

**Developing a Model of TOEFL Structure and Written
Expression Module Using Android-Based Application of**

“Grammar For TOEFL”

THESIS

Submitted in Partial Fulfillment of the Requirement
for the Degree of Bachelor of Education
in English Language Education



By:

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**EDUCATION AND TEACHER TRAINING FACULTY
UNIVERSITAS ISLAM NEGERI WALISONGO SEMARANG**

2020

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**DEVELOPING A MODEL OF TOEFL STRUCTURE AND
WRITTEN EXPRESSION MODULE USING ANDROID-
BASED APPLICATION OF “GRAMMAR FOR TOEFL”**

Is definitely my own work. I am entirely responsible for the content of this thesis. Other witer’s opinions or findings included in the thesis are quoted or cited in accordance with the ethical standards.

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Title : Developing a Model of TOEFL Structure and
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Application of *“Grammar For TOEFL”*

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To
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whatever extent necessary of the following thesis identification:

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ABSTRACT

Ardiansyah, M. R. 1403046107. 2020. *Developing a Model of TOEFL Structure and Written Expression Module Using Android-Based Application of “Grammar For TOEFL”*

As mobile technology has multiplied in the educational sector, it creates new opportunities for improving the learning experience of students at all level of education. Besides, the use of mobile technologies has supported the implementation of mobile learning. Therefore, the researcher felt necessary to utilize the mobile devices as a learning media to help the students to increase their skills in TOEFL materials. The objectives of this research explained the students' need, conducting the media they needed, and explained how the effectiveness of the media developed. The method of this research was research development based on ADDIE procedure and applied the pre-experimental design. The students' population at the Walisongo language development center were 15 students, and the samples were 15 students of pretest and posttest class. This research was conducted through the following procedure: the first was conducting the students' need analysis to know the students' need. Next, designing and developing the media, implementing the media, and evaluating. In the implementation phase, researcher conducted pre-test and treatment. Referring to the research findings, it revealed that the pre-test mean was 40, while the post-test mean was 65 and the effectiveness of the media was moderate with value 59.6 (quite effective). It said the media gave a positive contribution to students in enhancing their skill in TOEFL, especially structure and written expression. The implications of this research provided useful information about how to develop TOEFL learning media and learn TOEFL by the easily accessed media. The researcher hoped the students try to use technology in their learning process.

Keywords: Developing, Grammar for TOEFL, Module.

MOTTO

“You are not obligated to win, but you are obligated to keep fighting”¹

(Emha Ainun Nadjib)

¹ Emha Ainun Nadjib, *“Kagum Kepada Orang Indonesia”*, (Jakarta: Bentang Pustaka 2015), p. 47

DEDICATION

In the name of Alloh the Beneficent and the Merciful, this final project is dedicated to:

1. My beloved mother and father (Mrs. Maryam and Mr. Achmad Roziqin) who always support me emotionally and materially with pray, guide, and patience. Thanks for the effort and contribution in making my education success and run well.
2. My beloved young sister (Risa Fatimatuzzahro) who always gives me guidance and support for reaching my dreams.

ACKNOWLEDGEMENT

First of all, prayer and thanked delivered unto Allah SWT, who has been giving me mercies, blessings, kindness, health, chances, and inspirations to accomplish this final project.

Secondly, may *shalawat* and *salam* always be with our best prophet Muhammad SAW who has thought us about Islam and Knowledge from Allah.

I realize that it cannot complete this final project without the help of others. Many people have helped me during the writing this final project, and it would be impossible to mention of all them. I wish, however, to give my sincerest gratitude and appreciation to:

1. Dr. Hj. Lift Anis Ma'sumah, as the Dean of Education and Teacher Training Faculty of UIN Walisongo Semarang.
2. Sayyidatul Fadhilah, M. Pd., as the head of English Department of Education and Teacher Training Faculty UIN Walisongo.
3. Daviq Rizal, M. Pd., as the first advisor who has had the responsibility for his patience in providing careful guidance, helpful corrections, and very good advice during the arrangement of this thesis.
4. DR. Hj. Siti Mariam, M. Pd., as the second advisor who has had the responsibility for her patience in providing careful guidance, helpful corrections, and very good advice during the arrangement of this thesis.

5. All lecturers in English Department of Education and Teacher Training Faculty for valuable knowledge, and advice during the years of my study.
6. My beloved family, especially for my parents (Mr. Achmad Roziqin and Mrs. Maryam), my young sisters (Risa Fatimatuzzahro), who always support emotionally and materially with prayer, love and patience. There is no single word that I can say except “ Thank you very much”.
7. All my beloved friends in PBI C 2014 which become my new family. Thank you very much for your support and motivation and helping to finish this study.
8. All friends in Al-Iman Boarding School, Barok, Wawan, Syukron, Ulil, Yusuf, Maknun, Hafidh, Majid, Jadid.

Last but not least, those who cannot be mentioned one by one have supported, gave motivation and pray to the researcher to finish this thesis is still far from perfectness. The writer needs many suggestions from readers to complete this thesis to be perfect. The writer hopes this thesis will be helpful for the readers and another researcher. Amen.

Semarang, April 2020
The Writer,

M. Rizal Ardiansyah

TABLE OF CONTENT

TITLE	i
THESIS STATEMENT	ii
RATIFICATION	iii
ADVISOR APPROVAL	iv
ABSTRACT	vi
MOTTO	vii
DEDICATION	viii
ACKNOWLEDGMENT	ix
TABLE OF CONTENT	xi

CHAPTER I INTRODUCTION

A. Research Background	1
B. Research Questions	5
C. Objective of Research	5
D. Research Scope	5
E. Pedagogical and Significances	6
F. Specification of product	6
G. Assumption of Development	7

CHAPTER II REVIEW OF RELATED LITERATURE

A. Previous Research	8
B. Structure and Written Expression	16
C. TOEFL	17
D. Android	19
E. Walisongo Language Development Center (PPB)...	21
F. Conceptual Framework	22

CHAPTER III RESEARCH METHOD

A. Research Design	24
B. Procedure of Development	25
1. Need Analysis	26
2. Design	27
3. Develop	27
4. Implementation	28
5. Evaluation	29
6. Pre-Experimental	29
C. Data Collection technique	30
D. Data Collection Instruments	31
E. Data Analysis Technique	32

CHAPTER IV RESEARCH FINDING

A. Students' Need Analysis	39
B. Design	40
C. Development	43
D. Implementation	51
E. Evaluation	52

CHAPTER V CONCLUSION, RECOMMENDATION, AND CLOSING

A. Conclusion	56
B. Suggestion	56

BIBLIOGRAPHY

APPENDIXES

CHAPTER I

INTRODUCTION

This chapter consists of seven points, the background of research, research questions, the objectives of the research, research scope, pedagogical and significances of research, specification of product, and assumption of development.

A. Research Background

A Gadget is a tool for humans to communicate with each other; even humans cannot live without gadgets or technology. The increasing variety of media and technology greatly influences the current lifestyle of humans. Internet, television, computers, smartphones are inseparable from human life. Everyone lives in contact with technology, and technology has become a necessity for humans.²

The International Technology Education Association (ITEA 2000) defines a technological system as “a group of interrelated components designed to fulfil humans’ needs and desires”.³ The rapid development of information technology is possible someone exploring data and information more broadly and practically. Utilization of computers in various fields of work can improve performance and enable activities to be carried out quickly,

² Muhammad Nafi Annury, "Childhood and Literacy (A Critical Study of Media Education as Contemporary Culture)", 4.1, p. 74-75

³ Johan Lind and others, “Students’ Ideas About Technological System Interacting with Human Needs”, *International Journal of Technology and Design Education*, 2018, p. 3

precisely and accurately. Finally, this will increase work productivity.

In most Europe countries, technology has a vital role in human survival, because it has become part of human life itself, part of the way of thinking, and the idea of social action. For example, the development of *hybrid minds*, where humans rely heavily on technology. In this way, a technique can be compared to a system that connects humans to others like the web. These technological developments pose essential challenges for educational researchers to analyze the effects and consequences of technology on learning, well-being, and student participation in society.⁴

We can see the use of instructional media has been applied in various educational institutions, from elementary schools to universities. Educators already have a proper perspective on the existence of ICT (Information and Communication Technologies). Teachers and students need to take advantage of the presence of ICT as a learning medium that is requested to be able to develop good quality in the delivery of material and understanding the material itself. With good quality of delivery and understanding of the material will make a good quality education.⁵

⁴ Johan Lind and others, 'Students ' Ideas about Technological Systemsp. 2

⁵ Muhammad Nafi Annury, 'Childhood and Literacy..... p. 75

The teacher becomes a facilitator to help students transform their potential into abilities and skills that when developed, will give many benefits in human life. In the teaching and learning process, teachers are always required to provide new innovations so that students are able to gain new experiences in the teaching and learning process. This innovation is needed to make a learning process becomes fun and exciting. Literacy media is required in order to support literacy skills. Media is an essential part of the factors facilitating literacy class goals. An expert teacher will be efficient in delivering the materials. The right media literacy and also the correct use can increase the effectiveness of the learning process.⁶

TOEFL is an English proficiency test for students who do not speak English who want to enter universities in English-speaking countries. TOEFL underwent various updates that resulted in the current TOEFL version which replaced the previous version. This latest version of TOEFL assesses various language skills in communicative competence in four skill areas: reading, writing, speaking and listening. According to ETS (2019), it was recorded that more than 35 million people had taken the TOEFL test, and scores from this test had been received by more than 10,000 universities and related institutions. Admission policies at universities often identify the minimum composite TOEFL score needed for international students and can use sub-scores on

⁶ Siti Tarwiyah, 'Functioning Graphic Organizer', 4.1, p. 125

different language skills for acceptance or placement. In addition, in cases where universities offer conditional admission to international students, the TOEFL score can be used to determine whether students should take English language training before earning a degree program.⁷

TOEFL test has also been applied in many universities in Indonesia, besides being required to complete the thesis, students are also required to take the TOEFL test and pass with a predetermined score from the university. For example, UIN Walisongo, students must reach 400 scores to be declared passed the TOEFL test, while English Department students are required to achieve 450 scores in the TOEFL exam. Some students easily pass the test without significant obstacles; there are also who have to repeatedly take TOEFL exams because they have not passed the TOEFL exam once or twice.

Based on the background above, the researcher is interested in creating and developing instructional media structure and written expression taken from Deborah's book "Longman Preparation Course for the TOEFL Test"⁸ to be loaded on Android applications which is expected to be a learning media for UIN Walisongo students who are preparing to face the TOEFL exam. The Researcher hopes that students will more easily access

⁷ Jon Smart, 'Affordances of TOEFL Writing Tasks beyond University Admissions', *Assessing Writing*, 41.June (2019), p. 80

⁸ Deborah Phillips, "*Longman Preparation Course for the TOEFL Test*", (New York: Pearson Education, 2001). 10606

structure and written expression materials and easily understand them. Therefore, the researcher wants to conduct a study entitled “Developing a model of TOEFL Structure and Written Expression module using Android-Based Application of *“Grammar for TOEFL”*”.

B. Research Questions

1. How is the students’ need analysis for TOEFL mastery?
2. How is the development of a module of TOEFL Structure and written expression using android-based application?
3. How is the effectiveness of a module of structure and written expression using android-based applications?

C. Objectives of Research

1. To analyze the students’ need analysis for TOEFL mastery.
2. To explain the developing a module of structure and written expression using android-based application.
3. To explain the effectiveness of a module of structure and written expression using android-based applications.

D. Research Scope

To make the research more specific and focus, this researcher is limited by considering the researcher capability. The application (*Grammar for TOEFL*) just provides structure and written expression materials. This research is conducted only at the language development center of UIN Walisongo precisely in the TOEFL course class.

E. Pedagogical and Significances

The result of this research is hoped will give some positive contribution to the English learning process and benefit for teachers, students, schools and other researchers.

1. For Walisongo Language Center

This application hoped can be a new alternative media for teaching structure and written expression in TOEFL course at Walisongo Language Center.

2. For all students of UIN Walisongo Semarang and who take TOEFL course at Walisongo Language Center.

This application can facilitate students in learning structure and written expression before doing TOEFL examination.

3. For the other researcher

Hopefully, it can be a reference for the other researcher to do a new research in the future.

F. Specification of Product

This research would develop an android application for learning structure and written expression in TOEFL test. Here are the specifications of the application:

1. This application is designed for android platform.
2. This application loads structure and written expression material for TOEFL test.
3. This Moodle is designed for students of UIN Walisongo Semarang. It is hoped that they are able to be more understand in structure and written expression material.

4. The application is designed by three displays, they are:
 - a. Structure
 - b. Written expression
 - c. Exercise

G. Assumption of Development

This product is called “Grammar for TOEFL”, grammar for TOEFL is a media based-android. Because of this application just available in an android platform, it means this application can be accessed in students’ smartphone, which used the android system as the operating system. Students can download this application in Google play store, then use it as the media in learning structure and written expression materials.

The materials are provided; they are 22 skills must be learned before going to the next menu, which named exercise. In the exercise menu, there are 100 questions consist of 50 structure questions and 50 written expression questions.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter provides the explanation of the related literatures, previous researches supporting this research, and also many explanations about the similarities and the differences between this research and these previous researches.

A. Previous Research

Considering the topic discussed in this research, there are some researches have conducted related to this topic. Hon-Sun Chiu (2019) a research entitled *Dataset of Mobile Learning Effectiveness on Learning Computer Programming in Community College*. In this study there is one problem statement: how is the effectiveness of mobile learning datasets on learning computer programming in community colleges, the purpose of this study is to find out how effective mobile learning is on student programming on campus. This research uses experimental methods, there are two groups namely experimental and control. The object of this research is Hong Kong Polytechnic University students.⁹

The technique of collecting data from questionnaires and scores of subject assessments. While for analyzing the data, the researcher divided it into some classifies, the academic results of the control group and two experimental groups for the

⁹ Hon-Sun Chiu, “Dataset of Mobile Learning Effectiveness on Learning Computer Programming in Community College”, *Elsevier Journal* 26 (2019)

comparison, and ratings of mobile learning experience, the academic results were obtained from the scores of all assessment components of students taking the subject, then all of those data were counted statistically. The result from this research shows that the Hong Kong University students give positive responses for mobile learning. Most of the responses are “Good” and “Useful” that could be reflected from each mean rating of normality test on assessment score with skewness and kurtosis, statistical comparison on academic performance, cohort analysis on academic performance, and rating of students’ mobile learning experience survey.

According to this previous study, there are differences between it and my research. This previous study didn’t create any application, just mentioning mobile learning without any specific app used, while my research made an app for android operating system that can be used by students. The object of this previous research are students of Hong Kong University, while my research object are students of UIN Walisongo. The similarity between my research and this previous research was using mobile learning topic for conducting each research.

Yao-Ting Sunga, Han-Yueh Lee, Je-Ming Yang, and Kuo-En Chang (2018) a research entitled *The Quality of Experimental Designs in Mobile Learning Research: A Systemic Review and Self-Improvement Tool*. This research used quasi experimental research method, the object from this research were

students of National Taiwan Normal University. There are some research questions in this previous research: what experimental designs are used most often? and were appropriate parametric statistical methods used that fulfill the statistical assumptions of the corresponding statistical analysis?¹⁰

The result from this research showed that most (72%) of the mobile-learning studies were categorized as having experimental designs with medium-low or low levels of, more than half (51.1%) of the mobile-learning studies using parametric statistical methods did not apply appropriate mechanisms for fulfilling the statistical assumptions of the methods they used or for further calibration.

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Belinda Hana Dwiaji (2016) a research entitled *Easy English Learning Android Application (EFL): An M-Learning*

¹⁰ Yao-Ting Sunga, Han-Yueh Lee, Je-Ming Yang, Kuo-En Chang, "The Quality of Experimental Designs in Mobile Learning Research: A Systemic Review and Self-Improvement Tool.", *Elsevier Journal*, 28 (2019)

Model to Learn Speaking Skill for Grade XI Students. This research used to research and development (R&D) that adapted Borg and Gall (1983) model and ADDIE model by Roger (2002). There are two research question in this previous research: what does the iconic model of android application for Senior high school grade XI students speaking skill look like? how does the iconic model of android application for senior high school grade XI students support their speaking skill?¹¹

The result of this research is creating the iconic model of an android application, named *Easy English Android Application (EFL)*. The object of the study was eleventh-grade students. The research explained that the *Easy English Android Application (EFL)* is appropriate for XI grade students because it provides some materials related with students' grammatical sentence production, vocabulary mastery, comprehension, pronunciation ability, and fluency like Let's start, let's practice, and let's have fun. Let's begin contains the materials to build the students' knowledge about the topic. Let's practice includes several activities which support their speaking skills. Let's have fun contains some fun materials to arouse students' interests. The findings shows that EFL regarded as good and useful by the score of 1.41 out of (-2) to 2 and valuable to help the students in

¹¹ Belinda Hana Dwiaji (136332032), "Easy English Learning Android Application (EFL): An M-Learning Model to Learn Speaking Skill for Grade XI Students", *Thesis* (Yogyakarta, Master Degree of English Language Studies Sanata Dharma University, 2016)

learning speaking. EFL also easy to operate, simple, flexible, practice.

According to the previous research above, there are differences between my study and this previous research. My research produces the application, namely *Grammar for TOEFL* while this previous research did not build an app, just used the *Easy English Android Application (EFL)* as the media to teach grammar, pronunciation, and speaking skill at XI grade students. The object of my research is students of UIN Walisongo who take TOEFL course at Walisongo language center, and the material is structure and written expression. The object of this previous research was XI grade students. The similarity was found in this previous study, and my research is that both of my research and this previous research are using mobile learning based android operating system.

Susanti Malasari (2017) entitled *Android Application to Improve Senior High School Students' Speaking Skill*. This previous research used R&D model by Borg and Gall. There are two research questions: what does the android application for senior high school students look like? how does the android application improve senior high school students' speaking skill?. The research object is students of senior high school, the purpose of this previous research is to create an app and knowing how the effectiveness of it for increasing students' speaking skill. The result showed that the application helped the

students to improve their vocabulary, pronunciation, and speaking established by mean score of 1.5 out 2.¹²

Based on this previous research, there were similarities found in this previous study and my research. Both of my research and this previous research was used mobile learning based android operating system and made an application which provided some material about grammar. The differences between my research and this previous research. The object of study in this previous research was students of senior high school, in contrast my research object was students of UIN Walisongo who take TOEFL course at Walisongo language center, and the material is structure and written expression. The object of this previous research was XI grade students. The application I made named “Grammar for TOEFL”, and this previous research produced an application named “E-Talk”.

Khaeruddin Said, Ade Kurniawan, and Oey Anton (2018) entitled *Development of media-Based Learning Using Android Mobile Learning*. This previous research was R&D (Research and development). This research was conducted at SMK Maitreyawira, in which address is at Maha Vihara Duta Maitreya, Sungai Panas, Batam City, Riau Islands 29433. The object of this previous research is students of SMK, purpose of

¹² Susanti Malasari (136332038), “Android Application to Improve Senior High School Students’ Speaking Skill”, *Thesis* (Yogyakarta, Master Degree of English Language Studies Sanata Dharma University, 2017)

this previous research is to create an app and knowing the effectiveness.¹³

The result from this research was showed that the android application product can further be utilized for learning activities of electronic control system operation in class XI Electricity Engineering Installation Skill, SMK Maitreyawira, Batam, Indonesia. The results of the learners' assessment on the learning media method obtain the average score of 40.20 which means the application of learning media is suitable for use. Aspects of Computer Assisted interaction media obtain a mean score of 16.45 which means the application of learning media is very decent to use. Aspects of material relevance obtain average score of 19.25 which means the application of learning media is feasible to use. Overall learning media applications obtain a score of 75.90 which means the application of learning media is very decent to use.

The differences between my research and this previous research were, the object of this previous research were the students at SMK Maitreyawira, while my research subject were students of UIN Walisongo Semarang. The similarities, both of them were made an android application for learning media.

¹³ Khaeruddin Said, Ade Kurniawan, Oey Anton, "Development of media-Based Learning Using Android Mobile Learning", *Journal of Theoretical and Applied Information Technology*, 96.3 (2018)

B. Structure and Written Expression

Grammar forms an important component of all human languages well and forms the basis for understanding the thoughts of others. In short, with good grammar, we can easily understand the views and opinions of others who are spoken directly or written, and we read the writing.¹⁴

The development of written expression skill helps students to achieve the success of the individuals' study and determine the limits of their personal achievements in the future. Because of the importance of written expression, most of school and universities are motivating the students to improve their written expression skill as early as possible.¹⁵ Grammar skills will affect English language skills, and English language skills are used as the main requirements for university entrance throughout the world, even at UIN Walisongo there are language tests that prospective students must pass.

The English language has four skills that must be mastered for English students: reading, writing, listening and speaking. For mastering, all of these skill students must have a good understanding of grammar as an elementary mainstay of the

¹⁴ Eran Asoulin, "Phrase Structure Grammars as Indicative of Uniquely Human Thoughts", *Language Sciences*, 74 (2019), p. 98

¹⁵ Mizrap Bulunuz, "The Development Of The Written Expression Skills of a First Grade Student At Home , School and University Program: A Case Study The Development of The Written Expression Skills of a First Grade Student At Home , School and University Program: A Case Study I", 2017, p. 20-21

English language.¹⁶ Grammar traditionally divided into two different and interrelated areas of study morphology and syntax. Morphology is about how the smaller units (morphemes) are formed out from words. While syntax is a study of the way words structure out phrases and sentences.¹⁷

Because grammar is an important element in language, its authority will greatly influence language skills. Therefore, students must learn grammar in school. Students are given special knowledge about grammar for improving their language skills. For many students, grammar is a not interesting subject to learn; as a result, there are still many students whose bad score in grammar lessons. Even students who are studying grammar intensively often make mistakes in making correct sentences, incorrect conversations, it is teachers; and lecturers; job to help students learn about grammar.¹⁸

Structure and written expression (grammar) are very important things for students to learn for developing their language skill. With increasing language skills, especially English, it will be easier for them to learn other sciences, because English is an international language used all over the world.

¹⁶ Ishraq M Aqel, 'The Effect of Using Grammar-Translation Method on Acquiring English as a Foreign Language', *International Journal of Asian Social Science*, 3.12 (2013), p. 2470

¹⁷ Andrew Radford, "An Introduction to English Sentence", (New York: Cambridge University Press, 2009), p. 1

¹⁸ Muh Saeful Effendi, Umi Rokhyati, and Ucti Al-Muchanifah Rachman, "A Study on Grammar Teaching at an English Education Department in an EFL Context", 5.1 (2017), p. 42

Structure and written expression are one of the skills that exist on the TOEFL test whose contents are about the arrangement of sentences in good and correct English. This skill is important to learn because it includes difficult skills and the problems are often deceptive. The method often used is the usual teaching method using whiteboard or projector media. there are also a number of websites that present learning structure and written expressions online. Learning media commonly known as everything that can be used to stimulate the mind, feelings, attention and abilities or skills of learners through communication activities and so that it can encourage the learning process can be said as a medium of learning.

C. TOEFL

Test of English as a Foreign Language (TOEFL) is a world-renowned test supported by more than 40 years of research work and available to test-takers in more than 1802 countries. The purpose of TOEFL is to evaluate how the applicants whose native language is not English can understand and use English in academic settings.¹⁹

Most of the universities require scores from the standardized English language for screening qualified students. Since TOEFL (Test of English as Foreign Language) developed in 1960 by the educational testing service (ETS), it has been considered one of the most recognized and widely used language proficiency tests.

¹⁹ Kateryna Kokhan, TOEFL as A Prediction Tool for Placement into ESL Writing Courses At The University Of Illinois At Urbana-Champaign, (A Thesis For the degree of Master of Arts in Teaching of English as a Second Language in the Graduate College of the University of Illinois at Urbana-Champaign, 2010), p. 3

TOEFL Accepted in more than 9000 colleges, agencies, and other institutions in over 130 countries, and it also has garnered international recognition and power over the last few decades. As a growing number of international students received academic degrees from English speaking countries, like U.S. or U.K, as a ticket to get better jobs and career, many international students study English to pass the TOEFL test and get the best score.²⁰

ETS is a nonprofit organization which focused on design, assessment, and research to provide impartiality in educational evaluations world. TOEFL consists of three sections: listening comprehension, structure and written expression, and reading comprehension. Computer-based TOEFL (CBT) was introduced in 1998 as part of test developments, and the internet-based TOEFL (iBT) was introduced in 2005 which provided reading, listening, speaking, and writing abilities, TOEFL CBT stopped after the TOEFL iBT was established.²¹

The new internet-based TOEFL (TOEFL-iBT) was launched in 2005 with two writing test tasks, namely, an integrated task (reading, listening, writing) and an independent task (responding to a

²⁰ Eun-Young Julia Kim, 'Assessing Writing The TOEFL IBT Writing: Korean Students ' Perceptions of the TOEFL IBT Writing Test', *Assessing Writing*, 33 (2017), p. 1–2

²¹ Cathy Lee T. Arcuino, "The Relationship Between the Test of English as a Foreign Language (TOEFL), The International English Language Testing System (IELTS) Scores and Academic Success of International Master's Students", (*A Dissertation for the Degree of Doctor of Philosophy Colorado State University Fort Collins, Colorado Spring 2013*), p. 22

writing prompt). It can be concluded that the iBT model is more varied than the previous models.²²

TOEFL has become an exam that must be passed by students in Southeast Asia. Including Indonesia, most universities require students to take the TOEFL exam as a graduation requirement. TOEFL was first introduced in 1960 by ETS and now has a lot of TOEFL types, from CBT, iBT, PBT and ITP.

D. Android

In 2007, android was first launched, after the Android developer was bought by Google in 2005. Android is an operating system for mobile devices based on the Linux Kernel. As an open-source, android can be downloaded freely for mobile software that includes an operating system, middleware, and major applications based on Linux and Java. Under the Apache license, Google released the Android code as an open-source. Android has many developers who write applications all over the world. The first thing that must be done by a developer is writing a script in Java and then install the app from an online store or a third party.²³

In February 2012, 450.000 applications were available for android, and the number of downloads was more than 10 billion. More than 300 million Androids were used, and every transaction of

²² Mehdi Riazi, "Comparing Writing Performance in TOEFL-iBT and Academic Assignments: An Exploration of Textual Features", *Assessing Writing*, 28 (2016), p. 16

²³ Kirthika.B, Prabhu.S, Visalakshi.S, "Android Operating System: A Review" *International Journal of Trend in Research and Development*, (2010), p. 260

more than 850,000 active Android devices was used in 2011. The 10 billion applications that have been installed consists of several categories, such as games, finance, entertainment, and business. Although Google offers freedom and flexibility to both developers and users because the development of Android and Google Play devices is not restricted and open, this freedom and openness also pose significant security challenges.²⁴

Google keeps updating android. Updating major features and fixing bugs are the top priorities, while also continuing to improve and create new features for the users' convenience. Uniquely, new versions of each android operating system are always named with various desserts and in alphabetical order. Alpha is the first version of android released in 2007, then followed by Beta, Cupcake, Donut, Éclair, Froyo, Gingerbread, Honeycomb, Ice cream sandwich, Jellybean, KitKat, Lollipop, Marshmallow, Nougat, Oreo, Pie.²⁵

Almost the last ten years android has always been a favourite operating system for smartphone users. Since the first release of 2007 until now, many versions of android have been developed, from Android Alpha to Android Android Pie, more and more interesting and convenient features to use. Android names are also unique because they are named as desserts.

²⁴ Kirthika.B, Prabhu.S, Visalakshi.S, “Android Operating System: A Review..... p. 260

²⁵ Kirthika.B, Prabhu.S, Visalakshi.S, “Android Operating System: A Review..... p. 260-261

Using a android smartphone as a learning media provides deeper learning opportunities for students because by using a smartphone students can develop learning through information retrieval from the internet, as well as training their skills in carrying out practicum because of the mobility principle possessed by smartphones.

Fast update provided by Google on Android version makes developers have to continue to update their applications, this is a shortage of Android as a learning media. Until this thesis is written, the latest Android version is Android 10 after Android released Adnroid Pie. If the application is not updated regularly, it could be that the application cannot be opened or used.

E. Walisongo Language Development Center (PPB)

Walisongo Language Development Center is a place for language learning centralization for students of UIN Walisongo Semarang. Walisongo language development center was inaugurated on April 6 2005, by the governor of Central Java Province, Mr Mardiyanto. UIN Walisongo students in Semarang are required to take the TOEFL and IMKA tests at the Language Development Center as a graduation requirement. Walisongo language development center also serves English and Arabic courses; anyone can take it.²⁶

Walisongo language development center has a vision and mission: Making People Communicate Easier for a Better Life.

²⁶ Pusat Pengembangan Bahasa, “*Panduan PIB (Program Intensif Bahasa) Untuk Program S.1 dan D3 UIN Walisono Semarang*”, (Semarang, 2016), p. 27

Walisongo language development center also has mission: (1) Providing language learnings to equip students for success on studies and careers, (2) Providing professional language services to meet customer needs and satisfaction, (3) Organizing language programs to create an international atmosphere at UIN Walisongo Semarang, (4) Establishing partnerships with domestic and abroad agencies for the development of languages and cultures.²⁷

PPB UIN Walisongo provides language course services and TOEFL and IMKA test services. English Language services include Arabic, English and Indonesian intensively and effectively. One class usually consists of 15 students, and there is one lecturer who teaches.

F. Conceptual Framework

The main purpose of this research is to develop media android-based named “Grammar for TOEFL” in learning structure and written expression at Walisongo language center development UIN Walisongo Semarang. The reasons to conduct the research were no application that provided appropriate materials with the materials which examined at Walisongo language center.

The source of the materials was from Debora’s book “Longman Preparation Course for the TOEFL Test” used by Walisongo language center development to conduct the course of materials. Based on my questionnaire, 67% of students stated that structure and written expression skill is a difficult skill, although most of them 93% had

²⁷ Pusat Pengembangan Bahasa, “*Panduan PIB (Program Intensif Bahasa)* p. 27

learned this skill. 63% of students indicate that instructional media android-based application is needed to be used in learning structure and written expression material.

CHAPTER III

RESEARCH METHOD

This chapter discusses research design, research setting, data collection technique, and data analysis technique which is conducted to run this research.

A. Research Design

The research method used research and development or commonly known as the Research and Development method (R and D). R and D is a research method used to produce a certain product.²⁸

This research developed and presented a product in the form of an Android application-based learning module. This research is designed as a Research and Development (R&D) research with ADDIE development design. ADDIE consists of 5 main phases or stages, namely (A) analysis, (D) design, (D) development (I) implementation, and (E) evaluation.

ADDIE is a product development concept. The concept of ADDIE which applied here for constructing performance-based learning. Innovative and inspirational are the educational philosophy for the application of ADDIE. Creating product using ADDIE remains one of the most effective tools today because ADDIE is merely a process that serves as a guiding framework

²⁸ Sugiyono, “*Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R&D*”, (Bandung: Alfabeta , 2011), p. 297

for developing educational products and other learning resources.²⁹

ADDIE is not a model specifically used to create modules but can be used in various aspects of life. ADDIE in this study is used as a development model because first, the 5 phases in ADDIE can be applied to develop learning modules. Second, the stages in ADDIE are simple, but their implementation is systematic. Third, ADDIE provides an opportunity to carry out continuous evaluations and revisions in each phase that is passed so that the resulting product becomes a valid and reliable product.³⁰

The research process from analysis to evaluation (except design and development) will be carried out at the Walisongo language development center starting in October 2019 until February 2020. The analysis process is planned to be carried out on October 14, the product design by the developer is carried out in november and the media development process it is expected that a product will be completed in December 2019. In January it is expected that product implementation can be carried out and in February the results of the evaluation are complete.

B. Time and Place of Research

This research was conducted at the language development center of UIN Walisongo Semarang. the language development center is located on campus 3 of UIN Walisongo Semarang, Prof.

²⁹ Robert Maribe Branch, *“Instructional Design: The ADDIE Approach”*, (New York: Springer 2009), p. 2

³⁰ Robert Maribe Branch, *“Instructional Design..... p. 5*

Dr. Hamka Ngaliyan Semarang, the study was conducted in the TOEFL tutoring class that was managed by Mr. Agus Prayogo.

The time of conducting research from the analysis process of student needs to the final evaluation starting from October 4, 2019 until February 24, 2020. On October 14, 2019, researchers conducted an analysis of student needs, more precisely researchers sought out the learning media needed by students to help them in studying TOEFL. after the needs analysis is complete, researchers proceed to the next step, namely design.

The media design process starts on November 6 and finishes on November 20, 2019 at the application developer site. the process of media development which includes the transfer of material from books to media applications that have been made desig began on December 10 and finished on December 5, 2019 at the application developer. then the implementation process, this process was carried out on 12 February 2020 at the UIN Walisongo language development center in Semarang. then, the evaluation process was carried out on February 24, 2020 at the media developer site.

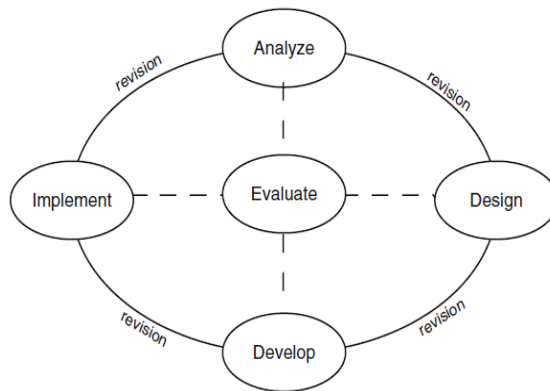
C. Subject of Research

The subjects of this study were students who took the TOEFL course at the UIN Walisongo Semarang language development center. Commonly, there were 15 students who took the TOEFL course, this number is the maximum number of students in one class. Course participants consist of students from various

faculties, not only from one faculty or department. the course is conducted 16 meetings, two of which are used for pre-test and post-test.

D. Procedure of Development

Based on the name “ADDIE” there are five steps for doing the research: Analyze, Design, Develop, Implement, and Evaluate.



1. Needs Analysis

The purpose of the analysis phase is to identify the possible causes of the imbalance of real conditions with ideal conditions (*performance gaps*) or problems in the environment.³¹ This media development begins with analyzing some of the issues and needs needed by students. Some of the problems and requirements include material selection, identification of difficult parts of the material,

³¹ Robert Maribe Branch, “*Instructional Design*..... p. 23

experience and needs of learning methods, skills and needs of learning media, and material depth criteria.

Real condition/field data are known through observation and questionnaire distribution to respondents. The results of observations and questionnaires analyzed using a percentage formula, the number of respondents who chose a particular option divided by the total number of respondents, the results of the division, then multiplied by 100%.

Ideal condition data are found from the results of the questionnaire analysis combined with relevant literacy source documentation. Some literacy sources that can be used are books, journals. Evaluation at this phase from some input questionnaire data analysis by the supervisor in a narrative form. The input obtained is used as an important point that must be emphasized in the next step.

2. Design

The purpose of the design phase is to make sure the desired performances and appropriate testing method. Good design will be able to close the performance gap due to lack of knowledge and skills.³²

Good design will also make it easier to make products. Creating a product begins with determining the flow of manufacture first, then creating a media concept by examining the suitability of the features to facilitate students

³² Robert Maribe Branch, *Instructional Design.....* p. 59

in understanding the material structure and written expression. The design evaluation process is carried out by the supervisor in the form of inputs to the design made.

3. Development

The purpose of this phase is to produce and validate the learning resources needed during learning.³³ In other words that the use of this phase is to confirm the learning media under study, namely “Grammar for TOEFL” the learning media structure and written expression based on android applications.

Validation is done to determine the feasibility of the media, including the content or material and appearance of the media. In this case, those involved in the research is Walisongo language center lecturers who expert in his fields.

The results of the validation from Walisongo language center lecturer produces instructional media structure and written expression using the android application "Grammar for TOEFL" which is a revised and ready to implement.

4. Implementation

The purpose of the implementation phase is to prepare the learning environment which involves the students and doing learning activities using the developed media.³⁴ The implementation phase contains the implementation of

³³ Robert Maribe Branch, *“Instructional Design.....* p. 83

³⁴ Robert Maribe Branch, *“Instructional Design.....* p. 133

product trials that have been designed to many respondents. The field test was conducted on one class of TOEFL course at the UIN Walisongo Semarang language development center. The Field tests were conducted to determine students' responses to the media developed in supporting the learning process.

The results of the field test were analyzed to determine the feasibility of the instructional structure and written expression media using the Android application “Grammar for TOEFL” which has been developed as well as responses and suggestions from students which used to improve or perfect the media.

5. Evaluation

The aim of this phase is to appraise the quality of product and processes, both before and after implementation.³⁵ Evaluation before implementation is the improvements that have been carried out in the previous stage. While the review after implementation is carried out to determine the results of the respondents' evaluation (implementation phase) of the feasibility of the media.

The results of the assessment are based on data obtained from the feasibility test by students and the results of answers to the mastery of concepts. Then, the data are analyzed according to established criteria.

³⁵ Robert Maribe Branch, “*Instructional Design*..... p. 151

6. Pre-Experimental (One Group Pretest-Posttest Design)

One-group pretest-posttest design is one of the pre-experimental models, in this model, there is an experimental group and then given a pretest to determine the initial state of the experimental group, then given treatment and given a posttest. This design can be described as follows:

Pretest	Treatment	Posttest
O1	X	O2

Based on the research design, one experimental group was established, namely the TOEFL course class at the language development center. To find out whether there is an increase in learning outcomes, it can be seen from the pretest and posttest.³⁶

E. Data Collection Technique

1. Kind of data

The types of data in this research are qualitative and quantitative data:

- a. Qualitative data is data about the process of developing instructional structures for structures and written expressions using the Android application

³⁶ Sugiyono, "*Metode Penelitian Kuantitatif, Kualitatif, dan R&D*", (Bandung: Alfabeta, 2010), p. 74-75

“Grammar for TOEFL” in the form of criticism, suggestions from TOEFL course participants on the developed media. Process of developing media included in this data.

- b. Quantitative data is the main data in research on instructional media structure and written expression using the android application “Grammar for TOEFL” obtained for showing the effectiveness of the application.

F. Data Collection Instruments

This section discussed the data collection technique and the research instrument used in this research. The researcher uses two data collection techniques, namely qualitative and quantitative data.

a. Questionnaire technique

The questionnaire is an efficient data collection technique, which is done by giving a set of questions or written statements to respondents to be answered.³⁷ The survey in this study is used to determine the needs of students about what learning media they want to use.

b. Documentation technique

The documentation technique was carried out during the development stage. The results of the documentation in

³⁷ Sugiyono, “*Metode Penelitian Kuantitatif, Kualitatif, dan R&D*.....”, p. 142

the form of relevant literature sources, guidance notes, questionnaire, developed media tools, photos of the implementation process etc.

c. One group pretest-posttest

One-group pretest-posttest design is one form of pre-experimental design. In this model there is an experimental group then given a pretest to find out the initial state of the experimental group, then given treatment and given a posttest.

G. Data Analysis Technique

1. Qualitative data analysis

Data analysis techniques used in qualitative data analysis are data reduction, data presentation, and drawing conclusions. Data reduction is focusing on simplifying the records obtained. The submission of data is a collection of information that allows drawing conclusions. While drawing conclusions is a search for meaning contained in the information.

2. Quantitative data analysis

The data analysis technique used in the quantitative data to find out the effectiveness of developing media “Grammar for TOEFL”. Data is taken from pretest and posttest using the one group pretest-posttest model. The result of the pretest and posttest were analyzed to measure students’ skill before and after using the “Grammar for TOEFL” application to teach structure and written expression.

a. Pre-requisite test

The data was taken to find out the result of the average similarity test of pre-test and post-test in small scale groups.

1) Normality Test

The normality test is used to know the normality of the data is going to be analyzed whether both groups have normal distribution or not. The normality test with chi-square is done to find out the data distribution. Step by step Chi-square test is as follow:

- a) Determine the range (R): the largest reduced the smallest.
- b) Determine the many classes interval (K) with the formula:
- c) Determine the length of the class, using the formula:

$$P = \frac{\text{range}}{\text{number of class}}$$

- d) Make a frequency distribution table.
- e) Determine the class boundaries (bc) of each class interval.
- f) Calculate the average X_i (\bar{X}), with the formula:

$$\bar{X} = \frac{\sum F_i X_i}{\sum F_i}$$

g) Calculate variants, with the formula:

$$S = \sqrt{\frac{\sum F_i (x_i - \bar{x})^2}{n - 1}}$$

h) Calculate the value of Z, with the formula:

$$Z = \frac{X - \bar{X}}{s}$$

X : Limit class

\bar{X} : Average

S : Standard deviation

i) Define the wide area of each interval

j) Calculate the frequency expository (E_i)

$E_i = n \times$ wide area the n number of samples.

k) Make a list of frequency of observation (O_i), with the frequency expository as follows:

Class	Bc	Z	P	L	E_i	$\frac{O_i - E_i}{E_i}$

l) Calculate the Chi-square (X^2), with the formula:

$$X^2 = \sum_{i=1}^k \frac{(O_i - E_i)^2}{E_i}$$

m) Determine dk: $K-3$, where K is the number of class interval and α : 5%

n) Determine the value of X^2 table

o) Determine the distribution normality *if* $X^2_{\text{count}} > X^2_{\text{table}}$ so the data is not normal distribution

and the other way if the $X^2_{\text{count}} < X^2_{\text{table}}$ so the data is normal distribution.

- p) H_0 accepted if $F_{\text{count}} < F_{\text{table}}$ ($\frac{1}{2}\alpha (v_1, v_2)$) with $\alpha = 5\%$ if $F_{\text{count}} < F_{\text{table}}$, the data is not homogenous and the other way if the $F_{\text{count}} > F_{\text{table}}$, the data is homogeneous.

2) Average

$$X_1 = \frac{\text{total of students' value in pretest}}{n_1}$$

b. Post-test

Post- test was held after the treatment were conducted. This test was used to measure students' achievement after the class were given treatment and explanation. The result of test was analyzed statistically.

1) Normality test

Normality test is used to know normality of the data is going to be analyzed whether both groups have normal distribution or not. The normality test with chi-square is done to find out the data distribution. Step by step Chi-square test is as follow:

- a) Determine the range (R): the largest reduced the smallest.

b) Determine the many classes interval (K) with formula:

$$K = 1 + (3,3) \log n$$

c) Determine the length of the class, using the formula:

$$P = \frac{\text{range}}{\text{number of class}}$$

d) Make a frequency distribution table.

e) Determine the class boundaries (bc) of each class interval.

f) Calculate the average X_i (\bar{X}), with the formula:

$$\bar{X} = \frac{\sum F_i X_i}{\sum F_i}$$

g) Calculate variants, with the formula:

$$S = \sqrt{\frac{\sum F_i (x_i - \bar{x})^2}{n - 1}}$$

and the other way if the $F_{\text{count}} > F_{\text{table}}$, the data is homogeneous.

2) Average

$$X_1 = \frac{\text{total of students' value in pretest}}{n_1}$$

c. Variants both pretest and posttest with the following formula:

$$S_1^2 = \frac{\sum(x - \bar{x})^2}{n_1 - 1} \text{ and } S_2^2 = \frac{\sum(x - \bar{x})^2}{n_2 - 1}$$

Where:

s_1^2 = variant of pretest

s_2^2 = variant of posttest

n_1 = the number of students in pretest

n_2 = the number of students in post-test.

d. T-test

T-test was used to analyze the data of this research. A T-test would be the measure that used to compare the mean scores of the two groups.

If $\sigma_1^2 = \sigma_2^2$ (has same variant), the formula is:

$$t = \frac{\bar{x}_1 - \bar{x}_2}{s \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}} \quad \text{with } s = \sqrt{\frac{(n_1 - 1)s_1^2 + (n_2 - 1)s_2^2}{n_1 + n_2 - 2}}$$

Where:

\bar{X}_1 : The mean score of pretest

\bar{X}_2 : The mean score of posttest

s_1^2 = variant of pretest

s_2^2 = variant of posttest

n_1 = the number of students in pretest

n_2 = the number of students in post-test.

if $\sigma_1^2 \neq \sigma_2^2$ (has no same variant) the formula is:

$$t = \frac{\bar{x}_1 - \bar{x}_2}{s \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

The hypothesis are:

$$H_o = \mu_1 = \mu_2$$

$$H_a = \mu_1 \neq \mu_2$$

μ_1 = Average data of pretest

μ_2 = Average data of posttest

Criteria test is ; if $t_{count} > t_{table}$ so H_o is rejected and there is significant difference of average value from both of groups. Moreover, the other way if the $t_{count} < t_{table}$ so H_o is accepted and there is no difference of average value from both of pretest and posttest.

CHAPTER IV FINDING AND ANALYSIS

This chapter explains the research findings and analysis of developing module of structure and written expression to help students for TOEFL mastery.

This research was conducted at Walisongo language development center. Walisongo Language Development Center is a place for language learning centralization for students of UIN Walisongo Semarang. Walisongo language development center was inaugurated on April 6 2005, by the governor of Central Java Province, Mr Mardiyanto. UIN Walisongo students in Semarang are required to take the TOEFL and IMKA tests at the Language Development Center as a graduation requirement. Walisongo language development center also serves English and Arabic courses; anyone can take it.

Walisongo language development center has a vision and mission: Making People Communicate Easier for a Better Life. Walisongo language development center also has mission: (1) Providing language learnings to equip students for success on studies and careers, (2) Providing professional language services to meet customer needs and satisfaction, (3) Organizing language programs to create an international atmosphere at UIN Walisongo Semarang, (4) Establishing partnerships with domestic and abroad agencies for the development of languages and cultures.

PPB UIN Walisongo provides language course services and TOEFL and IMKA test services. English Language services include

Arabic, English and Indonesian intensively and effectively. One class usually consists of 15 students, and there is one lecturer who teaches.

A. Students' Need Analysis

Before developing module for TOEFL mastery, based on the steps from ADDIE model, researcher analyze what the students' need to help them in learning TOEFL. Students' need analysis was undertaken through questionnaire which consist of 10 questions before developing of the product. It was conducted on Monday, 14 of October 2019 at Walisongo language development center. Based on the result, there was 93% of students (n = 30) had learned skill structure and written expressions, 67% of students stated that this skill was difficult, 23% of students stated that these skills are easy, and another 10% said it's very difficult. But, 23% of students who stated easy, in fact could not answer all questions about the structure and written expression correctly, from 6 questions only 1 question they could answer correctly and that question was "what is the simple formula of a correct sentence?", of course they answered "subject + verb", it's easy question.

The questionnaire showed what methods or media are most often used by lecturers in learning the material structure and written expression. Media that are often used are books and paper, which were 19 responses (63%). Furthermore, it was also known that the media which often used was the projector, which was 6 responses (20%). Android-based media were chosen by 53% of

students as a alternative media for learning structure and written expression.

The questionnaire also showed students' opinions about reference books that they thought were most relevant for studying the TOEFL. 23 responses (77%) argue that the most relevant book was “Longman Preparation Course for the TOEFL Test” by Deborah Phillips. Another, 17% think that “Cliffs TOEFL Preparation” by Michael A. Pyle, M. A and Mary Ellen Munoz, M. A was an elevated reference book for studying TOEFL material. 7% students think that Barron's The Leader in Test Preparation TOEFL was a very relevant book. The majority opinion of students was in line with researchers who wants adopt the material in Deborah’s book “Longman Preparation Course for the TOEFL Test” to be used as a reference to develop TOEFL learning media android-based applications, especially in structure and written expression skill.

B. Module

This Grammar for TOEFL module is developed through several stages as explained in ADDIE. The process of making this module starts with making an application display design, determining the material that will be loaded on the application, entering the material and some exercises into the application, the steps will be explained in the discussion below.

1. Design

Design phase is a phase for designing media includes preparation of materials, questions and answers, making backgrounds, images, and buttons that will be included in the application. The application design process includes templates, colors and layout starting on Wednesday, November 6 and finishing on Friday November, 20 2019. Based on the results of the analysis, the next step is product design which includes:

a. Making instructional media design (Storyboard)

Storyboard is a picture of the whole learning media that loaded in the application. Storyboard functions as a guide like a map to facilitate the process of making media.

No.	Program file	Contain	Explanation
1.	Determine the theme color and font.	The dominant color is white and the font uses Times New Roman and Arial.	Easy to read.
2.	Homepage display.	Showing a student animation picture.	
3.	Display menu material and exercises.	Show menus in the application.	In the upper left corner click 3 white lines to see the application menus.
4.	Structure 1	Contains skill 1-6 materials.	Slide to change the skill.

5.	Structure 2	Contains skill 7-12 materials.	Slide to change the skill.
6.	Structure 3	Contains skill 13-17 materials.	Slide to change the skill.
7.	Written expression	Contains skill 18-23 materials.	Slide to change the skill.
8.	Exercises	Contains many exercises from each skill.	50 exercises for structure and 50 exercises for written expression.
9.	Developer's profile	Show developer profile.	Made as simple as possible.
10.	About application	Little description about	Made as simple as possible.

		application.	
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b. Choosing the materials

The material contained in the application was taken from the TOEFL module of Walisongo Language Development Center (PPB) and the “Longman Preparation Course for the Test” book obtained by Deborah Phillips.³⁸ Besides, based on the pre-research questionnaire students also found difficulty in understanding these materials.

2. Development

The development process was carried out by developers on 10 December and finished on 25 December. This development process is essentially taking all the material that has been prepared into the application that was previously designed layout in the design process.

b. Make learning media products in the form of android-based applications.

The media was made using hardware with 500 GB hard disk specifications, 4 GB RAM, corei3 processor and Windows 10 64-bit operating system. This media was called Grammar for TOEFL. All components that have been prepared at the design stage were then assembled into a single unit using Android

³⁸ Deborah Phillips, *“Longman Preparation Course for the TOEFL Test”*, (New York: Pearson Education, 2001). 10606

Studio software. In making this application there are several components that are done, homepage, menu options (side), material, exercises, developers' profile, about application. These stages can be specified as follows:

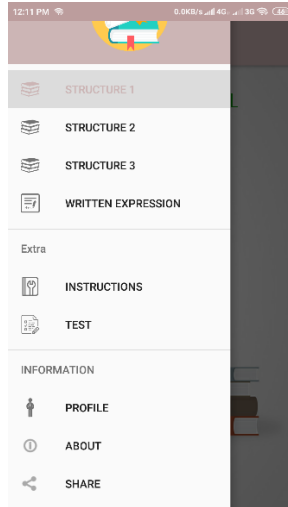
1. Homepage



Homepage view like the picture above, in the middle of the screen there was an animated picture of someone reading a book. At the top, there was the name of the application "Grammar for TOEFL" with white color and light brown background. Above the animated image there was a description of the contents of the application which includes structure, written expressions and exercises. the dominant color

in the middle of homepage screen was white, while the font used was Arial.

2. Menu option (slide)



In the menu option (side) there was a list of contents of the application like, structure 1, structure 2, structure 3, written expression, instructions, test, profile, about, and share. At the top, there was an animated picture of a green book with a light brown background. At the middle until the bottom, white was dominate as background color and there was a table of contents from the application, the font used was Times New Roman, the font color was black.

3. Materials

☰
GRAMMAR FOR TOEFL
⊕

SKILL 1
SKILL 2
SKILL 3
SKILL 4
SKILL 5
SKILL 6

THE FORM OF SENTENCE

Generally, a sentence consists of two elements, they are: Subject + Verb. While noun, pronoun, and gerund can be made as a subject, and to be, modal, and verb 1/2/3 itself can be made as verb. See the map here:

Diagram showing Subject components: Pronoun, Noun, Gerund

Diagram showing Verb components: Verb 1/2/3, To be, Modal

They	She
We	He
I	It
You	

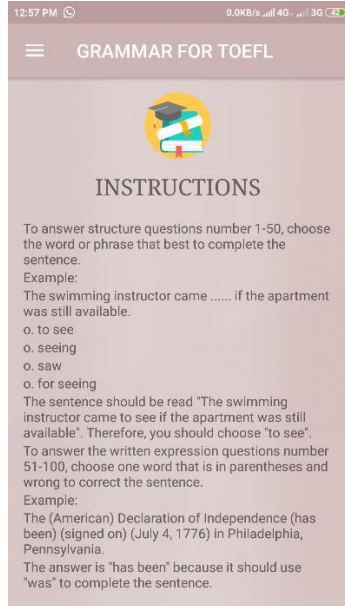
Noun: word, noun phrase, noun clause. Gerund: verb + ing. Verb 1/2/3: write - wrote - written. To be: is, are, was, were, am.

Modal:

Can	Could
May	Might

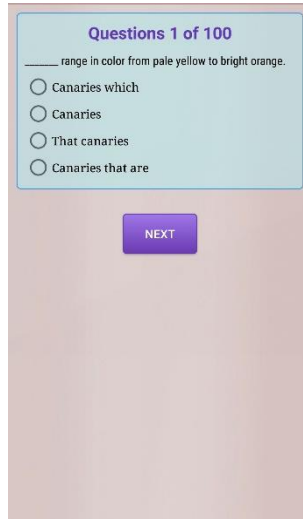
In the materials menu, the dominant background color was white while the black text used Times New Roman and Arial fonts. Slide to left for changing the material to the next skill. At the top there was a list of skills that were written in green used Times New Roman fonts and capital letters. There was also the name of the application at the top which was written used the Times New Roman font in white. In the upper left corner there was 3 white lines button to select the menu.

4. Instructions



This slide menu provided how to answer all of questions in exercise menu which divided into two kinds of question, structure questions number 1-50, and written expression questions number 51-100.

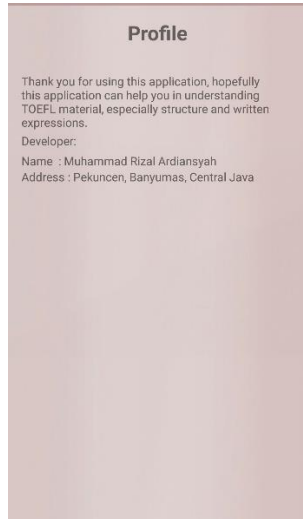
5. Exercises



The image shows a screenshot of a quiz question slide. The slide has a light blue header area with the text "Questions 1 of 100". Below the header, the question text reads: "_____ range in color from pale yellow to bright orange." There are four radio button options listed below the question: "Canaries which", "Canaries", "That canaries", and "Canaries that are". At the bottom center of the slide, there is a purple button with the text "NEXT".

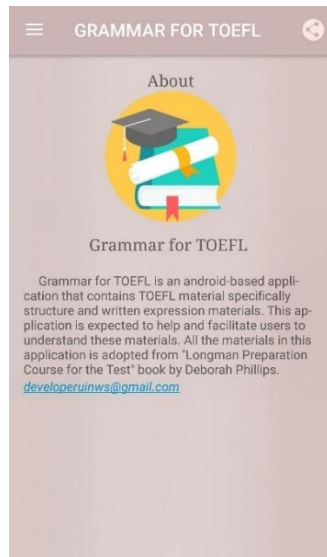
On the exercises menu there were 100 questions consisting of 50 question structures and 50 written expression questions. One slide consists of one question and answer choice, click the next button for the next question. For each slide, the background of the question was blue, and the question was written using the Times New Roman font. At the end of exercises slide, after answering all the questions score will be showed.

6. Developer's profile



At developers' profile slide, there were some bio about 2 developers, and also the developer's expectations about this application. This slide background was light brown and used black Times New Roman fonts. This slide made as simple as possible.

7. About application



On the "About application" slide, there was a simple description about the "grammar for TOEFL" application. It was also explained on the slide that the materials loaded were taken from Deborah Phillips's book. Like the previous slide, this slide has light brown background and used Times New Roman font. And also developer's email address there.

c. Validation from Walisongo language center lecturer

After the development phase, the next phase is validation. At this phase, the media was validated by 1 Walisongo language center lecturer, Mr. Syaiful Mujab, MA. Suggestions from Walisongo language

center lecturer used as a basis for media revision so that media can be better developed.

Improvements are made based on suggestions given by Walisongo language center lecturers. Then after that the lecturer gives a value with a questionnaire provided with 5 alternative answers. The following were suggestions provided by Walisongo language center lecturer for application revisions:

1. Revision for the application material to tidy up the writing. There were some writings that is wrong and must be corrected, then students easily understand the material.
2. Revision for share bottom which didn't work. Better to repair the bottom or delete it.

3. Implementation

The implementation phase was conducted by testing the feasibility of instructional media to 15 students who took the TOEFL course at Walisongo language center. Before the media was used, students were asked to install the media on a smartphone device to try to use the application. Students can download the application by the Google Drive link shared on WhatsApp group. After the end of the lesson students were asked to give a response or opinion by filling out a questionnaire that had been distributed by the researcher.

the process of implementing media in the tutoring class was conducted on 12 February 2020 at Walisongo language development center.

1. Data validation result of Walisongo language center lecturer

No.	Aspect	Indicator	Value
1	Learning	7 indicators	35
2	Display	4 indicators	15
3	Language	6 indicators	21

From each indicator had 5 scoring scales, very bad, bad, enough, good, very good. From 7 indicators in learning aspect, the validator gave score 5 (very good) in each indicator. In display aspect, from 4 indicators the validator gave score 5 (very good) for 2 indicators and for the others indicators the validator gave 2 (bad) and 3 (enough). For the last 6 indicators, the validator gave 5 (very good) for 2 indicators, and 3 (enough) for 3 indicators. The validator also stated that the media is feasible to use with some corrections. This data is taken on January, 2 2020.

4. Evaluation

The evaluation process was carried out on February 24th. there are several points in this process:

1. The results of the questionnaire responses by students
(users)

There are 3 aspects in questionnaire for students or users, media, materials, and benefit.

a. Media

sixty three percent of users stated that the selection of learning media developed by researchers was very good, they felt helped by the presence of an application that could be used as a learning media for learning TOEFL. Seventy-five percent of users stated that the developed media was easy to read. Font selection was rated very well by 75% of users. Seventy-five percent of users gave highest value (very good) for the display application that has been developed by researchers. Sixty three percent of users also gave highest value for the application layout.

b. Materials

Seventy-five percent of users stated that the material that was loaded by the application was appropriate with the TOEFL material they needed in learning the TOEFL. 75% of users gave good value (4) for applications that have been developed. they found the application quite interesting. in this aspect 75% of users gave a value of 4 at the point of presentation of the material, they think that the presentation is quite good.

c. Benefit

Sixty three percent of users though that the media can increase student interest in learning, especially in learning TOEFL. 75% of users though that applications support student-centered learning. 50% of students think that applications can facilitate them in understanding the material.

2. Pre-test and post-test result

Descriptive			
		Statistic	Std. Error
Pre_test	Mean	40	1.88982
	Median	40	
	Variance	28.571	
	Std. Deviation	5.34522	
	Minimum	30	
	Maximum	50	
	Range	20	
	Skewness	0.000	0.752
	Kurtosis	3.500	1.481
Post-test	Mean	65	2.67261
	Median	60	
	Variance	57.143	
	Std. Deviation	7.55929	
	Minimum	60	
	Maximum	80	
	Range	20	
	Skewness	1.323	0.752
	Kurtosis	0.875	1.481

C. Effectiveness

From the data above (in evaluation point), we can know the mean of the pretest was 40 and the standard error was 1.88982, the median 40, the variance 28.571, the standard deviation 5.34522, minimum 30, maximum 50, range 20, skewness 0.000 with standard error 0.752, and kurtosis 3.500 with standard error 1.481.

The mean of posttest 65 with standard error 2.67261, median 60, variance 57.143, standard deviation 7.55929, minimum, 60, maximum 80, range 20, skewness 1.323 with standard error 0.752, and kurtosis 0.875 with standard error 1.481. It can be concluded that the media developed by researcher had helped students in understanding TOEFL materials especially structure and written expression. The students' mean score from 40 increases become 65.

3. T-test

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				lower	Upper			
Pair 1 pretest- posttest	-2.50000	7.55929	2.67261	-31.31972	-18.68028	-9.354	7	0.000

In the previous table we can see that the mean of the posttest was 65 and the mean of the pretest was 40. From the table we can know the standard deviation was 7.55929. with this data, it was known that the effectiveness of the media was moderate with value 59.6. These values indicate that the media developed was quite effective.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of research and discussion, it can be summarized in three topics are as follow:

1. Based on need analysis, 93% of students chosen Android-based applications as a learning media, and 77% of students agreed that the most appropriate book for learning TOEFL was Longman. Its showed that the application developed by researchers was agreed with what students wanted.
2. The development of media had been done through research based design in the following procedures: 1) need analysis 2) design 3) development 4) implementation 5) evaluation. The evaluation phase was has been done in each phase, such as evaluation of the materials to be loaded, evaluation of the application based on the advice of the Walisongo language center lecturer.
3. The effectiveness of the media developed was measured by using effectiveness test. The effectiveness value was 59.6, the value was taken from calculations according to the formula that was explained in chapter 3. These values indicated that the media developed was quite effective.

B. Suggestion

This research was intended to develop new English learning source which can facilitate students' in learning TOEFL. According to

that, this research is need further investigations to obtain TOEFL learning media with better quality.

The modern era requires teachers to be more creative using technology media in the teaching and learning process because knowledge is always developing. Technology can be made to make the learning process easier and better structured. this is needed in order to balance the use of technology as a mere means of seeking entertainment. with technology-based learning media students will be more interested in learning the material.

This application hopefully helps students in learning TOEFL material anytime and anywhere because this application can be accessed via their mobile phones offline and free. Ease to access also expected to increase their interest and enthusiasm in learning.

In this study researchers developed the media following existing methods and this application needs to be developed along with the release of a new android model every year. Thus, this thesis is served to the readers. The researcher realizes that the research is still less perfect. The researcher hopes any suggestions and criticism to make it perfect. The researcher hopes that it can be useful to the readers. Amen.

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APPENDIXES

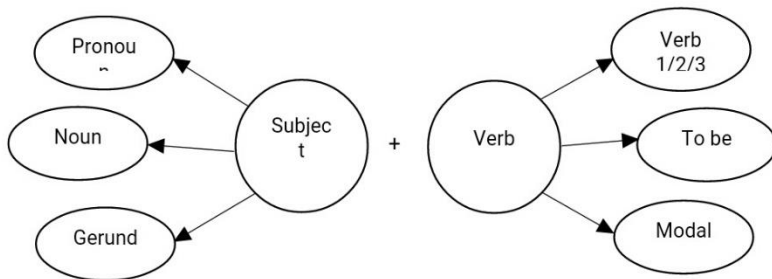
Appendix 1

Grammar for TOEFL (Module)

STRUCTURE

SKILL 1: THE FORM OF SENTENCE

Generally, a sentence consists of two elements, they are: Subject + Verb. While noun, pronoun, and gerund can be made as a subject, and to be, modal, and verb 1/2/3 itself can be made as verb. See the map here:



The singular subject requires a singular verb, and the plural subject requires the plural verb.

Pronoun:

They	She
We	He
I	It

You	
-----	--

Noun: word, noun phrase, noun clause.

Gerund: verb + *ing*.

Verb 1/2/3: write – wrote – written.

To be: is, are, was, were, am.

Modal:

Can	Could
May	Might
Will	Would
Shall	Should
Must	

Example:

He eats a cake.

He : Subject/pronoun.

Eats : verb.

Sari walks on the zebra cross.

Sari : Subject/noun.

Walks : Verb.

Dieting is popular today.

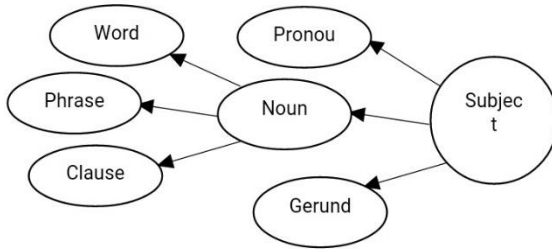
Dieting : Subject/gerund.

Is : Verb/to be.

We will meet tomorrow.

We : Subject/pronoun.

Will meet : Verb/modal.



From the map above, we can decide that noun can be in the form of words, phrases and clauses.

Examples:

That book is expensive.

That book: Noun phrase/subject

Is: to be/verb

I am a student.

I: pronoun/subject

Am: to be/verb

A famous story that children want to be told is snow white.

A famous story that children want to be told: Noun phrase/subject.

Is: to be/ verb.

What she said was true.

What she said: Noun clause/subject.

Was: Verb.

Who spilled that milk was Rini.

Who spilled that milk: Noun clause/subject.

Was: to be/verb.

Rizky feels unhappy.

Rizky: Word/noun/subject.

Feels: verb

SKILL 2: OBJECT OF PREPOSITION

An object of a preposition is a noun, pronoun, gerund or noun clause that comes after a preposition, such as in, at, of, to, by, behind, on and so on, to form a prepositional phrase.

(After his *exams*) Tom will take a trip (*by boat*).

This sentence contains two objects of prepositions. *Exams* is the object of the preposition *after* and *boat* is the object of the preposition *by*.

An object of a preposition can cause confusion in structure questions on the TOEFL test because it can be mistaken for the subject of a sentence.

Example:

With his friend ___ found the movie theater.

(A) has

(B) he

(C) later

(D) when

In this example you should look first for the subject and the verb. You should notice the verb *found* and should also notice that there is no subject. Do not think that *friend* is the subject; *friend* is the object of the preposition *with*, and one noun cannot be both a subject and an object at the same time. Because a subject is needed in this sentence, answer (B), *he*, is the best answer. Answers (A), (C), and (D) are not correct because they cannot be subjects.

The following chart outlines the key information that you should remember about objects of prepositions:

OBJECTS OF PREPOSITION
A preposition is followed by a noun, pronoun, gerund or noun clause that is called an <i>object of the preposition</i> . If a word is an <i>object of preposition</i> , it is not the subject.

SKILL 3: APPOSITIVE

Appositives can cause confusion in structure questions on the TOEFL test because an appositive can be mistaken for the subject of a sentence. An appositive is a noun that comes before or after another noun and has the same meaning.

Sally, the best student in the class, got an A on the exam.

In this example *Sally* is the subject of the sentence and *the best student in the class* can easily be recognized as an appositive phrase because of the noun *student* and because of the commas. The sentence says that *Sally* and *the best student in the class* are the same person. Note that if you leave out the appositive phrase, the sentence still makes sense (*Sally got an A on the exam*).

The following example shows how an appositive can be confused with the subject of a sentence in structure questions on the TOEFL test.

Example :

_____ *George*, is attending the lecture.

- (A) Right now
- (B) Happily
- (C) Because of the time
- (D) My friend

In this example you should recognize from the commas that *George* is not the subject of the sentence. *George* is an appositive. Because this sentence still needs a subject, the best answer is (D), my friend. Answers (A), (B), and (C) are incorrect because they are not subject. The next example shows that an appositive does not always come

after the subject; an appositive can also come at the beginning of the sentence.

SKILL 4: PRESENT PARTICIPLE

A present participle is the *-ing* form of the verb (talking, playing). In structure questions on the TOEFL test, a present participle can cause confusion because it can be either a part of the verb or an adjective. It is part of the verb when it is preceded by some form of the verb *be*.

The man *is talking* to his friend.

In this sentence *talking* is part of the verb because it is accompanied by *is*.

A present participle is an adjective when it is not accompanied by some form of the verb *be*.

The man *talking* to his friend has a beard.

In this sentence *talking* is an adjective and not part of the verb because it is not accompanied by some form of *be*. The verb in this sentence is *has*.

The following chart outlines what you should remember about present participles:

PRESENT PARTICIPLE
A <i>present participle</i> is the <i>-ing</i> form of the verb. The present participle can be (1) part of the verb or (2) an adjective. It is part of the verb when it is accompanied by some form of the verb <i>be</i> . It is an adjective when it is not accompanied by some form of the verb <i>be</i> .

1. The boy *is standing* in the corner.
2. The boy *standing* in the corner was naughty.

SKILL 5: PAST PARTICIPLE

Past participles can cause confusion in structure questions on the TOEFL test because; past participle can be either an adjective or a part of a verb. The past participle is the form of the verb that appears with *have* or *be*. It often ends in *-ed*, but there are 1130 many irregular past participles in English.

The family *has purchased* a television.

The poem *was written* by Paul.

In the first sentence the past participle *purchased* is part of the verb because it is accompanied by *has*. In the second sentence the past participle *written* is part of the verb because it is accompanied by *was*.

A past participle is an adjective when it is not accompanied by some form of *be* or *have*.

The television *purchased* yesterday was expensive.

The poem *written* by Paul appeared in the magazine.

In the first sentence *purchased* is an adjective rather than a verb because it is not accompanied by a form of *be* or *have* (and there is a verb, *was*, later in the sentence). In the second sentence *written* is an adjective rather than a verb because it is not accompanied by a form of *be* or *have* (and there is a verb, *appeared*, later in the sentence).

The following example shows how a past participle can be confused with the verb in structure questions on the TOEFL test.

Example:

The packages _____ mailed at the post office will arrive Monday.

(A) have

(B) were

(C) them

(D) just

In this example, if you look only at the first few words of the sentence, it appears that packages is the subject and mailed is either a complete verb or a past participle that needs a helping verb. But if you look further in the sentence, you will see that the verb is will arrive. You will then recognize that mailed is a participle adjective and is therefore not part of the verb. Answers (A) and (B) are incorrect because mailed is an adjective and does not need a helping verb such as have or were. Answer (C) is incorrect because there is no need for the object them. Answer (D) is the best answer to this question.

The following chart outlines what you should remember about past participle:

PAST PARTICIPLE
A past participle often ends in <i>-ed</i> , but there are also many irregulars past participles. For many Verbs. Including <i>-ed</i> verbs. the simple past and the past participle are the same and can be easily confused. The <i>-ed</i> form of the verb can be (1) the Simple past, (2) the past participle of a verb, or (3) an adjective.

1. She *ainted* this picture.
2. She has *ointed* this picture.
3. The picture *ainted* by Karen is now in a museum.

SKILL 6: CONNECTORS

When you have two clauses in an English sentence, you must connect those clauses correctly. One way to connect two clauses is to use *and, but, so, or, yet* between the clauses.

Tom is singing, *and* Paul is dancing.

Tom is tall, *but* Paul is short.

Tom must write the letter, *or* Paul will do it.

Tom told a joke, *so* Paul laughed.

Tom is tired, *yet* he is not going to sleep.

In each of these examples, there are two clauses that are correctly joined with a coordinate conjunction *and, but, or, so, or yet*, and comma (,).

SKILL 7: THE USE OF ADVERB CONNECTORS

Sentences with adverb clauses have two basic patterns in English. Study the clause and connectors in the following sentences:

I will sign the check *before* you leave.

Before you leave, I will sign the check.

In each of these examples, there are two clauses: *you leave* and *I will sign the check*, and the clause *you leave* is an adverb time clause because it is introduced with the connector *before*. In the first example the connector *before* comes in the middle of the sentence, and no comma (,) is used. In the second example the connector *before* comes at the beginning of the sentence. In this pattern, when the connector comes at the beginning of the sentence, a comma (,) is required in the middle of the sentence.

Adverb clauses can also express a number of other ideas, such as contrast, condition, manner, and place. Because these clauses are adverb clauses, they have the same structure as the time and cause clauses in explanation before. Study the following examples:

I will leave at 7:00 *if* I am ready.


Although I was late, I managed to catch the rain.

In each of these examples, there are two clauses that are correctly joined with adverb connectors. In the first sentence the adverb condition connector *if* comes in the middle of the sentence. In the second sentence the adverb contrast connector *although* comes at the beginning of the sentence, and a comma (,) is used in the middle of the sentence.

SKILL 8: THE USE OF NOUN CLAUSE CONNECTORS/SUBJECT

In this chapter we will see that in some cases a noun clause connector not just a connector, a noun clause connector can also be the subject of the clause at the same time.

I do not know *what is* in the box.


Noun clause as object of verb

We are concerned about *who will do the world.*



Noun clause as object of preposition

Whoever is coming to the party must bring a gift.

↙
Noun clause as subject

In the first example there are two clauses: ***I do not*** know and ***what is in the box***. These two clauses are joined by the connector ***what***. It is important to understand that in this sentence the word ***what*** serves two functions. It is both the subject of the verb ***is*** and the connector that joins the two clauses.

In the second example there are two clauses. In the first clause ***we*** is the subject of ***are***. In the second clause ***who*** is the subject of ***will do***. ***Who*** also serves as the connector that joins the two clauses. The noun clause ***who will do the work*** functions as the object of the preposition ***about***.

In the last example there are also two clauses: ***whoever*** is the subject of the verb ***is coming***, and the noun clause ***whoever as coming to the party*** is the subject of ***must bring***. The word ***whoever*** serves two functions in the sentence: It is the subject of the verb ***is coming***, and it is the connector that joins the two clauses.

SKILL 9: THE USE OF ADJECTIVE CLAUSE CONNECTORS

An adjective clause is a clause that describes a noun. Because the clause is an adjective, it is positioned directly after the noun that it describes.

The woman is filling the glass ***that she put on the table***.

↙
Adjective clause

The glass ***that she put on the table*** contains milk.

↙
Adjective clause

In the first example there are two clauses: *woman* is the subject of the verb *is filling*, and *she* is the subject of the verb *put*. *That* is the adjective clause connector that joins these two clauses, and the adjective clause *that she put on the table* describes the noun *glass*.

In the second example there are also two clauses: *glass* is the subject of the verb *contains*, and *she* is the subject of the verb *put*. In this sentence also, *that* is the adjective clause connector that joins these two clauses, and the adjective clause *that she put on the table* describes the noun *glass*.

SKILL 10: THE USE OF ADJECTIVE CLAUSE CONNECTOR/SUBJECT

In this chapter we will see that in some cases an adjective clause connector is not just a connector; an adjective clause connector can also be the subject of the clause at the same time.

The woman is filling the glass *that is on the table*.

↘
Adjective clause

The glass *that is on the table* contains milk.

↘
Adjective clause

In the first example there are two clauses: *woman* is the subject of the verb of filling, and *that* is the subject of the verb *is*. These two clauses are joined with the connector *that*. Notice that in this example the word *that* serves two functions at the same time: it is the subject of the verb *is*, and it is the connector that joins the two clauses. The adjective clause *that is on the table* describes the noun *glass*.

In the second example, there are also two clauses: *glass* is the subject of the verb *contains*, and *that* is the subject of the verb *is*. In this example *that* also serves two functions: it is the subject of the verb *is*, and it is the connector that joins the two clauses. Because *that*

is on the table is an adjective clause describing the noun *glass*, it directly follows *glass*.

SKILL 11: USE REDUCED ADJECTIVE AND ADVERB CLAUSE CORRECTLY

Adjective clauses can appear in a reduced form. In the reduced form, the adjective clause connector and the be-verb that directly follow it are omitted.

The woman ~~who is~~ waving to us is the tour guide.

The letter ~~which was~~ written last week arrived today.

The pitcher ~~that is~~ on the table is full of iced tea.

Each of these sentences may be used in the complete form or in the reduced form. In the reduced form the connector *who*, *which*, or *that* is omitted along with the *be-verb* *is* or *was*.

If there is no *be-verb* in the adjective clause, it is still possible to have a reduced form. When there is no *be-verb* in the adjective clause, the connector is omitted and the verb is changed into the *-ing* form.

I don't understand the article ~~which appears~~ in today's paper.

↓
appearing

In this example there is no *be-verb* in the adjective clause *which appears* in *today's paper*, so the connector *which* is omitted and the main verb *appears* is changed to the *-ing* form *appearing*.

It should be noted that not all adjective clauses can appear in a reduced form. An adjective clause can appear in a reduced form only if the adjective clause connector is followed directly by a verb. In

other words, an adjective clause can only be reduced if the connector is also a subject.

The woman *that* I just met is the tour guide. (*does not reduce*)

The letter *which* you sent me arrived yesterday. (*does not reduce*)

In these two examples the adjective clauses cannot be reduced because the adjective clause connectors *that* and *which* are not directly followed by *verbs*, *that is* directly followed by the subject *I*, and *which* is directly followed by the subject *you*. Final point to note is that some adjective clauses are set off from the rest of the Sentence with commas, and these adjective clauses can also be reduced. In addition, when an adjective clause is set off with commas, the reduced adjective clause can appear at the front of the sentence.

REDUCED ADJECTIVE CLAUSE	
with a <i>be</i> -verb in the adjective clause	(ADJECTIVE — CONNECTOR/SUBJECT) (BE) <i>(who which that)</i>
with no <i>be</i> -verb in the adjective clause	(ADJECTIVE — CONNECTOR/SUBJECT) (VERB+ING) <i>(who which that)</i>
<ul style="list-style-type: none"> To reduce an adjective clause, omit the adjective clause connector/subject and the <i>be</i>-verb. 	

- If there is no *be*-verb, omit connector/subject and change the main verb to the *-ing* form.
- Only reduce an adjective clause if the connector/subject is directly followed by the verb.
- If an adjective is set off with commas, the reduce clause can be moved to the front of the sentence.

Adverb clauses can also appear in a reduced form. In the reduced form, the adverb connector remains, but the subject and *be-verb* are omitted.

Although ~~he is~~ rather unwell, the speaker will take part in the seminar.

When ~~you are~~ ready, you can begin your speech.

These two examples may be used in either the complete or reduced form. In the reduced form, the adverb connectors *although* and *when* remain; the subjects *he* and *you* as well as the *be*-verbs *is* and *are* are omitted. If there is no *be*-verb in the adverb clause, it is still possible to have a reduced form. When there is no *be*-verb in the adverb clause, the subject is omitted and the main verb is changed into the *-ing* form.

Although ~~he feels~~ rather sick, the speaker will take part in the seminar.

↓
feeling

When ~~you give~~ your speech, you should speak loudly and distinctly.

↓
giving

In the First example the adverb clause *although he feels rather sick* does not include a *be*-verb; to reduce this clause, the subject *he* is omitted and the main verb *feels* is changed to *feeling*. In the second example the adverb clause *when you give your speech* also does not include a *be*-verb; to reduce this clause, the subject *you* is omitted and the main verb *give* is changed to *giving*.

The following chart list the structures for reduced adverb clauses and which adverb clause connectors cab be used in a reduced form:

REDUCED ADVERB CLAUSE					
With a <i>be</i> -verb in the adverb clause	(ADVERB CONNECTOR) (BE)		(SUBJECT)		
With no <i>be</i> -verb in the adverb clause	(ADVERB CONNECTOR) (VERB + ING)		(SUBJECT)		
	Time	Condition	Contrast	Place	Manner
reduces in ACTIVE	After before since	if unless whether	although though		

	while				
	when				
reduces in PASSIVE	Once until when whenever	if unless whether	although though	where wherever	as
<ul style="list-style-type: none"> • To reduce an adverb clause, omit the subject and the <i>be</i>-verb from the verb clause. • If there is no <i>be</i>-verb, then omit the subject and change the verb to the <i>-ing</i> form. 					

SKILL 12: INVERTED SUBJECT AND VERBS

Subjects and verbs are inverted in a variety of situations in English. Inverted subjects and verbs occur most often in the formation of a question. To form a question with a helping verb (*be, have, can, could, will, would, etc.*), the subject and helping verb are inverted.

He **can** go to the movies.

Can he go to the movies?

You **would** tell me the truth.

Would you tell me the truth?

She **was** sick yesterday.

Was she sick yesterday?

To form a question when there is no helping verb in the sentence, the helping verb *dais* used.

He goes to the movies.

Does he go to the movies?

You told me the truth.

Did you tell me the truth?

There are many other situations in English when subjects and verbs are inverted, but if you just remember this method of inverting subjects and verbs, you will be able to handle the other situations. The most common problems with inverted subjects and verbs on the TOEFL test occur in the following situations: (1) with question words such as *what*, *where*, *why*, and *how*; (2) after some place expressions; (3) after negative expressions; (4) in some conditionals; and (5) after some comparisons.

SKILL 13: INVERTING THE SUBJECT AND VERB WITH QUESTION WORDS

That is some confusion about when to invert the subject and verb after question words such as *what*, *when*, *where*, *why*, and *how*. These words can have two very different functions in a sentence. First, they can introduce a question, and in this case the subject and verb that follow are inverted.

What is the homework?

When can I leave?

Where are you going?

Also, these words can join together two clauses, and in this case the subject and verb that follow are not inverted.

I do not know *what* **the homework** is.

When **I** can leave, I will take the first train.

Do you know *where* **you** are going?

In each of these examples there are two clauses joined by a question word. Notice that the subjects and verbs that follow the question words *what*, *when*, and *where* are not inverted in this case.

SKILL 14: INVERTING THE SUBJECT AND VERB WITH PLACE EXPRESSIONS

After ideas expressing place, the subject and the verb sometimes invert in English. This can happen with single words expressing place, such as *here*, *there*, or *nowhere*.

Here is the **book** that you lent me.

There are the **keys** that I thought I lost.

Nowhere have **I** seen such beautiful weather.

In the first example the place word *here* causes the subject *book* to come after the verb *is*. In the second example the place word *there* causes the subject *keys* to come after the verb *are*. In the last example the place word *nowhere* causes the subject *I* to come after the verb *have*.

The subject and verb can also be inverted after prepositional phrases expressing place.

In the closet are the **clothes** that you want.

Around the corner is Sam's **house**.

Beyond the mountains lies the **town** where you will live.

In the first example the prepositional phrase of place in *the closet* causes the subject *clothes* to come after the verb *are*. In the second example the prepositional phrase of place *around the corner* causes the subject *house* to come after the verb *is*. In the last example the prepositional phrase of place *beyond the mountains* causes the subject *town* to come after the verb *lies*.

It is important (and a bit difficult) to understand that the subject and verb will invert after place expressions at the beginning of a sentence only when the place expression is necessary to complete the sentence. Study the following examples:

In the forest are many exotic **birds**.

In the forest **I** walked for many hours.

In the first example the subject *birds* and verb *are* are inverted because the place expression *in the forest* is needed to complete the idea *many exotic birds are*. . . . In the second example the subject *I* and the verb *walked* are not inverted because the idea *I walked for many hours* is complete without the place expression *in the forest*; the place expression is therefore not needed to complete the sentence.

SKILL 15: INVERTING THE SUBJECT WITH VERB WITH NEGATIVE

The subject and verb can also be inverted after certain negative and related expression. When negative expression such as, no, not or never, come at the beginning of sentence, the subject and verb are inverted.

Not once did **I** miss a question.

Never has **Mr. Jones** taken a vacation.

At no times can **the woman** talk on the telephone.

In the first example the negative expression *not once* cause the subject *I* come after the helping verb *did*. In the second example the negative word *never* causes the subject *Mr. Jones* come after the helping verb *has*. In the last example negative expression *at no time* causes the subject *woman* to come after the helping verb *can*.

Certain word in English, such as *hardly*, *barely*, *scarcely*, and *only*, act like negatives. If one of these words comes at the beginning of a sentence, the subject and verb are also inverted.

Hardly ever does **he** take time off.

(This means that he *almost never* takes time off)

Only once did the **manager** issue overtime paycheck.

(This means that the manager almost *never issued* overtime paycheck)

In the first example the “almost negative” expression *hardly ever* causes the subject *he* to come after the helping verb *does*. In the second example “the almost negative” expression *only once* cause the subject manager to come after the helping verb *did*.

When a negative expression appears in front of a subject and verb in the middle of a sentence, the negative and verb are also inverted. This happens often with the negative words *neither* and *nor*.

I do not want to go, and *neither* does **Tom**.

The secretary is not attending the meeting, *nor* is her **boss**.

In the first example the negative *neither* causes the subject *Tom* to come after the helping verb *does*. In the second example the negative *nor* causes the subject *boss* to come after the verb *is*.

SKILL 16: INVERTING THE SUBJECT AND VERB WITH CONDITIONALS

In certain structures, the subject verb may also be inverted. This can occur when the helping verb in the conditional clause is *had*, *should*, or *were*, and the conditional connector *if* is omitted.

If he had taken more time, the result would have been better.

Had he taken more time, the result would have been better.

I would help you if I were in a position to help.

I would help you were I in a position to help.

If you should arrive before 6:00, just give me a call.

Should you arrive before 6:00, just give me a call.

In each of these examples you can see that when *if* is included, the subject and verb are in the regular order (*if he had taken, if I were, if you should arrive*). It is also possible to omit *if* in this case, the subject and verb are inverted (*had he taken, were I, should you arrive*).

SKILL 17: INVERTING THE SUBJECT AND VERB WITH COMPARISONS

An inverted subject and verb may occur a comparison. The inversion of subject and verb after a comparison is optional, rather than required, and it is rather formal structure. There have been a number of inverted comparisons on recent TOEFL test, so you should be familiar with this structure.

My sister spends *more* hours in the office *than* John.

My sister spends *more* hours in the office *than* **John** does.

My sister spends *more* hours in the office *than* does **John**.

All three of these examples contains the comparison *more..... than*, and all three are correct in English. It is possible to have the noun *John* alone, as in the first example it is possible that the comparison is followed by the subject and verb *John does*, as in the second example it is also possible that the comparison is followed by the inverted subject and verb *does John*, as in the third example.

WRITTEN EXPRESSION

SKILL 1: MAKE VERBS AGREE AFTER PREPOSITIONAL PHRASE

Sometimes prepositional phrases can come between the subject and the verb. If the object of the preposition is singular and the subject is plural, or if the object of the preposition is plural and the subject is singular, there can be confusion in making the subject and verb agree.

The **key** (to door) are* in the drawer.

↓
singular

↓
plural

The **keys** (to the door) is* in the drawer.

↓
plural

↓
singular

In the first example you might think that *door* is the subject because it comes directly in front of the verb *are*. However, *doors* is not the subject because it is the object of the preposition *to*. The subject of the sentence is *key*, so the verb should be *is*. In the second example you might think that *door* is the subject because it comes directly in front of the verb *is*. You should recognize in this example that *door* is not

the subject because it is the object of the preposition *to*. Because the subject of the sentence is *keys*, the verb should be *are*.

SKILL 2: MAKE VERB AGREE AFTER EXPRESSIONS OF QUANTITY

A particular agreement problem occurs when the subject is an expression of quantity, such as *all*, *most*, or *some*, followed by the preposition *of*. In this situation, the subject (*all*, *most*, *some*) can be singular or plural, depending on what follows the preposition *of*.

All (of the *book*) was interesting.

singular

All (of the *books*) were interesting.

plural

All (of the *information*) was interesting.

uncountable

in the first example the subject *all* refers to the singular noun *book*, so the correct verb is therefore the singular verb *was*. In the second example the subject *all* refers to the plural noun *books*, so the correct verb is the plural verb *were*. In the third example the subject *all* refers to the uncountable noun *information*, so the correct verb is therefore the singular verb *was*.

SKILL 3: MAKE VERB AGREE AFTER CERTAIN WORDS

Certain words in English are always grammatically singular, even though they might have plural meaning.

Everybody are going* to the theater.

Even though we understand from this example that a lot of people are going to the theater, *everybody* is singular and requires a singular verb. The plural verb *are going* should be changed to the singular verb *is going*.

SKILL 4: PARALLEL STRUCTURE WITH COORDINATE CONJUNCTION

The job of coordinate conjunction (*and*, *but*, *or*) is to join together equal expression. In other words, what is one side of these words must be parallel to what is on the other side. These conjunctions can join nouns, or verb, or adjectives, or phrases, or subordinate clause, or main clause, they just must join together two of the same things. Here are example of two nouns joined by a coordinate conjunction:

I need to talk to the manager *or* the assistant manager.

She is not a teacher *but* a lawyer.

You can choose from activities such as hiking *and* kayaking.

Here are the examples of two verbs joined by a coordinate conjunction:

He eats *and* sleeps only when he takes a vacation.

She invites us to her home *but* never talks with us.

You can stay home *or* go to the movies with us.

Here are examples of two adjectives joined by a coordinate conjunction:

My boss is sincere *and* nice.

The exam that he gave was short *but* difficult.

Class can be interesting *or* boring.

Here are examples of two phrases joined by a coordinate conjunction:

There are students in the classroom *and* in front of the building.

The papers are on my desk *or* in the drawer.

The checks will be ready not at noon *but* at 1.00.

Here are examples of two clauses joined by a coordinate conjunction:

They are not interested in what you say *or* what you do.

I am here because I have to be *and* because I want to be.

Mr. Brown likes to go home early, but his wife prefers to stay late.

SKILL 5: PARALLEL STRUCTURE WITH PAIRED CONJUNCTIONS

The paired conjunctions *both* *and*, *either* *nor*, and *not only* *but also* required parallel structures.

I know *both* where you went *and* what you did.

Either Mark *or* Sue has the book.

The tickets are *neither* in my pocket *nor* in my purse.

He is *not only* an excellent student *but also* an outstanding athlete.

The following is not parallel and must be corrected:

He wants *either* to go by train *or* by plane.*

It is not correct because to go by is not parallel to by plane. It can be corrected in several ways.

He wants either to go by train *or* to go by plane.

He wants to go *either* by train *or* by plane.

He wants to go by *either* train *or* plane.

When you are using these paired conjunctions, be sure that the correct parts are used together. The following are incorrect:

I want both this book *or** that one.

Either Sam *nor** Sue is taking the course.

These sentences are incorrect because the wrong parts of the conjunctions are used together. In the first example, *and* should be used with *both*. In the second example, *or* should be used with *either*.

SKILL 6: PARALLEL STRUCTURE WITH COMPARISONS

When you make a comparison, you point out the similarities or differences between two things, and those similarities or differences must be in parallel form. You can recognize a comparison showing how two things are different from the *-er*..... *than* or the *more* *than*.

My school is farther *than* **your school**.

To be rich is better *than* **to be poor**.

What is written is *more* easily understood *than* **what is spoken**.

A comparison showing how two things are the same might contain *as* *as* or expressions such as *the same* or *similar to*.

Their car is *as* big *as* a small house.

Renting those apartments costs about *the same* as leasing them.

The work that I did is *similar to* the work that you did.

Appendix 2

Manual user/users' guidance

To download this app, the students required to access the Google drive link,

https://drive.google.com/file/d/1mliECCNBmkAKCo8E_zIMSEJkR2etDHaf/view?usp=sharing

then download the application there, after downloading the app students required to install applications that have been downloaded, and open the application. On the home screen, on the top left there is the menu button, tap to see the menu. There are several menus, structures 1, structure 2, structure 3, and written expressions.

In each menu, structure there are 6 skills, to change the skill slide the screen to the left it will move to the next skill menu. There are also a test menu, after learning all the skills in the application menu, users can access a test menu consisting of 50 question structures, and 50 written expression questions. After finishing answering all the questions, the user can find out the test results.

Appendix 3

Instrument of Pre-Test

Pretest questions were taken from Deborah Phillips' book "Longman Preparation Course for the TOEFL Test".

Nama :

NIM :

Jurusan :

STRUCTURE

1. The committee has met and _____
 - a. they have reached a decision
 - b. it has formulated themselves some opinions
 - c. its decision was reached at
 - d. it has reached a decision
2. Alfred Adams has not _____
 - a. lived lonelynessly in times previous
 - b. never lived alone before
 - c. ever lived alone before
 - d. before lived without the company of his friends
3. Henry will not be able to attend the meeting tonight because _____
 - a. he must to teach a class
 - b. he will be teaching a class
 - c. of he will teach a class
 - d. he will have teaching a class
4. Tommy was one _____
 - a. of the happy child in his class.
 - b. of the happiest child in the class.
 - c. child who was the happiest of all the class.
 - d. of the happiest children in the class.
5. _____ was the day before yesterday.

- a. The France's Independence Day
 - b. The day of the French's independence
 - c. French's Independence Day
 - d. France's Independence Day
6. _____ the demands of aerospace, medicine, and agriculture, engineers, are creating exotic new metallic substances.
- a. Meet
 - b. Being met are
 - c. To meet
 - d. They are meeting
7. _____ James A. Bland, "Carry Me Back to Old Virginy" was adopted is the state song of Virginia in 1940.
- a. Was written by
 - b. His writing was
 - c. He wrote the
 - d. Written by
8. Mary Garden, _____ the early 1900's was considered one of the best singing actresses of her time.
- a. a soprano was popular
 - b. in a popular soprano
 - c. was a popular soprano
 - d. a popular soprano in
9. In the realm of psychological theory Margaret F. Washburn was a dualist _____ that motor phenomena have an essential role in psychology.
- a. who she believed
 - b. who believed
 - c. believed
 - d. who did she believe
10. United States spends more money on advertising _____ country in the world.
- a. other
 - b. other than
 - c. than any other
 - d. while other

WRITTEN EXPRESSION

1. On Ellesmere Island in the Arctic one fossil forest consist of a
A
nearly hundred large stumps scattered
B C
on an exposed coal bed.
D
2. The surface conditions on the planet Mars are the more
A B
like the Earth's than are those of any other planet in the
C D
solar system.
3. The midnight sun is a phenomenon in which the Sun
A
visible remains in the sky for twenty-four hours
B C
or longer.
D
4. The Humber River and its valley form a major salmon-fishing
A B C
lumbering, hunting, and farmer region in western
D
Newfoundland, Canada.
5. Anna Maxwell's gift for organization was exemplified by
A B C
her service while the Spanish- American War in 1898.
D
6. Anne Elizabeth McDowell is best remembered for a weekly
A B C
journal, Woman's Advocate, who she launched in January
D
1855.

7. When a severe ankle injury forced herself to give up reporting
A B C
in 1926, Margaret Mitchell began writing her novel, Gone
D
with the wind.
8. Inventor Granville Woods received him first patent on
A B
January 3, 1884, for a steam boiler furnace.
C D
9. An internationally famous ballerina, Maria Tallchief
A
demonstrated that the quality of ballet in North America could
B C
equal those of the ballet in Europe.
D
10. How many people know that the Brooklyn Bridge, built in
A B
1883, were the world's first suspension bridge?
C D

Appendix 4

Instrument of Post-Test

Pretest questions were taken from “Cliffs TOEFL Preparations Guide Test of English as A Foreign Language” by Michael A Pyle M. A and Mary Ellen Munoz M. A.

Nama :

NIM :

Jurusan :

1. main processes involved in virtually all manufacturing: extraction, assembly, and alteration.
 - a. There are three
 - b. Three
 - c. The three
 - d. Three of the
2. Like bacteria, protozoans.....by splitting in two.
 - a. Reproducing
 - b. Reproduce
 - c. To reproduce
 - d. Reproduction
3. Ohio, the center of the Hopewell culture, has the greatest concentration of ancient burial mounds in the United States.
 - a. Called
 - b. What is called
 - c. That is called
 - d. Is called
4. Many meteorits are thought to have originated from that once existed between the orbits of Mars and Jupiter.
 - a. Where a planet or planets
 - b. A planet or planets so

- c. Which a planet or planets
 - d. A planet or planets
5. The novelist John Dos Passes developed a style of fiction incorporating several documentary devices to his work.
- a. Lent realism
 - b. That lending realism
 - c. To lend realism
 - d. Of whose realism lend
6. During the decades after the United States Civil War, a host of technical advances made possible and uniformity of railroad service.
- a. A new integration
 - b. For a new integration
 - c. That a new integration
 - d. And a new integration
7. Hares generally have longer ears and hind legs than rabbits and move by jumping
- a. Rather to be
 - b. Rather than
 - c. Are rather
 - d. As rather
8. An unconsolidated aggregate of slit particles is also termed slit, a consolidated aggregate is called siltstone.
- a. Which
 - b. Why
 - c. Whereas
 - d. Whether
9. Most documentary filmmakers use neither actors studio setting.
- a. Or else
 - b. But not
 - c. Nor
 - d. And

10. Pearl Sydenstricker Buck, the Nobel Prize for Literature in 1938, is best known for her novels about China.
- Won
 - Winner of
 - To win
 - Who the winner of
11. Throughout her length career, Grace Paley has been known
- A
- for her ability to capture the distinct rhythms of New York
- B C
- speech in her short stories.
- D
12. In a famous Martin Luther King speech calls for
- A B C
- the end of racism in America.
- D
13. The New Deal was President Franklin D. Roosevelt's
- program
- A B
- to pull the United States out the Great Depression in the
- 1930's.
- C D
14. Although best known for her prose works, Maya Angelou
- A B
- was also published several collections of poetry.
- C D
15. One inventor that Thomas Edison can take credit for is the
- A B C
- light bulb.
- D
16. Born in Texas in 1890, Katherine Anne Porter produced three
- A
- collection of short stories before publishing her well-known
- B C D
- novel Ship of Fools in 1962.

17. Ethnology, usually considered a branch of cultural
A
anthropology, is often defined as the scientifically study of
B C
the origin and functioning of humans and their culture.
D
18. The one-fluid theory of electricity was proposing by
A B
Benjamin Franklin, a man famous for his wide interest and
C D
great attainments.
19. Probably not speech of so few words has ever been
A B C
as celebrated as Lincoln's Gettysburg address.
D
20. Generally, Abstract Expressionist art is without recognizable
A
images and does not adhere the limits of conventional form.
B C D

Appendix 5

Students' Need Analysis Questionnaire

Nama :

Jurusan/NIM :

Questionnaire mahasiswa tentang materi TOEFL structure and written expression.

Isilah pertanyaan berikut dengan sejujurnya, dengan melingkari opsi atau mengisi jawaban (...) yang sesuai dengan anda!

Structure and written expression (Grammar) adalah skill pada materi TOEFL yang harus dikuasai oleh mahasiswa atau siswa yang nggin melaksanakan ujian TOEFL.

1. Sudah pernahkah anda mempelajari structure and written expression?
Ya/belum
2. Saat kelas/semester berapakah anda mempelajari materi structure and written expression?
Kelas :
Semester :
3. Media apakah yang digunakan guru/dosen anda untuk menjelaskan Structure and written expression?
Lain-lain
4. Menurut anda apakah materi structure and written expression termasuk maateri yang sulit?
Sulit/mudah/sulit sekali
5. Bagaimana bentuk sederhana dari sebuah kalimat terdiri dari apa saja?
 - a. Subject + verb
 - b. Subject + noun
6. Apa yang disebut dengan object of preposition?
 - a. Preposition yang diikuti noun, pronoun, gerund, atau noun clause.

- b. Preposition yang diikuti noun, pronoun, gerund, atau noun phrase.
7. “The man talking to his friend has a beard” adalah contoh dari?
- a. Present participle b. Appositive
8. Apa yang disebut connectors?
- a. Kata yang digunakan untuk menghubungkan dua frasa.
b. Kata yang digunakan untuk menghubungkan dua klausa.
9. Everybody to school.
- a. Are going b. Is going
10. Either Mark or Sue the book.
- a. Have b. Has
11. Media apakah yang baiknya digunakan dalam pembelajaran structure and written expression?
Visual/cetak/visual berbasis aplikasi android
12. Menurut anda perlukah ada media pembelajaran structure and written expression berupa aplikasi android (APK) yang bisa diakses kapanpun, dimanapun dan juga gratis?
Perlu/tidak perlu/sangat perlu
13. Menurut anda buku apa yang sangat relevan untuk mempelajari materi-materi TOEFL?
- a. Longman preparation course for the TOEFL test.
b. Barrons’ the leader in test preparation of TOEFL.
c. CLIFFs TOEFL preparation guide.

Appendix 6

The Result of Pre-Test

NO.	NAMA	NIM	SEC 2
1	ANDI EVAN NISASTRA	1802046104	30
2	FADLY RAHMADI	1802046108	30
3	FARIED MUHAMMAD H	1802046103	40
4	HESTI SUCI CAHYANI	1802046093	40
5	HIDAYATULLAH	1802046116	30
6	KARINA AULIA P	1802046097	50
7	LAILATUS SHOFIYAH	1802046095	40
8	LELI NURLITASARI	1802046091	30
9	M NASRUL OH	1802046	40
10	MAULIDA INAYAH	1802046113	40
11	MOCHAMAD ULINNUHA	1802046111	30
12	NAELUL MAROM	1802046101	30
13	NAVIATUL HASANAH	1802046110	40
14	NURIL FATHONI HAMA	1802046096	40
15	RIDAYANA	18020406099	40

Appendix 7

The Result of Post-Test

NO.	NAMA	NIM	SEC 2
1	ANDI EVAN NISA STRA	1802046104	60
2	FADLY RAHMADI	1802046108	70
3	FARIED MUHAMMAD H	1802046103	50
4	HESTI SUCI CAHYANI	1802046093	60
5	HIDAYATULLAH	1802046116	60
6	KARINA AULIA P	1802046097	70
7	LAILATUS SHOFIYAH	1802046095	70
8	LELI NURLITASARI	1802046091	70
9	M NASRUL OH	1802046	60
10	MAULIDA INAYAH	1802046113	60
11	MOCHAMAD ULINNUHA	1802046111	70
12	NAELUL MAROM	1802046101	70
13	NAVIATUL HASANAH	1802046110	80
14	NURIL FATHONI HAMA	1802046096	60
15	RIDAYANA	18020406099	60

Appendix 8

The Result of Students' Need Analysis Questionnaire

NO.	Name	Question Number												
		1	2	3	4	5	6	7	8	9	10	11	12	13
1	Nur Imran Mahdi	1		2	2	1	2	2	2	1	2		1	1
2	Anik Rokhmawati	1		2	1	1	2	1	2	1	2	1	1	1
3	Rizqy Maulana	1		3	3	1	2	2	2	1	1	3	3	1
4	Aditya	1		3	2	1	2		1	2	1	2	1	1
5	Ahmad Mubarak	1		1	1	1	2	2		2	2	1	3	1
6	Muhammad Iqbal Sholeh	1		2	1	1	1	1	1	2	2	3	1	1
7	Rohmaniah	1		3	1	1	2	2		2	1	3	1	1
8	Ahmad Kadir	2		1	1	1	2	2	2	1	2	2	1	3
9	Istant Feby	1		3	1	1	2	2	1	2	1	3	1	1
10	Rinda Anem Waninggar	1		2	1	1	1	2	2	1	1	3	1	1
11	Dewi Masitoh	1		1	1	1	2	2	2	1	1	1	3	1
12	Ian Azza Anliah	1		3	1	1	2	1	2	1	1	3	1	2
13	Dian Ayu Purnesti	1		3	1	1	2	2	2	2	2	3	1	1
14	Nofal Hakim	1		1	1	1	1	2	1	2	1	1	2	1
15	Cikal Wisdom Akbar	1		2	3	1	2	2	1	1	2	2	3	1
16	M. Sholihul Asyhar	1		3	2	1	1	2	1	1	1	3	1	1
17	Choirun	1		2	1	1	2	1	1	2	1	1	3	1
18	M. Iqbal Maulana	2		1	2	2	2	1	2	1	3	3	1	1
19	M. Choirul Rizal	1		3	1	1	2	2	1	1	2	1	1	2
20	Ali Nur Ilhami	1		3	1	1	2		2	2	1	3	1	1
21	Nanda Pamudji	1		3	1	1	2	1	1	1	2	3	1	3
22	Aisy Puaps Lovis	1		3	2	1	1	2	1	2	2	3	1	2
23	Arisatus Sholihah	1		3	3	1	2	2	1	2	1	3	3	1
24	M. Ulya Ashari	1		3	2	1	1	2		2	2	3	3	2
25	Elia Resti Puti	1		3	2	2	2	1		1	2	3	3	2
26	Wildan Azmi	1		3	1	1	2	2	2	1	1	3	1	1
27	Badrus Salam	1		3	2	1	2	2	1	2	2	3	3	1
28	Tohiratul Khumanati	1		3	1	1	2	2	1	1	2	1	3	1
29	M. aratus Sholihah	1		3	1	1	1	2	2	1	2	3	1	1
30	Syifa Alwafa	1		3	1	1	2	2	1	2	2	3	3	1
	Jumlah dipilih opsi 1	28		3	20	28	7	6	15	15	14	7	16	23
	Jumlah dipilih opsi 2	2		6	7	2	23	22	11	15	16	3	1	5
	Jumlah dipilih opsi 3			19	3							19	12	2
	Percentage dipilih opsi 1	93%		10%	67%	93%	23%	20%	50%	50%	47%	23%	53%	76%
	Percentage dipilih opsi 2	7%		20%	23%	7%	77%	73%	37%	50%	53%	10%	3%	17%
	Percentage dipilih opsi 3	0%		61%	10%	0%	0%	0%	0%	0%	0%	83%	40%	7%

Appendix 9 The Result of Students' Responses Questionnaire

Relap Angket Tanggapan Mahasiswa Tentang Media Pembelajaran Structure and Written Expression

No.	Mahasiswa	1										2													
		a	b	c	d	e	f	g	h	i	j	k	l	m	n	a	b	c	d	e	f	g	h	i	j
1	ms-1	4	4	4	4	4	4	4	4	4	4	4	4	4	4	3	3	3	4	4	4	4	4	4	4
2	ms-2	3	4	4	3	4	4	3	3	3	3	3	4	4	3	3	3	4	4	3	3	3	3	4	4
3	ms-3	3	4	3	3	3	3	3	3	3	3	3	3	3	3	3	3	4	4	4	4	4	3	4	4
4	ms-4	3	4	4	3	3	3	3	4	3	2	4	3	3	3	4	4	4	4	4	4	4	4	4	4
5	ms-5	3	3	3	3	3	3	4	4	3	3	3	4	4	4	3	3	4	3	3	4	3	3	4	4
6	ms-6	4	4	3	4	4	4	4	4	3	3	4	3	4	3	4	4	3	4	3	3	3	3	4	4
7	ms-7	3	4	4	3	3	3	4	4	3	3	3	3	4	4	4	3	3	4	4	4	3	3	4	4
8	ms-8	4	3	3	3	4	3	3	3	3	3	4	3	3	4	4	3	4	3	4	4	4	4	4	4

0.63537146

opsi 1																																					
opsi 2																																					
opsi 3		1			3		1		3		1				1						2		2		2											2	
opsi 4	3	6	4	2	4	3	4	3	4	5	1	2	3	3	5	4	2	3	5	6	7	3	4	6	6	6											
opsi 5	5	1	4	3	3	2	3	3	6	6	5	3	1	2	6	3	3	2	1	5	4	2	2														
% opsi 1	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
% opsi 2	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
% opsi 3	0%	13%	0%	38%	13%	38%	13%	0%	13%	0%	0%	25%	25%	25%	0%	25%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	
% opsi 4	38%	75%	50%	25%	50%	38%	50%	63%	13%	25%	38%	38%	63%	50%	25%	38%	63%	75%	88%	38%	50%	75%	75%	75%													
% opsi 5	63%	13%	50%	38%	38%	25%	38%	38%	75%	75%	63%	38%	13%	25%	75%	38%	38%	25%	13%	63%	50%	25%	25%	0%													

Appendix 10

T-Test of Pre-Test and Post-Test

No.	Paired Differences	Paired Differences						t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference					
					Lower	Upper				
Pair 1	Pre Test - Post Test	-2.50000E1	7.55929	2.67261	-31.31972	-18.68028	-9.354	7	.000	

Appendix 11

Normality and Average of Pre-Test and Post-Test Class

Descriptive			
		Statistic	Std. Error
Pre_test	Mean	40	1.88982
	Median	40	
	Variance	28.571	
	Std. Deviation	5.34522	
	Minimum	30	
	Maximum	50	
	Range	20	
	Skewness	0.000	0.752
	Kurtosis	3.500	1.481
PjpoPost -test	Mean	65	2.67261
	Median	60	
	Variance	57.143	
	Std. Deviation	7.55929	
	Minimum	60	
	Maximum	80	
	Range	20	
	Skewness	1.323	0.752
	Kurtosis	0.875	1.481

Appendix 12

Validity from PPB Lecturer

ANGKET VALIDITAS

THE DEVELOPMENT OF TOEFL STRUCTURE AND WRITTEN EXPRESSION
WITH ANDROID-BASED APPLICATION OF "GRAMMAR FOR TOEFL": A CASE
AT WALISONGO LANGUAGE CENTER COURSE OF PUSAT PENGEMBANGAN
BAHASA (PPB) UIN WALISONGO SEMARANG

(DOSEN PPB)

Nama : *M Saiful Mujab*
NIP : *-*

Bapak / Ibu yang terhormat,

Saya memohon bantuan Bapak/ Ibu untuk mengisi lembar validitas ini. Lembar validitas ini dimaksud untuk mengetahui pendapat Bapak/ Ibu selaku Dosen PPB terhadap kelayakan produk media pembelajaran structure and written expression yang dibuat. Pendapat, saran, penilaian, kritik dan komentar Bapak/ Ibu akan sangat bermanfaat untuk memperbaiki dan meningkatkan kualitas media pembelajaran ini. Atas bantuan dan kesediaan Bapak/ Ibu untuk mengisi lembar validitas ini, saya mengucapkan terima kasih.

PETUNJUK PENGISIAN ANGKET

Isilah tanda check list (√) pada kolom yang Bapak/ Ibu anggap sesuai dengan aspek yang ada.

Kriteria penilaian :

SB : Sangat Baik (5)
B : Baik (4)
C : Cukup (3)
KB : Kurang Baik (2)
SK : Sangat Kurang (1)

No.	Aspek	Indikator	Skala Penilaian					Komentar
			1	2	3	4	5	
1.	Pembelajaran	Kesesuaian materi dengan modul yang ada					√	
		Kesesuaian materi dengan tujuan pembelajaran					√	

Appendix 13

Response from One of Users

30-1

ANGKET TANGGAPAN MAHASISWA
THE DEVELOPMENT OF TOEFL STRUCTURE AND WRITTEN EXPRESSION
WITH ANDROID-BASED APPLICATION OF "GRAMMAR FOR TOEFL": A CASE
AT WALISONGO LANGUAGE CENTER COURSE OF PUSAT PENGEMBANGAN
BAHASA (PPB) UIN WALISONGO SEMARANG

Penulis : MUHAMMAD RIZAL ARDIANSYAH
Perguruan Tinggi : UIN WALISONGO SEMARANG

Nama : Wati Corosa
NIM : 1807046092

PETUNJUK PENGISIAN ANGKET
Isilah tanda check list (√) pada kolom yang Bapak/ Ibu anggap sesuai dengan aspek yang ada.

Kriteria penilaian :

SB : Sangat Baik (5)
B : Baik (4)
C : Cukup (3)
KB : Kurang Baik (2)
SK : Sangat Kurang (1)

No.	Aspek	Indikator	Skala Penilaian					Komentar
			1	2	3	4	5	
1.	Media	Ketepatan memilih media untuk pengembangan				✓		
		Kejelasan petunjuk penggunaan media				✓		
		Mudah digunakan dalam pembelajaran				✓		
		Komunikatif (bahasa mudah dipahami, baik, benar, dan efektif)				✓		
		Kesederhanaan tampilan aplikasi				✓		
		Media mudah diakses				✓		

Appendix 14

Questionnaire for Students/Users

ANGKET TANGGAPAN MAHASISWA

**THE DEVELOPMENT OF TOEFL STRUCTURE AND
WRITTEN EXPRESSION WITH ANDROID-BASED
APPLICATION OF “GRAMMAR FOR TOEFL”: A CASE AT
WALISONGO LANGUAGE CENTER COURSE OF PUSAT
PENGEMBANGAN BAHASA (PPB) UIN WALISONGO
SEMARANG**

Penulis : MUHAMMAD RIZAL ARDIANSYAH

Perguruan Tinggi : UIN WALISONGO SEMARANG

Nama :

NIM :

PETUNJUK PENGISIAN ANGKET

Isilah tanda check list (√) pada kolom yang Bapak/ Ibu anggap sesuai dengan aspek yang ada.

Kriteria penilaian :

SB : Sangat Baik (5)

B : Baik (4)

C : Cukup (3)

KB : Kurang Baik (2)

SK : Sangat Kurang (1)

No.	Aspek	Indikator	Skala Penilaian					Komentar
			1	2	3	4	5	
1.	Media	Ketepatan memilih media untuk pengembangan						
		Kejelasan petunjuk penggunaan media						
		Mudah digunakan dalam pembelajaran						
		Komunikatif (bahasa mudah dipahami, baik, benar, dan efektif)						
		Kesederhanaan tampilan aplikasi						
		Media mudah diakses						
		Pemilihan jenis dan ukuran huruf yang digunakan						
		Pengaturan jarak (huruf, garis, karakter)						
		Keterbacaan teks						

		Tampilan table/map						
		Pengaturan tata letak						
		Keserasian pemilihan warna						
		Kerapian desain						
		Kemenarikan desain						
2.	Materi	Kesesuaian materi dengan tujuan pembelajaran						
		Kelengkapan materi						
		Keakuratan materi sesuai teori dan konsep						
		Kemenarikan penyajian materi						
		Kejelasan penyajian materi						
		Penyajian materi mendorong untuk mencari informasi lebih jauh						

		Penyajian materi dapat mengukur kemampuan kognitif dan psikomotorik						
		Kesesuaian dengan tingkat perkembangan Mahasiswa						
		Koherensi dan keruntutan alur berfikir						
		Ketepatan penggunaan istilah dan pernyataan						
3.	Manfaat	Meningkatkan minat belajar siswa						
		Mendukung pembelajaran yang berpusat pada mahasiswa						
		Mempermudah memahami materi						

Kritik dan Saran

.....
.....
.....

Semarang,2020

Mahasiswa Peserta Les TOEFL PPB

(.....)

NIM.

Appendix 15

**Validity Questionnaire for PPB Lecturer
ANGKET VALIDITAS**

**THE DEVELOPMENT OF TOEFL STRUCTURE AND
WRITTEN EXPRESSION WITH ANDROID-BASED
APPLICATION OF “GRAMMAR FOR TOEFL”: A CASE AT
WALISONGO LANGUAGE CENTER COURSE OF PUSAT
PENGEMBANGAN BAHASA (PPB) UIN WALISONGO
SEMARANG**

(DOSEN PPB)

Nama :

NIP :

Bapak / Ibu yang terhormat,

Saya memohon bantuan Bapak/ Ibu untuk mengisi lembar validitas ini. Lembar validitas ini dimaksud untuk mengetahui pendapat Bapak/ Ibu selaku Dosen PPB terhadap kelayakan produk media pembelajaran structure and written expression yang dibuat. Pendapat, saran, penilaian, kritik dan komentar Bapak/ Ibu akan sangat bermanfaat untuk memperbaiki dan meningkatkan kualitas media pembelajaran ini. Atas bantuan dan kesediaan Bapak/ Ibu untuk mengisi lembar validitas ini, saya mengucapkan terima kasih.

PETUNJUK PENGISIAN ANGKET

Isilah tanda check list (√) pada kolom yang Bapak/ Ibu anggap sesuai dengan aspek yang ada.

Kriteria penilaian :

SB : Sangat Baik (5)

B : Baik (4)

C : Cukup (3)

KB : Kurang Baik (2)

SK : Sangat Kurang (1)

No.	Aspek	Indikator	Skala Penilaian					Komentar
			1	2	3	4	5	
1.	Pembelajaran	Kesesuaian materi dengan modul yang ada						
		Kesesuaian materi dengan tujuan pembelajaran						
		Kelengkapan materi						
		Kedalaman materi						
		Keakuratan materi sesuai teori dan konsep						
		Keakuratan acuan pustaka						
		Interaktivitas mahasiswa dengan media						
2.	Kelayakan	Kesesuaian media dengan						

	penyajian	tuntutan pembelajaran yang berpusat pada pembelajar						
		Kemenerikan penyajian materi						
		Kejelasan penyajian materi						
		Keruntutan penyajian materi						
3.	Penilaian bahasa	Ketepatan penggunaan istilah dan pernyataan						
		Bahasa materi mudah dipahami						
		Menciptakan komunikasi interaktif						
		Kesesuaian dengan kaidah Bahasa Inggris						
		Konsistensi penggunaan spasi, judul dan pengetikan materi						

		Koherensi dan keruntutan alur berfikir						
--	--	--	--	--	--	--	--	--

Perbaikan Media

Petunjuk :

1. Apabila terjadi kesalahan pada media, mohon untuk dituliskan jenis kesalahan atau kekurangan pada kolom (a).
2. Mohon berikan saran perbaikan pada kolom (b)

No	Jenis Kesalahan (a)	Saran Perbaikan (b)

Komentar / Saran :

Kesimpulan

Media ini dinyatakan :

1. Layak digunakan tanpa revisi
2. Layak digunakan dengan revisi sesuai saran
3. Tidak layak digunakan

(Mohon diberi tanda lingkaran pada nomor yang sesuai dengan kesimpulan Bapak/ Ibu)

Semarang, 2020

Validator Dosen PPB

(.....)

NIP.

Appendix 16

Pre-Research Letter



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI WALISONGO SEMARANG
FAKULTAS ILMU TARBİYAH DAN KEGURUAN

Jalan Prof. Hamka Km.2 Semarang 50185
Telepon 024-7601295, Faksimile 024-7615387
www.walisongo.ac.id

Nomor: B - 5934/Un.10.3/D.I/TL.00/09/2019

6 September 2019

Lamp : -

Hal : Pengantar Pra Riset

a.n. : Muhammad Rizal Ardiansyah

NIM : 1403046107

Yth.

Kepala Pusat Pengembangan Bahasa UIN Walisongo
di Semarang

Assalamu'alaikum Wr.Wb.,

Diberitahukan dengan hormat dalam rangka penulisan skripsi, bersama ini kami
hadapkan mahasiswa :

Nama : Muhammad Rizal Ardiansyah

NIM : 1403046107

Alamat : Desa Karangklesem, kecamatan Pekuncen, kabupaten Banyumas

Judul skripsi : The Development of TOEFL Structure and Written Expression with
Android-Based Application of "Grammar for TOEFL": A Case at
Walisongo Language Center Course of Pusat Pengembangan Bahasa
(PPB) UIN Walisongo Semarang.

Pembimbing :

1. Daviq Rizal, M.Pd

2. Dr. Siti Mariam, M.Pd

Mahasiswa tersebut membutuhkan data dengan tema/judul skripsi yang sedang disusun,
oleh karena itu kami mohon Mahasiswa tersebut di ijinakan melaksanakan riset selama 2
hari/bulan, mulai tanggal 10 September 2019 sampai dengan tanggal 11 September
2019. Demikian atas perhatian dan kerjasama Bapak/Ibu/Sdr. disampaikan terimakasih.

Wassalamu'alikum Wr.Wb.



Tembusan :

Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Walisongo Semarang (sebagai
laporan)

Appendix 17

Research Letter



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI WALISONGO SEMARANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jalan Prof. Hamka Km.2 Semarang 50185
Telepon 024-7601295, Faksimile 024-7615387
www.walisongo.ac.id

Nomor: B - 403/Un.10.3/D.I/TL.00/01/2020

27 Januari 2020

Lamp : -

Hal : Mohon Izin Riset

a.n : Muhammad Rizal Ardiansyah

NIM : 1403046107

Yth.

Kepala Pusat Pengembangan Bahasa UIN Walisongo
Di Semarang

Assalamu'alaikum Wr.Wb.,

Diberitahukan dengan hormat dalam rangka penulisan skripsi, atas nama mahasiswa:

Nama : Muhammad Rizal Ardiansyah

NIM : 1403046107

Alamat : Desa Karanglesem, kecamatan Pekuncen, kabupaten Banyumas

Judul skripsi : The Development of TOEFL Structure and Written Expression with
Android-Based Application of "Grammar for TOEFL".

Pembimbing :

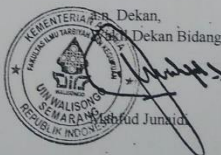
1. Daviq Rizal, M.Pd

2. Dr. Siti Mariam, M.Pd

Sehubungan dengan hal tersebut mohon kiranya yang bersangkutan di berikan izin riset dan dukungan data dengan tema/judul skripsi sebagaimana tersebut diatas selama tiga hari, mulai tanggal 29 Januari 2020 sampai dengan tanggal 31 Januari 2020.

Demikian atas perhatian dan terkalubnya permohonan ini disampaikan terimakasih.
Wassalamu'alikum Wr.Wb.

Dr. Dekan,
Dekan Bidang Akademik
Ashfid Jumaidi



Tembusan :

Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Walisongo Semarang (sebagai laporan)

Appendix 18

Approval of Research Permission



UNIVERSITAS ISLAM NEGERI WALISONGO
PUSAT PENGEMBANGAN BAHASA
Jalan Prof. Dr. Hamka Semarang 50185
Telepon (024) 7614453 Faksimili (024) 7614453, Website : ppb.walisongo.ac.id

Nomor: B-298/Un.10.0/P3/PP.00.9/1/2020

Semarang, 27 Januari 2020

Hal : **Persetujuan Izin Penelitian**

Kepada

Yth : Dekan Fakultas Ilmu Tarbiyah dan Keguruan
UIN Walisongo
di Tempat

Assalamu'alaikum Wr. Wb.

Menanggapi surat dari Fakultas Ilmu Tarbiyah dan Keguruan, Nomor B-403/Un.10.3/D.I/TL.00/01/2020, kepala Pusat Pengembangan Pusat Bahasa (PPB) UIN Walisongo memberikan persetujuan izin penelitian saudara :

Nama : Muhammad Rizal Ardiansyah
NIM : 1403046107
Judul Penelitian : *The Development of TOEFL Structure and Written Expression with Android-Based Application of "Grammar for TOEFL"*

Demikian surat persetujuan izin penelitian ini disampaikan, untuk dipergunakan sebagaimana mestinya.

Wassalamu'alaikum Wr. Wb



Kepala PPB,

Alis Asikin

CURICULUM VITAE

Name : Muhammad Rizal Ardiansyah
Place & Date of Birth : Banyumas, 4 August 1996
Student's Number : 1403046107
Department : English Education
Religion : Islam
Father's name : Achmad Roziqin
Mother's name : Maryam, S.Pd.I
Address : Dusun Karangsalam II RT/RW 01/04,
Karangklesem, Kecamatan Pekuncen
Kabupaten Banyumas, Jawa Tengah.
Email/ Phone : ciyerizal@gmail.com/085385359993
Twitter : @mamasrizal_
Educational Background:
1. MI : MI Ma'arif NU 01 Karangklesem
2. MTs : MTs Darunnajat
3. MA : MA Darunnajat

Semarang, 27 April 2020
The writer

M. Rizal Ardiansyah
1403046107