusunan Skripsi yang berjudul :

DESIGNING A PARACTICE ENGLISH GRAMMAR MODULE FOR MAHASANTRI MA'HAD AL-JAMIAH IAIN PAREPARE

Pelaksanaan penelitian ini direncanakan pada tanggal 12 Januari 2026 sampai dengan tanggal 12 Pebruari 2026.

Demikian permohonan ini disampaikan atas perkenaan dan kerjasamanya diucapkan terima kasih.

Wassalamu Alaikum Wr. Wb.

Dekan,



Dr. Zulfah, S.Pd., M.Pd.

NIP 198304202008012010

Tembusan :

1. Rektor IAIN Parepare

3. Research Permission Letter from DPMPTSP

SRN IP0000079


PEMERINTAH KOTA PAREPARE
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU
Jl. Bandar Madani No. 1 Telp (0421) 23594 Faximile (0421) 27719 Kode Pos 91111, Email : dpmpstsp@pareparekota.go.id

IZIN PENELITIAN
Nomor : 79/IP/DPM-PTSP/2/2026

Dasar : 1. Undang-Undang Nomor 18 Tahun 2002 tentang Sistem Nasional Penelitian, Pengembangan, dan Penerapan Ilmu Pengetahuan dan Teknologi.
2. Peraturan Menteri Dalam Negeri Nomor 3 Tahun 2018 tentang Penerbitan Surat Keterangan Penelitian.
3. Peraturan Wali Kota Parepare Nomor 31 tahun 2025 tentang Pendelegasian Wewenang Penyelenggaraan Perizinan Berusaha dan Nonperizinan Daerah Kepada Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu.

Setelah memperhatikan hal tersebut, maka Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu :

MENGIZINKAN

KEPADA NAMA : **NUR RAHMI ABD. RAHIM**

UNIVERSITAS/ LEMBAGA : **INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE**
Jurusan : **PENDIDIKAN BAHASA INGGRIS**

ALAMAT : **MASSILA CACABALA, KAB. PINRANG**

UNTUK : melaksanakan Penelitian/wawancara dalam Kota Parepare dengan keterangan sebagai berikut :

JUDUL PENELITIAN : **DESIGNING A PRACTICED BASED ENGLISH GRAMMAR MODULE FOR MAHASANTRI OF MA'HAD AL-JAMIAH IAIN PAREPARE**

LOKASI PENELITIAN : **INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE**

LAMA PENELITIAN : **09 Pebruari 2026 s.d 12 Maret 2026**

a. Izin Penelitian berlaku selama penelitian berlangsung
b. Iizin ini dapat dicabut apabila terbukti melakukan pelanggaran sesuai ketentuan perundang - undangan

Dikeluarkan di: **Parepare**
Pada Tanggal : **11 Februari 2026**

KEPALA DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU KOTA PAREPARE


Hj. ST. RAHMAH AMIR, ST, MM
Pembina Tk. 1 (IV/b)
NIP. 19741013 200604 2 019

PAREPARE

Biaya : Rp. 0.00

- UU ITE No. 11 Tahun 2008 Pasal 5 Ayat 1
- Informasi Elektronik dan/atau Dokumen Elektronik dan/atau hasil cetaknya merupakan alat bukti hukum yang sah
- Dokumen ini telah ditandatangani secara elektronik menggunakan **Sertifikat Elektronik** yang diterbitkan **BSrE**
- Dokumen ini dapat dibuktikan keasliannya dengan terdaftar di database DPMPTSP Kota Parepare (scan QRCode)



Balai
Sertifikasi
Elektronik



4. Certificate of Research Completion from Ma'had Al-Jami'ah IAIN Parepare



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PAREPARE
UNIT PELAKSANA TEKNIS MA'HAD AL-JAMI'AH
Jalan Amal Bakti No. 8 Soreang, Kota Parepare 91132 PO Box 909 Parepare 91100, website:
www.iainpare.ac.id, email: mahad_aljamiah@iainpare.ac.id

SURAT KETERANGAN

Nomor : B.14/In.39/MJ.12/PP.00.9/01/2026

Yang bertanda tangan di bawah ini:

Nama : Dr. Budiman, M.HI.
NIP : 19730627 200312 1 004
Jabatan : Kepala UPT Ma'had Al-Jami'ah

Memberikan Keterangan kepada:

Nama : Nur Rahmi Abd. Rahim
Nim : 2220203888203009
Fakultas/Prodi : Tarbiyah /PBI

Bahwa benar yang bersangkutan telah melaksanakan Penelitian pada Ma'had Al-Jami'ah dengan Judul "DESIGNING A PRACTICE BASED ENGLISH GRAMMAR MODULE FOR MAHASANTRI OF MA'HAD AL JAMIAH IAIN PAREPARE".

Demikian Surat Keterangan ini diberikan kepada yang bersangkutan untuk digunakan sebagaimana mestinya.

Parepare, 20 Mei 2026

Kepala UPT Ma'had Al-Jami'ah



Dr. Budiman, S.Ag., M.HI.
NIP.197306272003121004

5. Validation Sheet

Validator 1

LEMBAR VALIDASI AHLI
Modul "English is Easy" for Mahasantri Ma'had Al-Jami'ah
 Penyusun: Nur Rahmi Abd. Rahim | Validator: kalsum, M.Pd]

No.	Aspek Validasi	Indikator Penilaian	Skor (1-4)	Komentar dan Saran Validator
1.	Kesesuaian Materi Grammar	Materi grammar sesuai level mahasiswa Ma'had (pemula-menengah)	3	Materi cukup sesuai untuk level pemula-menengah. Namun, beberapa topik seperti Present Perfect dan Phrases terasa terlalu padat untuk satu unit. Disarankan memecah unit yang kompleks.
		Materi selaras dengan tujuan pembelajaran modul	3	Tujuan pembelajaran (learning objectives) ada di setiap unit, namun rumusan pada beberapa unit kurang operasional dan tidak terukur (misal: Unit 1 objectives menggunakan bahasa campuran Indonesia-Inggris yang tidak konsisten).
		Contoh grammar menggunakan konteks kehidupan santri/ma'had	4	Sangat baik. Contoh-contoh seperti halaqah, masjid, asrama, Ustadz, dan kegiatan ma'had sangat relevan dan kontekstual untuk sasaran pengguna modul.
		Latihan bersifat praktik (use-in-context), bukan definisi	3	Latihan sudah mencakup multiple choice, fill in the blanks, dan translation task. Namun, beberapa soal masih bersifat hafalan (identifikasi definisi). Perlu ditambah latihan berbasis konteks nyata yang lebih autentik.
2.	Keakuratan Bahasa	Struktur grammar benar secara linguistik	2	Ditemukan beberapa kesalahan linguistik serius: (1) Unit 3: '23.00 → eleven o'clock P.M.' — seharusnya 'eleven o'clock P.M.' benar, namun di tabel sebelumnya '13.00 → one o'clock P.M.' — seharusnya menjadi 'one P.M.' atau 'one o'clock in the afternoon.' (2) Unit 4: Typo fatal pada Present Continuous — 'I am knowing him. (Benar) / I know him. (Salah)' — ini TERBALIK. Seharusnya: 'I know him (Benar)' karena 'know' adalah stative verb.
		Penjelasan menggunakan bahasa Inggris yang jelas dan tidak ambigu	3	(3) Unit 2: Tabel bulan tidak menyertakan 'March' namun terdapat entri 'Oktober' (menggunakan ejaan Indonesia, seharusnya 'October'). (4) Unit 4, label heading: '3' Present Form digunakan dua kali (seharusnya yang kedua adalah 'Participle Form').
		Instruksi latihan jelas dan mudah dipahami	3	Penjelasan konsep secara umum cukup jelas. Namun, sebagian besar penjelasan teoritis ditulis dalam bahasa Indonesia — ini sah untuk modul EFL konteks Indonesia, tetapi sebaiknya ada versi ringkas dalam bahasa Inggris agar exposure terhadap target language meningkat.
3.	Keterpaduan Modul (Coherence)	Urutan dari materi sederhana → kompleks, sistematis	3	Instruksi latihan sudah ada di setiap soal dalam bahasa Indonesia. Cukup jelas. Namun disarankan instruksi dituliskan bilingual (Indonesia + Inggris) untuk meningkatkan exposure dan melatih pemahaman instruksi berbahasa Inggris sejak dini.
		Hubungan tiap unit/section logis dan terstruktur	3	Urutan cukup logis: dimulai dari Numbers → Days/Months → Telling Time → Parts of Speech → Determiner → Phrases → Tenses. Namun, penempatan Unit 6 (Phrases) setelah Parts of Speech tetapi sebelum Tenses perlu pertimbangan ulang, karena Phrases akan lebih bermakna jika dipelajari setelah dasar-dasar tense sudah dipahami.
4.	Relevansi Kontekstual	Contoh latihan mengacu pada kehidupan Ma'had (ibadah, asrama, aktivitas kampus)	4	Setiap unit memiliki struktur konsisten: Warm-Up → Introduction → Vocabulary → Materi → Exercises → Speaking Practice. Pola ini baik dan konsisten. Namun, koneksi antar unit (inter-unit linkage) tidak eksplisit — tidak ada kalimat transisi/review yang menghubungkan unit satu ke berikutnya.

No.	Aspek Validasi	Indikator Penilaian	Skor (1–4)	Komentar dan Saran Validator
				dll.), aktivitas (halaqah, tahsin, shalat, membaca Al-Quran, piket asrama), dan setting (asrama putri, masjid, ruang makan) sangat autentik dan relevan.
		Modul sesuai kebutuhan belajar santri (interview/observasi)	3	Topik-topik terpilih mencerminkan kebutuhan komunikasi sehari-hari. Namun, belum ada data kebutuhan (needs analysis) yang tercantum secara eksplisit dalam modul untuk memperkuat justifikasi pemilihan topik.
5.	Aspek Pedagogis	Proporsi antara penjelasan singkat serta banyak praktik	3	Penjelasan teoritis masih cukup panjang terutama pada unit Parts of Speech (Unit 4) dan Phrases (Unit 6). Sesuai prinsip practice-based learning, porsi penjelasan idealnya tidak lebih dari 30% dari total konten unit.
		Latihan mendorong produksi bahasa (speaking/writing)	3	Setiap unit memiliki Guided Speaking Practice yang kreatif (Repeat & Paste, Date Challenge, Act and Guess, dll). Namun, latihan writing masih didominasi translation task. Disarankan menambah free writing task (e.g., "Write 5 sentences about your daily routine") untuk mendorong produksi bahasa yang lebih otonom.
		Ada umpan balik atau ruang refleksi belajar	2	Tidak ditemukan ruang refleksi belajar (self-reflection), self-assessment checklist, atau rubrik penilaian speaking. Answer key hanya diakses melalui QR code tanpa panduan self-correction yang membimbing santri memahami mengapa jawaban mereka salah.
6.	Keterbacaan (Readability)	Ukuran font, layout, gambar/diagram mendukung pemahaman	3	Layout secara umum bersih. Namun, cover dan beberapa heading unit menggunakan teks dalam format diagonal/scattered yang menyulitkan pembacaan (terlihat dari hasil ekstraksi teks yang berantakan). Diagram/gambar yang ada (contoh: clock dari Pinterest di Unit 3) tidak memiliki keterangan (caption) yang memadai.
		Bahasa penjelasan tidak terlalu akademik	4	Bahasa penjelasan sederhana, ramah pembaca, dan tidak terlalu akademis.

No.	Aspek Validasi	Indikator Penilaian	Skor (1–4)	Komentar dan Saran Validator
				Penggunaan kata seperti 'Sederhananya', 'Intinya', dan 'Remember': sangat membantu pemahaman santri.

Rekapitulasi Skor & Rekomendasi

Aspek	Total Skor	Rata-rata	Catatan Prioritas Revisi
1. Kesesuaian Materi Grammar	13/16	3.25 / 4.00	Pecah unit yang terlalu padat; perbaiki rumusan learning objectives agar lebih operasional dan terukur.
2. Keakuratan Bahasa	8/12	2.67 / 4.00 ▴	PRIORITAS UTAMA: Perbaiki segera typo fatal di Unit 4 (stative verbs — jawaban benar/salah terbalik), tambahkan 'March' di tabel bulan Unit 2, dan perbaiki 'Oktober' → 'October'; heading 'Present Form' yang muncul dua kali.
3. Keterpaduan Modul	6/8	3.00 / 4.00	Tambahkan kalimat inter-unit linkage (bridging sentences) di awal dan akhir setiap unit untuk memperkuat kohesi modul.
4. Relevansi Kontekstual	7/8	3.50 / 4.00 ✓	Kekuatan modul ini. Pertahankan. Lampirkan data needs analysis (meski singkat) untuk memperkuat justifikasi kontekstual.
5. Aspek Pedagogis	8/12	2.67 / 4.00 ▴	Tambahkan self-reflection checklist dan rubrik speaking; kurangi porsi penjelasan teoritis Unit 4 & 6; diversifikasi jenis latihan writing dari translation ke free production.
6. Keterbacaan	7/8	3.50 / 4.00 ✓	Hindari teks diagonal/scattered pada heading unit; tambahkan caption pada setiap gambar/diagram.
TOTAL / RATA-RATA KESELURUHAN	49/64	3.06 / 4.00	Modul LAYAK dengan REVISI SEDANG. Kekuatan utama ada pada relevansi kontekstual dan keterbacaan. Revisi mendesak pada keakuratan bahasa dan komponen umpan balik pedagogis sebelum diujicobakan.

Pertanyaan Terbuka Validator

Pertanyaan	Respons Validator
Apakah konten modul sudah sesuai dengan karakteristik santri Ma'had?	YA, secara substansial sudah sesuai. Pemilihan topik (numbers, days, tenses, instructions) relevan dengan kebutuhan komunikasi santri. Penggunaan nama, setting, dan aktivitas ma'had sangat kontekstual dan memperkuat identitas lokal dalam pembelajaran bahasa. Namun, karakteristik level kemampuan awal santri perlu lebih eksplisit dinyatakan di bagian pendahuluan modul.

Validator 2

Expert Validity

Rubrik berikut mengacu pada pedoman evaluasi materi pembelajaran dari Nunan (2004), Richards (2001), Brown (2007), dan Dick, Carey & Carey (2015). Rubrik ini dirancang untuk **expert validator** menilai modul secara objektif, baik dari sisi pedagogi maupun linguistik.

1. Petunjuk Umum untuk Validator
 - a. Baca keseluruhan modul secara menyeluruh terlebih dahulu.
 - b. Nilailah setiap indikator menggunakan skala 1–4.
 - c. Tambahkan komentar atau saran untuk perbaikan modul pada kolom tersedia.
2. Skala Penilaian
 - 4 = Sangat Baik
 - 3 = Baik
 - 2 = Cukup
 - 1 = Kurang

A. Rubrik Validasi Modul Practice-Based English Grammar

No.	Aspek Validasi	Indikator Penilaian	Skor (1–4)	Komentar dan Saran Validator
1.	Kesesuaian Materi Grammar	Materi grammar sesuai level mahasiswa Ma'had (pemula–menengah)	3	Materi “number” terlalu mendalam untuk konteks pemula-menengah. Sepertinya tidak perlu untuk sampai “billion”. Cukup “thousand”.
		Materi selaras dengan tujuan pembelajaran modul	3	Sudah selaras berdasarkan objective yg tertera.
		Contoh grammar menggunakan konteks kehidupan santri/ma'had	3	

		Latihan bersifat praktik (use-in-context), bukan definisi	3	
2.	Keakuratan Bahasa	Struktur grammar benar secara linguistik	2	Masih banyak kesalahan grammar atau typo. Seperti "How to Forming.." harusnya "How to From..". Saran saya gunakan grammarly proofreading naskah.
		Penjelasan menggunakan bahasa Inggris yang jelas dan tidak ambigu	2	Kesalahan grammar lagi. "How write down date" seharusnya "How to Write Dates". Perhatikan juga penggunaan kapitalisasi di awal kalimat dan untuk proper noun.
		Instruksi Latihan jelas dan mudah dipahami	4	Intruksi sudah cukup jelas
3.	Keterpaduan Modul(coherence)	Urutan dari materi sederhana → kompleks, sistematis	4	Saya suka alur penulisan materi dari "warm-up" hingga "speaking practice".
		Hubungan tiap unit/section logis dan terstruktur	3	Unit "part of speech" terasa meloncat dari konteks komunikatif ke konteks teoritis.
4.	Relevansi Kontekstual	Contoh latihan mengacu pada kehidupan Ma'had	4	Sudah kontekstual untuk mahasiswa/ma'had aly

		(ibadah, asrama, aktivitas kampus)		
		Modul sesuai kebutuhan belajar santri (FGD/observasi)	4	
5.	Aspek Pedagogis	Proporsi antara penjelasan singkat vs. banyak praktik	3	Proporsi penjelasan grammar masih dominan dibanding produksi bahasanya
		Latihan mendorong produksi bahasa (speaking/writing)	3	
		Ada umpan balik atau ruang refleksi belajar	2	Reflection/feedback belum terlihat jelas
6.	Keterbacaan (Readability)	Ukuran font, layout, gambar/diagram mendukung pemahaman	3	Beberapa halaman terasa sangat penuh dengan teks. Terutama di bagian part of speech. Coba dibuat lebih menarik dengan memadukan grafik, tabel, dan ilustrasi lebih banyak lagi.
		Bahasa penjelasan tidak terlalu akademik	3	Masih terdapat inkonsistensi ukuran font dan spasi.

Tambahan Komentar dan Saran Validator

B. Pertanyaan Terbuka untuk Validator

1. Apakah konten modul sudah sesuai dengan karakteristik santri Ma'had Penggunaan konteks kehidupan sehari-hari mahasiswa sudah cukup
2. Bagian mana yang perlu direvisi secara mendesak?

Proofreading teks. Perbaiki grammar. Konsistensi penggunaan heading, subheading, ukuran font dan space.

Penyederhanaan konten materi numbers. Biar lebih sesuai untuk beginners

Mengurangi proporsi teks pada bagian materi part of speech. Kolaborasi teks, table, dan grafik.

3. Apakah latihan grammar sudah praktik (use-based), bukan hafalan rumus?

Adanya guide speaking practice membuat modul ini sudah “used-based”. Cuma beberapa materi masih explanation-based, sehingga tidak terasa communicative grammar learning

4. Apakah modul sudah layak diujicobakan? Mengapa?

Sudah layak diujikan sebagai prototype setelah perbaikan.

Parepare, 18 Mei 2026

Mengetahui,
Validator



Muajiz Muallim, S.Hum., M.A.

PAREPARE

6. Coding Table of Observation Interview 104

No.	Informant	Important Statement	Code	Theme
1	BDM	<i>Materi yang penting diajarkan seperti present continuous, simple past, dan simple future.</i>	Basic grammar materials	Learning Material Needs
2	BDM	<i>Iya, materi perlu disesuaikan dengan kebutuhan mahasiswa.</i>	Needs-based material	Learning Needs
3	BDM	<i>Iya, ada beberapa mahasiswa yang memang sudah lebih mampu atau advanced.</i>	Different proficiency levels	Student Learning Condition
4	BDM	<i>Materinya bisa disamakan, tetapi kelasnya dapat dibedakan sesuai kemampuan mahasiswa.</i>	Level-based grouping	Instructional Strategy
5	BDM	<i>Iya, modul ajar diperlukan sebagai bahan ajar dalam pembelajaran.</i>	Need for teaching module	Module Needs
6	BDM	<i>Iya, setiap unit sebaiknya dilengkapi dengan vocabulary.</i>	Vocabulary integration	Module Content Needs
7	BDM	<i>Modul dapat disusun dalam beberapa unit pembelajaran, misalnya 12 unit modul ajar bahasa Inggris.</i>	Structured learning units	Module Design Needs
8	BDM	<i>Modul sebaiknya disesuaikan dengan kebutuhan mahasiswa dan memperhatikan perbedaan kemampuan mereka.</i>	Needs and level adjustment	Module Development Needs
9	MIK	<i>Pembelajaran bahasa Inggris di Ma'had masih belum memiliki acuan yang tetap, sehingga pengajar terkadang kesulitan dalam menentukan materi.</i>	Lack of fixed guideline	Learning System Issues
10	MIK	<i>Sejauh ini belum ada silabus resmi yang benar-benar digunakan secara tetap, sehingga materi bisa berubah setiap semester.</i>	Lack of official syllabus	Curriculum Issues
11	MIK	<i>Materi yang penting diajarkan adalah materi grammar dasar, seperti past tense dan continuous tense, karena mahasiswa masih sering bingung membedakannya.</i>	Basic grammar focus	Learning Material Needs
12	MIK	<i>Mahasiswa masih kesulitan membedakan beberapa bentuk tenses, seperti past tense dan continuous tense.</i>	Difficulty in tenses	Learning Difficulties
13	MIK	<i>Iya, kemampuan mahasiswa berbeda-beda, sehingga yang sudah mampu dapat</i>	Different proficiency	Student Learning

		<i>dikelompokkan dalam kelas tertentu agar pembelajaran tidak tumpang tindih.</i>	levels	Condition
14	MIK	<i>Mahasantri yang sudah mampu dapat dikelompokkan dalam satu kelas agar pembelajaran lebih sesuai dengan kemampuan mereka.</i>	Level-based grouping	Instructional Strategy
15	MIK	<i>Iya, jika modul dibuat berdasarkan materi yang sudah pernah diterapkan, modul tersebut dapat membantu pengajar agar lebih mudah mengajar.</i>	Module as teaching reference	Module Needs
16	MIK	<i>Grammar sebaiknya tidak hanya dipelajari sebagai teori, tetapi langsung dihubungkan dengan praktik speaking agar mahasantri dapat menggunakannya dalam komunikasi.</i>	Grammar with speaking practice	Practice-Based Learning Needs
17	MIK	<i>Iya, kosakata sehari-hari perlu dimasukkan agar mahasantri dapat menggunakannya dalam praktik berbicara.</i>	Daily vocabulary integration	Module Content Needs
18	MIK	<i>Modul sebaiknya dibuat lebih terstruktur seperti silabus, dilengkapi referensi, dan memiliki tampilan visual agar lebih menarik.</i>	Structured module with references and visuals	Module Design Needs
19	STF	<i>Pembelajaran bahasa di asrama memang ditujukan untuk keterampilan percakapan.</i>	Speaking-oriented learning	Learning Goals
20	STF	<i>Silabus atau RPS sebenarnya sudah ada, tetapi belum rampung dan belum disahkan.</i>	Unfinished syllabus	Curriculum Issues
21	STF	<i>Materi sebaiknya mengikuti kebutuhan Ma'had dan dapat disusun dalam beberapa materi seperti rancangan RPS Ma'had.</i>	Ma'had-based material arrangement	Learning Material Needs
22	STF	<i>Materinya nanti harus disusun secara sistematis ke dalam beberapa unit pembelajaran dan disesuaikan dengan alokasi waktu yang ada</i>	Systematic unit arrangement	Module Design Needs
23	STF	<i>Iya, pembelajaran harus diarahkan ke speaking karena kemahiran bahasa di asrama memang diarahkan untuk bercakap-cakap.</i>	Speaking-oriented learning	Practice-Based Learning Needs
24	STF	<i>Iya, setiap unit sebaiknya memiliki latihan speaking agar mahasantri dapat langsung</i>	Speaking practice in	Practice-Based

		<i>mempraktikkan materi yang dipelajari.</i>	each unit	Learning Needs
25	STF	<i>Iya, setiap unit perlu memiliki tema percakapan agar pembelajaran lebih terarah.</i>	Thematic conversation	Module Content Needs
26	STF	<i>Iya, materi sebaiknya disesuaikan dengan konteks asrama, seperti tema dormitory dan class.</i>	Contextual dormitory content	Module Content Needs
27	STF	<i>Modul sebaiknya disusun dalam 13 materi sesuai dengan rancangan materi Ma'had.</i>	Structured number of materials	Module Design Needs
28	STF	<i>Modul harus mempertimbangkan jumlah pertemuan, durasi pembelajaran, pembagian semester, dan mengikuti semua tahapan ADDIE.</i>	Time allocation and ADDIE stages	Module Development Process



7. Coding Table of Needs Analysis Interview 110

No.	Informant	Important Statement	Code	Theme
1	AIN	<i>Selama belajar grammar di ma'had tempo belajar saya menjadi konsisten, karena di ma'had pembelajaran bahasa inggris terjadwal, di sertai dengan pemberian tugas yang memaksa saya harus mendisiplinkan diri untuk memahami beberapa konsep pembelajaran.</i>	Scheduled learning and assignments	Grammar Learning Experience
2	AIN	<i>Grammar sulit di fahami pada penggunaannya, sulit untuk menentukan kapan suatu kata dapat di aplikasikan dengan aturan grammar nya. Serta sulit untuk membedakan apa perbedaan di antara beberapa grammar tersebut.</i>	Difficulty in grammar use	Learning Difficulties
3	AIN	<i>Saya merasa lebih paham jika sebuah penjelasan di sertakan dengan contoh yang dijelaskan dengan bahasa dasar yang mudah di fahami, contoh penyusunan kalimat yang awalnya hanya kalimat sederhana, kemudian semakin paham, contoh kalimat di kembangkan menjadi contoh yang lebih kompleks, setelah itu di lakukan pengulangan pemahaman dengan contoh soal yang rutin.</i>	Examples and gradual practice	Helpful Learning Methods
4	AIN	<i>Aktivitas yang paling efektif menurut saya adalah sesi ajar mengajar yang membuka diskusi, sehingga hal yang kurang di fahami bisa dijelaskan dengan lebih rinci tanpa canggung, karena proses pembelajaran yang bisa di kategorikan sebagai tutor sebaya.</i>	Open discussion	Helpful Learning Methods
5	AIN	<i>Kendala sederhana yang saya alami saat belajar, adalah saya merasa waktu pembelajaran yang cukup berdekatan membuat pembelajaran yang kurang saya fahami tidak memiliki waktu yang cukup untuk saya ulas kembali, sebelum akhirnya pembelajaran baru di berikan.</i>	Limited review time	Learning Obstacles
6	AIN	<i>Saat saya kurang faham, saya memilih untuk langsung bertanya kepada tutor dan meminta arahan, atau kemudian pada akhirnya saya melakukan ulasan yang lebih mendalam terkait materi yg telah di pelajari, dengan bantuan internet.</i>	Asking tutor and self-review	Learning Strategy

7	AIN	<i>Saya ingin modul grammar berisi pembahasan materi yang terstruktur sehingga saya bisa memahami materi dengan terarah.</i>	Structured material	Module Needs
8	AIN	<i>Saya rasa, menurut metode pemahaman saya, saya rasa modul pembelajaran baiknya dengan metode latihan bertahap dan contoh nyata.</i>	Gradual practice and real examples	Module Design Needs
9	AIN	<i>Menurut saya iya, pelatihan seperti ini sangatlah penting.</i>	Direct practice	Practice-Based Learning Needs
10	BRY	<i>Saya suka pembelajaran grammar yang diadakan di Ma'had. Karena selain mengasah kembali kemampuan bahasa Inggris yang lama tidak saya ulang²(karena terakhir belajar saat SMA), saya juga mendapat pengetahuan baru tentang reading dan juga speaking. Kemudian, proses pembelajarannya juga lumayan seru, karena kami tidak hanya belajar di dalam ruangan, tetapi juga belajar di luar ruangan. Selain itu, ada pula games yang diadakan oleh kakak tutor sehingga pembelajaran tidak terlalu kaku.</i>	Fun and varied learning	Grammar Learning Experience
11	BRY	<i>Aturan penempatan kata dalam suatu kalimat berbeda dengan bahasa Indonesia. Misal, kalau bahasa Indonesia : Saya membeli buku baru. Kalau di bahasa Inggris itu terbalik : I bought a new book. Dan, kata kerja untuk saat ini, kemarin, dan juga besok itu berbeda. Jadi, sedikit sulit dipahami.</i>	Word order and tense differences	Learning Difficulties
12	BRY	<i>Praktik dalam speaking.</i>	Speaking practice	Helpful Learning Methods
13	BRY	<i>Mempraktikkan langsung materi yang baru saja dipelajari : misal, tentang pengenalan diri, membaca kosakata, dan tanya jawab langsung dengan tutor. Krena hal itu dapat membuat pelajaran yang baru saja dipahami dapat melekat di ingatan.</i>	Direct practice and Q&A	Helpful Learning Methods
14	BRY	<i>Durasi pembelajaran yang terlalu singkat, sehingga terkadang ada hal yang masih belum dipahami tetapi tidak sempat dijelaskan karena</i>	Limited learning duration	Learning Obstacles

		waktu.		
15	BRY	<i>Mencari penjelasan lewat youtube atau platform online yang lain.</i>	Online self-learning	Learning Strategy
16	BRY	<i>Berisi materi-materi grammar mulai dari yang paling dasar (yang mudah² lebih dulu) kemudian meningkat ke yang lebih sulit/tinggi, kemudian disertai juga penjelasan-penjelasan dengan bahasa yang mudah dimengerti, dan latihan soal untuk evaluasi.</i>	Basic-to-advanced material	Module Needs
17	BRY	<i>Bahasa yang jelas, mudah dimengerti, materi berurut dari level rendah ke level tinggi, terdapat latihan soal (terutama soal yang akan diujikan pada saat evaluasi-jika memungkinkan), terdapat contoh-contoh kalimat yang digunakan dalam kehidupan sehari-hari, modul yang memiliki gambar (bukan hanya tulisan supaya lebih kreatif dan menarik).</i>	Clear, gradual, and visual module	Module Design Needs
18	BRY	<i>Ya, boleh di akhir sub bab atau materi, disediakan sebuah teks atau bacaan yang bisa digunakan untuk mahasiswa berlatih speaking atau sekedar membaca atau tutor mendiktekan teks tersebut agar ditulis oleh mahasiswa dan dikumpul untuk dikoreksi sebagai hasil evaluasi materi.</i>	Speaking and writing tasks	Practice-Based Learning Needs
19	HLM	<i>Pengalaman saya saat belajar grammar di Ma'had cukup menantang, tetapi juga sangat bermanfaat karena membantu saya memahami dasar-dasar bahasa Inggris dengan lebih baik.</i>	Challenging but useful learning	Grammar Learning Experience
20	HLM	<i>Dan Hal yang biasanya membuat grammar sulit dipahami adalah banyaknya rumus yang harus diingat, perbedaan tenses yang hampir mirip, serta kurangnya contoh penggunaan secara langsung.</i>	Rules, tenses, and lack of examples	Learning Difficulties
21	HLM	<i>Menurut Saya lebih mudah memahami grammar melalui penjelasan tutor yang jelas, contoh kalimat, dan latihan langsung setelah materi dijelaskan dan juga pengulangan dari setiap materi.</i>	Clear explanation and repetition	Helpful Learning Methods
22	HLM	<i>Dan Menurut saya, aktivitas yang paling efektif adalah diskusi kelompok, praktik speaking, dan mengerjakan latihan soal bersama.</i>	Group discussion and	Helpful Learning Methods

			speaking practice	
23	HLM	<i>Pengalaman saya pribadi itu Kendala yang saya alami biasanya keterbatasan waktu belajar, sulit menghafal rumus, dan terkadang penjelasan materi terlalu cepat.</i>	Limited time and fast explanation	Learning Obstacles
24	HLM	<i>Dan Saat tidak paham, saya biasanya bertanya kepada teman atau tutor, mencari referensi di internet, dan mempelajari kembali materi secara mandiri.</i>	Asking and independent learning	Learning Strategy
25	HLM	<i>Jadi Jika ada modul grammar khusus mahasantri, saya ingin modul tersebut berisi penjelasan sederhana, contoh kalimat yang relevan, latihan soal, serta rangkuman materi.</i>	Simple explanation and summary	Module Needs
26	HLM	<i>Dan Menurut saya, modul yang baik adalah modul yang jelas, menarik, mudah dipahami, dan disusun secara bertahap dari materi dasar hingga lanjutan.</i>	Clear and gradual module	Module Design Needs
27	HLM	<i>Dan Menurut saya pribadi , modul sebaiknya juga mengajak latihan speaking dan writing agar grammar dapat langsung diterapkan.</i>	Speaking and writing practice	Practice-Based Learning Needs
28	SKS	<i>Menurut ku kak, tenses dan telling time yang agak susah,</i>	Difficult grammar topics	Teaching Challenges
29	SKS	<i>Karena kalo telling time mungkin mahasantri terkadang bingung sama perbedaan British style dan american style, apalagi di British style yang menggunakan beberapa istilah seperti a quarter, half, terus harus membedakan lagi kalau lewat mi 30 menit di kurang dan menggunakan 'to'. Bagian itu nya menurut ku kak yg kadang ksh bingung mahasantri. Kalo tenses krna harus betul betul di hafal supaya benar penggunaan rumus dan peristiwa nya kak. Misalnya simple present dan present continuous, terkadang mereka ingin menyatakan peristiwa yang sedang terjadi sekarang (present continuous) tetapi tidak menggunakan to be atau Ving krna itu tadi, blum trlalu menguasai dan hafal sma penggunaan tenses, msih tertukar2</i>	Confusion in rules and usage	Teaching Challenges

30	SKS	<i>Kalo saya pribadi kak saya kasih teori dan contoh, setelah itu bertanya ka sama mahasantri apakah mereka sudah paham atau masih ada yang kurang jelas, kalau memang ad yang kurang jelas saya jelaskan ulang kak, dan kalau mereka bilang sudah faham, saya suruh mereka membuat contoh dari materi yang di pelajari, setelah itu saya periksa kak.</i>	Theory, examples, and production	Teaching Methods
31	SKS	<i>Sejauh ini kak, metode yang saya gunakan ini berjalan sesuai harapan ku kak, walaupun kadang adek2 mahasantri kalau di tanya kadang masih malu-malu buat kasi keluar pendapat nya atau bertanya, tapi kalau saya suruh buat contoh itu sudah benar pekerjaannya kak. Hanya kadang salah salah di bagian penulisan saja kak.</i>	Effective method with writing errors	Method Effectiveness
32	SKS	<i>Antara Teori dan praktik itu menurut ku tidak bisa saya pilih yang mana lebih bagus atau lebih cepat mahasantri memahami. Kalau hanya teori saja bisa jadi mahasantri kurang paham, tapi kalau praktik saja juga mahasantri bisa bingung karena tidak ada teori nya, jadi kalo saya pribadi kak teori dan praktik itu sama sama memudahkan mahasantri memahami materi pembelajaran bahasa inggris</i>	Balance between theory and practice	Practice-Based Learning Needs
33	SKS	<i>Tidak ada modul ajar khusus kak.</i>	No special module	Availability of Materials
34	SKS	<i>Bagaimana kami mensiasati kekurangan bahan atau modul ajar, sebelum di berikan kepada mahasantri kami sebagai pengajar mengadakan rapat mengenai kurikulum dan materi yang akan di berikan, koordinator pembelajaran bahasa inggris lah yang menyiapkan modul ajar sesuai dengan hasil rapat. Modul ajarnya itu berupa file pdf yang di bagikan kepada setiap pengajar supaya bahan ajar yang akan di berikan itu sama semua, tidak ada bedanya antara pengajar satu dengan yang lain.</i>	Shared PDF material	Material Availability Strategy
35	SKS	<i>Perlu kak, contoh nya di suruh buat daily activity, bercerita mengenai kehidupan kampus</i>	Dormitory and campus	Module Content

		<i>dan lain lain</i>	context	Needs
36	SKS	<i>Iya perlu juga, karena kampus kita kampus islam dan kita berada di naungan Mahad juga kak.</i>	Islamic context examples	Module Content Needs
37	SKS	<i>Bisa juga kak, tapi menurut ku kak kalau independent practice harus betul-betul mempunyai kemauan dan konsisten diri baru bisa mendapatkan hasil sesuai harapan kak</i>	Independent practice	Module Design Needs
38	SKS	<i>Pembelajaran bahasa inggris di mahad dilakukan setiap 2 pertemuan/2 minggu, karena brgantian dengan pembelajaran bahasa arab. Setiap pertemuan itu skitar 120 menit.</i>	Time allocation	Implementation Needs
39	SKS	<i>Pemahaman mahasantri meningkat. Indikator utamanya adalah mahasantri mampu menyelesaikan tugas atau menjelaskan kembali materi dengan benar setelah mempelajarinya. Keberhasilan modul ajar juga bisa di lihat dari hasil evaluasi mahasantri pada setiap akhir semester.</i>	Task completion and explanation	Success Indicators
40	YSY	<i>Yang sering sulit dipahami Mahasantri selama sy mengajar itu bagian tenses sih, krna kalau mengenai pancavip lebih ke bingung cara menggunakannya.</i>	Difficulty in tenses	Teaching Challenges
41	YSY	<i>Faktor yg menghambat pemahamannya adalah waktu sih yg kurang cukup bagi sy selama ini mereka butuh waktu lebih untuk memahami, alokasi materi dg tepat</i>	Limited time	Learning Obstacles
42	YSY	<i>Strategi yg paling sering sy gunakan utk mengajar grammar mungkin tdk se Strategi anak pendidikan, tetapi sy selalu menanyakan hal ap yg belum dipahami dan menanyakan balik materi yg di sampaikan dan juga menyederhanakan penyampaian dg bahasa yg lebih dimengerti mereka semisal ketika sy mengatakan subjek atau verb tidak langsung menambahkan kedua kata tersebut tetapi begitulah,.</i>	Simplified explanation	Teaching Methods
43	YSY	<i>Efektif pada saat kelas tersebut, tapi setelah kelas atau esok harinya bisa dikatakan tdk efektif hahhah.</i>	Short-term effectiveness	Method Effectiveness
44	YSY	<i>Praktik sih, tapi sy mengajar harus membuat mereka paham dg dua hal tersebut.</i>	Practice with theory	Practice-Based

				Learning Needs
45	YSY	<i>Kami pembina b.inggris mengadakan hal tersebut, tpi mungkin tdk bisa dikatakan bahan ajar grammar khusus hhhhh.</i>	No specific grammar material	Availability of Materials
46	YSY	<i>Sperti yg sy bilng tadik, kami mengadakan ,rapat diskusi, tapi tdk bisa disebut modul atau bahan ajar khusus dg kata lain pertanyaan sebelumnya jawabannya tdk ada hahhah.</i>	Discussion-based material preparation	Material Availability Strategy
47	YSY	<i>Dari ketiga yg anda sampaikan menurut sy perlu semua sih,</i>	Contextual and guided content	Module Content Needs
48	YSY	<i>Sy pun bingung, tapi kami selalu mengadakhn diskusi sehingga solusi yg biasa kami gunakan dg menyederhanakan materi.</i>	Simplifying material	Implementation Strategy
49	YSY	<i>Pengaplikasian dirutinitas mereka</i>	Application in daily routine	Success Indicators
50	DSF	<i>Menurut saya, bagian grammar yang paling sering sulit dipahami santri itu tenses, terutama membedakan kapan tenses tersebut digunakan. Selain itu, struktur kalimatnya juga sering bikin mereka bingung.</i>	Tenses and sentence structure difficulty	Teaching Challenges
51	DSF	<i>Kalau faktor penghambat, biasanya karena mereka kurang praktik, jadi hanya paham teori sajaji tapi tidak terbiasaki na gunakan. Selain itu, kadang metode yang digunakan terlalu fokus ke teori. Perbedaan kemampuan antar santri yang satu dengan santri lainnya juga cukup berpengaruh.</i>	Lack of practice	Learning Obstacles
52	DSF	<i>Selama ini saya biasanya pakai kombinasi penjelasan langsung, lalu latihan soal, kadang juga diselingi praktik seperti membuat kalimat.</i>	Explanation , exercises, and practice	Teaching Methods
53	DSF	<i>Menurut saya, metode itu cukup efektif kalau seimbang. Tapi kalau terlalu banyak teori, siswa juga cepat lupa.</i>	Balanced theory and practice	Method Effectiveness
54	DSF	<i>Kalau dari pengalaman saya, siswa lebih mudah paham lewat praktik. Tapi tetap harus ada teori dasar, hanya saja jangan terlalu rumit.</i>	Practice with basic theory	Practice-Based Learning Needs
55	DSF	<i>Sejauh ini, menurut saya belum ada modul grammar khusus yang benar-benar lengkap</i>	No complete	Availability of Materials

		<i>dan terstruktur.</i>	grammar module	
56	DSF	<i>Biasanya saya menyiasatinya dengan mengambil materi dari berbagai sumber, seperti buku atau internet, lalu disesuaikan dengan kebutuhan mahasiswa .</i>	Materials from various sources	Material Availability Strategy
57	DSF	<i>Latihan yang relevan dengan kehidupan sehari-hari santri, supaya lebih mudah dipahami.</i>	Daily life exercises	Module Content Needs
58	DSF	<i>Contoh kalimat yang sering mereka jumpai.</i>	Familiar sentence examples	Module Content Needs
59	DSF	<i>Tahapan belajar yang jelas, mulai dari yang dibimbing/pemberian materi sampai bisa mandiri (membuat kalimat sendiri).</i>	Guided to independent practice	Module Design Needs
60	DSF	<i>Kalau menurut saya, modul ini bisa diterapkan dalam pembelajaran rutin, baik disisipkan dalam pelajaran maupun dibuat sesi khusus untuk grammar.</i>	Regular or special grammar session	Implementation Needs
61	DSF	<i>Indikator keberhasilannya, menurut saya, kalau siswa sudah mulai percaya diri menggunakan grammar, bisa membuat kalimat sendiri, dan kesalahan mereka mulai berkurang.</i>	Confidence and reduced errors	Success Indicators

8. Coding Table of Limited Implementation Interview

No.	Informant	Important Statement	Code	Theme
1	SKS	<i>Kalau saya pribadi itu bagus karena berwarna. Jadi enak dipandang, tidak monoton begitu, jadi tidak bosan dilihat.</i>	Colorful and attractive appearance	Module Appearance and Readability
2	SKS	<i>Menurutku bagus ji karena ada juga bahasa Indonesianya jadi lebih memudahkan karena ada translate-nya.</i>	Bilingual support	Module Appearance and Readability
3	SKS	<i>Jelas ji, Kak, karena ada introduction-nya dulu, vocabulary list-nya, jadi memudahkan pengajar supaya tidak capek lagi cari materi untuk mahasantri.</i>	Clear introduction and vocabulary list	Material Clarity and Accuracy
4	SKS	<i>Itu tadi, Kak, yang trillion sama billion. Ku kira salah ternyata saya yang keliru. Jadi aman ji, Kak.</i>	No correction needed	Material Clarity and Accuracy
5	SKS	<i>Kan kita juga mulai dari telling time dulu baru grammar. Jadi menurutku sesuai ji sih.</i>	Suitable material sequence	Material Suitability and Sequence
6	SKS	<i>Kalau saya, Kak, sudah sistematis dan tersusun ji.</i>	Systematic sequence	Material Suitability and Sequence
7	SKS	<i>Menurut saya Related mi, Kak, related mi. Itu sudah relevan tentang mahad.</i>	Relevant to Ma'had context	Relevance to Ma'had Context
8	SKS	<i>Bagus kalau ditambahkan contoh pembelajaran tahsus dan kayak bangun shalat subuh.</i>	Additional Ma'had examples	Module Improvement Suggestions
9	SKS	<i>Iya, karena setelah dipelajari langsung dipraktikkan toh. Jadi sesuai mi.</i>	Immediate practice	Practice-Based Activities
10	SKS	<i>Menurut saya tidak ada ji, Kak, karena sudah ada dari salatnya, tahsus juga mau dikasih masuk jadi menurutku masuk semua mi.</i>	Content already sufficient	Relevance to Ma'had Context
11	SKS	<i>Penggunaan QR dan Quizizz dalam modul menurut saya sangat kreatif, dan juga menggabungkan digital dalam modul jadi orang yang memakai nya akan menemukan hal baru.</i>	Creative digital integration	Digital Learning Support
12	SKS	<i>Ya, menurut saya dapat membantu</i>	Grammar and	Digital

		<i>meningkatkan pemahaman grammar dan pronunciation.</i>	pronunciation support	Learning Support
13	SKS	<i>Kalau saya bagus ji, Kak. Kayak buku paket di e-book-kan.</i>	E-book-like module	Module Improvement Suggestions
14	SKS	<i>Tidak ada ji, Kak. Tampilannya juga cantik banget.</i>	No major revision	Module Improvement Suggestions
15	DSF	<i>Kalau mengenai tampilan modul secara keseluruhan itu menurut saya cukup menarik dan cukup rapi. Apalagi penggunaan warna pada covernya itu juga lumayan menarik dengan beberapa font yang digunakan juga cukup memudahkan dan menarik. Ditambah lagi penggunaan beberapa ilustrasi pada bagian lembar-lembar berikutnya sehingga tidak monoton.</i>	Attractive and neat layout	Module Appearance and Readability
16	DSF	<i>Untuk sarannya itu mungkin di beberapa cover pada bagian penjelasan bisa ditambahkan beberapa elemen di latar belakangnya agar lebih menarik. Karena kalau dilihat di situ cuma latar jam saja, mungkin bisa ditambahkan yang lain. Yang elemennya mungkin bisa ditambahkan juga di setiap halamannya.</i>	Need more visual elements	Module Appearance and Readability
17	DSF	<i>Untuk secara keseluruhan itu penjelasan mengenai grammarnya sudah cukup jelas, apalagi sudah terkait dengan keseharian mahasantri.</i>	Clear contextual grammar explanation	Material Clarity and Accuracy
18	DSF	<i>Contoh kalimatnya itu 'They have played football', sedangkan penjelasannya itu menggunakan are sama playing.</i>	Inconsistent example and explanation	Material Clarity and Accuracy
19	DSF	<i>Kalau untuk materinya sudah cukup sesuai dengan kebutuhan mahasantri di ma'had karena berfokus pada kemampuan dasar mahasantri itu sendiri. Seperti vocab yang di dalamnya sudah ada list vocab yang barcode, sama grammarnya itu cukup dasar, ditambah ada juga speaking practice jadi sudah sesuai dengan materi yang bisa diajarkan di mahasantri.</i>	Suitable to student needs	Material Suitability and Sequence

20	DSF	<i>Untuk secara umum, urutan materinya sudah sistematis karena dimulai dari materi yang paling dasar sampai ke tingkat yang agak tersulit. Namun ada beberapa tambahan yang mungkin bisa dimasukkan seperti daily conversation di beberapa unit pada tenses.</i>	Basic-to-difficult sequence	Material Suitability and Sequence
21	DSF	<i>Kalau menurut saya beberapa isi modulnya sudah relevan dengan kebiasaan mahasantri itu sendiri, seperti contoh 'What time do you wake up?' dan 'What time do you study?' yang memang bisa digunakan dalam keseharian mereka.</i>	Relevant daily examples	Relevance to Ma'had Context
22	DSF	<i>Mungkin bisa dipakai beberapa tenses yang biasa mereka gunakan, seperti 'Hari ini belajar ki di?' atau 'Belajar tahsin hari ini?' dan contoh kalimat seperti 'Ada gak pelanggaranmu?'</i>	Add daily Ma'had expressions	Module Improvement Suggestions
23	DSF	<i>Kalau menurut saya itu sudah mencerminkan prinsip practice based learning karena mahasantri memang belajar melalui praktik langsung. Di modul juga setelah pemberian materi langsung diberikan exercise. Jadi di situ ada pengulangan materi yang telah diberikan dan adanya partisipasi aktif dari mahasantri saat menjawab pertanyaan. Kalau menurut saya juga sudah relevan karena melibatkan komunikasi langsung, melatih pelafalan, dan meningkatkan konsentrasi mahasantri.</i>	Direct practice-based learning	Practice-Based Activities
24	DSF	<i>Kalau saya ada beberapa tambahan pronunciation practice untuk membantu pelafalannya karena dari beberapa evaluasi sebelumnya masih ada yang salah walaupun sudah beberapa kali diajarkan. Mungkin bisa pakai YouGlish. Atau setelah pemberian materi di tenses, kemungkinan ada beberapa contoh kalimat. Mungkin mereka disuruh membuat kalimat lalu setelah itu kalimatnya langsung dibaca.</i>	Need pronunciation practice	Module Improvement Suggestions

25	DSF	<i>Menurut saya, penggunaan QR Code dan Quizizz dalam modul sangat membantu dan menarik. QR Code memudahkan saya untuk mengakses materi tambahan dan latihan pronunciation hanya dengan scan menggunakan handphone. Selain itu, Quizizz membuat pembelajaran terasa lebih seru karena seperti bermain game, jadi saya tidak mudah bosan saat belajar.</i>	Helpful and engaging digital tools	Digital Learning Support
26	DSF	<i>Ya, penggunaan QR Code dan Quizizz sangat membantu saya dalam belajar grammar dan pronunciation. Melalui QR Code, saya bisa mendengarkan cara pengucapan yang benar dan mencoba mengikutinya sendiri. Quizizz juga membantu saya memahami grammar karena saya bisa langsung mengetahui jawaban yang benar dan salah. Menurut saya, pembelajaran jadi lebih mudah dipahami, interaktif, dan menyenangkan.</i>	Immediate feedback and pronunciation access	Digital Learning Support
27	DSF	<i>Itu saja tadi yang masalah contohnya. Ada beberapa yang perlu diperhatikan seperti pada tulisan note ada yang tidak menggunakan tanda petik, lalu ada juga yang penggunaan titik komanya tidak konsisten, sama penulisannya.</i>	Writing and punctuation revision	Module Improvement Suggestions
28	DSF	<i>Kalau saran mungkin nanti pemberian materinya bisa ditambahkan aktivitas yang lebih aktif. Bisa juga dibarengi dengan aktivitas yang menyenangkan seperti games. Kalau dilihat sih mungkin tidak semua unit harus diberikan, mungkin cukup beberapa unit yang lebih mudah seperti number-number.</i>	Add active and fun activities	Module Improvement Suggestions
29	YSY	<i>Tampilannya secara keseluruhan dari cover saja sudah menarik sih. Apalagi itu menampilkan ma'had banget. Dari awal cover sampai penyusunannya menyesuaikan, apalagi font-nya itu bagus dibaca.</i>	Attractive cover and readable font	Module Appearance and Readability
30	YSY	<i>Menurut saya sudah mudah digunakan, apalagi saya sebagai tutor. Sudah bagus</i>	Easy to use	Module Appearance

		menurut saya.		and Readability
31	YSY	<i>Kalau materi dari unit satu sampai dua belas itu penjelasannya sudah jelas. Tiap-tiap bagian yang saya baca memang sudah jelas.</i>	Clear explanation	Material Clarity and Accuracy
32	YSY	<i>Mungkin typo-typo sih. Di sini saya lihat ada typo di bagian 'penulis'.</i>	Typo revision	Material Clarity and Accuracy
33	YSY	<i>Iya, karena materi yang ada di modul itu sudah sesuai dengan materi ajar yang sering kami ajarkan di ma'had sebelumnya.</i>	Suitable with Ma'had teaching material	Material Suitability and Sequence
34	YSY	<i>Saya tidak tahu bilang logis bagaimana, tapi kalau sistematis iya. Karena memang dari kemarin-kemarin saya sebagai tutor tidak jauh begini juga materinya toh, jadi ya sistematis.</i>	Systematic sequence	Material Suitability and Sequence
35	YSY	<i>Kalau diminta relevan sama mahasantrinya apalagi ma'hadnya, saya rasa sudah cukup. Nanti kalau berlebihan kayaknya tidak bagus juga kalau terlalu berlebihan. Sudah pas.</i>	Sufficient Ma'had relevance	Relevance to Ma'had Context
36	YSY	<i>Tidak ada tambahan.</i>	No additional context	Relevance to Ma'had Context
37	YSY	<i>Iya, sudah mencerminkan prinsip practice based learning karena setelah belajar langsung latihan.</i>	Immediate practice	Practice-Based Activities
38	YSY	<i>Ditambahkan tidak ada, diubah tidak ada. Sudah cukup.</i>	No content revision	Module Improvement Suggestions
39	YSY	<i>Penggunaan QR code dan quizizz nya menarik mudah di akses anak" skrng, bagus</i>	Interesting and accessible digital tools	Digital Learning Support
40	YSY	<i>Penggunaan nya membantu, apalagi ketika grammarnya salah jawab sperti pada post test nya itu tetap diberikan penjelasan bgimna tepatnya, pronnction nya juga sangat membantu krna banyak pilihan begitu.</i>	Helpful feedback and pronunciation	Digital Learning Support
41	YSY	<i>Mungkin typo-typo saja.</i>	Minor typo	Module

			revision	Improvement Suggestions
42	YSY	<i>Semoga ke depannya modul ini bisa diakses tidak hanya untuk mahasantri, tapi juga mahasiswa.</i>	Wider access suggestion	Module Improvement Suggestions
43	AIN	<i>Kalau dari pemilihan warnanya tuh bagus mi, Kak, karena warna yang dipakai tidak terlalu nyentrik. Terus juga tidak terlalu ramai dari segi penempatan editingnya, jadi tidak pusing ki untuk fokus di tulisan atau di bagian gambar. Pemilihan beberapa elemennya juga sesuai dengan topiknya dan warnanya tidak bikin pusing.</i>	Good color and layout	Module Appearance and Readability
44	AIN	<i>Kalau paling yang kutangkap itu di bagian materi grammar ta', Kak. Grammar kan seperti yang kita tahu memang susah sekali. Biasanya juga grammar kurang menarik untuk dipelajari karena tingkat kesulitannya. Terus dari modul ajar ini materinya sudah lengkap sekali, tapi mungkin beberapa bagian materinya terlalu dempet.</i>	Dense material layout	Module Appearance and Readability
45	AIN	<i>Kalau dari yang kubaca tadi sudah jelas mi, Kak. Dari penjelasannya, setelah dijelaskan langsung dikasih contoh penggunaan secara langsung di bawahnya, jadi kayak 'Oh begitu caranya'. Jadi mudah dipahami.</i>	Clear explanation with examples	Material Clarity and Accuracy
46	AIN	<i>Menurutku tidak ada ji, Kak.</i>	No confusing explanation	Material Clarity and Accuracy
47	AIN	<i>Kalau dilihat dari materinya, Kak, yang dipelajari tentang number, hari, bulan, ditambah lagi dengan grammar, menurutku itu sesuai sekali. Apalagi grammar biasa digunakan di perkuliahan, jadi ibaratnya walaupun belum diperdalam di mata kuliah, di sini materinya sudah dijelaskan dengan jelas sekali.</i>	Relevant material to student needs	Material Suitability and Sequence
48	AIN	<i>Kalau dari penglihatanku urutannya bagus ji, Kak. Tidak langsung terlalu susah.</i>	Gradual sequence	Material Suitability

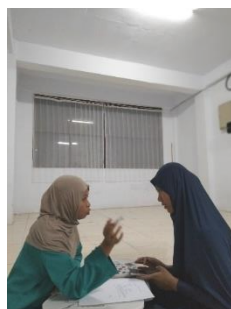
				and Sequence
49	AIN	<i>Menurutku sesuai, Kak.</i>	Relevant tasks	Relevance to Ma'had Context
50	AIN	<i>Menurutku sudah bagus ji, Kak.</i>	No added context needed	Relevance to Ma'had Context
51	AIN	<i>Menurutku iya, Kak, karena penggunaan penjelasannya terus ditambah dengan contohnya, setelah itu diperkuat lagi ingatan ta' dengan mengerjakan soal.</i>	Exercises reinforce memory	Practice-Based Activities
52	AIN	<i>Yang paling kusuka itu bagian number di awal-awal, karena menurutku ilustrasinya dengan strukturnya tidak terlalu membingungkan dilihat. Jadi kayak terstruktur ki pas dibuka halamannya, kayak 'Oh ini, oh ini'. Karena ada pola-polanya juga di ilustrasinya. Kalau yang perlu diperbaiki paling yang tadi, Kak, bagian yang terlalu berdempetan.</i>	Structured illustration	Module Appearance and Readability
53	AIN	<i>Menurut saya, penggunaan QR Code dan Quizizz dalam modul sangat menarik dan inovatif karena membuat proses belajar menjadi lebih interaktif dan tidak membosankan. QR Code memudahkan mahasiswa untuk langsung mengakses materi, maupun latihan tambahan hanya dengan scan melalui handphone. Sedangkan Quizizz membuat latihan terasa lebih seru karena tampilannya seperti permainan, sehingga dapat meningkatkan semangat belajar dan fokus mahasiswa saat mengerjakan soal.</i>	Interactive digital learning	Digital Learning Support
54	AIN	<i>Ya, penggunaan QR Code dan Quizizz sangat membantu dalam proses belajar grammar dan pronunciation. QR Code memudahkan saya untuk mendengarkan cara pengucapan yang benar secara langsung sehingga lebih mudah memahami pronunciation. Selain itu, Quizizz membantu melatih pemahaman grammar melalui latihan soal yang</i>	Interactive feedback	Digital Learning Support

		<i>interaktif dan memberikan feedback secara langsung ketika jawaban salah atau benar. Dengan begitu, saya dapat mengetahui bagian yang masih perlu dipelajari kembali.</i>		
55	AIN	<i>Bagian tata letak tulisan grammarnya yang terlalu dempet-dempet.</i>	Need more spacing	Module Improvement Suggestions
56	AIN	<i>Bisa diberikan sedikit jarak atau space pada materi grammar agar lebih menarik dibaca.</i>	Improve spacing	Module Improvement Suggestions
57	BRY	<i>Kalau warnanya bagus, Kak. Terus desain cover-nya menarik. Sudah sesuai, Kak.</i>	Good color and cover	Module Appearance and Readability
58	BRY	<i>Ee... tulisannya padat sekali, Kak. Kayak dempet-dempet.</i>	Dense text layout	Module Appearance and Readability
59	BRY	<i>Jelas ji, Kak. Karena sesuai dengan yang dipelajari waktu itu dan ada lebih lengkapnya di situ. Kemarin yang sempat saya baca yang numeral, Kak. Di situ lebih lengkap.</i>	Clear and complete material	Material Clarity and Accuracy
60	BRY	<i>Kalau sejauh saya baca, ndak ada ji.</i>	No inaccurate explanation	Material Clarity and Accuracy
61	BRY	<i>Sudah, Kak. Contoh kalimat-kalimat yang biasa dipakai sehari-hari itu sudah sesuai.</i>	Daily life examples	Material Suitability and Sequence
62	BRY	<i>Sudah sesuai di', Kak, karena dimulai dari yang mudah dulu baru sampai ke yang susah.</i>	Easy-to-difficult sequence	Material Suitability and Sequence
63	BRY	<i>Sudah sesuai.</i>	Relevant to Ma'had life	Relevance to Ma'had Context
64	BRY	<i>Bisa juga ditambah begitu, Kak. (tahassuss, piket) seperti itu.</i>	Add tahassus and picket context	Module Improvement Suggestions
65	BRY	<i>Membantu sekali, Kak, karena langsung dipakai toh. Jadi nanti bisa tinggal di otak istilahnya karena dipelajari langsung</i>	Direct practice helps memory	Practice-Based Activities

		<i>dipraktikkan.</i>		
66	BRY	<i>Jujur sebenarnya agak bingung sama speaking practice-nya, Kak. Kan itu bukan cuma sendirian, maksudnya sama teman kelompok begitu. Penjasannya agak kurang jelas.</i>	Guided speaking needs clarity	Module Improvement Suggestions
67	BRY	<i>Penggunaannya mudah, karena QR code nya bisa langsung di scan, dan kita langsung diarahkan ke quizziz sehingga bisa langsung mengerjakan kuis.</i>	Easy access to Quizizz	Digital Learning Support
68	BRY	<i>Ya, memudahkan. Ada penjelasan setelah selesai menjawab satu soal, sehingga dapat menambah pemahaman.</i>	Quiz feedback supports understanding	Digital Learning Support
69	BRY	<i>Mungkin bagian penjelasan guided speaking practice-nya bisa lebih terstruktur lagi, Kak.</i>	Improve guided speaking structure	Module Improvement Suggestions
70	BRY	<i>Kalau di modulnya kemarin, Kak, ada video yang menjelaskan begitu toh, Kak?</i>	Add learning video	Module Improvement Suggestions
71	HLM	<i>Menurut saya dari tampilannya itu sudah mendukung modul ajarnya terhadap mahasiswa. Modulnya bagus mi, lumayan bagus.</i>	Good visual support	Module Appearance and Readability
72	HLM	<i>Sejauh kulihat tadi ndak ada ji juga.</i>	No confusing display	Module Appearance and Readability
73	HLM	<i>Menurut saya pribadi lumayan bagus mi, cuma mungkin bagus kalau ditambah contohnya. Kayak ada topik ini ada contohnya sedikit begitu.</i>	Need more examples	Material Clarity and Accuracy
74	HLM	<i>Bagus mi, ndak membingungkan.</i>	Clear explanation	Material Clarity and Accuracy
75	HLM	<i>Bagus semua mi. Ada penjasannya jadi cepat masuk di otak.</i>	Explanation helps memory	Material Suitability and Sequence
76	HLM	<i>Ndak ada ji.</i>	No confusing sequence	Material Suitability and Sequence
77	HLM	<i>Dari contohnya yang ta' kasih di sini</i>	Relevant	Relevance to

		<i>masuk semua mi, memang kegiatan ma'had.</i>	Ma'had activities	Ma'had Context
78	HLM	<i>Bagus mi, Kak. Bisa ji ditambahi, tapi contoh-contoh lainnya masuk semua mi.</i>	Optional additional context	Relevance to Ma'had Context
79	HLM	<i>Kalau mau cepat tangkap pasti setelah materi langsung dikasih soal. Baru ada latihan speaking-nya lagi, jadi bisa langsung na ingat.</i>	Exercise after material	Practice-Based Activities
80	HLM	<i>Kalau saya pribadi biasanya orang lebih banyak salah di speaking-nya. Jadi bagus kalau belajar juga dari YouTube.</i>	Speaking and YouTube support	Module Improvement Suggestions
81	HLM	<i>Baik jadi saya akan menjawab terkait penggunaan QR Code dan Quizz dalam modul itu setelah saya liat cukup menarik dan kelebihan-nya itu bisa membuat daya ingat meningkat untuk materi yang telah diajarkan oleh tutor.</i>	QR and Quiz improve retention	Digital Learning Support
82	HLM	<i>Dan terkait apakah QR code dan Quizz ini bisa membantu proses dalam pelajaran grammar itu bisa, dalam artian selain meningkatkan kemampuan ingat mahasiswa juga dapat semakin tertarik akan rasa ingin tahu dan juga untuk koreksi setiap Quizz itu mendukung mahasiswa semakin paham dengan pembelajar bila kiranya mereka masih kurang paham.</i>	Quiz correction supports understanding	Digital Learning Support
83	HLM	<i>Sebenarnya belum terlalu kupaham masalah grammar, jadi kalau dibilang diperbaiki, bagus semua mi.</i>	No major revision	Module Improvement Suggestions
84	HLM	<i>Bagus semua mi.</i>	Module is acceptable	Module Improvement Suggestions

9. Documentation



WRITER PROFILE



The writer's full name is Nur Rahmi Abd. Rahim, born in Pekkabata on January 5, 2004. She is the third of four siblings, the daughter of Mr. Abd. Rahim and Mrs. Lilis Sahabu. She lives in Pekkabata, Duampanua District, Pinrang Regency. Her educational journey began at PAUD Mutiara Indah in 2009 and was completed in 2010. In the same year, she continued her studies at SDN 28 Duampanua and graduated in 2016. Then, she pursued her education at SMPN 1 Duampanua, completing it in 2019, and continued to SMAN 2 Pinrang, where she graduated in 2022. She continued her undergraduate studies at the State Islamic Institute (IAIN) Parepare, majoring in English

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