

A THESIS

**DEVELOPING ENGLISH GRAMMAR HANDBOOK FOR JUNIOR
HIGH SCHOOL 1 LILIRIAJA SOPPENG REGENCY**



BY

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

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BY
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REG NUM. 222020203888203036

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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**As a Part of Fulfillment of the Requirements for the Degree of Sarjana
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English Education Program

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Junior High School 1 Liliraja Soppeng Regency

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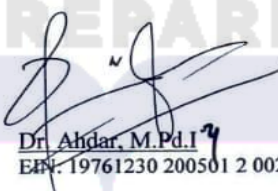
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The writer acknowledges that there are still many shortcomings mistakes in this thesis. Lastly, the writer encourages reader to provide constructive suggestion for the refinements of this thesis.

Parepare, 17th June 2026
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DECLARATION OF THE RESEARCH AUTHENTICITY

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Started that herself conducted this thesis, if it can be proved that is copied, duplicated or complied by other people, this thesis and degree that has been gotten would be postponed.

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ABSTRACT

Zahra Zalzabila. *Developing English Grammar Handbook for Junior High School 1 Liliriaja Soppeng Regency* (Supervised by Yessicka Noviasmy)

This study aims to identify the grammar learning needs of 8th grade students at SMPN 1 Liliriaja, analyze the development of an English Grammar Handbook integrated with Soppeng's Kalong local culture, and examine its overall effectiveness. Employing an R&D methodology based on the ADDIE model and a mixed-methods sequential exploratory design, the research conducted a limited field trial with 20 students at class 8A SMPN 1 Liliriaja. Data were gathered through interviews, observations, questionnaires, expert validation, and pre- and post-tests, then analyzed using descriptive statistics, the Wilcoxon Signed-Rank Test, and N-Gain calculations via SPSS.

Needs analysis revealed a high urgency, with 90% of students demanding a specific supplementary handbook. The developed product achieved a 98% expert validation score, categorizing it as "Very Valid". Following implementation, students' mean scores significantly increased from 45 on the pre-test to 74 on the post-test. The Wilcoxon Signed-Rank Test yielded a significance value of 0.000 ($p < 0.05$), accepting the alternative hypothesis (H_1), while the N-Gain score of 0.53 indicated a "Medium" level of effectiveness. These findings confirm that the developed handbook is highly valid, practical, and effective in enhancing students' grammar comprehension.

Keyword: *English Grammar Handbook, ADDIE Model, Grammar Competence, SMPN 1 Liliriaja.*



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TRANSLITERATION AND ABBREVIATIONS

A. Transliteration

1. Consonants

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

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	z	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
ه	Ha	H	Ha
ء	Hamzah	‘	Apostrof
ي	Ya	Y	Ye

Hamzah (ء) which begins a word 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 (monoftong) Arabic whose symbols are signs or harakat, transliterated as follows:

Sign	Name	Latin Letters	Name
َ	Fathah	A	A
ِ	Kasrah	I	I
ُ	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
يَ	Fathah and Ya	Ai	a and i
وُ	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
تَا / يَ	Fathah and Alif or ya	Ā	a and line above
رَيَ	Kasrah and Ya	Ī	i and line above
قَيَ	Kasrah and Ya	Ī	i and line above
وُ	Kasrah and Wau	Ū	u and line above

Example :

تَمَا : māta

رَمَى : ramā

قِيلَ : qīla

يَمُوت : yamūtu

4. Ta Marbutah

There are two transliterations for tamarbutah:

- Tamarbutah which is 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-madīnatulfaḍilah

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

نُعَم : nu‘‘ima

عَدُو : ‘aduwwun

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

Example :

عَرَبِي : ‘Arabi (not ‘Arabiyyor ‘Araby)

عَلِي : ‘Ali (not ‘Alyyor ‘Aly)

1. Article

The article in the Arabic writing system is symbolized by the letters ا (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 :

الشَّمْسُ : al-syamsu (notasy- syamsu)

الزَّلْزَلَةُ : al-zalزالah (notaz-zalزالah)

الْفَلْسَفَةُ : al-falsafah

الْبِلَادُ : al-bilādu

6. Hamzah

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

Example:

تَأْمُرُونَ : ta'murūna

النَّوْغُ : al-nau'

شَيْءٌ : syai'un

أُمِرْتُ : Umirtu

7. Arabic words commonly used in Indonesian

Arabic words, terms or sentences that are transliterated are words, terms or sentences that have not been standardized 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, then they must be transliterated as a whole. Example:

Fīzilālal-qur'an

Al-sunnahqablal-tadwin

Al-ibāratbi 'umum al-laḥẓalābikhusus al-sabab

8. Lafzal-Jalalah (الله)

The word "Allah" which is 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 that is attributed to lafzal-jalālah, it is transliterated with the letter [t]. Example:

هُمُ فِي رَحْمَةِ اللهِ : Humfirahmatillāh

9. Capital Letters

Although the Arabic writing system does not recognize capital letters, in this transliteration they are also used 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:

Wamā Muhammadunillārasūl

Inna awwalabaitinwudi ‘alinnāsilalladhībiBakkatamubārakan

Syahru Ramadan al-ladhīunzilafihal-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)

10. Abbreviations

Some of the standardized abbreviations are:

swt. = *subḥānahūwata ‘āla*

saw. = *şallallāhu ‘alaihiwasallam*

a.s = *‘alaihi al- sallām*

H = Hijriah

M = Masehi

SM	= Sebelum Masehi
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
مد	= بدون
صلعم	= صلى الله عليه وسلم
ط	= طبعة
دن	= 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).

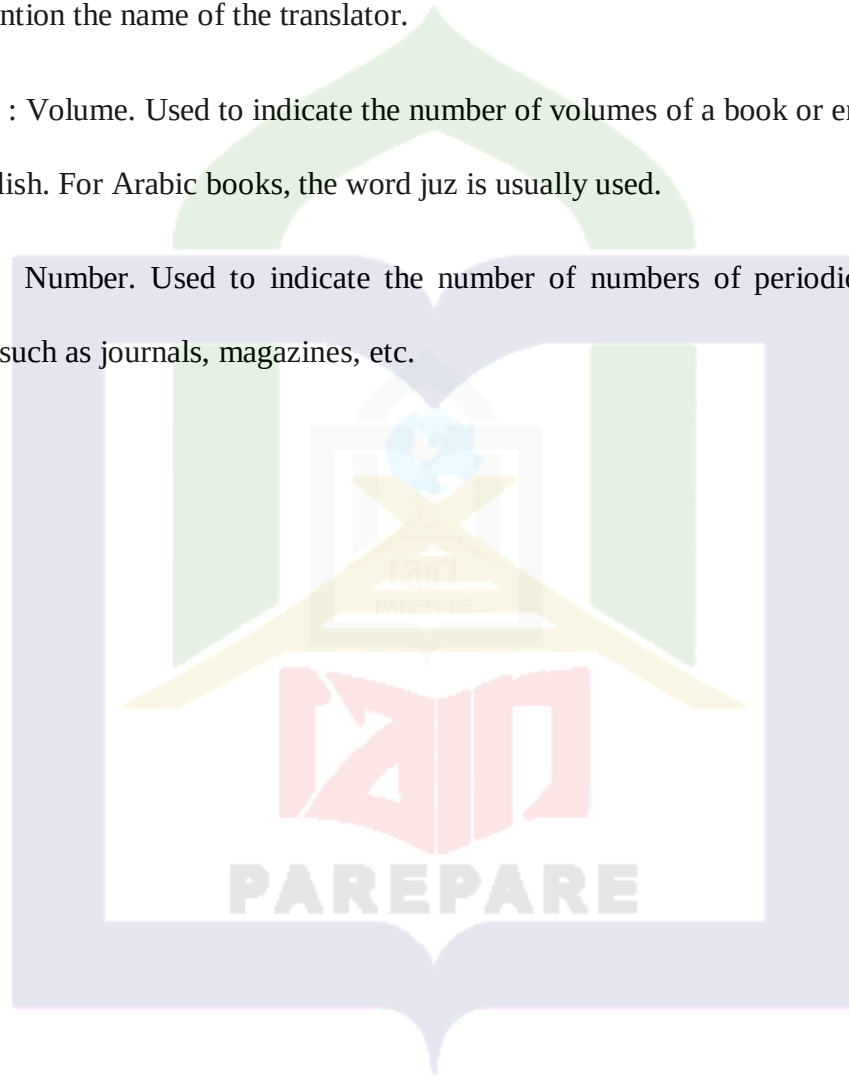
et al. : "And others" or "and friends" (abbreviation of et alia). Alternatively, the abbreviation et al. ("and friends") is used, written in regular/straight letters.

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 numbers of periodical scientific works such as journals, magazines, etc.



CHAPTER I

INTRODUCTION

A. Background

English language education at the junior high school level in Indonesia plays a crucial role in equipping students with essential global communication skills in today's digital age. English lessons have become a mainstay in improving students' language skills. However, the reality on the ground shows that learning English often poses a major challenge that affects the smooth progress of students' learning.¹ As a required subject for students in all schools across Indonesia, mastering English requires a solid foundation in its core components, one of which is grammar.

Grammar is defined as a general overview of language structure and how linguistic units such as words and phrases are organized into complete sentences. According to Marpaung, grammar is a set of structural rules governing the arrangement of clauses, phrases, and words in a language. Without a grasp of grammar, a person will essentially struggle to communicate effectively.² Despite the importance of grammar, there is a concerning misconception among students some students at SMPN 1 Liriaja claim that grammar is not very important because the primary goal of communication is simply to be understood. In initial interviews, some students commented "Grammar is not important as long as we understand the

¹ Agis Andriani, Vani Dwi Yuniar, and Fuad Abdullah, "Teaching English Grammar in an Indonesian Junior High School," *AL-ISHLAH: Jurnal Pendidikan* 13, no. 2 (2021): 1046–56, <https://doi.org/10.35445/alishlah.v13i2.956>.

² A. S. Marpaung, *English Grammar in University*. (CV. Pusdikra Mitra Jaya., 2020).

meaning.” This statement clearly indicates that some students prioritize fluency in communication over the accuracy of English language structure. This mindset is further reflected in their English grades, particularly regarding the grammar analysis component. The class average hovers around the minimum passing score of 75³, indicating that students’ ability to analyze grammar remains far from satisfactory.

This data shows that a lack of attention to grammar has a direct impact on learning outcomes, especially when students must identify correct sentence structures in texts or grammar exercises. As a result, they choose to ignore grammar in everyday practice, often limiting its use to formal writing, and even in that context, errors still occur frequently. A common underlying reason for this problem is the influence of Indonesian, their everyday language. Indonesian can be used quickly without needing to think too much about complex verb forms because it has been used since childhood. Additionally, the differences between Indonesian and English create significant barriers. Consequently, students find it quite difficult to switch to and master English easily. The urgency of this issue is particularly evident in rural educational settings. In South Sulawesi, particularly in Soppeng Regency, junior high schools have long been in operation and have been striving to improve their teaching methods. One such school is SMPN 1 Liliriaja, located in Liliriaja District. This school has approximately 211 students and 21 teachers. Based on initial observations, English teachers at SMPN 1 Liliriaja reported that many students lack confidence in

³ Gr Fajriyah, S.Pd, “English Teacher Interviewed,” (2025).

constructing sentences in English. Meanwhile, during interviews, the students admitted that they still struggle to understand basic components like verbs.

Theoretically, these difficulties can be explained by the dominance of form-focused instruction, which often overburdens students' cognitive capacity by failing to integrate grammar with its meaning and communicative functions, as criticized in the Three-Dimensional Grammar Teaching Theory (Celce-Murcia et al.).⁴ The failure to connect the syntactic, semantic, and pragmatic dimensions directly creates psychological barriers that align with Krashen's Second Language Acquisition (SLA) Theory.⁵ When instruction relies too heavily on explicit rule learning without providing meaningful and comprehensible input, the students' affective filter such as anxiety, lack of confidence, and demotivation rises sharply, hindering the natural process of language acquisition. This complexity is particularly evident in rural educational settings where minimal exposure to the target language exacerbates poor retention. Therefore, bridging these cognitive and affective gaps requires the development of adaptive and contextualized learning materials that provide comprehensible input while simultaneously lowering classroom anxiety.

Aligning with this theoretical gap, grammar instruction at the school reportedly still relies on traditional lecture methods, causing students to feel bored and unmotivated during class. Many students do not seek out other grammar learning

⁴ Xiaoli Zhang and Jiaqi Tang, "Literature Review on English Grammar Teaching in Light of Three-Dimensional Grammar Framework," *Open Access Library Journal* 12 (2025), <https://doi.org/10.4236/oalib.1112584>.

⁵ Yuyang Chen, "A Review of Research on Krashen's SLA Theory Based on WOS Database (1974-2021)," *Scientific Research Publishing, Creative Education* 13 (2022): 2147–56, <https://doi.org/10.4236/ce.2022.137135>.

resources outside of class hours. In an interview, one student specifically mentioned that they enjoyed grammar lessons that included practical sentence examples and multiple-choice exercises, as this format made it easier for them to identify the correct answers. The lack of interest and adequate learning materials significantly hinders students' academic progress. This, of course, makes it a crucial research topic targeted and engaging grammar instruction is urgently needed to address the specific shortcomings evident in their report cards.

While several studies have attempted to address grammar difficulties, a significant gap remains. For instance, a study by Siahaan⁶ developed a grammar module to improve the writing skills of junior high school students in Bekasi. However, that study focused more on developing writing modules broadly rather than designing a specific, standalone grammar handbook that students could use independently. Furthermore, the modules developed in previous studies were general in nature and were not specifically tailored based on the distinct needs and grammatical errors of students in a particular rural school context.

On the other hand, the development of this educational tool is also deeply aligned with the Islamic spiritual perspective based on the teachings of the Qur'an, which emphasizes the importance of knowledge and learning.

For example, in Surah Al-Alaq verses 4–5, it is stated:

الَّذِي عَلَّمَ بِالْقَلَمِ ۚ عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ

⁶ Leroy Holman Siahaan, "Developing an Innovative English Grammar Learning Module to Improve Writing Skills in Junior High Schools," *Journal of English Education* 13, no. 1 (2025): 371–82.

Al lazii 'allama bil qalam, 'Al lamal insaana ma lam y'alam

Meaning: The one who teaches (humans) with a pen, he teaches people what they do not know.

This verse underscores that learning is a divine mandate. The design of an English grammar handbook can be developed as a tangible manifestation of Islamic values based on holistic education that incorporates both cognitive and spiritual aspects in shaping students' character. This significance is further underscored by data from Mustakim et al., which shows that only 45% of junior high school students nationally meet the basic competency standards for grammar.⁷

To bridge the existing gaps, this study focuses on the developing of an English grammar handbook tailored specifically for junior high school students at SMPN 1 Liliriaja, using an approach oriented toward local needs and contexts. Theoretically, this guidebook can enrich the language teaching framework by integrating principles that foster contextual understanding rather than rote memorization. To ensure that the handbook is highly effective, the researcher will first conduct a thorough needs analysis to identify the specific difficulties, frequent errors, and presentation preferences of the students at SMPN 1 Liliriaja. The results of this analysis will form the foundation for developing a student-friendly handbook featuring simple language and progressive exercises. Therefore, this research is highly relevant to

⁷ Mustakim, Nur Musfirah Jaya, and Umiyati Jabri, "Challenges in Grammar Learning Among EFL Students: A Case Study of an Indonesian University," *Scope of English Language Teaching, Literature and Linguistics Program Studi Pendidikan Bahasa Inggris FKIP Universitas Muslim* 8, no. 1 (2025): 16–27, <https://doi.org/10.46918/seltics.v8i1.2598>.

comprehensively conduct a study entitled **Developing English Grammar Handbook for Junior High School 1 Liliraja Soppeng Regency.**

B. Research Questions

1. What are the English Grammar learning needs & difficulties of Eight-Grade Students of SMPN 1 Liliraja?
2. How is the Grammar handbook developed to Eight-Grade Students of SMPN 1 Liliraja?
3. How is the effectiveness of the developed English Grammar Handbook in improving the Eight-Grade Students' grammar competence at SMPN 1 Liliraja?

C. Objective of the Research

1. To Know the English Grammar learning needs & difficulties of Eight-Grade Students of SMPN 1 Liliraja
2. To Analyze the Grammar handbook developed to Eight-Grade Students of SMPN 1 Liliraja.
3. To Examine the Effectiveness of the developed English Grammar Handbook in improving the Eight-Grade Students' grammar competence at SMPN 1 Liliraja.

D. Significances of the Research

The benefits of this research are as follows:

1. Theoretically

The results of the study “Developing an English Grammar Handbook for Junior High School 1 Liliriaja Soppeng Regency” are expected to develop a pedagogical framework for English language learning, particularly grammar learning for junior high school students. By adapting a needs-based approach, the grammar handbook is designed to enrich language learning theory through the integration of task-based learning principles. This approach emphasizes understanding the use of language structures, rather than simply memorizing grammar rules. This can broaden the theory of grammar learning, which has tended to focus on rigid traditional methods. In addition, this research also strengthens the development of language literacy in the Merdeka Curriculum, which targets comprehensive language competency mastery

2. Practically

a. For Researchers

For researchers, the results of this study are expected to provide a handbook grammar develop framework that can be used as a practical model in developing English teaching materials that are adaptive to the needs of junior high school students, especially

in limited areas such as those studied. The results of this study are also expected to make a real contribution to understanding the obstacles to learning grammar in the field.

b. For Junior High School Students

This study offers a more interesting and interactive learning method compared to monotonous standard textbooks. This can increase student motivation and facilitate understanding of grammar concepts such as tenses and sentence structure. This study can be used as material for further research.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Research Finding

The researcher finds some relevant studies related to this research.

1. In a study titled “Designing an English Handbook for Seventh Grade Students at MTs Negeri Palopo” by Jumeida Mu'Thairah Herman (2023, UIN Palopo Repository), which aims to address seventh-grade MTs students' difficulties in basic grammar such as tenses and sentence structure due to standard textbooks being insufficiently interactive, using an R&D method based on ADDIE combined with Gagne's theory, involving expert/teacher validation, trials with 30 students, and questionnaires/tests resulting in a highly feasible handbook (92% validation) and effective (+25% post-test grammar improvement); the similarity with this research is the focus on practical grammar handbooks for junior high school/MTs, but the difference lies in its limited scope to MTs Palopo, whereas my research aims to cover analysis of eighth-grade public junior high school classes and the problems faced by students there.⁸
2. Jeffri Dian Andika and Yuyun Yulia “Challenges and Strategies for English Language Learning in the Implementation of the Merdeka Curriculum in Indonesian Secondary Schools” published in 2025 in the Journal of

⁸ Jumeida Mu'thairah Herman, “Designing English Handbook for Seventh Grade Students At Smpn 4 Palopo English Language Education Study Program Tarbiyah and Teacher Training Faculty State Islamic Institute of Palopo for Seventh Grade Students English Language Education.” 2023.

Education and Technology Indonesia, Yogyakarta State University.⁹

Discuss challenges faced by SMP/SMA/SMK teachers in the Merdeka Curriculum, such as lack of local government supervision, students' dependence on AI, and low participation in the Merdeka teaching platform that hinders grammar mastery. The qualitative descriptive method used FGDs with 15 senior teachers (3 Semarang schools), classroom observations, and NVivo analysis based on Kounin's (1970) theory, yielding effective strategies like online community training, AI management, and instructional differentiation. The similarity with this research is the need for practical grammar materials in Merdeka junior high schools, but the difference lies in this study's focus on general teacher strategies whereas my research specifically designs an interactive grammar handbook for 8th-grade junior high school students.

3. In a study titled “The Application of the Whole Language Approach in Improving Indonesian Language Skills of Elementary School Students: A Systematic Literature Review” by Dea Triana, Nurul Hidayah, Ayu Reza Ningrum, and Diah Rizki Nur Khalifah, published in 2025 in the Pendas Journal, Pasundan University. The objective is to address low elementary school language skills (reading, writing, speaking) caused by fragmented

⁹ Jeffri Dian Andika dan Yuyun Yulia, “Tantangan dan Strategi Pembelajaran Bahasa Inggris dalam Implementasi Kurikulum Merdeka Di Sekolah Menengah Indonesia Pendidikan Bahasa Inggris , Universitas Negeri Yogyakarta , Indonesia Challenges and Strategies in English Language Learning within the Emancipated Curriculum Implementation in Indonesian Secondary Schools” 5, no. 5 (2025): 1417–33.

learning approaches that hinder students from integrating grammar into real communication a condition similar to English grammar issues in junior high schools, the SLR method from 7 quality articles based on Goodman's Whole Language theory (1986) yielded improvements in reading (+25-40%), creative writing, and spontaneous speaking through daily journals and group discussions. The similarity with this research is the contextual grammar integration for junior high school handbook design, but the difference lies in this study's focus on Indonesian for elementary schools, whereas my research targets English grammar for junior high schools with emphasis on the Merdeka Curriculum.¹⁰

4. Uswatun Hasanah, Yusfar Ramadhan, Izzat Amini “Internalization of Foreign Languages as an Effort to Develop Human Resources for the Millennial Generation in Banjar Talela Village” published in 2022 in ABDINA: Journal of Social and Community Service, An Nur Islamic University Lampung. Aim to address low interest and mastery of basic English/Arabic grammar among rural millennials through a 3-month extracurricular program (50 elementary-high school participants) using techniques like young teacher role models, interactive vocabulary, YouTube songs, and speech competitions based on Vygotsky's ZPD theory, yielding +80% interest, +35% listening, and +28% speaking improvements. The

¹⁰ Diah Rizki Nur Khalifah, Dea Triana, Nurul Hidayah, Ayu Reza Ningrum, “Penerapan Pendekatan Whole Language dalam Meningkatkan Keterampilan Berbahasa Indonesia Siswa di Sekolah Dasar : Systematic Literature Riview,” Pendidikan 10, no. September (2025).

similarity with this research is the interest-based practical approach for junior high school grammar handbook design, but the difference is that the previous study focused on rural contexts with Arabic as an additional language and community service, while this research targets urban junior high schools with English grammar emphasis.¹¹

So the difference in research between (1) Herman who designed a basic grammar handbook for 7th-grade MTs Palopo using ADDIE (+25% grammar improvement), (2) Jeffri Dian Andika and Yuyun Yulia identifying Merdeka Curriculum challenges in SMP/SMA/SMK such as AI dependence and classroom management strategies, (3) Dea Triana et al. applying Whole Language for Indonesian language skills in elementary schools (+25-40% reading improvement), and (4) Uswatun Hasanah et al. internalizing English/Arabic grammar among rural millennials through extracurricular programs (+80% interest, +35% listening). Unlike these studies limited to local MTs, general teacher strategies, elementary Indonesian, or rural bilingual community service, this research "Developing English Grammar Handbook for Junior High School 1 Liliriaja" specifically focuses on an interactive grammar handbook for 8th-grade public junior high school within the Merdeka Curriculum, featuring in-depth analysis of 1 class (8A) to identify specific student grammar problems and materials at that school, along with interest-based solutions and engaging elements compiled into a handbook tailored to the students' needs there.

¹¹ Uswatun Hasanah, Yusfar Ramadhan, dan Izzat Amini, "Internalisasi Bahasa Asing Sebagai Upaya Membangun Sumber Daya Manusia Generasi Milenial," *Jurnal Pengabdian Masyarakat* 1, no. 2 (2022).

B. Some Pertinent Ideas

1. English Grammar in Junior High School Context

a. Definition of English Grammar

English is an international language that is widely used in various fields, such as education, trade, technology, tourism, and global communication. This language is a compulsory subject in schools, including junior high schools, because it is considered important to equip students with communication skills in both national and international contexts, as well as to prepare them for higher education.¹² English plays a central role in higher education, both as a tool for academic communication and as a professional competency needed to face global challenges.¹³ In English language learning, the term "grammar" is often heard, referring to a set of rules that enable language users to combine words in a language.¹⁴

According to Apsari et al., grammar is one of the micro skills of English. It is a way of communicating with each other on a daily

¹² Ermawati Ermawati Andi Tenrisanna Syam, "The ADDIE Model on the Development English Materials for the Constitutional Law Study Program," *Journal of Language and Literature* 18 (2), no. April (2024).

¹³ A. Hutchinson, T., and Waters, *English for Specific Purposes* (Cambridge: Cambridge University Press., 2019).

¹⁴ Dr. Suprayitno Degdo dll Abadi Ayuliamita. S.Pd.I., M.Pd, *Buku Ajar Basic English Grammar*, ed. Efitra (Kota Jambi: PT. Sonpedia Publishing Indonesia, 2024).

basis, expressing thoughts and feelings.¹⁵ Grammar is the rules or system that governs how words are arranged into phrases, clauses, and sentences that are meaningful and conform to the rules of language. In English, grammar includes rules about tenses, sentence structure (simple, compound, complex), the use of verbs, nouns, adjectives, adverbs, prepositions, conjunctions, and so on. All the rules in grammar are used to describe actions or situations that are customary, factual, or universally true or false.¹⁶ Tenses are one of the most common rules in grammar and are crucial in everyday life. Tenses are one of the most common rules in grammar and are crucial in everyday life.¹⁷

Without sufficient mastery of grammar, students will have difficulty constructing correct sentences, both in spoken (speaking) and written (writing) forms, as well as difficulty understanding texts (reading) and conversations (listening).

The definition of English grammar generally refers to a system of linguistic rules that govern the arrangement of words, phrases, clauses, and sentences to form a coherent, accurate, and meaningful

¹⁵ G. Apsari, Y., Saputra, I. A., and Leriandini, "Students' Perception of Snowball Throwing in Teaching Grammar.," *PROJECT (Professional Journal of English Education)* 2(2) (2019): 152., <https://doi.org/10.22460/project.v2i2.p152-158%0D>.

¹⁶ Judijanto Loso Roinah, M.Pd, *English Grammar In Use*, ed. Efitra (Kota Jambi: PT. Sonpedia Publishing Indonesia, 2025).

¹⁷ S.Pd Sukmojati Edi, *ELT English Grammar*, ed. M.Pd. Dr. Iwan Rumalean, S.Pd. (Sumedang, Jawa Barat: CV. Mega Press Nusantara, 2023).

language structure, thereby facilitating effective communication both orally and in writing. In the context of EFL, this definition highlights the common problem of learners struggling to dynamically integrate form, meaning, and use of grammar, resulting in persistent errors, lack of fluency, and low confidence in speaking.¹⁸

English grammar problems are a widespread and persistent phenomenon among EFL learners globally, especially junior high school students in Indonesia, where theoretical understanding of grammar rules is often not followed by practical application skills in authentic communicative contexts.¹⁹ This phenomenon is systematic and multifactorial, involving cognitive difficulties in processing abstract concepts such as tense differences, which conflict with the structure of the first language (L1), such as Indonesian, which places less emphasis on explicit temporal aspects. Similarly, emotional factors such as language anxiety trigger a high affective filter, thereby inhibiting retention and spontaneous production. Instructionally, conventional teaching that focuses on mechanical memorization without contextual practice, with only 20-30% of time allocated to communicative practice, causes boredom and passive

¹⁸ Kelu Wang, "Grammar Enhancement in EFL Instruction: A Reflection on the Effects of Self-Evaluation, Teacher Support, and L2 Grit," *BMC Psychology* 12(1) (2024): 15.

¹⁹ Mustakim, Nur Musfirah Jaya, and Umiyati Jabri, "Challenges in Grammar Learning Among EFL Students: A Case Study of an Indonesian University."

learning, while environmental factors such as minimal exposure to English (<1 hour/day outside of class), oversized classes (>30 students), and strong L1 interference exacerbate the fossilization of errors. Analysis of errors in Indonesian junior high school students' writing shows 65% of errors in verb groups, 13% in prepositions, and 10% in pronouns, which overall hinder the achievement of functional competence as mandated by the Merdeka Curriculum.²⁰

The Three-Dimensional Grammar Teaching Theory (adapted from Celce-Murcia et al.,) conceptualizes grammar as an integral interaction of three dimensions form (morphological-syntactic structure, such as inflection and word order), meaning (semantics, e.g., aspectual implications of tenses), and use (pragmatics, such as formal-informal contextual variation). This approach criticizes the dominance of form-focused instruction in traditional EFL teaching, which causes students to be unable to connect grammar with communicative functions, thereby exacerbating cognitive and instructional difficulties; recommendations based on the C-Cube

²⁰ Cinta Islami, Eko Wardoyo, and Nunik Sugesti, "Breaking the Grammar Barriers : A Descriptive Study of Indonesian EFL Learners ' Voices Mastering Grammar Is Crucial in Language Learning , Especially for Those Studying English as a Second Language . It Forms the Core Foundation That Supports Learners In," *Wahana Pendidikan* 12, no. 2 (2025): 251–63.

framework (syntax-semantics-pragmatics) through discourse tasks have been proven to increase retention by up to 50%.²¹

Krashen's Second Language Acquisition (SLA) theory distinguishes acquisition (an implicit process through comprehensible input at level $i+1$) from learning (explicit knowledge of rules), where imbalances in EFL due to a lack of authentic input cause an affective filter (anxiety and low motivation) to inhibit intake, while the Monitor Hypothesis limits the role of grammar knowledge as a post-production editor of fluency. The Natural Order Hypothesis explains the natural order of acquisition (e.g., progressive -ing precedes third-person -s), which is disrupted by a lack of repetition in the environment, with empirical evidence showing that input-based methods reduce grammar errors by 35-45%.²²

Previous studies have consistently described common EFL grammar errors that often occur during learning, such as errors in sentence formation (incorrect word form, 35-51%), omission (missing elements, 33-46%), addition (excessive words, 15-30%), and misordering (incorrect order, 5-20%), with the dominant causes

²¹ Zhang and Tang, "Literature Review on English Grammar Teaching in Light of Three-Dimensional Grammar Framework."

²² Chen, "A Review of Research on Krashen's SLA Theory Based on WOS Database (1974-2021)."

being intralingual transfer (misunderstood rules, 43-75%) and interlingual (L1 influence, 45%).²³

In this discussion, it can be said that mastery of grammar is also very important for students' success in school exams and national exams, because English questions often test students' ability to understand sentence structure, tenses, and the correct use of words. Students who are weak in grammar tend to make mistakes in writing descriptive, narrative, or procedural texts, as well as having difficulty understanding more complex reading texts. Therefore, structured and contextual grammar learning is necessary to help junior high school students in Liliraja, Soppeng, to communicate in English with more confidence and accuracy.

b. Grammar Learning Problem of EFL Students

Grammar Learning Problems of EFL Students is a crucial issue in teaching English as a foreign language (EFL), where students often experience systematic difficulties in understanding, retaining, and applying grammar rules effectively in communicative contexts. In general, this problem encompasses three main categories: cognitive challenges (difficulties with basic concepts such as tenses and subject-verb agreement), instructional deficiencies (monotonous

²³ Rizky Frihatmawati et al., "Analysis of Grammatical Errors in EFL Students ' Recount Texts," *Journal of English and English Education* 4, no. 2 (2024): 108–15, <https://doi.org/10.47662/ejee.v4i2.897>.

teaching methods without contextual practice), and environmental constraints (limited exposure to English and minimal social support). This phenomenon is universal among beginner EFL learners, including Indonesian junior high school students, whose average grammar scores fall below standard due to the complexity of the rules relative to their L1 and the lack of practical application.

The most prominent cognitive challenges, where students have difficulty distinguishing tenses (e.g., present perfect vs. simple past), maintaining abstract rules, and applying them in complex sentences, are often exacerbated by L1 interference such as verb inflection neglect. In the book *Research Challenges in Grammar Learning Among EFL Students on Indonesian EFL students*, 80% of respondents reported confusion about fundamental concepts, with dominant error patterns in subject-verb agreement and sentence structure, leading to an inability to produce fluency despite passive memorization. The book emphasizes that this factor contributes to the perception of grammar as “rigid rules” rather than a communicative tool, with recommendations for differentiating instruction based on individual needs.²⁴

²⁴ Mustakim, Nur Musfirah Jaya, and Umiyati Jabri, “Challenges in Grammar Learning Among EFL Students: A Case Study of an Indonesian University.”

Instructional shortcomings include lecture-based methods that lack feedback and authentic practice, causing students to become passive and bored, while environmental constraints such as minimal exposure (less than 1 hour/day) and large class sizes hinder grammar internalization. A study in PMC²⁵ highlights that traditional teaching fails to accelerate grammar mastery because it ignores intrinsic/extrinsic factors, with interactive grammar-based teaching experiments increasing accuracy by 30-40% via project-based learning and digital tools. The journal *Bridging the Gap between Grammar Knowledge and Writing* confirms the gap between theoretical knowledge and writing application in EFL, due to a lack of skill integration.²⁶

From the above issues, this also occurs in various junior high schools, one of which is SMPN 1 Liliriaja. Based on findings from interviews with students at SMP 1 Liliriaja Soppeng, the main challenges in grammar learning faced by learners of English as a foreign language (EFL) are highlighted. These problems highlight critical gaps in basic knowledge and the learning environment that hinder the process of effective language acquisition. Students face

²⁵ A. et al. Nugroho, "Grammar Enhancement in EFL Instruction: A Reflection on the Effects of Intrinsic and Extrinsic Factors.," *PMC/NCBI*, 2024.

²⁶ Septia Utami Henny Sari Mike Nurmalia, Saputra Riyadi, "Bridging the Gap between Grammar Knowledge and Writing Performance among EFL University Students," *Journal of English Education and Teaching (JEET)* 9, no. 4 (2025).

significant barriers to mastering English grammar, with very low proficiency levels evident across the board. The main challenge is their inability to accurately identify verb categories, as most have difficulty distinguishing between linking verbs and auxiliary verbs for basic sentence formation. This deficiency leads to broader comprehension problems, preventing students from constructing simple sentences correctly and hindering their overall language production skills.

In addition, students demonstrate a very poor understanding of basic tenses, such as present simple, past simple, and future tenses, which results in frequent errors when expressing time sequences or recounting events. This deficiency is exacerbated by the absence of additional learning resources outside the classroom, such as students rarely watching English language films, playing educational games, or accessing other interactive media that can provide contextual reinforcement for grammar rules.

c. English Grammar Competence

English Grammar Competence is the ability of students to understand and apply grammar rules in various forms of communication, both spoken and written. This competence includes understanding basic tenses (such as simple present, simple past, present continuous), sentence structure (simple, compound), the use

of auxiliary verbs, pronouns, possessive adjectives, prepositions of time and place, and the use of punctuation in English sentences.²⁷

English grammar proficiency is defined as the integrated ability of learners of English as a Foreign Language (EFL) to master the structure, meaning, and use of English grammar accurately in authentic communicative contexts, including receptive skills (listening/reading comprehension) and productive skills (speaking/writing fluency). In general, grammar competency issues among EFL learners are systemic, characterized by an accuracy-fluency gap, where students are able to recognize grammar in input (average recognition scores of 65-75%) but fail to apply it in output (error rates of 45-65% in free production), especially in complex constructions such as relative clauses, modal verbs, and aspectual differences. A study by Wahana Pendidikan Journal²⁸ found that the dominant cognitive barriers were difficulty applying rules under pressure (M=4.00/5.0), emotional barriers (speaking anxiety M=4.40), and instructional barriers (lack of contextual practice), which were consistent across the Tourism, Japanese, and English Education majors.

²⁷ Ayu Rizki Septiana and Moh.Hanafi, "Grammatical Competence across Different Learning Styles.," *Innovative: Journal of Social Science Research* 4 Nomor 6 (2024): 1–12.

²⁸ Islami, Wardoyo, and Sugesti, "Breaking the Grammar Barriers : A Descriptive Study of Indonesian EFL Learners ' Voices Mastering Grammar Is Crucial in Language Learning , Especially for Those Studying English as a Second Language . It Forms the Core Foundation That Supports Learners In."

Instructional gaps exacerbate deficiencies, where the Indonesian EFL curriculum still relies on grammar-translation methods (70% of classes) that separate grammar from skill integration, resulting in declarative knowledge without procedural competence. The SiELE Journal²⁹ reports significant semester differences in grammar learning strategies, with first-year students relying more on memorization ($r=0.58$) while upperclassmen shift to metacognitive strategies. However, gender dynamics show that women excel by 12% in accuracy despite lower self-efficacy.

English Grammar Competence is not just about memorizing rules, but the ability to use those rules appropriately and in full meaning in real communication. Through a grammar handbook designed based on needs analysis and the ADDIE model, it is hoped that the English grammar competence of junior high school students in Liliraja, Soppeng, can be significantly improved, so that they are better prepared to face the challenges of learning English at a higher level.

²⁹ Wisma Yunita et al., “Still Another Look at EFL Grammar Learning Strategies : Frequency , Semester Differences , Gender Dynamics , and Rationale,” *Studies in English Language and Education*, 12, no. 3 (2025): 1397–1409.

2. Handbook as Instructional Material

a. Definition of Handbook

According to Zainuddin in the journal *Dieksis Language, Literature, Culture, and Arts*, a handbook is defined as a learning medium that serves as a comprehensive guide for readers, especially students, to find solutions to English language learning problems such as vocabulary or grammar comprehension. The handbook is intended as an effective and efficient practical tool in the learning process, with a positive impact on the quality of learning.³⁰

Why use a handbook instead of a textbook or module, because a handbook has a scope that focuses on specific references such as grammar rules. Handbooks are also practical and appealing to low proficiency EFL students, such as those at SMP 1 Liliraja, because they provide concise, structured grammar explanations accompanied by exercises and answer keys for self-correction, thereby encouraging independent learning amid limited resources. This is in contrast to textbooks, which contain a full sequence of chapters for systematic teaching and therefore appear more comprehensive than handbooks. Handbooks reduce the burden of

³⁰ Nurjannah Zainuddin, "Meningkatkan Pemahaman Kosakata Bahasa Inggris Melalui Media Handbook Pada Siswa Kelas IX SMP Cokroaminoto Palopo," *Jurnal Dieksis ID* 1 (2021): 2–3.

monotonous teacher based teaching by enabling quick reference and interactive practice, directly addressing students' weaknesses in verbs and tenses without requiring full class integration. Meanwhile, modules are self-contained per theme unit and tend to be longer, in contrast to handbooks, which are more concise with quick access formats along with examples and direct exercises.

b. The Role of Handbook in Grammar

The Role of Handbook in Grammar Learning serves as a key supporting instrument that provides structured material, authentic examples, gradual exercises, and self-assessment mechanisms to strengthen EFL grammar mastery outside of limited class hours (an average of 2 hours/week). In general, a crucial problem is the design of handbooks that are not corpus-based and contextual, where 72% of Indonesian EFL handbooks still rely on artificial examples (decontextualized sentences) without real-world usage data, causing students to fail to understand register-specific grammar (spoken vs. written) and appropriateness, with only 40% retention after 4 weeks. IJELTAL³¹ research on 40 Basic Structure students found that Real Grammar (corpus-informed handbook) increased contextual use comprehension by 35% (post-survey

³¹ Ikmi Nur Oktavianti et al., "Investigating the Use of Corpus-Informed Grammar Materials in Indonesian EFL Classrooms," *Indonesian Journal of English Language Teaching and Applied Linguistics* 7 (2023): 417–38.

M=4.2/5), due to its frequency data and authentic excerpts features but it has a drawback, it requires additional teacher explanation for beginners, as the corpus terms are complex.

1) Impact on Student Learning Motivation

The use of the handbook increases student learning motivation because it changes the monotonous teacher-based teaching approach into interesting and engaging independent activities, with visual elements and hands on exercises that provide an instant sense of achievement when students successfully complete questions about verbs or tenses. At SMP 1 Liliriaja, where students rarely watch English movies or play educational games, the handbook serves as an easily accessible alternative resource, reducing boredom from lengthy teacher explanations and encouraging active engagement, which ultimately fosters a sustained interest in grammar. This is relevant to the statement from the JP2M Unisma Journal, This study on junior high school students shows that the EXIST handbook (multimodal with visuals and practical exercises) increased active participation by 83%, transforming monotonous teacher-centered learning into student-centered learning, with post-test scores increasing by 50.3% (from M=41.2 to M=78.6, $p=0.000039$). Students in areas with minimal exposure to

English media reported reduced boredom and sustained interest due to the visual elements and instant feedback in the simple instructional exercises.³²

2) Enhancing Student Independence

The handbook encourages student independence by allowing them to study autonomously outside of class hours, for example by quickly referring to tense rules or verb exercises at any time without relying entirely on the teacher, which is particularly relevant given the limited external learning resources available at the school. This grammar handbook effectively encourages student independence by providing a self-learning platform that can be accessed at any time outside of formal class hours, allowing junior high school students to independently access important tense rules, verb patterns, and sentence structures without relying solely on teacher explanations that are limited by class schedules (an average of 2 hours/week of EFL). Design features such as “Tense Reference Cards” (one-page summaries per tense with formulas + contextual local examples), “Quick Verb Pattern Checks” (a table of 20 common Bugis-Makassar-English verbs with collocations such

³² Yustika Nur Fajriah, “Penguatan Fondasi Keterampilan Berbicara Bahasa Inggris Dasar Siswa SMP Melalui Pemanfaatan Buku,” *Jurnal Pembelajaran Pemberdayaan Masyarakat (JP2M)* 6, no. 2 (2025), <https://doi.org/10.33474/jp2m.v6i2.23606>.

as “play football”), and self-diagnostic exercises with hidden answer keys allow students to instantly identify tense errors or subject-verb agreement issues.³³

3. Instructional Design for Handbook Development

a. ADDIE Instructional Design

1) Definition of ADDIE

The ADDIE model is a systematic learning design framework that is widely used in the development of teaching materials, modules, or handbooks. ADDIE is an acronym for the five main stages, namely Analysis, Design, Development, Implementation, and Evaluation, which form a structured and system-based learning development process.

In general, ADDIE is defined as a learner-centered instructional design model that is systematic and uses a systems approach to produce effective and efficient learning products. This model is not purely linear, but rather cyclical and interactive, meaning that each stage can influence each other and allow for repeated revisions based on evaluation results or changing needs. ADDIE serves as the theoretical

³³ Alexander Samosir dan Mindo Sinaga, “Upaya Meningkatkan Kemandirian Belajar Siswa Melalui Pemberian Layanan Bimbingan Kelompok Mata Pelajaran Bahasa Inggris Kelas VIII SMP Negeri 4 Pantai Labu TA 2024 / 2025,” *Jurnal Pendidikan Tambusai* 9, no. 1 (2025).

foundation that explains how the English grammar handbook was developed in stages, starting from the analysis of the needs of junior high school students in Liliriaja, the design of the structure and content of the handbook, product development, classroom testing, to evaluation and final refinement.³⁴

2) The Role of ADDIE in Handbook Development

The Role of ADDIE in Handbook Development is a systematic learning design framework (Analysis-Design-Develop-Implement-Evaluate) that ensures EFL grammar handbooks are tailored to student needs, effective, and can be tested in stages. A common problem is the incomplete application of ADDIE, where many Indonesian EFL handbook projects only carry out the Analysis and Design stages without repeated evaluation, resulting in material that quickly becomes outdated or does not meet student needs (for example, difficult tenses are only covered 60%). The MANTIK Journal proves that developing grammar e-modules using the full ADDIE process results in 92.5% validity and 88.4% practicality, because the Analysis stage

³⁴ Fitria Hidayat et al., "Model ADDIE (Analysis, Dsign, Development, Implementation and Evaluation) Dalam Pembelajaran Pendidikan Agama Islam," *Inovasi Pendidikan Agama Islam* Volume 1, (2021): 28–37.

identified the needs of 28 students, the Design stage created a storyboard of 16 tense rules, the Develop stage created an interactive prototype, the Implement stage conducted classroom testing, and the Evaluate stage made revisions based on student feedback.³⁵ Partial implementation of ADDIE often causes handbooks to fail at the Develop-Implement-Evaluate stage, resulting in low usability and difficulty for teachers to integrate them. The IAIN Curup Journal shows that ADDIE-based Basic Grammar e-books significantly improve pre-post test scores ($p < 0.05$) through cloud-based self-access features.³⁶

³⁵ Cyntya Niken Adiningtyas and Djoko Adi Waluyo, "English Grammar E-Module Development Using ADDIE Model," *Mantik Journal* 8, no. 3 (2024).

³⁶ Hesty Wahyuni Anggraini Hariswan Putera Jaya, Novalingga Pitaloka, "Integrating Cloud Technology in Language Learning: Development of a Basic English Grammar E-Book," *Academic Journal of English Language and Education* 8, no. 2 (2024): 333–46.

C. Conceptual Framework

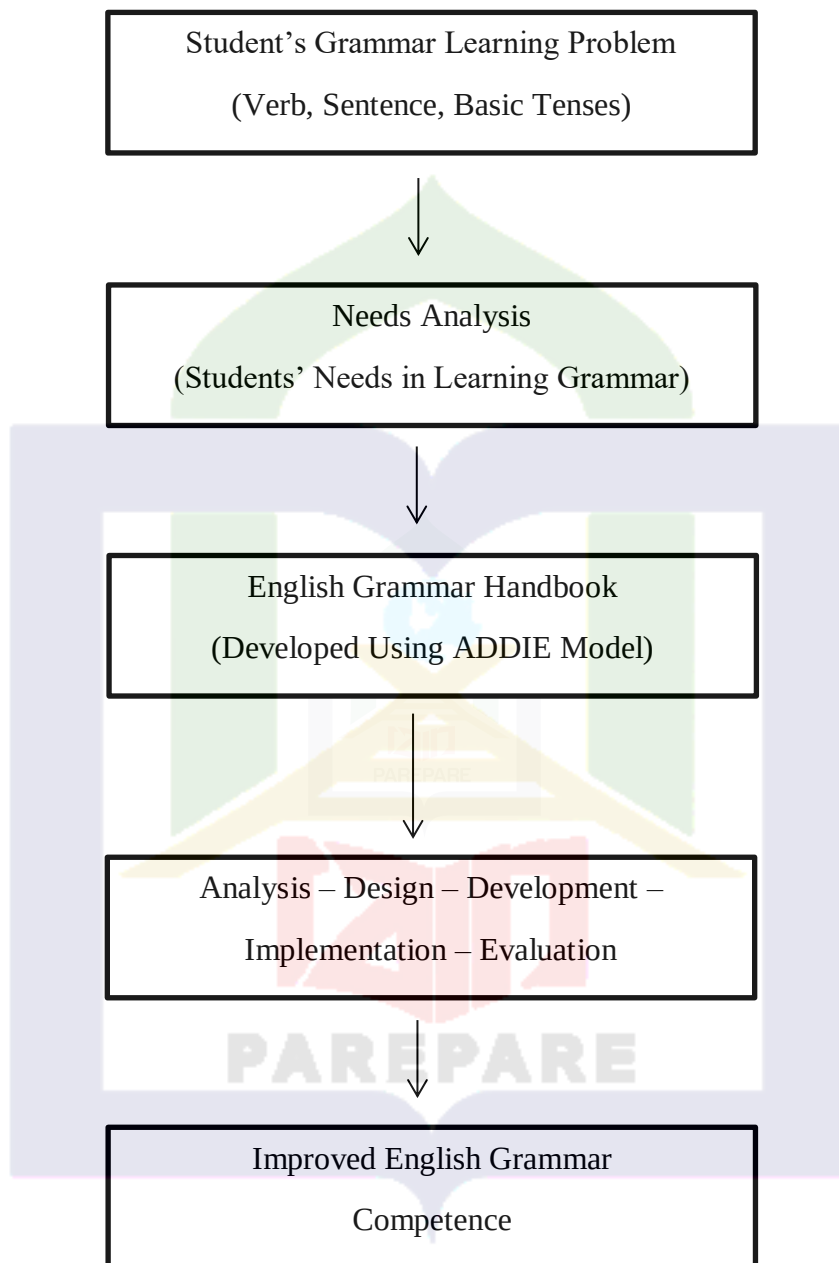


Table 2.1 Conceptual Framework

The visual representation of this research's conceptual framework illustrates the logical flow from the problem of students' grammar learning to the final solution in the form of an effective handbook. Clearly, this chart begins with the identification of the main problems faced by 8th grade students at SMPN 1 Liliriaja, namely difficulties with verbs, and sentence, basic tenses which were analyzed through a needs analysis to reveal the grammar learning needs of students at the target school.

Furthermore, the results of the analysis became the basis for the development of an English Grammar Handbook using the ADDIE model in stages, namely Analysis (identifying in-depth needs with qualitative data such as interviews and observations), Design (designing content structure), Development (developing material with simple language and step by step exercises), Implementation (application in the classroom), and Evaluation (testing validity, practicality, and effectiveness with quantitative data such as pre-post tests and questionnaires). The main purpose of this chart is to show the systematic causal relationship between the input (student problems and the Merdeka Teaching curriculum), the mixed methods sequential exploratory-based development process, and the output in the form of improved student grammar competence, so that the handbook becomes a contextual and measurable solution for the rural school context in Soppeng, especially SMPN 1 Liliriaja.

CHAPTER III

METHODOLOGY OF THE RESEARCH

A. Research Design

In this study, the research employed a Research and Development (R&D) methodology using the ADDIE model. To support data collection and analysis in the ADDIE stages, this study employs a mixed-methods approach. Qualitative data used to explore in depth students' needs, barriers to learning grammar, and expectations regarding the format of the handbook, while quantitative data used to measure the effectiveness of the developed handbook. According to Habibullah et al., a mixed-methods approach is a research methodology that simultaneously or sequentially integrates quantitative and qualitative methods and approaches within a single research framework, thereby yielding more comprehensive, valid, and meaningful data.³⁷

B. Location and Duration of the Research

1. Research Location

This research conducted at SMPN 1 Liliriaja, located in Liliriaja District, Soppeng Regency, South Sulawesi. The school selected because students found to experience difficulties in mastering basic English

³⁷ Jumadil Awali Habibullah et al., "Implementasi Mixed Methods Dalam Penelitian Pendidikan : Konsep Dan Aplikasinya," *Peradaban Journal of Interdisciplinary Educational Research* 3(1) (2025).

grammar and had limited learning resources to support independent grammar learning.

2. Research Duration

This research conducted for approximately one month, or adjusted to the current research conditions and any additional time that required. The study consisted of approximately six sessions over the course of the month.

C. Research / Development Procedure

The data collection procedure in this research was carried out systematically following the operational stages of the ADDIE development model, integrating both qualitative and quantitative approaches (Mixed Method) at specific phases:

1. Analysis Stage: Data were collected through initial observations, the distribution of a descriptive quantitative needs analysis questionnaire (percentage scale) to 8th-grade students, and interviews (qualitative) with the English teacher and students to explore the reason behind these grammar difficulties in greater depth.
2. Design Stage: In this phase, the book was designed based on the needs analysis and student issues identified during the initial observation, with the goal of focusing on drafting the handbook.
3. Development Stage: Data were collected through expert validation questionnaires (quantitative) from subject matter and media experts, along

with their written feedback and suggestions (qualitative) to revise the initial draft of the handbook.

4. Implementation Stage: The revised handbook was implemented with 20 students in 8th Grade class A over the course of 6 sessions. Data collected through observation (qualitative) to assess student engagement levels.
5. Evaluation Stage: Data were collected through Pre-test and Post-test (quantitative) to measure the handbook's effectiveness, followed by a student feedback questionnaires (quantitative) to assess the handbook's practicality.

D. Research Focus

To ensure that this study remained focused and could be completed within the specified timeframe, the researcher limited the scope of the study to three main aspects.

1. Student needs and handbook design

Focus on the needs of 8th grade students in Class 8A at SMPN 1 Liliraja regarding an English grammar handbook, particularly difficult topics and their expectations regarding the format of the handbook.

2. The effectiveness of the handbook in improving grammar comprehension

Focus on measuring the effectiveness of the handbook through a needs questionnaire and learning outcome tests (pre-test and post-test).

3. Methodological Limitations (Implementation Scope)

This study fully adopted the ADDIE model, encompassing all five phases, Analysis, Design, Development, Implementation, and Evaluation. However, due to the limited research duration of one month and the scope of an undergraduate study, the Implementation and Evaluation phases were not conducted across the entire school population. Instead, the operational implementation and summative evaluation were carried out through a limited small-scale field trial specifically in Class 8A, involving 20 students.

By limiting the focus to these three aspects, this study remained focused on developing a handbook that met the specific needs of students and objectively measured its initial effectiveness, while remaining realistic and achievable within the study timeframe.

E. Types and Sources of Data

1. Types of data

Mixed methods research is a type of research that collects, analyzes, and combines quantitative and qualitative research methods in a series of studies to understand research problems.³⁸ The type of data used was qualitative data in the form of narratives or descriptions. In this study, qualitative data were used to explore in depth the students' needs for an

³⁸ Rian Vebrianto et al., "Mixed Methods Research: Trends and Issues in Research Methodology," *Bedelau: Journal of Education and Learning* 1, no. 1 (2020).

English Grammar Handbook, the obstacles they encountered in understanding English grammar, and their expectations regarding the form, content, and appearance of the handbook that was developed. These qualitative data were obtained from interviews with students and English teachers, as well as direct observation in the classroom during English grammar lessons.³⁹

In addition to qualitative data, this study also collected quantitative data, namely data in the form of numbers or numerical values that can be measured and analyzed using SPSS analysis. The researcher used SPSS analysis to process data from the expert validation questionnaire and the 8th grade student response questionnaire at SMPN 1 Liliriaja. Quantitative data were used to measure the extent of students' need for an English grammar handbook and to test the effectiveness of the developed handbook. These quantitative data were obtained through English grammar achievement tests administered before and after the use of the handbook.

2. Sources of Data

The data sources in this study were classified into two categories as follows:

³⁹ M. Kurniawan, "Pendekatan Kualitatif, Kuantitatif, dan R&D. Skripsi, IAIN Kediri," *Penelitian Pendidikan Islam*, 2022, [https://etheses.iainkediri.ac.id/8394/3/933706318_BAB III.pdf](https://etheses.iainkediri.ac.id/8394/3/933706318_BAB%20III.pdf).

1) Primary Data

Primary data is data obtained or collected directly in the field by researchers and from relevant parties using all prepared data collection methods. In this case, the data referred to was data obtained from 8th grade students consisting of 1 class, namely 8A from SMPN 1 Liriaja, Soppeng Regency, as subjects who used the handbook, as well as English teachers at SMPN 1 Liriaja as subjects who taught English grammar. The research results were collected through interviews, classroom observations, questionnaires, and learning outcome tests, all of which were conducted at SMPN 1 Liriaja.

2) Secondary Data

Secondary data were collected from various applicable curricula (e.g., Merdeka Curriculum or 2013 Curriculum), basic competencies (KD) and English grammar indicators for grade 8, as well as textbooks, English grammar handbooks, and other relevant learning media as reference materials in designing and developing the handbook. In addition, data were also collected from various references, such as books, journal articles, and previous research reports related to the variables investigated in this study, Developing an English Grammar Handbook for Junior High School 1 Liriaja Soppeng Regency.

F. Procedure of Collecting Data

This study used a mixed method approach with a sequential exploratory design, which began with the collection and analysis of qualitative data, followed by the collection and analysis of quantitative data. Data collection and processing techniques were structured in accordance with the ADDIE model (Analysis, Design, Development, Implementation, Evaluation) and the characteristics of R&D research.

1. Data Collection

a. Interview

Interviews were conducted with English teachers and several 8th Grade Students at SMPN 1 Liliriaja. The interviews aimed to explore in depth what grammar topics students find difficult, the obstacles they encounter in understanding English grammar, and their expectations regarding the content, form, and appearance of the English Grammar Handbook. The interview questions were designed to be open-ended so that respondents can freely explain their experiences and opinions. The interview results used as a basis for designing the structure, content, and layout of the handbook to suit the learning needs and context at SMPN 1 Liliriaja. In this sequential exploratory mixed-methods research design, interviews were used in

the early stages to identify important variables that were further developed through quantitative data.⁴⁰

b. Observation

Observations conducted in the classroom during English lessons. The purpose of these observations was to see firsthand how students learned English grammar, what media teachers used, and how students responded to these media.⁴¹ In addition, observations were also used to identify obstacles that arise during the English grammar learning process, such as students' difficulty in understanding the material, lack of example sentences, or monotonous exercises. The observation notes were then used together with the interview results to determine the main material and characteristics of the handbook to be developed.

c. Questionnaire

The questionnaire was given to students at SMPN 1 Liliraja after the qualitative stage is complete. The questionnaire aimed to measure the level of student need for the English Grammar Handbook and to test the extent to which the findings from the interviews and observations occur across the entire population. The

⁴⁰ Siphwe Gogo and Innocent Musonda, "The Use of the Exploratory Sequential Approach in Mixed-Method Research : A Case of Contextual Top Leadership Interventions in Construction H & S," *International Journal of Environmental Research and Public Health* 19 (2022).

⁴¹ Amila N K K Gamage, "A Comparative Analysis of Qualitative and Mixed Methods Research : Strengths , Limitations , and Practical Applications," *World Journal of Advanced Research and Reviews* 25, no. 03 (2025).

questionnaire contained closed-ended questions and a Likert scale about grammar material that is considered difficult, expectations regarding the content of the handbook, and students' opinions about the form and appearance of the handbook. The questionnaire data was used to measure the percentage of students who feel difficulty and to validate the qualitative findings in general.

d. Learning Outcome Test

The English grammar learning outcome test conducted before and after the use of the English Grammar Handbook to measure the effectiveness of the handbook. The tests consist of multiple choice or short answer questions that measure students' understanding of the grammar material included in the handbook. Pre-test scores were used to determine students' initial understanding, while post-test scores were used to see changes in understanding after using the handbook. Learning outcome test data was used to test whether the developed handbook can significantly improve students' understanding of English grammar.

2. Technique of Data Analysis

a. Qualitative Data Processing and Analysis

Qualitative data from interviews and observations were processed and analyzed qualitatively through the following steps. First, interview results were collected in their entirety so that all

information could be analyzed. Second, raw data were reduced by identifying relevant information and eliminating irrelevant information. Third, the data were grouped into categories and themes, such as difficult grammar topics, learning obstacles, and expectations of the handbook. Fourth, the data were presented in the form of narratives or direct quotations to clarify the findings. Finally, from the results of the analysis, conclusions were drawn regarding student needs, learning obstacles, and expectations of the handbook, which were then used as the basis for the design and development of the English Grammar Handbook.

b. Quantitative Data Processing and Analysis

The quantitative data in this study obtained from a needs analysis questionnaire, an expert validation questionnaire, a student response questionnaire, and learning outcome tests (pre-test and post-test). The data analyzed using the following techniques:

1. Normality Test

The normality test was conducted to determine whether the data distribution of the pre-test and post-test was normal or not. In this study, the Shapiro-Wilk test was used via SPSS because the sample size was small ($N = 20$). The hypothesis criteria for the normality test are as follows, if the significance value (p -value) > 0.05 , the data were normally distributed. But if the

significance value (p -value) < 0.05 , the data was not normally distributed.

2. Hypothesis Testing (Paired Sample t-Test)

Initially, the Paired Sample t-Test was planned to be used to find out the significant difference in students' grammar comprehension before and after using the handbook, assuming the data were normally distributed. The planned formula for the t-test is as follows:

$$t = \frac{\bar{D}}{\frac{SD}{\sqrt{n}}}$$

Where:

t : t-value

$\bar{D}$: Mean difference between pre-test and post-test scores

SD : Standard deviation of the score differences

n : Number of students (sample)

H_0 (Null Hypothesis): There is no significant improvement in students' grammar comprehension after using the handbook (Sig. > 0.05).

H_1 (Alternative Hypothesis): There is a significant improvement in students' grammar comprehension after using the handbook

(Sig. < 0.05). However, since the data violated the normality assumption, this parametric test was not conducted and was substituted with the Wilcoxon Signed-Rank.

3. Effectiveness Test (N-Gain Score)

According to Richard R. Huke, the education expert who developed the concept of Normalized Gain, the N-Gain score is used to measure the effectiveness of the developed handbook in improving students' grammar comprehension, the formula:

$$N - Gain = \frac{S_{post} - S_{pre}}{S_{max} - S_{pre}}$$

Where:

S_{post} : Post-test score

S_{pre} : Pre-test score

S_{max} : Maximum possible score (ideal score)

After obtaining the N-Gain score, the result classified based on the following criteria:

N-Gain Score (g)	Category
$g > 0.70$	High (Tinggi)
$0.30 \leq g \leq 0.70$	Medium (Sedang)
$g < 0.30$	Low (Rendah)

Table 2.2 N-Gain Categories

c. Integration of Qualitative and Quantitative Data

After qualitative and quantitative data were analyzed separately, both types of data were integrated in the final interpretation. Integration was carried out in three ways, namely complementarity, triangulation, and expansion. First, complementarity was used to explain and deepen quantitative findings with qualitative data, for example, explaining the reasons behind the percentage of students who felt difficulties. Second, triangulation was used to compare qualitative and quantitative results to strengthen the validity of the findings. Third, expansion was used to broaden the scope of quantitative findings with qualitative data, so that the research results were more comprehensive.⁴²

G. Data Validity Test

To ensure that the data collected in this study were valid and reliable, the researcher used a combination of triangulation, content validity, construct validity, and expert validation, in accordance with the characteristics of mixed method sequential exploratory R&D-based research.

⁴² John W Creswell and Machiko Inoue, "A Process for Conducting Mixed Methods Data Analysis," *Journal of General and Family Medicine*, no. September 2024 (2025), <https://doi.org/10.1002/jgf2.736>.

First, for qualitative data (from interviews and observations), the researcher used methodological triangulation, which is comparing data from two different data collection techniques to study the same phenomenon. In this study, data from interviews with teachers and students were compared with data from classroom observations during English grammar lessons. If the findings from the interviews (e.g., students have difficulty with the simple present tense) corresponded to what was observed in the classroom (e.g., many mistakes are made when constructing simple present tense sentences), then the data were considered valid and consistent. According to Habibullah et al., in mixed method research, methodological triangulation is used to increase the credibility and validity of findings by strategically combining quantitative and qualitative data, so that the research results are more comprehensive and reliable.⁴³

Second, for quantitative data (from questionnaires and learning outcome tests), the researchers used content validity and construct validity. Content validity was tested by asking subject matter experts (English teachers) to assess whether the content of the questionnaires and test questions represented the grammar material that should be measured. According to Akbar & Zahfa, content validity indicates the extent to which the questions, tasks, or items in a test or instrument are able to

⁴³ Habibullah et al., "Implementasi Mixed Methods Dalam Penelitian Pendidikan : Konsep Dan Aplikasinya." *Journal of Interdisciplinary Educational research* 3(1) (2025).

represent the overall and proportional behavior of the sample being tested, so that the instrument actually measures what is intended.⁴⁴

Third, because this research developed a product in the form of an English Grammar Handbook, the researcher also conducted product validation by experts. The developed handbook e validated by subject matter experts English teachers to assess content validity, language clarity, curriculum suitability, and practicality of presentation. Input from these experts will be used to revise the handbook before it was tested on students.

By combining methodological triangulation, content and construct validity, and expert validation, the researcher ensured that the data collected and the handbook product developed were truly valid, accurate, and in line with the research objectives.

H. Data Analysis Technique

1. Combining and Reducing Qualitative Data

Data from interviews and observations transcribed in full, then reduced by selecting relevant information and eliminating unnecessary data. This step was taken to focus on student needs, grammar learning obstacles, and expectations for the handbook as a basis for product development.

2. Presentation of Qualitative Data

The reduced qualitative data presented in the form of narratives, direct quotes from students and teachers, and thematic tables that group the data into main themes,

⁴⁴ Arif Akbar and Faiz Zahfa, "Validitas and Reliabilitas Validity and Reliability," *JIIIC: JURNAL INTELEK INSAN CENDIKIA* 2(5) (2025): 8781–87.

such as difficult grammar material, learning obstacles, and expectations regarding the content and appearance of the handbook.

3. Quantitative Data Analysis

Data from the needs analysis, expert validation, and student response questionnaires statistically analyzed to determine the feasibility of the handbook and the extent of the students' needs.

The data obtained from the validation instruments calculated using a percentage formula:

$$\text{Percentage} = (\text{Actual Score} / \text{Maximum Score}) \times 100\%$$

The resulting percentage interpreted using the feasibility criteria adapted from Sugiyono.⁴⁵ Since the instrument uses a 4 point scale, the criteria are divided into four categories with a 25% interval, as shown in the following table:

Percentage Range	Validity Category	Description
76% - 100%	Very Valid	Can be used without revision
51% - 75%	Valid	Can be used with minor revisions
26% - 50%	Less Valid	Requires major revisions
0% - 25%	Invalid	Cannot be used

Table 2.3 The Feasibility Criteria of the Product

Meanwhile, the achievement test data (pre-test and post-test) were analyzed using inferential statistics to test whether there was a significant improvement in grammar comprehension after using the handbook. Prior to conducting the inferential

⁴⁵ Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, Dan R&D* (Bandung: Alfabeta, 2019).

statistical analysis, a normality test was performed to determine whether the learning outcome data were normally distributed. Given that the sample size of this study was relatively small, involving 20 students from class 8A (fewer than 50 participants), the Shapiro-Wilk test was selected as the most appropriate instrument to assess normality.

Initially, a Paired Sample t-Test was planned to be conducted if the data were assumed to follow a normal distribution. However, because the actual significance level from the Shapiro-Wilk test was less than 0.05 ($p < 0.05$), indicating that the data did not meet the assumption of normality, the Paired Sample t-Test was ultimately not used. Therefore, the researcher solely employed the Wilcoxon Signed-Rank Test as the non-parametric alternative to examine the hypothesis. All statistical calculations were performed using SPSS software.

4. Integration of Qualitative and Quantitative Data

The results of qualitative and quantitative analysis were integrated in the final interpretation. Qualitative data were used to explain and deepen quantitative findings (for example why many students have difficulty with the simple present tense), while quantitative data were used to measure how widespread and how effective these findings were.

5. Drawing Conclusions and Verification

Conclusions were drawn based on the integration of qualitative and quantitative data, particularly regarding student needs and the effectiveness of the developed handbook. These conclusions were then verified by reviewing field notes

and expert validation results to ensure that the resulting English Grammar Handbook was valid, practical, and appropriate for the learning context at SMPN 1 Liliraja.



CHAPTER IV

FINDINGS AND DISSCUSSION

A. Findings

1. The English Grammar Learning Needs and Difficulties of the Students

The first step in this research and development study was the analysis phase. In this stage, a preliminary study was conducted to identify the 8th grade students' difficulties in learning English grammar and to analyze their need for new supplementary materials. The data were gathered through interviews via online messages and needs analysis questionnaires.

Based on the qualitative data obtained from interviews with the English teacher, who stated that:

“Sebagian besar siswa disini merasa sangat sulit memahami bahasa Inggris dan sering membuat kesalahan saat mengerjakan tugas mereka.”⁴⁶

It was evident that students faced significant challenges in mastering grammar, particularly in understanding basic grammar, including verb forms. The teacher highlighted that students often made repeated mistakes and found it difficult to understand structural rules using conventional textbooks. Additionally, interviews with several students representing the group revealed that:

“Kami merasa bingung dan kurang memahami sumber belajar lain selain dikelas, tetapi kami juga agak bingung dengan buku pelajaran yang kami pelajari.”⁴⁷

⁴⁶ Fajriyah, S.Pd, “English Teacher Interviewed,” (2025).

⁴⁷ Muh. Ikram Ramadhan, “Student Interviewed,” (2025).

This indicated that they felt unmotivated and required more engaging and practical learning resources to support their independent learning.

These qualitative findings were corroborated by the quantitative data derived from the needs analysis questionnaire distributed to the students. The results of the questionnaire are as follows:

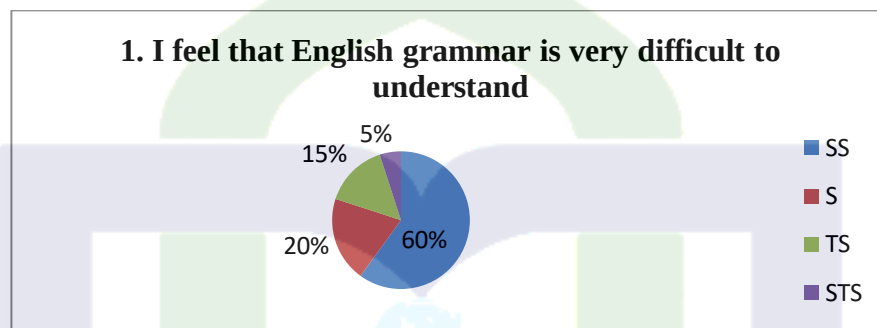


Figure 2.1 Diagram for Question 1

Based on the graph above, the results of question number 1 indicate that 60% (12 students) strongly agreed and 20% (4 students) agreed with statement number 1. Therefore, it can be concluded that 80% of the students find it difficult to understand grammar.

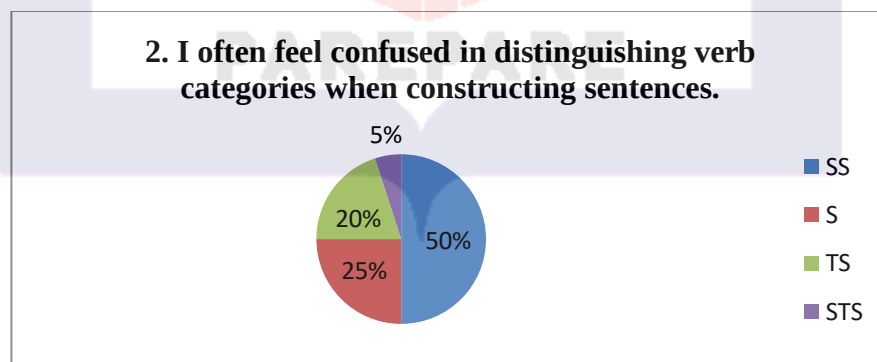


Figure 2.2 Diagram for Question 2

Based on the graph above, the results of question number 2 indicate that 50% (10 students) strongly agreed and 25% (5 students) agreed with statement number 2. Therefore, it can be concluded that 75% of students often find it difficult to distinguish between verb categories when constructing sentences.

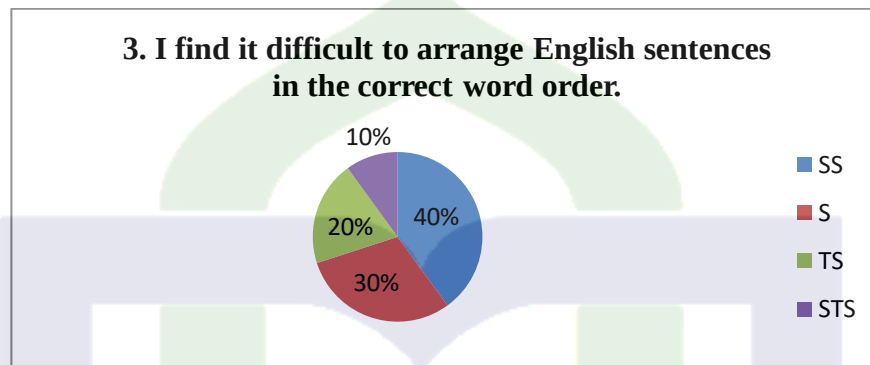


Figure 2.3 Diagram for Question 3

Based on the graph above, it appears that the results for question number 3 showed that 40% (8 students) strongly agree and 30% (6 students) agree with statement number 3. Therefore, it can be concluded that 70% of students often have difficulty constructing English sentences with the correct word order.

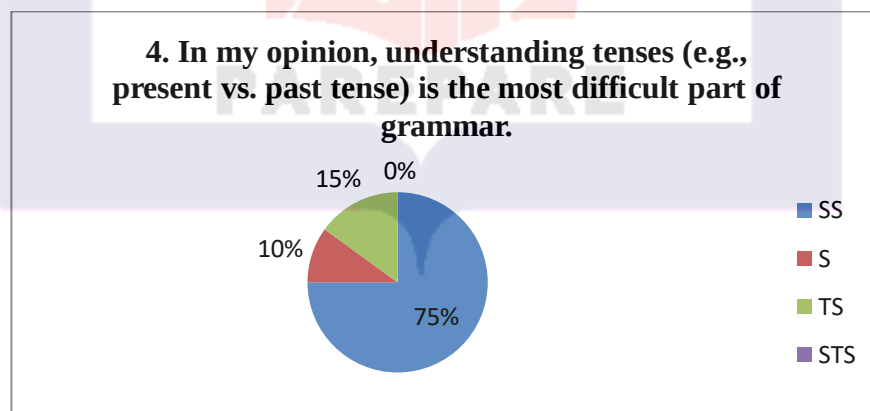


Figure 2.4 Diagram for Question 4

Based on the graph above, the results of question number 4 showed that 75% (15 students) strongly agreed and 10% (2 students) agreed with statement number 4. Therefore, it can be concluded that 85% of students often have difficulty understanding verb forms, which is the most difficult part of grammar.

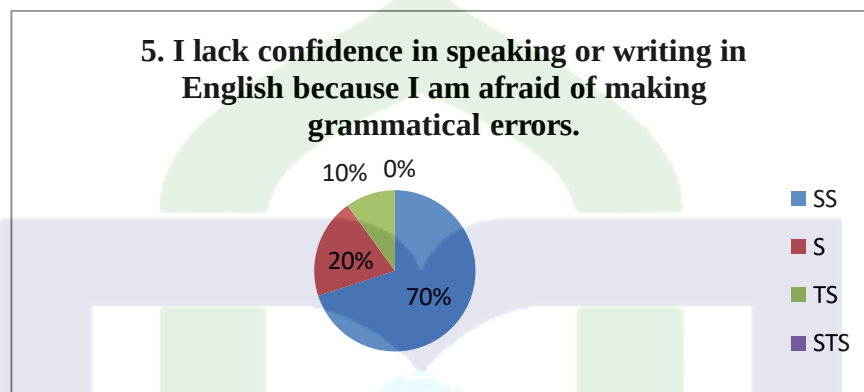


Figure 2.5 Diagram for Question 5

Based on the graph above, it appears that the results of question number 5 showed that 70% (14 students) strongly agreed and 20% (4 students) agreed with statement number 5. Therefore, it can be concluded that 90% of students lack confidence when speaking or writing in English because they are afraid of making mistakes.

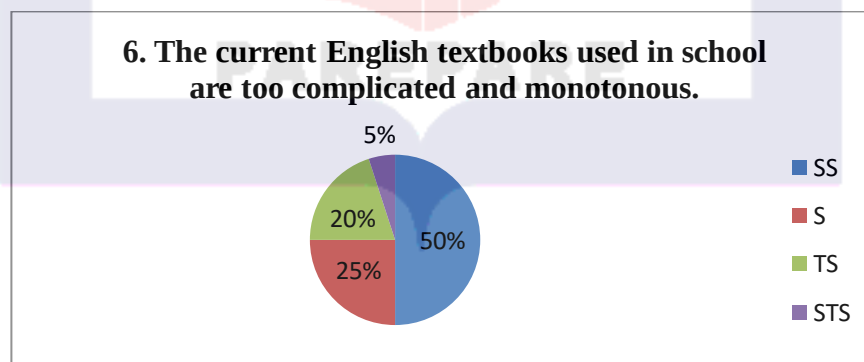


Figure 2.6 Diagram for Question 6

Based on the graph above, it appears that the results of question number 6 showed that 50% (10 students) strongly agreed and 25% (5 students) agreed with statement number 6. Therefore, it can be concluded that 75% of students feel that the textbooks currently used in school are too complicated and monotonous.

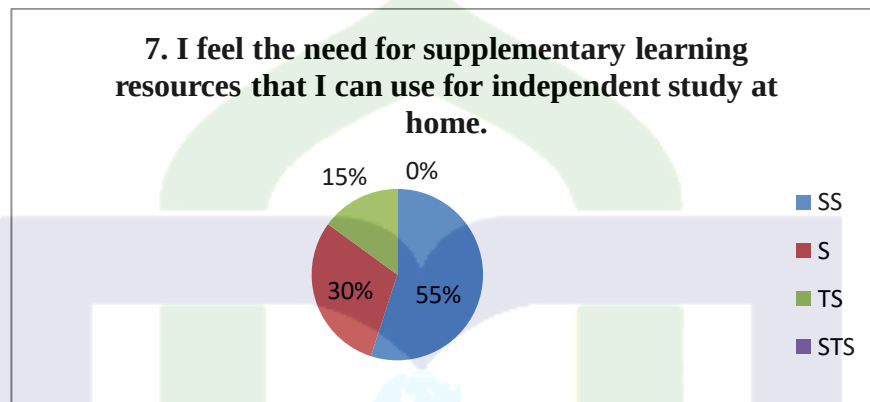


Figure 2.7 Diagram for Question 7

Based on the graph above, the results of question number 7 showed that 55% (11 students) strongly agreed and 30% (6 students) agreed with statement number 7. Therefore, it can be concluded that 85% of students feel there is a need for additional learning resources they can use for independent study at home.

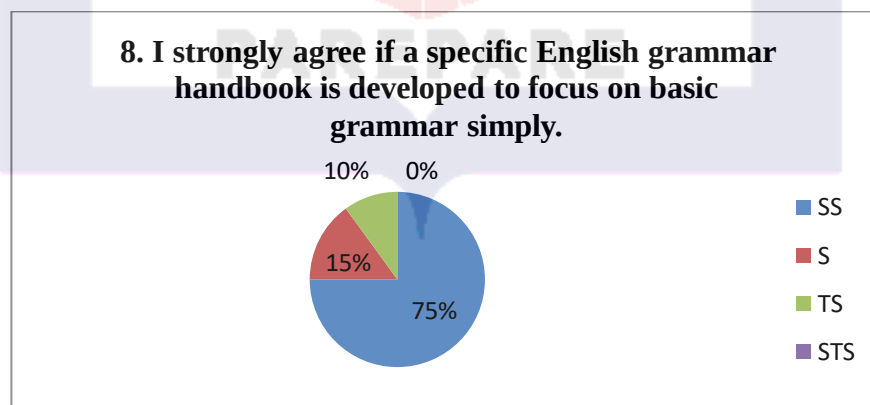


Figure 2.8 Diagram for Question 8

Based on the graph above, the results of question number 8 showed that 75% (15 students) strongly agreed and 15% (3 students) agreed with statement number 8. Therefore, it can be concluded that 90% of students agree that a handbook on English grammar should be compiled that specifically covers basic grammar in a simple manner.

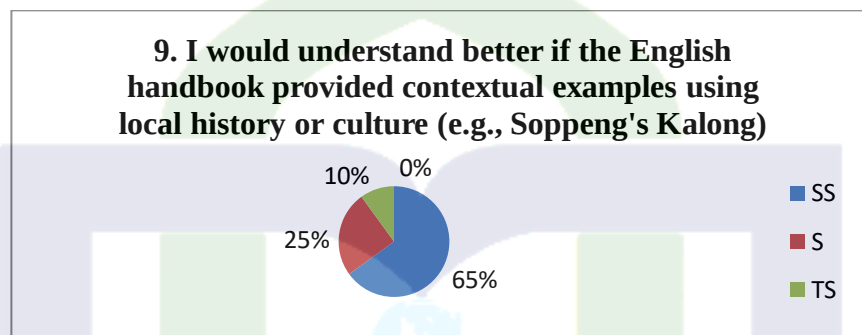


Figure 2.9 Diagram for Question 9

Based on the graph above, it appears that the results of question number 9 showed that 65% (13 students) strongly agreed and 25% (5 students) agreed with statement number 9. Therefore, it can be concluded that 90% of students find it easier to understand if the English handbook includes contextual examples that draw on local history or culture (for example, the Kalong Soppeng).

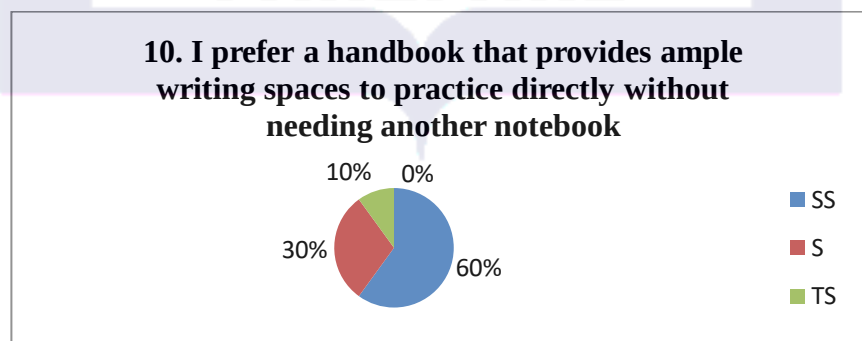


Figure 2.10 Diagram for Question 10

Based on the graph above, it appears that the results for question number 10 showed that 60% (12 students) strongly agreed and 30% (6 students) agreed with statement number 10. Therefore, it can be concluded that 90% of students prefer handbooks that provide enough space for writing so they can practice directly without having to use a separate handbook.

2. The Development Process of the English Grammar Handbook

This section encompasses the Design and Development phases of the ADDIE model to answer how the handbook was developed. After identifying the students' needs, the content was designed to focus specifically on basic grammar, including tenses, sentences, and verbs, structured into systematic sections with clear contextual examples and progressive exercises (Mini Quests). The visual layout was designed using illustrations of Soppeng's iconic Kalong to make abstract rules, such as regular/irregular verbs and time zones for basic tenses, easier to comprehend.

During the development phase, this initial blueprint was transformed into a functional product and validated to assess its feasibility. The validation process was conducted by two experts, an instructional expert, Fajriyah, S.Pd., Gr., (an English teacher at the school that was the subject of the study), and a media expert, Nurul Hasanah, M.Pd., (a lecturer at IAIN Parepare). The quantitative results from the instructional expert's validation showed a total percentage of 98%, and the quantitative results from the media expert's validation showed a total percentage of 87%, so the handbook developed was categorized as "Highly Valid" based on Sugiyono's criteria. Based on qualitative feedback from the experts suggesting the

addition of practice questions, the researcher revised the initial draft (Draft 1) into Draft 2, complete with page numbers and a table of contents, making it ready for classroom use. The final result of this phase was the initial draft of the guidebook (Draft 1), which was then ready for the expert validation process.

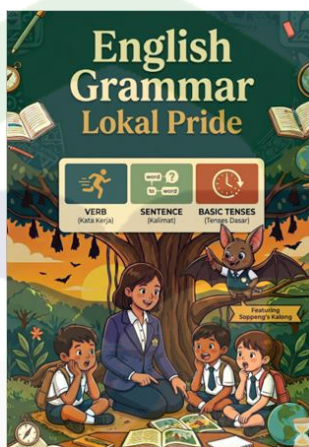


Figure 2.11 The Cover Design of Draft 1



Figure 2.12 The Cover Design of Chapter 1

Chapter 1 focused on the basic concept of Verbs. To make the material more contextual and engaging, it utilized illustrations of Soppeng's iconic Kalong (bats) to visually

differentiate between Regular Verbs (*e.g.*, 'walked', 'cleaned') and Irregular Verbs (*e.g.*, 'flew', 'ate').



Figure 2.13 The Cover Design of Chapter 2

In Chapter 2, the handbook presented the basic classification of English sentences. Featuring an illustration of a Kalong holding a map, the chapter guided the students to understand sentence categories, Verbal, Nominal, Componen Sentence until Prohibition on combining to be and Verb 1. This visual approach aimed to simplify the process of constructing grammatically correct sentences for the students.



Figure 2.14 The Cover Design of Chapter 3

Chapter 3 introduced the concept of Basic Tenses. To help students understand how actions change across time, the chapter featured an engaging illustration of a Kalong flying over a Soppeng landmark through three distinct time zones. This visual transition beautifully

categorized the tenses into Past, Present, and Future, making the abstract rules of time much easier for students to comprehend.

Based on the qualitative feedback and suggestions provided by the instructional expert, the researcher conducted several modifications to refine the initial product (draft 1). These revisions were crucial to ensuring the handbook's appropriateness for 8th grade students. The comparison between draft 1 (before revision) and draft 2 (after revision) is summarized in the picture below:



Figure 2.15 Cover Chapter 1 before Revision (draft 1)

As seen in Draft 1 before the visual revisions, Chapter 1 appears very simple and does not adequately reflect the content of the entire chapter.



Figure 2.16 Cover Chapter 2 after Revision (draft 2)

After the revision, a cover for Chapter 1 (draft 2) was released that aligns with the theme and captures the essence of the material covered in Chapter 1. Another revision involved the page numbering. Initially, the writer did not include page numbers throughout the handbook, but after the revision, the writer finally included complete page numbers along with a table of contents in the handbook.

3. The Effectiveness of the English Grammar Handbook

This section combines the Implementation and Evaluation phases to measure the handbook's effectiveness. The implementation involved 20 students of class 8A, consisting of a pre-test, treatment using the handbook, and a post-test. First, before the handbook was distributed, the researcher administered a pre-test to evaluate the students' initial knowledge regarding basic grammar and tenses. The students' pre-test scores were as follows:

No.	Students' Initial	Pre-test Score
1	S1	60
2	S2	40
3	S3	50
4	S4	50
5	S5	20
6	S6	40
7	S7	50
8	S8	40
9	S9	60
10	S10	50
11	S11	60
12	S12	60
13	S13	50
14	S14	50

No.	Students' Initial	Pre-test Score
15	S15	30
16	S16	30
17	S17	40
18	S18	60
19	S19	20
20	S20	40

Table 2.4 Students' Pre-test Scores

As shown in Table 2.4 the descriptive statistical analysis demonstrated the students' initial grammar competence before using the handbook. Out of 20 students, the highest score obtained in the pre-test was 60, while the lowest score was 20. Furthermore, the overall mean score of the students' pre-test was 45. This baseline data indicated that the students' initial understanding of English grammar was still low and required factual improvement.

After obtaining the baseline scores, the researcher proceeded with the treatment step. During this step, the students learned English grammar using the developed handbook. They engaged actively with the materials, which included verb grouping, sentence structures, the three basic tenses, and contextual reading texts based on Soppeng local history. Finally, after the treatment sessions were completed, the researcher administered a post-test using an equivalent set of questions. The students' final test scores were as follows:

No.	Students' Initial	Post-test Score
1	S1	80
2	S2	90
3	S3	80
4	S4	70
5	S5	60
6	S6	80
7	S7	80

No.	Students' Initial	Post-test Score
8	S8	70
9	S9	90
10	S10	80
11	S11	80
12	S12	80
13	S13	80
14	S14	80
15	S15	60
16	S16	60
17	S17	60
18	S18	80
19	S19	60
20	S20	60

Table 2.5 Students' Post-test Scores

As shown in Table 2.5, the descriptive statistical analysis demonstrated the students' grammar competence after the implementation of the English Grammar Handbook. Out of 20 students, the highest score obtained in the post-test reached 90, while the lowest score was 60. Furthermore, the overall mean score of the students' post-test increased significantly to 74. This finding indicated a notable improvement in the students' understanding of basic English grammar and tenses compared to their initial pre-test results.

The post-test aimed to discover whether there was a significant improvement in the students' grammar comprehension after utilizing the handbook. The quantitative data obtained from the pre-test and post-test scores were then statistically analyzed using SPSS software.

a. Normality Test

Prior to conducting the hypothesis testing, a normality test was performed to determine whether the data were normally distributed. Given the small sample size of 20 students, the Shapiro-Wilk test was utilized. The SPSS output indicated that the significance value (*p-value*) for the pre-test was (0.029) and the post-test was (0.001). Since the significance values were lower than the alpha level of 0.05 ($p < 0.05$), it was concluded that the learning outcome data were not normally distributed, thereby violating the normality assumption.

Tests of Normality						
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pre test	0.202	20	0.031	0.892	20	0.029
Post test	0.317	20	0.000	0.804	20	0.001

a. Lilliefors Significance Correction

Table 2.6 Test of Normality Shapiro-Wilk

b. Hypothesis Testing (Wilcoxon Signed-Rank Test)

Because the data violated the normality assumption, the researcher employed the Wilcoxon Signed-Rank Test as the non-parametric statistical alternative to examine the significance of the students' improvement. The statistical calculation processed via SPSS revealed an asymptotic significance value (2-tailed) of (0.000). Because the significance value was lower than 0.05 ($p < 0.05$), the null hypothesis (H_0) was rejected, and the alternative hypothesis (H_1) was accepted. This statistical result indicates a significant difference between the students' grammar scores before and after

the treatment, proving that the developed English Grammar Handbook is highly effective in improving the eighth-grade students' grammar comprehension.

		Ranks		
		N	Mean Rank	Sum of Ranks
Post test - Pre test	Negative Ranks	0 ^a	0.00	0.00
	Positive Ranks	20 ^b	10.50	210.00
	Ties	0 ^c		
	Total	20		

a. Post test < Pre test

b. Post test > Pre test

c. Post test = Pre test

Table 2.7 Ranks of Wilcoxon Signed Rank Test

		Test Statistics ^a	
		Post test - Pre test	
Z		-3.983 ^b	
Asymp. Sig. (2-tailed)		0.000	

a. Wilcoxon Signed Ranks Test

b. Based on negative ranks.

Table 2.8 Test Statistics of Wilcoxon Signed Rank Test

c. Effectiveness Test (N-Gain Score)

In addition to the hypothesis testing, the researcher also calculated the N-Gain score to determine the specific level of effectiveness of the developed English Grammar Handbook. Based on the descriptive statistics, the mean score of the pre-test was 45, and the mean score of the post-test was 74. Assuming the maximum ideal score (S_{max}) is 100, the N-Gain calculation is as follows:

$$N\text{-Gain} = \frac{74-45}{100-45}$$

$$N\text{-Gain} = \frac{29}{55} = 0.52727 \dots$$

$$N\text{-Gain} = 0.53$$

The calculation resulted in an N-Gain score of 0.53. Referring to the N-Gain categorization criteria presented in Chapter 3, this score falls into the "*Medium*" category ($0.30 \leq g \leq 0.70$). This finding indicates that the implementation of the handbook provided a moderate but meaningful improvement in the eighth-grade students' grammar comprehension.

B. Discussion

1. The English Grammar Learning Needs and Difficulties of the Students

The main objective of this study is to identify the needs and difficulties in learning English grammar faced by 8th grade students at SMPN 1 Liliraja. Based on data collected during the initial analysis phase through observation and interviews, it was found that most students experienced significant difficulties in understanding basic grammar rules, such as verbs, sentences, and basic tenses. To understand the root of this problem, a comprehensive needs assessment was conducted. As asserted by Noviasmy, a student needs analysis is highly essential because learners are often

the best judges of their own needs and wants. They recognize what they can and cannot do with the target language.⁴⁸

Through this analysis, the researcher identified that the main cause of the students' difficulties is the abstract nature of the grammar material presented in their conventional textbooks. The reliance on standardized materials often fails to accommodate the specific characteristics of learners in rural areas. This critical issue is thoroughly highlighted by Noviasmy, who argues that inappropriate materials and rigid teaching methods frequently result in a wide gap between students' expectations and the real learning conditions. Consequently, students become dissatisfied and unmotivated because the materials do not resonate with their daily lives or address their fundamental weaknesses.

In terms of learning needs, students require alternative learning resources that provide simplified explanations, structured exercises, and contextual examples. They need a handbook that not only presents formulas but also systematically guides them through grammatical rules. This necessity for contextualized materials aligns with recent pedagogical approaches. According to Zhang and Tang, based on the Three-Dimensional Grammar Framework, effective grammar instruction must dynamically

⁴⁸ Iain Parepare, "Need Analysis Of English Course Materials For The First Grade Of Food Crops And Horticulture Students Of SMKN 4 Sidrap Yessicka Noviasmy," *Pendidikan* 3, no. 1 (2022): 41–50.

integrate form, meaning, and contextual use rather than relying on mechanical memorization.⁴⁹

Therefore, integrating familiar contexts, such as the local history and culture of Soppeng Regency, has emerged as a critical need to bridge the gap between foreign language concepts and the students' background knowledge. These initial findings form the fundamental basis for designing and developing the English Grammar Handbook. Aligning with this pedagogical concept, the developed handbook functions as an adaptive resource designed to help students discover practical solutions and take active responsibility for what and how they learn grammar independently.

2. The Development of the English Grammar Handbook

Addressing the second research question, the development of the English Grammar Handbook was systematically executed following the ADDIE model to ensure the final product directly answered the students' diagnosed needs. Theoretically, the design of the handbook was grounded in the Three-Dimensional Grammar Teaching Theory by Celce-Murcia et al., which emphasizes integrating form, meaning, and use. Instead of providing rigid, decontextualized formulas typical of conventional textbooks, the handbook utilized the local history and culture of Soppeng Regency, specifically the Kalong (bats), as a visual and contextual anchor.

⁴⁹ Zhang and Tang, "Literature Review on English Grammar Teaching in Light of Three-Dimensional Grammar Framework."

This design choice effectively transformed abstract grammar concepts such as the transition of time in basic tenses or verb classifications into relatable, localized narratives. The success of this developmental approach was empirically confirmed by an instructional expert, Fajriyah, S.Pd., Gr., (an English teacher at the school that was the subject of the study), and a media expert, Nurul Hasanah, M.Pd., (a lecturer at IAIN Parepare). The quantitative results from the instructional expert's validation showed a total percentage of 98%, and the quantitative results from the media expert's validation showed a total percentage of 87%, score ("Very Valid"), proving that the systematic design and contextual media integration were pedagogically sound and highly appropriate for eighth-grade EFL learners.

3. The Effectiveness of the English Grammar Handbook

Beyond its effectiveness, an educational product must also possess high practicality to be utilized seamlessly in a real classroom setting. Practicality refers to the extent to which teachers and students can use the handbook easily, efficiently, and without significant obstacles. The high practicality of this developed handbook was initially confirmed by the instructional expert during the development phase and later proven during the implementation phase in class 8A. Several aspects contributed to the handbook's practicality. First, the visual layout and clear formatting, which were revised according to the expert's suggestions in draft 2, ensured that the materials were highly readable for eighth-grade students. The provision of ample writing spaces for the exercises allowed students to complete their tasks directly within the

handbook, eliminating the need for separate worksheets. Furthermore, the inclusion of brief bilingual explanations and a customized glossary for the local history texts enabled the students to learn independently. The teacher could act merely as a facilitator, as the handbook's instructions were straightforward and self-explanatory. This implies that the product is highly practical and efficient for daily English language teaching.



CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the findings and discussions presented in the previous chapter, the researcher draws the following conclusions corresponding to the formulated research objectives:

1. The Students' Grammar Learning Needs and Difficulties, the 8th grade students of SMPN 1 Liliraja experienced significant difficulties in learning English grammar, particularly in understanding basic rules of grammar. This difficulty stemmed from the abstract nature of their conventional teaching materials, which lacked relevance to their daily lives. Consequently, the students needed a simplified, structured, and contextual learning source. The integration of Soppeng Regency's local history and culture into the materials emerged as a crucial need to bridge the gap between foreign language concepts and the students' background knowledge, making the learning process more engaging and relatable.
2. The Development Process of the English Grammar Handbook, The English Grammar Handbook was developed systematically using the ADDIE model to specifically address the students' diagnosed needs. Theoretically grounded in the Three-Dimensional Grammar Framework, the handbook integrates Soppeng Regency's local culture, specifically the Kalong, to contextualize

abstract grammatical rules. During the development phase, product validation was conducted by two experts, an instructional expert, Fajriyah, S.Pd., Gr., who assigned a score of 98%, and a media expert, Nurul Hasanah, M.Pd., who assigned a score of 87%.

3. The Effectiveness of the English Grammar Handbook, The developed English Grammar Handbook is significantly effective in improving the students' grammar competence. The quantitative analysis utilizing the Wilcoxon Signed-Rank Test demonstrated a substantial and significant improvement in the students' learning outcomes from the pre-test (mean 45) to the post-test (mean 74) scores with an asymptotic significance value of 0.000 ($p < 0.05$). Furthermore, the N-Gain score analysis resulted in a score of 0.53, which falls into the "Medium" category, providing robust empirical evidence of the product's effectiveness. This proves that the contextual materials and the gradual evaluation exercises provided in the handbook successfully facilitated the students in grasping basic grammar and tenses effectively.

B. Suggestion

1. For English Teachers, it is highly recommended for English teachers, particularly at SMPN 1 Liliraja, to utilize the developed English Grammar Handbook as an alternative or supplementary teaching material in the classroom. By incorporating the local history and culture of Soppeng Regency

into the learning process, teachers can create a more engaging, contextual, and less intimidating atmosphere for the students to learn grammar.

2. For the Students, the 8th grade students are encouraged to use this handbook not only during classroom hours but also as a guide for independent study at home. The provision of bilingual explanations, gradual evaluation exercises, and a specific glossary within the handbook is designed to help students practice their grammar skills independently and boost their confidence in constructing English sentences.
3. For Future Researchers, this research and development study was conducted with a relatively small sample size (20 students) and focused specifically on basic grammar and tenses. Therefore, future researchers are expected to conduct further implementation with a broader sample size or in different school contexts to measure the wider applicability of the product. Additionally, future researchers can explore the integration of local culture and history into other English language skills, such as reading or speaking materials, to enrich localized EFL learning resources.

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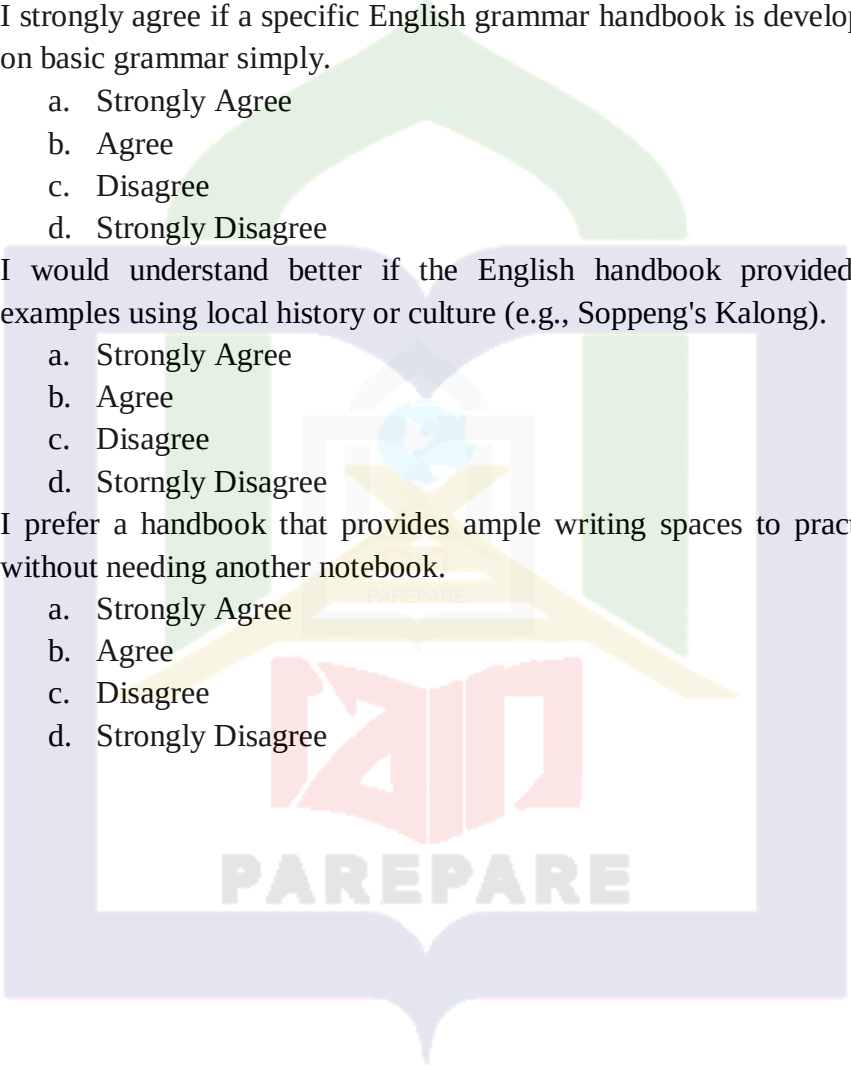
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APPENDICES

Appendix I: Need Analysis of Research

NEED ANALYSIS FOR STUDENT AT SMPN 1 LILIRIAJA

1. I feel that English grammar is very difficult to understand.
 - a. Strongly Agree
 - b. Agree
 - c. Disagree
 - d. Strongly Disagree
2. I often feel confused in distinguishing verb categories when constructing sentences.
 - a. Strongly Agree
 - b. Agree
 - c. Disagree
 - d. Strongly Disagree
3. I find it difficult to arrange English sentences in the correct word order.
 - a. Strongly Agree
 - b. Agree
 - c. Disagree
 - d. Strongly Disagree
4. In my opinion, understanding tenses (e.g., present vs. past tense) is the most difficult part of grammar.
 - a. Strongly Agree
 - b. Agree
 - c. Disagree
 - d. Strongly Disagree
5. I lack confidence in speaking or writing in English because I am afraid of making grammatical errors.
 - a. Strongly Agree
 - b. Agree
 - c. Disagree
 - d. Strongly Disagree
6. The current English textbooks used in school are too complicated and monotonous.
 - a. Strongly Agree
 - b. Agree
 - c. Disagree
 - d. Strongly Disagree

- 
7. I feel the need for supplementary learning resources that I can use for independent study at home.
- Strongly Agree
 - Agree
 - Disagree
 - Strongly Disagree
8. I strongly agree if a specific English grammar handbook is developed to focus on basic grammar simply.
- Strongly Agree
 - Agree
 - Disagree
 - Strongly Disagree
9. I would understand better if the English handbook provided contextual examples using local history or culture (e.g., Soppeng's Kalong).
- Strongly Agree
 - Agree
 - Disagree
 - Strongly Disagree
10. I prefer a handbook that provides ample writing spaces to practice directly without needing another notebook.
- Strongly Agree
 - Agree
 - Disagree
 - Strongly Disagree

Appendix II: Interview of Research

LIST OF INTERVIEW QUESTION FROM TEACHER AT SMPN 1 LILIRIAJA

1. What is your opinion on the current 8th grade students' grammatical competence, specifically regarding basic tenses?
(Bagaimana pendapat Bapak/Ibu mengenai kemampuan pemahaman tata bahasa (grammar) siswa kelas 8 saat ini, khususnya mengenai dasar-dasar tenses?)
2. Based on your teaching experience, what are the main obstacles or difficulties students frequently encounter when learning to construct sentences and differentiate verbs?
(Berdasarkan pengalaman Bapak/Ibu mengajar, apa saja kendala atau kesulitan utama yang sering dialami siswa saat belajar menyusun kalimat dan membedakan jenis kata kerja?)
3. How is the quality of the teaching materials or textbooks currently provided by the school? Are they effective enough to facilitate students' grammar understanding?
(Bagaimana kualitas bahan ajar atau buku paket yang saat ini disediakan oleh sekolah? Apakah sudah cukup efektif untuk memfasilitasi pemahaman grammar siswa?)

4. In your opinion, are the current 8th-grade students capable of learning grammar independently using the existing books? Why or why not?

(Menurut Bapak/Ibu, apakah siswa kelas 8 saat ini sudah mampu belajar grammar secara mandiri dengan menggunakan buku yang ada? Mengapa demikian?)

5. From your perspective, what are the characteristics of a handbook that students actually need to make learning grammar easier and more engaging for independent learning?

(Menurut pandangan Bapak/Ibu, karakteristik buku panduan (handbook) seperti apa yang sebenarnya dibutuhkan oleh siswa agar mereka lebih mudah dan tertarik belajar grammar secara mandiri?)

LIST OF INTERVIEW QUESTION FROM STUDENT AT SMPN 1 LILIRIAJA

1. How do you feel when learning English in class, especially when the teacher explains grammar materials or sentence structure?

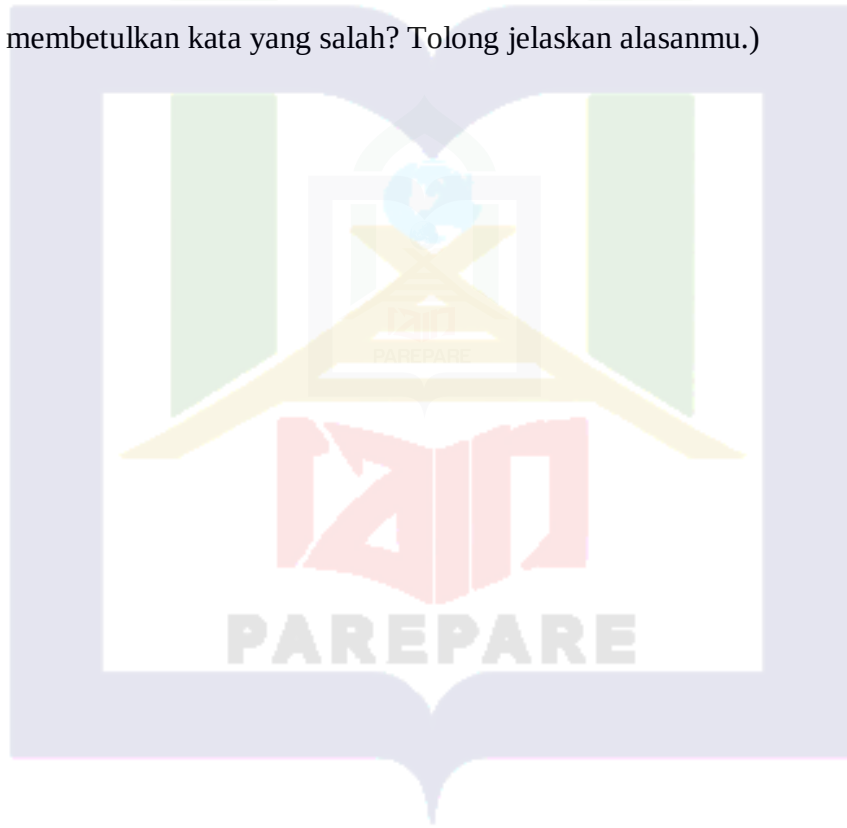
(Bagaimana perasaanmu saat belajar bahasa Inggris di kelas, khususnya saat guru menjelaskan materi tentang tata bahasa (grammar) atau cara menyusun kalimat?)
2. In your opinion, which part of the grammar materials (for example, Verbs, Simple Present, or Past Tense) is the most difficult to understand? Why is it confusing for you?

(Menurutmu, bagian mana dari materi grammar (misalnya tentang Verb, Simple Present, atau Past Tense) yang paling sulit kamu mengerti? Kenapa bagian itu terasa membingungkan?)
3. When you have to study grammar by yourself at home using the school textbook, is it easy to understand? What difficulties do you usually face?

(Saat kamu harus belajar grammar sendiri di rumah menggunakan buku cetak dari sekolah, apakah kamu mudah memahaminya? Apa kendala yang sering kamu alami?)
4. If you could choose, what kind of English guidebook do you actually need to make learning grammar easier and not boring?

(Jika kamu boleh memilih, buku panduan belajar bahasa Inggris seperti apa sih yang sebenarnya kamu butuhkan agar belajar grammar jadi lebih gampang dan tidak membosankan?)

5. Do you prefer a book with long explanations, or a concise book with more sentence examples and error-correction exercises? Please explain your reason.
(Apakah kamu lebih suka buku yang banyak teks penjelasannya, atau buku yang lebih ringkas namun memperbanyak contoh kalimat dan latihan membetulkan kata yang salah? Tolong jelaskan alasanmu.)



Appendix III: Results of the Student Needs Analysis

Yuan Arga

NEED ANALYSIS FOR STUDENT AT SMPN 1 LILIRIAJA

- I feel that English grammar is very difficult to understand.
 - ☒ Strongly Agree
 - ☐ Agree
 - ☐ Disagree
 - ☐ Strongly Disagree
- I often feel confused in distinguishing verb categories when constructing sentences.
 - ☐ Strongly Agree
 - ☒ Agree
 - ☐ Disagree
 - ☐ Strongly Disagree
- I find it difficult to arrange English sentences in the correct word order.
 - ☐ Strongly Agree
 - ☒ Agree
 - ☐ Disagree
 - ☐ Strongly Disagree
- In my opinion, understanding tenses (e.g., present vs. past tense) is the most difficult part of grammar.
 - ☒ Strongly Agree
 - ☐ Agree
 - ☐ Disagree
 - ☐ Strongly Disagree
- I lack confidence in speaking or writing in English because I am afraid of making grammatical errors.
 - ☒ Strongly Agree
 - ☐ Agree
 - ☐ Disagree
 - ☐ Strongly Disagree
- The current English textbooks used in school are too complicated and monotonous.
 - ☐ Strongly Agree
 - ☒ Agree
 - ☐ Disagree
 - ☐ Strongly Disagree
- I feel the need for supplementary learning resources that I can use for independent study at home.
 - ☒ Strongly Agree
 - ☐ Agree
 - ☐ Disagree
 - ☐ Strongly Disagree
- I strongly agree if a specific English grammar handbook is developed to focus on basic grammar simply.
 - ☒ Strongly Agree
 - ☐ Agree
 - ☐ Disagree
 - ☐ Strongly Disagree
- I would understand better if the English handbook provided contextual examples using local history or culture (e.g., Soppeng's Kalong).
 - ☒ Strongly Agree
 - ☐ Agree
 - ☐ Disagree
 - ☐ Strongly Disagree
- I prefer a handbook that provides ample writing spaces to practice directly without needing another notebook.
 - ☒ Strongly Agree
 - ☐ Agree
 - ☐ Disagree
 - ☐ Strongly Disagree

Ahyul Argo

NEED ANALYSIS FOR STUDENT AT SMPN 1 LILIRIAJA

- I feel that English grammar is very difficult to understand.
 - ☒ Strongly Agree
 - ☐ Agree
 - ☐ Disagree
 - ☐ Strongly Disagree
- I often feel confused in distinguishing verb categories when constructing sentences.
 - ☐ Strongly Agree
 - ☒ Agree
 - ☐ Disagree
 - ☐ Strongly Disagree
- I find it difficult to arrange English sentences in the correct word order.
 - ☐ Strongly Agree
 - ☒ Agree
 - ☐ Disagree
 - ☐ Strongly Disagree
- In my opinion, understanding tenses (e.g., present vs. past tense) is the most difficult part of grammar.
 - ☒ Strongly Agree
 - ☐ Agree
 - ☐ Disagree
 - ☐ Strongly Disagree
- I lack confidence in speaking or writing in English because I am afraid of making grammatical errors.
 - ☒ Strongly Agree
 - ☐ Agree
 - ☐ Disagree
 - ☐ Strongly Disagree
- The current English textbooks used in school are too complicated and monotonous.
 - ☐ Strongly Agree
 - ☒ Agree
 - ☐ Disagree
 - ☐ Strongly Disagree
- I feel the need for supplementary learning resources that I can use for independent study at home.
 - ☐ Strongly Agree
 - ☒ Agree
 - ☐ Disagree
 - ☐ Strongly Disagree
- I strongly agree if a specific English grammar handbook is developed to focus on basic grammar simply.
 - ☒ Strongly Agree
 - ☐ Agree
 - ☐ Disagree
 - ☐ Strongly Disagree
- I would understand better if the English handbook provided contextual examples using local history or culture (e.g., Soppeng's Kalong).
 - ☒ Strongly Agree
 - ☐ Agree
 - ☐ Disagree
 - ☐ Strongly Disagree
- I prefer a handbook that provides ample writing spaces to practice directly without needing another notebook.
 - ☐ Strongly Agree
 - ☒ Agree
 - ☐ Disagree
 - ☐ Strongly Disagree

Albunmaerah

NEED ANALYSIS FOR STUDENT AT SMPN 1 LILIRIAJA

1. I feel that English grammar is very difficult to understand.
 - ☒ a. Strongly Agree
 - b. Agree
 - c. Disagree
 - d. Strongly Disagree
2. I often feel confused in distinguishing verb categories when constructing sentences.
 - a. Strongly Agree
 - ☒ b. Agree
 - c. Disagree
 - d. Strongly Disagree
3. I find it difficult to arrange English sentences in the correct word order.
 - a. Strongly Agree
 - ☒ b. Agree
 - c. Disagree
 - d. Strongly Disagree
4. In my opinion, understanding tenses (e.g., present vs. past tense) is the most difficult of grammar.
 - ☒ a. Strongly Agree
 - b. Agree
 - c. Disagree
 - d. Strongly Disagree
5. I lack confidence in speaking or writing in English because I am afraid of my grammatical errors.
 - a. Strongly Agree
 - ☒ b. Agree
 - c. Disagree
 - d. Strongly Disagree
6. The current English textbooks used in school are too complicated and monotonous.
 - ☒ a. Strongly Agree
 - b. Agree
 - c. Disagree
 - d. Strongly Disagree
7. I feel the need for supplementary learning resources that I can use for independent study at home.
 - ☒ a. Strongly Agree
 - b. Agree
 - c. Disagree
 - d. Strongly Disagree
8. I strongly agree if a specific English grammar handbook is developed to focus on basic grammar simply.
 - ☒ a. Strongly Agree
 - b. Agree
 - c. Disagree
 - d. Strongly Disagree
9. I would understand better if the English handbook provided contextual examples using local history or culture (e.g., Soppeng's Kalong).
 - a. Strongly Agree
 - ☒ b. Agree
 - c. Disagree
 - d. Strongly Disagree
10. I prefer a handbook that provides ample writing spaces to practice directly without needing another notebook.
 - a. Strongly Agree
 - ☒ b. Agree
 - c. Disagree
 - d. Strongly Disagree

Appendix IV: Validator letters and Validator Documentation

LEMBAR VALIDASI AHLI PEMBELAJARAN

Mohon kesediaan Bapak/Ibu Validator untuk memberikan penilaian terhadap media pembelajaran berupa handbook. Penilaian ini bertujuan untuk menilai kelayakan media dari aspek kejelasan materi, kepraktisan penggunaan serta kebermanfaatan media dalam pembelajaran.

Judul Media : The Grammar Survival Guide

Judul Penelitian : Designing English Grammar Handbook for Junior High School 1 Liliiraja Soppeng Regency

Nama Validator : FARZYAH, S-Pd.Gr

Tanggal : 11 Mei 2024

Petunjuk Pengisian :

Mohon memberikan penilaian terhadap handbook dengan memberi tanda (✓) pada kolom skor yang sesuai

Skala Penilaian

Skor	Kriteria
4	Sangat Baik / Sangat Sesuai
3	Baik / Sesuai
2	Kurang Baik / Kurang Sesuai
1	Tidak Baik / Tidak Sesuai

A. Aspek Kejelasan Materi

No	Pernyataan	1	2	3	4
1	Materi grammar disajikan secara jelas dan mudah dipahami				✓
2	Grammar sesuai dengan tingkat perkembangan siswa SMP				✓
3	Penyajian materi sistematis dan terstruktur				✓
4	Latihan soal mendukung pemahaman materi				✓
5	Materi relevan dengan tujuan pembelajaran				✓

B. Aspek Kepraktisan Penggunaan

No	Pernyataan	1	2	3	4
1	Handbook mudah digunakan				✓
2	Materi dalam handbook mudah dipahami				✓
3	Tampilan handbook memudahkan pengguna				✓
4	Handbook tidak menimbulkan kesulitan pada pembaca				✓
5	Handbook praktis digunakan dalam pembelajaran				✓

4. Kemudahan Penggunaan Handbook

Sangat mudah digunakan dan menarik
dan mudah dibawa

Kesimpulan Validator

- ☒ Sangat Layak
☐ Layak
☐ Layak dengan Revisi
☐ Tidak Layak

C. Aspek Kebermanfaatan Handbook

No	Pernyataan	1	2	3	4
1	Handbook mendukung proses pembelajaran grammar				✓
2	Handbook membantu memperjelas penyampaian materi				✓
3	Handbook sesuai digunakan dalam pembelajaran				✓
4	Handbook berpotensi meningkatkan keterlibatan siswa				✓
5	Handbook relevan sebagai sarana pembelajaran grammar				✓

Mohon memberikan komentar atau saran untuk perbaikan handbook

1. Keakuratan & Kesesuaian Materi

Materi sudah akurat dan sesuai namun jika contoh soal yang diberikan lagi, itu akan membuat peserta didik lebih banyak berlatih dalam mengerjakan soal-soal Grammar

2. Desain & Tampilan Handbook

Desain dan tampilannya sangat menarik dan warna yang akan membuat pembaca tidak bosan untuk mempelajarinya berulang-ulang.

3. Kejelasan & Ketepatan Bahasa

Kejelasan dan ketepatan bahasa sudah sangat sesuai

Tanda Tangan Validator

[Signature]

5 Ketahanan fisik (kualitas kertas/jilid) sesuai untuk siswa SMP

C. Aspek Kebermanfaatan Handbook

No	Pernyataan	1	2	3	4
1	Handbook mendukung proses pembelajaran grammar				✓
2	Handbook membantu memperjelas penyampaian materi				✓
3	Handbook sesuai digunakan dalam pembelajaran				✓
4	Handbook berpotensi meningkatkan keterlibatan siswa				✓
5	Handbook relevan sebagai sarana pembelajaran grammar				✓

Komentar dan Saran untuk Perbaikan Media:

Perbaiki penulisan Inggris & Indonesia nya jangan kelampauan & campur-campur.
kalo mau kelampauan beri tanda atau garis miring

Kesimpulan Validator

- ☒ Sangat Layak
☐ Layak
☐ Layak dengan Revisi
☐ Tidak Layak

Validator Ahli Media

[Signature]
Huda Hasanah, M.Pd

LEMBAR VALIDASI AHLI MEDIA PEMBELAJARAN

Mohon kesediaan Bapak/Ibu Validator untuk memberikan penilaian terhadap media pembelajaran berupa handbook. Penilaian ini bertujuan untuk menilai kelayakan media dari aspek kejelasan materi, kepraktisan penggunaan serta kebermanfaatan media dalam pembelajaran.

Judul Media : English Grammar Local Pride

Judul Penelitian : Developing English Grammar Handbook for Junior High School 1 Liliiraja Soppeng Regency

Nama Validator : Huda Hasanah, M.Pd

Tanggal : 19 Juli 2024

Petunjuk Pengisian :

Mohon memberikan penilaian terhadap handbook dengan memberi tanda (✓) pada kolom skor yang sesuai

Skala Penilaian

Skor	Kriteria
4	Sangat Baik / Sangat Sesuai
3	Baik / Sesuai
2	Kurang Baik / Kurang Sesuai
1	Tidak Baik / Tidak Sesuai

A. Aspek Desain Visual dan Tata Letak (Layout)

No	Pernyataan	1	2	3	4
1	Kualitas gambar dan ilustrasi menarik serta relevan dengan materi				✓
2	Komposisi warna dan tata letak teks seimbang dan enak dipandang				✓
3	Pemilihan jenis dan ukuran huruf (font) mudah dibaca oleh siswa				✓
4	Kerapian tampilan setiap halaman konsisten				✓
5	Desain sampul (cover) representatif terhadap isi buku				✓

B. Aspek Kegunaan Media (Usability)

No	Pernyataan	1	2	3	4
1	Navigasi (daftar isi/penomoran) memudahkan pengguna				✓
2	Media tidak menimbulkan kebingungan saat digunakan secara mandiri				✓
3	Ruang untuk latihan soal tersedia dengan cukup dan proporsional				✓
4	Media efektif dalam mendukung proses belajar mandiri siswa				✓



MODUL AJAR KURIKULUM MERDEKA
BAHASA INGGRIS FASE D - KELAS VIII
Resource-Based Learning: Handbook Designing

INFORMASI UMUM	
A. IDENTITAS MODUL	
Penyusun	: Zahra Zalzabilla
Instansi	: SMPN 1 Liliriaja
Tahun Penyusunan	: 2026
Jenjang / Kelas	: VIII (Delapan) A
Fase	: Fase D
Alokasi Waktu	: 6 Pertemuan (12 x 40 menit)
Kompetensi Awal	: Peserta didik telah memahami kosakata dasar bahasa Inggris dan mampu membaca kalimat sederhana, namun masih membutuhkan panduan dan pemahaman lebih lanjut terkait struktur tata bahasa dasar (grammar), klasifikasi kata kerja, dan penggunaan tenses yang tepat.
B. PROFIL PELAJAR PANCASILA	
▪ (1) Beriman, bertakwa kepada Tuhan Yang Maha Esa, dan Berakhlak Mulia, (2) berkebinekaan global, (3) bergotong royong, (4) kreatif, (5) bernalar kritis, dan (6) mandiri.	
C. SARANA DAN PRASARANA	
▪ Media: Lembar Soal Pre-test & Post-test, Papan Tulis, Spidol. ▪ Sumber Belajar: English Grammar Handbook (Designed by the Researcher).	
D. TARGET PESERTA DIDIK	
▪ Peserta didik reguler/tipikal: umum, tidak ada kesulitan dalam mencerna dan memahami materi ajar.	
E. MODEL PEMBELAJARAN	
▪ Tatap Muka (Luring) secara kolaboratif dan mandiri (Independent Learning).	
F. METODE PEMBELAJARAN	
▪ Eksplorasi mandiri, diskusi, tanya jawab, penugasan, dan praktik perbaikan	

kesalahan.
I. KOMPONEN INTI
A. CAPAIAN PEMBELAJARAN
Pada akhir fase D, peserta didik membaca dan merespon teks familiar dan tidak familiar yang mengandung struktur yang telah dipelajari dan kosakata yang familiar secara mandiri. Mereka mencari dan mengevaluasi ide utama dan informasi spesifik dalam berbagai jenis teks. Teks ini dapat berbentuk cetak atau digital, termasuk diantaranya teks visual, multimodal atau interaktif. Mereka mengidentifikasi tujuan teks dan mulai melakukan inferensi untuk memahami informasi tersirat dalam sebuah teks.
B. TUJUAN PEMBELAJARAN
Setelah mengikuti pembelajaran ini peserta didik diharapkan mampu: 1. Peserta didik mampu membedakan dan mengelompokkan kata kerja (regular & irregular verbs). 2. Peserta didik mampu memahami dan membedakan struktur kalimat verbal dan nominal. 3. Peserta didik mampu menguasai penggunaan pola dasar waktu (Simple Past, Simple Present, Simple Future). 4. Peserta didik mampu mengidentifikasi serta memperbaiki kesalahan tata bahasa dalam kalimat berbasis teks sejarah budaya lokal Soppeng.
C. PEMAHAMAN BERMAKNA
Mempelajari tata bahasa Inggris (grammar) secara terstruktur, mulai dari mengenali bentuk kata kerja hingga ragam waktu (tenses), adalah kunci untuk menyampaikan pesan dengan akurat dan menghindari kesalahpahaman. Dengan memiliki kemampuan membedakan jenis tenses dan kepekaan untuk mengidentifikasi sekaligus memperbaiki kesalahan dalam sebuah kalimat, peserta didik akan jauh lebih percaya diri saat menceritakan rutinitas sehari-hari, rencana masa depan, maupun sejarah budaya lokal dalam bahasa Inggris yang tepat.
D. PERTANYAAN PEMANTIK
A. Pernahkan kalian menyadari bahwa dalam bahasa Inggris, kata kerja (verb) yang kita gunakan bisa berubah bentuk hanya karena perbedaan waktu kejadiannya? B. Menurut kalian, apa perbedaan mendasar saat kita ingin menceritakan kegiatan yang kita lakukan setiap hari dengan saat kita menceritakan kejadian di masa lalu? C. Jika kalian membaca sebuah teks tentang sejarah masa lalu daerah kita, namun sang penulis keliru dalam menyusun pola kalimatnya, apakah kalian bisa menemukan kesalahan tersebut dan memperbaikinya?

E. KEGIATAN PEMBELAJARAN		
Pertemuan 1: Pre-Test & Pengenalan Kata Kerja – Bab 1		
Kegiatan	Deskripsi Aktivitas Pembelajaran	Waktu
Pendahuluan	Guru menyapa peserta didik, mempersilahkan siswa memimpin doa, memeriksa kehadiran kelas 8A, dan menyampaikan tujuan pertemuan pertama.	10 Menit
Inti	a. Guru membagikan lembar soal Pre-test untuk mengukur kemampuan awal tata bahasa peserta didik sebelum menggunakan handbook. b. Guru membagikan English Grammar Handbook. Peserta didik diarahkan untuk membuka Bab 1 secara mandiri untuk membaca pengertian verb, serta pembagian dan daftar Regular dan Irregular Verb. c. Peserta didik mengerjakan Mini Quest 1 yang terdapat di akhir Bab 1 (mengelompokkan daftar kata kerja ke dalam regular atau irregular verb).	60 Menit
Penutup	Guru bersama siswa membahas jawaban Mini Quest 1 dan menutup pertemuan.	10 Menit

Pertemuan 2: Kalimat Verbal dan Nominal - Bab 2		
Kegiatan	Deskripsi Aktivitas Pembelajaran	Waktu
Pendahuluan	a. Guru membuka pelajaran dengan salam dan doa. b. Mengecek kehadiran peserta didik. c. Membahas secara singkat materi sebelumnya. d. Menyampaikan materi yang akan dipelajari hari ini terkait Kalimat Verbal dan Nominal.	10 Menit
Inti	a. Peserta didik membuka Bab 2 pada handbook. Secara mandiri, siswa membaca pengertian Sentence, pembagian kalimat verbal dan nominal, memahami rumus yang disajikan, serta mengamati contoh-contoh kalimatnya. b. Guru memfasilitasi tanya jawab jika ada siswa yang masih bingung membedakan penggunaan kata kerja (verb) pada kalimat Verbal dan (to be) pada kalimat nominal. c. Peserta didik mengerjakan Mini Quest 2 di dalam buku (latihan membedakan mana kalimat verbal dan mana kalimat nominal).	60 Menit

Penutup	a. Guru memberikan feedback atas latihan siswa dan menyampaikan materi selanjutnya untuk pertemuan berikutnya.	10 Menit
Pertemuan 3: Simple Past Tense - Bab 3		
Kegiatan	Deskripsi Aktivitas Pembelajaran	Waktu
Pendahuluan	a. Guru memberi salam dan berdoa. b. Mengecek kehadiran peserta didik. c. Kembali menggali ulang pengetahuan siswa terkait materi sebelumnya. d. Guru apersepsi mengaitkan materi pertemuan 2 dengan materi hari ini.	10 Menit
Inti	a. Peserta didik diarahkan memasuki Bab 3 (Bagian Pertama). Siswa membaca pengertian, pola rumus dan contoh kalimat untuk Simple Past Tense. Guru menekankan penggunaan Verb 2 yang telah dipelajari di pertemuan 1. b. Siswa diminta membuat beberapa contoh kalimat sederhana tentang pengalaman masa lalu mereka menggunakan Simple Past.	90 Menit
Penutup	a. Refleksi kesulitan siswa dan doa penutup. b. Menutupkelas dengan hamdalah.	10 Menit

Pertemuan 4: Simple Present Tense - Bab 3 (Lanjutan)		
Kegiatan	Deskripsi Aktivitas Pembelajaran	Waktu
Pendahuluan	a. Guru mengucapkan salam dan berdoa. b. Mengecek kehadiran peserta didik. c. Guru mengawali kelas dengan menanyakan rutinitas sehari-hari siswa.	10 Menit
Inti	a. Peserta didik melanjutkan Bab 3 (Bagian Kedua) mengenai Simple Present Tense. Siswa mengamati pengertian, pola, dan contoh kalimat. Guru memberikan penekanan pada aturan penambahan akhiran -s/-es. b. Guru memberikan beberapa kalimat, siswa menganalisis kesesuaian subjek dan kata kerjanya berdasarkan panduan.	60 Menit
Penutup	a. Guru menyimpulkan perbedaan mendasar antara Past dan Present tense lalu kelas ditutup.	10 menit
Pertemuan 5: Simple Future & Review 3 Basic Tenses - Bab 3 (Akhir)		
Kegiatan	Deskripsi Aktivitas Pembelajaran	Waktu
Pendahuluan	a. Guru mengucapkan salam dan berdoa. b. Mengecek kehadiran peserta didik. c. Guru menanyakan cita-cita atau rencana siswa besok untuk	10 Menit

	memancing konteks Future tense.	
Inti	a. Memasuki Bab 3 (Bagian Ketiga), siswa membaca pengertian, pola, dan contoh kalimat Simple Future Tense. Guru memberikan beberapa kalimat, siswa menganalisis kesesuaian subjek dan kata kerjanya berdasarkan panduan. b. Guru mengajak siswa mengulas (review) kembali perbedaan bentuk Simple Past, Simple Present, dan Simple Future secara bersama-sama. c. Peserta didik mengerjakan latihan soal khusus (membedakan dan mengklasifikasikan berbagai kalimat ke dalam ketiga basic tenses tersebut).	60 Menit
Penutup	a. Pembahasan jawaban bersama dan apresiasi.	10 menit
Pertemuan 6: History Budaya Soppeng, Analisis Kesalahan, & Post-test - Bab 4		
Kegiatan	Deskripsi Aktivitas Pembelajaran	Waktu
Pendahuluan	a. Guru mengucapkan salam dan berdoa. b. Mengecek kehadiran peserta didik. c. Guru memotivasi siswa untuk pertemuan terakhir dalam rangkaian penelitian ini.	10 Menit
Inti	a. Peserta didik membuka Bab 4	60 Menit

	yang berisi teks bacaan tentang History/Budaya Soppeng. Siswa membaca dan memahami teks tersebut. b. Peserta didik mengerjakan latihan soal berbasis teks Budaya Soppeng yang kalimatnya memuat grammar errors (kesalahan tata bahasa). Siswa harus memperbaiki kalimat tersebut menggunakan konsep Bab 1-3. c. Guru membagikan lembar Post-test untuk mengukur peningkatan akhir pemahaman tata bahasa siswa.	
Penutup	a. Guru menyampaikan rasa terima kasih kepada siswa kelas 8A atas partisipasinya selama 6 kali pertemuan. Doa bersama dan salam penutup..	10 menit

II. Asesmen

1. **Asesment Diagnostik/Awal:** Pre-Test pada pertemuan 1
2. **Asesment Formatif:** Pengerjaan Mini Quest 1, Mini Quest 2, dan lembar latihan pembedaan tenses secara berkelanjutan.
3. **Asesment Sumatif:** Post-test pada akhir pertemuan 6.

III. Lampiran

1. Lembar Soal Pre-test, Post-test & Handbook designed by Zahra Zalzubilla.

Appendix V: Instrument of Research

PRE TEST

TOTAL SOAL: 30 NOMOR

A. Multiple Choice (10 soal - 10 poin)

1. She to school every day
 - a. Go
 - b. Goes
 - c. Went
 - d. Going
2. They football yesterday
 - a. Play
 - b. Plays
 - c. Played
 - d. Playing
3. My mother cooking now
 - a. Is
 - b. Are
 - c. Am
 - d. Was
4. We English last night
 - a. Study
 - b. Studies
 - c. Studied
 - d. Studying
5. He very tired yesterday
 - a. Am
 - b. Is
 - c. Was
 - d. Are
6. The students in the classroom now
 - a. Is
 - b. Are
 - c. Was
 - d. Be

7. Rina TV last night
- Watch
 - Watches
 - Watched
 - Watching
8. I happy today
- Am
 - Is
 - Are
 - Was
9. She her homework every night
- Do
 - Does
 - Did
 - Doing
10. They to Bali last year
- Go
 - Goes
 - Went
 - Going

B. Subject - Verb Agreement (5 soal – 5 poin)

11. The boy ___ (play/plays) football every day
12. The students ___ (is/are) ready
13. Each student ___ (has/have) a book
14. My father ___ (work/works) in an office
15. Rina and Sinta ___ (is/are) happy

C. Change in Verb into Correct Form (5 soal – 5 poin)

16. She (go) to school yesterday
17. They (study) English every day
18. My sister (watch) TV now
19. We (eat) dinner last night
20. He (be) very happy today

D. Error Identification (5 soal – 5 poin)

- 21. She go to school every day
- 22. They was late yesterday
- 23. He don't like milk
- 24. We is ready now
- 25. I am go to school

E. Paragraph Completion (5 soal – 5 poin)

Yesterday, I ___ (wake) up at 6 a.m. I ___ (take) a bath and ___ (eat) breakfast.
Then I ___ (go) to school. My teacher ___ (give) us homework.

POST TEST

A. Multiple Choice (10 soal - 10 poin)

1. My father usually coffee in the morning
 - a. Drink
 - b. Drinks
 - c. Drank
 - d. Drinking
2. They to the zoo two days ago
 - a. Go
 - b. Goes
 - c. Went
 - d. Going
3. Rina and Siska studying in the classroom now
 - a. Is
 - b. Am
 - c. Are
 - d. Was
4. The cat under the table every afternoon
 - a. Sleep
 - b. Sleeps
 - c. Slept
 - d. Sleeping
5. I at home last night
 - a. Am
 - b. Was
 - c. Were
 - d. Be
6. The children very noisy now
 - a. Is
 - b. Are
 - c. Was
 - d. Be

7. Rudi his bicycle yesterday morning
 - a. Wash
 - b. Washes
 - c. Washed
 - d. Washing
8. We very busy this week
 - a. Am
 - b. Is
 - c. Are
 - d. Was
9. She breakfast before going to school this morning
 - a. Eat
 - b. Eats
 - c. Ate
 - d. Eating
10. My parent to Makassar last month
 - a. Travel
 - b. Travels
 - c. Traveled
 - d. Traveling

B. Subject-Verb Agreement (5 soal – 5 poin)

11. The baby ___ (cries/cry) every night
12. The players ___ (is/are) practicing now
13. Every student ___ (has/have) a dictionary
14. My uncle ___ (drives/drive) to work every day
15. Rina and her cousin ___ (is/are) in the garden

C. Change in Verb into Correct Form (5 soal – 5 poin)

16. She (write) a letter last night
17. They (play) badminton every weekend
18. My mother (cook) in the kitchen now
19. We (see) that movie yesterday
20. He (be) absent last Monday

D. Error Identification (5 soal – 5 poin)

- 21. She have two sisters
- 22. They was very tired yesterday
- 23. My brother study English every night
- 24. We is watching TV now
- 25. I were happy last night

E. Paragraph Completion (5 soal – 5 poin)

Yesterday, my family ___ (go) to the beach. We ___ (play) volleyball together and my mother ___ (bring) some food for us. The weather ___ (be) very sunny, so we ___ (feel) happy all day long.

Appendix VI: The Result of Data Pre Test

No	Respondents	Pre Test
1	S1	60
2	S2	40
3	S3	50
4	S4	50
5	S5	20
6	S6	40
7	S7	50
8	S8	40
9	S9	60
10	S10	50
11	S11	60
12	S12	60
13	S13	50
14	S14	50
15	S15	30
16	S16	30
17	S17	40
18	S18	60
19	S19	20
20	S20	40
RATA RATA		45

Pre Test Data

Total Soal: 30 Nomor Terdiri dari

Multiple Choice: 10 soal – 10 poin

Correct Form: 5 soal – 5 poin

Error Identification: 5 soal – 5 poin

S1: 60 $\frac{18}{30} \times 100 = 60 \text{ poin}$

S2: 40 $\frac{12}{30} \times 100 = 40 \text{ poin}$

S3: 50 $\frac{15}{30} \times 100 = 50 \text{ poin}$

Correct Form: 5 soal – 5 poin

Subject Verb Agreement: 5 soal – 5 poin

Paragraph Completion: 5 soal – 5 poin

Appendix VII: The Result of Data Post Test

No	Respondents	Post Test
1	S1	80
2	S2	90
3	S3	80
4	S4	70
5	S5	60
6	S6	80
7	S7	80
8	S8	70
9	S9	90
10	S10	80
11	S11	80
12	S12	80
13	S13	80
14	S14	80
15	S15	60
16	S16	60
17	S17	60
18	S18	80
19	S19	60
20	S20	60
RATA RATA		74

Post Test Data

Total Soal: 30 Nomor Terdiri dari

Multiple Choice: 10 soal – 10 poin

Correct Form: 5 soal – 5 poin

Error Identification: 5 soal – 5 poin

S1: 80 $\frac{24}{30} \times 100 = 80 \text{ poin}$

S2: 90 $\frac{27}{30} \times 100 = 90 \text{ poin}$

S3: 80 $\frac{25}{30} \times 100 = 80 \text{ poin}$

Correct Form: 5 soal – 5 poin

Subject Verb Agreement: 5 soal – 5 poin

Paragraph Completion: 5 soal – 5 poin

Appendix VIII: Treatment Documentation



Appendix IX: SPSS Output

Test of Normality Shapiro-Wilk

Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pre test	0.202	20	0.031	0.892	20	0.029
Post test	0.317	20	0.000	0.804	20	0.001

a. Lilliefors Significance Correction

Ranks of Wilcoxon Signed Rank Test

		Ranks		
		N	Mean Rank	Sum of Ranks
Post test - Pre test	Negative Ranks	0 ^a	0.00	0.00
	Positive Ranks	20 ^b	10.50	210.00
	Ties	0 ^c		
	Total	20		

a. Post test < Pre test

b. Post test > Pre test

c. Post test = Pre test

Test Statistics of Wilcoxon Signed Rank Test

Test Statistics^a

		Post test - Pre test
Z		-3.983 ^b
Asymp. Sig. (2-tailed)		0.000

a. Wilcoxon Signed Ranks Test

b. Based on negative ranks.

Appendix X: Students' Score Pre-Test and Post-Test

PRE TEST DAN POST TEST

Total soal : 30 Nomor
Skor maksimal : 400 30

Nama : Alhumaerah

PRE TEST

A. Multiple Choice (10 soal – 30 poin)

Pilih jawaban yang benar.

1. She to school every day.
a. go
b. goes ✓
c. went
d. going
2. They football yesterday.
a. play
b. plays X
c. played
d. playing
3. My mother cooking now.
a. is ✓
b. are
c. am
d. was
4. We English last night.
a. study
b. studies
c. studied X
d. studying
5. He very tired yesterday.
a. am
b. is X
c. was
d. are
6. The students in the classroom now.
a. is
b. are ✓
c. was
d. be
7. Rina TV last night.
a. watch
b. watches
c. watched X
d. watching
8. I happy today.
a. am ✓
b. is
c. are
d. was
9. She her homework every night.
a. do
b. does ✓
c. did
d. doing
10. They to Bali last year.
a. go
b. goes
c. went ✓
d. going

B. Subject – Verb Agreement (5 soal – 15 poin)

11. The boy ___ (play/plays) football every day. ✓
12. The students ___ (is/are) ready. ✓
13. Each student ___ (has/have) a book. X
14. My father ___ (work/works) in an office. X
15. Rina and Sinta ___ (is/are) happy. ✓

C. Change the Verb into Correct Form (5 soal – 20 poin)

16. She (go) to school yesterday. → Go X
17. They (study) English every day. → studied X
18. My sister (watch) TV now. → watched X
19. We (eat) dinner last night. → Ate ✓
20. He (be) very happy today. → is ✓

D. Error Identification (5 soal – 15 poin)

Perbaiki kesalahan berikut :

21. She go to school every day. → She goes to school every day ✓
22. They was late yesterday. → They were late yesterday ✓
23. He don't like milk. → He don't like a milk X
24. We is ready now. → We are ready now ✓
25. I am go to school. → I go to school X

E. Paragraph Completion (5 soal – 20 poin)

Yesterday, I ~~work~~ (wake) up at 6 a.m. I ~~took~~ (take) a bath and ~~eat~~ (eat) breakfast. Then I ~~went~~ (go) to school. My teacher ~~gve~~ (give) us homework.

PRE TEST DAN POST TEST

Total soal : 30 Nomor

Nama : Ahyahul Arga Alf

Skor maksimal : 100 30

PRE TEST

A. Multiple Choice (10 soal - 20 poin)

Pilih jawaban yang benar.

1. She to school every day.

- a. go
 (b) goes
 c. went
 d. going

2. They football yesterday.

- a. play
 b. plays
 (c) played
 d. playing

3. My mother cooking now.

- (a) is
 b. are
 c. am
 d. was

4. We English last night.

- a. study
 b. studies
 (c) studied
 d. studying

5. He very tired yesterday.

- a. am
 b. is
 (c) was
 d. are

6. The students in the classroom now.

- a. is
 (b) are
 c. was
 d. be

7. Rina TV last night.

- a. watch
 b. watches
 (c) watched
 d. watching

8. I happy today.

- (a) am
 b. is
 c. are
 d. was

9. She her homework every night.

- (a) do
 b. does
 c. did
 d. doing

10. They to Bali last year.

- a. go
 b. goes
 c. went
 (d) going

B. Subject - Verb Agreement (5 soal - 15 poin)

11. The boy ___ (play/plays) football every day.

12. The students ___ (is/are) ready.

13. Each student ___ (has/have) a book.

14. My father ___ (work/works) in an office.

15. Rina and Sinta ___ (is/are) happy.

C. Change the Verb into Correct Form (5 soal - 20 poin)

16. She (go) to school yesterday. : went

17. They (study) English every day. : study

18. My sister (watch) TV now. : watching

19. We (eat) dinner last night. : eat

20. He (be) very happy today. : be

D. Error Identification (5 soal - 15 poin)

Perbaiki kesalahan berikut :

21. She go to school every day. : She goes to school every day

22. They was late yesterday. : They were late yesterday

23. He don't like milk. : He doesn't like a milk

24. We is ready now. : We are ready now

25. I am go to school. : I go to school

E. Paragraph Completion (5 soal - 20 poin)

Yesterday, I wake (wake) up at 6 a.m. I took (take) a bath and eat (eat) breakfast.Then I go (go) to school. My teacher gave (give) us homework.

PRE TEST DAN POST TEST

Total soal : 30 Nomor

Skor maksimal : 400 50

Nama : Uwar Praga Fajar Adh

PRE TEST

A. Multiple Choice (10 soal – 30 poin)

Pilih jawaban yang benar.

1. She to school every day.
a. go
b. goes
c. went
d. going
2. They football yesterday.
a. play
b. plays
c. played
d. playing
3. My mother cooking now.
a. is
b. are
c. am
d. was
4. We English last night.
a. study
b. studies
c. studied
d. studying

5. He very tired yesterday.
a. am
b. is
c. was
d. are

6. The students in the classroom now.
a. is
b. are
c. was
d. be

7. Rina TV last night.
a. watch
b. watches
c. watched
d. watching

8. I happy today.
a. am
b. is
c. are
d. was

9. She her homework every night.
a. do
b. does
c. did
d. doing

10. They to Bali last year.
a. go
b. goes
c. went
d. going

B. Subject – Verb Agreement (5 soal – 15 poin)

11. The boy play (plays) football every day.
12. The students is (are) ready.
13. Each student has (have) a book.
14. My father work (works) in an office.
15. Rina and Sinta is (are) happy.

C. Change the Verb into Correct Form (5 soal – 20 poin)

16. She (go) to school yesterday. go
17. They (study) English every day. studying
18. My sister (watch) TV now. watches
19. We (eat) dinner last night. ate
20. He (be) very happy today. is

D. Error Identification (5 soal – 15 poin)

Perbaiki kesalahan berikut :

21. She go to school every day. she go to school every day
22. They was late yesterday. they were late yesterday
23. He don't like milk. He don't like a milk
24. We is ready now. we are ready now
25. I am go to school. I go to school

E. Paragraph Completion (5 soal – 20 poin)

Yesterday, I wake (wake) up at 6 a.m. I take (take) a bath and eat (eat) breakfast.
Then I go (go) to school. My teacher give (give) us homework.

POST TEST

Ulan Argun

A. Multiple Choice (10 soal - 30 poin)

1. My father usually coffee in the morning

- a. Drink
☒ b. Drinks
 c. Drank
 d. Drinking

2. They to the zoo two days ago

- a. Go
 b. Goes
☒ c. Went
 d. Going

3. Rina and Siska studying in the classroom now

- a. Is
 b. Am
☒ c. Are
 d. Was

4. The cat under the table every afternoon

- a. Sleep
☒ b. Sleeps
 c. Slept
 d. Sleeping

5. I at home last night

- a. Am
☒ b. Was
 c. Were
 d. Be

6. The children very noisy now

- a. Is
☒ b. Are
 c. Was
 d. Be

7. Rudi his bicycle yesterday morning

- a. Wash
 b. Washes
☒ c. Washed
 d. Washing

8. We very busy this week

- a. Am
 b. Is
☒ c. Are
 d. Was

9. She breakfast before going to school this morning

- a. Eat
 b. Eats
☒ c. Ate
 d. Eating

10. My parent to Makassar last month

- a. Travel
 b. Travels
☒ c. Traveled
 d. Traveling

B. Subject-Verb Agreement (5 soal - 35 poin)

11. The baby ____ (cries/cry) every night

12. The players ____ (is/are) practicing now

13. Every student ____ (has/have) a dictionary

14. My uncle ____ (drives/drive) to work every day

15. Rina and her cousin ____ (is/are) in the garden

C. Change in Verb into Correct Form (5 soal - 20 poin)

16. She (write) a letter last night

17. They (play) badminton every weekend

18. My mother (cook) in the kitchen now

19. We (see) that movie yesterday

20. He (be) absent last Monday

D. Error Identification (5 soal - 15 poin)

21. She have two sisters22. They was very tired yesterday23. My brother study English every night24. We is watching TV now25. I were happy last night

E. Paragraph Completion (5 soal - 20 poin)

Yesterday, my family went (go) to the beach. We played (play) volleyball together and my mother bring (bring) some food for us. The weather was (be) very sunny, so we was (feel) happy all day long.

POST TEST

A. Multiple Choice (10 soal - 20 poin)

- My father usually coffee in the morning
 - Drink
 - Drinks
 - Drank
 - Drinking
- They to the zoo two days ago
 - Go
 - Goes
 - Went
 - Going
- Rina and Siska studying in the classroom now
 - Is
 - Am
 - Are
 - Was
- The cat under the table every afternoon
 - Sleep
 - Sleeps
 - Slept
 - Sleeping
- I at home last night
 - Am
 - Was
 - Were
 - Be
- The children very noisy now
 - Is
 - Are
 - Was
 - Be
- Rudi his bicycle yesterday morning

- Wash
- Washes
- Washed
- Washing

- We very busy this week
 - Am
 - Is
 - Are
 - Was
- She breakfast before going to school this morning
 - Eat
 - Eats
 - Ate
 - Eating
- My parent to Makassar last month
 - Travel
 - Travels
 - Traveled
 - Traveling

B. Subject-Verb Agreement (5 soal - 15 poin)

- The baby cries/cry every night
- The players is/are practicing now
- Every student has/have a dictionary
- My uncle drives/drive to work every day
- Rina and her cousin is/are in the garden

C. Change in Verb into Correct Form (5 soal - 20 poin)

- She (write) a letter last night wrote
- They (play) badminton every weekend play
- My mother (cook) in the kitchen now is cooking

D. Error Identification (5 soal - 15 poin)

- She have two sisters has
- They was very tired yesterday were
- My brother study English every night studies
- We is watching TV now are
- I were happy last night was

E. Paragraph Completion (5 soal - 20 poin)

Yesterday, my family went (go) to the beach. We played (play) volleyball together and my mother brought (bring) some food for us. The weather was (be) very sunny, so we felt (feel) happy all day long.

POST TEST

Alhamdulillah

A. Multiple Choice (10 soal - 30 poin)

1. My father usually coffee in the morning
 - a. Drink
 - ☒ b. Drinks
 - c. Drank
 - d. Drinking
2. They to the zoo two days ago
 - a. Go
 - b. Goes
 - ☒ c. Went
 - d. Going
3. Rina and Siska studying in the classroom now
 - a. Is
 - b. Am
 - ☒ c. Are
 - d. Was
4. The cat under the table every afternoon
 - a. Sleep
 - ☒ b. Sleeps
 - c. Slept
 - d. Sleeping
5. I at home last night
 - a. Am
 - b. Was
 - ☒ c. Were
 - d. Be
6. The children very noisy now
 - a. Is
 - ☒ b. Are
 - c. Was
 - d. Be
7. Rudi his bicycle yesterday morning

- a. Wash
- b. Washes
- ☒ c. Washed
- d. Washing
8. We very busy this week
 - a. Am
 - b. Is
 - c. Are
 - ☒ d. Was
9. She breakfast before going to school this morning
 - a. Eat
 - b. Eats
 - ☒ c. Ate
 - d. Eating
10. My parent to Makassar last month
 - a. Travel
 - b. Travels
 - ☒ c. Traveled
 - d. Traveling

B. Subject-Verb Agreement (5 soal - 15 poin)

11. The baby cries/cry every night
12. The players (is/are) practicing now
13. Every student (has/have) a dictionary
14. My uncle (drives/drive) to work every day
15. Rina and her cousin (is/are) in the garden

C. Change in Verb into Correct Form (5 soal - 20 poin)

16. She (write) a letter last night wrote
17. They (play) badminton every weekend plays
18. My mother (cook) in the kitchen now is cooking

D. Error Identification (5 soal - 15 poin)

21. She have two sisters has
22. They was very tired yesterday were
23. My brother study English every night studies
24. We is watching TV now are
25. I were happy last night was

E. Paragraph Completion (5 soal - 20 poin)

Yesterday, my family went (go) to the beach. We play (play) volleyball together and my mother brought (bring) some food for us. The weather was (be) very sunny, so we felt (feel) happy all day long.

Appendix XI: Students' Feedback Questionnaire on the Effectiveness of The Handbook

KUESIONER TANGGAPAN SISWA

Judul Handbook : The Grammar Survive Guide
Nama Siswa : Nur Fauze
Kelas : 8A
Tanggal :

Petunjuk Pengisian

Berikan tanda centang (✓) pada jawaban yang sesuai dengan pendapatmu.

Pilihan Jawaban:

- Sangat Setuju (SS)
- Setuju (S)
- Kurang Setuju (KS)
- Tidak Setuju (TS)

A. Kemudahan Penggunaan

No	Pernyataan	SS	S	KS	TS
1	Handbook mudah digunakan	✓			
2	Halaman mudah dipahami	✓			
3	Saya tidak kesulitan saat menggunakan handbook	✓			
4	Tampilan handbook jelas	✓			

B. Kemenarikan Handbook

No	Pernyataan	SS	S	KS	TS
1	Tampilan handbook menarik	✓			
2	Warna dan gambar menyenangkan	✓			
3	Handbook membuat saya lebih tertarik belajar	✓			
4	Saya senang belajar menggunakan handbook	✓			

C. Kejelasan Materi

No	Pernyataan	SS	S	KS	TS
1	Handbook mudah dipahami	✓			
2	Catatan membantu memahami materi	✓			
3	Materi dalam handbook jelas	✓			
4	Saya mudah memahami isi handbook	✓			

KUESIONER TANGGAPAN SISWA

Judul Handbook : The Grammar Survive Guide
Nama Siswa : Alwinda
Kelas : 8A
Tanggal :

Petunjuk Pengisian

Berikan tanda centang (✓) pada jawaban yang sesuai dengan pendapatmu.

Pilihan Jawaban:

- Sangat Setuju (SS)
- Setuju (S)
- Kurang Setuju (KS)
- Tidak Setuju (TS)

A. Kemudahan Penggunaan

No	Pernyataan	SS	S	KS	TS
1	Handbook mudah digunakan	✓			
2	Halaman mudah dipahami	✓			
3	Saya tidak kesulitan saat menggunakan handbook	✓			
4	Tampilan handbook jelas	✓			

B. Kemenarikan Handbook

No	Pernyataan	SS	S	KS	TS
1	Tampilan handbook menarik	✓			
2	Warna dan gambar menyenangkan	✓			
3	Handbook membuat saya lebih tertarik belajar	✓			
4	Saya senang belajar menggunakan handbook	✓			

C. Kejelasan Materi

No	Pernyataan	SS	S	KS	TS
1	Handbook mudah dipahami	✓			
2	Catatan membantu memahami materi	✓			
3	Materi dalam handbook jelas	✓			
4	Saya mudah memahami isi handbook	✓			

KUESIONER TANGGAPAN SISWA

Judul Handbook : The Grammar Survive Guide
Nama Siswa : Alwinda Fauze
Kelas : 8A
Tanggal :

Petunjuk Pengisian

Berikan tanda centang (✓) pada jawaban yang sesuai dengan pendapatmu.

Pilihan Jawaban:

- Sangat Setuju (SS)
- Setuju (S)
- Kurang Setuju (KS)
- Tidak Setuju (TS)

A. Kemudahan Penggunaan

No	Pernyataan	SS	S	KS	TS
1	Handbook mudah digunakan	✓			
2	Halaman mudah dipahami	✓			
3	Saya tidak kesulitan saat menggunakan handbook	✓			
4	Tampilan handbook jelas	✓			

B. Kemenarikan Handbook

No	Pernyataan	SS	S	KS	TS
1	Tampilan handbook menarik	✓			
2	Warna dan gambar menyenangkan	✓			
3	Handbook membuat saya lebih tertarik belajar	✓			
4	Saya senang belajar menggunakan handbook	✓			

C. Kejelasan Materi

No	Pernyataan	SS	S	KS	TS
1	Handbook mudah dipahami	✓			
2	Catatan membantu memahami materi	✓			
3	Materi dalam handbook jelas	✓			
4	Saya mudah memahami isi handbook	✓			

Appendix XII: Virtue of Consultant Degree



DEKAN FAKULTAS TARBIYAH
NOMOR : B-3711/n.39/FTAR.01/PP.00.9/11/2025

TENTANG

PENETAPAN PEMBIMBING SKRIPSI/TUGAS AKHIR MAHASISWA

DENGAN RAHMAT TUHAN YANG MAHA ESA

DEKAN FAKULTAS TARBIYAH INSTITUT AGAMA ISLAM NEGERI PAREPARE

- 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 29 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: **YESSICKA NOVIASMY, M.Pd.**, sebagai pembimbing skripsi/tugas akhir bagi mahasiswa :
Nama Mahasiswa : ZAHRA ZALZABILLA
NIM : 2220203888203036
Program Studi : Pendidikan Bahasa Inggris
Judul Penelitian : DESAINING ENGLISH GRAMMAR HANDBOOK FOR JUNIOR HIGH SCHOOL 1 LILIRIAJA SOPPENG
 - 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 13 November 2025
Dekan.



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

Appendix XIII: Research Permit Recommendation



**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 91110, website : www.iainpare.ac.id email: mail.iainpare.ac.id

SURAT KETERANGAN BEBAS KULIAH

Nomor: B-1506/In.39/FTAR.01/PP.00.9/05/2026

Yang bertanda tangan di bawah ini Kabag Tata Usaha Fakultas Tarbiyah Institut Agama Islam Negeri Parepare

Nama : Naharuddin, S.Ag, M.Pd.
NIP : 196909062001121001
Pangkat / Golongan : Pembina Tk. I / IVb
Jabatan : Kabag Tata Usaha Fakultas Tarbiyah
Instansi : Institut Agama Islam Negeri Parepare

menerangkan dengan sesungguhnya bahwa :

Nama : ZAHRA ZALZABILLA
NIM : 2220203888203036
Fakultas : Fakultas Tarbiyah
Program Studi : S1 - Pendidikan Bahasa Inggris
Alamat : Jl. H.A.Hasan No.147, Galung Kec. Liliriaja, Kab. Soppeng
Prov. Sulawesi Selatan

Berdasarkan data Administrasi Bagian Akademik, mahasiswa tersebut telah melulusi semua mata kuliah wajib sehingga diberikan hak mengikuti ujian Komprehensif.

Demikian Surat Keterangan ini dibuat dengan sesungguhnya untuk dipergunakan sebagaimana mestinya.

Parepare, 18 Mei 2026
Kabag Tata Usaha Fakultas Tarbiyah,



Naharuddin, S.Ag, M.Pd.
NIP 196909062001121001

Appendix IVX: Permission Research



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PAREPARE
FAKULTAS TARBİYAH

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-1309/in.39/FTAR.01/PP.00.9/05/2026 06 Mei 2026
Sifat : Biasa
Lampiran : -
Hal : Permohonan Izin Pelaksanaan Penelitian

Yth. BUPATI SOPPENG
Cq. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu
di
KAB. SOPPENG

Assalamu Alaikum Wr. Wb.

Dengan ini disampaikan bahwa mahasiswa Institut Agama Islam Negeri Parepare :

Nama	: ZAHRA ZALZABILLA
Tempat/Tgl. Lahir	: TAJUNCU, 08 Oktober 2003
NIM	: 222020388203036
Fakultas / Program Studi	: Tarbiyah / Pendidikan Bahasa Inggris
Semester	: VIII (Delapan)
Alamat	: JL. H.A.HASAN NO.147, GALUNG KEC. LILIRIAJA, KAB. SOPPENG PROV. SULAWESI SELATAN

Bermaksud akan mengadakan penelitian di wilayah BUPATI SOPPENG dalam rangka penyusunan Skripsi yang berjudul :

DEVELOPING ENGLISH GRAMMAR HANDBOOK FOR JUNIOR HIGH SCHOOL 1 LILIRIAJA SOPPENG REGENCY

Pelaksanaan penelitian ini direncanakan pada tanggal 06 Mei 2026 sampai dengan tanggal 06 Juni 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

Appendix VX: Letter of Research Completion

 **PEMERINTAH KABUPATEN SOPPENG**
SMP NEGERI 1 LILIRIAJA
Jalan H. A. Mahmud No. 8 Cangadi, Sulawesi Selatan, 90861
Telp. (0484) 421154, Email : smpn1liliriajaya@gmail.com

SURAT KETERANGAN PENELITIAN
Nomor : 800/109/SMPN.1-LR

Yang bertanda tangan dibawah ini :

Nama	: H. SUKARDING K, S.Pd., M.Si
NIP	: 19670407 199103 1 013
Pangkat/Gol	: Pembina Utama Muda, IV/c
Jabatan	: Kepala SMPN 1 Liliriaja

Menerangkan bahwa :

Nama	: Zahra Zalzabilla
NIM	: 2220203888203036
Program Studi	: Pendidikan Bahasa Inggris
Fakultas	: Tarbiyah

Telah selesai melaksanakan penelitian di SMPN 1 Liliriaja Kabupaten Soppeng, yang dilaksanakan selama 1 bulan pada tanggal 11 Mei 2026, dengan judul penelitian "Developing English Grammar Handbook For Junior High School 1 Liliriaja Soppeng Regency".

Demikian surat keterangan ini dikeluarkan untuk dipergunakan sebagaimana mestinya.

Cangadi, 20 Mei 2026
Kepala SMPN 1 Liliriaja,

H. SUKARDING K, S.Pd., M.Si
NIP. 19670407 199103 1 013

CURRICULUM VITAE



ZAHRA ZALZABILLA, The author was born in Tajuncu Soppeng, October 08th 2003 South Sulawesi. She is the second for three siblings. Her father's name is Bahar and her mother's name is Sakkatang. She is a student of English Education Departement in Tarbiyah Faculty at State Islamic Institute (IAIN) Parepare. Her education background, she began her education during the 2008-2010 at TK Pertiwi and continued on to elementary school at SDN 210 Sanrangeng. She continued her study in Junior high school at SMPN 1 Liliraja and completed her education there in 2019. Then she continued her education at SMKN 3 Soppeng which she graduated in 2022. She decided to continue her education at the State Islamic Institute (IAIN) Parepare. Finally she completed her thesis with the tittle "Developing English Grammar Handbook for Junior High School 1 Liliraja Soppeng Regency".