DESIGNING BASIC TENSES MATERIAL BY QR CODE FOR THE TENTH-GRADE STUDENTS OF SMAN 5 LUWU TIMUR

A Thesis

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

IAIN PALOPO

Written by :

Sri Winarsih
(2002020002)

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

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1. This thesis is originally my own work, not the result of the plagiarism or duplication of the work of other that I acknowledge as my own work or thought.
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In the end, this statement is made truthfully and to be used in accordance with its purpose.

Palopo, 29th October 2024

Regards,

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THESIS APPROVAL

This thesis, entitled "Designing Basic Tenses Material by QR Code for the Tenth-Grade Students of SMAN 5 Luwu Timur" written by Sri Winarsih, Reg. Number 20.0202.0002, the student of English Language Study Program of Education and Teacher Training Faculty at State Islamic Institute of Palopo, has been examined and defended in *MUNAQASYAH* session which is carried out on Friday, August 30th 2024 M, coincided with Rabi'll 6, 1446 H. It is has been approved by the examiner as requirement to pursue the title of *Sarjana Pendidikan* (S.Pd)

Palopo,29th October 2024

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ACKNOWLEDGEMENT

بِسْمِ اللهِ الرَّحْمٰنِ الرَّحِيْمِ

Alhamdulillah Rabbil 'Alamin, in the name of Allah, the most gracious and merciful. Without blessing and mercy, the researcher would have never been able to start and complete this thesis as one of the requirements for the degree of S.Pd at the State Islamic Institute of Palopo on the title ***Designing Basic Tenses Material by QR Code for the Tent-Grade Students of SMA N 5 Luwu Timur.*** Peace may be upon our beloved prophet Muhammad Sallallahu 'alaihi wasallam.

The researcher realizes that this thesis would not have been complete without support, advice, guidance and suggestions from many people. Therefore, in this chance, the researcher would like to express special thanks to :

1. Dr. Abbas Langaji, M.Ag., as the Rector of IAIN Palopo.

2. Prof. Dr. H. Sukirman Nurdjan, S.S., M.Pd., as the Dean of Education Study Program Training Faculty of IAIN Palopo.

3. Husnaini, S.Pd., M.Pd., as the Head of the English Language Education Program of IAIN Palopo and as the second consultant has given a lot of help, explanation, correction, suggestions and motivation to researcher to become good students.

4. Prof. Dr. Sahraini, M.Hum., as the first consultant, has given guidance, explanation, correction, suggestions, and some ideas until the researcher can finish this thesis.

Finally, the researcher realized that this thesis was still far from perfect, therefore, the researcher was very happy when advised and also criticized to be better. And researcher hoped the thesis could be useful and make a positive contribution to readers and others.

Palopo, 28 August 2024

The researcher

Sri Winarsih

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ABSTRACT

Sri Winarsih, 2024. *Designing Basic Tenses Learning Materials Using QR Code for Grade X Students ar SMAN 5 Luwu Timur.* Thesis of English Language Education Study Program, Education and Teacher Training Faculty, Institut Agama Islam Negeri (IAIN) Palopo. Supervised by Sahraini and Husnaini.

This study aims to design basic tenses learning materials using QR codes for Grade X students at SMAN 5 Luwu Timur. It addresses the research question: "How does the researcher design basic tenses learning materials with QR codes for Grade X students at SMAN 5 Luwu Timur?" This study employed the Research and Development (R&D) method using the 4D model (Define, Design, Develop, and Disseminate). The research subjects consisted of 36 students and one English teacher at SMAN 5 Luwu Timur. Data were collected through interview and a needs analysis questionnaire. Additionally, the validation process was carried out through assessments by three experts: a subject, language and layout expert. The material design was developed based on the analysis of students' needs conducted using printed media or answer sheets. The designed materials consist of three main topics, each equipped with QR codes linked to (1) material explanations, (2) quizzes, and (3) audiovisual content. Expert validation score 87.23%, placing the materials in the 'good' category. Based on the validation results, it can be concluded that the product, "Basic tenses Materials with QR Codes for Grade X Students", is suitable for use. This study is expected to contribute to the field of education and plays as a reference for future researchers.

Keywords: Tenses, Learning Media, QR Code, Research and Development

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ABSTRAK

Sri Winarsih, 2024. *Perancangan Materi Basic Tenses dengan QR Code untuk Siswa Kelas X SMAN 5 Luwu Timur.* Skripsi Program Studi Pendidikan Bahasa Inggris Fakultas, Tarbiyah dan Keguruan, Institut Agama Islam Negeri (IAIN) Palopo. Dibimbing oleh Sahraini dan Husnaini.

Penelitian ini bertujuan untuk merancang materi basic tenses dengan QR Code untuk siswa kelas X SMAN 5 Luwu Timur. Penelitian ini menjawab pertanyaan, "Bagaimana peneliti merancang Materi Basic Tenses dengan kode QR untuk siswa kelas X SMAN 5 Luwu Timur?" Penelitian ini menggunakan metode Research and Development dengan model 4D (*Define, Design, Development,* dan *Disseminate*). Sebanyak 36 siswa dan satu guru Bahasa Inggris di SMAN 5 Luwu Timur sebagai subjek dalam penelitian ini. Data dikumpulkan melalui wawancara dan kuesioner analisis kebutuhan. Selain itu, proses validasi dilakukan melalui penilaian dari tiga ahli yaitu ahli materi, ahli bahasa, dan ahli desain dan tata letak. Desain materi dikembangkan berdasarkan analisis hasil kebutuhan siswa yang dilakukan melalui media cetak atau lembar jawaban. Materi yang dirancang terdiri dari 3 topik utama yang masing-masing dilengkapi dengan QR Code yang dihubungkan dengan (1) penjelasan materi, (2) Kuis, dan (3) Audio Visual. Nilai validasi ahli memperoleh nilai sebesar 87,23% atau berada pada kategori "baik". Berdasarkan hasil validasi ahli dapat disimpulkan bahwa produk "Materi Tenses Dasar dengan QR Code untuk Siswa Kelas X" layak digunakan. Penelitian ini diharapkan dapat memberikan kontribusi bagi dunia pendidikan dan peneliti selanjutnya.

Kata Kunci: Tenses, Media Pembelajaran, QR Code, Penelitian dan Pengembangan

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Date	Signature
25/11/2024	

ملخص الرسالة

سري وينارسيه، 2024. تصميم مواد (*Basic Tenses*) باستخدام (*QR Code*) لطلبة الصف العاشر في المدرسة SMAN 5 لووو الشرقية. رسالة جامعية في شعبة تدريس اللغة الإنجليزية، كلية التربية والعلوم التعليمية، الجامعة الإسلامية الحكومية فالوفو، تحت إشراف سهريني وحسنيني.

تهدف هذه الدراسة إلى تصميم (*Basic Tenses*) باستخدام رمز الاستجابة السريعة (*QR Code*) لطلبة الصف العاشر في المدرسة SMAN 5 لووو الشرقية. تُجيب هذه الدراسة عن سؤال البحث: "كيف يقوم الباحث بتصميم (*Basic Tenses*) باستخدام رمز الاستجابة السريعة (*QR Code*) لطلبة الصف العاشر في مدرسة SMAN 5 لووو الشرقية؟ استخدمت الدراسة منهج البحث والتطوير (*Research and Development*) مع نموذج (*4D*) (التحديد، التصميم، التطوير، والنشر). شملت عينة الدراسة 36 طالبًا وطالبة ومعلمًا واحدًا للغة الإنجليزية في المدرسة المذكورة. جُمعت البيانات من خلال المقابلات واستبيانات تحليل الاحتياجات. بالإضافة إلى ذلك، تم إجراء عملية التحقق من صحة المواد من قبل ثلاثة خبراء: خبير في المادة، وخبير في اللغة، وخبير في التصميم والتنسيق. تم تطوير تصميم المواد بناءً على تحليل احتياجات الطلبة باستخدام الوسائل المطبوعة أو أوراق الإجابة. تتكون المواد المصممة من ثلاثة مواضيع رئيسية، وكل موضوع مدعوم برمز الاستجابة السريعة (*QR Code*) المرتبط بـ (1) شرح المواد، (2) اختبارات قصيرة، و(3) مواد صوتية وبصرية. حصلت درجة التحقق من صحة الخبراء على نسبة 87.23%، مما يشير إلى أنها في فئة "جيدة". بناءً على هذه النتائج من الخبراء، يمكن الاستنتاج أن المنتج "مواد (*Basic Tenses*) باستخدام رمز الاستجابة السريعة (*QR Code*) لطلبة الصف العاشر" صالح للاستخدام. ومن المتوقع أن تساهم هذه الدراسة في تطوير التعليم وإفادة الباحثين المستقبليين.

الكلمات المفتاحية : قواعد الأزمنة (*Tenses*)، وسائل تعليمية، رمز الاستجابة السريعة (*QR Code*)، البحث والتطوير.

CHAPTER I

INTRODUCTION

A. Background

In Indonesia, the curriculum emphasizes the importance of English as the main subject. Because global competition continues to increase, it requires learning English in schools.[1] However, in some cases, the available curriculum and teaching materials may be inadequate or ineffective in meeting students' needs, especially in tenses. Students often have difficulty understanding and applying the concept of tenses because the material presented is inadequate or poorly structured. A lack of quality teaching materials can also cause low levels of understanding and limited communication skills.

Tenses are a fundamental component in writing English which not only determines the clarity and accuracy of the message conveyed but also plays an important role in building the author's credibility and professionalism. Correct utilization of tenses allows writers to communicate the timing, sequence, and duration of events accurately, so readers can better understand the context and flow of the story. However, many writers have difficulty understanding the basic concept of tenses and how to apply them correctly. The differences between similar tenses, such as past

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[1] Dian Pajarwati et al., *"Curriculum Reform in Indonesia : English Education toward the Global Compeitiveness,"* ETDG: Indonesian Journal of Research and Educational Review 1, no. 1 (2021): 28–36.

1

simple and present perfect, often confuse writers.[2] These findings show that students are not yet familiar with the basic tenses. Thus, English teachers must prioritize students' EFL English tenses from the start. Meanwhile according to research result, students may improve their thought skills and their English skills, such as grammar and vocabulary, through writing activities.[3] Spelling, vocabulary, grammar, and punctuation are key elements in helping students write sentences and texts that make sense and flow well.

For most Indonesian students, having good grammar knowledge is believed to be necessary to support their speaking and writing skills. However, one part of grammar that is considered difficult is tense.[4] Tenses are grammar in English where the emphasis on the utilize of verb forms is related to the use of time. In English, three parts of time must be known, namely past, present, and future. This grammar is the main component of language, which consists of rules of grammatical structure. It means that all language skills are covered by grammar. Knowledge of grammar is one of the areas necessary to understand the linguistic systems of other languages. This includes the study of tenses, sentence structure, and the corresponding parts of speech. The tenses most often used are the present tense. Meanwhile, students are often

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[2] Anita Purba et al., *"Errors in Using English Verbs by EFL Students: Tenses and Aspects Analyses,"* Scope : Journal of English Language Teaching 7, no. 2 (2023): 137, https://doi.org/10.30998/scope.v7i2.16437.

[3] Jayanti, A. D. *Student's Writing Ability on English Descriptive Text at Grade* VIII in SMPN 33 Padang. English Franca : Academic Journal of English Language and Education, 3(01), 71. (2019).

[4] Rina Listia and Emma Rosana Febriyanti, *"EFL Learners' Problems in Using Tenses: An Insight for Grammar Teaching,"* IJET (Indonesian Journal of English Teaching) 9, no. 1 (2020): 86–95, https://doi.org/10.15642/ijet2.2020.9.1.86-95.

confused when they see many types of verbs that are formed and they associate them with time. They argue that verb tenses are always associated with a certain time.

Tenses are imperative and basic components of the English language. "tense in verb expresses the time an action occurs about the moment of speaking.[5] states that the term 'tense' is a linguistic concept: it is related to the phenomenon that languages have different verb forms according to different ways in which the speaker can find the actualization of certain situations in time. As a grammar category, tense consists of a combination of grammatical forms and meanings. Mastery of tenses is something that should not be ignored because it is the key to a more perfect conversation.[6] But in reality, there are still many who experience difficulties in compiling sentence structures and understanding language

Many people can speak English but sometimes do not use good grammatical structures. They argue that in speaking English we don't need to focus too much on grammar the most important thing is to be confident in speaking English. explains that tenses that show a particular verb form to indicate a situation in a particular time have a significant role in constructing a meaningful sentence. European languages superimpose a system of verb tenses and aspectual contrast ('I live in London' as opposed to ' I am living in London') on the fluidity of real-time.[7]

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[5] Cowan, R. The Teachers Grammar of English Cambridge University Press.(2008)

[6] Ady Ahmadi Siregar. *"Aplikasi Pembelajaran tenses Menggunakan Metode Computer Based Instruction (CBI)."* V0l. IV3 (2014).

[7] Declerck, R. *The Grammar of the English Verb Phrase. In B. Kortmann & E. C. Traugott (Eds.), Topics in English Linguistics* (Vol. 1, p. 856). Berlin: Walter de Gruyter GmbH & Co. KG.(2006)

A solid understanding of tenses in English is an important component of effective communication skills. Tenth-grade students are a particularly relevant group for gaining a solid understanding of tenses, as this is an important stage in preparing them for final exams as well as preparing their language skills for everyday life.

In today's globalized world, technology has a major impact on all aspects of life. it helps to facilitate social and linguistic change. Technology is at the heart of globalization, and it affects work, education, and culture.[8] This is especially true in the current era, as technology is constantly changing the world around us. As a result, it is essential to use modern technology to effectively teach English. Awareness of how technology can add value to English language teaching is key.

The rapid technological advancement in recent years has provided educators with opportunities to use technology for education.[9] Therefore, the use of technology has become nearly ubiquitous for language learning. New technologies (virtual reality, augmented reality, or wearable technology) were detected and increasingly available. Furthermore, emerging technologies (cloud computing, computational thinking, natural language processing, etc.) are maturing and very promising to be used for language learning and instruction. Studies have shown that technology can promote the

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[8] Graddol, D. *The impact of macro socioeconomic trends on the future of the English language.* Department of English, Stockholm University. (2020)

[9] Rustam Shadiev and Mengke Yang, "Review of Studies on Technology-Enhanced Language Learning and Teaching," *Sustainability (Switzerland)* 12, no. 2 (2020), https://doi.org/10.3390/su12020524.

learning performance of language learners, increase learning motivation, and provide them with more efficient means of language learning.

These five main points mentioned above indicate that technology can help teachers create the path for students to work in the way they like, and have better learning. Technology has changed the landscape of English language teaching (ELT).[10] It has created new challenges and responsibilities for teachers, but it has also provided new opportunities to make ELT more interesting, innovative, and productive. One of the biggest challenges that technology has created for ELT is the need to stay up-to-date with the latest trends. New technologies are emerging all the time, and teachers need to be able to adapt their teaching methods to use them effectively. This can be a challenge, but it is also an opportunity to learn new things and to keep ELT fresh and exciting.

The idea of authentic teaching has led to the integration of non-educational tools and materials into pedagogical activities. Multilingual text linked to URL, product reviews, or any information embedded within. Although this tool is popularly used as an effective tool in marketing, advertising, product information, and logistics, it has the potential to be integrated into the teaching and learning process. State various benefits in their research regarding the use of QR in teacher education programs. Students who are assisted by QR show significant improvement in results compared to students who

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[10] Mustafa Altun and Hassan Khurshid Ahmad, *"The Use of Technology in English Language Teaching : A Literature Review The Use of Technology in English Language Teaching : A Literature Review,"* no. August (2021), https://doi.org/10.23918/ijsses.v8i1p226.

only rely directly on instructional learning.[11] It can be concluded that the use of QR code in learning has received a good response from students and teachers

The concept of online education initially surfaced in the form of remote education during historical development. So current technological development encourages educators to integrate technology into classroom learning with the help of mobile devices. QR codes are one of the most popular tools for implementing technology-enriched teaching (TEI) in the classroom with various advantages.[12] In addition, his research results revealed that students' macro skills developed substantially. Apart from that, their perspective towards instructions enriched by QR codes has changed positively, for educators to include QR codes in EFL classes to increase student enthusiasm.

Due to this fact, QR codes have affected the nature of education on a global scale in various dimensions. To illustrate, online education sessions can be run by QR codes. In addition, e-feedback about any exams or writing activities can be provided through QR codes. Furthermore, supplementary materials to be directed to videos, presentations, articles, books, or encyclopedias can be offered conveniently via QR

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[11] Misnawati Misnawati, Yusriadi Yusriadi, and Saidna Zulfiqar Bin Tahir, *"QR Code Scanning System as a Meaning-Focused Input Approach in English Textbook,"* Mextesol Journal 47, no. 3 (2023): 0–3, https://doi.org/10.61871/mj.v47n3-21.

[12] *"EFL Learners' Perceptions on QR Code Enriched Instruction in Developing Macro-Skills,"* International Journal of Social Sciences & Educational Studies 10, no. 3 (2023), https://doi.org/10.23918/ijsses.v10i3p326.

codes.[13] They can have beneficial effects on educators, learners, and parents. The procedures that will be time-consuming and troublesome with other instruments can be fulfilled in a very short time through QR codes. In addition, they offer visual stimuli for the learners, so they can learn well compared to traditional teaching platforms. In addition, learners can be actively involved in hands-on activities through QR codes rather than staying passive in a traditional format. It can be stated that QR codes have the potential to transform the conduct of education dramatically.

Based on the results of observation, the researcher found that the tenth-grade students at SMAN 5 Luwu Timur. Having problems in learning English, especially in making sentences using tense, speaking, writing. They said that when learning English they were very bored and not confident in learning English because they did not know how to speaking ,and also writing good sentences in English. Besides that, they also said that during the semester exams, they had great difficulty understanding the English questions because of a lack of understanding of tenses and vocabulary. In this case, no one has specially designed a book about basic tenses.

The concept of tenses teaches how time is used in sentences related to the verse of Qs. al-asr (103: 1-3).

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[13] AlNajdi, S. M. *The effectiveness of using augmented reality (AR) to enhance student performance: Using quick response (QR) codes in student textbooks in the Saudi education system.* Educational Technology Research and Development: ETR & D, 70(3), 1105–1124. https://doi.org/10.1007/s11423-022-10100-4. (2022).

وَالْعَصْرِ (١) اِنَّ الْاِنْسَانَ لَفِيْ خُسْرٍ (٢) اِلَّا الَّذِيْنَ اٰمَنُوْا وَعَمِلُوا الصّٰلِحٰتِ وَتَوَاصَوْا بِالْحَقِّ

وَتَوَاصَوْا بِالصَّبْرِ (٣)

" By the time (1), verily man is in loss (2), Except those who believe and do righteous deeds, and advise each other to truth, and advise each other to patience (3).

Based on this research, researcher will designed basic tense material by QR codes as an English learning. With this learning media, it is hoped that students can optimize tense learning and students can improve their English skills. Apart from that, the existence of this learning media can make students more interested in studying tenses because of its attractive appearance. With the QR Codes feature, tense material can be accessed repeatedly at home utilize technological facilities. This teaching material can also be utilized by teachers to teach tense material to their students.

B. Research Question

Based on the problem in the background, the research formulated the following research questions as follows:

How does the researcher design Basic Tenses Material by QR Code for the tenth-grade students of SMAN 5 Luwu Timur?

C. The Objective of the Research

According to formulation, this research aims to design A Basic Tenses book for the tenth-grade Students at SMAN 5 Luwu Timur.

D. The Significance of the Researcher

The significance of this research is:

1. Theoretically

The result of this research is expected to use the product in teaching and learning English. It is hoped that the results of this study can be a reference for further research and add more in-depth material about tenses.

2. Practically

    a. This product can be a guide for teachers in teaching tenses to students.

    b. Students will use this product in learning English about tenses.

    c. The future researcher can use this product as a reference.

E. Specification of the Expected Product

The Basic Tenses Book will be designed with the following specifications:

1. The contents of the product that will be presented include several tenses, including simple present tense, present continuous tense, simple past tense, past continuous tense, simple perfect tense, and present perfect continuous.

2. The contents of the book will use a QR code to access videos in the form of film clips that use tenses that match the subtitle.

F. The Assumption and Limitation of the Research

This researcher has assumptions in designing the Basic Tenses Book for the tenth-grade senior high school students as follows:

1. The specification of this book is four kinds of tenses.

2. The design of this book can attract students' interest in studying tenses.

3. This book can help students improve their knowledge skills regarding kinds of tenses. Students can also access material repeatedly at home using QR Codes in the tenses book.

4. In the book there will be basic tenses material which can be accessed using a QR code in the form of explanations of basic tenses material presented in the form of videos or film clips and power points. and contains worksheets to strengthen the material.

The design of this book has limitations, namely: The design of this book has limitations, namely that it will only discuss a few tenses. The product being created will have a limited problem namely, this product is designed to use QR codes to access videos that contain video explanation. Students may experience problems accessing videos via QR code. Due to network problems, students do not have cell phones and do not have a quota.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Study

There are some previous studies related to the research they are :

Aziz in his research found that book developed for studying tenses were designed with a fun model. Although they focused more on speaking skills but were also suitable for studying and teaching tenses. So that the book developed can be utilize for further research.[14] The similarity of the study with my research is developing a book related to the use of tenses. The difference with my research is that I am designing special material, basic tenses, using QR codes as teaching material in schools for tenth-grade students.

Novalinda and Ayendi the researchers found that in learning English grammar, at several high schools in Padang, in general, tenses are quite inclusive terms and can include various combinations of tenses, aspects, and modalities.[15] So that they are included in the category of 'perfect' tenses, and 'future' tenses. However, not all of them are studied in depth but follow and adapt to the topic or text in the book. With so many tenses not studied specifically, it is difficult for students to understand them, so they often have difficulty speaking and writing.

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[14]Aziz, Imam Nur. *"The Development of English Grammar Book Through Direct Method: Research and Development Study at Mambaus Sholihin English Course."* Alsuna: Journal of Arabic and English Language 3.1 (2020): 1-18.

[15] Novalinda, Ayendi. *"The English Teaching of Tenses, Aspect and Moods in Senior High School in Padang."* Advances in Social Science,Education and Humanities Research, vol.539

The similarity of the study with my research is the lack of students' understanding of the use of tenses in school. with book teaching materials that include aspects, tenses, and modalities so that the discussion of tenses is not discussed specifically in the book used. The difference is that the researcher will make a basic tenses book that discusses specifically the basic tenses that will be used as teaching material in school for tenth-grade students.

Rusdin in his research found that students (Madrasah Aliyah Negeri) or MAN Dompu are quite interested in English subjects. However, students' ability to utilize simple present tense, is still low. Apart from that, students also feel that English is difficult for them because of the lack of motivation from teachers, and they never provide information to students about the importance of learning English, especially tenses, and English teachers never pay attention to students who experience this difficulty in learning English.[16] This research is similar to research on tense learning at the high school level. The difference in this research is the development of teaching media that will be developed by researchers, namely teaching materials about basic tenses for senior high school so that students can easily learn tenses and attract students' interest in learning English.

Aril, Sahraini, and Furwana the researchers developed supporting media for learning English grammar for second semester English students at IAIN Palopo, by

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[16] Rusdin, R. *The Students Difficulties in Using Simple Present Tense : A Case Study at Senior High School Student Simple Present Tense.* Journal of English Language Teaching and Literature (JELTL), *5*(1), 90-102. (2022).

utilizing online comic media which was accessed via the Weebton application. using the RND development method. The research results show that this online comic-based media is effective as a supporting medium in learning English grammar, because it suits students' needs and is suitable for use in the classroom.[17] What the research has in common with my research is developing products related to the use of online media as a teaching medium. The difference with my research, I designed special materials, basic tenses, using QR codes as teaching materials at school for tenth grade students.

Roblesin his research result found that conducted after a study on 28 Spanish university students revealed that QR code-enriched instruction enhanced their grammar and vocabulary knowledge dramatically.[18] This research has in common with the use of QR Codes in English language learning. The difference is that teaching is carried out at different levels, namely, previous researchers taught English using QR codes at the university level. Meanwhile, this researcher will conduct QR Codes-based learning at the high school level.

Patricia Kemala Azizza in her research that the application of QR codes in English language learning is very effective and flexible. Apart from that, the QR code provided can also help students know the correct pronunciation of vocabulary, which

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[17] Muhammad Ariel, Sahraini, and Dewi Furwana, "Developing the Content of Webtoon Comic Application as Supporting Media in Learning English Grammar at the 2nd Semester English Students of IAIN Palopo," *FOSTER: Journal of English Language Teaching* 1, no. 2 (2020): 139–58, https://doi.org/10.24256/foster-jelt.v1i2.15.

[18] Robles Becerra, P. J*A study of effectiveness of kahoot in EFL primary students' vocabulary learning in reading skills (Doctoral dissertation),* Universidad Andrés Bello, Chile. . (2022).

can improve students' listening comprehension.[19] The researcher found What this research has in common is QR code-based English learning to attract students' interest in learning English. The difference in this research is that previous researchers taught speaking using QR codes.

All previous studies have similarities in analyzing learning tenses at school and the use of QR codes in learning. in learning English students only need to know and memorize tenses without any in-depth discussion of tenses so that students feel bored and not interested in learning English. The difference lies in the teaching materials that will be developed. This teaching material will focus on several tenses needed by tenth-grade high school students and will be designed to be as interesting as possible so that students do not feel bored when learning about tenses.

B. Delimitations of Problem

The product being created will have a limited problem namely, this product is designed to use QR codes to access videos that contain video explanations. Students may experience problems accessing videos via QR code. Due to network problems, students do not have cell phones and do not have a quota. And that it will only discuss a few tenses

C. Literature Review

1. The concept of Tenses

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[19] Pathrisia Kemala Azizza, *"Using Quick Response Codes in Listening Comprehension for Senior High School The Implementation of Using Quick Response Codes in Listening Comprehension for Senior High School,"* no. 2004 (2020): 125–31.

a. The definition of Tenses

Tenses are changes in time that affect verbs in English. In English, different adverbs of time can affect the form of a sentence, especially the verb. Simple tenses are verb forms that show the time of an event. In the Oxford dictionary, tenses mean changes in verbs that affect the time and occurrence of events.[20]

A 'tense' is a form of the verb that demonstrates the time, state, action, or event. Any lexical or auxiliary verb in a sentence agrees with its subject and predicate and expresses an action or state. In Longman Dictionary of Language Teaching and Applied Linguistics (2012:590), "Tense describes the relationship between the form of the verb and the time of the action". Many linguistics believe that only two tenses such as present and past function in English.[21] On the other hand, it was stated that the basic system of tenses in the English language consists of three main formal categories of tenses such as past tense, present tense, and future By tense. These categories yield further sub-types of tenses such as present indefinite, present continuous, present perfect, and present perfect continuous under the category of present tense.

In English, tense is a very important matter, because all occurrences, events, or actions, which were in a sentence must as according to the time of happening. Some people who learn English find it difficult to understand tenses. However, it should be

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[20] Budi Ardian Saputra, *Tenses Vocabulary and Conversation for Nursing* (in media, 2016), p.7.

[21] Bardovi-Harlig, Kathleen. *"Tense and aspect in second language acquisition: Form, meaning, and use."* Language Learning: A Journal of Research in Language Studies 50 (2000): 1.

pointed out that time about action is a concept that exists in the mind of the speaker, reader, or listener.

According to Declereck tense can be defined as grammaticalization of the relationship that holds between the time of the situation that is being described, and the temporal zero-point of the deictic context.[22] A tensed proposition will, therefore, contain a reference to some point or period which can only be identified in terms of the zero-point of utterance. According to Gisborne defines an absolute tense as a tense that relates the time of the situation directly to the 'temporal zero point' or to, which is normally the time of speech and functions as an orientation time.[23]

From the understanding of the experts above, researchers conclude that tense is a time related to the occurrence of an event. Usually tense is used according to an event that occurs, for example, past, future, and present events. However, it needs to be emphasized that time about action is a concept that exists in the mind of the speaker, reader, or listener.

b. Kinds of Tenses

Tenses in English are verb forms that indicate the time of events or circumstances. The definition and classification of tenses according to experts can vary, but basically, they focus on aspects of time (past, present, future) and aspect (simple,

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[22] Declerck, R. *Tense in English: Its Structure and Use in Discourse (2nd Edn).* Routledge. (2015) [1991]

[23] Gisborne, N. *English language and linguistics, 12*, pp 533-538 doi:10.1017/S1360674308002748. (2008)

continuous, perfect, perfect continuous).[24] Miller argues for a B-Theory of tense where she negates the present tense. She contends that 'The B-theory of time naturally aligns with eternalism and similarly gains support from science there is no preferred Now'.[25]

Neither does the future fare any better. Some feel that the future does not even necessarily tell time and it is more of a modality, some linguists began arguing that one could only speak of different tenses if one had to do with morphologically differentiated verb forms. Points out that in contemporary generative syntax; tense is treated as a simplex representation, encoded via the syntactic head T or Infl.[26]

According to several researchers above who explain several differences in tenses, some state that there are only two tenses, namely past and non-past in the language. This statement is supported by Miller namely theory B about tense that eliminates the present tense.

 2. Difficulties in Learning Tenses

The tenth-grade students at SMAN 5 Luwu Timur have difficulty learning tenses. The books or teaching materials used by students are less specific in discussing tenses and less interesting for current learning.

Xioaodong and Xiangping in their research found that in grammar teaching, teachers should apply the concept of three-dimensional dynamic grammar teaching

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[24] Swan, M.*Practical English usage* (Vol. 7). Oxford: Oxford University Press. (2015)

[25] Miller, *R. H. A process approach to presentism. a route towards compatibility with physical theory.* PhD thesis, University of Liverpool. (2021)

[26] Bjorkman, B. M. (2022). *Some structural disanalogies between pronouns and tenses.* The Canadian Journal of Linguistics / La revue canadienne de linguistique 67(3), 143- 165. https://www.muse.jhu.edu/article/864683.

flexibly, instead of just paying attention to whether students memorize and master grammar rules, teachers should create contexts according to the unit themes of textbooks, integrate grammar knowledge into the theme discourse, design comprehensive learning activities, turn static grammar teaching into dynamic grammar teaching.[27] Teachers focus on creating multi-modal discourses to stimulate students' interests, designing multilevel practices to inspire students' explorations, and assigning Multidimensional tasks to develop students' potential. Students can integrate language knowledge and language skills by observing, discovering, analyzing, classifying, and applying grammar in activities. In the process of listening, speaking, reading, writing, and viewing, students can cultivate comprehensive application ability and gradually improve the core quality of English.

Rakhmawati and Priyana in their research found that regarding the textbook design process. The results show that there are various skills of the 21st century integrated into this English textbook.[28] Teachers should find other materials that can provide those skills since the integration is not done equally (in the same amount). It is also recommended that textbook writers and publishers publish English textbooks that not only attempt to achieve the communication objectives that help the success of

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[27] Xiangping, W., & Xiaodong, Z. *The Teaching Design of English Grammar in Senior High School Based on the Three-dimensional Dynamic Grammar Teaching Theory.* Frontiers in Educational Research, 5(5).(2022).

[28] Rakhmawati, D. M., & Priyana, J. *A Study on 21st Century Skills Integration in the English Textbook for Senior High School.* JEES (Journal of English Educators Society), 4(1), 9-16. (2019*).*

students to succeed but also have a strong positive impact showing and giving examples of good values in 21st-century skills.

Maryati, Syafnil, and Syafryadin in their research found that simple sentences are the sentences most often found in English textbooks for high school students in Indonesia. The simple past tense is most often found in English textbooks for high schools.[29] Meanwhile, a less striking comparison, the simple present tense, is also found in English textbooks. Several sentences are not found in English textbooks at all, namely future progressive.

Davletnazarova and Baxtiyarovna in their research found that the reason for choosing to analyze activities related to this grammar unit (past simple and past continuous) is that teachers may have witnessed learner difficulties in differentiating past simple, past continuous, and used to. [30] It is high time to change deductive methods to inductive ones in all language classrooms. What's important here is to engage learners and give them opportunities to change input to output.

3. Material Development

Learning materials form an important part of most English teaching programs. Materials mean anything that is used to help to teach language learners. It is a source that can be used in the teaching and learning process. According to Tomlinson (2012:

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[29] Maryati, Syafnil and Syafryadin *" Linguistics Features of Reading Passage in English Text Book K-13 Revised Edition for Senior High School Students in Indonesia: Analysis of Basic Text Properties.* Journal of English Education and Linguistics, vol. 5. No 1 2021

[30] Davletnazarova, Laylo Baxtiyarovna. *"The Critical Analysis Of Grammar Activities In Books By Betty S. Azar And Its Importance."* The American Journal of Applied Sciences 3.01 (2021): 45-53.

xi), materials can be in the form of a textbook, a workbook, a cassette, a CD-ROOM, a video, a photocopied handout, a newspaper, a paragraph written on a whiteboard, or anything that presents or informs about the language being learned Models of Development.[31]

In planning the creation of learning materials, a designer must pay attention to the four basic elements of preparation, namely: students, objectives, methods, and evaluation. Material Development Procedure (Jolly and Bolitho in Tomlinson (2012):

a. Identify needs

Researchers conducted interviews with respondents and distributed questionnaires. The purpose of identifying these needs is to find out if the problems that will arise can be solved with a set of materials produced later.

b. Exploration of needs

At this stage, the researcher will explore needs or problems regarding function, meaning, or what language skills are needed.

c. Contextual realization

At this stage, the researcher realizes the new materials proposed in the form of ideas, context, or text.

d. Pedagogical realization (pedagogical realization)

At this stage, the researcher creates new material in the form of exercises learning activities, and writing instructions for use.

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[31] Tomlinson, B. *Materials development for language learning and teaching.* Language teaching, *45*(2), 143-179.(2012).

e. Physical results (physical production)

Physical results include considerations on appearance (layout), size, visualization, reproduction, recording duration, and so on.

f. Use of materials in class (classroom use)

The resulting material is then applied in teaching and learning activities in the classroom.

g. Material evaluation

The material that has been used in KBM is then evaluated by comparing it back with learning objectives.

The writer of materials for the teaching and learning of grammar has several considerations to take into account:

a. The age and level of the learners who will be using the materials;

b. The extent to which any adopted methodology meets the expectations of a) learners, b) teachers, c) the educational culture within which the learners and teachers work;

c. the extent to which any contexts and co-texts are employed to present the grammar areas will be of interest to learners;

d. the nature of the grammatical areas to be dealt with, in terms of their form, their innate meaning, and how they are used in occurring spoken and/or written discourse;

e. the extent to which any language offered to the learners to examine the grammar used represents lifelike use of the language, and the extent to which activities for

learners to produce language including the target grammar will result in meaningful words, and ones which take at least some similarity to words which the learners want to produce in their own, non-classroom discourse;

f. any difficulties that learners can be expected to face when learning these areas of grammar, about any similarities or differences in form, function, and form/function relationship, between the target language and their mother tongue.

4. The use of Technology in Learning

Learning technology continues to develop along with the times. In the implementation of daily learning, we often encounter the use of technological developments in the world of education, as is often done by teachers or lecturers who combine technological devices in the learning process. The development of science and technology has had a positive impact by increasing the openness and dissemination of information and knowledge from all over the world across the boundaries of space and time. According to Adnyani et al. using technology as a learning medium for students can improve feelings, willpower, and attention while studying. Student motivation in the learning process, as well as their interest in English, is assisted by the media.[32]

The use of technology in the teaching and learning process has opened the door to more interactive, effective, and fun learning methods. This has changed the landscape of English education and is key to improving students' language skills in the

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[32] Adnyani, Luh Diah Surya, Ni Wayan Surya Mahayanti, and G. A. .. Suprianti. 2020. *PowToon-Based Video Media for Teaching English for Young Learners: An Example of Design and Development Research.* 394(January 2012), 221–26. https://doi.org/10.2991/assehr.k.200115.036

future. One of the main advantages of technology in English language learning is its ability to create deep and engaging learning experiences. Through online platforms, students can access various resources, such as interactive training programs, multimedia learning materials, and advanced technology-based applications designed specifically for English language learning.

In this way, students can learn more interestingly, involving, and according to their respective learning styles. Following the research results of Muneera Muftah found that technology has contributed to the field of online English learning over the years Covid-19 pandemic.[33] The final results show that the use of social media has increased significantly and is considered to have a positive impact on English learning in terms of writing style, reading skills, listening and lexical variation, communication skills, and use of grammar.

5. QR Codes

The use of technology, such as QR codes, is becoming common in various fields, such as in the marketing, communication, or industry sectors. QR codes are also being introduced and employed in education. The use of QR codes in education brings numerous benefits to educators and learners. QR codes are also a potential tool to be

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[33] Muftah, Muneera. *"Impact of social media on learning English language during the COVID-19 pandemic."* PSU Research Review (2022).

used in the teaching and learning processes as they affect the motivation of pupils (Rasul, Rauf, Mansor & Affandi,).[34]

Several studies have been conducted on the use of QR codes in the teaching and learning process. The results of Kar's MC, and Kim, HT revealed that QR codes have the potential to be integrated into pronunciation teaching and learning because of their positive impact on the teaching and learning process.[35] Apart from that, QR Codes are a learning medium for cell phones that can be used to learn to listen. Based on research results from Pathrisia KA, this research shows that the application of QR Codes in listening learning is effective and appropriate to increase students' interest in learning to listen.[36]

Teachers need to see that technology can be used as an enabler. One of the forms of utilizing technology is the use of Quick Response (QR) Codes. Although QR Codes are not designed as media in teaching practice, their presence it has changed the way of teaching. As Wahyudi (2018, p. 431) states, the development of QR Codes in teaching practice is the branch of ICT (Internet Communication and Technology), since QR Codes can be inserted into links to multimedia resources such as audio, video, notes

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[34] Rasul, M. S., Rauf, R. A. A., Mansor, A. N., & Affandi, H. M. *Using QR-Code in a green technology module to foster motivation and independent learning.* International Journal of Innovation and Learning, 22(2), 177. (2017)

[35] Kar Mei Chee and Kim Hua Tan, *"QR Codes as a Potential Tool in Teaching and Learning Pronunciation: A Critical Review,"* Higher Education and Oriental Studies *(HEOS)* 1, no. 1 (2021): 31–44.

[36] Kemala Azizza, "Using Quick Response Codes in Listening Comprehension for Senior High School The Implementation of Using Quick Response Codes in Listening Comprehension for Senior High School."

as teaching practice.[37] Moreover, QR Codes media can guide the self-assessment of students as they can easily access material at unlimited places and times. The aim is to promote learning that is more student-centered since the mobile devices that students use can provide additional information related to the material and are obtained quickly and practically. It is possible to connect the digital resources to the printed text. Hence, it shows the potential to enrich the paper-based English learning materials.

6. Development Models

Developing teaching materials needs to be considered a development model to ensure material-quality teaching in supporting the effectiveness of learning because the development of teaching materials is a process that is linear with the learning process. The availability of teaching materials so far is still minimal. Teaching materials should arranged based on the needs of learning objectives.

Research model and 4D development consist of 4 main stages, namely defining, designing, developing, and developing. Meanwhile, according to Triyanto, the 4D development model can adjusted to 4P namely: define, design, develop, and dissemination.[38] The application of the main steps in research is not only according to the original version but adapted to the characteristics of the subject and place just checking.

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[37] Wahyudi, I. The Effect of Quick Response Code (QR Code) on Student Listening Ability: Experimental Study. Proceedings: International Seminar on English Language Teaching and Research (ELTAR) 2018, 429–443.(2018).

[38] Triyanto, *Mendesain Model Pembelajaran Inovatif-Progresif*, (Jakarta: Kencana, 2010), 189

According to (Borg & Gall) this development model uses waterfall flow (waterfall) at this stage of its development. Borg and Gall development model has relatively long stages because there are 10 implementation steps:[39] (1) research and data collection (research and information collection), (2) planning (planning), (3) product draft development (developing the initial form of the product), (4) field trials (preliminary field tests), (5) initial product refinement (main product revision), (6) field test (main field test), (7) refinement product field test results (revision of product operations), (8) field implementation tests (field operational testing), (9) final product revision, and (10) socialization.

One of the frequent teaching material development designs used is the ADDIE Model through 5 stages: Analysis, Design, Development, Implementation, and Evaluation. The development process requires several times of testing expert teams, individual research subjects, limited scale as well as wide scale (field), and revisions for improvement of the final product so even though the development procedure. Even though the Addie model has several stages, this development model is often used in Research and Development (RND) research. Husnaini in his research on "Development of Self Esteem Oriented Micro Teaching Materials for English Language Education Students at IAIN Palopo" using the ADDIE development model.[40]

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[39] Borg, & Gall. (1983). Educational research: An introduction. In: New York Longman.

[40] Husnaini Husnaini, "Development of Self Esteem-Oriented Micro Teaching Materials for IAIN Palopo English Education Students," *IDEAS: Journal on English Language Teaching and Learning,Linguistics and Literature* 10,no.1(2022): 538–60, https://doi.org/10.24256/ideas.v10i1.2408.

The three development models above, researchers chose the 4D development model in this research because of several strong considerations. First, the 4D model offers a systematic and structured approach in developing teaching materials, starting from the stage of defining requirements (Define) to the distribution of the final product (Disseminate). Each stage in this model allows researchers to identify student needs in detail, design targeted materials, develop quality teaching materials, and ultimately distribute and test their effectiveness in the field.

In addition, the 4D model provides the desire to make revisions and improvements at each stage, so that the resulting product is more in line with student needs and learning objectives. This makes the 4D model very suitable for use in research that aims to produce innovative and effective teaching materials, such as the development of basic QR code-based tenses material in this research.

D. Conceptual Framework

The problem is the tenth-grade students of SMAN 5 Luwu Timur, have no interest in learning English, they also say that they don't understand tenses. So they don't know how to distinguish the use of time in making sentences in English properly and correctly. Therefore, the researcher will design a book that contains basic tenses. By designing a basic tenses book that was developed to function as a guide for teachers and media to attract students' interest in learning English. Researchers hope to provide insights into the basics of tenses.

Motivation teaching and learning about the use of time in English. after analyzing the needs of the tenses book to be designed. The researcher will develop a basic tenses book with several stages namely analyze, design, develop, implement, and evaluate. The final stage is based on expert evaluation and then the design of the book. In the end, the researcher will produce a basic tenses book product for tenth-grade senior high school students in making sentences or understanding tenses and be able to differentiate the use of time in English.

Conceptual Framework

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│ ResearchTarget  │
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         ▼
┌─────────────────┐
│   Pre - Survey  │
└─────────────────┘
         │
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┌─────────────┐     ┌───────────────┐     ┌───────────────┐     ┌────────────┐
│   Difine    │ ──▶ │ Need Analysis │ ──▶ │ Questionnaire │ ──▶ │ Interview  │
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         ▼
┌──────────────────┐     ┌──────────────┐     ┌────────────┐     ┌───────────┐
│     Design       │ ──▶ │ First draft  │ ──▶ │ Validation │ ──▶ │ Revision  │
│ Designing basic  │     │ basic tenses │     └────────────┘     └───────────┘
│     tense        │     │    book      │
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│        Develop           │ ──▶ │  Revision  │ ──▶ │ Validation │
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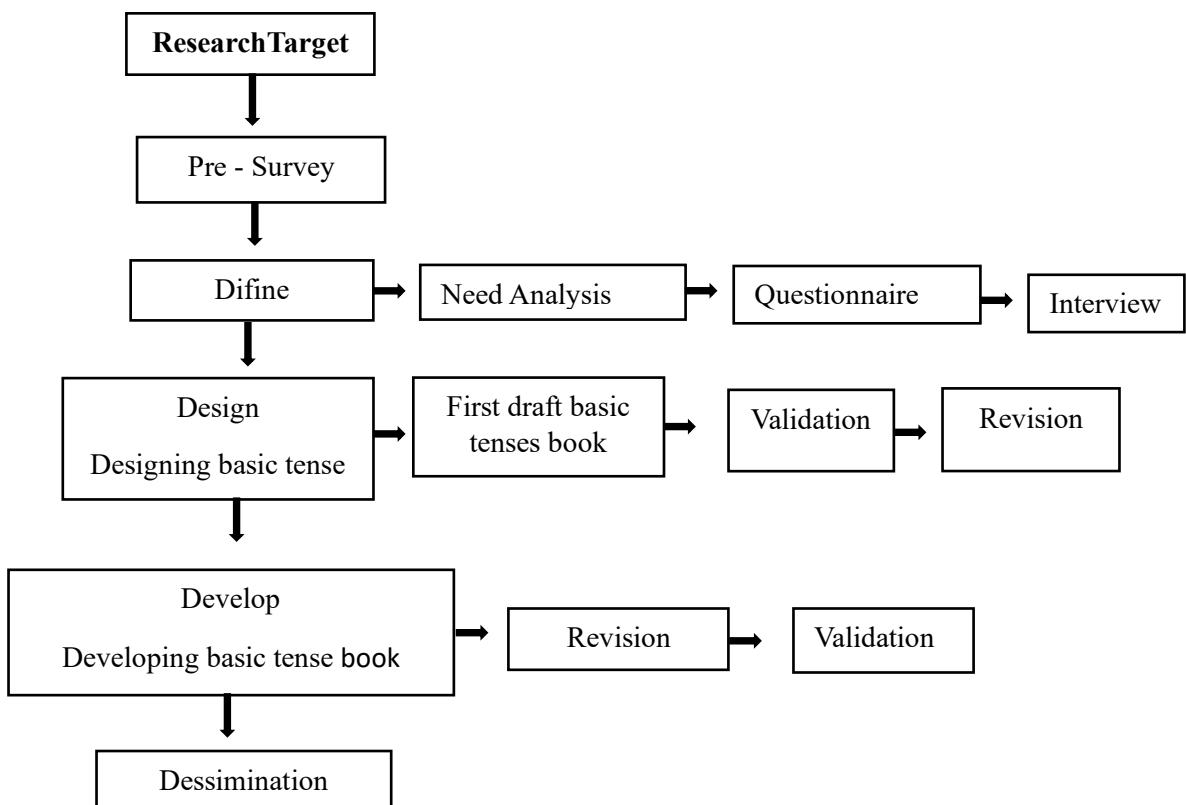
Figure 2.1: Conceptual Framework

The concept above is the steps that the researcher will take in developing a product according to students' needs utilizing the 4D mode (Define, Design, Develop, Disseminate). In the *Define* stage, a needs analysis and identification of learning problems faced by students are carried out. Next, in the *Design* stage, a design of teaching materials is prepared that suits learning needs and objectives. The *development* stage involves creating a prototype and validating the teaching materials by the experts, followed by revisions based on feedback. In the last step, the *Disseminate* stage the developed materials are conducted *forum group discussion* about the product with an English teacher and tenth-grade students.

CHAPTER III

RESEARCH METHOD

A. Research Design

This research is categorized as a Research and Development (R&D) method. R&D is a research method that can be used to produce QR Code-based Basic Tenses Material products. In producing these products, the researcher first identified student needs (using a quantitative needs analysis questionnaire) and conducted interviews with teachers at SMAN 5 Luwu Timur. In this research method, the researcher will identifying student needs, designing products, and deploying products. In this research, the researcher will design technology-based tenses book teaching materials using the 4-D Model developed by S. Thiagarajan, Dorothy S. Semmel, and Melvyn I. Semme.[41] This development model has four stages, namely defining, designing, developing, and disseminating.

Figure 3.1: the model of 4D

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[41] Thiagarajan, S., Dorothy S. Semmel, and Melvyn I. Semmel. Instructional Development for Training Teacher of Expectation Children. Special.

B. Time and Setting of The Research

Date	Phase	Activity
30 July 2024	Define	Pre- survey, need analysis
2 August 2024	Design	Design the first book
15 August 2024	Develop	Validation of product, and revision
22 August 2024	Dissemination	

The setting of this research is in SMAN 5 Luwu Timur the address in Jl., Tabarano Kec. Wasuponda Luwu Timur.

C. The Subject and Object of The Research

The subjects of this research are the tenth-grade students of SMAN 5 Luwu Timur, which consists of 36 students in this class tenth 7, and one English teacher as the participants. The object of this research is to make an apposite basic tense book product for the tenth-grade high school.

D. The Procedure of Design

In this study, 4D models have 4 steps namely :

1. Defining

In this step, student analysis is needed. The researcher collects data about the students' needs in Learning English. The researcher distributed a questionnaire that contained target needs (necessity, lacks, and wants) and learning needs

(activities and settings). The researcher also interviewed the tenth-grade students

of SMAN 5 Luwu Timur for additional information about the learners' needs. This

analysis aims to find out the contents of A Basic Tenses Material which is suitable

for the tenth-grade students of SMAN 5 Luwu Timur.

2. Designing

   In this step, the researcher will be designing a product about the Basic

Tenses Material By QR Codes for the tenth-grade students based on the data and

the analysis result of students' needs in questionnaires and interviews.

Figure 3.3 Design Basic Tenses Mterial By QR Code

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                    ┌─────────────────────────┐
                    │ Basic Tenses Material for│
                    │   the Senior High School │
                    └─────────────────────────┘
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- List Vocabulary

- Explanation Simple Past Tense.
- List Regular and Irregular verb

QR CODE

- Link (explanation to related to Tenses Material according to the subtitle).
- Link (questions to strengthen students' understanding).
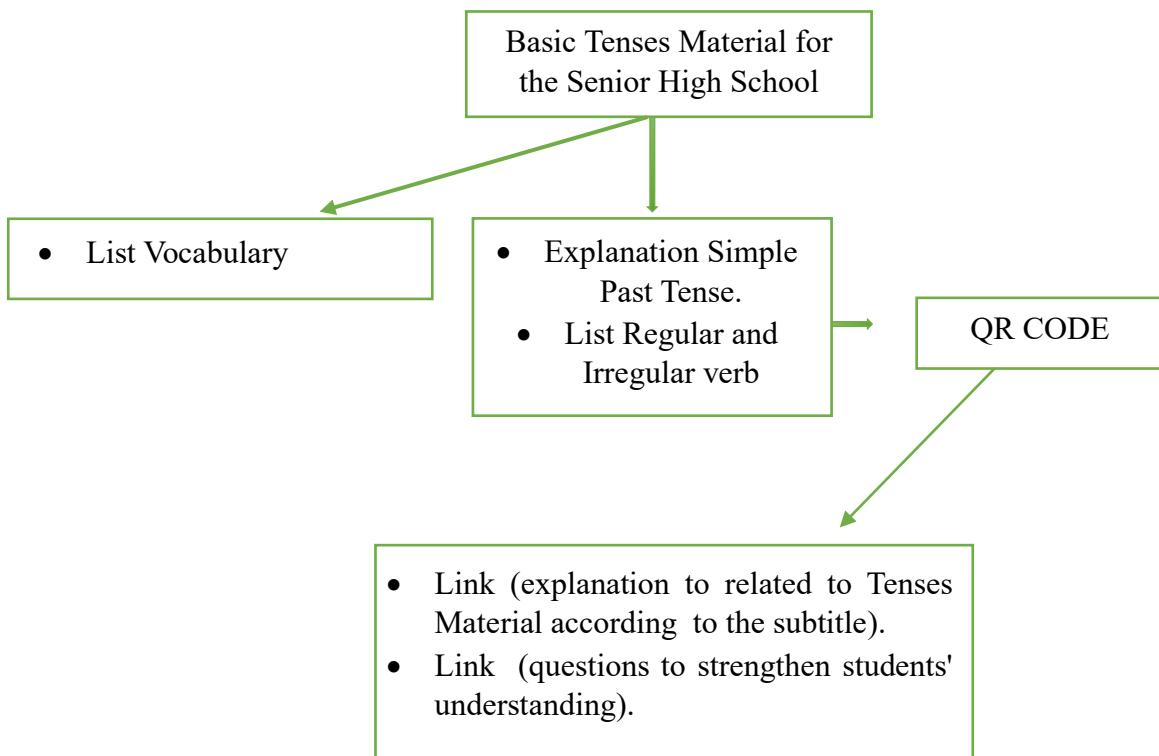
3. Developing

   After going through several steps, the next step is the development step. In this step, the research develops the product. The researcher gave the product to the material and book development experts for validity, got suggestions for product improvement, and then revised it according to expert advice. Expert judgment was expected to make the product more precise, effective, tasted, and better. The product was designed, developed and revised as final product draft in this step.

4. Disseminating

   The product that had been developed and revised based on the judgments previously would be disseminated in this phase. It would be published trough seminar, social media, journal, etc. for supporting disseminating.

E. Technique of Data Collection

The researcher used two instruments to collect the data in this research:

1. Questionnaire

a. Need Analysis Questionnaire

   This research used the fifteen questionnaires to collect data about target needs (necessity, wants, and lacks). Questions will be given to the tenth-grade students.

b. Questionnaire For Expert

   Questions will be given to the lecturer, who will be the product validity tester. Fifteen questions will be provided. Questions are given to test whether the product is valid to be developed.

2. Interview

Interviews will be conducted with English teachers, and the researcher ask teen questions, to find out what is needed in the English learning process so that the learning process runs effectively and efficiently.

F.   Technique of Data Analysis

1.   Data Analysis of Questionnaire

Data from the needs analysis questionnaire, given to students at the need analysis step, it described based on the student's answers to represent their needs. It is managed through quantitative and qualitative descriptive methods. The results of the needs analysis questionnaire were calculated using the following formula:

$$X = \frac{\Sigma X}{N}\ 100\%$$

X   = Score

Σx   = The same answer given by students

N   = Total students

Figure 3.4 Formula Data Analysis Questionnaire

The highest percentage stated the most accepted choices from the students. It is the researcher's background in designing a book.

2.   Data Analysis of Interview

The technical analysis utilized is a qualitative data analysis technique. The researcher interviewed the English Teacher and some students at SMA N 5 Luwu Timur. After completing the interview, the researcher transcribed the interview results

by playing back the recorded interview results and then writing down the words on the recording. The researcher conducted data reduction after writing the interview results into a transcript. Researcher reduce data by making abstractions, namely taking and recording information.

3. **Data Analysis of Expert Validation**

The researcher used the *Likert scale* to calculate the results of the expert's validation and students' perceptions. The data were analyzed by calculating the answer average based on experts' and students' scoring using the following formula.[42]

The number of answer *very good*	= VG x 5	= ….
The number of answers *good*	= G x 4	= ….
The number of answers *fairly*	= F x 3	= ….
The number of answer *poor*	= P x 2	= ….
The number of answer *very poor*	= VP x 1	= ….
Total score		= ….

After calculating the total score, then the researcher calculated the average score by using the following formula:

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[42] Dr. Sugiyono, *Metode penelitin pendidikan pendekatan kuantitatif, kualitatif dan R&D.* (2013).

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

M   = Mean score

B   = Total scores

N   = Total number of material topics

Figure 3.5 Mean Score Data Expert Validation

After calculating the mean score, then the researcher continued to calculate the value by using the following formula.

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

X   = The value

M   = Average score

N   = Total number of value

Figure 3.3 Value Data Expert Validation

After the average value of each material topic is calculated, the researcher determines it as a basic tenses book as teaching material for the tenth-grade students of SMAN 5 Luwu Timur.

Table 3.1 Material Topics Qualification of Product Evaluation

Score	Percentage	Qualification	Categories
4,2 – 5,0	84% - 100%	Very Good	It can be utilized without revision
3,4 – 4,1	68% - 82%	Good	It can be utilized with a little bit of revision
2,6 – 3,3	52% - 66%	Fairly	It can be utilized with much revision
1,8 – 2,5	36% - 50%	Poor	It cannot be utilized
1,0 – 1,7	20% - 34%	Very Poor	It cannot be utilized and need much more revision

Table 3.2 The Example of Expert Instrument Validation Table

Aspects	Score
Contents	
Scope of the contents	
Language	

The researcher utilized the table above to determine the suitability of the instruments that will be distributed to students for need analysis in English language learning.

Table 3.3 The Example of Expert Validation Table

No	Indicator	Average Score	Qualification	Categories	Expert's Suggestion

The researcher utilize the table above to calculate the results of the product validation values by experts to determine the feasibility of the product being develop.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter discusses the findings and the research procedure. The two primary topics presented are the discussion presented in the second part of this chapter and the complete design process of the Basic Tenses Material By QR Code for the tenth-grade students SMAN 5 East Luwu. In designing learning materials, the researcher applied the 4D model of research and development, which was explained in chapter three. The following description provides more information on each stage.

A. Research Findings

At this point, the researcher explains the basic tense material by the QR code design process. The researcher used the 4D model (define, design, development, and dissemination).

a. Define

This section determined the wants, lacks, needs, and necessities of the students for the design product. To collect data, the researcher gave a questionnaire with 21 questions and interviewed first-year students from SMAN 5 Luwu Timur X7 students and the teacher at SMAN 5 Luwu Timur. There are a series of questions in the format of an interview. After asking a few students, the researcher summarized their responses. The researcher started distributing the questionnaire after collecting the instrument validation from an expert. Fadhliyah Rahmah Muin, S.Pd.I., M.Pd. Was

the expert on the need analysis validation. Additionally, the findings of the questionnaire validation instrument are displayed below.

No.	Description	Score
1.	Contents	4,66
2.	Scope of the contents	4,75
3.	Language	5
	Total	**4,8**

Table 4.1 Instrument validation result for needs analysis

After the validator validates the questionnaire, the researcher proceeds to the next stage, namely distributing the questionnaire via print media. After obtaining the questionnaire data, the researcher studied the answers to each question asked by the tenth-grade students of SMAN 5 Luwu Timur. The percentage of student answers will be displayed in the graph below.

b. **Questionnaire's result with the tenth-grade students**

Presenting the findings of a needs analysis of tenth-grade students at SMAN 5 Luwu Timur. The percentage of student answers will be displayed in the graph below.

1) **Target Needs**

   a) **Necessity**

What skills do you need to learn English?

■ persen

25%	25%	25%	25%
Speaking and listening	Tenses	Vocabulary	Writing and reading
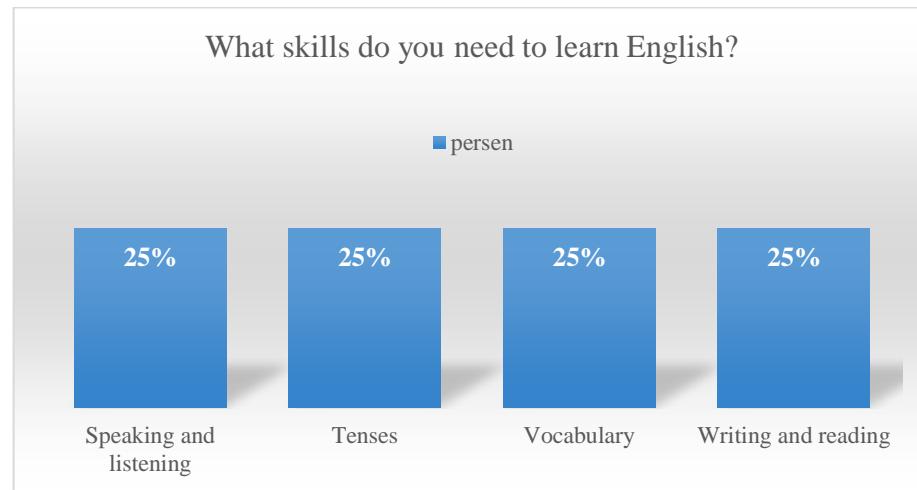
Graph 4.1 Percentage of Students' English Proficiency

The graph above shows the percentage of English skills required by students. with 4 choices, option A (speaking and listening), option B (tenses), option (vocabulary), and option D (Writing and listening) have the same percentage of 25% with each of the 9 student voters.

What kind of learning do you need in learning English?

■ Persen

56%	25%	19%
Explanations in class and books specifically for tenses	Group discussions and practice questions	Learning videos and learning applications
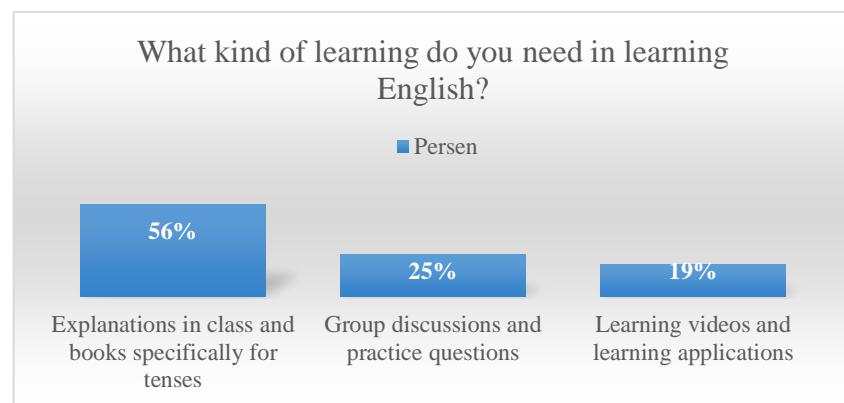
Graph 4.2 Percentage of types of learning required by students

The graph provides information regarding the tense learning method that students want. As seen in the graph, the highest score was achieved by option A (explanations in class and special tenses books), with a percentage of 56% in option C achieving the second highest score (learning videos and learning applications). This shows that students prefer explanations in class and books specifically for tenses and use interactive media such as learning videos and applications to understand tenses, compared to other methods such as group discussions and practice questions.
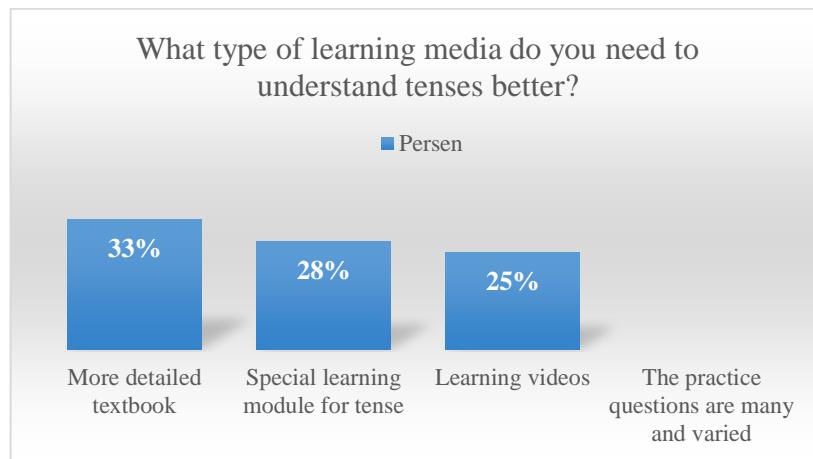
Graph 4.3 Percentage of types of learning media

Based on the graph above, the percentage of types of learning media that students need most in learning tenses shows that students prefer more detailed learning videos and books compared to other choices. This highest percentage shows that students feel more helped and interested in understanding tenses

through more detailed learning videos and textbooks. These findings provide important guidance in designing learning products, with a focus on the use of detailed instructional videos and textbooks to improve students' understanding of tenses.

b) Lacks
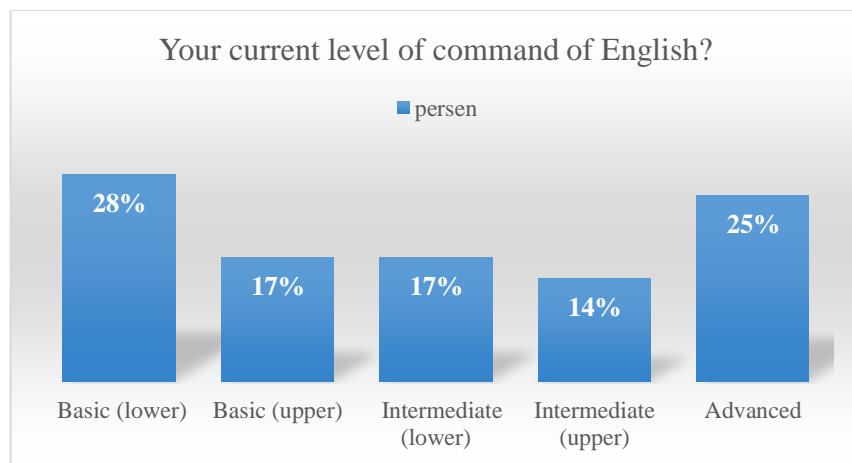
Graph 4.4 Percentage of Students' English Proficiency

The graph above shows that the student's English language proficiency level is at option level A (lower basic) with a percentage value of 28%. Meanwhile, students whose English skills are at an advanced level (option D) have the second highest percentage. Compared with other students' skill abilities. This shows that most of the language skills of class X SMAN 5 Luwu Timur students are still at the basic level.
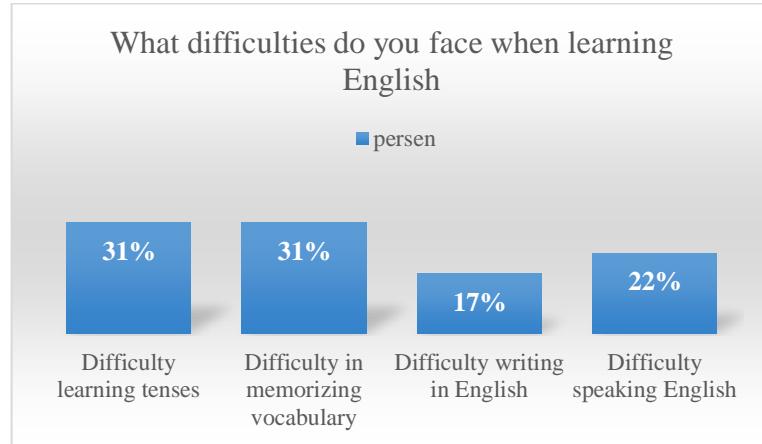
Graph 4.5 Students' difficulties when learning English

The graph above shows students' weaknesses in speaking using tenses, with three main options available. The highest scores are in options A, namely (difficulty in choosing the right tense) and B (difficulty in memorizing vocabulary), with the same points of 31%. Followed by option D (difficulty speaking English) with a score of 22%. This shows that the majority of students still experience significant difficulties in speaking using tenses accurately and effectively.

What are your difficulties when speaking English?

■ Persen

28%	28%	28%	
			17%
Choosing the right tense	Using Vocabulary	Combining various tenses	Avoiding grammatical errors
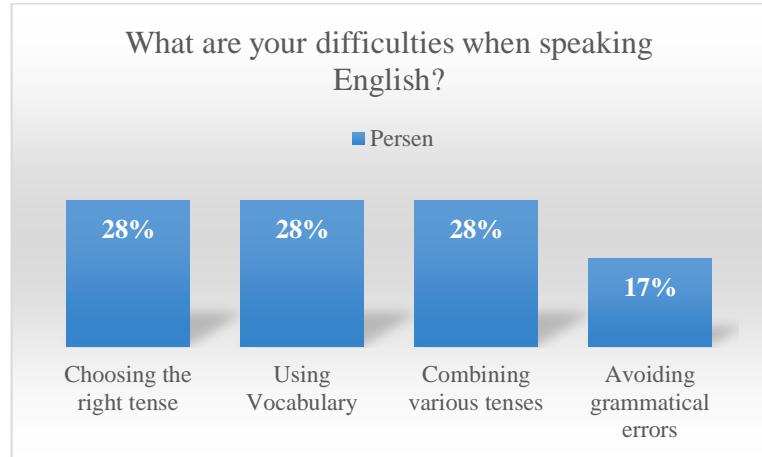
Graph 4.6 Students' difficulties when speaking English

The graph above shows the percentage of difficulties students face in speaking English. There are 4 main options in the chart. The biggest challenges are Options A, B, and C with a percentage value of 28%. Meanwhile, option D had a score of 17% with 6 students choosing it. It can be concluded that most students especially have difficulty in choosing tenses, using vocabulary, and combining several tenses.

What difficulties do you face when writing in English?

■ Persen

28%	28%	28%	
			17%
Choosing the right tenses	Using Vocabuluary	Combining various tenses	Avoiding grammatical errors
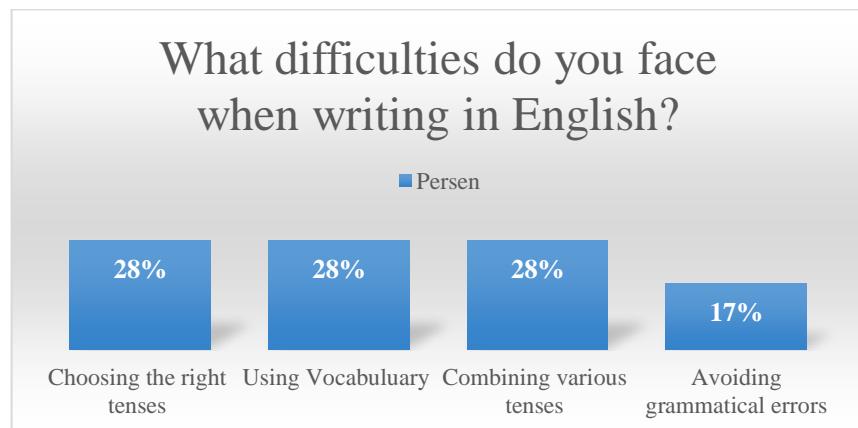
Graph 4.7 Students' difficulties when writing in English

Graph 4.7 shows the percentage of students' difficulties in writing English. There are four main options in the chart. The most significant challenge was choosing the right tense, with 10 voters representing 28%. Followed by the use of correct vocabulary by 10 voters or 28%, and combining several tenses by 10 voters, or 28%. It can be concluded that most students in particular have difficulty choosing the right tenses, using the right vocabulary, and combining various tenses when writing in English.

What difficulties do you face while identifying and correcting tense errors?

■ Persen

28%	25%	31%	17%
Lack of understanding of grammar rules	Limitations found difficulty in writing	Lack of supporting media	Lack of access to tools like grammar checkers
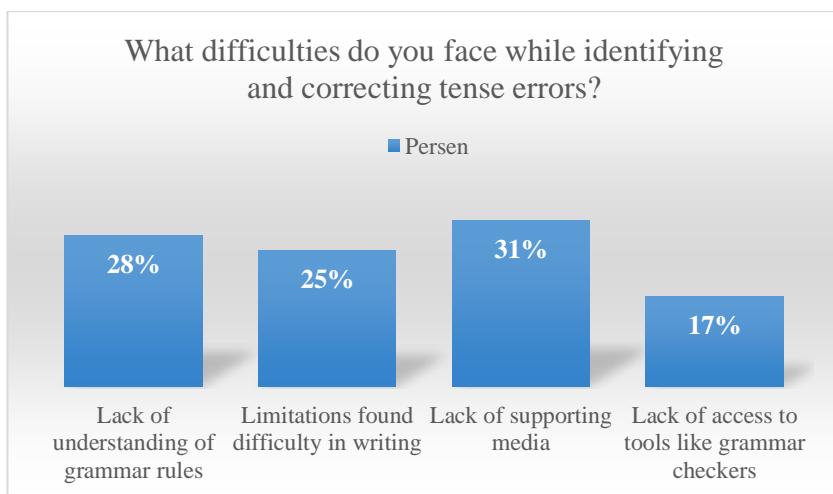
Graph 4.8 Students' difficulties when correcting tenses errors

Graph 4.8 shows the percentage of students' difficulties in identifying and correcting tense errors. There are two main options in the chart that have high value. The most significant challenge is the lack of supporting media. understanding of grammar rules, where option A with 10 voters represents 28%. This was followed by a lack of supporting media, namely 11 voters or 31%. It

can be concluded that most students mainly experience difficulties in identifying
and correcting tense errors due to a lack of supporting media and understanding
of grammatical rules.
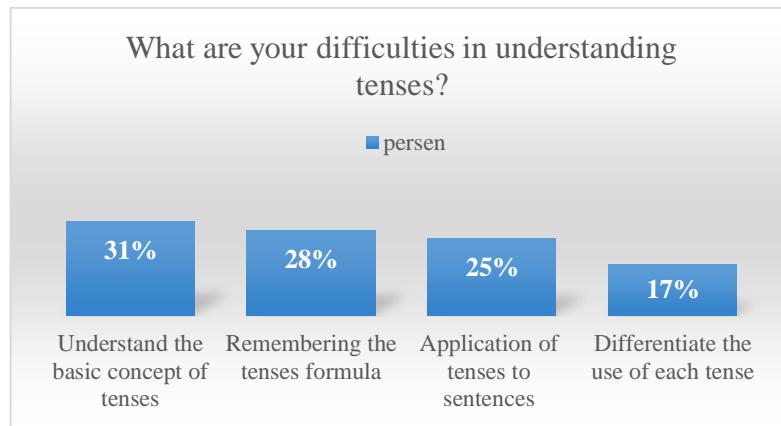
Graph 4.9 Students' difficulties when understanding tense

Graph 4.9 shows the percentage of students' difficulty in understanding
tenses. There are four options in the chart. The most significant challenge was
understanding the basic concepts of each tense, with 11 voters representing 31%.
Continue by remembering the tense formula for 10 voters or 28% and applying
the tense for 9 voters or 25%. It can be concluded that most students in particular
understand the basic concept of tenses and remember tense formulas in English.

c) Wants

What type of tense do you want to learn now?

■ persen

22%	19%	17%	17%	11%	14%
Simple present tense	Present continuous tense	Simple past tense	past continuous tense	simple future tense	future continuous tense
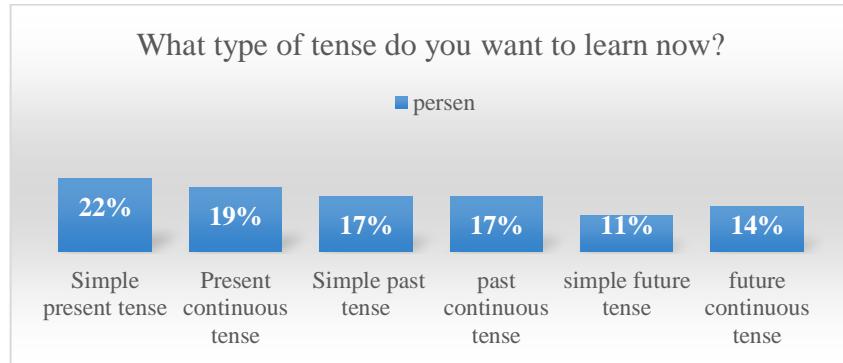
Graph 4.10 Students' want to learn the type of tense

The graph provided shows the types of tenses that students want to learn. Most students choose to study Simple Present Tense (choice A). This can be seen from the percentage of choice A who got a score of 22% with a number of voters as many as 8 students. Option B Simple Continuous Tense gets a score percentage of 17%%, Past Tense, and Past Continuous, with a score of 17%. However, simple future tense and future continuous tense got a lower percentage.

2) Learning Need

a) Input
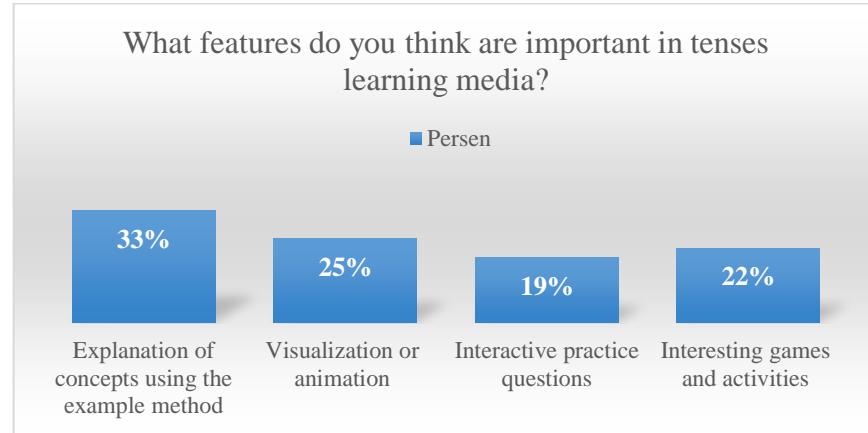
Graph 4.11 Students' want important features in media

The graph above shows the features that students want to present in tense teaching media with several choices. Students prefer options A, C, and D to be included in learning media.
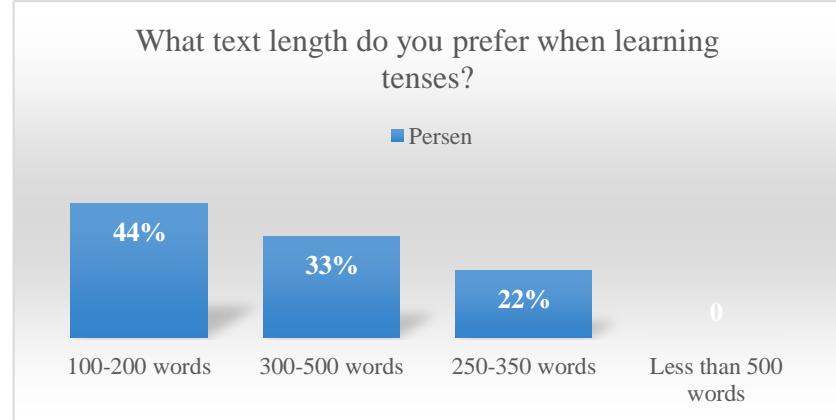
Graph 4.12 Text length desired by students

The graph above shows that the majority of students choose text with length A (100-200 words) the percentage 44% with a total of 16 voters, to be used in learning or teaching media for students.
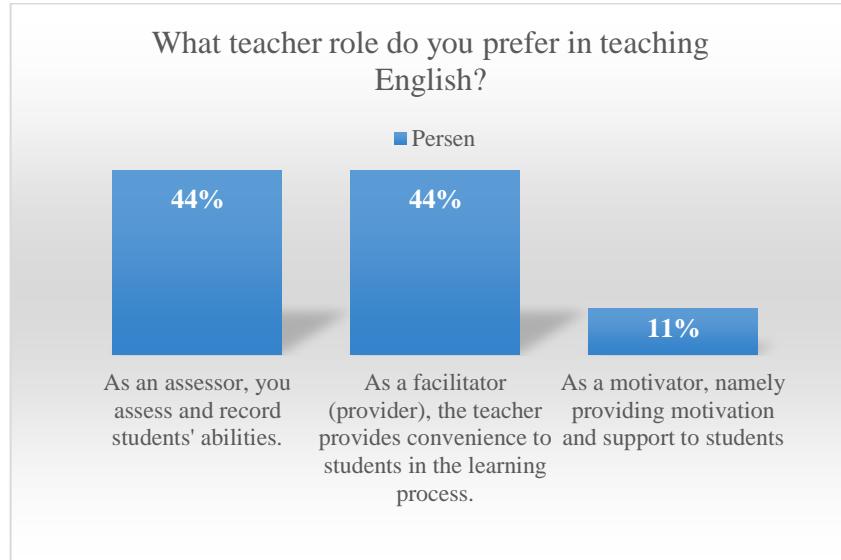
Graph 4.13 The teacher's role that students like

The graph above shows that the two options that have the highest value are options A and B with a percentage of 44%. Meanwhile, option C only has a percentage value of 11% with a total of 4 voters.

b) Procedure and Activity
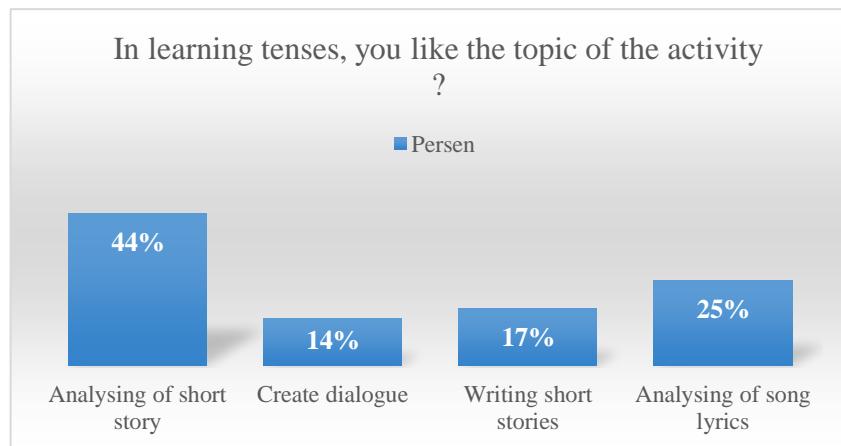
Graph 4.14 Activities that students like in learning tenses

Based on the graph above, there are 4 options offered. students hope that short story writing activities will be used in the tenses learning process, with many students choosing option A (analyzing short stories) with a percentage of 44%. From the graphic results above, it is clear that students like the activity of analyzing short stories more than other choices.

InWhat types of exercises do you enjoy to improve your understanding of tenses?

(Graph showing: Jumlah — Multiple choice 18, Essay 18; Persen — Multiple choice 0.5, Essay 0.5)
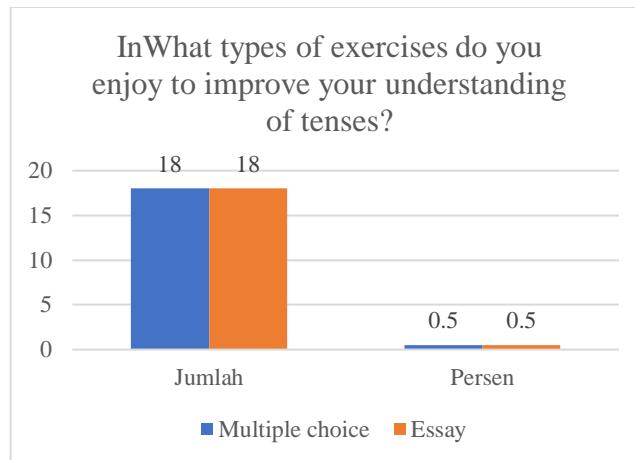
Graph 4.15 Exercises that students like in learning tense

The graph provides information about the type of practice students need in learning tenses. It can be seen in the graph, with two choices including A (multiple choice), with a percentage of 18%. and option B (essay) with a score of 18%. This shows that students like various types of practice questions to improve their understanding of tenses.

What type of content can help you in learning tenses?

■ Persen

28% 28% 31% 14%

Audio (podcast and video) | Text (Artikel, short story) | Interaktif (quiz) | Visual (infografis and diagram
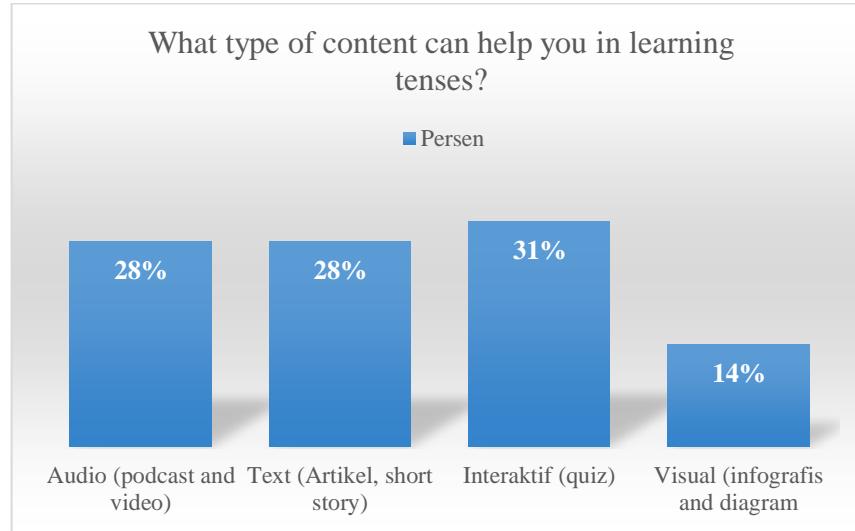
Graph 4.16 Activities can help students improve their skill

Based on this graphic, several types of content can help students learn tenses. Option C (quiz) with the first highest score of 31%. Option A (quizzes) and option B (articles and short stories) with the second highest score with a percentage of 28%.

When studying tenses, do you prefer to do tasks sequentially?

■ Persen

33% 44% 22%

Individu | Small group (3-5 students) | Big group (more than 5 students)
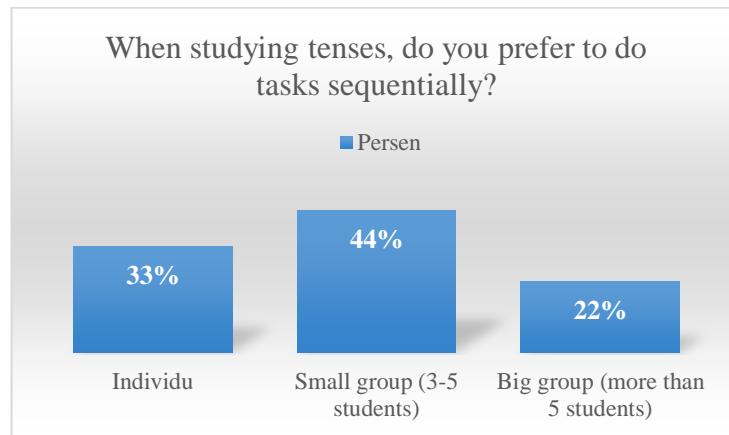
Graph 4.17 Task sequentially in learning tenses

Based on the needs analysis questionnaire, of the three options given, Option B (assignments carried out in small groups of 3-5 people) received the highest percentage 44% of students. This choice shows that most students prefer to do assignments in small groups, where students can collaborate with several friends to complete assignments in learning English. The second most popular option A is to work individually or independently. Finally, working in large groups is the option chosen by the least number of students, although it remains an option for a small number of students.

c) Media
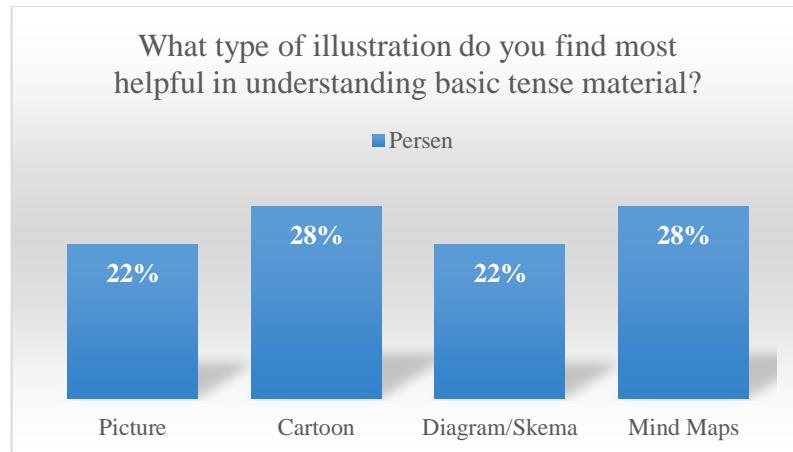
Graph 4.18 Ilustration type in understanding basic tenses material

According to the results of research conducted by dividing questionnaires, the graph explains the type of illustration that students like in tense teaching materials, some students choose mind maps and cartoons/animations with a

percentage of 28%. Researchers take the results with the highest scores to design products.

d) **Setting**

What is your favorite place to learn when learning tenses?

- Persen

| 56% | 31% | 14% |
| Indoor | Outdoor | Library |
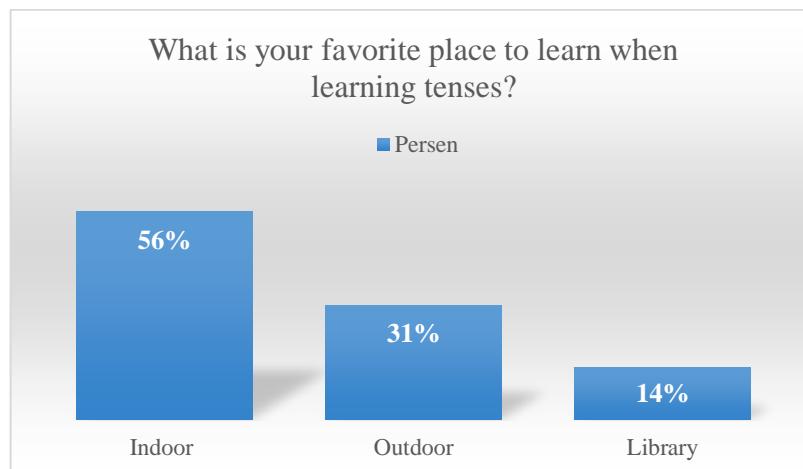
Graph 4.19 Favorite place to learn tenses

The graph above illustrates that many students choose option A (indoor) learning which is carried out in the classroom with a percentage of 56%. This shows that students prefer to study English indoors compared to outdoors.

b. **The result of the interview teacher**

In August 2024, the researcher continued the research phase by interviewing the tenth-grade student's English teacher at SMAN 5 Luwu Timur. This research produced eight questions, all the results of which were summarized in English. The research results are presented below:

1. Student's ability in English

The selection of teaching materials specifically for tenses is very important in supporting English learning. This teaching material book is designed to meet student competencies with tense material that is delivered systematically and structured. Based on interviews with teachers at SMAN 5 East Luwu, researchers found that most students need books focusing on the basics of tenses. This book is expected to help students understand the use of tenses better through clear explanations, relevant examples, and exercises appropriate to their level of proficiency.

The aim of teaching basic tense material is to prepare students who have basic abilities in English to master fundamental concepts that are the basis for their language skills. Therefore, this material should be designed with a focus on the use of tenses in common everyday situations, and designed to facilitate understanding and application of tenses in simple contexts. This material should also encourage students to actively participate in discussions and exercises to strengthen their understanding of the appropriate use of tenses in everyday communication.

"The English knowledge of most tenth-grade students is still at a basic level. This is because this year is their first year in tenth grade, and English learning has only been carried out in two meetings."

2. Models, strategies, and teaching materials used in learning English

The material used by the tenth-grade English teacher at SMAN 5 Luwu Timur is made by the current curriculum, namely the independent curriculum and the books used in the library. In implementing learning material in class, the teacher presents interesting activities so that students are interested and do not get bored easily.

Furthermore, the textbooks used for learning tenses still use general books and there are no special books for tenses used in learning English. The following is the teacher's statement:

"The independent curriculum was implemented at SMAN 5 East Luwu last year. The learning I usually do is to provide material to students that they like but do not leave the independent curriculum. With different levels of student ability, learning patterns are differentiated by balancing the abilities of each student. where students do not have to have the same abilities."

In the teaching process, teachers usually use different strategies such as learning by doing techniques followed by discussion techniques, and sometimes learning is carried out outside the classroom. After that, students are given assignments to determine the level of student understanding. Each learning technique or topic will be different in teaching. This is done so that students do not feel bored. Teachers usually motivate students at the end of learning and provide feedback on the results of students' work. The following is the teacher's statement:

"In the process of learning English, I sometimes use the learning-by-doing system. Apart from that, I also usually study outside of class, for example, 1 hour in class and one hour outside of class. This is done so that students do not feel bored when learning English. After that, give assignments to students and motivate students at the end of the lesson."

Teachers use teaching media tools provided by the school in the library. as well as supporting media such as LCD, TV, etc. to make it easier for students to understand learning in class. The following is the teacher's statement:

"The teaching materials I use are books provided by the school. "Sometimes I use auxiliary media such as LCD, TV, etc. in the learning process according to the material being studied."

Students' understanding of tenses is still very minimal, according to the teacher at SMAN 5 Luwu Timur, the tenses that are difficult for students to understand are simple present tense, simple past tense, and continuous tense. The following is the teacher's statement:

"Most students often have difficulty understanding various tenses, especially Simple Present Tense, Past Tense, perfect tense, and Continuous Tense. These four tenses often confuse students because of the differences in their use in different time contexts and sentence forms. and speak correctly in English."

The teaching materials used by teachers in teaching tenses are general books provided by the school in the library. So far there has been no special media or material for tenses used in learning tenses. The following is the teacher's statement:

"Until now, there is no special book available that comprehensively discusses tenses for use in classroom learning. learning tenses using general books provided by the school in the library.":

The assignments given to students are usually in the form of speaking conversations, but sometimes essays are also used as student practice because it is a requirement of the assignment. The following is the teacher's statement.

"For assignments, I use the conversation method and sometimes I use essays as student practice because of the demands of the assignment."

Teachers' views on the development of teaching materials specifically for tenses are important so that students can develop their abilities regarding tenses. The following is the teacher's statement.

"In my opinion, developing teaching materials specifically for tenses is also good because students can focus and develop their abilities regarding tenses because so far there has been no special teaching media for tenses."

In today's digital era, cell phones can be an effective learning tool if used properly. Therefore, students are allowed to bring cell phones to school but only use them for subjects that require the use of this technology. This policy aims to utilize technology to support the teaching and learning process while ensuring that cellphone use in the school environment is carried out responsibly and by learning needs. The following is the student's statement.

"We are allowed to bring cell phones to school, but we can only use them when subjects require technology."

The interview was conducted together with the English teacher at SMAN 5 Luwu Timur using Indonesian. The interview transcript can be seen in the attachment after interviewing with the teacher. There are eight questions given to English teachers.

After completing and analyzing the interviews, it was determined that the tenth-grade students' level of English proficiency was still basic and the teaching materials used to learn English used general books provided by the school in the library. After providing and analyzing student results and learning needs through needs analysis, a tenses-specific teaching material book is provided, namely technology-based basic tenses material.

c. The result of the student of SMAN 5 Luwu Timur interview

Apart from data from questionnaires, interviews were also conducted as part of this research. Questions in questionnaires and interviews are related to each other to get a more comprehensive picture. Interviews were conducted in Indonesian with several questions asked to students. Before the interview session begins, questions have been prepared by the researcher. Each question is presented to the students, who answer it one by one. Interview results show that students have difficulty learning tenses, especially because they only rely on textbooks as the main source of learning. Students feel that there are not enough special books discussing tenses available and need additional media to support their learning. Learning media such as technology-based tenses books are considered by students to be effective tools, because they are more interesting, easy to understand, and offer variety in learning.

c. Design

1) Designing objectives for learning

In this research, the researcher designed English learning objectives for tenth-grade students, especially basic tense material. The researcher designed basic tense

material topics according to the results of the needs analysis and the teaching materials currently used by students. topics include simple present tense, present continuous tense, simple past tense, and past continuous tense. Researchers then develop objectives for each topic based on student needs. The learning objectives are explained in detail in this guide.

Table 4.2. The Learning Objectives of The Designing Product

No.	Component of the book	Learning Objectives
1.	**Chapter 1** Simple present tense	1. Students can analyze Simple Present Tense sentence patterns in various contexts (e.g., daily routines, general facts). 2. Students can compose positive, negative, and interrogative sentences using Simple Present Tense correctly. 3. Students show confidence in using the Simple Present Tense to talk about daily activities. 4. Students can write simple paragraphs using Simple Present Tense to describe daily routines.

2.	**Chapter 2** Simple continuous tense	1. Students can recognize the use of Present Continuous Tense to describe ongoing actions when speaking. 2. Students can form positive, negative, and interrogative sentences in Present Continuous Tense with the correct structure. 3. Students show interest in participating in discussions that involve the use of Present Continuous Tense. 4. Students can make oral descriptions of ongoing activities using Present Continuous Tense.
3.	**Chapter 3** Simple past tense	1. Students can recognize regular and irregular verb forms in the Simple Past Tense. 2. Students can compose positive, negative, and interrogative sentences using Simple Past Tense to tell stories about events that have occurred.

		3. Students show accuracy in using the correct verb forms in the Simple Past Tense.
		4. Students can write short stories about past experiences using Simple Past Tense.
4.	**Chapter 4** Past continuous tense	1. Students can explain the function of the Past Continuous Tense to describe actions that occurred in the past.
		2. Students can construct positive, negative, and interrogative sentences using Past Continuous Tense correctly.
		3. Students show persistence in understanding the differences between Simple Past Tense and Past Continuous Tense.
		4. Students can create narratives that combine Simple Past Tense and Past Continuous Tense to tell complex past events.

2) Designing the material and activity

The researcher will design various exercises designed to strengthen and deepen students' understanding of the material that has been taught. These exercises will be prepared with the aim of honing students' English skills through a systematic and varied approach. Listening Exercises: These exercises will improve students' ability to understand conversations or monologues in English to practice active listening skills and understand contextual meaning. Quizzes will be designed as a quick evaluation tool that can be used to assess student understanding of the material just taught. The purpose of these quizzes is to provide immediate feedback to students and teachers about the extent to which concepts have been understood, as well as to reinforce learning through repetition and reinforcement. These reading exercises will help students develop critical reading skills, understand more complex text structures, and expand their understanding. Writing practice will include various types of assignments, from writing essays, and summaries, to practicing combining several tenses in one sentence or paragraph. This exercise will consist of a series of multiple-choice questions designed to test students' understanding of the concepts they have studied. Activities in each unit are as follows.

Table 4.3. The activities in basic tenses material

No.	Component of the book	Activities
1.	**Chapter 1**	Activity 1:Quiz

	Simple present tense	Activity2: False or True
		Activity 3: Listening
		Activity 4 :Writing.
2.	**Chapter 2** Present continuous tense	• Activity 1: Quiz • Activity 2: True or False • Activity 3: Listening • Activity 4: Writing.
3.	**Chapter 3** Simple past tense	• Activity 1: Quiz • Activity 2: True or False • Activity 3 : Listening • Activity 4 : Writing
4.	**Chapter 4** Past continuous tense	• Activity 1: Quiz • Activity 2: True or False • Activity 3 : Listening • Activity : Writing

d.Developing

The content of the book was developed based on the result of need analysis. The components are :

1) First Draft of the basic tenses material

The researcher developed the basic tenses material by adopting TBLT (Task-Based-Language Teaching) composed by David Nunan (2004). The TBLT is divided into three parts; the pre-task, task-cycle, and language focus and feedback. Furthermore, there are four tasks for each chapter, and those chapters are integrated with six steps involved tasks those are (a) Let's Get Ready, (b) Learning Material, (c) Let's Practice, (d) The Grammar Focus, (e) Let's Practice More, and (f) Active Learning. The explanation of these six steps is presented in the following explanation.

a) Let's Get Ready

This section is the beginning or introduction to the material to be studied, Provides an explanation of the purpose of utilizing tenses in each chapter. It is hoped that students will be motivated to learn various types of tenses.

b) Learning Material

Learning material aims to define the material to be studied. Apart from that, it also supports sentence patterns and examples related to the material.

c) Let's Practice

This phase is part of the unit which allows students to take quizzes to determine students' understanding of the material they have studied.

d) Focus Grammar

This phase introduces the grammatical features (verb changes) that will be used to create sentences. The aim is to help students with grammar rules

(verb changes in certain tenses material), so they can move on to the next material.

e) Active Learning

In this phase, students identify the utilization of tenses from the story text in groups of 3-5 students. This aims to determine the development of students' knowledge regarding previously studied material.

f) Let's Practice More

In this phase, students will listen and watch videos of examples of tenses used in each chapter, then tell stories in front of the class. This aims to make students actively use the language they are learning. They learn by doing.

Chapter 1 Simple Present Tense

This chapter encourages students to learn about the simple present tense. There are four tasks given in this chapter. The learning objectives are:

1. Students can analyze Simple Present Tense sentence patterns in various contexts (e.g., daily routines, general facts).

2. Students can compose positive, negative, and interrogative sentences using Simple Present Tense correctly.

3. Students show confidence in using the Simple Present Tense to talk about daily activities.

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4. Students can write simple paragraphs using Simple Present Tense to describe daily routines.		
Let's Get Ready	Introduction	Description : This section contains an introduction to the use of simple present tense, such as daily activity, and general truth.
Learning Material	The learning material section includes focus material which contains explanations, sentence patterns, examples, and several expressions about the simple present tense. Students can scan QR Code to watch the explanation in simple present tense.	
Let's Practice	Task 1	Instruction: *Scan the QR code below to take the quiz!* Students will do a quiz totaling ten numbers.
The Focus Grammar	In this section, the focus is on changing the verbs used in certain subjects.	

Active Learning	Task 2	Instruction: *Identify the sentences in the simple present tense below with your group and tick the choices true or false!* This aims to determine the development of students' knowledge regarding previously studied material.
Let's Practice More	Task 3	Instruction ; *Scan the QR Code below to find the use of simple present tense in daily activity, then answer the questions below the barcode.* Apart from improving understanding of tenses, this task can also improve the listening skill students'.
	Task 4	Instruction ; *Complete the sentences below with the correct verb!*

| | | Apart from improving understanding of tense, this task can also improve the writing skill of students'. |

Chapter 2 Present Continuous Tense

This chapter encourages students to learn about the present continuous tense. There are four tasks given in this chapter. The learning objectives are :

1. Students can recognize the use of Present Continuous Tense to describe ongoing actions when speaking.

2. Students can form positive, negative, and interrogative sentences in Present Continuous Tense with the correct structure.

3. Students show interest in participating in discussions that involve the use of Present Continuous Tense.

4. Students can make oral descriptions of ongoing activities using Present Continuous Tense.

| **Let's Get Ready** | Introduction | This section contains an introduction to the use of Present Continuous Tense, |

		such as describing ongoing action and current plants.
Learning Material	The learning material section includes focused content on the Present Continuous Tense, featuring explanations, sentence patterns, examples, and various expressions related to this tense. Students can scan the QR Code to watch a detailed explanation of the Present Continuous Tense.	
Let's Practice	Task 1	Instruction: *Scan the QR Code below to the take quiz!*
The focus Grammar	In this section, the focus is on changing the verbs used in certain subjects.	
Active Learning	Task 2	Instruction: *Identify the sentences in the simple present tense below with your group and tick the choices true or false!*

		This aims to determine the development of students' knowledge regarding previously studied material.
Let's Practice More	Task 3	Instruction *Scan the QR Code below to find the present continuous tense in dialogue. Then answer the question below the barcode.* Apart from improving understanding of tenses, this task can also improve the listening skill of students'.
	Task 4	Instruction *Complete the sentences below with the correct verb!* Apart from improving understanding of tense, this task can also improve the writing skill students'.

Chapter 3 Simple Past Tense

This chapter encourages students to learn about the simple past tense.

There are four tasks given in this chapter. The learning objectives are :

1. Students can recognize regular and irregular verb forms in the simple present tense.

2. Students can compose positive, negative, and interrogative sentences using simple past tense tell-to stories about even that accurate.

3. Students show accuracy in using the correct verb forms in the simple past tense.

4. Students can write short stories about past experiences using simple past tense.

Let's Get Ready	Introduction	This section is an introduction to the use of simple past tense, such as describing completed actions, past events, and historical narratives.
Learning Material	The learning material section includes focused content on simple past tense, featuring explanations related to this tense.	

	Student can scan the QR Code to watch a detailed explanation of the simple past tense.	
Let's Practice	Task 1	Instruction *Scan QR Code below to the take quiz!*
The Focus Grammar	In this section, the focus is on changing the verbs used in certain subjects.	
Active Learning	Task 2	Instruction *Identify the sentences in the simple past tense below with your group and tick the choices true or false!* This aims to determine the development of students' knowledge regarding previously studied material.
Let's Practice More	Task 3	Instruction : *Scan the QR Code below to find the simple past tense in the story. The answer to the*

		question below is the barcode. Apart from improving understanding of simple past tense, this task can also improve the listening skills of students.
	Task 4	Instruction Complete the sentences below with the correct verb ! Apart from improving understanding of simple past tense, this task can also improve the writing skill students.

Chapter 4 Past Continuous Tense

This chapter encourages students to learn about Past Continuous Tense.

There are two tasks given in this chapter. The learning objectives are :

1. Students Can explain the function of the Past Continuous Tense to describe actions that occurred in the past. 2. Students can construct positive, negative, and interrogative sentences using past continuous tense. 3. Students show persistence in understanding the differences between simple past tense and past continuous tense. 4. Students can create narratives that combine simple past tense and past continuous tense to tell complex past events.		
Let's Get Ready	Instruction	This section contains an introduction to the use of Past Continuous Tense, shows an action that occurred in the past, and describes two actions that were taking place simultaneously in the past.
Learning Material	The learning material section contains content focused on past continuous tense, sentence types, and examples. Students can scan the QR Code to see a detailed explanation of the past continuous tense.	
Let's Practice	Task 1	Instruction

		Scan the QR Code below to take the quiz! The purpose of this assignment is to determine the level of students' understanding of the material they have studied.
Let's Practice More	Task 2	Instruction Scan the QR Code below to take the quiz! The aim of this assignment is for students to know the use of the past continuous tense in story form. Apart from that, students can also improve their listening skills.

a) The electronic basic tenses material

The researcher then created a prototype of basic tense material based on QR codes in Canva by inserting all the materials, activities, and supporting aspects that had been prepared into the material framework. After

designing the prototype, the researchers developed it with a more attractive

appearance using the same media, namely Canva.
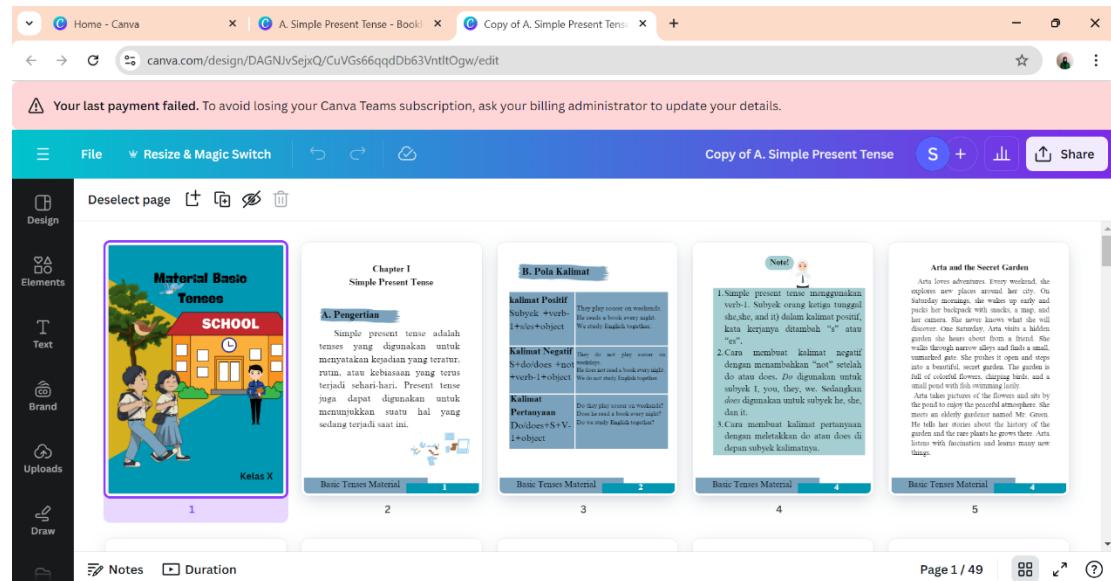
Picture 4.1: Basic Tenses Material prototype in Canva
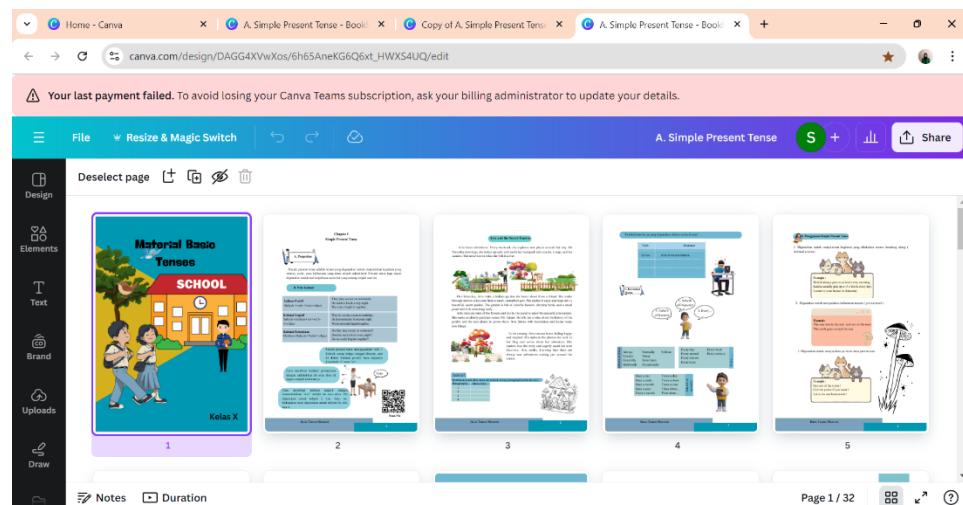
Picture 4. 2: Material basic tenses design in Canva

After that, the researcher changed the format of the basic tenses material to PDF and then printed it.

   b) Expert validation

      There are three experts involved in validating the product with three validation aspects. Therefore, the results of the expert recapitulation are presented as follows:

a. Material Expert

The validator for the material expert is Sugianto, S.Pd., a teacher of English at SMAN 5 Luwu Timur.

Table 4.4 The recapitulation score of the material expert judgment

Aspect Indicators	Mean Score	Categories
1. The content of the basic tenses material currently being developed is by curriculum standards and the needs of grade 10 high school students.	5	Excellent
2. The teaching methods used in this		

	material can help students understand and apply basic tenses.	5	Excellent
3.	This basic tenses material covers all the important aspects of basic tenses that need to be understood by the class 10 high school students.	4	Excellent
4.	This material provides enough practice to strengthen students' understanding of basic tenses.	5	Excellent
5.	This basic tenses teaching material pays attention to the context of English use in everyday situations or content that is relevant for high school students.	5	Excellent
6.	Practice that shows the effectiveness of teaching basic tenses that can be applied to this material.	5	Excellent

7.	Aspects of technology or that can be integrated into this material to increase the effectiveness of teaching and learning basic tenses.	5	Excellent
8.	The components in this material encourage students to actively practice speaking and writing using basic tenses.	4	Good
9.	Easy to access QR Code presentation by students.	4	Good
10.	Video explanations of the material are presented clearly and are easy for students to understand.	5	Excellent
11.	This book integrates innovative and varied learning methods, such as practical activities, interactive exercises, and learning support technology.	4	Good

Total	4, 63

As a result, the following formula was used to determine the mean score based on the material experts' judgment:

$$M = \frac{B}{N} = \frac{51}{10} = 4{,}63$$

b. Language Expert

The validator for the material expert is Ermawati, S.Pd.I., M.Hum., as an English lecturer at IAIN Palopo.

Table 4.5 The recapitulation score of the language expert judgment

Aspect Indicators	Mean Score	Categories
1. The basic tense material developed is by recognized grammar theory.	4	Good
2. This material ensures that the explanation of basic tenses follows standard and standard English usage.	4	Good
3. The language presented is clear	5	Excellent

and easy for students to understand.

4. This material adapts teaching tenses
   to students' language development   4   Good
   in terms of their age and cognitive
   abilities.

5. This material is relevant for English   4   Good
   language learners at a basic level.

6. The explanation of each tense is
   clear and easy for class X students   4   Good
   to understand.

7. The sentence structure in this
   book is by the rules of   4   Good
   English grammar.

8. The use of this technology
   is relevant and effective in helping   4   Good
   students' understanding of tenses.

9. The use of language in explaining

   tense is appropriate and following   4   Good

   Indonesian and English rules

10. Video explanations of the

    material is presented in   4   Good

    clear language that is

    for students to understand.

Total	**4,1**	

As a result, the following formula was used to determine the mean score based on the language experts' judgment:

$$M = \frac{B}{N} = \frac{41}{10} = 4{,}1$$

c. Design and layout Expert

The validator for the design and layout, is Fadhliyah Rahmah Muin, S.Pd.I., M.Pd., as an English lecturer at IAIN Palopo.

Table 4. 6 The recapitulation scope of the expert's judgment

Aspect Indicators	Mean Score	Categories

1. The overall appearance of the
   material design is on the needs   3   Fairly
   and characteristics of class X students.

2. The choice of colors, fonts, and other
   visual elements support reading and   4   Good
    make it easier for students to
   understand the material.

3. The layout of the material equipped
   with a QR Code is optimal and easy   3   Fairly
    for students to access.

4. The combination of text and
    digital media accessed via QR
   Code enriches students'   4   Good
   understanding of tense material.

5. The level of clarity and harmony
   of design elements (images, graphs,   3   Fairly
    diagrams) with the tense material
   being conveyed.

6. The size and placement of the QR
   Code is appropriate so that students   4   Good
   can absorb it easily without distractions.

7. The design appearance of this product
   is by the aesthetic standards of high   3   Fairly
   school-level education.

8. The font size used in the material
   is suitable for comfortable reading   4   Good
   for tenth-grade students.

9. The use of white space in design
   supports student focus and understanding   3   Fairly
   of the material.

10. The illustrations or supporting images   4   Good
    used in this book are relevant and clarify
    the concept of tenses being taught.

Total	**3,5**	

As a result, the following formula was used to determine the mean score based on the design and layout experts' judgment:

$$M = \frac{B}{N} = \frac{35}{10} = 3,5$$

Table 4.7 The recapitulation of the expert's validation

No.	The Aspect	Mean	Criteria
1.	Material	4,63	Excellent
2.	Language	4,1	Good
3.	Design and Layout	3,5	Good
	Total	**4,07**	

The result of Expert Validation obtained

4. Dissemination

The final stage of developing the 4D learning model tool is the dissemination stage. After validating the product, the researcher conduct a group discussion forum (FGD) with teachers and students. Teachers and students are very happy with the results of the development of this book. This is reflected in interviews conducted with teachers and students who revealed that the material presented in the book was very helpful in understanding the concepts being taught.

B. Discussion

The researcher adopted the 4D model (define, design, develop, and dissemination) design model in arranging the basic tenses material by qr code. The researcher also used David Nunan's theory of TBL Task-Based Language Teaching) approach in developing the product.[43] Syam Tenrisanna and Furwana Dewi also used a 4D model in a previous study entitled *The 4-D Model on the Development of English Learning Material for Islamic Education Learners.*[44] This researched students' needs, lack, and wants in learning English to answer the problems of tenth-grade students at SMAN 5 Luwu Timur, including lack of desire and access to learning media. Regarding the situation, this research aims to create English learning materials that focus on the basic tenses material wich are suitable for tenth-grade students SMAN 5 Luwu Timur. This material was developed into a basic tense material product that is well-designed to help students face their problems. Technology-based basic tenses material is teaching material developed to increase the effectiveness of the teaching and learning process. Several processes are carried out to create basic tense material. The steps taken by the researcher were based on the 4D development model contained in Chapter 3 concerning research procedures. Therefore, the researcher conducted a needs analysis and interview

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[43] David Nunan, *Task-Based Language Teaching* (Newyork: Cambrigde University Press, 2004), h. 55 (softcopy pdf adobe reader)

[44] Andi Tenrisanna Syam and Dewi Furwana, *"The 4-D Model on the Development of English Learning Materials for Islamic Education Learners,"* Dinamika Ilmu 22, no. 1 (2022): 17–39, https://doi.org/10.21093/di.v22i1.4235.

Necessity is described as what the learner has to know to function effectively in a target situation, Hutchinson and Waters[45]. Needs analysis is carried out through a questionnaire covering three main aspects: student needs, deficiencies, and desires. Based on the results of the analysis and interviews, it is known that students' needs include: 1) In learning English, students need speaking skills, listening skills, reading skills, and writing skills. Students also need to learn tenses and vocabulary to help them improve their English skills. 2) Students need to learn in class using explanations accompanied by special books on tenses as well as group discussions and exercises. 3) The need for learning media such as special tenses books, and special tenses learning modules accompanied by interactive videos to facilitate students' understanding in learning and can be used anywhere such as in the classroom, library, home, and other places. This research has similarities with the findings of Qodha and friends that the impact of using present progressive tense learning videos has a positive impact and students are also very motivated to watch videos and learn new grammar rules.

Lack refers to the gap between learners' existing knowledge and the knowledge required in the target situation, David Nunan. The lack faced by students are 1) the English language skills of some students are still at a low basic level, their knowledge of vocabulary and practical expressions is limited and their mastery of grammar is still limited. 2) students sometimes experience difficulties in learning English due to limited vocabulary and difficulty learning tenses. 3) students' difficulties

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[45] Tom Hutchinson and Alan Waters, English for Specific Purposes: A learning Centred-Approach, (New York: Cambrige University Press, 1987), p. 56. (Softcopy pdf adobe reader).

in speaking English are caused by the use of vocabulary, choosing the right tenses, and combining several tenses. 4) When learning to write, students often have difficulty choosing the right tenses, using vocabulary, and combining several tenses. 5) Educate students on how to identify and correct tenses due to a lack of understanding of tenses and a lack of supporting media. 6) train students in understanding tenses, namely understanding the basic concept of tenses, and remembering tense formulas in applying tenses. This is in line with previous research conducted by Anita Purba and friends who also identified that one of the main challenges for EFL students is determining the correct tense.

The student's wants revealed in this research are: 1) students want to learn basic tenses such as the simple present, present continuous tense, simple past tense, and past continuous tense. 2) Students also want a deeper understanding of basic tenses to avoid mistakes in speaking and writing with correct grammar. 2) Students also want to deepen their listening and speaking skills in English. 3) Students also want detailed material accompanied by illustrations in the form of cartoons or animations.

At the design stage, the researcher designed English learning objectives for the tenth-grade students, especially basic tenses material. The researcher designed basic tenses material topics according to the result of the needs analysis and teaching materials currently used by students. Topics include simple present tense, present continuous tense,simple past tense, and past continuous tense. Apart from that, researcher also designed various exercises to strengthen and deepen students' understanding of the material that has been taught, such as quiz, true or false, listening,

and also writing skills. The result of research conducted by Zuriah revealed that students view quiz as an effective and interesetingway to do assigment.[46] AnThese axercises are prepared with the aim of honing students English skill trhough a systematic and varied approach.

The development of the QR Code-Based Tenses Basic Material product is an innovation that brings many benefits to English learning, especially in mastering tenses. The use of QR in learning is supported by the results of Kim Hua Tan et al research where the application of QR codes in learning makes it easier for students and can attract students' interest in learning compared to traditional learning.[47] With the integration of QR Code technology, students can easily access relevant explanations simply by scanning the code, according to the subtitle or topic being studied. This allows students to gain a deeper understanding and focus on the material needed. In addition, this product is designed as a learning media that is specifically focused on teaching tenses, providing convenience for teachers in delivering material and flexibility for students in learning. In addition, the development of this technology-based learning media also provides various questions or exercises to measure the level of student understanding of the material presented. With the presentation of QR codes on this product, teachers can easily ask students questions. English learning has become

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[46] Siti Zuhriyah and Bambang Widi Pratolo, "Exploring Students' Views in the Use of Quizizz as an Assessment Tool in English as a Foreign Language (Efl) Class," *Universal Journal of Educational Research* 8, no. 11 (2020): 5312–17, https://doi.org/10.13189/ujer.2020.081132.

[47] Kim Hua Tan and Kar Mei Chee, "Exploring the Motivation of Pupils towards the Implementation of QR Codes in Pronunciation Learning," *Academic Journal of Interdisciplinary Studies* 10, no. 1 (2021): 204–13, https://doi.org/10.36941/ajis-2021-0018.

more dynamic, interactive, and responsive to the needs of each student, making it an effective and relevant learning medium in this digital era.

In the last steps, the researcher conducted a group discussion forum discussion with teachers and students regarding the product development carried out. The researcher explains what components are in the product being developed and how to scan a Qr code without a special application to access online material, a video explaining each subtitle, a quiz, and also a video on the use of simple present tense in stories or dialogues.

Future researchers are advised to add variations in learning media such as websites, AI, or learning applications. This aims to increase students' interest and motivation in studying tense material. Apart from that, future researchers can develop more in-depth material, not only limited to basic tenses but also include more complex tenses and situations where they are applied in everyday life. This is important to provide a more comprehensive understanding of students

CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusion

The researcher has developed QR code-based basic tenses material for tenth-grade students. This material is designed to make it easier for students to access tense learning, by utilizing technology that is familiar to them. The results of the analysis of student needs and interviews with teachers provided a positive response to the development of the book that would be made, especially a book that discussed in detail the basics of tenses. Apart from that, the utilize of technology presented in books make students more interested and motivated to learn when the material is presented via QR codes. Thus, using QR codes to develop this material effectively supports more interesting and accessible learning of tenses. Obstacles experienced by researchers include quite big challenges such as the distance between the research location and the campus, as well as an unstable internet network which hinders the smoothness of the research and communication process, as well as affecting the efficiency of data collection and analysis.

B. Suggestions

1. Developing Wider Materials: It is recommended that future researchers develop materials not only limited to tenses, but also on other aspects of English language learning, such as vocabulary, reading comprehension, or speaking skills, which can also be integrated with QR codes.

2. More Interactive Use of Technology: In addition to QR codes, future researchers can explore other, more interactive technologies, such as website, AI or learning applications, to enhance students' learning experiences.

3. For the next researchers can then develop electronic book media utilize Canva application.

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APPENDICES

APPENDIX 1

SURAT IZIN MENELITI DAN

SETELAH MENELITI

PEMERINTAH PROVINSI SULAWESI SELATAN
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU
Jl.Bougenville No.5 Telp. (0411) 441077 Fax. (0411) 448936
Website : http://simap-new.sulselprov.go.id Email : ptsp@sulselprov.go.id
Makassar 90231

Nomor	: **20166/S.01/PTSP/2024**	Kepada Yth.
Lampiran	: -	Kepala Dinas Pendidikan Prov. Sulawesi Selatan
Perihal	: **Izin penelitian**	

di-
Tempat

Berdasarkan surat Dekan Fak. Tarbiyah & Ilmu Keguruan Institut Agama Islam Negeri Palopo Nomor : B/1552/IN.39/FTIK/HM.01/07/2024 tanggal 16 Juli 2024 perihal tersebut diatas, mahasiswa/peneliti dibawah ini:

N a m a	:	**SRI WINARSIH**
Nomor Pokok	:	2002020002
Program Studi	:	Pendidikan Bahasa Inggris
Pekerjaan/Lembaga	:	Mahasiswa (S1)
Alamat	:	Jl. Agatis Balandai Palopo

Bermaksud untuk melakukan penelitian di daerah/kantor saudara dalam rangka menyusun SKRIPSI, dengan judul :

" DESIGNING BASIC TENSES MATERIAL BY QR CODE FOR THE TENTH-GRADE STUDENTS OF SMA N 5 EAST LUWU "

Yang akan dilaksanakan dari : Tgl. *29 Juli s/d 29 Agustus 2024*

Sehubungan dengan hal tersebut diatas, pada prinsipnya kami *menyetujui* kegiatan dimaksud dengan ketentuan yang tertera di belakang surat izin penelitian.

Demikian Surat Keterangan ini diberikan agar dipergunakan sebagaimana mestinya.

Diterbitkan di Makassar
Pada Tanggal 29 Juli 2024

KEPALA DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU
SATU PINTU PROVINSI SULAWESI SELATAN

ASRUL SANI, S.H., M.Si.
Pangkat : PEMBINA TINGKAT I
Nip : 19750321 200312 1 008

Tembusan Yth
1. Dekan Fak. Tarbiyah & Ilmu Keguruan Institut Agama Islam Negeri Palopo;
2. *Pertinggal.*

PEMERINTAH PROVINSI SULAWESI SELATAN
DINAS PENDIDIKAN
SMA NEGERI 5 LUWU TIMUR
Alamat : Jl. Andi Hatta Marakarma, Wasuponda
Email: smansa.wasuponda@gmail.com

No : NO. 422/201/SMAN.5/LUTIM/VII/DISDIK
Lamp :
Perihal : Surat Keterangan Penelitian

Yang bertanda tangan dibawah ini Kepala SMA Negeri 5 Luwu Timur, Kecamatan Wasuponda, Kabupaten Luwu Timur:

Nama	:	AMMAS M., S.Pd., M.Si
NIP	:	19740511 200312 1 003
Pangkat/golongan	:	Pembina TK.I/IV B
Jabatan	:	Kepala SMA Negeri 5 Luwu Timur

Menerangkan Bahwa :

Nama	:	Sri Winarsih
Nim	:	2002020002
Program Studi	:	S1 Pendidikan Bahasa Inggris
Fakultas	:	Tarbiyah dan Ilmu Keguruan

Benar telah melakukan penelitian dalam rangka penyusunan karya ilmiah (Skripsi) dengan judul "Designing Basic Tenses Material By QR Code for the Tenth-Grade Students SMA N 5 East Luwu" dari tanggal 30 Juli s/d 02 Agustus.

Demikian surat keterangan ini dibuat dengan sebenarnya dan untuk digunakan sebagaimana mestinya.

Wasuponda, 15 Agustus 2024
Kepala SMA Negeri 5 Luwu Timur

AMMAS M., S.Pd., M.Si
NIP. 19740511 200312 1 003

BerAKHLAK   bangga melayani bangsa   Sipakatau   Sulawesi Selatan

APPENDIX 2

QUESTIONNAIRE'S

INSTRUMENT OF NEED

ANALYSIS

Questionnaire of Need Analysis

Designing Basic Tenses Material By QR Codes For The Tenth-Grade Students of SMA N 5 East Luwu

A. Data Responden

Nama　　　　:

Kelas　　　　:

Jenis Kelmain :

Usia　　　　　:

B. Petunjuk Pengisian

Berilah tanda (x) pada pilihan pertanyaan yang sesuai dengan keadaan anda saat ini dan anda dapat memilih lebih dari satu jawaban. Sesuaikan dengan kebutuhan dan kenginan anda terkait dengan penguasaan Tenses Bahasa Inggris di SMA Negeri 5 Luwu Timur.

1. Tingkat penguasaan Bahasa Inggris Anda saat ini?
   a. *Basic (lower),* mengetahui sedikit kosa kata dan ungkapan praktis serta penguasaan grammar masih terbatas.
   b. *Basic (upper),* dapat berkomunikasi dengan baik pada beberapa topic dengan percakapan pendek, masih kesulitan dengan kosa kata dan grammar.
   c. *Intermediate (lower),* dapat berkomunikasi dengan baik pada beberapa topic tapi masih kesulitan dengan topic-topik lain, masih ada kesulitan pada kosa kata, grammar juga pelafalan

d. *Intermediate (upper),* sudah mampu berkomunikasi pada sebuah percakapan dan topic topic lainnya, walaupun masih sedikit kesulitan pada beberapa kosa kata dan gammar

e. *Advanced,* sudah mampu berkomunikasi dengan baik dan lancar.

2. Apa saja yang ingin Anda pelajari dalam bahasa Inggris (pilih semua yang sesuai)?

a. Berbicara dan mendengarkan

b. Tenses

c. Kosakata (4 students)

d. Menulis dan membaca

3. Kesulitan yang Anda hadapi ketika mempelajari bahasa Inggris?

a. Kesulitan mempelajari *tenses*

b. Kesulitan dalam menghafal kosakata

c. Kesulitan menulis menggunakan bahasa Inggris

d. Kesulitan berbicara menggunakan bahasa Inggris

4. Kesulitan yang Anda hadapi saat berbicara dalam Bahasa Inggris ?

a. Memilih *tenses* yang tepat

b. Menggunakan kosakata

c. Menggabungkan berbagai *tenses*

d. Menghindari kesalahan *tenses*

5. Kesulitan yang Anda hadapi saat menulis dalam bahasa Inggris? (Pilih semua yang sesuai)

a. Memilih *tenses* yang tepat

b. Menggunakan kosakata yang tepat

c. Menggabungkan berbagai *tenses*

d. Menghindari kesalahan *tenses*

6. Kesulitan yang Anda hadapi dalam mengeidentifikasi dan memperbaiki kesalahan tata Bahasa/*tenses* ?

a. Kurangnya pemahaman tentang aturan tata bahasa

b. Keterbatasan mendeteksi kesulitan dalam menulis

c. Kurangnya media pendukung

d. Kurangnya akses ke alat bantu seperti *grammar checkers.*

7. Apa kesulitan yang Anda hadapi dalam memahami *tenses* ?

   a. Memahami konsep dasar setiap *tenses*

   b. Mengingat rumus *tenses*

   c. Menerapkan *tenses* dalam kalimat

   d. Membedakan penggunaan setiap *tenses*

8. Bagaimana Anda mengatasi kesulitan dalam memahami *tenses?*

   a. Bertanya kepada guru

   b. Menggunakan aplikasi belajar

   c. Menggunakan kamus / buku khusus *tenses*

9. Jenis *tenses* yang ingin Anda pelajari saat ini ?

   a. Simple present tense

   b. Past tense

   c. Future tense

   d. Continuous tense

   e. Present perfect

10. Pembelajaran bahasa Inggris seperti apa yang Anda sukai?

    a. Penjelasan di kelas dan buku khusus *tenses*

    b. Diskusi kelompok dan latihan soal

    c. Video pembelajaran dan aplikasi belajar

11. Latihan seperti apa yang Anda butuhkan untuk meningkatkan pemahamanmu mengenai penggunaan *tenses*?

    a. Pilihan ganda

    b. Essay

12. Berapa panjang teks yang Anda sukai dalam pembelajaran *tenses*?

    a. 100-200 kata

    b. 300-500 kata

    c. 250-350 kata

    d. Kurang dari 100 kata

    e. Lebih dari 500 kata

13. Topik materi apa yang Anda sukai dalam pembelajaran *tenses ?*

    a. Daily activity

    b. Musik

    c. Film

    d. Olahraga

14. Dalam pembelajaran *tenses,* Anda menyukai topik kegiatan......

    a. Analisis cerpen

    b. Membuat dialog

    c. Menulis cerita pendek

    d. Analisis lirik lagu

15. Jenis media pemebelajaran apa yang paling Anda butuhkan untuk memahami *tenses* dengan lebih baik?

    a. Buku teks yang lebih detail

    b. Modul pembelajaran khusus *tenses*

    c. Video pembelajaran

    d. Latihan soal yang lebih banyak dan bervariasi

16. Tempat belajar yang Anda sukai saat belajar bahasa *Inggris* khususnya *tenses........*

    a. *Indoor* (di ruangan, kelas, dll)

    b. *Outdoor (*di luar ruangan, taman, Gazebo, dll)

    c. Perpustakaan

17. Dalam pembelajaran bahasa Inggris, Anda lebih menyukai mengerjakan tugas secara......

    a. Individu

    b. Kelompok kecil (3-5 orang)

    c. Kelompok besar (lebih dari 5 orang)

18. Peran guru yang anda sukai dalam pengajaran bahasa *Inggris*?

    a. Sebagai *assessor* (penilai) yakni menilai dan mencatat kemampuan siswa.

b. Sebagai *facilitator* (penyedia) yaitu guru memberikan kemudahan kepada siswa dalam proses pembelajaran.

c. Sebagai *motivator* yaitu memberikan motivasi dan dukungan kepada siswa.

19. Fitur apa yang menurut Anda penting dalam media pembelajaran *tenses?*

a. Penjelasan konsep dengan Menggunakan metode contoh

b. Visualisasi atau animasi

c. Latihan soal interaktif

d. Permainan dan aktifitas menarik

20. Jenis konten apa yang dapat membantu Anda dalam pembelajaran *tenses* ?

a. Audio (misalnya, podcast), dan video

b. Teks (misalnya, artikel, cerita pendek)

c. Interaktif (misalnya, kuis, latihan)

d. Visual (misalnya, infografis, diagram)

21. Jenis ilustrasi apa yang menurut Anda paling membantu dalam memahami materi bahasa Inggris?

a. Foto

b. Kartun/Animasi

c. Diagram/Skema

d. Peta Pikiran (*Mind Maps*)

APPENDIX 3

THE RESULT OF THE

QUESTIONNAIRE'S

INSTRUMENT OF NEED

ANALYSIS

Questionnaire of Need Analysis

Designing Basic Tenses Material By QR Codes For The Tenth-Grade Students of SMA N 5 East Luwu

A. Data Responden

Nama : M. Zulfon Fajri
Kelas : X 7
Jenis Kelmain : laki - laki
Usia : 15

B. Petunjuk Pengisian

Berilah tanda (x) pada pilihan pertanyaan yang sesuai dengan keadaan anda saat ini dan anda dapat memilih lebih dari satu jawaban. Sesuaikan dengan kebutuhan dan kenginan anda terkait dengan penguasaan Tenses Bahasa Inggris di SMA Negeri 5 Luwu Timur.

1. Tingkat penguasaan Bahasa Inggris Anda saat ini?

   x. *Basic (lower)*, mengetahui sedikit kosa kata dan ungkapan praktis serta penguasaan grammar masih terbatas.

   b. *Basic (upper)*, dapat berkomunikasi dengan baik pada beberapa topic dengan percakapan pendek, masih kesulitan dengan kosa kata dan grammar.

   c. *Intermediate (lower)*, dapat berkomunikasi dengan baik pada beberapa topic tapi masih kesulitan dengan topic-topik lain, masih ada kesulitan pada kosa kata, grammar juga pelafalan.

   d. *Intermediate (upper)*, sudah mampu berkomunikasi pada sebuah percakapan dan topic topic lainnya, walaupun masih sedikit kesulitan pada beberapa kosa kata dan gammar

   e. *Advanced*, sudah mampu berkomunikasi dengan baik dan lancar.

2. Apa saja yang ingin Anda pelajari dalam bahasa Inggris (pilih semua yang sesuai)?

   x Berbicara dan mendengarkan

   x Tenses

- ✗ Kosakata
- ✗ Menulis dan membaca
- ✗ Lainnya (tambahakan jika ada).......

3. Kesulitan yang Anda hadapi ketika mempelajari bahasa Inggris?

   a. Kesulitan mempelajari *tenses*
   - ✗ Kesulitan dalam menghafal kosakata
   c. Kesulitan menulis menggunakan bahasa Inggris
   d. Kesulitan berbicara menggunakan bahasa Inggris
   e. Lainnya (tambahakan jika ada)........

4. Kesulitan yang Anda hadapi saat berbicara dalam Bahasa Inggris ? (pilih semua yang sesuai)

   - ✗ Memilih *tenses* yang tepat
   b. Menggunakan kosakata
   c. Menggabungkan berbagai *tenses*
   d. Menghindari kesalahan *tenses*
   e. Lainnya (tambahkan jika ada) ....

5. Kesulitan yang Anda hadapi saat menulis dalam bahasa Inggris? (Pilih semua yang sesuai)

   a. Memilih *tenses* yang tepat
   b. Menggunakan kosakata yang tepat
   - ✗ Menggabungkan berbagai *tenses*
   d. Menghindari kesalahan *tenses*
   e. Lainnya (sebutkan jika ada) ....

6. Kesulitan yang Anda hadapi dalam mengeidentifikasi dan memperbaiki kesalahan tata Bahasa/*tenses* ?

   a. Kurangnya pemahaman tentang aturan tata bahasa
   - ✗ Keterbatasan mendeteksi kesulitan dalam menulis
   c. Kurangnya media pendukung
   d. Kurangnya akses ke alat bantu seperti *grammar checkers*.
   e. Lainnya (tambahakan jika ada)........

7. Apa kesulitan yang Anda hadapi dalam memahami *tenses* ?

   a Memahami konsep dasar setiap *tenses*
   - ✗ Mengingat rumus *tenses*
   c. Menerapkan *tenses* dalam kalimat

    d. Membedakan penggunaan setiap *tenses*

    e. Lainnya (sebutkan) ....

8. Bagaimana Anda mengatasi kesulitan dalam memahami *tenses?*

    X Bertanya kepada guru

    b. Menggunakan aplikasi belajar

    c. Menggunakan kamus / buku khusus *tenses*

    d. Lainnya (tambahkan jika ada)............

9. Jenis *tenses* yang ingin Anda pelajari saat ini ? (Boleh memilih lebih dari 1)

    X *Simple present tense*

    b. *Past tense*

    c. *Future tense*

    d. *Continuous tense*

    e. *Present perfect*

10. Pembelajaran bahasa Inggris seperti apa yang Anda sukai?

    a. Penjelasan di kelas dan buku khusus *tenses*

    X Diskusi kelompok dan latihan soal

    c. Video pembelajaran dan aplikasi belajar

    d. Lainnya (tambahkan jika ada) ....

11. Latihan seperti apa yang Anda butuhkan untuk meningkatkan pemahamanmu mengenai penggunaan *tenses?*

    X Pilihan ganda

    b. Essay

    c. Lainnya (Tambahakan)..............

12. Berapa panjang teks yang Anda sukai dalam pembelajaran *tenses?*

    a. 100-200 kata

    b. 300-500 kata

    c. 250-350 kata

    X Kurang dari 100 kata

    e. Lebih dari 500 kata

13. Topik materi apa yang Anda sukai dalam pembelajaran *tenses* ? (boleh memilih lebih dari satu)

    a. *Daily activity*

    b. Musik

    X Film

d. Olahraga

e. Lainnya (tambahkan jika ada)..........

14. Dalam pembelajaran *tenses*, Anda menyukai topik kegiatan......

   a. Analisis cerpen

   b. Membuat dialog

   c. Menulis cerita pendek

   d. Analisis lirik lagu

   e. Lainnya (tambahkan jika ada).........

15. Jenis media pemebelajaran apa yang paling Anda butuhkan untuk memahami *tenses* dengan lebih baik? (Pilih semua yang sesuai)

   a. Buku teks yang lebih detail

   b. Modul pembelajaran khusus *tenses*

   c. Video pembelajaran

   d. Latihan soal yang lebih banyak dan bervariasi

   e. Lainnya (tambahkan jika ada) ....

16. Tempat belajar yang Anda sukai saat belajar bahasa *Inggris* khususnya *tenses*........

   a. *Indoor* (di ruangan, kelas, dll)

   b. *Outdoor* (di luar ruangan, taman, Gazebo, dll)

   c. Perpustakaan

   d. Lainnya (tambahkan jika ada)..........

17. Dalam pembelajaran bahasa Inggris, Anda lebih menyukai mengerjakan tugas secara......

   a. Individu

   b. Kelompok kecil (3-5 orang)

   c. Kelompok besar (lebih dari 5 orang)

   d. Lainnya (tambahkan jika ada)..............

18. Peran guru yang anda sukai dalam pengajaran bahasa *Inggris*?

   a. Sebagai *assessor* (penilai) yakni menilai dan mencatat kemampuan siswa.

   b. Sebagai *facilitator* (penyedia) yaitu guru memberikan kemudahan kepada siswa dalam proses pembelajaran.

   c. Sebagai *motivator* yaitu memberikan motivasi dan dukungan kepada siswa.

   d. Lainnya (tambahkan jika ada).........

19. Fitur apa yang menurut Anda penting dalam media pembelajaran *tenses*?

   a. Penjelasan konsep dengan Menggunakan metode contoh

b. Visualisasi atau animasi

c. Latihan soal interaktif

d. Permainan dan aktifitas menarik

✗ Lainnya (tambahakan jika ada).........

20. Jenis konten apa yang dapat membantu Anda dalam pembelajaran *tenses* ?

a. Audio (misalnya, podcast), dan video

b. Teks (misalnya, artikel, cerita pendek)

✗ Interaktif (misalnya, kuis, latihan)

d. Visual (misalnya, infografis, diagram)

e. Lainnya (tambahkan jika ada)........

21. Jenis ilustrasi apa yang menurut Anda paling membantu dalam memahami materi bahasa Inggris? (pilih semua yang sesuai)

a. Foto

✗ Kartun/Animasi

c. Diagram/Skema

d. Peta Pikiran (*Mind Maps*)

e. Lainnya (sebutkan)..........

APPENDIX 4

INSTRUMENT VALIDATION

BY THE EXPERTS

LEMBAR VALIDASI INSTRUMENT EVALUASI UNTUK AHLI MATERI

"Designing Basic Tenses Material By QR Codes For The Tenth-Grade Student Senior High School 5 East Luwu"

A. Petunjuk Pengisian

1. Lembar penilaiyan kelayakan ini meliputi aspek pendahuluan, isi, bahasa.
2. Beri tanda () pada kolom angka yang sesuai dengan penilaian yang anda berikan.
3. Pedoman skala penilaian adalah sebagai berikut

   1 : tidak layak

   2 : kurang layak

   3 : cukup layak

   4 : layak

   5 : sangat layak

4. Anda dimohon kesediaannya untuk memberikan saran-saran perbaikan pada bagian akhir lembar ini

B. Penilaian Kelayakan

NO	URAIAN	Kelayakan				
I	**Aspek Isi**	**1**	**2**	**3**	**4**	**5**
a. Tujuan penelitian dinyatakan dengan jelas b. Tujuan kuesioner dinyatakan dengan jelas c. Petunjuk pengisian kuesioner mudah dipahami						
II	**Aspek Cakupan Isi**					
a. Butir-butir kuesioner mencakup data yang berhubungan dengan cakupan isi materi memadai						

b.	Butir-butir kuesioner mencakup data yang berhubungan dengan penggunaan bahasa didalam materi baik dan benar					
c.	Butir-butir kuesionermencakup data yang berhubungan dengan aktifitas pembelajaran memadai					
d.	Butir-butir kuesioner mencakup data yang berhubungan dengan input materi yang memadaiyang berhubungan dengan input materi yang memadai					
III	**Aspek Bahasa**					
a.	Butir-butir kuesioner dirumuskan dalam bahasa indonesia yang baik dan benar					
b.	Butir-butir kuesioner dirumuskan dalam bahasa Indonesia yang efektif					
c.	Butir-butir kuesioner dirumuskan dalam bahasa Indonesia efisien					
d.	Butir-butir kuesioner dirumuskan dalam bahasa indonesi yang mudah dipahami sesuai tingkat kemampuan berbahasa responden					

C. Komentar

………………………………………………………………………………………

………………………………………………………………………………………

………………………………………………………………………………………

……………………………………………………………………………………
…………………

D. Saran

……………………………………………………………………………………
……………………………………………………………………………………
……………………………………………………………………………………
……………………………………………………………………………………
…………………

E. Kesimpulan

Instrument kuesioner ini (lingkari salah satu pilihan)

1. Tidak dapat digunakan

2. Dapat digunakan

3. Dapat digunakan dengan perbaikan sebagai berikut

………………………………………………………………………………
………………………………………………………………………………
………………………………………………………………………………
………………………………………………………………………………
………………………………………………

Palopo,……2024

Penilaian kelayakan

APPENDIX 5

THE RESULT OF THE

INSTRUMENT'S VALIDATION

BY THE EXPERTS

LEMBAR VALIDASI INSTRUMENT EVALUASI UNTUK AHLI MATERI

"Designing Basic Tenses Material By QR Codes For The Tenth-Grade Student Senior High School 5 East Luwu"

A. Petunjuk Pengisian

1. Lembar penilaiyan kelayakan ini meliputi aspek pendahuluan, isi, bahasa.
2. Beri tanda () pada kolom angka yang sesuai dengan penilaian yang anda berikan.
3. Pedoman skala penilaian adalah sebagai berikut

   1 : tidak layak

   2 : kurang layak

   3 : cukup layak

   4 : layak

   5 : sangat layak

4. Anda dimohon kesediaannya untuk memberikan saran-saran perbaikan pada bagian akhir lembar ini

B. Penilaian Kelayakan

NO	URAIAN	Kelayakan				
I	**Aspek Isi**	1	2	3	4	5
a.	Tujuan penelitian dinyatakan dengan jelas				✓	
b.	Tujuan kuesioner dinyatakan dengan jelas					✓
c.	Petunjuk pengisian kuesioner mudah dipahami					✓
II	**Aspek Cakupan Isi**					
a.	Butir-butir kuesioner mencakup data yang berhubungan dengan cakupan isi materi memadai					✓
b.	Butir-butir kuesioner mencakup data yang berhubungan dengan penggunaan bahasa didalam materi baik dan benar				✓	
c.	Butir-butir kuesionermencakup data yang berhubungan dengan aktifitas pembelajaran memadai					✓

d.	Butir-butir kuesioner mencakup data yang berhubungan dengan input materi yang memadaiyang berhubungan dengan input materi yang memadai					✔
III	**Aspek Bahasa**					
a.	Butir-butir kuesioner dirumuskan dalam bahasa indonesia yang baik dan benar					✔
b.	Butir-butir kuesioner dirumuskan dalam bahasa Indonesia yang efektif					✔
c.	Butir-butir kuesioner dirumuskan dalam bahasa Indonesia efisien					✔
d.	Butir-butir kuesioner dirumuskan dalam bahasa indonesi yang mudah dipahami sesuai tingkat kemampuan berbahasa responden					✔

C. Komentar

Instrument memadai ⅄/digunakan

D. Saran

Instrument dapat digunakan dengan perbaikan.

E. Kesimpulan

Instrument kuesioner ini (lingkari salah satu pilihan)

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

....

....

....

....

Palopo,   2024

Penilaian kelayakan

Fadhliah R Muin

APPENDIX 6

THE QUESTIONNAIRE OF

STUDENT'S INTERVIEW

1. Apakah Anda Tertarik untuk belajar bahasa Inggris ?

   Jawaban ; Saya tidak tertarik belajar bahasa Inggris

2. Mengapa Anda tidak tertarik belajar bahasa Inggris ?

   Jawaban ; Karena menurut saya bahasa Inggris itu susah.

3. Media apa yang bisa membuat Anda tertarik belajar bahasa Inggris ?

   Jawaban ; Mungkin buku yang menarik atau aplikasi belajar.

4. Pada saat pembelajaran bahasa Inggris apakah ada media yang Anda gunakan khusu tenses ?

   Jawaban : biasanya menggunakan buku dan Tv

5. Apakah Anda sering menggunakan QR Code dalam pembelajaran ?

   Jawaban : pernah

6. Bagaimana menurut Anda dengan pengemabangan product khusus tenses ?

   Jawaban : menurut saya bagus dan itu mungkin akan menarik minat saya untuk belajar.

7. Apakah Anda diperbolehkan membawa hp ke sekolah ?

   Jawaban: kami diperbolehkan membawa hp ketika ada mata pelajaran yang membutuhkan handphone saat belajar.

APPENDIX 7

THE RESULT OF

THE TEACHER INTERVIEW

Pertanyaan Interview Untuk Guru Bahasa Inggris

1. Apakah tingkat kemampuan bahasa Inggris siswa kelas sepupluh masih berapada pada tinkat dasar/*basic ?*

   Jawaban : Pengetahuan bahasa Inggris siswa kelas sepuluh memang masih pada tingkat dasar/*basic.* Karena mereka merupakan siswa tahun pertama di kelas sepupkuh dan pembelajaran bahasa Inggris baru dilakukan selama dua kali pertemuan.

2. Kurikulum apa yang digunakan sekolah SMA N 5 Luwu Timur saat ini ?

   Jawaban : Kurikulum merdeka sudah kami terapkan di SMA N 5 Luwu Timur satu tahun yang lalu.

3. Apa strategi yang Anda lakukan saat mengajar ?

   Jawaban : strategi pembelajaran yang biasa saya lakukan adalah memberikan materi kepada siswa yang mereka sukai namun tidak meninggalkan kurikulum merdeka. Dengan tingkat kemampuan siswa yang berbeda-beda, pola pembelajaran dibedakan dengan menyeimbangkan kemampuan masing-masing siswa. Dimana siswa tidak harus mempunyai kemampuan yang sama.

4. Media apa yang Anda gunakan dalam pembelajaran bahasa Inggris ?

   Jawaban : Media yang biasa saya gunakan dalam proses pembelajaran adalah buku-buku yang telah disediakan oleh sekolah di perpustakaan. Terkadang saya menggunakan media bantu seperti LCD, TV, dan lain-lain dalam proses pembelajaran sesuai dengan materi yang di pelajari.

5. Metode apa yang sering Anda gunakan dalam pembelajaran bahasa Inggris khusunya Tenses ?

   Jawaban : Dalam proses belajar bahasa Ingris, terkadang saya menggunakan sistem learn by doing. Selain itu saya juga biasanya belajar di kelas misalkan 1 jam di dalam kelas dan 1 jam di luar kelas. Hal ini di lakukan agar siswa tidak merasa bosan ketika belajar bahasa Inggris. Setelah itu memberikan tugas kepada siswa dan memberikan motivasi siswa di akhir pembeljaran.

6. Apakah ada media khusus tenses yang Anda gunakan dalam pembelajaran tenses?

   Jawaban :Hingga saat ini, belum ada buku khusus tenses secara khomprehensif untuk digunakan dalam pembelajaran tenses. Pembelajaran tenses menggunakan buku-buku umum yang disediakan sekolah di perpustakaan.

7. Menurut Anda, tenses mana yang paling sulit dipahami oleh siswa? Mengapa?

   Jawaban : Sebagian besar siswa mempunyai kesulitan dalam memahami beberapa jenis tenses, seperti simple present tense, past tense, perfect tense and continuous tense. Jenis tenses tersebut sulit untuk siswa memahminya karena perbedaan waktu serta pola kalomat yang berbeda.

8. Apakah siswa diperbolehkan membawa handphone ke sekolah ?

   Jawaban : Kami mengizinkan siswa membawa handphone ke sekolah, tetapi mereka dapat menggunakan handphone susuai dengan kebutuhan pembelajaran.

9. Apa saja bentuk latihan atau tes yang Anda gunakan untuk menilai kemampuan siswa dalam menggunakan tenses?

   Jawaban : Saya biasa memberikan tugas kepada siswa dalam bentuk essay ataupun pilhan ganda sesuai dengan tuntutan tugas.

APPENDIX 8

INSTRUMENT VALIDATION

BY THE EXPERTS

QUESTIONNAIRE FOR MATERIAL EXPERTS

A. Pengantar :

Kuesioner ini merupakan instrumen penilaian terhadap buku basic Tenses By QR Code. Saya sangat mengharapkan partisipasi bapak/ibu untuk mengisi kuesioner ini sebagai masukan atas buku yang saya buat dan kembangkan. Atas kesediaan dan partisipasi bapak/ibu, saya ucapkan banya terima kasih.

B. Expert Identity :

Nama   :

Umur   :

Jenis Kelamin   :

Pendidikan   :

Pengalaman Mengajar   :

C. Petunjuk Pengisisan :

Berikut ini adalah butir-butir pertanyaan yang berkaitan dengan basic tenses material by QR Code yang telah dibuat dan di kembangkan. Bapak/ibu dipersilahkan untuk memberikan tanda centang () sesuai dengan bobot yang di kelompokkan berikut

5 = Sangat Setuju/sangat layak

4 =Setuju/layak

3=Ragu-ragu/cukup layak

2= Tidak Setuju/kurang layak

1= Sangat Tidak Setuju/ sangat tidak layak

No.	Materi Penilaian	Bobot				
		1	2	3	4	5
1	Konten materi tenses dasar yang saat ini dikembangkan sudah sesuai dengan standar kurikulum dan kebutuhan siswa SMA kelas 10.					
2	Metode pengajaran yang digunakan dalam materi ini dapat membantu siswa memahami dan menerapkan tenses dasar					
3	Materi tenses dasar ini sudah mencakup semua aspek penting dari tenses dasar yang perlu dipahami oleh siswa SMA kelas 10					
4	Materi ini sudah memadai dalam memberikan latihan yang cukup untuk memperkuat pemahaman siswa tentang tenses dasar.					
5	Materi pengajaran tenses dasar ini memperhatikan konteks penggunaan bahasa Inggris dalam situasi sehari-hari atau konten yang relevan bagi siswa SMA					
6	Praktik yang menunjukkan keefektifan pengajaran tenses dasar yang dapat diterapkan dalam materi ini.					
7	Aspek teknologi atau inovasi yang dapat diintegrasikan ke dalam materi ini untuk meningkatkan efektivitas pengajaran dan pembelajaran tenses dasar .					
8	Komponen dalam materi ini yang mendorong siswa untuk secara aktif berlatih berbicara dan menulis menggunakan tenses dasar.					
9	Penyajian QR Codes yang mudah di akses oleh siswa.					

No						
10	Video penjelasan materi disajikan dengan jelas dan mudah dipahami oleh siswa					
11	Buku ini mengintegrasikan metode pembelajaran yang inovatif dan bervariasi, seperti aktivitas praktis, latihan interaktif, dan teknologi pendukung pembelajaran					

D. Kesimpulan

Secara umum,pendapat Bapak/ibu terhadap buku yang dikembangakn :

a. Layak

b. Layak dengan perbaikan

_____

_____

_____

c. Tidak layak

Palopo,..............2024

Penilai kelayakan

_____

QUESTIONNAIRE FOR LANGUAGE EXPERTS

A. Pengantar :

Kuesioner ini merupakan instrumen penilaian terhadap buku basic Tenses By QR Code. Saya sangat mengharapkan partisipasi bapak/ibu untuk mengisi kuesioner ini sebagai masukan atas buku yang saya buat dan kembangkan. Atas kesediaan dan partisipasi bapak/ibu, saya ucapkan banya terima kasih.

B. Expert Identity :

Nama   :

Umur   :

Jenis Kelamin   :

Pendidikan   :

Pengalaman Mengajar   :

C. Petunjuk Pengisisan :

Berikut ini adalah butir-butir pertanyaan yang berkaitan dengan basic tenses material by QR Code yang telah dibuat dan di kembangkan. Bapak/ibu dipersilahkan untuk memberikan tanda centang () sesuai dengan bobot yang di kelompokkan berikut

5 = Sangat Setuju/sangat layak

4 =Setuju/layak

3=Ragu-ragu/cukup layak

2= Tidak Setuju/kurang layak

1= Sangat Tidak Setuju/ sangat tidak layak

No.	Materi Penilaian	Bobot				
		1	2	3	4	5
1	Materi tenses dasar yang dikembangkan sudah sesuai dengan teori tata bahasa yang diakui					
2	Materi ini memastikan bahwa penjelasan mengenai tenses dasar sesuai dengan penggunaan bahasa Inggris yang baku dan standar.					
3	Bahasa yang disajikan dengan jelas dan mudah dipahami oleh siswa.					
4	Materi ini menyesuaikan pengajaran tenses dengan perkembangan bahasa siswa dari segi usia dan kemampuan kognitif mereka					
5	Materi ini relevan untuk pembelajar bahasa Inggris pada tingkat dasar					
6	Penjelasan mengenai setiap tenses sudah jelas dan mudah dipahami oleh siswa kelas X.					
7	Struktur kalimat dalam buku ini sudah sesuai dengan aturan tata bahasa Inggris.					
8	Penggunaan teknologi tersebut relevan dan efektif dalam membantu pemahaman siswa terhadap tenses.					
9	Penggunaan bahasa dalam penjelasan tense sudah tepat dan sesuai dengan kaidah Bahasa Indonesia dan Inggris					
10	Video penjelasan materi disajikan dengan Bahasa yang jelas dan mudah dipahami oleh siswa					

D. Kesimpulan

Secara umum,pendapat Bapak/ibu terhadap buku yang dikembangakn :

    a. Layak

    b. Layak dengan perbaika

_____

_____

_____

    c. Tidak layak

Palopo,.............2024

Penilai Kelayakan

_____

QUESTIONNAIRE FOR DESIGN AND LAYOUT EXPERTS

A. Pengantar :

      Kuesioner ini merupakan instrumen penilaian terhadap buku basic Tenses By QR Code. Saya sangat mengharapkan partisipasi bapak/ibu untuk mengisi kuesioner ini sebagai masukan atas buku yang saya buat dan kembangkan. Atas kesediaan dan partisipasi bapak/ibu, saya ucapkan banya terima kasih.

B. Data Responden

Nama   :

Umur   :

Jenis Kelamin   :

Pendidikan   : ☐ S1 ☐ S2 ☐ S3 ☐ Profesor

Pengalaman Mengajar : ☐ 0-2 tahun

                                   ☐ 2-4 tahun

                                   ☐ 4-6 tahun

                                   ☐ $\geq$ 6 tahun

C. Petunjuk Pengisisan :

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

Keterangan   :

4   : Sangat sesuai

3   : Sesuai

2   : Kurang sesuai

1   : Tidak sesuai

No.	Materi Penilaian	Bobot			
		4	3	2	1
1	Tampilan keseluruhan desain materi sudah sesuai dengan kebutuhan dan karakteristik siswa kelas sepuluh.				
2	Pemilihan warna, font, dan elemen visual lainnya mendukung bacaan dan kemudahan siswa dalam memahami materi.				
3	Tata letak (layout) materi yang dilengkapi dengan QR Code sudah optimal dan mudah diakses oleh siswa.				
4	Kombinasi antara teks dan media digital yang diakses melalui QR Code memperkaya pemahaman siswa terhadap materi tenses .				
5	Tingkat kejelasan dan keselarasan elemen desain (gambar, grafik, diagram) dengan materi tenses yang disajikan .				
6	Ukuran dan penempatan QR Code sudah tepat sehingga siswa dapat memindai dengan mudah tanpa gangguan.				
7	Tampilan desain produk ini sudah sesuai dengan standar estetika pendidikan untuk tingkat SMA .				
8	Ukuran font yang digunakan dalam materi sudah sesuai untuk kenyamanan membaca bagi siswa kelas sepuluh .				
9	Penggunaan ruang putih (white space) dalam desain mendukung fokus dan pemahaman siswa terhadap materi .				
10	Ilustrasi atau gambar pendukung yang digunakan dalam buku ini relevan dan memperjelas konsep tenses yang diajarkan				

D. Kesimpulan

Secara umum,pendapat Bapak/ibu terhadap buku yang dikembangakn :

a.   Layak

b.   Layak dengan perbaikan

_____

_____

_____

_____

c.   Tidak layak

Palopo, ..Agustus 2024

Penilai Kelayakan

_____

APPENDIX 9

THE RESULT OF THE

INSTRUMENT'S VALIDATION

BY THE EXPERTS

QUESTINNAIRE FOR MATERIAL EXPERTS

Berikut ini adalah butir-butir pertanyaan yang berkaitan dengan basic tenses material by QR code yang telah dibuat dan dikembangkan. Bapak/ibu dipersilahkan untuk memilih opsi sesuai dengan bobot yang dikelompokkan berikut.

1 = Sangat tidak setuju / sangat tidak layak
2 = Tidak setuju/ kurang layak
3 = Ragu-ragu/cukup layak
4 =Setuju/layak
5 = Sangat setuju/ setuju

* Menunjukkan pertanyaan yang wajib diisi

Nama : *

Sugianto

Umur :

44

Jenis Kelamin : *

Laki-laki

Pendidikan : *

S1

Pengalaman mengajar : *

20

Konten materi tenses dasar yang saat ini dikembangkan sudah sesuai dengan standar kurikulum dan kebutuhan siswa SMA kelas 10 *

○ 1
○ 2
○ 3
○ 4
◉ 5

Metode pengajaran yang digunakan dalam materi ini dapat membantu siswa memahami dan menerapkan tenses dasar *

○ 1
○ 2
○ 3
○ 4
◉ 5

Materi tenses dasar ini sudah mencakup semua aspek penting dari tenses yang perlu dipahami oleh *
siswa SMA kelas 10

○ 1
○ 2
○ 3
◉ 4
○ 5

Materi ini sudah memadai dalam memberikan latihan yang cukup untuk memperkuat pemahaman *
siswa tentang tenses dasar.

○ 1
○ 2
○ 3
○ 4
◉ 5

Materi pengajaran tenses dasar ini memperhatikan konteks penggunaan bahasa Inggris dalam *
situasi sehari-hari atau konten yang relevan bagi siswa SMA.

○ 1
○ 2
○ 3
○ 4
◉ 5

Praktik yang menunjukkan keefektifan pengajaran tenses dasar yang dapat diterapkan dalam materi *
ini

○ 1
○ 2
○ 3
○ 4
◉ 5

Aspek teknologi atau inovasi yang dapat diintegrasikan ke dalam materi ini untuk meningkatkan *
efektivitas pengajaran dan pembelajaran tenses dasar .

○ 1
○ 2
○ 3
○ 4
◉ 5

Aspek teknologi atau inovasi yang dapat diintegrasikan ke dalam materi ini untuk meningkatkan *
efektivitas pengajaran dan pembelajaran tenses dasar .

○ 1

○ 2

○ 3

○ 4

◉ 5

Komponen dalam materi ini yang mendorong siswa untuk secara aktif berlatih berbicara dan *
menulis menggunakan tenses dasar.

○ 1

○ 2

○ 3

○ 4

◉ 5

Materi ini mengatasi potensi kesalahan umum yang sering dilakukan siswa dalam penggunaan *
tenses.

○ 1

○ 2

○ 3

○ 4

◉ 5

Materi ini sudah mempertimbangkan kebutuhan siswa dengan berbagai tingkat kemampuan *
bahasa Inggris, termasuk mereka yang mungkin mengalami kesulitan khusus dengan tenses.

○ 1

○ 2

○ 3

◉ 4

○ 5

Kesimpulan *
Secara umum, pendapat Bapak/ibu terhadap buku yang dikembangkan :

◉ Layak

○ Layak dengan perbaikan

○ Tidak layak

QUESTIONNAIRE FOR LANGUAGE EXPERTS

A. Pengantar :

Kuesioner ini merupakan instrumen penilaian terhadap buku basic Tenses By QR Code. Saya sangat mengharapkan partisipasi bapak/ibu untuk mengisi kuesioner ini sebagai masukan atas buku yang saya buat dan kembangkan. Atas kesediaan dan partisipasi bapak/ibu, saya ucapkan banya terima kasih.

B. Expert Identity :

Nama : Ermawat, S.Pd.S., M.Hum.

Umur : 32 tahun

Jenis Kelamin : Perempuan

Pendidikan : S2

Pengalaman Mengajar : +6 tahun

C. Petunjuk Pengisisan :

Berikut ini adalah butir-butir pertanyaan yang berkaitan dengan basic tenses material by QR Code yang telah dibuat dan di kembangkan. Bapak/ibu dipersilahkan untuk memberikan tanda centang () sesuai dengan bobot yang di kelompokkan berikut

5 = Sangat Setuju/sangat layak

4 =Setuju/layak

3=Ragu-ragu/cukup layak

2= Tidak Setuju/kurang layak

1= Sangat Tidak Setuju/ sangat tidak layak

No.	Materi Penilaian	Bobot				
		1	2	3	4	5
1	Materi tenses dasar yang dikembangkan sudah sesuai dengan teori tata bahasa yang diakui				✓	
2	Materi ini memastikan bahwa penjelasan mengenai tenses dasar sesuai dengan penggunaan bahasa Inggris yang baku dan standar.				✓	
3	Bahasa yang disajikan dengan jelas dan mudah dipahami oleh siswa.					✓
4	Materi ini menyesuaikan pengajaran tenses dengan perkembangan bahasa siswa dari segi usia dan kemampuan kognitif mereka				✓	
5	Materi ini relevan untuk pembelajar bahasa Inggris pada tingkat dasar				✓	
6	Penjelasan mengenai setiap tenses sudah jelas dan mudah dipahami oleh siswa kelas X.				✓	
7	Struktur kalimat dalam buku ini sudah sesuai dengan aturan tata bahasa Inggris.				✓	
8	Penggunaan teknologi tersebut relevan dan efektif dalam membantu pemahaman siswa terhadap tenses.				✓	
9	Penggunaan bahasa dalam penjelasan tense sudah tepat dan sesuai dengan kaidah Bahasa Indonesia dan Inggris				✓	
10	Video penjelasan materi disajikan dengan Bahasa yang jelas dan mudah dipahami oleh siswa				✓	

D. Kesimpulan

Secara umum,pendapat Bapak/ibu terhadap buku yang dikembangakn :

a. Layak

b. Layak dengan perbaikan

c. Tidak layak

Palopo,15 - 08 - 2024

Penilai Kelayakan

Ermawati, S.Pd.I., M.Hum.

NIP 19511172020122019

QUESTIONNAIRE FOR DESIGN AND LAYOUT EXPERTS

A. Pengantar :

      Kuesioner ini merupakan instrumen penilaian terhadap buku basic Tenses By QR Code. Saya sangat mengharapkan partisipasi bapak/ibu untuk mengisi kuesioner ini sebagai masukan atas buku yang saya buat dan kembangkan. Atas kesediaan dan partisipasi bapak/ibu, saya ucapkan banya terima kasih.

B. Data Responden

Nama	:	Fadhlidah Rahmah Mum
Umur	:	
Jenis Kelamin	:	
Pendidikan	:	☐ S1 ☑ S2 ☐ S3 ☐ Profesor
Pengalaman Mengajar	:	☐ 0-2 tahun
		☐ 2-4 tahun
		☐ 4-6 tahun
		☑ ≥ 6 tahun

C. Petunjuk Pengisisan :

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

Keterangan   :

4   : Sangat sesuai

3   : Sesuai

2   : Kurang sesuai

1   : Tidak sesuai

No.	Materi Penilaian	Bobot			
		4	3	2	1
1	Tampilan keseluruhan desain materi sudah sesuai dengan kebutuhan dan karakteristik siswa kelas sepuluh.		✓		
2	Pemilihan warna, font, dan elemen visual lainnya mendukung bacaan dan kemudahan siswa dalam memahami materi.	✓			
3	Tata letak (layout) materi yang dilengkapi dengan QR Code sudah optimal dan mudah diakses oleh siswa.		✓		
4	Kombinasi antara teks dan media digital yang diakses melalui QR Code memperkaya pemahaman siswa terhadap materi tenses .	✓			
5	Tingkat kejelasan dan keselarasan elemen desain (gambar, grafik, diagram) dengan materi tenses yang disajikan .		✓		
6	Ukuran dan penempatan QR Code sudah tepat sehingga siswa dapat memindai dengan mudah tanpa gangguan.	✓			
7	Tampilan desain produk ini sudah sesuai dengan standar estetika pendidikan untuk tingkat SMA .		✓		
8	Ukuran font yang digunakan dalam materi sudah sesuai untuk kenyamanan membaca bagi siswa kelas sepuluh .	✓			
9	Penggunaan ruang putih (white space) dalam desain mendukung fokus dan pemahaman siswa terhadap materi .		✓		
10	Ilustrasi atau gambar pendukung yang digunakan dalam buku ini relevan dan memperjelas konsep tenses yang diajarkan	✓			

D. Kesimpulan

Secara umum.pendapat Bapak/ibu terhadap buku yang dikembangakn

a Layak

(b) Layak dengan perbaikan

Materi bahan ajar memadai & dapat digunakan.
Perbaikan Terlampir

c Tidak layak

Palopo, Agustus 2024

Penilai Kelayakan

Fadhilah R muin

APPENDIX 10

THE STUDENTS FILL

OUT A QUESTIONNAIRE SHEET